

Southern Oregon University

www.sou.edu

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Mission Statement of Southern Oregon University

SOU Puts Student Learning First

Southern Oregon University is a contemporary public liberal arts and sciences university providing access to opportunities for personal, intellectual, and professional growth through education and scholarship.

The University's core mission is to offer qualified, motivated individuals of diverse backgrounds and ages the chance to discover and fulfill their potential for meaningful lives and successful careers through undergraduate and graduate study. Its aim is to prepare students to help shape a future of hope and freedom through lifelong learning, thoughtful research, informed service, and principled leadership.

Southern is a provider, partner, and catalyst for educational, cultural, and research activities that support the healthy development of its region and state, in association with national and international communities.

The University is proud of its strengths in the sciences and humanities; its continuing tradition of preparing outstanding teachers, business leaders, and other select professionals; and its designation as 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

Regionally Responsive, Nationally Recognized, and Internationally Engaged

Southern Oregon University is the premier academic resource for southern Oregon and neighboring counties in California. It is distinctive among Oregon's institutions of higher learning. The University aspires to enhance its contribution to the region and Oregon by positioning itself as one of America's finest contemporary public liberal arts universities. It is well on its way to realizing its vision, as described below:

Southern Oregon University is recognized nationally and internationally as a leading intellectual center for student opportunity and achievement through campus scholarship and community engagement. The University's exceptional teaching and worthwhile research, innovative approaches to liberal learning and professional study, and contributions through graduate education, creative expression, and professional service in selected fields assure it a notable and sustaining role in the cultural, technological, and economic development of the region, the state, and beyond. The University holds a special place in Oregon's higher education system and is a major source of pride among southern Oregonians.

Southern Oregon University's expanding size parallels its growing reputation for high-quality and distinctive programs, practices, and partnerships, as well as growth in the region and greater participation in higher education among Oregonians. SOU's diverse learning community broadly represents Oregon, the nation, and the larger world community. The University's undergraduate and graduate experience is widely known for its masterful integration of learning and discovery inside and outside the classroom—all within the framework of small, friendly, and accessible learning environments. Students are afforded valuable experiences in work internships, community service-learning, international study abroad, and research. SOU's graduate and research programs are distinguished by their success in producing leaders for applied and creative fields, in addition to transferring new ideas and innovations to the workplace and community. Alumni are noted for their exceptional career achievements and generous services to others, as well as for their advancement to doctoral and postgraduate programs.

Oregon University System

Organized in 1932, the Oregon University System (OUS) provides educational opportunities for the people of the state of Oregon.

Oregon State Board of Higher Education

The Oregon University System is governed by the Oregon State Board of Higher Education, whose members are appointed by the governor with confirmation by the state senate. Terms are four years for regular members and two years for student members. Terms expire June 30 of the year shown.

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Policy Statement on Equal Opportunity

Southern Oregon University affirms and actively promotes the right of all individuals to equal opportunity in education and employment at this institution without regard to race, color, sex, national origin, age, religion, marital status, disability, veteran status, sexual orientation, or any other extraneous consideration not directly and substantively related to effective performance. This policy implements all applicable federal, state, and local laws, regulations, and executive orders. See page 6 of this catalog for more information on SOU's affirmative action policies.

Table of Contents

INTRODUCTION	2
Academic Calendar	3
SOU Statistics	3
Degrees and Programs	4
Explanation of Catalog Terminology	5
Affirmative Action Policies	6
ENTERING THE UNIVERSITY	6
Admission to Freshman Standing	6
Admission of Transfer Students	7
Admission to Professional Programs	8
Admission of Foreign Students	8
AP Credit Chart	8
Graduate Student Admission	8
Enrollment as a Nonadmitted Student	9
Admission of Senior Citizens	9
Admission Procedure	9
New Student Programs	9
Special Academic Credit	9
CLEP Credit Chart	10
Registration	10
Change of Registration	10
Withdrawal from the University	11
TUITION AND FEES	11
Regular Fees	11
Estimated Special Fees	12
Fee Refunds	12
Residence Policy	13
FINANCIAL AID	16
COMMUNITY RESOURCES	18
Jefferson Public Radio	18
Rogue Valley Community Television	18
Schneider Museum of Art	18
Small Business Development Center	19
Southern Oregon Regional Services	19
UNIVERSITY RELATIONS	19
Alumni Relations	19
Development Office/Foundation	19
Finance and Administration	19
Community Groups	19
Affiliated Organizations	20
STUDENT AFFAIRS	20
Student Affairs Office	20
ACCESS Center	20
Academic Advising	20
Personal Counseling	21
Career Services	21
Disability Services for Students	21
SOU Lead and Serve (SOULS)	21
Veterans Referral Services	21
Schneider Children's Center	21
Student Union	21
University Bookstore	22
Housing	22
Multicultural Affairs	23
Student Health Services	23
Women's Resource Center	24
STUDENT ACTIVITIES	24
Activities Programs	24
Art	24
Cocurricular Programs	24
Ecology Center of the Siskiyou	25
Government	25
Honors and Awards	25
KSOC Student Radio	25
Diversions Nightclub	25

Organizations, Student	26
Outdoor Program	26
Religious Activities	26
Student Publications	26
Student Publicity Center	26
Sports	26
ACADEMIC SERVICES	27
Academic Advising	27
Academic Resource Services	27
Information Technology Services	27
Media Services	27
Telecommunications	27
Library	27
Success at Southern	28
ACADEMIC PROGRAMS	28
Extended Campus Programs	28
International Programs	29
Lecture Series	29
National Student Exchange	29
Shakespeare Studies	29
Western Undergraduate Exchange	29
ACADEMIC POLICIES	30
Academic Standards Policy	30
Application for Degree	30
Catalog Option	30
Classification of Students	30
Course Prerequisites Policy	30
Minimum Class Size	30
Double Major	30
Grading System	31
Minors	31
Reserved Graduate Credit	31
Residence Requirements	32
Second Bachelor's Degree	32
Veterans	32
DEGREE PROGRAMS AND REQUIREMENTS	32
Program Planning	32
Baccalaureate Degree Requirements	33
General Education Requirements	33
University Colloquium	35
Components in the Major	35
BA/BS Requirements	35
Transfer Student Policies	36
Guidelines for Normal Progress	36
Accelerated Baccalaureate Degree	37

Schools

ARTS AND LETTERS	38
General Arts and Letters	38
Art	39
Communication	44
English and Writing	49
Foreign Languages and Literatures	53
Music	60
Philosophy	65
Theatre Arts	66
BUSINESS	71
Degree Programs	72
SCIENCES	80
Biology	82
Chemistry	87
Computer Science	90
Engineering	93
Geology	94
Mathematics	96
Physics	99

SOCIAL SCIENCE, EDUCATION, HEALTH AND PHYSICAL EDUCATION	103
Master in Management Program	103
General Social Science	105
Criminology	106
Economics	108
Geography	110
History	113
International Studies	117
Political Science	117
Psychology	119
Sociology and Anthropology	127
Education	133
Health and Physical Education	145
INTERDEPARTMENTAL DEGREES	148
Co-Majors	148
Business-Chemistry	148
Business-Mathematics	148
Business-Physics	149
Mathematics-Computer Science	149
Music-Business	149
Interdisciplinary Majors	150
Environmental Studies	150
International Studies	152
Area Degree Programs	152
Interdisciplinary Minors	153
Applied Multimedia	153
Film Studies	154
International Peace Studies	155
Latin American Studies	155
Native American Studies	155
Remote Sensing	156
Shakespeare Studies	156
Video Production	156
Women's Studies	157
Certificates	158
Applied Finance and Economics	158
Business Information Systems	158
Interactive Marketing & E-Commerce	159
Management of Human Resources	159
Native American Studies	160
SPECIAL PROGRAMS	160
Accelerated Baccalaureate Degree	160
American Language Academy	160
Honors Program	161
Degree Completion Programs	162
Library and Information Science	162
Military Science	162
Overseas Study Programs	163
Nursing Program	166
PREPROFESSIONAL PROGRAMS	169
Agriculture	169
Chiropractic Medicine	169
Dental Hygiene	169
Education	170
Law	170
Medical Technology	170
Medicine and Dentistry	170
Occupational Therapy	170
Optometry	171
Pharmacy	171
Physical Therapy	172
Physician's Assistant	172
Psychology, Counseling, Social Work, or Human Services	172
Resource Management/Conservation	172
Theology	172
Veterinary Medicine	172
GRADUATE STUDIES	173
ADMINISTRATION AND FACULTY	176
INDEX AND DIRECTORY	189

Welcome to Southern Oregon

The Region

Southern Oregon is a geographically diverse and historically rich area. The seven-county region served by Southern Oregon University is distinguished by the Rogue River, Crater Lake, the coast, and three mountain ranges: the Cascades, the Siskiyou, and the Coast Range. The 200-mile Rogue River is famous for fishing, rafting, and other recreational activities. This beautiful wild river originates in the Cascade Mountains near Crater Lake and flows southwest and west across the Coast Range to the Pacific Ocean at Gold Beach.

Just eighty miles from Ashland, Crater Lake National Park is home to Oregon's most spectacular natural feature. This pristine mountain lake was formed when Mount Mazama erupted 6,600 years ago, leaving behind an enormous caldera. The second deepest lake in North America, Crater Lake measures six miles across and is more than 6,000 feet above sea level.

Tourism, retail sales, and a burgeoning computer industry are the driving forces of the Rogue Valley economy. The region is surpassed only by the Portland area and coastal region in its number of tourist facilities. Ashland alone boasts eighty-five restaurants and ninety-three lodging facilities, sixty-six of which are bed and breakfasts.

Cultural and recreational facilities abound in the Rogue Valley. The region hosts five fairs and thirteen festivals, in addition to twenty-eight art galleries and more than two dozen cultural and arts museums. Recreational facilities include 151 public and 110 commercial campgrounds, seventeen golf courses, three racetracks, two ski areas, two iceskating rinks, and four horse stables. There are sixty-four registered guided tours in the region, many of which are on the Rogue River.

Ashland

SOU is located in Ashland at the base of the Siskiyou Mountains in the Rogue Valley. With a population of 20,000, the town is surrounded by forests, mountains, lakes, and rivers, which provide a spectacular setting for outdoor sports and ecological studies. Ashland is also home to the nation's only Fish and Wildlife Forensics Laboratory.

Ashland benefits from a mild four-season climate. The average rainfall in the area is twenty inches, less than half the annual rainfall of Eugene or Portland.

Although the valley floor is generally free of snow, winter recreational facilities are just a thirty-minute drive from campus at the Mount Ashland Ski and Snowboard Resort. At 7,500 feet elevation, the resort provides day and night skiing and has twenty-two downhill runs, ranging from beginner to expert levels. The slopes are served by four chairlifts. The area has numerous cross-country ski opportunities in the nearby Siskiyou and Cascade Mountains. Just minutes from campus, Emigrant Lake offers waterslides, sailing, and a park.

SOU and the community are focal points of cultural activity and have gained national recognition for the Oregon Shakespeare Festival and associated theatres, which draw 385,000 patrons annually. Music festivals also abound.

Dozens of restaurants, delis, bakeries, banks, bookstores, ice-cream parlors, specialty shops, and clothing stores are within easy walking distance of campus. A bicycle path leads from SOU to downtown Ashland and beyond.

In addition, Ashland offers an ideal setting for picnics and strolls in Lithia Park, with its duck ponds, paths, arboretum, and gently flowing creek.

The University

The mission of Southern Oregon University is to provide excellent study programs in the liberal arts and sciences, select professional programs, and research and service programs. Degrees are offered at the bachelor's and master's levels.

SOU places strong emphasis on teaching and scholarship. The University's student-to-faculty ratio of 17:1 is ideal for undergraduate instruction. More than 93 percent of SOU faculty hold a PhD or the highest degree in their field.

Students

Nearly 90 percent of SOU's 5,465 students are undergraduates, distributed across thirty-five baccalaureate degree programs ranging from the arts to computer science. More than 10 percent are pursuing graduate work in one of five areas of study. Approximately 900 students reside in the thirteen residence halls located in three main complexes on campus. An additional residence hall is used for educational groups visiting campus. Family housing is also available in Old Mill Village, a 165-unit apartment complex located near campus.

The student body represents a variety of cultures. In addition to students predominantly from the western U.S., more than 129 international students from thirty-three countries are currently enrolled at SOU. SOU alumni are located in forty-nine states, the District of Columbia, Guam, the Virgin Islands, and many other countries. SOU's international programs also offer study and work exchanges in various parts of the world.

Campus

SOU occupies a 175-acre campus with fourteen academic buildings, thirteen residence halls, and other 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.

Built in 1925, Churchill Hall is the oldest building on campus. It houses many of the administrative offices. The majority of campus buildings were constructed in the 1960s and 1970s. Recent projects include the Family Housing Complex, the McNeal Pavilion addition, the Stevenson Union Bookstore addition (1990), the Computing Services Center (1991), the Student ACCESS Center (1995), the Schneider Museum of Art addition (1996), and the Center for the Visual Arts (2000). SOU is currently in the midst of a major renovation and expansion project that will modernize and nearly double the size of its library.

Established in 1984, the Medford Campus provides off-campus students with access to many of the programs and services available on the main campus in Ashland, including degree completion and graduate programs, classrooms, computer labs, registration, academic advising, a bookstore, and distance-learning facilities.

History

Southern Oregon University is one of seven institutions in the Oregon University System. A group of Ashland citizens originally founded the School as a private institution in 1869. It was approved as a state normal school by the state legislature in 1882. Along with other normal schools in Oregon, Southern was discontinued due to lack of state support in 1909.

After the normal school closed, a number of local citizens attempted to reopen the Institution. In 1925, the state legislature appropriated funds to establish the Southern Oregon State Normal School. The doors reopened in 1926 for summer session, with enrollment reaching 258 students. Formerly known as the Administration Building, Churchill Hall housed the entire School, including the office of the first president, J. A. Churchill, for whom the building was later named. Churchill was succeeded by the following presidents: Walter Redford, 1932 to 1946; Elmo Stevenson, 1946 to 1969; James K. Sours, 1969 to 1979; Natale A. Sicuro, 1979 to 1986; Joseph W. Cox, 1987 to 1994; and Stephen J. Reno, 1994 to 2000. Ernest Ettlich served as interim president prior to Cox's appointment in 1987, while Sara Hopkins-Powell was president for the interim from July 2000 until August 2001. Dr. Elisabeth Zinser became the University's tenth president in 2001.

All Oregon normal schools were officially renamed colleges of education in the 1940s. As Southern Oregon College of Education (SOCE), the Institution experienced rapid growth following World War II. In 1956, with more than 900 students, it became Southern Oregon College (SOC) to signify its transition to a regional liberal arts college. In 1975, the state legislature changed the name to Southern Oregon State College (SOSC). The Institution was renamed yet again in spring 1997, this time as Southern Oregon University (SOU). This name reflects the present role of the University as a contemporary liberal arts institution serving the state of Oregon and the southern Oregon region through instruction, research, and public service programs.

Accreditation

Southern Oregon University is accredited by the Northwest Association of Schools and Colleges. The facilities, faculty, and curricula of the Department of Chemistry are approved by the American Chemical Society. The Education Department is 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.

Web Site

Southern Oregon University's Web site is located at www.sou.edu. The site includes an electronic version of the current catalog, the class schedule, and information about various University facilities and programs.

Academic Calendar

Fall Quarter 2002

Fall Faculty Breakfast and Development Day
Tuesday, September 24

New Student Orientation and academic advising and registration
Wednesday–Sunday, September 25–29

Residence hall move-in for Orientation
Wednesday and Thursday, September 25–26
Saturday and Sunday, September 28–29

All classes begin
Monday, September 30

Last day to pay fees without penalty
Friday, October 4

Last day for new registration, addition of new courses, or change of section
Friday, October 4

Last day to drop a course without being responsible for a grade
Friday, October 25

Veterans Day (classes in session)
Monday, November 11

Last day to change P/NP option
Friday, November 15

Thanksgiving holiday
Thursday–Sunday, November 28–December 1

Last day to submit course withdrawal form to the Registrar's Office; last day to withdraw completely from the University
Monday, December 2

Fall quarter final examinations
Monday–Friday, December 9–13

Fall quarter ends
Friday, December 13

Grades due
Tuesday, December 17

Winter break
Monday–Sunday, December 16–January 5

Winter Quarter 2003

Academic advising and registration for new students
Monday, January 6

All classes begin
Monday, January 6

Last day to pay fees without penalty
Friday, January 10

Last day for new registration, addition of new courses, or change of section
Friday, January 10

Martin Luther King Jr. Day holiday
Monday, January 27

Last day to drop a course without being responsible for a grade
Friday, January 31

Last day to change P/NP option
Friday, February 21

Last day to submit course withdrawal form to the Registrar's Office; last day to withdraw completely from the University
Monday, March 10

Winter quarter final examinations
Monday–Friday, March 17–21

Winter quarter ends
Friday, March 21

Grades due
Monday, March 24

Spring break
Monday–Sunday, March 24–30

Spring Quarter 2003

Academic advising and registration for new students
Monday, March 31

All classes begin
Monday, March 31

Last day to pay fees without penalty
Friday, April 4

Last day for new registration, addition of new courses, or change of section
Friday, April 4

Last day to drop a course without being responsible for a grade
Friday, April 25

Last day to change P/NP option
Friday, May 16

Memorial Day holiday
Monday, May 26

Last day to submit course withdrawal form to the Registrar's Office; last day to withdraw completely from the University
Monday, June 2

Spring quarter final examinations
Monday–Friday, June 9–13

Spring quarter ends
Friday, June 13

Commencement
Saturday, June 14

Grades due
Tuesday, June 17

Summer Session 2003

Pre-Session
Monday–Friday, June 16–20

Registration continues for all sessions; classes begin; last day to pay fees for first four-week and eight-week sessions without penalty
Monday, June 23

Last day for new registration, addition of new courses, or change of section
Friday, June 27

Fourth of July holiday
Friday, July 4

End of first four-week session
Friday, July 18

Last day to drop a course without being responsible for a grade
Friday, July 18

Last day to change P/NP option for eight-week session
Friday, July 25

End of eight-week session and second four-week session
Friday, August 15

Post-session begins
Monday, August 18

Summer sessions end
Friday, August 29

SOU Statistics

STUDENT PROFILE

Total enrollment	5,465
Full-time students	3,875
Part-time students	1,590
Undergraduate students	4,890
Graduate students	575
Between 17 and 25 years old	68%
Average age	26
Average SAT score	1,035
Average high school GPA	3.21
Average first year SOU GPA	3.04
Students from Oregon	78%
Ethnic minorities	535 (10%)
International students	129 from 33 countries
Men	42%
Women	58%

UNIVERSITY PROFILE

Average class size	25
Student-to-faculty ratio	17:1
Schools	4
Departments	23
Baccalaureate degree programs	35
Degrees conferred in 2000–2001	1,008
Bachelor's degrees	771
Master's degrees	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)	\$30,956,183
Financial aid recipients	3,606 students

SOUTHERN OREGON UNIVERSITY

2002–03 CATALOG

Printed in June 2002

Produced by the SOU Office of Publications

Email inquiries to: michaelm@sou.edu

An electronic version of the catalog is available at the SOU Web site: www.sou.edu

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ORDERING CATALOGS

Copies of this publication are available on campus or by mail. This catalog costs \$2.75 if purchased in person at the University Bookstore, or \$4.25 if it is shipped by U.S. mail. An additional charge is assessed for mailings outside the United States. Admitted students receive a copy of the catalog when they first enroll. If you wish to order a catalog, please send your request to:

ATTN: Catalog Services
SOU Bookstore
1250 Siskiyou Boulevard
Ashland, OR 97520-5002

Please allow three to four weeks for delivery.

Degrees and Programs

Undergraduate Degrees

BACHELOR OF ARTS OR SCIENCE

Anthropology
 Art
 Arts and Letters
 Biology
 Business Administration*
 Accounting*
 Hotel, Restaurant, and Resort Management*
 Management*
 Marketing*
 Chemistry*
 Biochemistry
 Co-Majors:
 Business-Chemistry
 Business-Mathematics
 Business-Physics
 Mathematics-Computer Science
 Music-Business
 Communication*
 Human Communication*
 Journalism*
 Media Studies*
 Computer Science*
 Computer Information Science*
 Computer Programming and Software*
 Computer Science and Multimedia*
 Criminology*
 Economics*
 English and Writing*
 Environmental Studies
 Geography*
 Geology
 Health and Physical Education*
 Athletic Training*
 Health Promotion and Fitness Management*
 History
 Human Services†
 Interdisciplinary Studies
 International Studies
 Language and Culture*
 French*
 German*
 Spanish*
 Mathematics*
 Music
 Nursing (OHSU)
 Physics*
 Political Science
 Psychology
 Science
 Social Science
 Sociology
 Theatre Arts

* Participates in the three-year Accelerated Baccalaureate Degree Program.

† Human Services is a degree completion program and requires special admission procedures.

BACHELOR OF FINE ARTS

Art
 Theatre

Graduate Degrees

MASTER IN APPLIED PSYCHOLOGY
 MASTER IN MANAGEMENT
 MASTER OF ARTS IN TEACHING
 MASTER OF ARTS OR SCIENCE
 Education
 Environmental Education
 Specified school areas

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 Education: OHSU Dental School
 Dental Hygiene: OHSU Dental School
 Medical Education: OHSU Medical School
 Medical Technology: OHSU Medical School
 Optometry: Pacific University
 One- to four-year preprofessional programs in the following areas are available to students intending to transfer to professional schools:
 Agriculture
 Chiropractic Medicine
 Dental Hygiene
 Dentistry
 Engineering
 Law
 Medical Technology
 Medicine
 Nursing
 Occupational Therapy
 Optometry
 Pharmacy
 Physical Therapy
 Physician's Assistantship
 Psychology, Counseling, Social Work, or Human Services
 Resource Management and Conservation
 Theology
 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

Minors

African and Middle Eastern History (History)
 Anthropology (Sociology and Anthropology)
 Applied Multimedia (Interdisciplinary Studies)
 Art History (Art)
 Asian History (History)
 Biology (Biology)
 British Literature (English and Writing)
 Business Administration (Business)
 Chemistry (Chemistry)
 Communication (Communication)
 Computer Science (Computer Science)
 Creative Writing (English and Writing)
 Criminology (Criminology)
 Economics (Economics)
 Education (Education)
 English Education (English and Writing)
 European History (History)
 Film Studies (Interdisciplinary Studies)
 French (Foreign Languages and Literatures)
 General Studio Art (Art)
 Geography (Geography)
 Geology (Geology)
 German (Foreign Languages and Literatures)
 History of Women and Minorities (History)
 Hotel, Restaurant, and Resort Management (Business)
 Human Communication (Communication)
 Interdisciplinary Ethics (Interdisciplinary Studies)
 International Peace Studies (Interdisciplinary Studies)
 Journalism (Communication)
 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 Relations (Communication)
 Remote Sensing (Interdisciplinary Studies)
 Shakespeare Studies (Interdisciplinary Studies)
 Sociology (Sociology and Anthropology)
 Spanish (Foreign Languages and Literatures)
 Theatre Arts (Theatre Arts)
 United States History (History)
 U.S. Literature (English and Writing)
 Video Production (Interdisciplinary Studies)
 Women's Studies (Interdisciplinary Studies)
 Writing with Professional Applications (English and Writing)

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 information published, 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 31 of this catalog 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 30.

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 an advanced study . . . 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 30.

Further information on course registration is provided in the class schedule, published in hard copy and on the Web each term. This includes the Course Reference Number (CRN), grading method, time and location of class meetings, and instructor's name.

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.

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	38
ALA	American Language Academy	160
AM	Applied Multimedia	154
Anth	Anthropology	129
Art	Art	40
ArtH	Art History	43
BA	Business Administration	75
Bi	Biology	84
Ch	Chemistry	88
CIS	Computer Information Science	91
Comm	Communication	46
Core	University Colloquium	35
Crim	Criminology	106
CS	Computer Science	92
D	Dance	70
Ec	Economics	108
Ed	Education	137
Eng	English	50
Engr	Engineering	93
Flm	Film Studies	154
Fr	French	56
G	Geology	94
Geog	Geography	111
GL	German	57
HE	Health Education	146
Ho	Honors	161
Hst	History	114
IDS	Interdisciplinary Studies	150
IS	International Studies	117
Jpn	Japanese	58
LIS	Library and Information Science	162
MM	Master in Management	104
MS	Military Science	163
Mth	Mathematics	98
MuP	Applied Music	61
Mus	Music	61
NAS	Native American Studies	156
Nur	Nursing	167
PE	Physical Education	146
Ph	Physics	101
Phl	Philosophy	65
PS	Political Science	117
Psy	Psychology	122
Rel	Religion	66
SAS	Success at Southern	28
Sc	Science	81
SSc	Social Science	105
ShS	Shakespeare Studies	156
Soc	Sociology	131
Span	Spanish	58
SpEd	Special Education	143
TA	Theatre Arts	68
VP	Video Production	156
Wr	Writing	52
WS	Women's Studies	158

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 SOU rules and procedures. Students assume personal responsibility for designing a course of study and fulfilling the academic requirements of Southern Oregon University.

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. A detailed paper regarding this policy is available from the Office of the Provost.

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 accommodation/modification 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 the Office of Academic Affairs at 541-552-6114.

ATHLETICS POLICY

The University is committed to providing equal athletic opportunity for members of both sexes. Equal opportunities include: 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.

Entering the University

Office of Admissions

Britt Hall 242

541-552-6411

Mara Affre, *Director*

Students 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 9 and the *Summer Session* section on page 28.

Non-Oregon residents pay nonresident tuition and fees. The current tuition and fees schedule for resident and nonresident students is available upon request. Rules governing the nonresident fee may be found under *Determination of Residence* on page 13.

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 16.

Prospective students are encouraged to visit the campus. Admissions staff can make arrangements for visitors to meet faculty, attend classes, stay overnight in the residence halls, 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 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 their high school transcript and either the Scholastic Assessment Test I (SAT I) or American College Test (ACT) scores sent to SOU.
2. Graduate from an accredited or standard public high school (private high school students must graduate from an accredited high school) with a minimum grade point average of 2.75. Those who have not attained this minimum grade point average may be admitted if they have met one of the following requirements:
 - a) Obtained a combined score of 1010 on the Scholastic Assessment Test I (SAT I) or 900 on an SAT administered prior to April 1, 1995; or
 - b) Obtained a composite score of 21 on the American College Test (ACT).

Freshman applicants who have not graduated 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 580. 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 non-standard or unaccredited high schools or who have been home-schooled must have a minimum 1010 SAT I or 21 ACT score, as well as an average 470 or above (1410 total) on three SAT II Subject Tests (writing, math level I or IIc, and a third 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 have the choice of scoring an average of 470 or above (1410 total) on three SAT II subject tests (writing, math level I or IIc, and a third test of the student's choice). Alternatively, students may elect to take makeup coursework (high school or college level) for specific subject requirements missed in high school, for which they must achieve a passing grade.

For students who graduated from high school prior to 1985, part 3 of this section is waived. Further information is available upon request from the director of admissions.

High School Course Requirements

(Total required units: 14)

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 for freshman standing may appeal to the Undergraduate Admissions Advisory Committee. The appellant must provide complete academic records, test scores, letters of reference, and a written appeal.

Policy of the Oregon State Board of Higher Education permits only a few students each year to enroll at Southern Oregon University under special admission.

Proficiency-Based Admission Standards System (PASS)

The Oregon University System (OUS) is implementing a new admission process, PASS (Proficiency-Based Admission Standard System), based on student demonstration of academic proficiency in selected academic topics. 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 CIM to meet some of the standards required for admission. However, the CIM is not required for admission. As PASS implementation progresses, campuses will use these standards in admission decisions, scholarship selections, and placement in freshman courses. PASS will be fully implemented for fall 2005 applicants.

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. (Please refer to the AP chart on page 8 of this catalog.)

Admission of Transfer Students

Students transferring to SOU from an 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 transfer student with fewer than 36 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 completed with a passing grade 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. Registration is delayed until such records arrive, and students are responsible for the fees and penalties arising from the delay. Students considering transferring to SOU should review the procedures for admission and the policies on transfer of credit in this section. They are also encouraged to visit the campus and contact their major departments or the ACCESS Center to be assigned academic advisors.

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, please see the descriptions of the various degree programs in the catalog. In addition, please refer to *Transfer Student Policies* on page 36 for more information.

Credit from Accredited Institutions

Advanced standing is granted to students transferring to SOU with acceptable records from 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 unaccredited work. 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 Southern Oregon University.

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 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 part of the 124 credits. Vocational-technical credits are not normally utilized in the admission decision but may be considered on an individual basis.

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 9 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 Foreign Students

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

The Test of English as a Foreign Language (TOEFL) is required of students whose native language is not English. A score of 520 is required of undergraduate applicants, while a score of 540 is required of graduate applicants. An official minimum score of 959 on the SAT II English Language Proficiency Test (ELPT), may substitute for a TOEFL of 520, as will completion of level 6 in the American Language Academy (ALA). An official minimum ELPT score of 964 may substitute for a TOEFL of 540.

Foreign students are also required to submit a financial statement and official academic transcripts, in addition to maintaining 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 foreign student advisor at 541-552-6660.

Students whose English does not meet the TOEFL requirement may enroll in the American Language Academy, the intensive English program on campus. For more information, write: American Language Academy, Southern Oregon University, Ashland, OR 97520 (see *American Language Academy* on page 160).

Postbaccalaureate Admission

Students interested in pursuing a second bachelor's degree or in taking 8 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. (Nonresident undergraduate fees may be higher than nonresident graduate fees, depending on the number of credits taken during a particular quarter.) Students must apply to the Office of Admissions to be admitted to postbaccalaureate nongraduate 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 173 for admission dates and deadlines.

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	CH 201, 202, 203
		6	CH 204, 205, 206*
		15	
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	8	Eng 104 or 105 and Wr 121
	4	12	Eng 104, 105 and Wr 121
	5	16	Eng 104, 105 and Wr 121, 122
English Language and Composition	3	4	Wr 121
	4, 5	8	Wr 121, 122
Human Geography	3, 4, 5	4	Geog 107
Languages:			
German	3	12	GL 101, 102, 103
	4	16	GL 101, 102, 103, 201
	5	20	GL 101, 102, 103, 201, 202
Latin, Virgil	3, 4, 5	4	Humanities
Latin, Literature	3, 4, 5	8	Humanities
Spanish	3	12	Span 101, 102, 103
	4	16	Span 101, 102, 103, 201
	5	20	Span 101, 102, 103, 201, 202
French	3	12	Fr 101, 102, 103
	4	16	Fr 101, 102, 103, 201
	5	20	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	Mth 251
Cal. BC	3	8	Mth 251, 252
Cal. AB**	4, 5	8	Mth 251, 252
Cal. BC	4, 5	12	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	TBA	TBA

* 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.

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* in the *Graduate Studies* section on page 173). 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.

International Graduate Students

Students whose native language is not English must provide the Office of Admissions and the graduate coordinator with proof of an official TOEFL score of 540 or higher if they are planning to take graduate courses.

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.

Admission Procedure

1. Application Form and Deadlines

New students applying for admission to SOU must file an official application with the Office of 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. Students applying for fall term should file all materials with Admissions by August 30. For those planning to enter at other times, 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 may pay the \$50 application fee via credit card or by mailing a check or money order to the Admissions Office. The fee cannot be refunded, waived, or transferred to other institutions.

3. Transcripts

Students applying as freshmen must have their high schools send official transcripts of all coursework beyond the eighth grade. 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 7).

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 credits of transferable college coursework at the time of application. All records should be in 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.

4. Placement Examinations

Students entering as freshmen must submit scores from either the Scholastic Assessment Test I (SAT I) or the American College Test (ACT) 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, the director of admissions informs the applicant 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.

New Student Programs

Each fall term, new students are invited to campus to participate in a comprehensive, mandatory orientation program the week 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

Please see *Advanced Placement* under *Admission to Freshman Standing* on page 7.

CREDIT BY EXAMINATION

Regularly enrolled full-time undergraduate students 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 received credit for the course at this or another college, has previously challenged the course and received an NP, or has 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 number 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 indicate that they would like 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 this page). 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 duplicate credit previously earned for work done elsewhere.
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, 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 accredited institutions. For further information about special credit programs, contact Admissions at 541-552-6411.

Registration

Office of the Registrar
Britt Registration and Records Center
541-552-6600

Michael Corcoran, Registrar

SOU students may register via SISWeb at 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

College Level Examination Program (CLEP) Credit

EXAMINATION	SCORES	CREDITS	COURSE
General Examinations			
College Mathematics	50	4	Math elective
English Composition	50	4	Wr 121
Humanities	50	8	AL 211, 212
Natural Sciences	50	9	Science elective
Social Sciences and History	50	8	Soc. Science elective
Subject Examinations			
<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
Freshman College Composition	50	8	Wr 121, 122
<i>Foreign Languages</i>			
College-Level French Language	50	12	French TBA
College-Level German Language	50	12	German TBA
College-Level Spanish Language	50	12	Spanish TBA
<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	3	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	6	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

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 dead week, 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 director.

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

Craig Morris, Director

All persons who attend classes at Southern Oregon University must pay applicable tuition and fees.

Tuition, fees, and deposits in all of the state institutions of higher education are charged according to a uniform plan, varying on different campuses according to differences in conditions, nature of work offered, or fluctuations in the cost of materials, supplies, and equipment. The Oregon University System and Southern Oregon University reserve the right to make changes in the fee schedules following notice requirements.

Fee Schedule

Student Classification	Term	Year
Resident Undergraduate	\$ 1,185	\$ 3,555
Nonresident Undergraduate	3,657	10,971
Resident Graduate	2,037	6,111
Nonresident Graduate	3,585	10,755
Resident Postbaccalaureate		
Nongraduate Student	1,185	3,555

The above schedule displays actual 2001-02 tuition and fees for full-time students. The figures include \$309 a term in mandatory fees. The tuition for 2002-03 will increase by at least 3 percent. State revenue shortfalls and other factors could affect current plans. The final fee schedule will be available from the Office of the Registrar after August 1, 2002.

Regular Fees

The fee schedule lists the regular fees paid by all students under the usual conditions. These fees entitle students to use the University 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. If payment in full cannot be made prior to the beginning of classes, students may be eligible to use SOU's 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, in person, or online via SISWeb) 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 one of the many drop boxes located around campus.

Students receiving grants, loans, or scholarships are expected 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. SOU also offers the direct deposit of financial aid to students' checking or savings accounts, eliminating the need to pick up aid in person.

Tuition is due upon registration for classes. 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 class schedule 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.

There are 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:

- A. 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.
- B. To use the Plan for the payment of tuition and fees, students must have paid any past due or noncurrent charges in full.
- C. 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 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.

- E. 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.
- F. 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.
- G. 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.

We are here to help! Any questions or concerns should be addressed to Business Services. Visit us at the cashier windows in Churchill Hall, or call 541-552-6311.

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. Graduate students who register for a maximum of 8 credits pay a proportional share of the applicable graduate full-time fee.

Students taking a maximum of 8 credits are assessed tuition and fees on the basis of course level rather than student status. 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 18. 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.

STAFF: \$15 A CREDIT

Upon approval of the employee's immediate supervisor and the president or executive head, staff members may register any term for a limited number of credits (generally not more than 10) at staff rates. 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.

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.

EXAMINATION FOR CREDIT: \$25

Each Institution-administered examination for credit is \$25, regardless of the credits involved. Counseling and testing examination fees are \$5 to \$60, depending on the 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; a written request will also suffice. 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.

GRADUATE QUALIFYING EXAMINATION: \$15

The charge for these examinations is \$15.

GRADUATION APPLICATIONS

Degree applications are available at the Registration Center, located in Britt 230. A \$35 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 \$10 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.

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 the University have been paid.

PARKING

All student, staff, and faculty who wish to park on campus must register their vehicles with the Parking Department and operate them in compliance with SOU's Parking Regulations, which may be obtained at the Parking Department. 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 the Parking Department at 541-552-6257.

STUDENT HEALTH INSURANCE

Comprehensive student health insurance is available to students and their dependents. Application for coverage during the academic year must be submitted within thirty-one days of the first day of classes each term. *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.

Fee Refunds

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

1. To qualify for a refund, students must withdraw during the refund period established by OUS (dates are available from the registrar and in the class schedule).

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 monetary refund 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 refund 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 refunds to financial aid programs is a complex process governed by federal law. The student's refund 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 refunds are issued for dropped classes taken by persons receiving staff rates.
9. Students who are called up for military service may receive a complete refund of fees, depending on the date in the term they leave school.

Note: To be eligible for a 100-percent tuition refund, 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 results after the application of a tuition refund 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.

Residence 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. These rules (Oregon Administrative Rules, Chapter 580, Division 10, Board of Higher Education) appear below.

Only duly authorized admissions officers have authority to apply and interpret these rules and procedures. No other indication or determination of residency by any other institutional office, department, program, or staff represents the official institutional determination of residency.

Summary of Key Considerations for Determining Classification as a Resident:

1. Establishment of a domicile in Oregon for a period of twelve months or more prior to the beginning of the term for which residency is sought.
2. Financial dependence on an Oregon resident or financial independence.
3. Primary purpose for being in Oregon other than to obtain an education.
4. Nature and source of financial resources.
5. Various other indicia of residency (e.g., ownership of Oregon living quarters, permanent Oregon employment, payment of Oregon income taxes).

Oregon Board of Higher Education Administrative Rules

These are the residency rules of the State Board of Higher Education currently in effect.

Residence Classification

Definitions (OAR 580-10-029)

For the purpose of rules 580-10-030 through 580-10-045, the following words and phrases mean:

1. "Domicile" denotes a person's true, fixed and permanent home and place of habitation. It is the place where a person intends to remain and to which the person expects to return when he or she leaves without intending to establish a new domicile elsewhere.
2. "Financially independent" denotes a person who has not been and will not be claimed as an exemption and who has not received and will not receive financial assistance in cash or in kind of an amount equal to or greater than that which would qualify him or her to be claimed as an exemption for federal income tax purposes by another person, except his or her spouse, for the current calendar year and for the calendar year immediately prior to the year in which application is made.
3. A "dependent" is a person who is not financially independent.

Determination of Residence

(OAR 580-10-030)

1. For purposes of admission and instruction fee assessment, OUS institutions shall classify a student as an Oregon resident or nonresident. In determining resident or nonresident classification, the primary issue is one of intent. If a person is in Oregon primarily for the purpose of obtaining an education, that person will be considered a nonresident. For example, it may be possible for an individual to qualify as a resident of Oregon for purposes of voting or obtaining an Oregon driver's license and not meet the residency requirements established by these rules.
2. An Oregon resident is a financially independent person who, immediately prior to the term for which Oregon resident classification is requested:
 - a) Has established and maintained a domicile in Oregon of not less than twelve consecutive months; and
 - b) Is primarily engaged in activities other than those of being a college student.
 - (i) A student may be considered primarily engaged in educational activities regardless of the number of hours for which the student is enrolled. However, a student who is enrolled for more than 8 hours a semester or quarter shall be presumed to be in Oregon for primarily educational purposes.
 - (ii) Such period of enrollment shall not be counted toward the establishment of a bona fide domicile of one year in this state unless the student proves, in fact, establishment of a bona fide domicile in this state primarily for purposes other than educational.
3. An Oregon resident is also a person who is dependent on a parent or legal custodian who meets the Oregon residency requirements of these rules.
4. The criteria for determining Oregon resident classification shall also be used to determine whether a person who has moved from Oregon has established a non-Oregon residence.
5. If institution records show that the residence of a person or the person's legal custodian upon whom the person is dependent is outside of Oregon, the person shall continue to be classified as a nonresident until entitlement to resident classification is shown. The burden of showing that the residence classification should be changed is on the person requesting the change.

Residency Consideration Factors

(OAR 580-10-031)

1. The following factors, although not necessarily conclusive or exclusive, have probative value in support of a claim for Oregon resident classification:
 - a) be primarily engaged in activities other than those of a student and reside in Oregon for twelve consecutive months immediately prior to the beginning of the term for which resident classification is sought;
 - b) reliance upon Oregon resources for financial support;
 - c) domicile in Oregon of persons legally responsible for the student;
 - d) acceptance of an offer of permanent employment in Oregon; and
 - e) ownership by the person of his or her living quarters in Oregon.
2. The following factors, standing alone, do not constitute sufficient evidence to effect classification as an Oregon resident:
 - a) voting or registration to vote;
 - b) employment in any position normally filled by a student;
 - c) the lease of living quarters;
 - d) admission to a licensed practicing profession in Oregon;
 - e) automobile registration;
 - f) public records, for example, birth and marriage records, Oregon drivers's license;
 - g) continuous presence in Oregon during periods when not enrolled in school;
 - h) ownership of property in Oregon, or the payment of Oregon income or other Oregon taxes; or
 - i) domicile in Oregon of the student's spouse.
3. Reliance upon non-Oregon resources for financial support is an inference of residency in another state.
4. The resident classification of a dependent person shall be that of his or her parents or legal custodians, or, in the case of divorce or other similar circumstances, the parent or legal custodian upon whom the person is financially dependent, unless the dependent has been in Oregon with the other parent or a legal custodian and established Oregon residency under these rules twelve months prior to the term for which Oregon resident classification is requested.

Evidence of Financial Dependency

(OAR 580-10-033)

1. In determining whether a student is financially dependent and whether his or her parent or legal custodian has maintained a bona fide domicile in Oregon for one year, a student must provide:

- a) legal proof of custodianship;
- b) evidence of established domicile of parent or legal custodian; and
- c) the identification of the student as a dependent on the federal income tax return of the parents or legal custodian.

Additional documentation to substantiate dependency during the current calendar year may be required at a later time if deemed necessary by the Institution.

2. A student who provides evidence that he or she is a dependent of a parent or legal custodian who has maintained a one-year domicile in Oregon shall not be required to establish a one-year domicile prior to classification of resident status, provided such a student may not be classified as a resident while receiving financial assistance from another state or state agency for educational purposes.

Residence Classification of Armed Forces Personnel

(OAR 580-10-035)

1. For purposes of this rule, "member of the armed forces" means officers and enlisted personnel of:
 - a) the Army, Navy, Air Force, Marine Corps and Coast Guard of the United States;
 - b) reserve components of the Army, Navy, Air Force, Marine Corps and Coast Guard of the United States;
 - c) the National Guard of the United States and the Oregon National Guard.
2. Notwithstanding OAR 580-010-0030, members of the armed forces and their spouses and dependent children shall be considered residents for purposes of the instructional fee if the members:
 - a) reside in this state while assigned to duty at any base, station, shore establishment or other facility in this state;
 - b) reside in this state while serving as member of the crew of a ship that has an Oregon port of shore establishment as its home port or permanent station; *or*
 - c) reside in a foreign country and file Oregon state income taxes no later than 12 months before leaving active duty.
3. An Oregon resident entering the armed forces retains Oregon residence classification until it is voluntarily relinquished.
4. An Oregon resident who has been in the armed forces and assigned on duty outside of Oregon, including a person who establishes residency under section (2)(c) of this rule, must return to Oregon within sixty days of completing service to retain classification as an Oregon resident.
5. A person who continues to reside in Oregon after separation from the armed forces may

count the time spent in the state while in the armed services to support a claim for classification as an Oregon resident.

6. The dependent child and spouse of a person who is a resident under Section (2) of this rule shall be considered an Oregon resident. "Dependent child" includes any child of a member of the armed forces who:
 - a) Is under eighteen years of age and not married, otherwise emancipated, or self-supporting; or
 - b) Is under twenty-three years of age, unmarried, enrolled in a full-time course of student in an institution of higher learning and dependent on the member for over one-half of his or her support.

Residence Classification of Members of Oregon Tribes

(OAR 580-010-0037)

1. Students who are enrolled as members of federally recognized tribes of Oregon or who are enrolled members of a Native American tribe which had traditional and customary tribal boundaries that included parts of the state of Oregon or which had ceded or reserved lands within the state of Oregon shall be assessed resident tuition regardless of their state of residence.
2. For purposes of this rule, the federally recognized tribes of Oregon are:
 - a) Burns Paiute Tribe
 - b) Confederated Tribes of Coos, Lower Umpqua, and Siuslaw
 - c) Confederated Tribes of Grand Ronde Community of Oregon
 - d) Confederated Tribes of Siletz Indians of Oregon
 - e) Confederated Tribes of Umatilla Indian Reservation
 - f) Confederated Tribes of Warm Springs Indian Reservation
 - g) Coquille Indian Tribe
 - h) Cow Creek Band of Umpqua Indians
 - i) Klamath Tribes
3. For purposes of this rule, the Native American tribes which had traditional and customary boundaries that included parts of the state of Oregon or which had ceded or reserved lands within the state of Oregon are:
 - a) CALIFORNIA
 - Benton Paiute Tribe
 - Big Bend Rancheria
 - Big Lagoon Rancheria
 - Blue Lake Rancheria
 - Bridgeport Indian Colony
 - Cedarville Rancheria
 - Fort Bidwell Indian Tribe
 - Hoop Valley Tribe
 - Karuk Tribe of California
 - Likely Rancheria

Lookout Rancheria
 Lytton Rancheria
 Melochundum Band of Tolowa Indians
 Montgomery Creek Rancheria
 Pit River Tribe
 Quartz Valley Indian Community
 Redding Rancheria
 Roaring Creek Rancheria
 Smith River Rancheria
 Susanville Rancheria
 Tolowa-Tututni Tribe
 Winnemucca Colony
 XL Ranch

b) IDAHO

Nez Perce Tribe of Idaho
 Shoshoni-Bannock Tribes

c) NEVADA

Duck Valley Shoshone-Paiute Tribes
 Fallon Paiute-Shoshone Tribe
 Fort McDermitt Paiute-Shoshone Tribe
 Lovelock Paiute Tribe
 Pyramid Lake Paiute Tribe
 Reno-Sparks Indian Colony
 Summit Lake Paiute Tribe
 Walker River Paiute Tribe
 Winnemucca Indian Colony
 Yerington Paiute Tribe

d) OKLAHOMA

Modoc Tribe of Oklahoma

e) WASHINGTON

Chehalis Community Council
 Colville Confederated Tribes
 Quinalt Indian Nation
 Shoalwater Bay Tribe
 Yakama Indian Nation

4. A student seeking to be assessed resident tuition under the provisions of this rule shall submit, following procedures prescribed by the OUS institution where the student seeks to enroll, a photocopy of tribal enrollment that documents tribal membership.

Residence Classification of Aliens

(OAR 580-10-040)

1. An alien holding an A, E, G, H, I, K, L, N, R, NATO, TC, TN, or TD visa, or granted refugee or political asylum, Family Unity or Voluntary Departure in Lieu of Family Unity status, or otherwise admitted for permanent residence in the United States is eligible to be considered an Oregon resident if OAR 580-010-0030 is otherwise satisfied. The date of receipt of the immigrant visa, the date of approval of political asylum or refugee status, or the date of approval of lawful permanent residence, whichever is earlier, shall be the date upon which the twelve months and other residency requirements under OAR 580-010-0030 shall begin to accrue.

2. Notwithstanding any other rule, an alien possessing a nonimmigrant or temporary (i.e., B, C, D, F, J, or M) visa cannot be classified as a resident.

Changes in Residence Classification

(OAR 580-10-041)

1. If an Oregon resident student enrolls in an institution outside of Oregon and later seeks to reenroll in an OUS institution, the residence classification of that student shall be reexamined and determined on the same basis as for any other person.
2. A person whose nonresident legal custodian establishes a permanent Oregon residence, as defined in OAR 580-10-030, during a term when the dependent is enrolled at an OUS institution, may register as a resident at the beginning of the next term.
3. Once established, classification as a resident continues as long as the student remains in continuous academic year enrollment at the classifying institution.
4. A person who seeks classification as a resident under these rules shall complete and submit a notarized Residence Information Affidavit. The affidavit and all required supportive documents and materials must be submitted by the last day to register for the term in which resident status is sought.
5. No OUS institution is bound by any determination of residency except by duly authorized officials under procedures prescribed by these rules, including timely submittal of the notarized affidavit.

Review of Residence Classification

Decisions by IRC

(OAR 580-10-045)

1. An Interinstitutional Residency Committee (IRC) is established consisting of the officers determining student residence classification at department institutions and a member of the chancellor's staff appointed by the chancellor. The member of the chancellor's staff shall serve as chairperson. A majority of the members of the committee shall constitute a quorum. A majority of a quorum may make decisions.
2. Residence cases of unusual complexity, especially where there may be conflict of rules, may be referred by an institution residence classification officer to the IRC for decision.
3. Any person who is aggrieved by the institution residence classification may, within ten (10) days of the date of mailing or other service of the classification decision, appeal the classification to the IRC. An aggrieved person may supply written statements to the IRC for consideration in reviewing the case and may also make an oral presentation to the IRC. The decision of the IRC shall be final unless appealed.

4. A person dissatisfied with the IRC decisions may, within ten (10) days of the date of the mailing or other service of the IRC decision, appeal the IRC decision to the vice chancellor for academic affairs or designee. An appeal to the vice chancellor shall be in writing only. The vice chancellor's decision shall be final.
5. A person granted a meritorious hardship exception to residency under this rule prior to July 1, 1990, shall not lose the exception solely because of the repeal of the exception authorization.

Residents Under WICHE

(OAR 580-10-047)

A certification officer designated by the Board shall determine the residence classification of any person seeking certification as an Oregon resident, pursuant to the terms of the WICHE Compact. Any person dissatisfied with the decision of the certification officer may appeal to the IRC. The decision of the IRC shall be final unless further appeal is made to the vice chancellor for academic affairs pursuant to OAR 580-10-045 (4).

Residence Classification Procedures

To be considered for classification as a resident, certain procedures must be followed and materials submitted to the institutional residency officer in the Office of Admissions.

1. Obtain and complete the *Residence Information Affidavit*, which is available from the institutional residency officer.
2. Consult with the residency officer on the provision of all the required supportive documents and materials.
3. Submit the affidavit and all other required materials and documents by the Friday prior to the first day of classes. Residency will not be granted retroactively for previous quarter(s) attended.

Residency Classification Appeals

Any person may appeal an institutional residency classification decision within ten (10) days of the date of mailing or other notification of the decision. The appeal may be made to the State System's Interinstitutional Residency Committee (IRC) in writing or in person by notifying the institutional residency officer.

The decision of the IRC may be appealed in writing to the vice chancellor of academic affairs within ten (10) days of notification of the IRC decision. The decision of the vice chancellor is final.

Financial Aid

Financial Aid Office

Churchill 115

541-552-6161

Peggy Nitsos, *Director*

Financial aid assistance at the 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.

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.

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 under-

graduates. 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 the parents of 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 \$2,500,000 through Southern Oregon University sources or other public and private scholarship donors. Students should contact the Financial Aid Office or visit www.sou.edu/finaid for more information about scholarships.

Scholarships. Southern Oregon University offers a number of scholarships, ranging from \$100 to \$9,000. Many scholarships are awarded to students already attending the University. However, approximately eighty freshman scholarships are available, including the SOU Diversity, Presidential, Laurels, Smullin, Robert W. and Betty F. Root, and Ruth Kneass Memorial scholarships. Many scholarships are awarded on the basis of academic achievement and others on need or community service. Consult the Financial Aid Office or www.sou.edu/finaid for scholarship application deadlines. Applicants must file the FAFSA for need-based scholarships. Institutional scholarships are coordinated through the Financial Aid and Awards Committee.

Federal Pell Grants. This award provides students with up to \$4,000 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 \$600 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.

The scholarships listed below are administered by Southern Oregon University.

Departmental Scholarships

ATHLETICS

Al Akins Scholarship
Bill and Florence Schneider Athletic Scholarship
Don and Lolly Skillman Volleyball Scholarship
Fred Spiegelberg Scholarship
Gary Prickett Award of Excellence in Athletics
Ned and Betty Kester Scholarship
Omar's Restaurant Athletic Scholarship
Pete Belcastro "Weed Assassin" Memorial Wrestling Scholarship
Raider Athletic Association Scholarships
Robert and Alicia Hardy Endowed Scholarship
Robert A. and Joan Johnson Women's Tennis Scholarship
Troy Smith Memorial Scholarship

DEPARTMENT OF BIOLOGY

Irene Hollenbeck Senior Fellowship in Biology
Blanche and Gilman Plunkett Scholarships in Botany/Biology
Robert R. Robinson Memorial Biology Scholarship

SCHOOL OF BUSINESS

Accounting Faculty Scholarship
Anna L. May Scholarship
Arnold D. Wolfe Accounting Scholarship
"Be an Example" Scholarship
Elmer C. Biegel Family Scholarship
Ethel Hansen Management Scholarship
Fred A. Tayler Scholarship
Tom Bulger Award
Gary Prickett Scholarship Award in Accounting
Jeanne D. Tyran Memorial Scholarship
John W. Bodilly Management Scholarship
LTM, Incorporated Scholarship
Moss Adams Scholarship
Will M. and Margaret Dodge Memorial Scholarship

DEPARTMENT OF CHEMISTRY

Chemistry Alumni and Faculty Scholarship

DEPARTMENT OF COMPUTER SCIENCE

Computer Science Faculty Scholarship

DEPARTMENT OF CRIMINOLOGY

Brian Campbell Memorial Scholarship
Christopher J. Knox Memorial Scholarship
Oregon Association Chiefs of Police Scholarship
Oregon State Sheriffs' Association Scholarship

DEPARTMENT OF EDUCATION

Catherine Reese Peterson Scholarship
 Dorothea Bushnell Scholarship offered by
 Chapter AC, PEO Sisterhood
 Frances E. Treadwell Endowed Scholarship
 James A. and Mary Helen Gwinn Scholarship
 John and Lillian R. Conway Memorial
 Scholarship
 Kathryn MacDiarmid Scholarship
 Omicron Chapter Alpha Delta Kappa
 Scholarship
 Raymond and Luella (Wickstrom) Morris
 Endowed Scholarship
 Ron Jenkins Scholarship
 Teacher Education Scholarship
 William Ruck Memorial Scholarship

DEPARTMENT OF ENGLISH AND WRITING

Isabel Meyn Memorial Scholarship
 James K. Bowen Memorial Scholarship
 John Smith Burley Memorial Scholarship

SCHOOL OF ARTS AND LETTERS

Angus Bowmer Theatre Arts Scholarship
 Anonymous Art Award
 Art History Scholarship
 Betty L. Kester Endowed Scholarship for
 Women in Art
 Clifford Sowell Memorial Scholarship
 Bill and Florence Schneider School of Fine and
 Performing Arts, Art Award
 Bill and Florence Schneider School of Fine and
 Performing Arts, Music Award
 Bill and Florence Schneider School of Fine and
 Performing Arts, Theatre Award
 Evans Family Endowed Music Scholarship
 Gilman Plunkett Memorial Music Scholarship
 John Humbird Dickey Memorial Scholarship
 Lloyd and Patricia Brown Memorial
 Scholarship
Mail Tribune Scholarship
 E. Mulling Art Scholarship
 E. Mulling Music Scholarship
 E. Mulling Theatre Scholarship
 Leon C. Mulling Music Scholarship
 Leon C. Mulling Theatre Scholarship
 Mr. and Mrs. Harry Bartell Award in Theatre
 Robert A. and Joan Johnson Music
 Scholarship
 Robert Ruhl Learning Fellowship
 Rogue Valley Symphony Scholarship
 Sam and Helen Bernstein Scholarship
 Theatre Arts Departmental Scholarships
 "Watch Dog" Scholarship in Journalism

DEPARTMENT OF GEOGRAPHY

Claude and Gwen Curran Geography
 Scholarship

DEPARTMENT OF GEOLOGY

Freeport Exploration Award

**DEPARTMENT OF HEALTH AND PHYSICAL
EDUCATION**

Health and PE Emeritus Scholarship

DEPARTMENT OF HISTORY

Anna B. Fisher History Scholarship
 Betty Harbert Memorial History Scholarship
 Karen Gernant Endowed Asian History
 Scholarship

DEPARTMENT OF MILITARY SCIENCE

National Guard Tuition Assistance Program
 National Guard Tuition Waiver Program

DEPARTMENT OF PHYSICS

Gordon Wolfe Physics Department Endowed
 Book Fund

DEPARTMENT OF POLITICAL SCIENCE

Nancy Peterson Memorial Scholarship

DEPARTMENT OF PSYCHOLOGY

Ellyn Bye Scholarship
 Jack D. Thorsen Memorial Scholarship
 Martin J. and Ella Elle Memorial Scholarship
 Stuart E. Atkinson Memorial Award

SCHOOL OF SCIENCES

Clifford B. Cordy Scholarship
 Dr. James L. Welch Memorial Scholarship
 Dr. Richard Montgomery Honorary
 Scholarship
 Eugene and Ida Bowman Scholarship
 Harry S. Kieval Mathematics Scholarship
 James and Georgia McFarland Scholarship
 Mathematics Faculty Scholarship
 Rogue Valley Physician's Service Endowed
 Scholarship

SCHOOL OF SOCIAL SCIENCE

William J. Gaboury Memorial Scholarship

**DEPARTMENT OF SOCIOLOGY AND
ANTHROPOLOGY**

Bill and Florence Schneider Award for
 Excellence in Sociology and Anthropology

**Interdepartmental and
All-University Scholarships**

Alumni Association Graduate Scholarship
 Alumni Association Undergraduate
 Scholarship
 American Association of University Women
 Scholarships
 American Business Women's Association
 Scholarship
 Avista "Minds in Motion" Scholarship
 Bear Creek Corporation Scholarship
 Ben Evans Trust Scholarship
 Chapter BN PEO Sisterhood Scholarship
 Chapter CG PEO Sisterhood Scholarship
 Chapter CP PEO Sisterhood Scholarship
 Chapter EE PEO Sisterhood Memorial
 Scholarship
 Chapter EE PEO Sisterhood Nancy Seely
 Scholarship
 Chapter FC PEO Sisterhood Roberta Foxley
 Graduate Scholarship
 Clifford and Phyllis Chaney Scholarships
 David Guerra Memorial Scholarship
 Dean Mary Christlieb Scholarship
 Diversity Scholarship
 Give Me a Break Scholarship
 Harlan and Marie Bosworth Memorial Award
 International Programs
 Bob Bennett International Scholarship
 International Cultural Service Program
 International Exchange Fee Remission
 International Student Fee Remission
 Nicholas Copernicus University Exchange
 Richard Leakey Scholarship Fund
 John and Marjory Culver Memorial
 Scholarship

Ken Hooper Family Scholarship
 Laurels Scholarship Program
 Leon C. Mulling Scholarship
 Lester and Vivian Adams Memorial
 Scholarship
 Lon Collier Memorial Fund Award
 Margaret Fuller Scholarship
 Marie and Harlan Bosworth Memorial Award
 Marion Ady Memorial Scholarship
 Mary Snider Greenman Scholarship
 Nicki Brewold Memorial Scholarship
 Orrock Presidential Scholarship
 Pete and Nina Belcastro Memorial Scholarship
 Presidential Scholarship Program
 RAIFA Educational Scholarship
 RCC/SOU Matriculation Award
 Reuben Fogelson Scholarship in Memory of
 Jeffrey Paul Schwartz
 Robert A. and Joan Johnson Newman Club
 Scholarship
 Robert W. and Betty F. Root Scholarship
 Rogue Federal Credit Union/Jim and Harriet
 Johnston Scholarship
 Rogue Valley Masters Swimming Scholarship
 Rural American Scholarship Fund
 Russell Silbiger Scholarship
 Ruth Kneass Memorial Scholarship
 Salkow Scholarship
 Sallie Rose Sandler Scholarship
 Selby/Waite Memorial Scholarship
 Senior Programs Scholarship
 Soroptimist International of Ashland
 Scholarship
 Soroptimist International of Ashland
 Women's Opportunity Award
 SOU Academic Excellence Scholarship
 Sports Lottery Graduate Scholarship
 Steve and Dinah Nicholson Scholarship in
 Management
 U.S. Bank Four-Year Scholarship
 Weinhold Commercial Real Estate
 Scholarship
 Western Undergraduate Exchange Program
 William B. and Patricia D. Smullin
 Scholarship
 You Can Do It Scholarship
 Zonta Club of Medford Elsie Butler
 Scholarship
 Zonta Club of Medford Josephine Kirtley
 Scholarship

NURSING PROGRAM SCHOLARSHIPS

Clara Worch Memorial Scholarship
 Cloma Zupan Lewis Memorial Scholarship
 Coldery Fleharty Memorial Scholarship
 Ethel Agnew Scholarship
 James J. Mullaney Scholarship
 Ling VanDelden Memorial Scholarship
 Lloyd Bishop Memorial Scholarship
 Patricia B. Smith Scholarship
 Sr. Dona Taylor Scholarship
 Warren and Emily Bishop Scholarship

Community Resources

Jefferson Public Radio

Central 022

541-552-6301

Ronald Kramer, *Director*

Southern Oregon University operates Jefferson Public Radio (JPR), a network of thirteen radio stations and thirty-six translators serving 70,000 square miles of southern Oregon and northern California. The stations 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 seventeen 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

Ronald Kramer, *Executive Director*

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. It also operates Jeffnet, a public, nonprofit Internet access service, and PR-Net, a similar national facility for the public radio industry.

Rogue Valley Community Television

SOU Library, Third Floor Entrance

541-552-6393

www.roguetv.org

Pete Belcastro, *Director*

Established in 1989, Rogue Valley Community Television (RVTV) provides public, education, and government access television services to approximately 70,000 cable subscribers in Jackson and Josephine Counties.

RVTV produces community-made cable television programming from its studio in the University Library. RVTV operates via service agreements for public and government access television for the cities of Medford and Ashland and the county commissions for Jackson and Josephine Counties.

SOU students participate in RVTV activities in many ways. Studio and editing facilities provide hands-on experience for students en-

rolled in the video production minor, which is partially funded by RVTV.

RVTV courses offer a range of opportunities for students to become involved in productions for various organizations and governments. Students participate in activities classes, and each year, many are hired for paying jobs. Both work-study and non-work-study jobs are available. Call 541-552-8416 for more information. Students are hired or receive academic credit as producers, editors, directors, master control playback operators, and production assistants for RVTV productions.

Local commercial stations and independent production companies also offer internships and other job-related opportunities to students involved in the video production program.

Since 1989, several hundred SOU students have participated in activities helping to "build community through television." We welcome all students to check out the video production minor. Visit our Web site for additional information at www.roguetv.org.

Schneider Museum of Art

541-552-6245

Mary Gardiner, *Interim Director*

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's 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, Roy DeForest, 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

332 West Sixth Street
Medford, Oregon 97501
541-772-3478
Liz Shelby, *Director*

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.

SORSI

SOUTHERN OREGON REGIONAL SERVICES INSTITUTE

521 South Mountain Avenue
Ashland, Oregon 97520
541-552-6365
Rebecca Reid, *Director*

The Southern Oregon Regional Services Institute (SORSI) is an Affiliate Data Center for the U.S. Census Bureau. SORSI collects regional data, including census materials, social and economic profiles for communities in the region, and SOU-generated statistics and research on regional activities and issues. SORSI's resources are available to all students and faculty.

SORSI has a limited number of internships available to students interested in researching topics of importance to the economic development of the region.

University Relations

Plunkett Center
541-552-6127
Jon Mitchell, *Vice President for University Relations*

The primary functions of the Southern Oregon University Foundation are development, finance, and administration. The Development Office is responsible for managing annual giving, planned giving, phonathons, scholarship and award development, and research and grants. The Finance and Administration Office oversees the financial integrity of the gifting process, ensures that investment objectives are met for the benefit of the University, and manages the constituent database, which reflects alumni, friends, corporate donors, and other financial supporters of the University.

Alumni Relations

Plunkett Center
541-552-6361 or 800-501-7672
Kavinda Arthenayake, *Director*

The Alumni Relations Office serves as a link between Southern Oregon University and its alumni. The Alumni Office aims to strengthen ties with alumni, publicize their achievements, and sponsor events and programs that are of

interest and benefit to the University, current students, and alumni. The office maintains a database of alumni, publishes the *Southern Oregonian* alumni magazine, conducts reunions, offers travel opportunities, organizes regional alumni activities, and sponsors two graduate and two undergraduate scholarships.

Development Office/Foundation

Plunkett Center
541-552-6872
Director for Development

The primary purpose of the Development Office is to raise funds that enable the University to pursue its mission of education, research, and charity. This office accomplishes its goals through a variety of activities, including annual and planned giving, scholarships and awards, phonathons, auctions, telemarketing activities, direct-mail campaigns, and the researching and securing of grants.

Finance and Administration Office

Plunkett Center
541-552-6129
Ron Theberge, *Director for Finance and Administration*

The SOU Foundation's Finance and Administration Office is entrusted with the stewardship of SOU's resources. This office performs record-keeping; prepares financial statements; oversees investments; manages properties donated to the University; processes all gifts; maintains an extensive, confidential database of donors; and advises the Board of Trustees and SOU staff in the stewardship of funds. The Finance and Administration Office ensures that University funds are used in accordance with donor stipulations and for the greatest good.

Community Groups

SOUTHERN OREGON UNIVERSITY ADVISORY BOARD

Churchill 125
541-552-6111
Mary Ellen Fleegeer, *Executive Director*

The Southern Oregon University (SOU) Advisory Board comprises up to twenty-five members of the southern Oregon region. The group, which meets regularly to facilitate communication between Southern Oregon University and its constituencies, plays an active role in advising the University administration on area interests and needs, with special emphasis on the educational, economic, social, and cultural betterment of the region. It also serves as a sounding board for University development of new programs, policies, and procedures.

The board informs the public about the institutional goals, educational policies, and specific projects of the University as they are presented by the administration. Members communicate with groups and individuals who are charged with responsibility for college-level learning. These groups include, but are not limited to, the Oregon State Board of Higher Education and advisory bodies serving other colleges and universities.

The purposes of the group are to:

- ▲ Provide the SOU president with external perspectives and information about SOU's impact on the region (southern Oregon and northern California) and on the state of Oregon as a whole, including ideas about strategic opportunities for SOU to enhance its service, quality, and value.
- ▲ Offer advice on matters of strategic planning and initiatives, including its external support and alliances.
- ▲ Take an active role in advocating for SOU from the perspectives of many different constituencies and communities.
- ▲ Assist the president with special projects on request and based upon special strengths of board members, which may include working in collaboration with one or more of the school advisory committees.

SOU FOUNDATION BOARD OF TRUSTEES

Plunkett Center
541-552-6127
Gary Miller, *President of the Board*

The Southern Oregon University Foundation was established in 1959 to maximize the quality of education offered at the University. Economic and social changes present a constant challenge to a university's ability to meet standards of excellence. In some areas, this standard cannot be met with the amount of state funding provided. The SOU Foundation Board of Trustees consists of thirty-two volunteers from the southern Oregon region, in addition to national members who help provide additional resources to the University through the solicitation and management of cash gifts, bequests, real property, and other assets.

Those who wish to participate or contribute should contact the SOU Foundation.

SOU FOUNDATION EMERITUS COUNCIL

Plunkett Center
541-552-6127
Tommi Retzlaff, *Chair of the Emeritus Council*

The Emeritus Council is an advisory group comprising former Board of Trustees members. These individuals have been selected by the Board of Trustees to serve on the Emeritus Council. The mission of the Emeritus Council is to assist the SOU president and Foundation in undertaking the University's mission of education, research, and charitable purposes appropriate for the University, community, and the students it is privileged to serve. The council was created in 1996 and currently has twenty-nine members. The Emeritus Council assists the University with its fundraising efforts, recommends potential candidates for consideration by the Board of Trustees, and advises the president on the opinions, interests, and desires of the community as reflected by its leaders.

PRESIDENT'S CIRCLE

Plunkett Center
541-552-8158
Gary Gillespie, *Coordinator*

The President's Circle was established by the president of Southern Oregon University for

distinguished community leaders and other professionals interested in higher education in the region. This group of SOU advocates offers the president advice and assistance on community issues affecting higher education and Southern Oregon University. Throughout the year, members have the opportunity to attend special events, which include guest speakers from political, business, and educational arenas. Annual membership dues are \$1,000 and go into an unrestricted fund for the president's discretionary use.

Affiliated Organizations

ALUMNI ASSOCIATION

Kavinda Arthenayake, *Director*

The mission of the Alumni Association is to perpetuate the bond between Southern Oregon University and its former students. The association is governed by an elected volunteer board that is responsible for directing the association's activities and programs to best serve the needs of alumni. These activities include sponsoring alumni travel programs, reunions, regional activities, honoring distinguished alumni, and sponsoring two undergraduate and two graduate scholarships.

CHAMBER MUSIC CONCERTS

Ardelle Fellows, *Interim Director*

The Chamber Music Concerts program supports the mission of the University in the fine and performing arts through the sponsorship of Chamber Music Concerts and the promotion of chamber music on campus and in the community.

FRIENDS OF THE LIBRARY

Sue Burkholder, *Executive Director*

The Friends of the Library organization fosters a close relationship between the University Library and the residents of the larger community it serves. In addition to assisting with the development of library resources and services, the Friends of the Library provides an active forum for the interchange of information about books and writing by sponsoring lectures and literary events.

FRIENDS OF THE SCHNEIDER MUSEUM OF ART

Mary Gardiner, *Interim Director*

The Friends of the Schneider Museum of Art is a community-based organization supporting the museum and the visual arts at Southern Oregon University. Friends actively participate in museum programs and provide a link between the museum and the community.

RAIDER CLUB

Phillip A. Pifer, *Executive Director*

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. Occasionally, separate fundraising drives are conducted to enhance the athletic program through the purchase of equipment and facility improvement.

Student Affairs

Student Affairs Office

Stevenson Union 324

541-552-6221

Diane Brimmer, *Vice President for Student Affairs*

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 assisting with directory information, hearing student grievances, and administering the student conduct code.

The vice president for student affairs is responsible for all student-related services, including the following: Academic Advising Services, Academic Resource Services, the Student ACCESS Center, Admissions, Athletics and Recreational Sports, Career Services, Counseling Services, Services for Students with Disabilities, Educational Activities, Financial Aid, Housing, Multicultural Affairs, Stevenson Union, the Student Health and Wellness Center, the SOU Bookstore, and the Women's Resource Center.

Standards and Expectations

Each member of the Southern Oregon University community of students, faculty, and staff shares the expectations to:

- ▲ be an active participant in the process of education: asking questions, seeking and using resources, reading and responding to communication;
- ▲ be a positive contributor to the University, Ashland, and surrounding communities;
- ▲ conduct ourselves with civility and be held accountable as members of the SOU community;
- ▲ be respected and respectful;
- ▲ accept the concepts of volunteerism, wellness, and diversity;
- ▲ approach this educational opportunity with an open mind and a positive attitude, recognizing we all have much to learn; and
- ▲ accept admission into the University community with access to many opportunities—including libraries, computers, recreational facilities, classrooms, residence halls, faculty, and staff—understanding our responsibility to treat all with honesty, respect, and integrity.

Student ACCESS Center

Stevenson Union 134

541-552-6213

The Student 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.

Academic Advising

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.

Important Information

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.

Where to Go for Advising

NEW STUDENTS WHO ARE TRANSFERS OR

UNDECLARED MAJORS

Transfers and undeclared majors should make an appointment with an academic advisor in the ACCESS Center. Students are advised on general education requirements, choosing a major, BA/BS requirements, and how to register for classes. To attend one of the required New Student Orientation programs held before the start of each academic term, please contact the Office of Admissions or the dean of students. If you have questions regarding general education requirements, you are encouraged to see an advisor in the Student ACCESS Center. Once you have selected a major, you will be advised by a faculty member within your major department.

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 a major at the Student 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, you must have completed the following (or your registration will be blocked):

- ▲ Declared a major
- ▲ Secured a departmental advisor
- ▲ Filed a junior plan with your major department

SENIOR STANDING (135+ CREDITS)

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

- ▲ Filed a senior plan with your major department
- ▲ Filed an Application for Degree for graduation at least two terms prior to the term in which you plan to complete degree requirements. Applications for Degree are available in the Registration Center.

Career Services

541-552-6213

Many types of career assistance are available to SOU students and alumni, such as assessment services, guidance in selecting a major and career direction, internships, job announcements, a reference library, videotapes and workshops about job-hunting skills, assistance with graduate school applications, résumé critiques, on-campus interviewing, and career fairs. You are encouraged to become familiar with these services to help plan extracurricular activities, part-time jobs, internships, and jobs after graduation. For more information, visit the Career Services Web site at www.sou.edu/careers.

Disability Services for Students

541-552-6213

Margaret Dibb, *Director*

The University is committed to meeting its obligations to persons with disabilities, as set forth in the Americans with Disabilities Act and Sec-

tion 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.

Personal Counseling

541-552-6213

Alan Weisbard, *Director*

SOU offers individual, couple, and group counseling services for students experiencing problems and feelings that are impeding their academic or personal fulfillment. Counseling is available to help manage a variety of issues, including those pertaining to relationships, self-esteem, stress, anxiety, depression, and other personal problems. Counseling staff members are also able to assess and refer students suffering from addiction-related problems and more severe forms of psychological distress.

**Southern Oregon University
Lead and Serve (SOULS)**

541-552-6213

Sib Farrell, *Coordinator*

Beginning freshman year, SOU students are eligible to obtain academic credit for volunteer work in a variety of community programs. Those exploring possible careers or who are dedicated to serving children and the elderly, homeless, and disadvantaged will appreciate the opportunities available through SOULS. Volunteers keep a progress journal and meet periodically to discuss their experiences. Agencies and schools in the Rogue Valley, Grants Pass, and Klamath Falls areas participate.

Veterans Referral Services

541-552-6213

Student veterans in the Student 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.

Schneider Children's Center

Old Mill Village

541-552-8224

Luann Lane, *Director*

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.

Student Union

Stevenson Union 321

541-552-6461

Stevenson Union and the Educational Activities Department sponsor a variety of programs and events. Extracurricular activities are an important complement to classroom and laboratory activities. Members of this department and other SOU faculty work with students to develop a broad, dynamic program of activities, including art shows, lectures, concerts, films, debates, plays, and publications. Other opportunities for student involvement include campus government, clubs, and organizations. See *Student Activities* on page 24 for more information.

The professional staff comprises the union director, who supervises operations; the associate director, who supervises educational activities and student programs; the student publications advisor; and the Women's Resource Center program director. Additional staff members work closely with students to coordinate programs and maintain reports of the activities in Stevenson Union.

STEVENSON UNION FACILITIES

Stevenson Union is the major service center for the campus community. It contains meeting rooms, lounges, food service areas, and study spaces. The Union houses the University Bookstore and a variety of student activities and facilities, including the student government, the Diversions nightclub, the student-run radio station (KSOC), the *Siskiyou* student newspaper, a gallery, the Student Publicity Center, the Environmental Resource Center, the Office of International Programs, the Multicultural Center, the Program Board, the Student Activities Council, the *West Wind Review* literary journal, the Women's Resource Center, and the Nontraditional/Commuter Student Center.

STEVENSON UNION OFFICE

The Stevenson Union office is the center of programming and student activities for the union. All Stevenson Union operations are handled here, including scheduling, catering, accounting, and purchasing.

ACTIVITIES CORNER

The SOU Activities Corner supports cocurricular activities and contains club mailboxes, work space, storage areas, and banner-making supplies.

STUDENT AFFAIRS OFFICE

This office houses the vice president for student affairs, the student government, the legal services attorney, the National Student Exchange, and the student advocate.

STEVENSON UNION FOOD SERVICE

Southern Dining offers affordable food and prompt, courteous service at the following Stevenson Union locations: **Elmo's** features a terrific 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 submarine 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. **SOU NightLife** hosts dances and activities in Diversions, a nightclub and snack area.

University Bookstore

Stevenson Union

541-552-6178

Lara Mann, *Director*

The SOU Bookstore 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 emblematic clothing and gift 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 residence hall connection kits, floppy and zip disks, computer cables, printer ribbons, and academically priced software. The bookstore offers debit accounts for purchases at the store.

Housing

Siskiyou Center

541-552-6371

HOUSING OFFICE

SOU houses more than a thousand students in thirteen residence halls. Residence hall life is an integral part of the educational experience. The Housing 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 enable students to live cooperatively and aid in personal and academic counseling.

RESIDENCE HALLS

All thirteen halls are conveniently located on campus. The Cascade Complex is composed of eight halls: 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. 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, high-speed Internet access, and a small refrigerator. Students furnish their own towels, bed linens, 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.

SPECIAL RESIDENCE HALLS

SOU offers several special residence halls, including quiet, substance-free, and nonsmoking. Halls for older 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. Other nonsmoking halls are available in addition to the substance-free halls.

Upper division, graduate, and transfer students may choose the residence halls for older students.

Students may request information about the availability of particular halls from the Housing 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 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, based on 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 federal laws, state Oregon 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 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 fine 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 monthlong break.

FOOD SERVICE

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.

A student's ID card serves as a meal card and 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 p.m. most days, Cascade offers many nutritious choices at each meal and snacks and beverages all day.

Residence hall students may also use their Southern Dining card at the **Springs Snack Store** near the lobby of Greensprings and the following Stevenson Union locations: **Elmo's, Java Union, Bento Express, Subway, Raider Aid, and Global Fusion**. The residence hall food 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. Old Mill Village has on-site laundry facilities, a childcare center, a tenant community room, six play areas, and an on-site manager.

In addition to Old Mill Village, there are thirty-six 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 deposit. 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.

Office of Multicultural Affairs

541-552-8163

The Office of Multicultural Affairs 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 Office of Multicultural Affairs 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.

The mission of the Office of Multicultural Affairs is to advance racial and ethnic diversity and equity on the SOU campus. The office is 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.

The Office of Multicultural Affairs administers the Diversity Scholarship. The primary goal of this scholarship is to increase the diversity of SOU's student body. Important considerations include ethnic and cultural background, financial need, and academic ability. Our office has several initiatives, including Welcoming Diversity and conflict resolution workshops, the Standing Together Program, mentoring programs, and multicultural curricula.

Student Health Services

Student Health and Wellness Center

541-552-6136

Diane Potratz, *Director*

The mission of the Student Health and Wellness Center 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 Health and Wellness Center is staffed by dedicated health care professionals, including physicians, nurse practitioners, nurses, psychiatric mental health nurse practitioner, and a health educator. It is accredited by the Accreditation Association for Ambulatory Health Care.

SERVICES

The Student Health and Wellness Center provides such services as diagnosis and treatment of acute and chronic illnesses, care of minor injuries, and gynecological care on an outpatient basis. Laboratory, pharmacy, 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. Specialized services or prolonged care are referred as needed. The center is open Monday through Friday during daytime hours for the academic term.

ELIGIBILITY/CHARGES/BILLING

Full-time students (those taking at least 9 credits) are automatically assessed a health service fee each term, which provides 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 charges to all students for prescription and nonprescription drugs, laboratory and x-ray services, and specialized procedures such as elective physicals and minor surgery. Nonstudents who are participating in on-campus workshops and programs are charged a fee for service. 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.

The SOU Student Health and Wellness Center is not responsible for paying bills from private physicians or hospitals. Charges incurred for services outside the Student Health and Wellness Center for specialized care and services are at the student's expense. Because of the possibility of large expenses due to medical emergency or hospitalization, students are urged to subscribe to an additional medical insurance plan.

MEDICAL INSURANCE

Southern Oregon University provides a basic health insurance program for all students taking 9 or more credits during the fall, winter, and spring terms. Purchased automatically for students at \$16 a term, this basic minimum plan is designed to assist with medical expenses for

most minor illnesses and injuries, including lab costs. Students may waive the basic coverage by giving the Health and Wellness Center proof of other insurance within thirty days of the start of each term. Students may also purchase Southern Oregon University's voluntary insurance program, since the basic plan alone is not sufficient to cover major illnesses or injuries. This insurance program provides extended coverage for students and their eligible dependents.

Application forms are available at the insurance table during registration and at Business Services during the designated registration periods. For more information, please contact the Student Health and Wellness Center at 541-552-6136 or Student Affairs at 541-552-6221. 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.

Women's Resource Center

541-552-6216

The Women's Resource Center (WRC) provides educational programs and support services that enhance the quality of life for Southern Oregon University women. The center serves as a resource on gender issues for female and male students, faculty, and staff. Historically a feminist-identified organization, the WRC houses extensive information on community resources; takes a leadership role in the prevention of sexual assault; and offers work-study, volunteer, and practicum opportunities to SOU students.

Student Activities

Activities Programs

Stevenson Union 321

541-552-6461

Marvin Woodard Jr., *Associate Director for Student Activities*

Extracurricular activities give students opportunities to develop leadership skills and improve 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 activities.

Art

ART DEPARTMENT CHAIRS GALLERY, BOISE CASCADE GALLERY, JELD-WEN GALLERY, AND MEYER MEMORIAL GALLERY

Located in the Marion Ady Building, all four of these galleries are reserved for student artwork in single, group, or classroom exhibitions. Local schools and selected community groups also use these areas as alternative spaces for their artwork.

THE GALLERY AT STEVENSON UNION

The Gallery coordinates continuous art exhibitions featuring local and traveling shows. Exhibits include paintings, sculpture, weaving, photography, ceramics, and graphic design by professional artists. Students manage, staff, and select the exhibits, gaining practical experience in art and art management.

RETZLAFF GALLERY

Located in the Art Building, the Retzlaff Gallery is designed and reserved as a space for bachelor of fine arts students to present their final body of work before graduating.

SEQUOIA GALLERY

The best-kept secret on campus, this small gallery is used by new students and local artists as a space to begin showing their work to the general public. The Sequoia Gallery is located in the University Library.

THORNDIKE GALLERY

Located in the Art Building, this space has been designated for local and out-of-state artists. Exhibitions are selected through a review process conducted by faculty and students.

Cocurricular Programs

ONE WORLD PERFORMING ARTS SERIES

The One World Performing Arts Series sponsors and presents a wide variety of performing arts events. Recent performers include Big Bad Voodoo Daddies, Philip Glass, Beau Soleil, and the Tibetan Monks. The performances offer a unique educational opportunity for both the audience and the students involved in presenting these events.

STUDENT ACTIVITIES COUNCIL

The Student Activities Council (SAC) comprises student volunteers and student representatives of campus groups. A small, diverse team, the SAC is dedicated to improving the quality of life at SOU through event-planning, collaboration, and increased student involvement. SAC presents Comedy Nights, regular free entertainment in Stevenson Union, and annual events such as Homecoming. Activities may include live music, novelty acts, specialty games, or other interesting and fun activities, as determined by the council.

SPECIAL EVENTS

Each year, SOU offers special programs designed to increase student awareness of important contemporary life issues. Examples of such events are International Week, Career Education programs, and the Health Fair. These programs are developed and organized by ad hoc student and faculty committees and may take the form of symposia, workshops, lectures, discussions, or a combination of formats.

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.

Southern Oregon University's Music Recital Hall is host to 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 all 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 is an excellent facility. It 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 Ecology 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.

Government (ASSOU)

Associated Students of
Southern Oregon University
Stevenson Union 324
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 Lambda Delta
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 Pi Sigma
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.

In the spring, two special recognition functions are held to honor outstanding students: the Honors and Awards Banquet recognizes outstanding scholars, and the Activities Desert 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

A student-run, public access cable radio station, KSOC was created as a cooperative venture between ASSOU and Rogue Valley Community Television (RVTV). The station began programming on October 2, 1998. KSOC is heard over RVTV, cable channel 31. KSOC cable-casts student- and public-produced programming during nontelevision 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 first floor of Stevenson Union and can be reached at 541-552-8762.

Diversions Nightclub

Stevenson Union First Floor
541-552-6059

Located on the first floor of Stevenson Union, Diversions offers students a 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 335

Student clubs and organizations reflect the diversity at the University. 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

Accounting Students Association
Alternatives in Education Coalition
Biology Club
Council for Exceptional Children
English Club
Environmental Studies Club
Fight Club
Geology Club
Hospitality Management Association
Jazz at SOU
Marketing Club: SOU Marketing Association
Math Club
Music Educators National Conference
Percussive Arts at Southern
Psi Chi
Quantum Maniacs
Raider Debaters
SOU Anthropological Society
SOU Criminology Club
SOU Pre-Law Society
Southern Oregon Chapter of Student Affiliates of the American Chemical Society
Southern Oregon Fine Arts Students (SOFAS)
Student Association of Information Technology Professionals Chapter
Student Nurses Association

MULTICULTURAL

AmerAsian Student Association
Black Student Union
Celtic Club
German Club
Ho'opa'a Hawai'i
International Student Association
Latino Student Union
Le Circle Français
Lesbian Bisexual Gay Trans and Allies Student Union
Native American Student Union
Spanish Club

RECREATIONAL

Aikido Club
Anime Club
Billiards
Chess Club
Crew Club
Middle Eastern Music and Dance Club
Resurrected Poets Society
Southern Oregon Wakeboarding Club
Students for Creative Anachronism
Swing and Ballroom Dance Club

RELIGIOUS

Campus Crusade for Christ
Catholic Student Organization: Newman Club
Chi Alpha Christian Fellowship
IMPACT
Jewish Student Union
Latter Day Saints Student Association
Omega House
Southern Oregon Magickal Association

SERVICE

Explorer Post

SOCIAL ISSUES/POLITICAL

Challenge
Feminist Scholars
Media Collective
Oregon Student Public Interest Research Group (OSPIRG)
SOU College Republicans
Students for Choice
Young Democrats of Southern Oregon

The Outdoor Program

McNeal Hall
541-552-6470

The Outdoor Program (ODP) has cross-country ski packages, snowshoes, camping gear, and rafting packages available for rent to SOU students, faculty, and staff. A resource library of outdoor books and regional maps is also available. The program has a climbing wall that is open to all qualified climbers. Students are encouraged to initiate activities that represent their specific interests or to participate in regular ODP-sponsored trips.

Religious Activities

The Newman Center, Campus Christian Ministry, 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 103
Editorial: 541-552-6306
Business: 541-552-6307

The *Siskiyou* newspaper is published weekly and distributed on campus and at selected community locations. The student staff gains experience in every aspect of journalism and newspaper advertising. Students in management positions receive a monthly stipend. Staff may earn academic credit through the Department of Communication.

WEST WIND REVIEW

Stevenson Union 116A
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 116B
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 résumés, as well as banners and signs. Students gain practical experience in computer graphics, electronic press, design, typesetting, illustration, paste-up, and sign-painting. Staff members receive an hourly wage and may earn academic credit for practicum experience.

Sports

McNeal Hall 138
541-552-6772
Phil Pifer, *Director of Athletics and Recreational Sports*

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 intercollegiate athletics include basketball, cross-country, soccer, softball, tennis, track and field, and volleyball, while the men's teams comprise basketball, cross-country, football, track and field, and wrestling.

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 baseball, Olympic wrestling, rugby, skiing, soccer, and tennis. An extensive intramural program is offered throughout the year for all SOU students.

Academic Services

Academic Advising

ACCESS Center, Stevenson Union 134
541-552-6213

The purpose of advising at SOU is to provide students with the information, training, and guidance necessary to complete an academic program that meets their personal and career objectives. The University considers academic advising part of the teaching mission and a very important faculty responsibility.

SOU faculty make every effort to provide high-quality advising, but it is ultimately the responsibility of the student to become informed about graduation requirements and to engage in realistic educational planning. This personal responsibility extends to reading and understanding the degree requirements outlined in this catalog, consulting advisors, and charting progress toward graduation.

New Students: All new students should arrange to attend a new student orientation meeting through the Admissions Office. Students with declared majors should also meet with an advisor from their academic department. New students should read and understand the *General Education Requirements* that begin on page 33 of this catalog, as well as the *Components in the Major* section on page 35. New students should also read and understand the departmental requirements for their chosen major.

Freshmen: The University Colloquium (Core) instructor provides advising during the freshman year. Students with declared majors also receive advising from their academic departments. Students develop a freshman year plan during their first academic quarter and a sophomore year plan during the third academic quarter of the freshman year.

Sophomores: Students with declared majors should meet with advisors from their academic departments. Undeclared students should see advisors in the Student ACCESS Center. All sophomores develop a junior year plan.

Juniors: Upon reaching junior standing (90 credits), students must have a declared major and a junior year plan on file with their major department. Course registration is blocked if these two conditions are not met.

Seniors: Upon reaching senior standing (135 credits), students must have developed a senior year plan with their department. Seniors without a senior year plan will be blocked from registration. Seniors should remember to file for graduation with the Office of the Registrar two terms before their expected graduation date.

Undeclared students and those contemplating a change in major may contact advisors in the ACCESS Center for guidance. Interdisciplinary students need to develop an academic plan with the chair of the department for the emphasis listed in their degree.

Academic Resource Services

Marianne O'Sheeran, *Director*

SOU provides a number of services designed to improve the academic skills of students. The goal of the University is to provide each student with the best possible opportunity for successful completion of a degree program.

Academic Resource Services offers individual and group study skills instruction, advising for students experiencing academic difficulties, selected tutorial assistance, and referral and coordination with other campus services. This office also coordinates the math placement testing.

Information Technology

Computing Services 119
541-552-6449

Kevin Talbert, *Chief Information Officer*

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

Students have access to the campus network and the Internet through twenty-three laboratories distributed across campus. 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 microcomputers. Services operate on a Novell NetWare network with software for both PC and Macintosh computers, as well as access to email and the Internet. Areas of the lab are used for classes, but a portion is always available for general walk-in use, seven days a week. All major categories of software (e.g., word processing, spreadsheets, databases, and presentation graphics) and many curriculum-specific customized programs are available to users. Output for the entire laboratory is done on high-speed laser printers. Scanners and color printers provide specialized input and output capabilities. Many campus information services are supported in part by the student Technology Resource Fee. Use of the computing facilities is free to Alumni Association members and registered students, who automatically receive accounts for email and Internet access.

Media Services

Library 310
541-552-6393

Don Hill, *Associate Director*

Media Services provides instructional support and equipment for classroom use. In addition, Media Services performs equipment installation and repair, videotape dubbing and foreign format transfers, 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 117
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.

Library

Library Hours: 541-552-6856

Reference Services: 541-552-6442

Loan Services and Information: 541-552-6860
Sue Burkholder, *Director*

The University 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.

The SOU Library is open seventy-eight hours a week each term. There are more than 300,000 volumes in the general collection and 2,000 journal, serial, and newspaper subscriptions. There is also a federal and state government publications collection with 280,000 items. Some 790,000 pieces of microform provide additional materials, ranging from popular magazines to historical materials of scholarly interest.

A growing collection of electronic information resources, including indexes and text journal articles, can be accessed inside and outside the library via computer. Other electronic and multimedia resources comprise videotapes, remote databases, CD-ROMs, and library Web pages on a variety of subject areas. Special collections include the 7,450-volume Margery Bailey Collection of Shakespeare and Renaissance materials, a local history collection covering the six counties of southern Oregon, an extensive Native American studies collection, a children's literature collection, and an art print collection.

Students may use the University Library's online catalog to find information about SOU collections or to link to Orbis, a catalog of more than twelve million volumes held by twenty libraries in Oregon and Washington, and the Center for Research Libraries (Chicago). 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.

Success at Southern

1056 Henry Street, Ashland
541-552-6062

Kathleen McNeill, *Director*

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.

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 résumé and cover letter, interviewing, job negotiating, and coping with the anxiety that may accompany this process.

Academic Programs

Extended Campus Programs

Extended Campus Programs Building
541-552-6331

Barbara Scott, *Director*

SOU's Extended Campus Programs (ECP) develops and delivers a wide range of accessible and innovative programs that meet the academic, professional development, and personal enrichment needs of a diverse population in the southern Oregon region. ECP collaborates with University departments and faculty to provide accessible educational programs that are conveniently scheduled for both individuals and groups and are available on and off campus. ECP uses entrepreneurial strategies to expand access to SOU programs and to build on existing campus resources through selected partnerships with businesses, public institutions, and community organizations.

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, project management, and organization development); arts enrichment classes; conferences; workshops; and special programs.

Complete schedules of these programs are published prior to each term in the following ECP publications: *Programs for Academic Credit*, *Community and Youth Programs*, and *Career Development Programs*. Schedules are available at SOU's Ashland and Medford campuses and are mailed upon request. This information may also be obtained at the Education and Resource Center located in the Rogue Valley Mall or at www.sou.edu/ecp.

Summer Session

Extended Campus Programs Building
541-552-6331

Claire Cross, *Director*

Southern Oregon University offers a comprehensive Summer Session program of regular University courses, workshops, 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. A Summer Session bulletin with scheduling and course details is published prior to summer term.

Medford Campus

229 North Bartlett Street
Medford, Oregon 97501
541-552-8100

Vicki Purslow, *Director*

The University'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 1,500 students enroll in both credit and noncredit classes in Medford each term.

Distance Learning

Extended Campus Programs Building
541-552-6331

Pat Bentley, *Director*

The Distance Learning Program uses various distributed learning strategies, including videoconferencing, the Internet/Web, videotapes, and television to offer students access. Courses are scheduled regularly in Ashland, Medford, Grants Pass, Klamath Falls, Coos Bay, Roseburg, Gold Beach, Lakeview, and elsewhere as requested. Details about these courses are avail-



able in the Programs for Academic Credit schedule, which ECP publishes before the fall, winter, and spring terms, or at the following Web site: www.sou.edu/ecp/distlearn.

International Programs

Stevenson Union 303
541-552-6336 / chambers@sou.edu
Keith Chambers, *Director*

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. With nearly 150 foreign students on campus, there are approximately 40 countries represented at the University. International activities include language and culture courses, participation in the International Students Association, involvement in international forums, and a special campus-wide international event each spring.

STUDY ABROAD

Many graduates consider the time they spent studying or working abroad one of their richest college experiences. This is easily arranged and enables students to live overseas while earning college credit. For details, see page 163.

INTERNATIONAL STUDENT ADVISOR

Stevenson Union 303
541-552-6660 / yockeyj@sou.edu
Jen Yockey, *International Student Advisor*

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 ensures 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 tenure at the University.

Lecture Series

The following endowed lecture series chairs have been established through the SOU Foundation's capital campaign drives:

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 a higher level of 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

Established through an endowment from the *Medford Mail Tribune* and named after longtime SOU professor of journalism Thomas Pyle. Recently funded through the Frank J. Van Dyke Endowed Chair of Professional Ethics. 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, EDUCATION, HEALTH AND 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.

National Student Exchange

Stevenson Union, SU 324
541-552-6221
Anita Caster, *Coordinator*

The National Student Exchange Program (NSE) offers currently enrolled SOU students the opportunity to attend one of more than 160 colleges and universities across the United States at resident tuition rates. NSE placements ex-

tend 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.

Shakespeare Studies

Britt 125
541-552-6904
Alan Armstrong, *Director*

In collaboration with University resources, the Oregon Shakespeare Festival, and a national network of leading Shakespeare scholars, the Center for Shakespeare Studies develops and delivers programs that connect the academic study of Shakespeare with theatrical performance, as demonstrated in the Shakespeare Studies minor (see *Interdisciplinary Minors* on page 153). 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 music, dance, and costume; and performance workshops.

Western Undergraduate Exchange

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 2002-03 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, business-music, business-physics, chemistry, communication (journalism, human communication, or media studies), computer science, criminology, economics, English, environmental studies, geography, geology, health and PE, history, interdisciplinary studies, international studies, language and culture (French, German, or Spanish), mathematics, music, physics, political science, sociology, and theatre (design and technical emphasis only). Contact Admissions for selection criteria and an application.



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 both quarter and institution grade point averages (GPA) are 2.0 or higher.

Freshman Warning

Freshmen whose last quarter GPA or cumulative GPA has fallen below 2.0 are given an academic warning. This warning notifies students that they must earn a minimum 2.0 GPA within the next two quarters and thereafter until they achieve a cumulative GPA of 2.0. 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 last quarter GPAs or cumulative GPAs have fallen below 2.0 will be placed on academic probation. This status serves as a warning that they must achieve a minimum 2.0 GPA in the current quarter and thereafter until they achieve an institutional GPA of at least 2.0. Failure to do so will result in academic suspension.

At the end of the fall 2001 term, a new procedure was implemented for students on academic probation. Students now receive a letter and grade report notifying them that they are on academic probation at the end of the term. 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 with their class group; 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 \$35 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 a 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.

This policy applies to the following majors: anthropology, art, biology, business, chemistry, communication, computer science, criminology, economics, English, geography, geology, history, international studies, mathematics, music, physics, political science, psychology, sociology, Spanish, and theatre (BFA).

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 dead week, 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. It is the student's responsibility to request adjustment of a GPA using the form provided in the Registrar's Office.

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 Pass or No Pass when applicable.
5. P or NP is entered on the student's transcript, and the credits successfully completed count toward graduation. Credits recorded as Pass/No Pass 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 de-

partmentally 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 permission of the instructor. 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 program 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.

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

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's Admissions Office, 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 30. A double major does not qualify students for a second baccalaureate degree unless they have achieved the additional credits required.

Veterans

Certification and Progress Standards

The veterans clerk certifies veterans in attendance at Southern Oregon University. All veterans—whether new, returning, or transfer students—who expect to receive benefits from the Veterans Administration must notify the veterans clerk in the Registrar's Office. The veterans clerk also administers the progress standards for students who are receiving VA benefits. In addition to the Ashland campus, SOU's Medford Campus is an approved site for veterans.

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

1. SOU has the capability and responsibility to report that veterans are satisfactorily pursuing their education objectives.
2. All undergraduate students must have a cumulative GPA of 2.0 to graduate. Less than a 2.0 GPA constitutes unsatisfactory progress.
3. Graduate students must maintain a cumulative GPA of 3.0. A grade of D is not considered satisfactory.

4. Students must complete all drop and withdrawal procedures within the first four weeks of each term. Students withdrawing or dropping after the start of the fifth week may be subject to the noncompliance provisions of the Satisfactory Progress Standards.

5. 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, veterans must check with the veterans clerk concerning required credits.

6. Students receiving VA educational benefits at Southern Oregon University must make satisfactory progress toward their certified educational objectives.

Veterans not meeting the satisfactory progress requirements are notified at the end of each term and placed on probationary status relative to receipt of VA educational benefits. This probationary period will not exceed one term in length. Any veteran placed on probationary status is referred to the ACCESS Center for academic counseling.

Veteran students are not considered to have made satisfactory progress when they withdraw from all courses, and the VA will be notified.

7. Veterans 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.
8. SOU notifies the Veterans Administration within thirty days of any change in status or failure to meet satisfactory progress.
9. The veteran is responsible for notifying the veterans clerk of any of the following:
 - a) Advance registration for any future term;
 - b) Change of school or major;
 - c) Adds or drops that might change student status;
 - d) All withdrawals from courses or from the University; and
 - e) Any change of address.
10. A copy of this statement is distributed to a new veteran at the time of first enrollment.

Degree Programs and Requirements

Academic Affairs

Churchill 130

541-552-6213 (Academic Advising)

541-552-6114 (Academic Affairs)

Charles Lane, *Interim Vice President for Academic Affairs and Provost*

Arts and Sciences Programs

At SOU, the arts and sciences are centered in three schools: Arts and Letters; Sciences; and Social Science, Education, Health and 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 152). See page 4 for a complete listing of these degree programs.

Professional Programs

SOU professional programs are centered in two schools: Business and Social Science, Education, Health and 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 page 4 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 35. 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 information about a course, 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, contact the Foreign Languages and Literatures Department or see page 96 for mathematics.

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 35.
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 taken prior to fall term 1982 numbered 0-49 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, Sp, 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 have 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 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 division 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
Quantitative Reasoning*	4-8

Explorations Sequences

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

Upper Division

Synthesis and Applications Courses

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

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

**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
-----------------------------------------------------	----

Quantitative Reasoning

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 30.

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 (ArH 201)	4
History of Art (ArH 202)	4

Communication Across Cultures (Comm 200) ...	4
Media Across Cultures (Comm 201)	4

Introduction to Literature (Eng 104)	4
Introduction to Literature (Eng 105)	4

World Literature (Eng 107)	4
World Literature (Eng 108)	4

World Literature (Eng 107)	4	General Chemistry/Lab (Ch 201/204)	3/1	Synthesis and Applications
World Literature (Eng 109)	4	General Chemistry/Lab (Ch 202/205)	3/1	
World Literature (Eng 108)	4	Geology (G 101)	4	
World Literature (Eng 109)	4	Geology (G 102)	4	
Native American Myth and Culture (Eng 239) ...	4	Earth Science (G 111)	4	
Native American Narratives, Fiction, and Poetry (Eng 240)	4	Earth Science (G 112)	4	
Intermediate French Language and Culture (Fr 202)	4	Physical Geography I (Geog 111)	4	
Intermediate French Language and Culture (Fr 203)	4	Physical Geography II (Geog 112)	4	
Intermediate German Language and Culture (GL 202)	4	Fundamentals of Physics/Lab (Ph 100/104) ..	3/1	
Intermediate German Language and Culture (GL 203)	4	Astronomy: The Solar System/ Workshop: The Solar System (Ph 112/114)	3/1	
Seminar: The Ancient World ¹ (Ho 291)	4	Fundamentals of Physics/Lab (Ph 100/104) ..	3/1	Arts and Letters History and Theories of Cultural Studies (AL 301)
Seminar: The Rise of the Individual— Renaissance and Enlightenment Periods ¹ (Ho 292)	4	Astronomy: The Stars/Workshop: The Stars (Ph 113/115)	3/1	
Seminar: The Ancient World ¹ (Ho 291)	4	Astronomy: The Stars/Workshop: The Stars (Ph 113/115)	3/1	
Seminar: The Modern World ¹ (Ho 293)	4	General Physics I/Lab (Ph 201/224)	3/1	
Seminar: The Modern World ¹ (Ho 293)	4	General Physics II/Lab (Ph 202/225)	3/1	
Seminar: The Rise of the Individual— Renaissance and Enlightenment Periods ¹ (Ho 292)	4	<i>Social Sciences</i>		
Seminar: The Modern World ¹ (Ho 293)	4	Business, Government, and Society (BA 110) ..	4	
Intermediate Spanish Language and Culture (Span 202)	4	America and Globalization (PS 110)	4	
Intermediate Spanish Language and Culture (Span 203)	4	American Criminal Justice System (Crim 230) ...	4	
Music of Western Culture (Mus 201)	4	Introduction to Criminology (Crim 231)	4	
Music of Nonwestern Culture (Mus 202)	4	Microeconomics (Ec 201)	4	
Music of Western Culture (Mus 201)	4	Macroeconomics (Ec 202)	4	
American Jazz (Mus 203)	4	Introduction to Geography: The Rogue Valley (Geog 101)	4	
Music of Nonwestern Culture (Mus 202)	4	Introduction to Human Geography (Geog 107)	4	
American Jazz (Mus 203)	4	Introduction to Geography: The Rogue Valley (Geog 101)	4	
Introduction to Philosophy (Phl 201)	4	Global Land and Livelihoods (Geog 108)	4	
Ethics: Moral Issues (Phl 205)	4	Introduction to Human Geography (Geog 107)	4	
Religion and the Human Experience (Rel 201) ...	4	Global Land and Livelihoods (Geog 108)	4	
Religion and the Human Experience (Rel 202) ...	4	World Civilizations (Hst 110)	4	
English as a Second Language (Wr 101)	4	World Civilizations (Hst 111)	4	
English as a Second Language (Wr 102)	4	American History and Life (Hst 250)	4	
<i>Natural Sciences</i>		American History and Life (Hst 251)	4	
General Biology: Cells (Bi 101)	4	Power and Politics (PS 201)	4	
General Biology: Organisms (Bi 102)	4	Authority and Law (PS 202)	4	
General Biology: Cells (Bi 101)	4	General Psychology (Psy 201)	4	
General Biology: Populations (Bi 103)	4	General Psychology (Psy 202)	4	
Principles of Biology: Molecules, Cells, and Genes (Bi 211)	4	Physical Anthropology and Archaeology: Perspectives on Humanity’s Past (Anth 211)	4	
Principles of Biology: Evolution and Diversity (Bi 212)	4	Cultural Anthropology: Perspectives on Humanity (Anth 213)	4	
Fundamentals of Chemistry (Ch 100)	4	The Sociological Imagination (Soc 204)	4	
Environmental Chemistry (Ch 101)	4	American Society (Soc 205)	4	
Survey of Chemistry (Ch 104)	4	The Sociological Imagination (Soc 204)	4	
Survey of Chemistry (Ch 105)	4	Cultural Anthropology: Perspectives on Humanity (Anth 213)	4	
		Health and Society I (HE 250)	4	
		Health and Society II (HE 275)	4	

Footnote
¹The Honors sequences are approved for gen-

Footnote

¹The Honors sequences are approved for general education, but only for students who have been accepted into the Honors program.

University Colloquium

Central 008

Sandra Coyner and Tonette Long, *Co-Directors*
541-552-8160

The University Colloquium is required for entering freshmen 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 of 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 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 persuasion and audience during term one, complete a substantive collaborative research project in term two, and practice argumentation in writing and speaking in term three.

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 ad-

vising 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 101E, 102E, 103E University Colloquium: Enrichment

4 credits each

Each year, a few sections are designated as Core 101E, 102E, and 103E. 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)

1-2 credits

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.

Core 225 Colloquium for Transfers

4 credits

Provides transfer students with a supportive learning environment for instruction and practice in writing, speaking, critical thinking, and reading. Emphasizes argumentation and effective library and Internet research techniques. Open to transfer or resident students who need an elective refresher course in these foundational academic skills. Prerequisites: Wr 121, 122 and Comm 125, 210, or 225; or Core 101, 102, 103.

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.

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 bring focus to 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

Southern Oregon University 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 the course of their collegiate careers, students are active participants 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 54 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)
Elementary Logic (Phl 203)
Qualitative Social Research
Methods (Soc 326)
Quantitative Social Research
Methods (Soc 327)
2. Complete at least 48 credits in courses offered by the Schools of Business; Sciences; and Social Science, Education, Health and Physical Education (excluding education courses). *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).

Transfer Student Policies

You are eligible to use SOU's transfer policy for general education requirements if you transfer in with a minimum of 36 credits of accepted college coursework. Students coming to SOU as eligible transfer students will be assigned to one of the following categories:

1. **AAOT:** Oregon community college transfer students who have completed an Associate of Arts–Oregon Transfer degree, as certified by an Oregon community college, are accepted by SOU as having met all lower division general education requirements. These students must complete SOU's upper division Synthesis courses.
2. **OUS transfer:** Students who have completed all general education requirements from another Oregon University System (OUS) institution are accepted as having met all SOU lower division general education requirements. The OUS institution must confirm that the student satisfied all general education requirements at that institution. Students must complete SOU's upper division Synthesis courses, unless their university required similar upper division courses for general education.
3. **Transitional transfer policy:** SOU transfer students who can provide evidence of previous completion of a minimum of 50 percent of the University's former nine-goal program will be allowed to satisfy those requirements under the catalog option rules. This transitional policy will remain in effect until the end of calendar year 2002.

4. **Transfers from colleges with SOU articulation agreements (non-AAOT):** Credit will be given for completed general education courses and sequences as described in SOU articulation agreements. See the SOU Web page for details on a specific community college.

5. **Students from institutions without an articulation agreement:** Using the guidelines below, professional advisors from the Student ACCESS Center will individually evaluate the appropriate course credits and sequences from an accredited college or university to determine which courses are acceptable for meeting SOU general education requirements.

General Education Guidelines for Evaluation of Transfer Credit

WRITING/ORAL COMMUNICATION

(9–12 credits)

Wr 121, 122 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)

or

Core 101, 102, 103. C- or better in each class.

Note: Must transfer two of three classes and complete the requirement with Wr 121, 122 or a communication course (Comm 125, 210, 225, or 310), or take Core 101, 102, 103.

QUANTITATIVE REASONING

(3–4 credits)

1. Transfer in one college-level mathematics course that has a prerequisite of at least intermediate algebra.

or

2. 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.

SEQUENCES

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

1. Transfer in a two- to three-term lower division sequence in each of the school areas of Arts and Letters, Sciences, and Social Science.
 2. Transfer in a portion of a sequence and take the appropriate conclusion course at SOU.
- or
3. Take an 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 laboratory)

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

Social Science*

(6–8 credits)

Anthropology, Criminology, 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.

SYNTHESIS COURSES

Students must complete one upper division SOU Synthesis course in each of the following areas:

Arts and Letters 3–4
Social Science 3–4
Science 3–4

For the most recent listing of courses and sequences in the general education program, see the latest 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) 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 SOU.
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.

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 of one full year of tuition and fees.

The following departments participate in the Accelerated Baccalaureate Program: Business, Chemistry, Communication, Computer Science, Criminology, Economics, English and Writing, Foreign Languages and Literatures, Geography, Health and Physical Education, Mathematics, and Physics. For more information, see the *Accelerated Baccalaureate Degree Program* section on page 160.



Arts and Letters

Computing Services Center 211

541-552-6520

Edwin L. Battistella, *Dean*

The School of Arts and Letters comprises the programs offered by the Departments of Art, Communication, English and Writing, Foreign Languages and Literatures (French, German, Japanese, and Spanish), Music, and Theatre Arts.

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 the University Honors Program, Philosophy, Women's Studies, Video Production, Film Studies, Chamber Music Concerts, the Oregon Writers Project, the Center for 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*, a nationally distributed literary journal; poetry readings; speech tournaments; and lectures within the University and the southern Oregon region. Students may become involved in a variety of practicum, work, and study abroad experiences. Over the past few years, SOU has enhanced the following arts and letters programs: Japanese language, the video production minor, sculpture, and music computer technology.

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 Studies: Single Area Major*)

BFA in Art and Theatre

MA and MS in Arts and Letters, through the American Band College (see *Department of Music*)

Minors

Minors are offered in U.S. Literature, Art, Art History, British Literature, English Education, Human Communication, Creative Writing, Film Studies, French, German, Journalism, Writing with Professional Applications, Music, Philosophy, Photography, Media Studies, Public Relations, Shakespeare Studies, Spanish, Women's Studies, Theatre Arts, and Video Production. 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 most recent major construction on campus is the Center for the Visual Arts (CVA), which 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 privately funded 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 (see *Academic Programs* on page 28).

General Arts and Letters

See *Course Prerequisites Policy* on page 30.

LOWER DIVISION COURSES

AL 199 Special Studies

Credit to be arranged

AL 209 Practicum

Credit to be arranged

AL 211, 212, 213 Explorations in Arts and Letters

3-4 credits each

Satisfies general education requirements as an Explorations sequence in Arts and Letters.

AL 215, 216 Introduction to Cultural Studies

4 credits each

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 will 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 347 Inquiry and Imagination

4 credits

Uses a multidisciplinary approach to a specific culture. Systematically investigates the means and goals of a culture's inquiry and the directions and achievements of its imagination. Surveys the development of classical Greek art and science in the context of historical events and philosophical trends. Emphasizes the consequences of employing archaeological, art historical, and classicist approaches to the subject matter. Prerequisite: Completion of all lower division general education requirements. Approved for general education (Synthesis and Applications).

AL 348 Inquiry and Imagination

4 credits

Uses a multidisciplinary approach to a specific culture. Systematically investigates the means and goals of a culture's inquiry, as well as the directions and achievements of its imagination. Surveys the historical, artistic, and scientific influences that led to the peculiar achievements of the fifteenth century Italian Renaissance. Also examines those achievements in later contexts. Prerequisite: Completion of all lower division general education requirements. Approved for general education (Synthesis and Applications).

AL 399 Special Studies

Credit to be arranged

AL 401/501 Research

Credit to be arranged

AL 403/503 Thesis

Credit to be arranged

AL 405/505 Reading and Conference

Credit to be arranged

AL 407/507 Seminar

Credit to be arranged

AL 408/508 Workshop

Credit to be arranged

AL 409/509 Practicum

Credit to be arranged

GRADUATE COURSES

AL 501 Research

Credit to be arranged

AL 503 Thesis

Credit to be arranged

AL 505 Reading and Conference

Credit to be arranged

AL 507 Seminar

Credit to be arranged

AL 509 Practicum

Credit to be arranged

AL 510 Selected Topics in Arts and Letters

Credit to be arranged

Art

Art Building 117
541-552-6386

Miles Inada, *Chair*

Professors: Marlene Alt, Cody Bustamante,
Donald Kay, Greer Markle, James Romberg,
Margaret Sjogren

Associate Professor: Judith Ginsburg

Assistant Professors: Miles Inada,

Tracy Templeton

Instructor: Kim Boehler

Adjunct Faculty: Madalin blue, Shawn Busse,
Karen Finnegan, Susan Lloyd, Jennifer
Longshore, Richard Martinez, Fred Vassar

The Department of Art degree programs embrace interdisciplinary and culturally diverse approaches to the study of art, while still maintaining the best traditions of the discipline. The Art Department's curriculum develops creativity and lifelong learning in our students; it also prepares 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

Potential majors must complete a declaration of major form and meet with the department chair for initial advising and assignment of an advisor. Applications and appointments with the chair are made in the department office. Entering freshmen 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 36).

Requirements for Major

1. Fulfill baccalaureate degree requirements as stated beginning on page 33.
2. Complete the lower division requirements for a studio art option or art history option before taking upper division (300- and 400-level) courses. Prerequisites for upper division work, these 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. The capstone experience has an experiential component (Art 493 for BA/BS students; Art 403 and 409 for BFA students) and a portfolio/presentation component (Art 494 for all art students). The experiential component may include museum and gallery practice 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. The capstone presentation component focuses on career goals through the completion of a portfolio and résumé, an oral presentation to a group of peers and professionals, and an outline of possible goals and strategies.

BA/BS Degree in Art

The BA/BS in art is a flexible degree program allowing students to combine interest in the liberal arts, sciences, or business with a mix of studio art and art history experiences and college-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 35).

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 support areas. 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. Prior to their senior year, students must also successfully complete a midprogram review by the BFA Committee. Specific department requirements are listed below.

Studio Art Option (BA/BS and BFA)

LOWER DIVISION

(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 4 credits from each group below, plus 4 additional credits from one of these groups:	
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

Students are required to take two lower division nondepartmental course electives from the following list, one of which 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.

Introduction to Cultural Studies (AL 215, 216)	
History of Art (ArTH 203)*	
Communication Across Cultures (Comm 200)*	
Media Across Cultures (Comm 201)*	
World Literature (Eng 107, 108, 109)*	
Native American Myth and Culture (Eng 239)*	
Native American Narratives, Fiction, and Poetry (Eng 240)*	
Folklore (Eng 250)*	
Music Fundamentals (Mus 100)	
Music of Nonwestern World (202)	
Introduction to Philosophy (Phl 201)	
Ethics and Moral Issues (Phl 205)	
Religion and the Human Experience (Rel 201, 202)*	
Patterns in Comparative Religions (Rel 265)*	
Introduction to Theatre Drama in Production (TA 147)	
Survey of World Regions (Geog 103)*	
Introduction to Human Geography (Geog 107)*	
Introduction to Economic Geography (Geog 206)	
World Civilizations (Hst 110, 111)*	
America and Globalization (PS 110)	
International Scene (IS/PS 250)*	
Politics and Film (PS 260)	
Physical Anthropology (Anth 211)	
Cultural Anthropology (Anth 213)	
The Sociological Imagination (Soc 204)	

*Denotes nonwestern emphasis.

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) ¹	12
Second studio concentration (300 level) ¹	12
Mid-Program Review (to be arranged senior year or after completion of above requirements)	
First studio concentration (400 level) ¹	12
Second studio concentration (400 level) ¹	8
Capstone Presentation (Art 494)	2
Thesis (Art 403)	3
Exhibit Practicum (Art 409)	1
Total credits in the major	102

Footnotes

¹Studio areas: Ceramics, Digital Media, Sculpture, Painting, Photography, and Printmaking.

UPPER DIVISION (BA/BS)

(32 credits)

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

Art history elective	4
Studio concentration ¹ (three courses in one studio area)	12
Studio electives ¹ (three courses in any studio areas)	12
Capstone Experience (Art 493)	2
Capstone Presentation (Art 494)	2
Total credits in the major	76

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

Students are required to take two lower division nondepartmental course electives from the following list, one of which must significantly address nonwestern cultural experience. These courses are *in addition* to courses taken to fulfill the general education requirements and may not be counted toward those requirements.

Introduction to Cultural Studies (AL 215, 216)	
History of Art (ArtH 203)*	
Communication Across Cultures (Comm 200)*	
Media Across Cultures (Comm 201)*	
World Literature (Eng 107, 108, 109)*	
Native American Myth and Culture (Eng 239)*	
Native American Narratives, Fiction, and Poetry (Eng 240)*	
Folklore (Eng 250)*	
Music Fundamentals (Mus 100)	
Music of Nonwestern World (202)	
Introduction to Philosophy (Phl 201)	
Ethics and Moral Issues (Phl 205)	
Religion and the Human Experience (Rel 201, 202)*	
Patterns in Comparative Religions (Rel 265)*	
Introduction to Theatre Drama in Production (TA 147)	
Survey of World Regions (Geog 103)*	
Introduction to Human Geography (Geog 107)*	
Introduction to Economic Geography (Geog 206)	
World Civilizations (Hst 110, 111)*	
America and Globalization (PS 110)	
International Scene (IS/PS 250)*	
Politics and Film (PS 260)	
Physical Anthropology (Anth 211)	
Cultural Anthropology (Anth 213)	
The Sociological Imagination (Soc 204)	

*Denotes nonwestern emphasis.

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 areas at the 300 and 400 levels:	
Anthropology, Film Studies, Literature, Music History, Philosophy, Sociology, Theatre History, and World History	12

Footnotes¹Studio areas: Ceramics, Digital Media, Sculpture, Painting, Photography, and Printmaking.

Capstone Experience (Art 493)	2
Capstone Presentation (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
History of American Photography (ArtH 452) or upper division Art History elective	4
Choice of either Photography III (Art 341) or Photo Mixed Media (Art 343)	4
Electives	8
Select at least 8 credits from the following:	
Drawing I (Art 133)	4
Creative Foundations (Art 115)	4
Digital Studio (Art 250)	4
Cultural Anthropology (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 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 Education Department regarding admission requirements for the MAT teacher education 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 or other art programs 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 the *Interdepartmental Degrees* curricula on page 148 for a complete description of the electives and requirements for this program.

Art CoursesSee *Course Prerequisites Policy* on page 30.**LOWER DIVISION COURSES****Art 115 Creative Foundations**

4 credits

A mixed media studio introduction to the creative process. Focuses on the development of ideas and the interrelationship between form and content. Students also explore current art practices through writing, reading, discussion, and critiques.

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 business, online job searches, and personal or professional portfolio development.

Art 199 Special Studies

Credit to be arranged

Art 210 Printmaking I

4 credits

Introduces an array of printmaking techniques, including intaglio (dry point and basic etching), relief (woodcut or linocut), lithography (stone or plate), and monoprint (water-based). Emphasizes the development of technical skills and a personal statement. Readings and lectures explore the history of printmaking and its current applications. Prerequisite: Art 115 or 133.

Art 227 Beginning Life Drawing

4 credits

Beginning course in drawing from the model. Emphasizes drawing skills, composition, analysis of action, and the human structure. Art 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 format.

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.

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: Enrollment as an art major and ArTH 201 and 202.

Art 285 Beginning Watercolor Painting

4 credits

A beginning course in transparent watercolor painting, including basic methods and materials. Art 115, 118, 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, 118, 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 306 Digital Illustration**

4 credits (maximum 12 credits)

An intermediate-level illustration and rendering class. Students use a digitizing tablet and digital image-editing programs such as Photoshop and Painter as drawing and painting tools. They

learn to visually communicate through print and digital media. Course assignments are completed entirely in digital media. Also features instruction in conceptual storyboarding. Students explore contemporary illustrators and illustration styles on the Web. Prerequisite: Art 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, relief, lithography, and monoprint. Introduces collograph and photographic printmaking. 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 327 Figurative Painting and Drawing

4 credits (maximum 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 332; Art 290; and Art 115 or Art 118.

Art 332 Drawing II

4 credits

Continues Drawing I. Emphasizes drawing as an expressive medium. Further develops conceptual and critical issues. Art 115 recommended. 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 or 118 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 em-

phasis 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 format. Prerequisite: Art 340.

Art 342 Color Photography

4 credits

The first term 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)

Intermediate course covering 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. Involves a group critique oriented to professional standards in the commercial field. Prerequisite: Art 250.

Art 350 Digital Print Studio

4 credits

Focuses on using the computer as a means of creating and printing images. Covers artist's books, contemporary print work, typographic design, working in a series, and narrative/anti-narrative. Students learn the fundamentals of researching, planning, scheduling, and budgeting a digital print project. 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 (maximum 12 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 (maximum 4 credits)

Intermediate study of painting focusing on the use of watercolor media. Introduces transparent watercolor technique, as well as concepts and theories related to painting as an artistic

medium. Prerequisites: Art 133 and 290. Recommended: Art 115 or Art 118; Art 233 or 332.

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 (maximum 8 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. Prerequisites: 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 399 Special Studies

Credit to be arranged

Art 401/501 Research

Credit to be arranged

Art 403/503 Thesis

Credit to be arranged

Art 405/505 Reading and Conference

Credit to be arranged

Art 407/507 Seminar

Credit to be arranged

Art 409/509 Exhibit Practicum

Credit to be arranged

Art 410 Printmaking III

4 credits (maximum 12 credits)

Intended for serious exploration of printmaking. Students may explore any print process, but combining techniques and other art mediums is heavily emphasized. Encourages further exploration of the personal statement 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 421 Special Projects in Fibers

1–4 credits (maximum 16 credits)

Individual or group study in fiber media. Course content varies.

Art 424/524 Visual Arts Activities

4 credits

Explores visual arts activities appropriate for grades K–12. Hands-on activities focus on the discipline of art, including art production, art history, art criticism, and aesthetics.

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 Individual Studies in Art

4 credits (maximum 24 credits)

Offered through special registration and under special conditions. Prerequisites: Instructor consent and completion of all other courses offered in the area for which Art 426 is taken.

Art 427/527 Advanced Life Drawing

4 credits (maximum 8 credits)

Drawing from the live model for advanced students. Explores a personal, creative drawing response to the figure in various environments. Prerequisite: 8 credits in Art 327.

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 433 Advanced Drawing and Work on Paper

4 credits (maximum 20 credits)

Advanced studio work in 2D media. Includes approaches to drawing, watercolor, and mixed media. Emphasizes individual artistic development. Explores individual expression, conceptual development, and contemporary issues as they relate to 2D work on paper as finished works of art. Prerequisites: Art 333, plus 8 credits of Art 385 or 390.



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 Advanced Graphic Design

4 credits (maximum 12 credits)

Involves advanced study of advertising layout and the historical, philosophical, psychological, and cultural origins of graphic design. Discusses 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. Includes a group critique oriented to professional standards in the commercial field. Prerequisite: 12 credits of Art 344.

Art 450/550 Special Projects in Digital Media

4–16 credits (maximum 20 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: Instructor consent and 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 and participate in the design and construction of a kiln. They also design and execute 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

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.

Prerequisites: 12 credits from Art 327, 333, 385, 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: Three terms of credit in 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 Capstone Presentation

2 credits

Students focus on career goals through the completion of a professional portfolio and résumé, an oral presentation to a group of peers and professionals, and a written research report on a self-promotion marketing plan or on graduate school applications through workshop or class activities. Required for all art majors. Prerequisite: Senior standing in the major.

Art History Courses

See *Course Prerequisites Policy* on page 30.

LOWER DIVISION COURSES

Arth 199 Special Studies

Credit 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 present. Examines selected artworks in relation to their historical and cultural contexts. Prerequisite: Arth 201. Approved for general education (Explorations).

Arth 203 History of Art

4 credits

Historical survey of the visual arts from Asia, Islam, Africa, Native America, pre-Columbian America, and the South Pacific. Explores selected artworks in relation to their historical and cultural contexts.

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 are recommended. Prerequisites: 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. Prerequisites: Completion of all lower division general education requirements. Approved for general education (Synthesis and Applications).

Arth 338 History of Landscape Design

4 credits

Surveys the landscape designs and gardens of Asia and Western Europe, from ancient Egypt to the present. Examines gardens in relation to different religious philosophies and attitudes toward nature. Notes plant materials and their symbolism. Prerequisites: Arth 201, 202, 203.

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

Credit to be arranged

ArtH 401/501 Research

Credit to be arranged

ArtH 403/503 Thesis

Credit to be arranged

ArtH 405/505 Reading and Conference

Credit to be arranged

ArtH 407/507 Seminar

Credit to be arranged

ArtH 409/509 Practicum

Credit 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. ArtH 202 recommended.

ArtH 446/546 Contemporary Art: 1945–

Present

4 credits

Intensive study of the major trends, media, and critical theories in art since 1945. ArtH 202 and Eng 300 recommended.

ArtH 448/548 Nineteenth and Twentieth Century Architecture

4 credits

Offers a chronology of architectural styles, with special attention paid to the influence of social and technological change on function, materials, and design. Focuses on American styles and the contributions of major architects. Prerequisites: ArtH 201, 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.

ArtH 452 History of American Photography

4 credits

Provides a history of selected nineteenth and twentieth century American photographers who exhibit a wide range of theory and practice relating to realist concerns, formalism, and post-modern political and ethical issues. Also surveys the development of photographic processes and techniques. ArtH 202 and 446 recommended.

ArtH 459/559 Special Topics in Art History

4 credits

The subject of this course varies, with topics drawn from such diverse sources as African, Oceanic, and Latin American cultures. May also include the contributions of American ethnic or minority groups.

Communication

Human Communication, Media Studies, and Journalism

Britt 212

541-552-6424

Susan Walsh, *Chair*

Professors: Mark Chilcoat, Jonathan Lange, Paul Steinle

Associate Professor: Susan Walsh

Assistant Professors: Etsuko Fujimoto, Garth Pittman, D. L. Richardson

Adjunct Faculty: Terrie Claflin, Stuart Corns, Linda Florin, Jodie Kollanda, Zanne Miller, Linda Natali Olson, Harley Patrick, Bob Pennell

The Department of Communication helps students develop their verbal and nonverbal communication knowledge and skills through the exploration of human communication, media studies, and journalism.

To suit a variety of goals, the Communication Department also offers optional minors in its three areas, as well as in public relations.

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, Media Studies, and Journalism

Minors

Human Communication, Media Studies, Journalism, and Public Relations

Certificate

Human Resource Management

Requirements for Major

1. Fulfill baccalaureate degree requirements as stated beginning on page 33.
2. Choose one of three options: human communication, media studies, or journalism.
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 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) 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.
8. The human communication option requires that at least 40 of the 60 total communication credits applicable toward the major be in formal courses (i.e., courses other than Comm 199, 377, 401, 403, 405, 408, 409, and 410).

Accelerated Baccalaureate Degree Program

Communication majors may participate in the Accelerated Baccalaureate Degree Program. For information on this program, see page 160.

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 1–4 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.

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
Advanced Interpersonal Communication (Comm 325)	4
Oral Interpretation and Manuscript Speaking (Comm 329)	4
Interviewing and Listening (Comm 330)	4

Intercultural Communication (Comm 335)	4
Argumentation, Debate, and Critical Thinking (Comm 343)	4
Activities (Comm 377)	1-6
Complete 12 or more credits from the following courses:	
Evaluation of Public Communication (Comm 412)	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
Freedom of Speech (Comm 472)	4
Organizational Communication (Comm 475) ...	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:

Intercultural Communication (Comm 335)	4
Persuasion (Comm 342)	4
International Mass Media (Comm 441)	4
Gender, Race, and Media (Comm 470)	4
Freedom of Speech (Comm 472)	4
Mass Media Law (Comm 481)	4

Complete at least 15 credits from the following courses:

Principles of Public Relations (Comm 331)	4
Basic Production Theory (Comm 340)	4
Activities (Comm 377)	1-6
Practicum (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
Sociology of Popular Culture (Soc 333)	4
The Politics of Mass Media (PS 371)	4
Public Opinion (PS 411)	3
Topics in Law (First Amendment or Free Speech) (PS 449)	3
Topics in Film (Eng 495)	4

Journalism

(60 credits)

Students who want to earn the bachelor of arts or bachelor of 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 (Comm 251)	4
Newswriting (Comm 261)	4
Research Strategies (Comm 300)	4
Copyediting and Design (Comm 341)	4
Reporting (Comm 361)	4
Feature Writing (Comm 381)	4

Journalism Practicum (Comm 409)	3
Journalism Capstone (Comm 410)	3
Mass Media Law (Comm 481)	4
Mass Media Ethics (Comm 491)	4
Complete at least 10 credits from the following courses:	

Photojournalism (Comm 321)	4
Interviewing and Listening (Comm 330)	4
Principles of Public Relations (Comm 331)	4
Intercultural Communication (Comm 335)	4
Mass Communication Theory (Comm 370)	4
Opinion Writing (Comm 371)	4
Activities (Comm 377)	1-6
Journalism Practicum (Comm 409)	1-3
International Mass Media (Comm 441)	4
Topics in Communication (Comm 460)	4-8
Gender, Race, and Media (Comm 470)	4
History of Mass Media (Comm 471)	4
Freedom of Speech (Comm 472)	4
Photography I (Art 240)	4

PHOTOJOURNALISM

Communication Across Cultures (Comm 200) ...	4
Media Across Cultures (Comm 201)	4
Photography I (Art 240)	4
Journalistic Writing (Comm 251)	4
Research Strategies (Comm 300)	4
Photojournalism (Comm 321)	4
Journalism Practicum (Comm 409)	3
Journalism Capstone (Comm 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 American Photography (ArH 452) ...	4
Introduction to Multimedia (AM 233)	4

Complete at least 6 credits from the following courses:

Copyediting and Design (Comm 341)	4
Journalism Activities (Comm 377)	1-6
Mass Media Law (Comm 481)	4
Photo Printmaking (Art 311)	4
Photography III (Art 341)	4
Color Photography (Art 342)	4
Photo Mixed Media (Art 343)	4
Journalism Practicum (Comm 409)	1-3
Photography Seminar (Art 441)	4
Special Projects in Photography (Art 443)	4
Art, Culture, and Technological Change (ArH 330)	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.

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

Electives

Complete 16 credits from the following:

Research Strategies (Comm 300)	4
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Communication Theory (Comm 301)	4
Nonverbal Communication (Comm 324)	4
Advanced Interpersonal Communication (Comm 325)	4
Oral Interpretation and Manuscript Speaking (Comm 329)	4
Interviewing and Listening (Comm 330)	4
Intercultural Communication (Comm 335)	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
Race, Gender, and Media (Comm 470)	4
Freedom of Speech (Comm 472)	4
Organizational Communication (Comm 475) ...	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 Mass Media (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

Journalism

Required Courses (20 credits)

Communication Across Cultures (Comm 200) ...	4
Media Across Cultures (Comm 201)	4
Journalistic Writing (Comm 251)	4
Newswriting (Comm 261)	4
Mass Media Ethics (Comm 491)	4

Electives

Choose 8 credits from the following:

Photography I (Art 240)	4
Photojournalism (Comm 321)	4
Copyediting and Design (Comm 341)	4
Reporting (Comm 361)	4
Opinion Writing (Comm 371)	4
Feature Writing (Comm 381)	4
Practicum (Comm 409)	3
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 (Comm 331)	4
Persuasion (Comm 342)	4
Public Relations Writing (Comm 391)	4
Public Relations Problems (Comm 431)	4
Mass Media Ethics (Comm 491)	4

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 158.

Academic Credit Policies

ACTIVITIES, PRACTICA, AND INTERNSHIPS

The Communication Department has adopted the following policies regarding academic credit for activities, internships, and practica. The total number of activity courses, internships, and practica credits applied to the major may not exceed 12. Additional credits may count toward graduation as electives, but not toward the major. The remaining credits must be earned through completion of regular classroom courses not listed below.

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. All of these courses may be repeated for credit. Journalism majors are required to complete a minimum of 6 activity, project, or practicum credits. Activity credits are recommended, but not required, of human communication majors. No more than 6 activity credits may be applied to the major. Activity courses may not be taken for a letter grade without prior instructor approval.

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. Letter grades will not be awarded for practicum credits 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 173). 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.

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.

Communication Courses

See *Course Prerequisites Policy* on page 30.

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 Credit 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 in turn 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.

Comm 251 Journalistic Writing 4 credits

Emphasizes newspaper style and structures: the inverted pyramid; grammar; punctuation; spelling; and principles of clear, concise writing.

Comm 261 Newswriting 4 credits

Introduces students to interviewing, making news judgments, news gathering, and alternative structures of stories. Focuses on spot news, speeches, obituaries, and press releases. Prerequisite: Comm 251.

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: Core 101, 102, 103 and Comm 200, 201.

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, 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 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. Prerequisites: Comm 251 and Art 240; Art 250 or demonstrated photography and darkroom skills.

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. Prerequisite: Comm 125.

Comm 325 Advanced Interpersonal Communication 4 credits

Focuses on how communication affects interpersonal relationships during relationship development, maintenance, and decay. Prerequisite: Comm 125.

Comm 329 Oral Interpretation and Manuscript Speaking 4 credits

Explores the theory and practice of oral presentation of literature. Emphasizes the development of verbal skills to present one's interpretation of various prose and poetry selections. Culminates in the preparation and presentation of a manuscript speech. Prerequisite: Comm 210.

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.

Comm 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. Prerequisites: Comm 200, 201.

Comm 335 Intercultural Communication

4 credits

Critically examines issues of communication and culture from a variety of theoretical and research perspectives. Covers issues such as language, cultural adaptation and identities, popular culture, intercultural relations, and multiculturalism. Prerequisites: Comm 200, 201.

Comm 340 Basic Production Theory

4 credits

Involves study and application of the primary aesthetic movements that have impacted film production practices.

Comm 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: Comm 261.

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 and its direct application to propositions of value and public policy. Students participate in a debate. Prerequisite: Comm 210.

Comm 361 Reporting

4 credits

Focuses on reporting governmental affairs, specialized reporting, and investigative reporting. Analyzes budgets and information-gathering techniques. Prerequisite: Comm 261.

Comm 363 Contemporary Production Theory

4 credits

Study and application of contemporary theory and criticism in film and video. Prerequisite: Comm 340.

Comm 370 Mass Communication Theory

4 credits

Introduces and analyzes various social, scientific, and critical theoretical models of mass communication, with an emphasis on the relationship of these theories to mass media in today's society. Prerequisite: Comm 201.

Comm 371 Opinion Writing

4 credits

Examines the theory and practice of writing editorials, commentaries, and reviews, including gathering information and establishing structure. Prerequisite: Comm 261.

Comm 377 Activities

1 to 4 credits a term (maximum 12 credits)

Supervised activity in various forms of communication. 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. Prerequisite: May not be taken for a letter grade without instructor consent.

Comm 381 Feature Writing

4 credits

Students examine marketing manuscripts and write feature stories for newspapers and magazines. Prerequisite: Comm 261.

Comm 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). Students gain practice using audiovisual techniques. Prerequisite: Comm 331.

Comm 399 Special Studies

Credit to be arranged

Comm 401/501 Research

Credit to be arranged

Comm 403/503 Thesis

Credit to be arranged

Comm 405/505 Reading and Conference

Credit to be arranged

Comm 407/507 Seminar

Credit to be arranged

Comm 408/508 Workshop

Credit to be arranged

Comm 409/509 Practicum

Credit to be arranged (maximum 15 credits)

No more than 6 credits may be applied toward the major. Prerequisites: Instructor consent; students must attend an organizational meeting at beginning of each quarter. May not be taken for a letter grade without instructor consent.

Comm 410 Capstone

1 to 4 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: Senior standing and instructor consent.



Comm 412/512 Evaluation of Public Communication

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; Comm 342 or 343.

Comm 425/525 Gender and Human Communication

4 credits

Examines the function of communication in the social construction of gender. Students are exposed to historical and contemporary prescriptions relating to women's and men's verbal and nonverbal behaviors within a variety of settings and contexts. Prerequisites: Comm 125 and 300.

Comm 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 391.

Comm 441/541 International Mass Media

4 credits

Covers the historical background and current status of mass communication media throughout the world. Examines conflicting theories and methods of governmental control of media. Prerequisites: Comm 300 and 361.

Comm 451/551 Advising School Publications

2 credits

Five-week course examining the teacher's role in advising secondary school newspapers and yearbooks. Prerequisites: Comm 300 and 361.

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 are 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. Prerequisite: Comm 300.

Communication and Technology. Examines how technology affects communication, with an emphasis on the Internet and other forms

of computer-mediated communication. Prerequisite: Comm 300.

Communication in Friendship. Examines the role of communication in the formation and maintenance of friendship among various age groups. Also studies the lack of communication skills associated with loneliness. Prerequisite: Comm 300.

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. Prerequisites: Comm 300 and 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. Students examine the multiplicity, dynamics, and negotiation of culture and cultural identities in national and global contexts. Prerequisites: Comm 300 and 335.

Current Research in Communication. Analyzes qualitative and quantitative approaches to research in human communication. Examines the nature of theory and theory development, including theory types, components, functions, and evaluation criteria. Prerequisite: Comm 300.

Family Communication. Offers a theoretical approach to family communication with an emphasis on systems, dialectical, and narrative theories. Students examine their own family stories. Prerequisite: Comm 300.

Journalism and the Movies. Explores the dynamic relationship among the journalism establishment, Hollywood, and the public. Examines how films focusing on journalism provide insights into how journalism works and how moviemakers believe the practices of journalism shape society. Prerequisite: Comm 300.

Political Communication. Analyzes political communication practiced by candidates, public officials, and lobbyists, with an emphasis on campaigns, legislative and administrative communication, and lobbying. Prerequisites: Comm 300 and 342.

Presidential Communication. Analyzes presidential communication, with emphasis on mandated speeches (e.g., inaugurals and state-of-the-union addresses); foreign policy and war speeches; informal communication (e.g., cabinet and staff meetings and news conferences); and policy addresses to the nation. Evaluates the concept of a rhetorical presidency. Prerequisite: Comm 300.

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 self and the other, including the role of the media in shaping reality. Also explores the portrayal of power in media images. Prerequisites: Comm 125 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. Emphasizes the relationships between historical occurrences and contemporary media. Prerequisite: Comm 300.

Comm 472/572 Freedom of Speech

4 credits

Explores the history and development of freedom of speech and expression in America, concentrating on significant United States Supreme Court decisions and contemporary conflicts. Prerequisite: Comm 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, 225, and 300; or professional experience.

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. Prerequisite: Comm 300.

Comm 501 Research¹

Credit to be arranged

Comm 503 Thesis

Credit to be arranged

Comm 505 Reading and Conference¹

Credit to be arranged

Comm 507 Seminar¹

Credit to be arranged

Footnote

¹Comm 501, 505, and 507 are limited to 12 credits singly or in combination.

English and Writing

Central 261
541-552-6181

Terry L. DeHay, *Chair*

Professors: Edwin L. Battistella, Charlotte Hadella, Sandra J. Holstein, Lawson F. Inada, Tom Nash, Edward B. Versluis

Associate Professors: Alma Rosa Alvarez, Peggy Cheng, Terry L. DeHay, Bill D. Gholson, Barbara O. Mathieson, Vincent Craig Wright

Assistant Professors: Diana F. Maltz, Mada Petranovich Morgan

Instructor: Cynthia Wallace

The English and writing degree program 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 see the department chair 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

MAT in Education with an emphasis in Language Arts

Minors

U.S. Literature, British Literature, Creative Writing, English Education, and 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), Eng 298, and 8 units of lower division literature (chosen from Eng 104, 105, 107, 108, and 109).

Exceptions to the above requirements may be presented to the department chair for consideration.

Requirements for Major

1. Fulfill baccalaureate degree requirements as stated beginning on page 33.
2. Complete the core courses, then choose 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

(30 credits)

Introduction to Literary Study and the Major (Eng 298) 4
Introduction to Literary Theory and Critical Writing (Eng 300) 4

One sequence in either of the junior core courses:

British Literature (Eng 371, 372, 373) or Literature of the U.S. (choose three) (Eng 381, 382, 383, or 384) 12
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 30
Shakespeare (Eng 436) 4
(Another major figure should be substituted if the student has taken the lower division Shakespeare sequence.)
Genre (Eng 417, 418, 423, 453, 458, 470, 481, 482, or 495) 4
Multicultural/Diversity (Eng 367, 368, 454, 455, or 498) 4
Electives (12 credits upper division; 4 credits may be in writing) 16

WRITING OPTION

A total of 58 credits is required.

Core courses 30
Creative Writing (upper division) 4
Technical Writing (upper division) 4
Rhetoric (Wr 493) 4
Electives (8 credits upper division writing) ... 16

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

(24 credits)

Prerequisites: Core 101, 102, 103 or Wr 121, 122; Eng 298.

Junior core literature of the U.S. (choose three) (Eng 381, 382, 383, or 384) 12

Select 12 credits from the following or from Special Studies and open-numbered courses, such as Eng 399, 407, 447, 458, or 498 when applicable, with permission from the department chair:

The Novel in the U.S. to 1900 (Eng 481) 4
The Novel in the U.S.: 1900 and Beyond (Eng 482) 4

British Literature

(24 credits)

Prerequisites: Core 101, 102, 103 or Wr 121, 122; Eng 298.

Junior Core British Literature (Eng 371, 372, 373) 12

Select 12 credits from the following (or from Special Studies or open-numbered courses when applicable, with permission from the department chair):

Shakespeare (Eng 201, 202) 8
Birth of the British Novel to 1850 (Eng 417) 4
The British Novel after 1850 (Eng 418) 4
Studies in Shakespeare (Eng 436) 12

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) TBA
Writing Seminar (Wr 407) TBA
West Wind Review (Wr 420) 2
Advanced Fiction Writing:
Short Story (Wr 430) 4
Advanced Fiction Writing: Novel (Wr 431) 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
Grant-Writing 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 (Wr 492) 4
Topics in Rhetoric (Wr 493) 4
Writing Workshop for Teachers (Wr 312) 4
Teaching Composition (Wr 472) 4
TESL (Teaching English as a Second Language) (Wr 487) 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 English as a Second Language) (Eng 487) 4
Teaching Literature (Eng 488) or Adolescent Literature (Eng 489) 4
Oregon Literature for Teachers (Eng 399) 4
The English Language:
An Introduction (Eng 490) 4
Creative Writing (Wr 241) 4
Teaching Global Perspectives Through Children's Literature (Eng 398) (Cross-listed as 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 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 Education Department regarding admission requirements for the MAT teacher education 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 and Writing Courses

See *Course Prerequisites Policy* on page 30.

Literature

LOWER DIVISION COURSES

Eng 104, 105 Introduction to Literature

4 credits each

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, 109 World Literature

4 credits each

Provides a critical oral and written examination of various genres of outstanding works of ancient, medieval, and modern literature. Students gain insight into world cultures and their own cultural assumptions. Recommended for students intending to become English and writing majors. Completing any two of the three quarters will satisfy the Explorations in Arts and Letters general education requirement.

Eng 199 Special Studies

Credit to be arranged.

Eng 201, 202 Shakespeare

4 credits each

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 208, 209 Twentieth Century Literature

4 credits each

Studies literature in translation. Usually organized around one or two themes; occasionally organized chronologically.

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 250 Folklore

4 credits

Offers a scholarly study of traditional practices and narratives, including such genres as superstition, legend, proverb, myth, and folktale, with a multicultural emphasis.

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. Prerequisites: Wr 121, 122 or University Colloquium; English and writing premajors, majors, and minors only.

UPPER DIVISION COURSES

Before enrolling in upper division literature courses, English and writing majors must complete English 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. Prerequisites: English and writing majors only; 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. Prerequisites for all majors: Completion of all lower division general education requirements. Additional prerequisite for English majors: Eng 298. 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.

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.

Eng 371 British Literature I: Anglo-Saxon to Renaissance

4 credits

Covers the development of various genres in their historical context from Anglo-Saxon times to the English Renaissance. Prerequisite: English and writing majors only.

Eng 372 British Literature II: Renaissance to Romanticism

4 credits

Examines selected works and writers from the late Renaissance to the Romantic period. Topics may include the development of the novel, the rise of a female readership and women authors, and subjectivity in lyric poetry. Prerequisite: English and writing majors only.

Eng 373 British Literature III: Romanticism to the Present

4 credits

Explores selected works and writers from the nineteenth and twentieth centuries. Organized by such topics as narrative strategies, the impact of industrialization, and literary responses to science. Prerequisite: English and writing majors only.

Eng 381 Literature of the U.S.: Beginnings to the Civil War

4 credits

Examines the diverse traditions that contributed to literature in the geographical area that would become the United States. Beginning with accounts of early contact between colonizers and native inhabitants, students explore U.S. literature prior to and including the Civil War. Topics range from intercultural exchanges to the literature of abolition to influential Euro-American traditions such as Puritanism, Romanticism, and Gothic horror. Prerequisite: English and writing majors only.

Eng 382 Literature of the U.S.: Civil War to Modernism

4 credits

Covers a period marked by rapid industrialization, high immigration levels, and class conflict. Topics may include regionalism, poetic innovations, and the rise of popular women authors, as well as realist fiction and writers' responses to social issues such as segregation, women's suffrage, and debates about who counts as "American." Prerequisite: English and writing majors only.

Eng 383 Literature of the U.S.: Modernism

4 credits

Covers writing from 1900 to World War II. Examines the attempt to break away from the literary conventions of realism through experimentation with forms and themes. Topics may include the connections between literary art and visual forms, imagism, the Harlem Renaissance, socialist poetry, expatriate writings, writers' responses to World War I, and predetermined notions of gender and sexuality. Prerequisite: English and writing majors only.

Eng 384 Literature of the U.S.: WWII to the Present

4 credits

Covers literature since World War II, with its diverse voices and redefinition of what constitutes national character. Topics include ethnic and feminist inroads into the canon, postmodern experimentation with traditional prose and poetic forms, and the relationship between the inner self and the larger world. Prerequisite: English and writing majors only.

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. Prerequisites: Completion of all lower division general education requirements. Approved for general education (Synthesis). (Cross-listed with Ed 398.)

Eng 399 Special Studies

Credit 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.

Eng 401/501 Research¹

Credit to be arranged

Eng 403/503 Thesis

Credit to be arranged

Eng 405/505 Reading and Conference¹

Credit to be arranged

Eng 407/507 Seminar¹

Credit to be arranged

Repeat credit is allowed for different topics.

Eng 409/509 Practicum

Credit 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. Prerequisites: English major with Eng 300 completed. (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.

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.

Eng 423/523 Short Story

4 credits

Focuses on collections of stories by individual authors, some of them American and most of them twentieth century.

Eng 436/536, 437/537, 438/538 Studies in Shakespeare

4 credits each

For English and writing majors, theatre majors, and Shakespeare studies minors only. 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. Prerequisite: Eng 300. (Cross-listed with TA 436/536, 437/537, 438/538.)

Eng 446/546 Major Theories in Literary Criticism

4 credits

Examines the history, principles, and practices of various aspects of literary criticism.

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.

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.

Eng 453/553 Environmental Literature

4 credits

Explores the genre of the literary essay. Texts explore human interactions with the objective

world. Presents certain scientific and environmental issues as useful peripheral knowledge, while centering on matters of language, image, and voice. Typical authors include Lopez, Dillard, Abbey, Graves, Austin, Doig, Matthiessen, and Stegner.

Eng 454/554 American Multicultural Literature

4 credits

Includes readings from African American, Asian American, Hispanic, and Native American literature.

Eng 455/555 Nonwestern 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.

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 that incorporate political, economic, historical, and psychological perspectives. 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.

Eng 458/558 Topics in Drama

4 credits

Explores selected plays by various playwrights. Attendance at a live performance is sometimes required. Repeat credit is allowed for different topics.

Eng 470/570 Topics in Poetry

4 credits

Examines works by various poets. Repeat credit is allowed for different topics.

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.

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.

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 101, 102, 103.

Footnote

¹Eng 501, 505, and 507 are limited to 9 credits singly or in combination.

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.

Eng 489/589 Adolescent Literature

4 credits

Surveys young adult novels. Emphasizes the selection and evaluation of books, adolescent reading interests, and reading guidance for curricular and personal needs.

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.

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.

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.

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.

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.

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.

Writing

See *Course Prerequisites Policy* on page 30.

LOWER DIVISION COURSES

A free-writing waiver exam for Wr 121, 122 is offered during the second week of each term, with the exception of summer. There is no waiver for Wr 227. Interested students should pick up waiver exam information from the English and Writing Department (CE 261) at the beginning of the second week of each term. The waiver exam does not confer course credit.

Students who are not required to take the Colloquium sequence must complete Wr 121, 122 for general education. See the department's major requirements for the research and writing requirement in your major.

Wr 101 English as a Second Language

4 credits

Designed for students whose first language is not English. Students take this course during the first quarter of their program. Introduces students to U.S. culture and campus life while honing their academic English skills, including critical reading, writing, grammar, vocabulary, speaking, and critical thinking.

Wr 102 English as a Second Language

4 credits

Continues Wr 101 and its focus on U.S. culture. Covers such academic skills as patterns of writing, essay exams, and oral communication in the classroom. Prerequisite: Wr 101.

Wr 103 English as a Second Language

2 credits

Emphasizes library and research skills and formal oral presentations. Prerequisites: Wr 101, 102. Credit applies toward electives only.

Wr 121 English Composition

4 credits

General course in rhetoric taken during the freshman year. Emphasis is on exposition. Focuses on organization and effective expression of ideas.

Wr 122 English Composition

4 credits

Covers written composition, with emphasis on argumentation. Taken during the freshman year. Prerequisite: Wr 121.

Wr 199 Special Studies

Credit to be arranged

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. Prerequisites: Wr 121, 122.

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: Wr 122 or Core 102.

Wr 242 Creative Writing II

4 credits

Further examines the elements and traditions of creative writing through readings and exercises.

Wr 295 Grammar and Style in Writing

4 credits

Covers some fundamentals of grammar, with emphasis on usage and style in writing. Prerequisites: Core 101, 102, 103.

Wr 299 Special Studies

Credit to be arranged.

UPPER DIVISION COURSES

Note: Eng 298 is a prerequisite for all upper division writing classes.

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. Students write, work in response groups, practice the modes of writing required of Oregon students in the state writing assessment, and review the scoring criteria for that assessment activity. Participants produce a portfolio of processed writing to use as models for teaching writing in the content areas. Prerequisites: 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.

Wr 327 Technical Writing

4 credits

Prepares students for a variety of problem-solving situations faced by professionals. Involves a term project designed to meet the needs of the individual student. Covers memos, résumés, professional correspondence, job interviews, in-house reports, graphics, and audience analysis.

Wr 329 Grant-Writing 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. Prerequisites: Completion of the Colloquium or Wr 121, 122, in addition to the writing-intensive course for the respective major.

Wr 330 Fiction Writing

4 credits

For students interested in writing the short story, novella, or novel. Includes analysis and discussion of student work. Prerequisite: Instructor consent.

Wr 341 Poetry Writing

4 credits

Students study verse forms and gain practice in verse-writing. Includes analysis and discussion of student work. Prerequisite: 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. Prerequisites: Eng 300.

Wr 399 Special Studies

Credit 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.

Wr 403/503 Thesis

Credit to be arranged

Wr 405/505 Writing and Conference

Credit to be arranged

Wr 407/507 Writing Seminar

Credit to be arranged

Wr 409/509 Practicum

Credit to be arranged

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. Prerequisites: English major with Eng 300 completed. (Cross-listed with Eng 410.)

Wr 414/514 Advanced Composition

4 credits

A writing-intensive course for English and writing majors. Offers advanced instruction and practice in the field of writing, with some attention to the rules of composition. Prerequisite: Students registering at the 414 level must be English and writing majors or have instructor consent.

Wr 415/515 Supervised Tutoring Practicum

Credit to be arranged (maximum 16 undergraduate credits and 15 graduate credits)

Trains students to tutor students of all disciplines. They are responsible for giving writing assistance on a one-on-one basis or in groups. Prerequisite: Good writing and interpersonal communication skills.

Wr 420/520 West Wind Review

2 credits (maximum 8)

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.

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 431/531 Advanced Fiction Writing: Novel

4 credits

Intensive workshop emphasizing the particulars of the novel. Students are expected to complete the first twenty-five pages of a novel and a prospectus of the entire work. Students 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

A writing course designed to lead students through the steps of publication. May be repeated once for credit with instructor consent. Prerequisite: Wr 123 or 227.

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. Prerequisites: Eng 298 and 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 allowed for different topics. Prerequisites: Eng 298 and 300.

Foreign Languages and Literatures

Churchill 255

541-552-6435

Daniel Morris, *Chair**Professors:* Priscilla Hunter, Daniel Morris*Assistant Professors:* Anne Connor,

Marianne Golding, Cynthia Kauffeld

Adjunct Faculty: Lucy DeFranco, Marina

Kendig, Maria Lumbreras, Viola Olsen,

Denise Prado, Ruth Rush, Lady Vanderlip

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 Education Department's Master of Arts in Teaching. 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

Note: The German option is currently available on a limited basis and requires additional work in study abroad programs.

Minors

French, German, and Spanish

Language Requirements**INTERNATIONAL STUDIES DEGREE**

Students who major in international studies through the Department of Political Science must complete 12 credits of upper division coursework or a year of foreign study in a foreign language corresponding to the area of specialization.



Advanced Southern Credit in the High School Program

High school students may obtain SOU foreign language credit through the Advanced Southern Credit Program, Southern Oregon Foreign Language Articulation (SOFLA) project, and the Department of Foreign Languages and Literatures. 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, international or community-based work experience, and practical application of a second language play a significant role. The language and culture major is 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 Residency/Internship requires a three-month foreign residency and a ten-week work internship

completed abroad. Option B: Integrated Skills requires additional coursework and a 120- to 150-hour community-based or foreign work experience with either a multicultural or an international component; the work experience may be completed locally or abroad.

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 160.

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 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 33.
2. A core of cultural credits (8 credits).
3. Interdisciplinary electives in related fields (8 credits).
4. A set of language-specific core credits (20 credits).
5. All language electives for either Option A: International Residency/Internship or Option B: Integrated Skills.
6. A culture-specific work experience (4-6 credits).
7. A capstone project (2-4 credits).
8. A minor or a second major.
9. The research paper requirement, which must be met by completing Fr 316, GL 413 or 415, and Span 312 or 415 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. At least 16 of the major credits must be completed in courses offered on the SOU campus in Ashland. At least 8 of these credits must be at the 400 level. Contact

the Foreign Languages and Literatures Department for specific courses that must be taken on the Ashland campus to meet individual language option requirements.

12. A senior interview (no credit). During the final quarter of their program, students must complete a senior interview with a faculty member other than their advisor.

Note: Students in Option A in all languages must also complete a twelve-week foreign residency in the culture of concentration.

Language and Culture Core Courses

(Required of all language and culture majors)

All language and culture majors must complete the 8-credit culture core, 8 credits of electives in related fields, and the 20-credit upper division language core in the language of specialization (French, German, or Spanish) as listed below.

CULTURE CORE REQUIREMENTS

(8 credits)

Introduction to French Literature (Fr 301), Introduction to Reading Hispanic Literature (Span 301), or Introduction to Literary Theory and Critical Writing (Eng 300)	4
Cultural Anthropology: Perspectives on Humanity (Anth 213) or Communication Across Cultures (Comm 200)	4

CULTURE ELECTIVE REQUIREMENTS

Students must complete 8 credits of upper division courses in fields related to the language of specialization. They may use required minor (or second major) courses to meet this requirement. See advisor for approval of courses.

LANGUAGE CORE REQUIREMENTS

(20 credits)

1. Complete 12 credits in the language of specialization:

French Culture, Composition, and Conversation (Fr 314, 315, 316)	12
German Culture, Composition, and Conversation (GL 301, 302, 303)	12
Spanish Culture, Composition, and Conversation (Span 310, 311, and 312 or 415)	12
2. Complete 8 credits in the language of specialization:

Survey of French Literature (Fr 311)	4
Survey of French Literature (Fr 312)	4
Pronunciation and Phonetics (Fr 331, 332)	4
Major Figures in German Literature (GL 413 or 415)	4
Germany from 1945-90: From Division to Unity (GL 441)	4
Spanish Grammar Review (Span 315) (Option A only)	4
Nineteenth Century Hispanic Literature (Span 322)	4
Twentieth Century Hispanic Literature (Span 323)	4

Language and Culture Options

After completing the above requirements, students select either Option A: International Residency/Internship or Option B: Integrated Skills.

Option A: International Residency/Internship

FRENCH, GERMAN, SPANISH (18 credits)

Language Electives (12 credits)

Choose 12 credits from the language of specialization.

French

French Pronunciation and Phonetics (Fr 331, 332)	2 each
Topics in French Film (Fr 350)	3–4
Topics in French Literature (Fr 426)	1–4
Noncontinental Francophone Literature (Fr 427)	1–4
Topics in French Culture (Fr 428)	2–6
Advanced French Grammar (Fr 445)	4
Translation (Fr 460)	4
Business French (Fr 480)	4
OUS French study abroad program (variable credit as approved by advisor)	

German

Topics in German Film (GL 415)	4
Germany 1845–1945: Germany's Search for Unity (GL 440)	4
Deutsche Sommerschule am Pazifik	up to 10 credits
OUS German study abroad program (variable credit as approved by advisor)	
Upper division OUS online courses (variable credit as approved by advisor)	

Spanish

Selected Genre or Period Studies (Span 421) ..	1–6
Major Literary Figures (Span 422)	1–6
Topics in Hispanic Culture (Span 441)	1–6
Topics in Contemporary Hispanic Literature and Society (Span 460)	1–6
Topics in Applied Spanish Linguistics (Span 481)	1–6
Topics in Writing and Translation (Span 482)	1–6
Universidad de Guanajuato or OUS Spanish study abroad program (as approved by advisor)	

INTERNSHIP

(minimum 6 credits)

Complete the international work internship (at least ten weeks of full-time work) in the language of specialization.

International Internship (Fr 408)	6
International Internship (GL 408)	6
International Internship (Span 408)	6
Under Option A, the internship comprises a minimum of 6 credits (Fr 408, GL 408, or Span 408), covers at least ten weeks of full-time work, has an international focus, and is completed abroad. Students may use the foreign internship to meet the foreign residency requirement for Option A.	

The internship is undertaken once the student has achieved an appropriate level of oral, aural, reading, writing, and cultural proficiency, usually toward the end of the junior year. Internship projects are carried out in the lan-

guage of specialization and are overseen by a member of the foreign languages and literatures faculty. The internship includes statements of work objectives, journals, interviews, reports, and an employer evaluation.

FOREIGN RESIDENCY REQUIREMENT AND STUDY ABROAD (No specific credit)

Option A: International Residency/Internship in all languages requires a minimum three-month residency abroad in an approved international work or study program in a country where the language of specialization is spoken. With advisor approval, students may use international experience gained prior to entering the program to fulfill this requirement.

CAPSTONE (2 credits)

All students must complete a capstone project in the language of specialization demonstrating the skills and knowledge acquired during completion of the major.

Choose from the following:

Capstone (Fr 490)	2–4
Capstone (GL 490)	2–4
Capstone (Span 490)	2–4

Under Option A in all languages, the student must complete a capstone seminar or design an independent research project in consultation with a faculty member (Fr 490, GL 490, or Span 490). The capstone reflects the student's personal interests and career goals and, with advisor approval, may be linked to the internship. The project results in an analytical research paper and an annotated bibliography written in the student's language of specialization. Capstones may be in the areas of language, literature, or culture. An oral presentation of the project is made in the target language to the foreign languages and literatures faculty.

Option B: Integrated Skills

FRENCH, GERMAN, OR SPANISH (22 credits)

Language Electives (18 credits)

1. Choose 8 credits in the language of specialization:	
Topics in French Film (Fr 350)	3–4
Topics in French Literature (Fr 426)	1–4
Noncontinental Francophone Literature (Fr 427)	1–4
Topics in French Culture (Fr 428)	2–6
Topics in German Film (GL 415)	4
Germany 1845–1945: Germany's Search for Unity (GL 440)	4
Deutsche Sommerschule am Pazifik	up to 12
OUS study abroad program (variable credit as approved by advisor)	
Upper division OUS online courses (variable credit)	
Topics in Applied Spanish Linguistics (Span 481)	1–6
Topics in Writing and Translation (Span 482)	1–6
Topics in Culture (Span 441/541)	1–6

2. Choose 10 credits in the language of specialization:

French Pronunciation and Phonetics (Fr 331, 332)	2 each
Translation (Fr 460)	4
Business French (Fr 480)	4
Advanced French Grammar (Fr 445)	4
Topics in French Culture (Fr 428)	2–6
Deutsche Sommerschule am Pazifik	up to 12
OUS study abroad program (variable credit as approved by advisor)	
Upper division OUS online courses (variable credit)	
Selected Genre or Period Studies (Span 421)	1–6
Major Literary Figures (Span 422)	1–6
Topics in Contemporary Hispanic Literature and Society (Span 460)	1–6
Spanish Research and Writing Capstone (Span 498) ¹	4

FOREIGN RESIDENCY AND STUDY ABROAD

Option B: Integrated Skills (French, German, and Spanish) encourages students to take advantage of the many varied and high-quality study abroad programs available, but it does not require students to study or reside abroad. Study abroad and OUS exchange program credit is accepted for the major with advisor approval.

CULTURE-BASED WORK EXPERIENCE (4 credits)

Complete the culture-based work experience (minimum of 120 hours) in the language of specialization.

Practicum: Community-Based Work

Experience (Fr 409, GL 409, or Span 409)	4
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Under Option B, the work experience offers a minimum of 4 credits (Fr 409, GL 409, or Span 409). The work experience, which may have an international or multicultural focus, is completed locally or abroad in an advisor-approved practicum or internship.

The culture-based community work experience under Option B is undertaken once the student has achieved an appropriate level of oral, aural, reading, writing, and cultural proficiency, usually toward the end of the junior year. The Option B 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 experience includes statements of work objectives, journals, interviews, reports, and an employer evaluation.

CAPSTONE (2 credits)

All students must complete a capstone project that demonstrates the skills and knowledge acquired during the completion of the major.

Capstone (Fr 490)	2–4
Capstone (GL 490)	2–4
Capstone: Research and Writing Seminar (Span 498)	2–4

Under Option B in Spanish, students must complete a reading, research, and writing project in a senior capstone seminar (Span 498, 4 credits).

Footnote

¹Students may count 2 credits from the Span 498 Capstone to meet this requirement.

The capstone project results in an analytical research paper and annotated bibliography based on the seminar topic. The paper and bibliography follow standard MLA format; they are written and presented in Spanish to the foreign languages and literatures faculty. With advisor approval, students may apply 2 credits from the capstone seminar toward the language electives. (Spanish students in Option A may also choose this course to fulfill their capstone requirement.)

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) 4, 4

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, 332) 2, 2
Seminar (Fr 407) TBA
Topics in French Literature (Fr 426) 1-4
Noncontinental Francophone

Literature (Fr 427) 1-4
Topics in French Culture (Fr 428) 2-6
Advanced French Grammar (Fr 445) 4
Translation (Fr 460) 4
Business French (Fr 480) 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) TBA

International Internship (GL 408/508) TBA
Business German (GL 411, 412) 4, 4
Major Figures in German Literature (GL 413) ... 4
German Film (GL 415) 4
Germany: 1845-1945 (GL 440) 4
Germany: 1945-1990 (GL 441) 4
German Film (GL 415) 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

Optional electives (0-4) chosen from:
Practicum: Community-Based Work

Experience (Span 409) TBA

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 Education Department 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 University of Guanajuato, Mexico. For most yearlong programs, students must complete two years of study in the foreign language prior to participation.

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.

Language Courses

See *Course Prerequisites Policy* on page 30.

French

LOWER DIVISION COURSES

Fr 101, 102, 103 Beginning French Language and Culture I, II, III

4 credits each

Enables students to reach novice high proficiency and introduces them to the cultural differences of French speakers. Materials include texts, audiotapes, videotapes, films, and elementary cultural and literary readings. Closed to native speakers of French. Corequisite: Beginning French Conversation.

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

Credit to be arranged

Fr 201, 202, 203 Intermediate French 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 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. Prerequisites: Fr 101, 102, 103. Fr 202 and 203 are approved for general education (Explorations). Corequisite: Intermediate French Conversation.

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

Credit 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 theatre. Emphasizes the development of reading skills as preparation for advanced literature courses. Prerequisite: Two years of college French or concurrent enrollment in Fr 203.

Fr 308 French Trailer Course 1–2 credits

Taught in French 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 French on topics relevant to the main course. May be repeated for credit when topic changes. Prerequisite: Fr 203.

Fr 311, 312 Survey of French Literature 4 credits each

Studies selected French literature from the Middle Ages to present. Prerequisite: Fr 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, résumés, expository writing, narration, and research papers (Fr 316). Taught in French. Prerequisite: Fr 203.

Fr 331, 332 French Pronunciation and Phonetics 2 credits each

Offers a thorough study of the fundamentals of French pronunciation and phonetics. Individually addresses each student's difficulties. Prerequisite: Fr 201.

Fr 350 Topics in French Film 3–4 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, and French Film and Society. May be repeated for credit when topic changes. Prerequisite: Fr 203. (Cross-listed with Flm 350.)

Fr 399 Special Studies Credit to be arranged

Fr 401/501 Research Credit to be arranged

Fr 403/503 Thesis Credit to be arranged

Fr 405/505 Reading and Conference Credit to be arranged

Fr 407/507 Seminar Credit to be arranged

Fr 408 International Internship Credit to be arranged

French language internship in a discipline of the student's area of interest, such as business, science, or social science. Internships may be completed at local or foreign companies that do business with Francophone countries.

Fr 409/509 Practicum Credit to be arranged

Fr 426/526 Topics in French Literature 1–4 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, 312.

Fr 427/527 Noncontinental Francophone Literature 1–4 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 2–6 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, 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, 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, 316.

Fr 480/580 Business French 4 credits

Basic introduction to commercial French. Focuses on the language and vocabulary of French business institutions, as well as legal and social factors affecting French commerce. Conducted in French. Prerequisites: Fr 314, 315, 316.

Fr 490 Capstone 2–4 credits

Senior capstone. Students design an independent 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: Fr 314, 315, 316 and senior standing in the major.

German

LOWER DIVISION COURSES

GL 101, 102, 103 Beginning German Language and Culture I, II, III 4 credits each

Enables students to reach 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 Credit 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, videotapes, films, art, and performances. Closed to native speakers of German. Prerequisites: GL 101, 102, 103. GL 202 and 203 are approved for general education (Explorations).

GL 209 Practicum Credit 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.

GL 308 German Trailer Course 1–2 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 Credit to be arranged

GL 401/501 Research Credit to be arranged

GL 403/503 Thesis Credit to be arranged

GL 405/505 Reading and Conference

Credit to be arranged

GL 407/507 Seminar

Credit to be arranged

GL 408/508 International Internship

Credit to be arranged

Offers summer work opportunities at German and Swiss businesses to qualified students. Provides practical experience in a German language environment. Minimum prerequisites: GL 301, 302, 303 and instructor consent.

GL 409/509 Practicum

Credit to be arranged

GL 411, 412 Business German

4 credits each

Refines German language proficiency and communicative competency for effective functioning in a German business setting. Introduces German business practices and correspondence.

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, 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, 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, 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, 302, 303.

GL 490 Capstone

2–4 credits

Senior capstone. Students design an independent 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: GL 301, 302, 303 and senior standing in the major.

Japanese

Jpn 101, 102, 103 Beginning Japanese Language and Culture I, II, III

4 credits each

Enables students to reach 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. Corequisite: Beginning Japanese Conversation.

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

1–4 credits

Jpn 201, 202, 203 Intermediate Japanese Language and Culture I, II, III

4 credits each

Enables students to reach 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, 103. Corequisite: Intermediate Japanese Conversation.

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

1–4 credits

Jpn 409 Practicum

1–4 credits

Spanish

LOWER DIVISION COURSES

Span 101, 102, 103 Beginning Spanish Language and Culture I, II, III

4 credits each

Enables students to reach novice high proficiency and introduces them to the cultural differences of Spanish speakers. Materials include texts, audiotapes, videotapes, films, and elementary cultural and literary readings. Closed to native speakers of Spanish. Corequisite: Beginning Spanish Conversation.

Span 106, 107, 108 Beginning Spanish Conversation

1 credit each

Involves conversational practice at the first-year level. Graded P/NP only. Closed to native speakers of Spanish. Corequisite: Beginning Spanish Language and Culture.

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.

Span 199 Special Studies

Credit 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. Prerequisites: Span 101, 102, 103 or 111, 112. Span 202 and 203 are approved for general education (Explorations). Corequisite: Intermediate Spanish Conversation.

Span 206, 207, 208 Intermediate Spanish Conversation

1 credit each

Involves conversational practice at the second-year level. Graded P/NP only. Closed to native speakers of Spanish. Corequisite: Intermediate Spanish Language and Culture.

Span 209 Practicum

Credit to be arranged

UPPER DIVISION COURSES

Span 301 Introduction to Reading Hispanic Literature

4 credits

Involves reading and analysis of literary texts written in Spanish for Hispanic audiences, with emphasis on theory and practical applications. Recommended for students desiring transitional reading experience before participating in study abroad programs or entering upper division literature courses. Includes readings, lectures, compositions, and discussions in Spanish, including discussion groups outside of class. Closed to students who have completed Span 322 or 323. Concurrent enrollment in Span 203 is recommended. Prerequisites: Span 201, 202.

Span 308 Spanish Trailer Course

1–2 credits

Taught in Spanish 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 Spanish on topics relevant to the main course. May be repeated for credit when topic changes. Prerequisite: Span 203.

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: Span 203.

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: Span 203.

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: 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: Span 301.

Span 399 Special Studies

Credit to be arranged

Span 401/501 Research

Credit to be arranged

Span 403/503 Thesis

Credit to be arranged

Span 405/505 Reading and Conference

Credit to be arranged

Span 407/507 Seminar

Credit to be arranged

Span 408 International Internship

Credit to be arranged

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: Span 310, 311, 312 or demonstrated advanced language proficiency.

Span 409/509 Practicum

Credit to be arranged

Span 415 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

1–6 credits for each topic (all credits for a topic must be from a single course)

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, 323.

Span 422/522 Major Literary Figures

1–6 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, 323.

Span 441/541 Topics in Hispanic Culture

1–6 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, 312.

Span 460/560 Topics in Contemporary Hispanic Literature and Society

1–6 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 nonliter-

ary texts. All activities conducted in Spanish. Repeat credit is allowed for varying topics. Prerequisites: Span 322, 323.

Span 481/581 Topics in Theoretical and Applied Spanish Linguistics

1–6 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, 312.

Span 482/582 Topics in Writing and Translation

1–6 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, 312.

Span 490 Capstone

2–4 credits

Senior capstone. Students design an independent 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 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 and Span 310, 311, 312, 322, and 323.

Span 498 Capstone: Research and Writing Seminar

4 credits

A literature and culture seminar focusing on advanced Spanish language skills through individual and team research, writing projects, and oral reports. Each student completes a polished analytical research paper and annotated bibliography and gives an oral presentation to the foreign languages and literatures faculty. All work conducted in Spanish. While 2 credits fulfill the capstone requirement, 2 may be applied toward fulfillment of the literature emphasis in the major. Prerequisites: Span 312, 322, 323 and 421, 422 or 460. Students must demonstrate advanced Spanish language proficiency in reading, writing, speaking, listening, and knowledge of Hispanic culture.

Music

Music 140

541-552-6101

Rhett L. Bender, *Chair*

Professors: Margaret R. Evans, Paul T. French

Associate Professors: Rhett L. Bender,

Cynthia Hutton, Alexander Tutunov

Assistant Professors: Fredna Grimland,

Terry Longshore

Emeritus Professor: Max McKee

Adjunct Faculty: Todd Barton, Scott Cole,

Kristina Foltz, Dito Godwin, Kenton Gould,

Larry Hudson, Laurie Hunter, John Kline,

Marla Kasdorf, Phebe Kimball, Angel Mc-

Donald, Katheryn McElrath, David Miller,

Ellie Murray, David Rogers, Kirby Shaw,

Lisa Truelove, Stephen Truelove, Michael

Vanice, David Wolf

The Department of Music offers an integrated program of study combining computer-aided instruction with private and class instruction by master artists and teachers. Music instruction is available to majors and nonmajors.

For nonmajors, the department offers courses that enhance general university life and provide enriching musical experiences. These include Introduction to Music of Western Civilization; Introduction to Music of Nonwestern Civilization; Class Instruction in Piano, Guitar, and Voice; and large and small vocal and instrumental ensembles. Private lessons are available to qualified students.

The music faculty is committed to preparing students for the work force and graduate studies through an integrated liberal and professional education. Music majors develop the technical skills and independent thought necessary to meet new challenges in the continually changing, multifaceted music profession. The Music Department is fully accredited by the National Association of Schools of Music.

Musical Organizations

The following organizations are open to qualified students by instructor consent: 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. 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.

Fees

There are special course fees for applied music. The fee for MuP 170, 270, 370, and 470 is \$85. The fee for MuP 190, 290, 390, and 490 is \$40 a credit (for majors). In 90-series applied music classes, majors are limited to 3 credits for each level at 190 and 290 and 6 credits for each level at 390 and 490 for their major instrument. There is a \$15 fee for Class Piano (Mus 192, 193, and 194) and Music of Nonwestern Civilizations (Mus 202).

Degrees

BA or BS in Music

BA or BS in Music-Business

MA or MS in Arts and Letters

Minor

Music

Requirements for Major

All music majors must:

1. Fulfill baccalaureate degree requirements as stated beginning on page 33.
2. Pass an entrance audition on their major instrument. The audition is offered at the beginning of fall term and the end of each term.
3. Choose an option in performance, music instruction, liberal arts, or music-business.
4. Fulfill piano and vocal proficiencies by the end of their sophomore year. Information is available at the Music Department.
5. All music majors taking applied lessons are required to perform a jury or complete an assessment project at the end of each term.
6. Pass an 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.

Liberal Arts Option

(66 credits)

Music Theory I (Mus 121, 122, 123)	9
Aural Skills I (Mus 124, 125, 126)	3
Music of Western Culture (Mus 201)	4
Music of Nonwestern Culture (Mus 202)	4
Music Theory II (Mus 221, 222, 223)	9
Aural Skills II (Mus 224, 225, 226)	3
History of Music (Mus 360, 361, 362)	9
Fundamentals of Conducting (Mus 323)	2
Music Theory III (Mus 440)	3
Applied Music (MuP 190, 290, 390, 490) (3 credits each level on major instrument) ..	12
Ensembles (must be in major ensemble for major instrument)	8

Music Instruction Option

(89 credits)

Music Theory I (Mus 121, 122, 123)	9
Aural Skills I (Mus 124, 125, 126)	3
Music of Nonwestern Culture (Mus 202)	4
Music Theory II (Mus 221, 222, 223)	9
Aural Skills II (Mus 224, 225, 226)	3
Conducting (Mus 323, 324, 325)	6
Band Director's Techniques I (Mus 331, 332, 333)	6
Elementary General Music Techniques (Mus 342)	2
String Techniques (Mus 346)	2
History of Music (Mus 360, 361, 362)	9
Choral Director's Techniques I (Mus 372, 373, 374)	6
Music Theory III (Mus 440, 441, 442) (choose two)	6
Applied Music (3 credits each of MuP 190, 290, 390, 490)	12
Ensembles	12

Performance Option

(88 credits)

Music Theory I (Mus 121, 122, 123)	9
Aural Skills I (Mus 124, 125, 126)	3
Music of Western Culture (Mus 201)	4
Music of Nonwestern Culture (Mus 202)	4
Music Theory II (Mus 221, 222, 223)	9
Aural Skills II (Mus 224, 225, 226)	3
Fundamentals of Conducting (Mus 323)	2
History of Music (Mus 360, 361, 362)	9
Music Theory III (Mus 440, 441, 442)	9
Applied Music (3 credits each of MuP 190, 290 and 6 credits each of MuP 390, 490)	18
Ensembles	12
Music electives	6

Note: Music performance majors perform a half-recital in their junior year and a full recital in their senior year. All recitals are subject to audition by the faculty at least one month prior to the anticipated performance date.

Music-Business Option

Students interested in this program should refer to page 149 of this catalog.

Minor

(29 credits)

Music Theory I (Mus 121, 122, 123)	9
Aural Skills I (Mus 124, 125, 126)	3
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 Education Department regarding admission requirements for the MAT teacher education 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.

Music Courses

See *Course Prerequisites Policy* on page 30.

Note: A maximum of 12 credits in music ensemble courses is applicable toward graduation (this restriction applies to Mus 184, 185, 189, 195, 196, 197, 198, 384, 385, 387, 389, 394, 395, 396, and 398).

LOWER DIVISION COURSES

MuP 170, 270, 370, 470 Applied Music

1 credit each term

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

1 or 2 credits each term

For music majors only. Provides individual lessons in voice, piano, organ, classical guitar, percussion, wind, and string instruments.

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 I

3 credits

Offers intensive music theory for the music major or minor. Reviews notation, scales, keys, meter, intervals, triads, figured bass, cadences, and nonharmonic tones. All prospective Mus 121 students must take a placement examination covering music rudiments. Prerequisite: Students must be able to read music. Corequisite: Mus 124.

Mus 122 Music Theory I

3 credits

Offers intensive music theory for the music major or minor. Covers melodic organization, texture, voice leading in two and four voices, and harmonic progressions. Prerequisites: Mus 121 and 124. Corequisite: Mus 125.

Mus 123 Music Theory I

3 credits

Offers intensive music theory for the music major or minor. Covers seventh chords, modulation, secondary dominants, binary, and ternary form. Prerequisites: Mus 122 and 125. Corequisite: Mus 126.

Mus 124, 125, 126 Aural Skills I

1 credit each (must be taken in sequence)

Development of basic sight singing and dictation skills utilizing diatonic melodies and harmonies with simple and compound rhythms. Corequisites: Mus 121, 122, 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 of all music majors prior to graduation.

Mus 181, 182, 183 Class Lessons in Voice

2 credits each

Covers the fundamentals of correct voice production. Includes breathing, breath control, elementary study of vowels and consonants; phrasing, style, and interpretation of elementary songs; and poise, posture, and stage presence.

Mus 184 Performing 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 quartet, string quartet, vocal ensemble, and woodwind quintet. Available for most instruments and voice. Auditioned.

Mus 185 Jazz Ensemble

1 credit each term

Students perform jazz literature, improvisations, and arranging techniques. Auditioned.

Mus 189 Vocal Jazz Ensemble

1 credit each term

Develops individual vocal performance abilities in a small group framework. Literature covers show tunes and swing choir arrangements. Auditioned.

Mus 192, 193, 194 Class Lessons in Piano

2 credits each

Offers elementary keyboard lessons in a class setting.

Mus 195 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 196 Rogue Valley Symphony Orchestra

1 credit each term

Develops individual performance abilities in a large group framework. The 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 each term

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. Auditioned.

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

Credit to be arranged

Mus 201 Music of Western Culture

4 credits

Surveys historical periods and musical styles from European cultural roots. Study 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 may have contributed to those innovations. Students listen to important musicians from each era, learning their instruments and the major bands they played with. They also hear examples of these artists' specific musical contributions.

Mus 221 Music Theory II

3 credits

Studies eighteenth century counterpoint, fugue, chromatic harmony, borrowed chords, Neapolitan sixth chords, and augmented sixth chords. Prerequisite: Mus 123. Corequisite: Mus 224.

Mus 222 Music Theory II

3 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. Prerequisite: Mus 221. Corequisite: Mus 225.

Mus 223 Music Theory II

3 credits

Examines music of the nineteenth and twentieth centuries, including romantic, post-romantic, impressionistic, twelve-tone technique, and contemporary. Prerequisite: Mus 222. Corequisite: Mus 226.

Mus 224, 225, 226 Aural Skills II

1 credit each (must be taken in sequence)

Further develops sight singing and dictation skills utilizing diatonic and chromatic melodies and harmonies with complex rhythms. Prerequisite: Mus 126. Corequisites: Mus 221, 222, 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 251 Accompanying

1 credit each term

Covers the 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 251 and 351 may be counted as ensemble credit. Prerequisite: Instructor consent.

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 are 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 organizations. 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 331 Band Director's Techniques I 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 Band Director's Techniques I 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 Band Director's Techniques I 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 342 Elementary General Music Techniques

2 credits

Offers a sequential approach to teaching music (K–6) following the MENC National Standards. Covers the techniques and philosophies in Orff and Kodaly through singing, playing, listening, moving, and creating. Examines the use of technology in the elementary school music classroom.

Mus 346 String Techniques

2 credits

Explores 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 351 Accompanying

1 credit each term (maximum 4 credits)

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 251 and 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. Prerequisite: Basic computer literacy. 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 and the ability to read music. Completion of all lower division general education requirements. Approved for general education (Synthesis).

Mus 360 History of Music

3 credits

Examines the development of western European art music from ancient Greek music through the Medieval and Renaissance periods.

Mus 361 History of Music

3 credits

Examines the development of western European art music from 1600 through 1830, including the baroque and classical periods.

Mus 362 History of Music

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.

Mus 372 Choral Director's Techniques I

2 credits

Elementary School Choral Music. Addresses teaching vocal skills in a sequential approach to elementary third through sixth grade students. Includes children's choir organization, rehearsal techniques, and literature. Introduces the International Phonetic Alphabet and English diction. Prerequisite: Completion of vocal and piano proficiencies.

Mus 373 Choral Director's Techniques I

2 credits

Middle School Choral Music. Addresses the organization and administration of the middle school choral program. Covers choral repertoire for middle school choirs and voice pedagogy for the changing voice. Emphasizes rehearsal techniques, score analysis, and Latin diction. Prerequisite: Completion of vocal and piano proficiencies.

Mus 374 Choral Director's Techniques I

2 credits

High School Choral Music. Covers choral repertoire for high school choirs, including classical and jazz. Addresses the organization and administration of the high school choral program and voice pedagogy for developing voices. Includes rehearsal practicum and German diction. Prerequisite: Completion of vocal and piano proficiencies.

Mus 384 Performing 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 quartet, string quartet, vocal ensemble, and woodwind quintet. Available for most instruments and voice. Auditioned.

Mus 385 Jazz Ensemble

1 credit each term

Students perform jazz literature, improvisation, and arranging techniques. Auditioned.

Mus 387 Vocal Jazz Annex

1 credit each term

Develops vocal jazz techniques in a select, small group setting. Prerequisite: Instructor consent. Corequisite: Vocal Jazz Ensemble (Mus 189 or 389).

Mus 389 Vocal Jazz Ensemble

1 credit each term

Develops individual vocal performance abilities in a small group framework. Literature covers show tunes and swing choir arrangements. Auditioned.

Mus 394 Chamber Choir

1 credit each term

Develops individual performance abilities in a select, small group framework. Literature includes madrigals and other chamber choir literature. This is an advanced group that requires independent preparation by individuals. Auditioned. Corequisite: Mus 197 or 397.

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 to the Rogue Valley Symphony Orchestra.

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. Auditioned.

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

Credit 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 401/501 Research

Credit to be arranged

Mus 403/503 Thesis

Credit to be arranged

Mus 405/505 Reading and Conference

Credit to be arranged

Mus 407/507 Seminar

Credit to be arranged (maximum 15 undergraduate credits)

Mus 408/508 Workshop

Credit to be arranged

Mus 409/509 Practicum

Credit to be arranged

Mus 431 Band Director's Techniques II

2 credits

Addresses material selection and band literature for beginning through intermediate bands

(grades 1 and 2). Includes a music grading system and score analysis. Instrumental technique emphasis is on the individual student's nonmajor instruments. Includes conducting laboratory.

Mus 432 Band Director's Techniques II

2 credits

Explores advanced literature for concert band and chamber ensemble (grades 3 through 5). Includes score study and analysis. Covers rehearsal planning and techniques. Instrumental technique emphasis is on the individual student's nonmajor instruments. Includes conducting laboratory. Prerequisite: Mus 431.

Mus 433 Band Director's Techniques II

2 credits

Explores literature for jazz ensembles. Covers band management and marching band techniques. Instrumental technique emphasis is on the individual student's nonmajor instruments. Includes conducting laboratory. Prerequisite: Mus 432.

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 piano and vocal 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 piano and vocal 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 piano and vocal proficiencies.

Mus 443 Music Composition Survey

3 credits

Students learn how to use and develop various compositional techniques by composing short, focused works and listening, discussing, and analyzing music. These techniques are discovered by listening and analyzing music from diverse traditions, ranging from Gregorian Chant to Noh Drama, gamelan to minimalist, Bach to Cage, and Indian to African. Prerequisite: Mus 223, 226, and completion of piano and vocal proficiencies.

Mus 472 Choral Director's Techniques II

2 credits

Advanced High School Repertoire. Explores choral repertoire for advanced high school choirs. Covers historical performance practice, applied vocal pedagogy (teaching singing), and Italian diction. Prerequisite: Mus 374.

**Mus 473 Choral Director's Techniques II**

2 credits

Specialty Choirs. Covers choral repertoire for a variety of specialized interests, including men's choir, women's choir, and community chorus. Emphasizes schools of choral tone, multicultural choral music, and French diction. Prerequisite: Mus 374.

Mus 474 Choral Director's Techniques II

2 credits

Church Music. Examines the organization and administration of a church music program. Choral repertoire for choirs of various ages. Introduces Bell Choir literature and the organ. Prerequisite: Mus 374.

GRADUATE COURSES**Mus 501 Research¹**

Credit to be arranged

Mus 503 Thesis

Credit to be arranged

Mus 505 Reading and Conference¹

Credit to be arranged

Mus 507 Seminar¹

Credit to be arranged

Mus 509 Practicum¹

Credit to be arranged (maximum 9 credits)

MuP 590 Applied Music

1 or 2 credits each term (maximum 6 credits)

Offers individual instruction in voice, organ, piano, guitar, band, and orchestral instruments.

Mus 596 Orchestra

1 credit each term

Develops individual performance abilities within a group framework. Includes a compilation of practical orchestra concert literature.

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 graduate program, please consult the *Graduate Studies* section of this catalog on page 173.

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 demonstration examination is to show 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**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 favorite compositions of the more than 400 sight-read or performed 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).

Footnote

¹Mus 501, 505, 507, and 509 are limited to 3 credits singly or in combination.

Philosophy

Central 253
541-552-6643

Associate Professor: Tangren Alexander
Instructor: Prakash Chenjeri

Students may minor in philosophy at Southern Oregon University. Courses in this area support interdisciplinary programs and degrees such as women's studies, international peace studies, environmental studies, and honors. The department offers classes for all students who would like to clarify their thinking and explore the great questions, such as the meaning of life and the nature of reality, right and wrong, knowledge, and language.

Requirements for Minor

A philosophy minor comprises at least 24 credits in philosophy, 12 of which must be upper division.

Required Courses

Introduction to Philosophy (Phl 201)	4
A minimum of 8 credits from the following:	
History of Western Philosophy (Phl 301, 302, 303)	12
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

Philosophy Courses

See *Course Prerequisites Policy* on page 30.

LOWER DIVISION COURSES

Phl 199 Special Studies

Credit 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 304 History of Indian Philosophy

4 credits

Introduces the systemic philosophical schools of classical India, emphasizing the most debated issues in the literature. Useful for students of general philosophy, historians of religion, and students of international studies who are interested in the workings of the Indian mind at its most searching levels. Prerequisites: Core 102 and sophomore standing.

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. 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 understand-



ing 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. Prerequisites: Core 103 and the Explorations sequences from all three of the learning areas. Approved for general education (Synthesis and Applications). (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. Prerequisites: Completion of the Colloquium and Explorations sequences from all three of the learning areas. Approved for general education (Synthesis and Applications).

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. Prerequisites: Core 102 and sophomore standing.

Phl 399 Special Studies

4 credits

Phl 401/501 Research

Credit to be arranged

Phl 403/503 Thesis

Credit to be arranged

Phl 405/505 Reading and Conference

Credit to be arranged

Phl 407/507 Seminar

Credit to be arranged

Phl 409/509 Practicum

Credit to be arranged

Phl 420/520 Topics in Contemporary Philosophy

4 credits each

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 philosophy of knowledge, philosophy of language, 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.

Phl 450/550 Philosophical Classics

4 credits each topic

Offers an intensive study of selected philosophical classics representing the work of a major philosopher or a related set of philosophers. Examines figures such as Plato, Descartes, and Spinoza. The specific figure to be studied is announced in the class schedule. Prerequisites: Core 102, junior standing, and at least one course in philosophy.

Religion 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.

Rel 265 Patterns in Comparative Religion

3 credits

Focuses on the role of religion in human experience and the awareness of its place in our culture.

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: Patrick Chew, Jim Giancarlo

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

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. 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 overall GPA and 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 demonstrated 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 costume 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 in 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 the 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 résumé-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 Major

1. Fulfill baccalaureate degree requirements as stated beginning on page 33.
2. All 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.

BFA students may earn a maximum of 21 credits for Theatre Practice, while BA and BS students are restricted to a maximum of 18 credits. Through production assignments, students are expected to demonstrate serious commitment to the major and solid work habits by adequate or better fulfillment of the obligation to Theatre Practice. Students who do not demonstrate such commitment through a grade of C or better in Theatre Practice are dropped from the major.

Students generally do not preregister for Theatre Practice. A mandatory Theatre Practice meeting is held the first Thursday of each term at 5 p.m. Any change in this scheduling will be posted on the department callboard. At this meeting, students select possible assignment opportunities, including performance, management, design, and technical areas. Assignments are then posted and students are administratively enrolled in Theatre Practice at the appropriate credit level.

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 3.0 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.

Exceptions to the above criteria may be presented to the department chair for consideration.

Students at risk of being dropped from the major for failure to meet one of the criteria are notified in writing by the department chair or a designated representative.

Theatre Arts Major (BA/BS Degree)

(81 credits)

Requirements must be evaluated by the 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) or Scene Design Techniques (TA 141)	3
Acting I (TA 247) or Acting Aesthetics (TA 270)	4
Theatre Practice (TA 255) ¹	minimum 6
Capstone Experience (TA 400)	2
OSF Plays in Production (TA 439)	3
Theatre Practice (TA 455) ¹	minimum 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

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) or Scene Design Techniques (TA 141)	3
Acting I (TA 247) or Acting Aesthetics (TA 270)	4
Theatre Practice (TA 255) ¹	minimum 6
Thesis (TA 403)	3
OSF Plays in Production (TA 439)	3
Theatre Practice (TA 455) ¹	minimum 6
Forms and Meaning of Drama (TA 459)	4
Drama in Western Culture (TA 466, 467, 468) .	12

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 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 Office), 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

Choose one design class:

Lighting Design (TA 445) or Scene Design Techniques (TA 141)	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 Education Department regarding admission requirements for the MAT teacher education 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.

Footnotes

¹TA 255, 455: 6 credits minimum and 9 credits maximum each; TA 455 for BFA is 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 credit. 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.

Theatre Arts Courses

See *Course Prerequisites Policy* on page 30.

LOWER DIVISION COURSES

TA 141 Scene Design Techniques

3 credits

Introduces beginning principles of scene design, with emphasis on the techniques and materials used to create renderings and sketches of stage sets. Covers shading, perspective drawing, and color mediums. Students work with pencil, charcoal, pastels, watercolor, acrylics, and markers.

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.

TA 146 Costume Fundamentals

3 credits

Introduces students to the basic principles of theatrical costuming. Explores both construction and design through lecture and lab classes. Purchase of materials is required.

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

Credit 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 212 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. Prerequisites: TA 211, 248, and instructor consent. Corequisite: TA 226.

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. Includes the creation of a basic vocal warmup that is adaptable to individual needs and situations. Exercises concentrate on natural breathing and a centered, tension-free body alignment and on how these relate to correct vocal production and expressiveness. Introduces exercises that help the actor to cultivate muscular control and articulation skills and to distinguish standard vowel consonant action and pronunciation. Prerequisites: TA 247 and instructor consent. Corequisites: TA 210, 248.

TA 225 Voice and Speech for the Stage II

4 credits

Continues the development of the actor's vocal instrument begun in TA 224. Students expand vocal strength and flexibility by refining and personalizing the vocal warmup. Addresses the projection of a solid sound with ample, easy

resonance. Emphasizes heightened articulation, text analysis, and language skills appropriate for classical theatre. Prerequisites: TA 224, 248, and instructor consent. Corequisite: TA 211.

TA 226 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, 248, and instructor consent. Corequisite: TA 212.

TA 241 Scene Painting

3 credits

Explores the theories and practice of scene painting, including color mixing, textures, and various painting techniques. Purchase of lining brushes is required.

TA 242 Theatre Sound

3 credits

Introduces the artistic and technical aspects of sound production and design for theatrical applications.

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.

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 66). 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. Prerequisites: TA 247 and instructor consent by application. Restricted to majors. 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 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, 147, 166, 167, 168, 245, and 247 or 270 are prerequisites to all upper division classes.

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 341 Scene Design Studio

3 credits

Addresses the art and practice of scene design, with emphasis on developing skills to determine script requirements and integrating graphic design principles into scenery. May be repeated for up to 9 credits. Prerequisite: TA 141.

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 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

Considers special problems in accessory construction, with projects in armor, millinery, masks, and dyeing. Introduces new techniques for accessory construction. 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. Prerequisites: TA 248 and instructor consent by application. Restricted to majors.

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. Prerequisites: 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. Prerequisites: Junior standing, all lower division major requirements, and instructor consent. Restricted to majors.

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. Prerequisites: TA 354 and instructor consent by application. Restricted to majors.

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 360 Creative Dramatics

4 credits

Advanced acting course that explores the craft of acting through improvisational philosophies and techniques. Uses a number of improvisational methods, including those developed by Augusto Boal and Viola Spolin to create original performance pieces. Prerequisites: TA 211, 225, 248, and instructor consent.

TA 366, 367 Advanced Costume Construction

4 credits each

Continues development of the skills acquired in Costume Construction. Projects expand in complexity and scope and may include corsetry, tailoring, and period patterning. Prerequisite: Instructor consent.

TA 371 Playwriting

3 credits

Based on the model of traditional Western dramatic structure, this course employs a variety of creative exercises to stimulate the creation of a one-act play. Prerequisites: TA 167 and instructor consent.

TA 399 Special Studies

Credit to be arranged

TA 400 Capstone Experience

2 credits

Creative project, research, or experience supervised by a faculty advisor that draws upon the knowledge, skills, and interests a student has developed through theatre studies. A written component is generally expected. The capstone project may be developed in the context of an upper division, advanced level course. Prerequisite: Senior-year BA or BS candidates only.

TA 401/501 Research

Credit to be arranged

TA 403/503 Thesis

Credit to be arranged

Involves the preparation and presentation of a theatrical production or appropriate theatre project. Prerequisites: Departmental approval; BFA candidates only.

TA 405/505 Reading and Conference

Credit to be arranged

TA 407/507 Seminar

Credit 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: By instructor consent only.

TA 408/508 Workshop

Credit to be arranged

TA 409/509 Practicum

Credit 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, 437/537, 438/538 Studies in Shakespeare

4 credits each

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. (Cross-listed with Eng 436/536, 437/537, 438/538.)

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. Restricted to majors.

TA 441/541 Applied Scene Design

3 credits

Covers all aspects of scene design, from conceptualization to supervision of construction. Students work as designers with directors and crew on actual productions. Prerequisite: Students must be selected as designers for SOU productions or another approved company.

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 444 Theatre Technology

3 credits

Studies stagecraft techniques, including scenic materials, metalwork, plastics, and stage equipment and machinery as they relate to theatre production.

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 448/548 Costume History I

3 credits

Surveys costume and fashion from antiquity through the Elizabethan period. Emphasizes social motivation in the development of dress during key historical periods.

TA 449/549 Costume History II

3 credits

Surveys costume and fashion from the Jacobean period through the modern era. Emphasizes social motivation in the development of dress during key historical periods.

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 del l'Arte by exploring the world view 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 worldviews of the plays. Also experiments with improvisational and structured scene work. Prerequisite: TA 451.

TA 454 Advanced Directing

4 credits (maximum 8 credits)

Involves intensive exploration of the process of developing ideas about the physical staging of a production and communicating with designers regarding scenery, costumes, lighting, properties, makeup, and sound. Students complete a major project involving the selection, casting, rehearsal, and production of a short one-act play or a portion of a full-length play. Prerequisites: TA 355 and instructor consent.

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

Continues expanding 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. Prerequisite: Instructor consent.

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, 467.

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.



Business

Central 142

541-552-6483

www.sou.edu/business

John Laughlin, *Dean*

Curtis J. Bacon, *Chair*

Professors: Terry L. Gaston, William

Jackson, John Laughlin

Associate Professors: Curtis J. Bacon, Sue E.

Corp, Andy Dungan, Jon Harbaugh, Carol

Nemec, René E. Ordoñez, Dennis Powers,

Milan P. (Kip) Sigetich

Assistant Professors: Julie Boyles, Charles

Jaeger, Donna Lane, Joan McBee, Katie

Pittman, Elizabeth Shelby, Mark Siders

Instructor: Judith Kunze

Southern Oregon University'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 placed on universities and students by the business world.

At SOU, we're changing the way we do business. The University's 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 societal 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 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 presentation 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 when they take those classes. 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 regional comprehensive 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.
4. A broad variety of related academic offerings, including four 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
- Hotel, Restaurant, and Resort Management

Co-Majors

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

Minors

- Business Administration
- Hotel, Restaurant, and Resort Management

Certificates

- 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

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 160.

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 on the Ashland campus. Classes are available in the evenings and on weekends in Medford and Grants Pass. Students in this program may pursue a bachelor's degree in business administration with a concentration in management. For more information, please contact the Business Degree Completion Program coordinator 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), as well as the Certificate in Production and Inventory Management (CPIM) examination administered by the American Production and Inventory Control Society (APICS). SOU is also a Microsoft Office User Specialist (MOUS) Testing Center. 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 Education Department regarding admission requirements for the MAT teacher education program.

Students must prepare in advance to strengthen 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)
- The American Marketing Association (AMA)
- The American Production and Inventory Control Society (APICS)
- The Hospitality Management Association (HMA)
- The Human Resource Management Association (HRMA)

Accreditation

The University is accredited by the Northwest Association of Colleges and Universities.

Facilities

The School of Business has equipped its five 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 more than 200 computers at the Computing Services Center and the University Library.

The school also houses a presentation room equipped with multimedia capabilities, including built-in microphones, surround sound, videotaping, Smart 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 141A 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* (two sections below). Admission forms may be obtained from faculty advisors or the School of Business office in CE 141A or 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 taken at accredited two- or four-year institutions are accepted for transfer credit, provided they were graded at a C or above. 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 credit 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 secured instructor consent):

1. Students working toward co-major degrees in business
2. Non-business majors, including those working on a minor in business administration
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
At least one of the following mathematics courses: (4 credits)	
College Algebra (Mth 111)	
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)	

3. 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 Major

1. Be admitted to the School of Business and complete all coursework associated with the requirements described above.
2. 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
3. Complete 24–40 credits of upper division business administration coursework for one of the following options: accounting; management; marketing; or hotel, restaurant, and resort management. Options are discussed below.

4. 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 71. 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.
5. A minimum 2.5 GPA in business courses is required for graduation.
6. 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.
7. Fulfill baccalaureate degree requirements as stated beginning on page 33.
8. Complete a total of 180 credits. Includes a minimum of 56 and a maximum of 76 credits in upper division business administration.
9. Take at least 36 credits of upper division business administration courses at SOU.

Options

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

1. Accounting

Carol Nemec, *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

Financial Reporting and Analysis (BA 351, 352, 353)	12
Introduction to Taxation (BA 365)	4
Cost and Management Accounting (BA 451, 452)	8
Accounting Information Systems (BA 454)	4
Auditing I (BA 455)	4
Advanced Accounting Topics (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:

Auditing II (BA 456)	4
Advanced Taxation (BA 457)	4
Advanced Accounting Topics II (BA 459)	4
Governmental and 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 CPAs (Certified Public Accountants) should see Track I.

Required Courses (16 credits)

Financial Reporting and Analysis I and 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
Cost and Management Accounting (BA 452) ...	4
Advanced Business Application of Databases (BA 384)	4
Business Information Systems (BA 484)	4
Advanced Management Information Systems (BA 497)	4

2. Management

Curt Bacon, *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 Applications of Databases (BA 384)	4
Seminar: Various Topics (BA 407)	TBA
Real Estate Finance and Development (BA 420)	4
Case Problems (BA 429)	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
Principles of Human Resource Management (BA 481)	4
Labor Relations (BA 482)	4
Japanese Management (BA 483)	4
Business Information Systems (BA 484)	4
Compensation Management (BA 485)	4
Personnel Selection, Appraisal and Development Management (BA 486)	4
Health, Safety and Risk Management (BA 487) ..	4
Purchasing Management (BA 490)	4
Advanced Operations Management (BA 493) ..	4
Management Science and Decision Making (BA 496)	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 and Pricing Strategy (BA 441)	4
Product Policy (BA 444)	4

Elective Courses (12 credits)

Choose three of the following electives:

Consumer Behavior (BA 331)	4
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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. Hotel, Restaurant, and Resort Management

John Laughlin, *Coordinator*

(24 credits)

Intended for students interested in increasing their understanding of the hospitality industry.

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
Hospitality Human Resource Management (BA 313)	4
Hospitality Accounting and Financial Management (BA 314)	4
Seminar in Hospitality and Tourism (BA 315) ..	4

In addition to the above coursework, students are required to complete 600 hours of hospitality or tourism-related work experience. Of this 600 hours, a minimum of 400 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**

(185 credits)

	Credits by Term		
	F	W	S
First Year			
Colloquium (Core 101–103)	4	4	4
Math			4
General education sequence	4	4	
Micro and Macroeconomics (Ec 201, 202)		4	4
Introduction to Business (BA 111)	4		
Free elective courses		4	4
Total credits	12	16	16

	Credits by Term		
	F	W	S
Second Year			
Business Computer Apps. (BA 131)	4		
Orientation to the School of Business (BA 201)	1		
Principles of Accounting (BA 211, 213)		4	4
Elementary Statistics (MA 243)	4		
Applied Business Statistics (BA 282)		4	
General education sequence	4	4	
Minor courses		4	8
Free elective courses	4		4
Total credits	17	16	16

SAMPLE CURRICULUM BUSINESS**ADMINISTRATION MAJOR**

	Credits by Term		
	F	W	S
Third Year			
300-level BA core courses	8	8	8
General education Synthesis courses	4	4	4
Free elective courses	4	4	4
Total credits	16	16	16



	Credits by Term		
	F	W	S
Fourth Year			
Upper division BA option courses	8	8	8
400-level BA core courses	4	4	
Minor courses	4	4	4
Total credits	16	16	12

Liberal Arts Enrichment Program

In place of a non-business minor, a student may elect 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)

Intercultural Communication (Comm 335)	4
Survey of World Regions (Geog 103)	4
International Scene (IS 250) or 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
Modern East Asia (Hst 392)	4
Introduction to the International Economy (IS 320)	4
Globalization and Inequality (PS 320)	4
Topics in Comparative Politics (PS 429)	4
Select from the following topics: Europe, Asia, Latin America, Middle East, Africa, and Third World Politics. Course may be repeated for credit with different topics.	
Sociology of the Third World (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
African American History (Hst 385)	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 a different culture. The requirements below must be attained in one language. A student's first language may not be used.

Required Courses

1. Complete Fr 203, GL 203, or Span 203 in the appropriate language area (0–24 credits).
 2. Complete at least 12 credits of upper division courses in the chosen language.
 3. Complete a minimum of 24 total credits in the chosen language at the university level:
- | | |
|----------------------------------------------------------------|----|
| French: Complete Fr 314, 315, 316 | 12 |
| German: Complete GL 301, 302, 303 | 12 |
| Spanish: Complete a minimum of 12 upper division credits | 12 |

MARKETING COMMUNICATION ENRICHMENT AREA

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
Advanced Interpersonal Communication (Comm 325)	4
Interviewing and Listening (Comm 330)	4
Persuasion (Comm 342)	4
Gender and Human Communication (Comm 425)	4
International Mass Media (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

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
Topics in Management (PS 439)	3

Select from the following topics:

Environmental Policy, Global Environmental Policy, Public Resources Policy, and Water Law. Course may be repeated for credit with different topics.

Energy and the Environment (Ph 308)	3
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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 securing a degree in each discipline.

BUSINESS-CHEMISTRY

Advisors: Terry Gaston (Business) and Bob Bleasdel (Chemistry)

BUSINESS-MATHEMATICS

Advisors: Terry Gaston (Business) and Dusty Sabo (Mathematics)

BUSINESS-PHYSICS

Advisors: Curt Bacon (Business) and Panos Photinos (Physics)

MUSIC-BUSINESS

Advisors: Curt Bacon (Business) and Terry Longshore (Music)

For additional information on these degrees, refer to *Interdepartmental Degrees* on page 148.

Minors**BUSINESS ADMINISTRATION (24 credits)**

This minor is intended to give students majoring in other disciplines with an understanding of the primary functions within a business. Students enrolling in the minor are expected to be computer literate and to have completed an introductory statistics course.

Required Courses (24 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
Operations Management (BA 380)	4
Principles of Finance (BA 385)	4

HOTEL, RESTAURANT, AND RESORT MANAGEMENT (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
Hospitality Human Resource Management (BA 313)	4
Hospitality Accounting and Financial Management (BA 314)	4
Seminar in Hospitality and Tourism (BA 315) ..	4

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.

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) 4 credits in Elementary Statistics (Mth 243)
 - d) Micro and Macroeconomics (Ec 201, 202)
 - e) Accounting Information I and 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

(52 credits)

Required Accounting Core (36 credits)

Financial Reporting and Analysis I, II, III (BA 351, 352, 353)	12
Introduction to Taxation (BA 365)	4
Cost and Management Accounting I, II (BA 451, 452)	8
Auditing I (BA 455)	4
Advanced Accounting Topics I (BA 458)	4
Governmental and Not-for-Profit Accounting (BA 460)	4
Other Required Courses (12 credits)	
Business Law (BA 370)	4
Organizational Behavior and Management (BA 374)	4
Principles of Finance (BA 385)	4
Elective Courses (4 credits)	
Auditing II (BA 456)	4
Advanced Taxation (BA 457)	4
Advanced Accounting Topics II (BA 459)	4

At least 36 of the 52 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.

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 158.

Certificate in Business Information Systems

The Certificate in Business Information Systems (CBIS) is jointly offered 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 158.

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 158.

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 level 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 158. *Note:* This certificate is subject to approval by the Oregon University System.

Business Administration Courses

See *Course Prerequisites Policy* on page 30.

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. Using case studies, students explore how societal conditions are continually altered by two powerful forces: first, the deep historical forces reshaping the economic, cultural, political, technological, and ecological terrain on which individuals and managers operate; and second, the force of the stakeholders, who are increasingly challenging traditional ideas about organizational ethics and social responsibility. Approved for general education (Explorations).

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 121 Introduction to Accounting
4 credits

Introduces students to the basic concepts and practices of accounting. Includes the record-keeping, accounting systems, and information reporting requirements of small business and professional practices. Practitioner-taught.

BA 131 Business Computer Applications
4 credits

Introduces students to basic computer concepts, software applications, and hardware processing. Students acquire basic competency by us-

ing 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
Credit 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
1-4 credits**BA 211, 213 Accounting Information I, II**
4 credits each

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. Prerequisites: Mth 111 or higher and BA 131; BA 211 is a prerequisite to BA 213.

BA 214 The Accounting Bridge
1 credit

Self-study course designed to reinforce technical accounting applications. Students are required to complete an interactive computer package that demonstrates their understanding of double-entry accounting and a variety of financial accounting functions as they relate to the preparation of financial statements. Designed primarily for but not limited to students planning to major in accounting. Prerequisites: BA 131 and 211.

BA 272 Career Planning
4 credits

Surveys career selection and job placement issues and techniques, trends, and opportunities. Topics include interest testing, career paths, Internet career resources, high-demand areas, résumé development, company research skills, and other areas from both an organizational and personal perspective. Recommended for all students, freshmen through seniors.

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 tools and collaborative tools. Prerequisite: BA 131 or CS 115.

UPPER DIVISION COURSES

Key to the numbering system for upper division courses:

500-level courses: Open only to graduate students

400–410/500–510: Open-numbered courses (i.e., courses without a catalog description)

420–428: General use undergraduate courses

429/529: Case Problems

430–449/530–549: Marketing area courses

450–469/550–569: Accounting area courses

470–499/570–599: Management area 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. Prerequisites: BA 310 and 311.

BA 313 Hospitality Human Resource Management

4 credits

Provides an overview of human resource management and organizational behavior. Emphasizes the link between specific activities and substantive issues or situations future hospi-

tality managers may face. Includes services job design, motivation, and reward structures. Prerequisites: BA 310 and 311.

BA 314 Hospitality Accounting and Financial Management

4 credits

Integrates financial accounting, managerial accounting, and finance. Applies the interpretive and analytical skills of each area to hospitality industry situations. Prerequisites: BA 310 and 311.

BA 315 Seminar in Hospitality and Tourism

4 credits

Covers all aspects of planning, design, construction, and management of physical facilities. Students learn hotel and food service facility design through project development. Discusses the design fundamentals appropriate for all aspects of the hospitality industry, including hotels, restaurants, casinos, conference centers, cafeterias, kitchens, and private clubs. Prerequisites: BA 310 and 311.

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. In addition to studying the differences and similarities among each of the sectors, the course explores the coordination, cooperation, collaboration, and necessary relationships of each of the sectors. Prerequisites: 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

This course addresses advertising and promotion from the viewpoint of influential beliefs, attitudes, intentions, and behavior. Advertising and promotions, personal sales, public relations, publicity, and other communication tools are covered in the course. 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 cam-

paign using multiple media. 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. BA 214 recommended. Prerequisites: BA 131, 211, and 213.

BA 365 Introduction to Taxation

4 credits

Provides an overview of federal taxation. Emphasizes the taxation of individuals and sole proprietorships. Prerequisite: BA 353.

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 basis 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.

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 131 or CS 115.

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 to a variety of business situations. 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. Designed for all business majors.

BA 399 Special Studies

Credit to be arranged

BA 401/501 Research

Credit to be arranged

Students discuss research methods and select projects. They continue to research a selected problem and report findings at the end of the academic year, when findings and implications are discussed. Prerequisite: BA 428.

BA 403/503 Thesis

Credit to be arranged

BA 405/505 Reading and Conference

Credit 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

Credit to be arranged

BA 408/508 Workshop

Credit to be arranged

BA 409/509 Practicum

Credit to be arranged

Usually taken in the senior year.

BA 410/510 Special Topics

1-4 credits

BA 420 Real Estate Finance and Development

4 credits

A study of real estate risks, mortgages, trusts, deeds, contracts, and financing, including the relationship between location and value and patterns of urban land use. Emphasizes financial decision making regarding real property, property management, subdivision, and land development. Practitioner-taught. Prerequisites: BA 370 and 385.

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 inte-

grating 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: All 300 level BA core requirements and senior standing.

BA 428 Applied Business Research

4 credits

Analyzes decision-making tools and research methodology in retail, service, community, and industry. Student apply research methods and procedures, problem identification, data collection, data analysis, and recommended solutions to real organizational situations and projects. Prerequisites: All 300-level BA core requirements and senior standing.

BA 429/529 Case Problems

4 credits

Explores case studies of various functional areas of business and management that illustrate the application of principles to specific practical situations confronting managers. Topics vary; students may receive credit for each different functional area course offering. Prerequisites: 15 upper division credits in business administration. In addition, each offering has specified requirements.

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 nonadmitted 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 life cycle. 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 life cycle. 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 marketing environment. Prerequisite: BA 330.

BA 451/551 Cost and Management Accounting I
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 452/552 Cost and Management Accounting II
4 credits

Continues the study of cost information for use by management. Emphasizes profit planning and budgeting, accumulation and allocation of costs for specific decisions, and quantitative techniques employed in cost and managerial accounting. Prerequisite: BA 451/551.

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. Prerequisites: BA 353 and 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, gift, and international taxation. Prerequisite: BA 365.

BA 458 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 353.

BA 459 Advanced Accounting Topics II
4 credits

Topics include international accounting and the global economy, accounting for foreign currency transactions, segment and interim financial reporting, and accounting for partnerships and other entities. Prerequisites: BA 351, 352, 353.

BA 460/560 Government and Not-for-Profit Accounting
4 credits

Offers an in-depth study of the theory and techniques of accounting for governmental and not-for-profit organizations using the principles of fund accounting. Emphasizes the reporting requirements of these organizations and controlling financial operations through the use of fund accounting. Prerequisite: BA 211.

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 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 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, grievance handling, and other employee programs. Not applicable to MBA programs. Prerequisite: BA 374.

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 483/583 Japanese Management
4 credits

Study of Japanese management techniques in service and manufacturing organizations. Develops an understanding of Japanese culture, management philosophy, methods of doing business, and applications for American management. Topics include doing business in Japan, the Japanese distribution system, business custom, and living in Japan. A term project is required. Offered only in the summer. Admission to the School of Business is not required.

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 software showing computer-assisted decision making. Prerequisite: BA 374.

BA 486/586 Personnel Selection, Appraisal, and Development Management

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 490/590 Purchasing Management

4 credits

Introduces the purchasing function in organizations. Examines purchasing and material management, including strategic considerations, cost and price determination, sourcing, negotiation, supplier relations, specifications and standardization, international purchasing, quality concepts, and ethics. Prerequisite: BA 374.

BA 493/593 Advanced Operations Management

4 credits

Introduces the application and enhancement of operations management functions and techniques surveyed in BA 380. Uses business simulations and cases to develop critical thinking and decision-making abilities in service and manufacturing industries. Emphasizes world-class operations, total quality management, total preventive maintenance, just-in-time, and other current management techniques in the global economy. Prerequisite: BA 380.

BA 496/596 Management Science and Decision Making

4 credits

Explores quantitative models and optimization systems used in problem solving. Studies decision criteria, statistical decision making, linear programming, inventory control, PERT, and other techniques used in management applications. Prerequisites: BA 380, 382, and 385.

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, and CIS 200.

BA 498/598 Women's Issues in Management

4 credits

Designed for both women and men. Emphasizes the roles, concerns, and legal issues af-

fecting 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. Prerequisites: All other business core requirements and at least a 2.5 GPA in business administration coursework at SOU.



Sciences

Sciences 173

541-552-6474

Joseph L. Graf Jr., *Dean*

The University's School of Sciences programs 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 (see page 150), and applied multimedia (see page 153), 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 emphases in biology or environmental science, and environmental education. Many science and mathematics courses are designed to serve students with major interests in other academic areas. These courses broaden their knowledge of scientific disciplines and the impact of these disciplines on the development of human thought and experience.

The region's diverse natural 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, and Physics

Degrees

BA and BS in Biology, Business-Chemistry,
Business-Mathematics, Business-Physics,
Chemistry (five options), Computer
Science (two options), Environmental
Studies (four options), Geology,
Mathematics, Mathematics-Computer
Science, and Physics (three options)

MA and MS degrees in Science,

Mathematics/Computer Science

MS in Environmental Education

Minors

Applied Multimedia, Biology, Chemistry,
Computer Science, Geology, Mathematics,
Physics, and Remote Sensing

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 *Interdepartmental Degrees* on page 148. For general degree requirements, see *Baccalaureate Degree Requirements* on page 33.

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 agriculture, chiropractic medicine, dental hygiene, dentistry, engineering, medical technology, medicine, occupational therapy, optometry, pharmacy, physician's assistant, veterinary medicine, and resource management and conservation. For specific information, refer to the department in which the program is listed and see *Preprofessional Programs* on page 169. You may also inquire at the School of Sciences office (Science, Room 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. Students in the sciences may also select an emphasis in environmental sciences. Graduate coursework is offered in biology, chemistry, computer science, geology, mathematics, physics, and general science. Students should contact the School of Sciences dean 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 education and promoting sustainable resource use, environmental justice, protection of biodiversity, and preservation of wildlands. Graduates find jobs as teachers in school and field settings, interpretive naturalists at museums and national parks, and 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 upper division 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:

Required Core Courses

(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
Plant Systematics (Bi 533)	4
Methods in Plant Systematics (Bi 535)	4
Plant Identification and Field Botany (Bi 544) ..	3
Evolution (Bi 546)	4
Fishery Biology (Bi 550)	4
Community and Population Ecology (Bi 553) ..	4
Plant Ecology (Bi 554)	4
Invertebrate Zoology (Bi 561, 562)	4, 4
Entomology (Bi 566)	4
Herpetology (Bi 570)	4
Ornithology (Bi 571)	4
Topics in Entomology (Bi 574)	3
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
Environmental Literature (Eng 553)	4
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 174 for further information.

Degree candidates choose a thesis project or a written exam option. All students complete practical exams and an oral defense.

Master of Science: Environmental Sciences Option

The MS in Environmental Sciences program serves students seeking advanced knowledge and skills in environmental science. This option offers career opportunities typically unavailable to students with undergraduate degrees.

The environmental sciences option differs from the school area degree because of its core curriculum, which comprises multidisciplinary courses focusing on current issues in environmental science. These courses are taught during summers and weekends or at evening seminars. Degree candidates must complete a thesis and an oral defense.

To be considered for admission to the program, candidates must meet SOU's minimum requirements (see *Graduate Studies* on page 173) and have a bachelor's degree in science or equivalent academic experience, including coursework in biology (Ecology and Environmental Biology are required prerequisites for most program courses); general chemistry; and earth science (e.g., Environmental Geology, General Geology, or Physical Geography).

Program applicants must submit a completed application form, official GRE scores, a statement of the student's educational and career goals, and three letters of recommendation (at least two from former professors). In addition to the above criteria, space and advisor availability determine acceptance into the program.

Applications are reviewed on January 15, April 15, and October 15 for entry into the program as early as the following winter, fall, and spring terms, respectively. Students admitted to the program or admitted as postbaccalaureate students with the intention of entering the program must meet with an environmental sciences advisor before taking classes.

The curriculum consists of 45 graduate credits, 24 to 27 of which are core credits in interdisciplinary science. Prerequisites are strictly enforced.

REQUIRED CORE COURSES

(24–27 credits)

Thesis (Sc 503)	9
Selected Topics in Science (Sc 510)	
(Sc 510 must be taken three times)	6–9
Data Collection, Analysis, and Interpretation for Environmental Science (Sc 512)	3
Life Sciences Applications in Environmental Science (Sc 513)	3
Physical Sciences Applications in Environmental Science (Sc 514)	3

SUPPORT AREA COURSES

(18–21 credits)

The student and faculty advisor select specific courses that must be approved by both the student's committee and the Environmental Sciences Committee. At least 10 credits must come from two or more of the following departments: Biology, Chemistry, Geology, and Physics. Courses in support areas may be chosen from the fol-

lowing list. Students may supplement courses on the list with approved transfer courses (up to a maximum of 15 credits), SOU courses taught through the Siskiyou Field Institute or similar organizations, or other courses approved by the Environmental Sciences Committee. With approval, students may select up to 8 credits of business or master in management courses.

Environmental Ethics (Bi 510)	3
Physiological Ecology of Animals (Bi 513)	4
Mammalogy (Bi 515)	4
Natural History of the Pacific Northwest (Bi 523)	3
Biological Illustration (Bi 530)	3
Physiological Plant Ecology (Bi 531)	4
Origins and Diversity of Land Plants (Bi 532) ..	4
Plant Systematics (Bi 533)	4
Plant Anatomy (Bi 534)	4
Methods in Plant Systematics (Bi 535)	4
Conservation Biology (Bi 538)	3
Bryophytes and Lichens (Bi 542)	4
Plant Identification and Field Botany (Bi 544) ..	3
Conservation of Natural Resources (Bi 545)	3
Fishery Biology (Bi 550)	4
Community and Population Ecology (Bi 553) ..	4
Plant Ecology (Bi 554)	4
Entomology (Bi 566)	4
Herpetology (Bi 570)	4
Ornithology (Bi 571)	4
Topics in Entomology (Bi 574)	3
Aquatic Ecology (Bi 575)	4
Animal Behavior (Bi 580)	4
Natural Resource Management (Bi 590)	3
Negotiation and Conflict (Comm 555)	4
Applied Geophysics (G 529)	4
Low Temperature Geochemistry (G 530)	3
Geology of the Wild Rogue River (G 555)	3
Remote Sensing in Geology (G 587)	4
Computer and Instrumental Methods (G 589) ..	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
Topics in Probability and Statistics (Mth 561) ...	4
Environmental Law and Policy (PS 541)	4
Environmental Psychology (Psy 535)	4

Note: No more than 8 credits may be taken from Bi 534, 542, 566, 570, 571, 574, or 580.

Undergraduate Programs

General Science Courses

The following courses offer opportunities for studies of an interdisciplinary nature. See the *Course Prerequisites Policy* on page 30.

LOWER DIVISION COURSES

Sc 090 Success in the Natural Sciences

3 credits

Designed to provide the necessary skills for success in college-level science courses. Lectures and demonstrations cover the value of scientific investigations and the principles of scientific methods used in the fields of biology, chemistry, geology, and physics. Includes field trips. No previous experience required.

Sc 199 Special Studies

Credit to be arranged

Sc 209 Practicum

Credit to be arranged

Sc 210 Environmental Resources I

4 credits

Offers an interdisciplinary study of how scientific information is combined with social science procedures to address and solve environmental problems in our society. Fosters environmental awareness, stimulates discussion, and encourages critical analysis of environmental problems. Prerequisites: Intended for environmental studies (ES) majors who have completed either one introductory class in at least three of the ES option areas, or two quarters of an introductory sequence course in biology, chemistry, geography, or geology. (Cross-listed with SSc 210.)

Sc 211, 212, 213 Explorations in Science

3–4 credits

Satisfies general education requirements as an Explorations in Science sequence.

UPPER DIVISION COURSES

Sc 310 Environmental Resources II

4 credits

Offers an interdisciplinary study of how scientific information is combined with social science procedures to address and solve environmental problems in our society. Fosters environmental awareness, stimulates discussion, and encourages critical analysis of environmental problems. Prerequisite: Sc/SSc 210. (Cross-listed with SSc 310.)

Sc 311, 312, 313 Natural History of Oregon

3 credits each

Sc 311 examines the natural provinces of Oregon from a geological standpoint. Includes explanations of geography, climate, and natural resources and geological considerations for current and future environmental policies. Sc 312 covers the natural history of birds in Oregon and their identification, adaptations, behavior, habitat affinities, and conservation. Includes several field trips during lab and two optional Saturday field trips. Sc 313 explores the natural history of mammals, reptiles, and amphibians of Oregon. Covers identification, adaptation, and behavior, with an emphasis on habitat affinities and conservation. Includes several field trips during lab, as well as optional weekend field trips. Two lectures and one 3-hour lab. Courses need not be taken in sequence. Prerequisite: Upper division standing.

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: Core 103 and the Explorations sequences from all three of the learning areas. Approved for general education (Synthesis and Applications). (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. Develops a working knowledge of the methods, practices, and policy foundations for citizen involvement in the environmental movement. Three lectures. Prerequisite: Completion of lower division general education requirements. Approved for general education (Synthesis and Applications).

Sc 350 Women in Science

3 credits

Examines past and current trends of women in various scientific disciplines, including factors that contribute to women choosing scientific careers and their success in these careers. Explores the culture of science and the lives and contributions of women scientists. Includes lectures, guest speakers, and group discussions. Prerequisite: Sophomore standing.

Sc 353 Oceanography

3 credits

Explores the interrelationships among the physical, chemical, and biological systems in the world's oceans, including a history of the science and an exploration of Earth's "final frontier." The fundamental concept of the course is that the most complete understanding of the complex ocean environment is facilitated by an investigation of the relationships between constituent systems in the context of historical developments. (Cross-listed with G 353.)

Sc 399 Special Studies

Credit to be arranged

Sc 401/501 Research

Credit to be arranged

Sc 405/505 Reading and Conference

Credit to be arranged

Sc 407/507 Seminar

Credit to be arranged

Sc 408/508 Workshop

Credit to be arranged

Sc 409/509 Practicum

Credit to be arranged

Sc 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 a single term. Prerequisites: Environmental studies (ES) major, junior standing, and completion of lower division ES core sequence. (Cross-listed with SSc 494.)

Sc 495 Environmental Studies Honors Capstone

4–8 credits

Students who demonstrate the initiative and ability to develop and complete a project on their own may request permission to take Sc/SSc 495. Upon faculty approval, the student works with a faculty mentor and other resource people as needed to develop a project proposal, conduct research, complete the project, write a final report, and make an oral presentation to faculty and peers. Credits for the capstone are assigned by project size. Prerequisites: ES major, junior standing, completion of Sc/SSc 210 and 310, and consent of ES advisor. (Cross-listed with SSc 495.)

Sc 496 Environmental Studies Senior Project Report

2 credits

Students prepare a draft and final report on the completed capstone project and present the results at a formal meeting session. Prerequisite: Sc 495. (Cross-listed with SSc 496.)

GRADUATE COURSES

503 Thesis

Credit to be arranged

Sc 510 Selected Topics in Science

Credit to be arranged

Sc 512 Data Collection, Analysis, and Interpretation for Environmental Science

3 credits

An intensive ten-day, interdisciplinary summer course that includes lectures, discussion, local field excursions and exercises, laboratory exercises, and computer-facilitated analyses covering methods of data collection, analysis, and interpretation. Includes sampling techniques, design of sampling programs, laboratory analysis of samples, database development, statistical analysis of data, and data interpretation and presentation. Sc 513 and 514 build on skills developed in Sc 512.

Sc 513 Life Sciences Applications in Environmental Science

3 credits

An intensive ten-day, interdisciplinary summer course that includes lectures, discussion, local field excursions and exercises, and laboratory analyses covering life science principles and methods as applied to environmental problems and issues. Focuses on the identification and monitoring of key biological variables on a number of levels. Includes both field and laboratory techniques.

Sc 514 Physical Sciences Applications in Environmental Science

3 credits

An intensive ten-day, interdisciplinary summer course that includes lectures, discussion, local field excursions and exercises, and laboratory analyses covering physical science principles and methods as applied to environmental problems and issues. Focuses on field and laboratory methods in at least two physical sciences (chemistry, geology, physics, or physical geography).

Biology

Sciences 374
541-552-6341

Roger G. Christianson, *Chair*

Professor: Roger G. Christianson

Associate Professors: Carol S. Ferguson,
Stewart W. Janes, Christine T. Oswald,
Kathleen A. Page, Michael S. Parker,
Charles W. Welden

Assistant Professors: Steven L. Jessup,
Richard May, David Oline, John S. Roden,
John Sollinger, Karen Stone

Lecturer: Barbara Fleeger

Adjunct Faculty: Howard W. Braham,
Peter C. Schroeder

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

BS in Environmental Studies with a Biology option

MA or MS in Science with an emphasis in Biology

MS in Environmental Education

Minor

Biology

Requirements for Major

1. Fulfill baccalaureate degree requirements as stated beginning on page 33.
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) or Comparative Animal Physiology (Bi 314)	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. Complete 20 credits of upper division biology electives. The following courses may not be used: Bi 330, 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, 3 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

Core 101, 102, 103	12
Biology 211, 212, 213	12
Chemistry 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. Students admitted to the department honors program may work individually with a faculty mentor and complete 4 credits of Bi 402 and 2 credits of Bi 404.

With approval, students may work individually with a faculty mentor and complete 3 credits of Bi 402 and 1 credit of Bi 404.

Biology Honors Program

Juniors or 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 3.0 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.

Honors Requirements

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 3.0 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

Certificate in Botany

(38 credits minimum)

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
Algae and Fungi (Bi 332) 4
Origins and Diversity of Land Plants
(Bi 432/532) 4
Plant Systematics (Bi 433/533) 4
Plant Anatomy (Bi 434/534) 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 and Lichens (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
 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.

Graduate Programs

The department offers a master of science degree in environmental education, a one- 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 80 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 173 for information on these programs.

Preprofessional Programs

Students planning a career in a medical field such as dentistry, medicine, optometry, pharmacy, or another professional area, including conservation, resource management, or wildlife biology, should consult the appropriate advisors as soon as possible after deciding on one of these careers. The departmental secretary maintains a current advisor list. Students in premedical technology and preveterinary 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 169 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 Education Department 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

See *Course Prerequisites Policy* on page 30.

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. 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. 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. Approved for general education (Explorations).

Bi 121 Horticulture

3 credits

Intended for non-biology majors. Introduces the principles of plant growth and explains how plants are grown. Topics include plant structures, starting plants from seeds, vegetative propagation, soils, fertilizers, vegetable gardening, indoor gardening, and plant pests and diseases. Three lectures.

Bi 125 Wildlife Biology

3 credits

A general interest course intended for non-science majors and students in a preprofessional wildlife program. Introduces the biology and ecology of wild animal populations. Explores the history of wildlife conservation, including recent government actions, resource management practices, and the role of research in wildlife conservation.

Bi 199 Special Studies

Credit to be arranged

Bi 209 Practicum

Credit to be arranged

Bi 210 Topics in Biology

1–4 credits each

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. 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. 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.

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 2-hour laboratories.

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.

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.

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. Prerequisite: Bi 232.

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.

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. Prerequisite: One year of a biological science sequence.

Bi 330 Topics in Biology
1–4 credits each

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. Prerequisite: Upper division standing. Additional prerequisites 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 one year of chemistry.

Bi 332 Algae and Fungi
4 credits

Explores the origins and diversification of algae and fungi and their prokaryote ancestors. Covers morphology, ultrastructure, life cycles, paleontological and molecular evidence, and phylogenetic methods used in reconstructing evolutionary history. Three lectures and one 3-hour laboratory. Prerequisites: Bi 211, 212, 213.

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.

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: One year of a biological science sequence and one year of General Chemistry.

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 and one year of General Chemistry.

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, 342.

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 one year of General Chemistry.

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. Prerequisite: Completion of all lower division general education requirements. Approved for general education (Synthesis and Applications).

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 399 Special Studies
Credit to be arranged**Bi 401/501 Research**
Credit to be arranged**Bi 402 Capstone Research**
Credit to be arranged**Bi 403/503 Thesis**
Credit to be arranged**Bi 404 Capstone Thesis**
Credit to be arranged**Bi 405/505 Reading and Conference**
Credit to be arranged**Bi 407/507 Seminar**
Credit to be arranged**Bi 408/508 Workshop**
Credit to be arranged (maximum 6 undergraduate credits and 9 graduate credits)**Bi 409/509 Practicum**
Credit to be arranged (1–9 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
Credit 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, one 3-hour laboratory, and one Saturday field trip. Prerequisite: Bi 314 or 340.

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.

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.

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 and the Organic Chemistry sequence required for biology majors.

Bi 427/527 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. Two lectures and two 3-hour laboratories. Prerequisites: Bi 211, 212, 213.



Bi 430/530 Biological Illustration
3 credits

Discusses pen-and-ink biological drawings on paper, coquille board, and scraper board. Includes the basics of drawing and the use of drawing aids, field sketching, lettering, maps, and graphs. Covers the preparation of artwork for publication. Two lectures and one 3-hour laboratory. Prerequisites: One year of biological science and upper division standing.

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 lab. Prerequisites: Bi 211, 212, 213.

Bi 432/532 Origins and Diversity of Land Plants
4 credits

Studies the origins and diversification of the major lineages of extant and fossil land plants. Covers transitions in morphology and life cycles that engender adaptive radiations in the land flora, as well as paleontological and molecular evidence and phylogenetic methods used in reconstructing the evolutionary history of land plants. Three lectures and one 3-hour laboratory. Prerequisites: Bi 211, 212, 213.

Bi 433/533 Plant Systematics
4 credits

Includes the principles of plant classification, common plant families, and the collection and identification of Oregon plants. Two lectures and two 3-hour laboratories. Some Saturday field trips required. Prerequisites: Bi 211, 212, 213.

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.

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.

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 and Lichens
4 credits

Examines the morphology, systematics, and identification of mosses, liverworts, hornworts, and lichens using technical keys and descriptions. Introduces the scientific literature of bryology and lichenology, methods of field study, survey and collection protocol, and the training in microtechnique and microscopy needed for laboratory study of bryophytes and lichens. Two 3-hour lecture/laboratory sessions and three weekend field trips. Prerequisites: Bi 211, 212, 213.

Bi 444/544 Plant Identification and Field Botany
3 credits

Covers the identification of local flora using technical keys and descriptions; the recognition of common families, genera, and species of flowering plants, ferns, and conifers; and the structure and composition of major plant communities in southern Oregon and northern California. Two lectures, two 90-minute laboratories, and four Saturday field trips. Bi 433 recommended. Prerequisites: Bi 211, 212, 213.

Bi 445/545 Conservation of Natural Resources
3 credits

Explores the history, principles, and practices of natural resource use and abuse, particularly by the U.S. Emphasizes an understanding of scientific principles and ecosystem dynamics as the basis of sound resource management. Three lectures. Non-science majors encouraged. Prerequisites: One year of science and upper division standing.

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.

Bi 450/550 Fishery Biology
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. Two lectures and two 3-hour laboratories. Prerequisite: Bi 340.

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.

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.

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.

Bi 461/561 Invertebrate Zoology I
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, 213.

Bi 462/562 Invertebrate Zoology II
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 labs. Overnight field trip to the coast required. Prerequisites: Bi 211, 212, 213.

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, 213.

Bi 470/570 Herpetology
4 credits

Explores the ecology, behavior, adaptations, and identification of reptiles and amphibians. Two lectures and two 3-hour laboratories. One overnight field trip required. Prerequisite: Bi 317.

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.

Bi 474/574 Topics in Entomology

3 credits

Covers selected topics in insect taxonomy, biology, and applied entomology. May be repeated under different topics for up to 9 credits. Prerequisite: Bi 466.

Bi 475/575 Aquatic Ecology

4 credits

Analyzes physical, chemical, and biological properties of freshwater environments. Emphasizes field sampling, laboratory analyses, and identification of aquatic organisms. Two lectures and two 3-hour laboratories. Prerequisites: Bi 211, 212, 213 and 340.

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. Two lectures and two 3-hour laboratories. Bi 317 recommended. Prerequisite: One year of introductory biology.

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. Prerequisite: Two years of biological science.

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. This course satisfies the biology capstone requirement. Prerequisites: Senior standing, Mth 243, and either 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. This course 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. This course satisfies the biology capstone requirement. Prerequisites: Senior standing, Mth 243, and Bi 340.

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 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. A core course for the Master's in Environmental Education Program. Prerequisites: Two years of natural science and 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

1-3 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.

Chemistry

Sciences 203A

541-552-6471

Thomas A. Keevil, *Chair*

Professors: Bob D. Bleasdel, Thomas A. Keevil

Associate Professors: Douglas A. Chapman, Lynn Maruyama Kirms

Assistant Professors: Laura A. Hughes, Owen McDougal, Gregory T. Miller, Steven C. Petrovic, 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 148 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 Major

1. Fulfill baccalaureate degree requirements as stated beginning on page 33.
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.

- Maintain an overall GPA of 2.0 in all upper division chemistry courses.
- 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.
- 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

(50 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 Writing (Ch 315) 1
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
Elementary Functions (Mth 112) 4
Calculus I, II (Mth 251, 252) 8

Chemistry Option

(7 chemistry credits, 12 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) 3

Biochemistry Option

(20 biology credits, 11 chemistry credits, 12 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) 3

American Chemical Society Certified Degree in Chemistry Option

(20 chemistry credits, 4 mathematics credits, 19 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) 3
Mathematical Methods for the Physical
Sciences (Ph 371) 4

American Chemical Society Certified Degree in Biochemistry Option

(20 biology credits, 24 chemistry credits, 4 mathematics credits, 19 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) 3
Mathematical Methods for the Physical
Sciences (Ph 371) 4

American Chemical Society Certified Degree in Chemical Physics Option

(19–22 chemistry credits, 4–12 mathematics credits, 31–39 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) 3
Mathematical Methods for the Physical
Sciences (Ph 371) 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, 345) 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) 1–3
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

- Complete an ACS-certified chemistry degree.
- Maintain a minimum 3.5 GPA in all upper division chemistry courses.
- Complete one year of research prior to commencing the senior project and present both a written and oral report on this research.
- 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 Education Department 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.
General Chemistry (Ch 201, 202, 203) 9
General Chemistry Lab (Ch 204, 205, 206) 6
Upper division electives (approved by advisor) 13

Chemistry Courses

See *Course Prerequisites Policy* on page 30.

Note: Courses listed together with a single description must be taken in the order shown.

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 lab. 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. Approved for general education (Explorations).

Ch 104, 105, 106 Survey of Chemistry

4 credits each

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. Covers the fundamentals of biochemistry and inorganic and organic chemistry. Three lectures and one 3-hour laboratory. Ch 104, 105 are approved for general education (Explorations).

Ch 190, 191, 192 Chemical Concepts

1 credit each

Helps students in Ch 104, 105, 106 develop chemistry-related skills. One lecture.

Ch 195, 196, 197 Chemical Problem Solving

1 credit each

Develops the basic skills required to solve typical story problems encountered in Ch 201, 202, 203. One lecture.

Ch 199 Special Studies

Credit to be arranged

Ch 201, 202, 203 General Chemistry

3 credits each

Explores principles and applications of chemistry for science majors, including physical measurements, atomic and molecular structure, states of matter, reaction dynamics, and descriptions of elements and compounds. Three lectures. Prerequisite: Mth 95. Corequisite: Enrollment in laboratory (Ch 204, 205, 206). Ch 201, 204 and 202, 205 are approved for general education (Explorations).

Ch 204, 205, 206 General Chemistry Laboratory

2 credits each

Experiments cover gravimetric and volumetric analysis, reactivity, syntheses, and qualitative analysis. One recitation and one 3-hour laboratory. Corequisite: Enrollment in lecture (Ch 201, 202, 203).

Ch 209 Practicum

Credit 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 and Applications).

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 Writing

1 credit

Formulates a literature research project relating to the Senior Project (Ch 497). Students retrieve information from international literature and organize, analyze, and synthesize it into a paper that includes a detailed review of the topic and a laboratory research proposal. Prerequisite: Ch 314.

Ch 331, 332 Principles of Organic Chemistry

4 credits, 3 credits

Studies the compounds of carbon, with particular emphasis on the chemical principles underlying biological and health sciences. Ch 331: Four lectures. Ch 332: Three lectures. Prerequisite: Ch 202. Corequisite for Ch 331: Ch 337. Corequisite for Ch 332: Ch 338.

Ch 334, 335, 336 Organic Chemistry

3 credits each

Offers a comprehensive study of the physical and chemical properties of the compounds of carbon. Presents organic reactions as tools for the research scientist to use in synthesis and to illustrate the principles underlying chemical behavior. Three lectures. Prerequisite: Ch 202. Corequisite for Ch 334: Ch 337. Corequisite for Ch 335: Ch 340. Corequisite for Ch 336: Ch 341.

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 205. Corequisite: Ch 331 or Ch 334.

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. Corequisite: Ch 332.

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 two 90-minute laboratories. Corequisite: Ch 332 or 335.

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. 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. Two 1-hour lectures and one 2-hour laboratory. Prerequisites: Ch 203 and Mth 252. Corequisite: Ch 441.

Ch 399 Special Studies

Credit to be arranged

Ch 401/501 Research

Credit to be arranged

Ch 403/503 Thesis

Credit to be arranged

Ch 405/505 Reading and Conference

Credit to be arranged

Ch 407/507 Seminar

Credit to be arranged



Ch 408/508 Workshop

Credit to be arranged

Ch 409/509 Practicum

Credit 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 non-metals. Four lectures. Prerequisite or corequisite: Ch 414.

Ch 414/514 Inorganic Chemistry Laboratory

1 credit each

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. Prerequisite or 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, 206. Corequisite: Ch 422.

Ch 422 Analytical Chemistry Laboratory

1 credit

Involves students in quantitative analytical laboratory work, including gravimetric, volumetric, and a limited number of instrumental methods. One 3-hour laboratory. Prerequisites: Ch 203, 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

Laboratory exercises emphasize 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 441/541, 442/542, 443/543 Physical

Chemistry

3 credits each

Comprehensive study of the theoretical and practical applications of physical laws to chemical phenomena. Topics include classical and statistical thermodynamics, electrochemistry, chemical kinetics, and the theory and application of quantum mechanics to atomic and molecular structures. Three lectures. Prerequisites: Ch 203, 206; Mth 252; Ph 201, 202, 203 or 221, 222, 223 and corresponding laboratories. Corequisite: Ch 371.

Ch 444/544, 445/545 Physical-Chemical

Measurements

2 credits each

Laboratory experience involving modern computer-enhanced methods of physical-chemical experimentation. Students gain experience programming in BASIC and FORTRAN, as well as with direct interfacing of lab equipment to computers. Experiments utilize student-written software for control of equipment and analysis of experimental data. Includes reaction kinetics, gas-phase reaction equilibria, electrochemical measurements, and spectroscopic analysis of molecular structure. One lecture and one 3-hour laboratory. Prerequisites or corequisites: Ch 371 and 441, 442, 443.

Ch 451/551, 452/552, 453/553 Biochemistry

3 credits each

Examines the chemistry of biological systems and their products, focusing on the underlying organic, chemical, thermodynamic, and kinetic principles. Three lectures. Prerequisite: Ch 332 or 336.

Ch 454/554, 455/555 Biochemistry Laboratory

1 credit each

Covers laboratory principles and procedures useful for the chemical study of biological systems and biomolecules. One 3-hour laboratory. Prerequisites or corequisites: Ch 451, 452, 453.

Ch 485/585 Advanced Topics in Chemistry

1-3 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, 498, 499 Senior Project

1 credit each

Designed as a practical application of the student's accumulated knowledge. Ch 497 and 498 typically involve supervised study or research, which may be conducted inside or outside the department. Ch 499 entails significant library research, writing, and oral presentation components. All projects must be approved by faculty. This sequence must be taken during the student's senior year and is required for graduation.

Computer Science

Computing Services Center 213

541-552-6144

George Converse, *Chair*

Professors: George Converse, Daniel Wilson

Assistant Professors: Daniel Harvey, Kevin

Sahr, Rahul Tikekar

Computer science is an exciting and growing field with career opportunities ranging from running a small business to working in big industry, government, or education. The computer science major emphasizes the current trend toward networking 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)

MA or MS with an emphasis in Computer Science (CS)

Co-Major

Mathematics-Computer Science (see page 149 for a description of this program)

Minor

Computer Science

Accelerated Baccalaureate Degree Program

Computer science majors may participate in the Accelerated Baccalaureate Degree Program. For more information on this program, see page 160.

Choosing a Major

Requirements for becoming a major: 2.5 GPA and a grade of B or better in both CIS 200 and CS 257. Students who do not meet these requirements will not be allowed in the systems analysis and capstone courses.

The information systems emphasis is geared toward the business market, while the programming and software emphasis is geared toward the industrial market. Because the common core prepares students to go in either direction, they do not need to make this decision early in the program.

Requirements for Major

1. Fulfill baccalaureate degree requirements as stated beginning on page 33.
2. Complete the core curriculum. Computer science majors meet the writing and research component (see page 35) by taking Programming III (CS 258), Systems Software and Architecture (CIS 326), and Systems Analysis (CS 469).
3. Choose the CPS, CIS, or CMM option and complete the additional core requirements for that option.
4. 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 two-term sequence that should be taken in the senior year. For their capstone experience, students design and carry out a project that solves a computer science or information processing problem for someone else. 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)

Programming I (CIS 200)	4
Programming II (CS 257)	4
Programming III (CS 258)	4
System Software and Architecture (CIS 326) ...	4
Networks I (CIS 336)	4
Databases (CIS 360)	4
Systems Analysis (CS 469)	4
Capstone I (CS/CIS 470)	4
Capstone II (CS/CIS 471)	4

MATH COURSES

(4 credits)

Elementary Statistics (Mth 243)	4
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ADDITIONAL CREDITS

In addition to the common core courses listed above and the specific core courses listed below, both the CPS and the CIS options require 16 credits in computer science above the 250 level (as approved by the advisor).

Computer Programming and Software Option Core

COMPUTER SCIENCE COURSES

(20 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

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 149).

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
Operations Management (BA 380)	4
Principles of Finance (BA 385)	4

COMPUTER SCIENCE

(4 credits)

Advanced Databases (CIS 460)	4
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Computer Science and Multimedia Option Core

(24 credits)

Required

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
Careers in Multimedia (AM 343)	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 (CIS 420)	4
Computer Graphics I (CS 316)	4
Computer Graphics II (CS 416)	4
Technology and Learning (Ed 320)	3

Note: Complete 20 additional credits with a CS prefix above the 250 level with faculty advisor consent. (These courses must be in addition to CS 316 and 416.)

Minor

(28 credits)

Elementary Statistics (Mth 243)	4
Programming I (CIS 200)	4
Programming II (CS 257)	4
Programming III (CS 258)	4
System Software and Architecture (CIS 326) ...	4
Networks I (CIS 336)	4
Databases (CIS 360)	4

Students need at least a 2.5 GPA in the required courses.

Graduate Program

The department offers a school area MS degree in Mathematics/Computer Science with a Computer Science option. This program is designed to extend the concepts learned in an undergraduate computer science/computer information systems program and is tailored to suit the interests and background of the student. The faculty have research interests in databases, distributed systems, graphics, networking, and Internet programming. Students enjoy access to a wide variety of hardware (Macintosh, UNIX, and Windows platforms) and software. Interaction with local businesses is encouraged.

Information about school area master's degrees, including requirements for entrance and credit needed for completion, may be found under the *Graduate Studies* section on page 173. In addition to the general requirements for en-

trance, the Computer Science Department requires a year of programming; an introduction course in databases, including normalization and SQL; and an introductory course in networks.

Computer Courses

See *Course Prerequisites Policy* on page 30.

Computer Information Science

LOWER DIVISION COURSES

CIS 199 Special Studies

Credit to be arranged

CIS 200 Programming I

4 credits

Introduces the computer and information sciences. Describes the support infrastructure for CS and CIS majors and those who desire a technical survey of computer systems. Topics include fundamental control and data structures in computer science, graphical user interfaces, and databases. Prerequisites: Skill with two or three application packages and the ability to learn new software from the manual. Students may demonstrate these skills through coursework in CS 115, BA 131, or self-study and competency exams.

CIS 209 Practicum

Credit to be arranged

UPPER DIVISION COURSES

CIS 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: CIS 200.

CIS 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: CIS 257.

CIS 345 End User Computing

4 credits

Introduces the information center concept and its methods for system configuration, as contrasted with the traditional life cycle development methodologies. Includes information center techniques for providing consultation and assistance in the assembly and testing of systems components. Prerequisite: CS 257.

CIS 360 Databases

4 credits

Introduces the concepts necessary for designing and implementing database systems. Emphasizes data modeling, normalization, and SQL. Prerequisite: CS 257.

CIS 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: CIS 336 and 360.

CIS 399 Special Studies

Credit to be arranged

CIS 401/501 Research

Credit to be arranged

CIS 403/503 Thesis

Credit to be arranged

CIS 405/505 Reading and Conference

Credit to be arranged

CIS 407/507 Seminar

Credit to be arranged

CIS 409/509 Practicum

Credit to be arranged

CIS 420/520 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.

CIS 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: CIS 336 and 360.

CIS 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: CIS 432.

CIS 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: CIS 336.

CIS 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: CIS 360.

CIS 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: CIS 460.

CIS 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.

CIS 471/571 Capstone Project II

4 credits

The Capstone II goal is to finish the work started in Capstone I by creating and implementing the software solution and completing documentation. The documentation should address project maintenance and the operating procedures required to run the student's software. Prerequisite: CIS 470/570.

Computer Science Courses

LOWER DIVISION COURSES

CS 109 Practicum

Credit to be arranged (1–3 credits and 3 credits maximum in any one activity; 9 credits maximum total)

CS 115 Microcomputer Applications I

4 credits

This introductory, hands-on course surveys computer applications, including operating systems, word processors, spreadsheets, and databases.

CS 199 Special Studies

Credit to be arranged

CS 209 Practicum

Credit 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 Programming 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: CIS 200 or equivalent programming experience.

CS 258 Programming 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 or corequisite: 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 morals and laws surrounding digital technology and to be able to form sound moral and legal positions in the digital world of the twenty-first century. 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 theoretical and practical foundations of the science 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: Mth 243 and one course selected from CS 251, 253, and 257.

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 321 Computer Architecture

4 credits

Investigates various philosophies for defining hardware and software interfaces within the computer system. Includes an introduction to general topics in computer architecture and organization, followed by a survey of representative case studies. Includes advanced topics such as interrupts, synchronization, fault-tolerant computing, and performance analysis. Prerequisites: Knowledge of a programming language and CS 275.

CS 352 Programming Languages

4 credits

Offers a formal definition of programming languages, including the specification of syntax and semantics. Covers simple statements, such as precedence, infix, prefix, and postfix notation. Examines the global properties of algorithmic languages, including the scope of declarations, storage allocation, statement grouping, binding time of constituents, subroutines, co-routines, and tasks. Prerequisite: CS 258.

CS 356 Programming Topics

3–5 credits each topic

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 367 C and UNIX

4 credits

Explores concepts of the UNIX operating system and the C programming language. Students learn how to use a UNIX operating system and to program in C on the UNIX operating system. Prerequisite: CS 258.

CS 399 Special Studies

Credit to be arranged

CS 401/501 Research

Credit to be arranged

CS 403/503 Thesis

Credit to be arranged

CS 405/505 Reading and Conference

Credit to be arranged

CS 407/507 Seminar

Credit to be arranged

CS 409/509 Practicum

Credit 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. Prerequisites: CS 257, 275, and Mth 235.

CS 416/516 Computer Graphics II

4 credits

Continues study of computer graphics started in CS 316. Offers techniques to create displays with hidden line removal, as well as shading, shadows, and stereographics. Develops ray tracing. Prerequisite: CS 316.

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 367 and CIS 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

3–5 credits each topic

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 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 469/569 Systems Analysis

4 credits

Covers both classical and current ideas in systems analysis, including lifecycle models, data analysis models, data-flow diagrams, entity-relationship diagrams, and object models. Students participate in a software development process and write a research paper on the merits of alternative solutions to a software development problem. Prerequisites: CIS 326, 336, 360, and CS 258. Must have a 2.5 GPA in computer science classes.

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 student's software. Prerequisite: CS 470/570.

CS 581 Topics in the Foundations of Computer Science

4 credits (may be repeated with different topics)

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 (may be repeated with different topics)

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 (may be repeated with different topics)

Covers selected topics in software engineering. Sample topics include metrics, design methodologies, and quality assurance.

Engineering

Sciences 166

541-552-6476

Peter Wu, *Chair*

Engineering graduates enter such fields as aeronautical, chemical, civil engineering, computer, electrical, electronic, environmental, and mechanical. Southern Oregon University offers a preprofessional program in engineering 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 100). Advising for all of these programs is handled by the Physics Department, which also offers an Engineering-Physics option (see page 100).

Requirements for Engineering

Each of the ten engineering degree programs 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 quite different from degree programs at SOU and are continuously being revised, students should immediately contact the engineering chair for details about the required curriculum.

Engineering CoursesSee *Course Prerequisites Policy* on page 30.**LOWER DIVISION COURSES****Engr 101, 102, 103 Engineering Orientation: Careers, Skills, and Computer Tools**

2 credits each

Introduction to engineering curricula, career paths, ethics, problem solving, communication, and computer programming. This series is required for all areas of engineering.

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.

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 prior or concurrent enrollment in Mth 321.

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 lab. Prerequisite: Engr 202.

Engr 211 Statics

3 credits

Analyzes forces induced in structures and machines by various types of loading. Prerequisites: Ph 221 and sophomore standing.

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, Mth 252, and sophomore standing.

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. Prerequisites: Ph 203 or 223 and Mth 252.

Engr 322, 323 Electronic Circuits and Digital Electronics

4 credits each

Introduces analog and digital circuits. Includes steady state and transient analysis, integrated circuits, digital logic, microprocessors, and computer interfacing. Three lectures and one 3-hour laboratory. 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, differen-

tiation, and modeling. Prerequisites: Mth 252 and Ph 201 or 221.

Engr 405 Reading and Conference

Credit to be arranged

Engr 409 Practicum

Credit to be arranged (maximum 15 undergraduate credits)

Geology

Sciences 064

541-552-6477

Jad A. D'Allura, *Chair*

Professors: Jad A. D'Allura, Monty A. Elliott,

Joseph L. Graf Jr., Charles Lane

Assistant Professor: Eric Dittmer

Adjunct Faculty: T.S. Ghaly, Harry Smedes,

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 Major

1. Fulfill baccalaureate degree requirements as stated beginning on page 33.
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 in all geology courses taken at SOU.
6. No courses required for the geology major may be taken for P/NP credit.

Capstone

Geology majors must complete the geology summer field experience, in which they demonstrate the full range of undergraduate knowledge and skills.

Core Curriculum

(71 credits)

Geology (G 101, 102, 103)	12
Advanced General Geology (G 310)	2
Mineralogy and Lithology (G 312, 313)	8
Hydrogeology (G 314, 315, 316)	9
Structural Geology (G 321, 322)	6
Principles of Stratigraphy I and II (G 341, 342) ...	6
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
Other requirements include:	
(39–59 credits)	
General Chemistry (Ch 201, 202, 203)	9
General Chemistry Lab (Ch 204, 205, 206)	6

Mathematics: Mth 111, 112, 251, 252;

Mth 253 or Mth 243 and G 489 20–24 |

General Physics (Ph 201, 202, 203) 9 |

General Physics Lab (Ph 224, 225, 226) 3 |

Minor

(28–29 credits)

Geology sequence (G 101, 102, 103; G 111

may be substituted for G 101) 12 |

Mineralogy and Lithology sequence

(G 310, 312, 313; G 312 requires Ch 201

or concurrent enrollment) 10 |

Choose two additional geology courses, such as:

Special Studies (G 199) TBA |

Oceanography (G 353) 3 |

Environmental Geology (G 360) 4 |

Geology Courses

See *Course Prerequisites Policy* on page 30.

LOWER DIVISION COURSES

G 101, 102, 103 Geology

4 credits each

Explores the agents and processes that have built up, deformed, and eroded the surface features of the earth. Examines the internal structure of the earth, the main events in the earth's history, the occurrences and characteristics of common rocks and fossils, and the interpretation of the physical environment. Includes laboratory studies, maps, minerals, rocks, geologic processes, and fossils. One 3-hour laboratory. Must be taken in sequence. G 101 and 102 are approved for general education (Explorations).

G 111, 112 Earth Science

4 credits each

Explores the major sciences that increase our understanding of the earth and the processes that form it. Includes basic concepts within the sciences of astronomy, geology, and meteorology, with particular emphasis on their interrelationships and relevance to our lives. Three lectures and one 3-hour laboratory. Approved for general education (Explorations).

G 199 Special Studies

Credit to be arranged

G 209 Practicum

Credit 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 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 or 111.

G 312, 313 Mineralogy and Lithology

4 credits each

Examines the fundamentals of mineral and rock study. Covers the theories, principles, and techniques of crystallography, determinative mineralogy, geochemistry, basic ore genesis, and hand specimen lithology. Two lectures and two 3-hour laboratories. Prerequisites for G 312: Mth 111, G 103, 106, 310 and at least two quarters of General Chemistry (Ch 201, 202). G 312 is a prerequisite for G 313.

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 are 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 microfolds 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. Prerequisites: Completion of all lower division general education requirements. Approved for general education (Synthesis).

G 341 Principles of Stratigraphy I

3 credits

Examines the physical properties, formation, and distribution of sedimentary rocks. Topics include prehistoric time scale and stratigraphy, stratigraphic classification, textures, and mass properties of sedimentary aggregates. Two lectures and one 3-hour laboratory. Field trips required. Prerequisite: G 313.

G 342 Principles of Stratigraphy II

3 credits

Explores the methods used by the geologist to recognize paleo-environments of deposition. Arranged around a systematic discussion of the major depositional modes and all physical, chemical, and biological characteristics indicative of that environment. 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. Prerequisites: 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 on the physical environment, 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: Completion of all lower division general education requirements and G 101, 111, or Geog 112. Approved for general education (Synthesis).

G 399 Special Studies

Credit to be arranged

G 401/501 Research

Credit to be arranged

G 403/503 Thesis

Credit to be arranged

G 405/505 Reading and Conference

Credit 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 five weeks 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

Credit to be arranged

G 408/508 Workshop

Credit to be arranged

G 409/509 Practicum

Credit 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 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 Metamorphic Petrology and Petrography

4 credits

Examines 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 section. Two lectures and two 3-hour laboratories. Prerequisite: G 427.

G 429/529 Applied Geophysics

4 credits

Uses seismic, magnetic, electrical, and gravitational geophysical methods to explore mineral and energy resources, perform environmental surveys, and understand the shallow subsurface. Four lectures. Prerequisites: G 313 and Mth 252; Ph 203 or 223.

G 430/530 Low Temperature Geochemistry

3 credits

Applies chemical principles to geologic processes at low temperature, with an emphasis on processes that influence ground and surface water compositions, including dissolution and precipitation; inorganic and organic reactions; kinetics and equilibrium; oxidation and reduction; and isotope exchange. Three lectures. 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): G 111, 112; G 101, 102; or Geog 111, 112. 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 a week in the field. Prerequisites: G 313 and 322.

G 487/587 Remote Sensing in Geology

4 credits

Explores various geologic features using remotely sensed images. Emphasizes the interpretation of conventional aerial photographs and 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: One of three courses: G 101, 111, or Geog 111.

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.

Mathematics

Central 227

541-552-6141

Sherry Ettlich, *Chair*

Professors: John J. Engelhardt, Sherry Ettlich,

John D. Whitesitt, Kemble R. Yates

Associate Professors: Lisa Ciasullo,

Dusty E. Sabo

Assistant Professors: Curtis Feist,

Virginia Gray, Daniel Kim

Lecturer: John Thickett

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 148)

Mathematics-Computer Science (see page 149)

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 160.

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 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.

Many upper division courses also serve nonmajors.

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).

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 Major

1. Fulfill baccalaureate degree requirements as stated beginning on page 33.
 - 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 33.
2. Complete core curriculum requirements beginning on page 33 or, if qualified, the general education requirements for transfer students beginning on page 33. Mathematics majors meet the Wr 123 or 227 requirement by successfully completing the following 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

(4 credits)

Must complete by end of the sophomore year.

Select one course from:

Programming I (CIS 200)	4
Programming II (CS 257)	4

Lower Division Core Courses

(21 credits)

Calculus I, II, III, IV (Mth 251, 252, 253, and 281)	16
Linear Algebra (Mth 261)	4
Mathematical Perspectives (Mth 290)	1

Upper Division Sequences

(38–40 credits)

Foundations: Number Structures (Mth 311) and Geometry (Mth 411)	8
Analysis: Introduction to Real Analysis (Mth 331) and one term of Topics in Analysis (Mth 431)	8
Abstract Algebra: Introduction to Algebraic Systems (Mth 341) and one term of Topics in Abstract Algebra (Mth 441)	8
Probability and Statistics: Probability (Mth 361) and Statistics (Mth 461)	8

Applied Area: Choose one sequence from the following list:

Differential Equations (Mth 321) and one term of Topics in Applied Mathematics (Mth 421)	8
or	
Arithmetic and Algebraic Structures (Mth 481) and Informal Geometry (Mth 481)	6

Capstone Experience

(4 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 6 credits and Mth 403 for 3 credits). In addition, five senior topics courses are required: two each from the categories of algebra and analysis, and one from applied mathematics. Honors graduates must have a 3.25 GPA in mathematics and a 3.0 overall GPA. Students completing the honors program may have their projects accepted in lieu of the Senior Colloquium (Mth 490).

Minors

Mathematics

(25 credits)¹

Calculus I and II (Mth 251, 252)	8
Linear Algebra (Mth 261)	4
Mathematical Perspectives (Mth 290)	1
Approved upper division mathematics ²	12

Mathematics Education

(27 credits)¹

Fundamentals of Elementary Mathematics (Mth 211, 212, 213)	12
Any five distinct Mth 481 Topics in Middle School and High School Mathematics ²	15

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

Computer Laboratory. The department is committed to using technology to enhance student learning. The computers in the Computing Services lab are equipped with software specific to mathematics coursework.

The Harry S. Kieval Memorial Mathematics Education Laboratory is a well-stocked lab, 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.

Faculty

All faculty with professorial rank hold doctoral degrees. Areas of doctoral specialization include algebra, analysis, topology, applied mathematics, statistics, discrete and combinatorial geometry, and mathematics education.

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 Education Department 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

Footnotes

¹Only one of the upper division requirements may be met with a grade below C-.

²Students seeking both minors may not apply more than two of the Mth 481 topics toward the upper division requirements for the minor in mathematics.

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

See *Course Prerequisites Policy* on page 30.

Note: Mathematics prerequisites must be completed with a grade of C- or better unless otherwise noted.

COLLEGE PREPARATORY COURSES

No tuition is charged for these courses; instead, students pay a fee.

Mth 60, 65, 95 Integrated Mathematics I, II, III 4 credits each

A three-quarter sequence designed for students who lack adequate algebra and geometry preparation for college-level mathematics. Initiates students into the curriculum by presenting general principles and procedures in the context of specific, concrete problems. Students integrate ideas from algebra and geometry; make connections among tabular, graphical, and symbolic information; and apply mathematics to real-world settings. Includes the use of the graphing calculator as a learning tool and resource.

LOWER DIVISION COURSES

Mth 111 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 Elementary Functions (Mth 112). Prerequisite: Mth 95 or appropriate SOU placement level.

Mth 112 Elementary Functions 4 credits

Examines exponential, logarithmic, and trigonometric functions and their graphs and applications. Intended as preparation for Mth 251. Prerequisite: Mth 111 or appropriate SOU placement level.

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 1–4 credits

Mth 209 Practicum Credit 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. Prerequisite: Mth 95 or appropriate SOU placement level. Approved for general education (Quantitative Reasoning) met upon completion of both Mth 211 and 212). Students entering the next MAT cohort have enrollment priority over other registered and waitlisted students.

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. Prerequisite: Mth 211. Approved for general education. (Quantitative Reasoning) met after completing both Mth 211 and 212). Students entering the next MAT cohort have enrollment priority over other registered and waitlisted students.

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. Prerequisite: Mth 211. Students entering the next MAT cohort have enrollment priority over other registered and waitlisted students.

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

Survey course for nonmajors. Develops the basic concepts and techniques of descriptive and

inferential statistics. Topics include graphing, measuring the center and variability, binomial and normal probability distributions, estimation and testing of means, proportions and variances, correlation, and regression. Assigns problems to enhance the statistical reasoning in the student's major. Introduces appropriate technology to display and analyze data. Prerequisite: Mth 95 or 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 graphing techniques, related rates, 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. Applications are selected from length, area, volume, work, and motion. Students are expected to write precise mathematical arguments. Prerequisite: Mth 251.

Mth 253 Calculus III 4 credits

Introduces sequences and series, including power series representations of functions. Other topics include symbolic and numerical techniques of integration, improper integrals, and indeterminate limit forms. Students are expected to write precise mathematical arguments. 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 mul-

tiple and line integrals. Students are expected to write precise mathematical arguments. Prerequisites: Mth 252 and Mth 261 or Ph 221.

Mth 290 Mathematical Perspectives
1 credit

Seminar for mathematics majors and others. Presents mathematics as a way of thinking and a body of knowledge important to the development of civilization and the concerns of modern society. Prerequisite or corequisite: Mth 252.

Mth 299 Special Studies
1–4 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 and 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. Prerequisite: Mth 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
1–4 credits

Mth 401/501 Research
1–3 credits

Mth 403/503 Thesis
1–3 credits

Mth 405/505 Reading and Conference
1–4 credits

Mth 407/507 Seminar
Credit to be arranged

Mth 409/509 Practicum
Credit 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 CIS 200 or CS 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.

Linear Algebra. Offers a general study of vector spaces and linear transformations. Topics include basis and dimension theorems for

vector spaces, similarity relations, eigenvalues, and canonical forms for matrices. 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
3–5 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
4 credits total

A directed individual or group 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; Mth 311, 331, 341, and 321 or 361.

Physics

Sciences 166

541-552-6476

Peter Wu, *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 atmo-

spheric physics; forensics; health; high-energy physics; high school teaching; lasers and materials science; 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* below). 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 Engineering Physics Option, and the Physics-Engineering Dual Degree Option

Co-Major

Business-Physics (see page 149 for a description of this program)

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 93 for course offerings.

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 37 or visit our Web site at: www.sou.edu/admissions/3yb.shtml.

Degree Programs

Three 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 biophysics, medical physics, environmental physics, and geophysics.
3. **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).

4. **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 Major

Candidates for a bachelor's degree in physics must:

1. Fulfill baccalaureate degree requirements as stated beginning on page 33.
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 Engineering Physics Option, or the Physics-Engineering Dual Degree Option.
4. Complete all of the upper division coursework for the major with a GPA of 2.5 or greater.
5. Complete the applicable capstone requirements.

Core Requirements

(51 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)	3
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 12 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

Ph 333, 336, 339, 354, 361, 362, 416, 417,
424, 425, 431, 432, 439, 441, 461, 471 19-22

Up to 10 credits may be substituted with Ph 308, 309, or other departmentally approved upper division courses in biology, chemistry, computer science, geology, or mathematics.

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 10 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 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 51 credits is required for the minor in physics.

LOWER DIVISION

(38 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)	3

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

See *Course Prerequisites Policy* on page 30.

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 is 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. Corequisite: Ph 100. 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. Prerequisite: Ph 112. Approved for general education (Explorations) if taken with Ph 115.

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 151 Fundamentals of Space Physics

3 credits

Describes solar-driven processes and their impact on the earth. Discusses effects such as the solar cycle, solar wind, aurora, atmospheric ozone depletion, disruption of electrical power grids, telecommunications systems, and space weather. Prerequisite: Ph 100 or 112.

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 Ph 252. Corequisite: Mth 221.

Ph 199 Special Studies

Credit to be arranged

Ph 201, 202, 203 General Physics

3 credits each

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. Concurrent enrollment in Ph 224, 225, 226 is strongly recommended, and concurrent enrollment in Ph 224, 225 is required for general education credit. Corequisite: Mth 112. Ph 201 and 202 are approved for general education (Explorations).

Ph 209 Practicum

Credit to be arranged

Ph 220 Problem Solving in the Sciences

3 credits

Prepares precalculus students for the Ph 221, 222, 223 sequence. Covers the study of motion and other areas of physics. Required for students from the Ph 201 sequence who plan on pursuing the physics major or minor. Prerequisite: Mth 112.

Ph 221, 222, 223 General Physics

4 credits each

Studies 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: Mth 252 or concurrent enrollment in Ph 190. Corequisites: Ph 224, 225, 226 (sequence) are required for most students and strongly recommended for all.

Ph 224, 225, 226 General Physics Laboratory

1 credit each

Laboratory activities designed to complement Ph 201, 202, 203 or 221, 222, 223. One 3-hour laboratory. Ph 224 and 225 are approved for general education (Explorations).

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 and Applications).

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 and 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 general education science requirements and upper division standing. Approved for general education (Synthesis and Applications).

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: Completion of the general education science requirements and upper division standing. Approved for general education (Synthesis and Applications).

Ph 331, 332 Methods of Research in Physics

1 credit each

Designed as an introduction to ongoing experimental and theoretical research in the department. Juniors should register for this course during winter and spring terms and should spend the last five weeks of spring term preparing their written capstone proposal. P/NP only. Prerequisite: Ph 344.

Ph 333 Optics and Waves

3 credits

Offers an introduction of optics for science majors. Topics include imaging systems, wave theory, aberrations, diffraction, and interference. Prerequisites: Mth 252; Ph 203 or 223.

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.

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; Ph 203 or 223.

Ph 344, 345 Modern Physics Laboratory

1 credit each

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 351 Introduction to Space Physics

3 credits

Uses physical processes and models to describe the flow of particles and fields from the sun to the earth. Emphasizes processes occurring in the earth's magnetosphere. Prerequisites: Mth 252; Ph 203 or 223.

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; Ph 203 or 223.

Ph 361, 362 Electronics

4 credits each

Introduces analog and digital circuits, with emphasis on applications in scientific instrumentation, integrated circuits, microprocessors, and computer interfacing. 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; Ph 201 or 221.

Ph 399 Special Studies

Credit to be arranged

Ph 401/501 Research

Credit to be arranged

Prerequisite: Ph 331.

Ph 403/503 Thesis

Credit to be arranged

Ph 405/505 Reading and Conference

Credit to be arranged

Ph 407/507 Seminar

Credit to be arranged

Ph 408/508 Workshop

Credit to be arranged

Ph 409/509 Practicum

Credit to be arranged (maximum 15 undergraduate credits)

Ph 411/511 Physics Laboratory and Instruction Practices

1-3 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, 417/517 Quantum Physics

3 credits each

Introduces the basic principles of quantum mechanics. Solves the Schrödinger equation for several elementary systems, including the harmonic oscillator, the hydrogen atom, and spin systems. Covers wave-particle duality, degeneracy, parity, and tunneling. Uses operator methods. Prior or concurrent enrollment in Ph 471 is strongly recommended. Prerequisite: Ph 371.

Ph 424/524, 425/525 Analytical Mechanics

4 credits each

Covers Newtonian mechanics of particles, rigid bodies, conservation laws, and generalized coordinates. Prerequisites: Ph 223 and 371.

Ph 431/531, 432/532 Electricity and Magnetism

4 credits each

Examines electric and magnetic fields and their interactions with matter. Introduces Maxwell's equations, which are used to study the electromagnetic properties of matter, electromagnetic energy, and radiation. Prior or concurrent en-

rollment in Ph 471 is strongly recommended. Prerequisites: Ph 223 and 371.

Ph 434/534 Advanced Physics Laboratory (various topics)

1-2 credits each

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

Topics include 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

1-2 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 quarter 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.

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.

Social Science, Education, Health and Physical Education

Taylor 122

541-552-6251

Kenneth Kempner, *Dean*

There are three main areas in this school: social science, education, and health and physical education. The education section starts on page 133 and the health and physical education section starts on page 145.

Social Science

The social science area provides coursework and learning experiences in human behavior, society, history, and culture from the perspective 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

Criminology, Economics, Geography, History, Political Science, Psychology, and Sociology and Anthropology

Degrees

BA and BS in Anthropology, Criminology, Economics, Geography, History, Human Services, International Studies, Political Science, Psychology, Social Science, and Sociology

MA and MS degrees in Applied Psychology, with tracks in Organizational Training and Development, Human Services, and Mental Health Counseling

Minors (Department)

African and Middle Eastern History (History)
Anthropology (Sociology and Anthropology)
Asian History (History)
Criminology (Criminology)
Economics (Economics)
European History (History)
Geography (Geography)
History of Women and Minorities (History)
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)
United States History (History)

The *Interdisciplinary Minors* section begins on page 152.

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 and 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 173.

Master in Management Program

541-552-8242

Timothy Dolan, *Director*

Southern Oregon University's Master in Management program (MiM) 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.

Curriculum

The 45–51 credit MiM curriculum comprises the following components:

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 director.
3. Completion of 3 credits in a 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 skill-building 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 specialization 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 communication and serves as an instructional vehicle in some cases.

Prerequisites

There are no course prerequisites for the MiM core curriculum. Some supplementary coursework may be recommended on a case-by-case basis. These competency enhancements are specified in the advising process. Some of the specialization courses 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.

Application and Admission

Applicants to the MiM program must apply to SOU for graduate study. Both the application for graduate or postbaccalaureate admission and the application packet for admission to the MiM program are available at the SOU Extended Campus Programs Office in Ashland, the SOU Medford Campus, or from the MiM program director on the Ashland campus. A combined University and program application is available online at the Master in Management Web site (www.sou.edu/mim).

Master in Management Courses

See *Course Prerequisites Policy* on page 30.

MM 509 Practicum

Credit to be arranged (no more than 6 credits may be applied toward the MiM degree)

Prerequisite: Program director 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. An understanding of basic accounting concepts is recommended.

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 contemporary management information systems (MIS). Describes the MIS manager's diverse technical, managerial, and professional knowledge at a level that is accessible to the non-MIS manager. Emphasizes both the data component of information systems and the management behavior (i.e., knowledge and skills) necessary to successfully manage information systems within organizations. Presents 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 must understand 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

Designed to acquaint the manager with fundamental legal concepts in the areas of personal liability, malpractice, and product liability. Introduces the concepts associated with contracts and agreements, as well as intellectual property rights, organizational formation, and alternative dispute resolution techniques. Includes a brief introduction to employment law on the fundamentals of wrongful termination.

MM 520 Orientation to Graduate Study for the Management Professional

1 credit

A gateway course required of all participants in the MiM 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 the academic culture, practices, and the unique 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 530 Nonprofit Organization Management

3 credits

Explores management techniques and best practices in the nonprofit organizational environment. Emphasizes effective organizational structure, personnel management, budget and finance, board development, planning and decision-making, grant and Request for Proposal (RFP) procedures, and liability issues in the nonprofit environment. (Cross-listed as PS 430/530).



MM 540 Topics in Management

Selected topics in management concepts and practice. Credit determined by individual course content. Repeat credit is allowed for different topics.

MM 598 Capstone Project

3 credits

Applies the management skills acquired in the program's core offerings, with special emphasis on demonstrating competencies in budget and finance, personnel management, and research and planning. Prerequisite: Completion of program core courses or program director consent.

General Social Science

See *Course Prerequisites Policy* on page 30.

LOWER DIVISION COURSES**SSc 199 Special Studies**

Credit to be arranged

SSc 209 Practicum

Credit to be arranged

SSc 210 Environmental Resources I

4 credits

Offers an interdisciplinary study of how scientific information is combined with social science procedures to address and solve environmental problems in our society. Fosters environmental awareness, stimulates discussion, and encourages critical analysis of environmental problems. Prerequisites: Intended for environmental studies (ES) majors who have completed either one introductory class in at least three of the ES option areas or two quarters of an introductory sequence course in biology, chemistry, geography, or geology. (Cross-listed with Sc 210.)

SSc 211, 212, 213 Explorations in Social Science

3–4 credits

Satisfies general education requirements as an Explorations sequence in social science.

UPPER DIVISION COURSES**SSc 310 Environmental Resources II**

4 credits

Offers an interdisciplinary study of how scientific information is combined with social science procedures to address and solve environmental problems in our society. Fosters environmental awareness, stimulates discussion, and encourages critical analysis of environmental problems. Prerequisite: Sc/SSc 210. (Cross-listed with Sc 310.)

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 and Hst 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

Credit to be arranged

SSc 401/501 Research

Credit to be arranged

SSc 403/503 Thesis

Credit to be arranged

SSc 405/505 Reading and Conference

Credit to be arranged

SSc 407/507 Seminar

Credit to be arranged

SSc 408/508 Workshop

Credit to be arranged

SSc 409/509 Practicum

Credit 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: Geog 111, 112, or 108 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 is recommended. Prerequisites: Geog 107 or 108 and upper division or graduate standing. (Cross-listed with Geog 439/539.)

SSc 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 a single term. Prerequisites: ES major, junior standing, and completion of the lower division environmental studies core sequence. (Cross-listed with Sc 494.)

SSc 495 Environmental Studies Honors Capstone

4–8 credits

Students who demonstrate the initiative and ability to develop and complete a project on their own may request permission to take Sc/SSc 495. Following faculty approval, the student works with a faculty mentor and other resource people as needed to develop a project proposal, conduct research, complete the project, write a final report, and make an oral presentation to faculty and peers. Credits assigned by project size. Prerequisites: ES major, junior standing, completion of Sc/SSc 210 and Sc/SSc 310, and consent of ES advisor. (Cross-listed with Sc 495.)

SSc 496 Environmental Studies Senior Project Report

2 credits

Students prepare a draft and final interdisciplinary report on the completed project and present the results to their cohort and students in Sc/SSc 210 and/or a separate seminar. Prerequisite: SSc 495. (Cross-listed with Sc 496.)

GRADUATE COURSES**SSc 510 Selected Topics in Social Science**

Credit to be arranged

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.

Criminology

Taylor 224

541-552-6308

Lore Rutz-Burri, *Chair*

Professor: Victor H. Sims

Associate Professor: Lore Rutz-Burri

Assistant Professor: Lee Ayers-Schlosser

The Department of Criminology's three 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; and
3. serve as a critic of and catalyst for the decision-making bodies in the criminal justice system by engaging in research and professional consulting activities.

Degrees

BA or BS in Criminology

BA or BS in Interdisciplinary Studies with an emphasis in Criminology (see page 152)

Minor

Criminology

Requirements for Major

1. Fulfill baccalaureate degree requirements as stated beginning on page 33.
2. Maintain a minimum 2.5 cumulative GPA in major field.
3. Complete at least 60 credits in criminology courses, 44 of which must be upper division.

Core Courses for All Majors

LOWER DIVISION

(16 credits)

Introduction to Criminology (Crim 231)	4
Introduction to Policing (Crim 241)	4
Introduction to Criminal Law (Crim 251)	4
Criminal Investigation (Crim 261)	4

UPPER DIVISION

(32 credits)

Juvenile Delinquency (Crim 361)	4
Seminar (Crim 407)	4
Practicum/Capstone (Crim 409)	4
Criminal Law (Crim 411)	4
Theories of Criminal Behavior (Crim 420)	4
Crime Control Theory (Crim 430)	4
Criminal Justice Leadership (Crim 451)	4
Comparative Criminal Justice (Crim 460)	4

POLICE OPTION

(12 credits)

Criminal Procedure (Crim 413)	4
Community Policing (Crim 416)	4
Police Problems and Issues (Crim 417)	4

CORRECTIONS OPTION

(12 credits)

Probation, Parole, and Community-Based Corrections (Crim 301)	4
Penology and Corrections (Crim 341)	4
Correctional Law (Crim 414)	4

PRE-LAW OPTION

(12 credits)

Criminal Evidence (Crim 412)	4
Criminal Procedure (Crim 413)	4
Correctional Law (Crim 414)	4

ELECTIVE COURSES

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 includes work in a foreign language within this elective area.

Students with career objectives in criminalistics should consider satisfying BS degree requirements for both a natural science and criminology.

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

Introduction to Criminology (Crim 231)	4
Introduction to Criminal Law (Crim 251)	4

UPPER DIVISION

Complete four of the following courses as advised:

Crim 301, 341, 361, 411, 412, 413, 414, 416, 417, 420, 430, 451, or 460	16
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Criminology Courses

See *Course Prerequisites Policy* on page 30.

LOWER DIVISION COURSES

Crim 230 American Criminal Justice System

4 credits

Offers an introductory survey of 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 the components of the criminal justice system, as well as the legal and constitutional frameworks in which they operate. Approved for general education (Explorations).

Crim 231 Introduction to Criminology

4 credits

Surveys the descriptive, empirical, and theoretical issues in the study of crime and delinquency. Considers the role of social, cultural, economic, political, psychological, chemical, biological, and ideological factors in treating behaviors as criminal as well as in causing criminal behavior. Exposes students to the major theoretical perspectives in the field, as well as to the critiques and uses of these perspectives in the prevention and response to crime. Approved for general education (Explorations).

Crim 241 Introduction to Policing

4 credits

Examines the roles and public expectations of law enforcement and the police. Involves task analysis of municipal and county police and an extensive examination of 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.

Crim 251 Introduction to Criminal Law

4 credits

Surveys the criminal justice process from arrest to exhaustion of post-conviction remedies. Introduces students to substantive criminal law topics, such as the elements of a crime, defenses to criminal liability, definitions of key crimes, search and seizure, confessions and interrogations, and pretrial and trial procedures. Familiarizes students with the jurisdiction, structure, and purpose of the federal courts and state courts. This course is a prerequisite for many upper division criminology classes.

Crim 261 Criminal Investigation

4 credits

Provides a comprehensive study and examination of 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.

UPPER DIVISION COURSES

Crim 301 Probation, Parole, and Community-Based Corrections

4 credits

Focuses on the criminal justice and sociological aspects of the development and current practices of probation, parole, community-based corrections, and a variety of intermediate sanctions. Emphasizes 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 strategies designed for community corrections. Prerequisites: The criminology lower division sequence (Crim 231, 241, 251, 261).

Crim 341 Penology and Corrections

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 problems of 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 various reform efforts. Examines critical issues facing corrections. Prerequisites: The criminology lower division sequence.

Crim 361 Juvenile Delinquency

4 credits

Provides an analytical study of the statistics, trends, characteristics, and causes of juvenile delinquency. Discusses theories of all persuasions, including biological, psychological, and particularly sociological theories. Examines the relationships between the socialization process, family environment, social structure, and juvenile delinquency. Introduces the basic theories and topics in the study of juvenile delinquency and the juvenile justice system. Covers 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 United States. Prerequisites: The criminology lower division sequence.

Crim 399 Special Studies

Credit to be arranged

Crim 405 Reading and Conference

Credit to be arranged

Crim 407/507 Seminar

4 credits

Offers a critical analysis of selected criminal justice areas, with emphasis on individual research projects. Prerequisites: Junior or senior standing and instructor consent.

Crim 409 Practicum/Capstone

Credit to be arranged (maximum 15 credits)

Prerequisites: Criminology major, 120 credits of upper division coursework in practicum field, and instructor consent.

Crim 411 Criminal Law

4 credits

Covers the nature, origins, and purposes of criminal law, constitutional limits on criminal law, the general principles of criminal liability, complicity and vicarious criminal liability, inchoate crimes, defenses to criminal liability (both justifications and excuses), and various crimes against person and property. Prerequisite: Crim 251.

Crim 412 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: Crim 251.

Crim 413 Criminal Procedure

4 credits

Examines the balance between individual and societal rights; federal and Oregon constitutions and criminal procedures; searches, seizures, and the Fourth Amendment; stop-and-frisk; arrests; searches for evidence; interrogation and confessions; identification procedures; and remedies for constitutional violations. Prerequisite: Crim 251.

Crim 414 Correctional Law

4 credits

Covers various sentencing methods used in the U.S., including indeterminate, determinate, and mandatory sentencing guidelines. Also 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 supervisor. Prerequisite: Crim 251.

Crim 416/516 Community Policing

4 credits

Provides an in-depth study of the philosophies, programs, problems, and definitions that have recently been linked in the literature to the concept of community policing. Offers a critical, creative, and caring analysis of the recent major changes in U.S. policing.

Crim 417 Police Problems and Issues

4 credits

Involves an in-depth study of the major issues of modern policing, including recruitment, selection, hiring, retention, training, education, women, change, limited resources, and the political economy of policing.

Crim 420 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. Prerequisite: Crim 231.

Crim 430/530 Crime Control Theory

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 various institutions (e.g., schools, communities, and families). Involves further analysis of policies and practices linked to crime prevention and control, with an emphasis on program evaluation and measurement of success.

Crim 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, with emphasis on the influence leadership exerts on the effectiveness of the organization. Offers a complete study of the construct of bureaucracy and the major philosophical camps of leadership.

Crim 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 structure, practices, and training of police, corrections, and courts and court personnel; and the roles of substantive and procedural law within the nation.



Economics

Taylor 213

541-552-6787

Linda Wilcox Young, *Chair*

Professors: Hassan Pirasteh, Daniel L.

Rubenson, Linda Wilcox Young

Associate Professors: Ric Holt,

Milan P. (Kip) Sigetich

Adjunct Faculty: 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

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 160.

Requirements for Major

1. Fulfill baccalaureate degree requirements as stated beginning on page 33.
2. Complete Core Courses:
(32 credits)
Principles of Economics (Ec 201, 202) 8
Intermediate Microeconomics (Ec 358) ... 4
Intermediate Macroeconomics (Ec 376) .. 4
Introduction to the International
Economy (Ec 320) 4
Quantitative Methods (Ec 332) 4
Applications of Quantitative
Methods (Ec 333) 4
Capstone Experience (Ec 494) 4

3. Choose Area Courses:
(8 credits)

At least 4 credits must be taken from the following courses in each of these areas: microeconomics, macroeconomics, and international economics.

Microeconomics (Ec 315, 319, 325, 340, 364)	4
Macroeconomics and International Economics (Ec 318, 321, 350, 378, 379, 387, 389)	4

4. Choose 16 credits of upper division economics electives.
5. Maintain an overall GPA of 2.5 in all economics courses.

In addition to these major requirements, selected courses in other areas should augment a student's program; specific courses depend on the student's career goals. We encourage students to meet frequently with their advisors to discuss career options and curriculum planning. The following is suggested supplementary coursework for students planning either graduate work in economics or careers in business, law, or public policy:

Business (BA 211, 213; Ec 318)
Law (PS 110; Hst 250, 251)
Public Policy (PS 110; Geog 416; Soc 204; Ec 319 and 364)
Economics (Mth 251, 252, 253, 261, 281)

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

Note: Approved workshops or seminars may be included.

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 158.

Economics Courses

See *Course Prerequisites Policy* on page 30.

LOWER DIVISION COURSES

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. Prerequisite: Ec 201. 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, 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, 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, 202. (Cross-listed with IS 320.)

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, 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, 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 lower division general education requirements. Approved for general education (Synthesis and Applications).

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. Prerequisite: Junior or senior standing.

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 neoclassical thought. Reviews the major alternative schools, including Marxist and institutionalist. Prerequisites: Ec 201, 202.

Ec 376 Intermediate Macroeconomics

4 credits

Examines the foundations of the modern theory of government activity in the economy. Includes comparisons of Keynesian, monetarist, and post-Keynesian models, as well as discussion of statistical and institutional problems. Addresses alternative theories of economic behavior as they apply to macroeconomic policy. Develops an integrated policy model. Prerequisite: Ec 202.

Ec 378 Business Cycles and Macroeconomic Forecasting

4 credits

Considers the causal factors in economic fluctuations, forecasting of economic activities, and stabilization policies. Topics include patterns of business cycles, national income analysis and forecasting, and management forecasting. Prerequisite: Ec 376.

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, 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. Prerequisite: Junior or senior standing. (Cross-listed with Hst 387 and 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. Prerequisite: Junior or senior standing. (Cross-listed with SSc 389.)

Ec 399 Special Studies

Credit to be arranged

Ec 401/501 Research

Credit to be arranged

Ec 403/503 Thesis

Credit to be arranged

Ec 405/505 Reading and Conference

Credit to be arranged

Ec 407/507 Seminar

Credit to be arranged

Ec 408/508 Workshop

Credit to be arranged

Ec 409/509 Practicum

Credit to be arranged (maximum 4 credits a term and 15 credits total)

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, this course 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. Prerequisite: Economics majors with senior standing.

Ec 496/596 Economics for Teachers

4 credits

Applies the principles of micro- and macro-economics 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.

Geography

Taylor 125

541-552-6277 or 541-552-6278

John W. Mairs, *Chair*

Professors: Claude W. Curran, John W. Mairs, Susan P. Reynolds

Associate Professors: John B. Richards, Gregory V. Jones

Assistant Professor: Patricia J. Acklin*Adjunct Faculty:* Gene E. Martin

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 Africa, 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 map reading, aerial image interpretation, and field research skills;
3. enable students to 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 geographic knowledge and evaluation of worldwide environmental, economic, cultural, and social issues.

Students entering the geography major should complete University requirements in writing, communication, mathematics, and 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, travel consulting, 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

Minor

Geography

Accelerated Baccalaureate Degree Program

Geography majors may participate in the Accelerated Baccalaureate Degree Program. For information on this program, see page 160.

Requirements for Major

1. Fulfill the baccalaureate degree requirements as stated beginning on page 33.
2. Literacy requirements. Geography majors should complete the general education Explorations sequences and have adequate computer skills before enrolling in Geog 300. 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.
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 Geography I or II	
(Geog 111 or 112)	4

Maps: Analysis and

Interpretation (Geog 280) 4

Lower division elective (Geog 101, 103, 108, 111, 112, 206, or 209) 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, 419, 420, 437, 439, 481, 482, 487, and 489 12

Geographic Internship (Geog 496) 4

Upper division elective chosen from:

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 requirements. Exceptions are Geog 492 and 496. The minimum GPA for all courses applied toward the geography degree is 2.5.

Minor

(24 credits)

Physical Geography I or II (Geog 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.

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 Education Department regarding admission requirements for the MAT teacher education 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

See *Course Prerequisites Policy* on page 30.

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 the 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. Examines population distribution, migration patterns, cultural variation based on language and religion, and political and economic systems. Emphasizes basic human geography concepts and skills. Approved for general education (Explorations).

Geog 108 Global Land and Livelihoods 4 credits

Provides a systematic geographic survey of human economic activities. Provides the basis for a systematic understanding of the nature of resources as both environmental and cultural elements. Introduces the tools required to analyze the locations 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 111 Physical Geography I 4 credits

Covers the geographical study of processes, forms, and spatial components of natural systems operating at or near the surface of the earth. Familiarizes the student with aspects of the physical environment and provides examples of human-environment interactions. Focuses on the development of geography as a field of learning and introduces students to reading and understanding maps. Includes a discussion of the various climatic elements, processes, and their geographical patterns. Three hours of lecture and one 3-hour lab. Approved for general education (Explorations).

Geog 112 Physical Geography II 4 credits

Continues the geographical study of processes, forms, and spatial components of natural systems introduced in Physical Geography I. Focuses on the local, regional, and global distributions and nature of water, plants, and soil. Presents landform study as a suite of processes producing distinct geographic patterns that can be studied through maps. Three hours of lecture and one 3-hour lab. Prerequisite: Geog 111. Approved for general education (Explorations).

Geog 199 Special Studies Credit to be arranged

Geog 209 Introduction to Meteorology 4 credits

Offers an introductory study of meteorology, including 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: Geog 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 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. Presents research and writing skills essential to upper division geography courses, poses problems in geographic research design, and prepares students for upper division curriculum, including the capstone. Covers field observation, library and Internet research, interviewing, and off-campus data sources. Involves some spatial statistics, research design, and presentation. Prerequisites: Geog 107; Geog 111 or 112; completion of an Explorations sequence in Arts and Letters (or former Goals 1, 2, and 3); and computer skills.

Geog 326 Geography of Europe 4 credits

Includes a description and analysis of the physical and cultural landscapes of Europe. Emphasizes the development of regional diversity and integration in populations, cultural characteristics, settlement, and economy. Prerequisites: Two courses from Geog 107, 111, 112, and 108.

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. Prerequisites: Two courses from Geog 107, 111, 112, and 108.

Geog 330 Geography of Latin America 4 credits

Examines the physical, social, and environmental aspects 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. Prerequisites: Two courses from Geog 107, 111, 112, and 108.

Geog 333 Geography of Australia and New Zealand 4 credits

Offers a description and analysis of the major geographic regions of both Australia and New Zealand. Explores the physical environment, the contrasting styles of human economic activities, and contemporary human landscapes. Prerequisites: Two courses from Geog 107, 111, 112, and 108.

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. Prerequisites: Two courses from Geog 107, 111, 112, and 108.

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. Prerequisites: Two courses from Geog 107, 111, 112, and 108.

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. Prerequisites: Lower division general education requirements. Approved for general education (Synthesis).

Geog 360 Population, Development, and the Environment

4 credits

Investigates the roles that cultural values, technologies, infrastructure, and sociopolitical organization play as intermediaries between human population growth, poverty, and environmental degradation. Geographic regions provide the fundamental analytical framework. 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. Prerequisites: 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. Two hours of lecture and two hours of laboratory. Prerequisite: Mth 243.

Geog 399 Special Studies

Credit to be arranged

Geog 401/501 Research

Credit to be arranged

Geog 403/503 Thesis

Credit to be arranged

Geog 405/505 Reading and Conference

Credit to be arranged

Geog 407/507 Seminar

Credit to be arranged

Geog 408/508 Workshop

Credit to be arranged

Geog 409/509 Practicum

Credit to be arranged (maximum 15 undergraduate credits). Graded on a P/NP basis.

Geog 411/511 Cultural Geography

4 credits

Offers an advanced study of major themes, including the evolution of cultural regions and landscapes, processes of cultural change, and human interaction with and alteration of the natural environment. Involves analysis and interpretation of the local region and landscape. Prerequisites: Geog 107 and upper division or graduate standing.

Geog 416/516 Advanced Economic

Geography

4 credits

Offers an advanced study 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 actual spatial patterns of production, distribution, and consumption of goods and services. Prerequisites: Geog 108 and 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. Examines global, regional, and local tourist flows, with special attention to southern Oregon. Prerequisites: Two courses from Geog 107, 108, 111, 112; upper division or graduate standing.

Geog 419/519 Topics in Physical Geography

2 credits

Offers advanced study of a selected topic in physical geography, such as vegetation, soil, hydrology, or landforms. Emphasizes the processes responsible for geographic patterns of a physical phenomenon. Topics are selected on the basis of their importance to human-environment interrelationships. Prerequisites: Geog 111, 112; upper division or graduate standing.

Geog 420/520 Topics in Human Geography

2 credits

Offers advanced study of a selected topic in human geography. Emphasizes the processes responsible for the creation of geographic patterns. Topics are selected on the basis of their relevance to local, regional, and global events. Prerequisites: Geog 107 and upper division or graduate standing.

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: Geog 108, 111, or 112 and upper division or graduate standing. (Cross-listed with SSc 437/537.)

Geog 439/539 Land Use Planning

4 credits

Land use planning history and legal foundations 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 implementations. Geog 350 is recommended. Prerequisites: Geog 107 or 108 and 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 study of terrestrial processes, with an emphasis on the evolution and interpretation of the earth's relief features. Prerequisites: Geog 112 and upper division or graduate standing.

Geog 482/582 Climatology

4 credits

Investigates the physical mechanisms that control the spatial aspects of global and regional climates. Develops conceptual 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: Geog 111 or 209; upper division or graduate standing.

Geog 487/587 Remote Sensing

4 credits

Offers a broad examination of information gathering. Uses various types of geographic imagery, 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. 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 the student's 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 geography 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. Prerequisites: Geog 492, 493. Students who are not senior geography majors must obtain instructor consent to register for this course.

Geog 496/596 Geographic Internship 2–6 credits (see note)

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. Prerequisite: Completion of 24 credits of upper division geography. *Note:* The primary internship is 4 credits; students may enroll for an additional 2 credits if desired.

History

Taylor 116
541-552-6251

Gary M. Miller, *Chair*

Professors: Karen Gernant, Robert T. Harrison

Associate Professors: Todd F. Carney,

Jay C. Mullen, Karen S. Sundwick

Assistant Professor: Gary M. Miller

The mission of the History Department is twofold: to support SOU's core curriculum 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 the 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 career or life 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, Asian

History, European History, Latin American

History, United States History, History of

Women and Minorities

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 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 Education Department regarding admission requirements for the MAT teacher education 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.

Transition to 4-Credit Courses

In the 1997–1998 academic year, the History Department began offering all of its courses as 4 credits. Students who have completed lower division survey sequences (three terms) in World Civilization or United States History under the old 3-credit system will have satisfied degree and prerequisite requirements described below as “Hst 110, 111” and “Hst 250, 251.” Students who have not yet completed the old Hst 112 or the old Hst 203 are required to complete the new Hst 111 or the new Hst 251.

Requirements for 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. Students should also begin foreign language study as soon as possible.

For a bachelor's degree in history, students must complete a program planned in cooperation with, and approved by, a history 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 33.
2. Submit application materials, including evidence of mastery of basic historical knowledge in world and United States history. This mastery may be documented in one or more of the following ways:
 - a) Pass Hst 110, 111 (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 upper division courses in regional fields:

Students are required to complete ten upper-division history courses: four courses in a major area of study, three courses in a secondary field, two electives, and the senior seminar. Students must select a field from Group A and one from Group B.

History Fields:

Group A: Europe (including the ancient world), United States

Group B: Africa–Middle East, East Asia, Latin America

Field 1 (four courses) 16 credits

Field 2 (three courses) 12 credits

History electives (two courses) ... 8 credits

Senior Seminar (Hst 415) 4 credits

4. Achieve a 2.5 GPA in all history courses taken at SOU.

Capstone

The capstone project for history is a three-term sequence ending with the completion of a research paper based on primary source materials. In the first term, capstone students register for 1 credit of Reading and Conference (Hst 405) and work under the direction of a faculty advisor. During this term, students focus on a research topic and acquire background knowledge from secondary sources. Each student is responsible for obtaining an appropriate advisor.

In the second term, students register for 1 credit of Research (Hst 401) and work under the supervision of the same advisor to gather primary source materials for the project. Work during the third term takes place in the Senior Seminar (Hst 415). In this course, capstone students meet weekly to discuss the writing of their research papers. The final evaluation and grading of papers are the joint responsibility of the seminar instructor and the advisor who worked with the student in the Hst 401 and 405 phases of the project.

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, and approved work listed under Hst 399, 405, 407, and 408 16

Asian History

(24 credits)

East Asian Thought (Hst 391) 4

Modern East Asia (Hst 392) 4

Electives chosen from: Hst 333, 494, 495, 496, 497, 498; Arth 384, 467; approved work listed under Hst 399, 405, 407, 408, and 409 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, 416, 417; approved work listed under Hst 399, 405, 407, 408, and 409 16

Latin American History

(24 credits)

History of Latin America (Hst 350, 351, 352) ... 12

History electives chosen from: Hst 335, 464, 465, 485; approved work listed under Hst 399, 405, 407, 408, or 409 8

Another elective chosen from:

Geog 330, Span 322, 421, 422, 460 4

United States History

(24 credits)

American History and Life (Hst 250, 251) 8

Electives chosen from: Hst 383, 385, 451, 452, 453, 455, 456, 457, 458, 459, 476, 477 and 481, 482; approved work listed under Hst 399, 405, 407, and 408 16

History of Women and Minorities

(24 credits)

American History and Life (Hst 250, 251) 8

Electives chosen from: Hst 333, 335, 383, and 385; approved work listed under Hst 399, 405, 407, and 408 16

History Courses

See *Course Prerequisites Policy* on page 30.

LOWER DIVISION COURSES

Hst 110, 111 World Civilizations

4 credits each

Examines the development of world civilizations, with emphasis on political, economic, social, religious, and cultural factors. Relates earlier patterns of world civilization to present conditions and problems. Hst 110 covers the development of world civilizations from their emergence to 1500 C.E.; Hst 111 covers world civilizations since 1500 C.E. Course methods include lecture, discussion of readings, video documentaries, feature film analysis, and small group activities. Courses may be taken separately and out of sequence. Approved for general education (Explorations).

Hst 199 Special Studies

Credit 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. It is recommended that these courses be taken in sequence. Approved for general education (Explorations).

Hst 209 Practicum

Credit to be arranged

UPPER DIVISION COURSES

Hst 304, 305, 306 English History

4 credits each

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 and Core 101, 102, 103.

Hst 314 The Ancient Near East,

ca. 3000–500 B.C.E.

4 credits

Emphasizes the civilizations of Mesopotamia (e.g., Sumer, Akkad, Babylonia, Assyria) and Egypt with introductory consideration of other peoples of the ancient eastern Mediterranean and Asia Minor (notably the Aramaeans, Hittites, Hebrews, Phoenicians, and Persians). Prerequisites: Hst 110, 111 and Core 101, 102, 103.

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 ca. 146 B.C.E. Studies the major aspects of intellectual, cultural, and social development. Prerequisites: Hst 110, 111 and Core 101, 102, 103.

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.). Prerequisites: Hst 110, 111 and Core 101, 102, 103.

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 and Core 101, 102, 103.

Hst 318 European Renaissance and Reformation, 1300–1600

4 credits

Provides a topical introduction to the major change 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 and Core 101, 102, 103.

Hst 319 European Old Regime and the Enlightenment, 1600–1800

4 credits

Provides a topical introduction to the major change 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 and Core 101, 102, 103.

Hst 326 Pacific Northwest

4 credits

Presents a history of the region, emphasizing political, economic, social, and cultural developments, especially in Oregon. Prerequisites: Hst 250, 251 and Core 101, 102, 103.

Hst 328 Southern Oregon

4 credits

Surveys the general history of the region from the explorations of British and American fur trappers to the present. Examines the unique qualities, institutions, prehistory, and folklore of the area. Prerequisites: Hst 110, 111 and Core 101, 102, 103.

Hst 333 Women in Asian History

4 credits

Investigates the social and cultural history of women in China and Japan from ancient times to the present, emphasizing the changing roles of women, women in literature, and influential women.

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 and Core 101, 102, 103.

Hst 341, 342, 343 Modern Europe

4 credits each

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; and Hst 343 explores the years since the outbreak of the World War I. Emphasizes the affect 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 and Core 101, 102, 103.

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, Hst 352 the twentieth. Hst 351 and 352 pay particular attention to relations with the United States. Prerequisites: Hst 110, 111 and Core 101, 102, 103.

Hst 361, 362, 363 History of Africa

4 credits each

Surveys the historical development of African societies. Hst 361 includes topical analyses of Sudanic and forest states; Hst 362 covers comparative colonial experiences; and Hst 363 examines politics and societies in modern nation states. Prerequisites: Hst 110, 111 and Core 101, 102, 103.

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 United States government policy regarding Native Americans in the nineteenth and twentieth centuries. Prerequisites: Hst 110, 111; Hst 250, 251; and Core 101, 102, 103.

Hst 385 African American History

4 credits

Outlines and discusses the causes and consequences of forced migration from Africa in the sixteenth, seventeenth, and eighteenth centuries. Explores the political, social, economic, and psychological repercussions for both African Americans and Whites. Highlights ways in which African Americans have transcended that historical experience in the nineteenth and twentieth centuries. Prerequisites: Hst 250, 251 and Core 101, 102, 103.

Hst 391 East Asian Thought

4 credits

Studies Confucianism, Taoism, Legalism, and Buddhism in China, as well as Shinto, Confucianism, Buddhism, and bushido (the warrior ethic) in Japan. Surveys folk tradition and offers a brief treatment of communism in modern China and democracy in modern Japan. Prerequisites: Hst 110, 111 and Core 101, 102, 103.

Hst 392 Modern East Asia

4 credits

Presents political, social, and cultural developments in China and Japan from 1800 to the present. Includes military, cultural, and diplomatic contacts with the West. Prerequisites: Hst 110, 111 and Core 101, 102, 103.

Hst 399 Special Studies

Credit to be arranged

Hst 401 Research

Credit to be arranged

Hst 403 Thesis

Credit to be arranged

Hst 405 Reading and Conference

Credit to be arranged

Hst 407 Seminar

Credit to be arranged

Hst 408 Colloquium

Credit to be arranged

Hst 409 Practicum

1–5 credits each term (maximum 15 credits)

Hst 410 Practicum: Public History

1–4 credits

Involves hands-on and applied historical work for local public agencies (e.g., U.S. Forest Service, the Bureau of Land Management) under the direction of agency staff. In most cases, students must prepare for public history practicum work by completing a Reading and Conference course (Hst 405) appropriate to the focus of the practicum project. Enrollment is limited to available openings with local agencies. Credit is not offered for work completed prior to registration in Hst 410. Prerequisite: Consent of the department's practicum coordinator.

Hst 411 Practicum: Museums

Credit to be arranged (maximum 12 credits)

Covers the procedures and techniques for the planning, research, and basic operations of local museums. As part of the practicum, enrollees participate in the organization and implementation of exhibits and programs. Prerequisite: Consent of the department's practicum coordinator.

Hst 412 Oral History Methods

4 credits

Provides training in the methods and techniques of preparing for, conducting, transcribing, and interpreting oral history interviews. Special emphasis is placed on the role of interview methods in public or institutional history applications. Prerequisites for history majors: Hst 110, 111 and Core 101, 102, 103.



Hst 415 Senior Seminar

4 credits

History faculty alternate teaching this seminar each year. The faculty member chooses the topic. This is a required course for graduating history majors. Prerequisite: Senior standing and instructor consent.

Hst 416, 417 European Expansion and Interaction

4 credits each

Examines the expansion of Europe and its interaction with nonwesterners between 1200 and 2000. The primary focus is on the impact of nonwesterners on the European economic system, social structure, political life, and culture. Investigates why Europeans were better positioned than other societies to exploit changing market and investment opportunities on a global scale after 1650. Hst 416 covers 1200–1700, and Hst 417 covers 1700–2000.

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. Prerequisites: Hst 110, 111 and Core 101, 102, 103.

Hst 431, 432, 433 Islamic Middle East

4 credits each

Hst 431 covers the rise of Islam and Arab expansion in the Middle East, North Africa, Persia, India, and Spain, 600 to 1517 C.E. Hst 432 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. Hst 433 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 and Core 101, 102, 103.

Hst 444 Hitler and the Third Reich

4 credits

Examines the rise of German fascism and the Nazi party, with special emphasis on the role of Adolph Hitler in German and world history between 1919 and 1945. Open to students of all majors. Prerequisites for history majors: 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 and Core 101, 102, 103.

Hst 455 Colonial America

4 credits

Explores French and British settlement and colonial development in North America to 1763. Prerequisites: Hst 250, 251 and Core 101, 102, 103.

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 and Core 101, 102, 103.

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 and Core 101, 102, 103.

Hst 458 Civil War and Reconstruction

4 credits

Analyzes of the causes, nature, and effects of the American Civil War. Prerequisites: Hst 250, 251 and Core 101, 102, 103.

Hst 459 Rise of Industrial America

4 credits

Studies political, economic, and social history from the end of Reconstruction to 1920. Emphasizes industrialization, labor movements, agrarian problems, populism, and the emergence of the United States as an urban nation and world power. Prerequisites: Hst 250, 251 and Core 101, 102, 103.

Hst 464, 465 Mexico

4 credits each

Hst 464 explores colonial Mexico through independence from Spain in 1821. Hst 465 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 350, 351, 352. Prerequisites for nonmajors: Upper division standing and instructor consent.

Hst 466, 467 British Empire

4 credits each

Hst 466 explores the rise of the British empire, including the exploration, settlement, and expansion in the Americas, India, Middle East, and the Pacific from 1553 to 1900. Hst 467 covers the decline of the British empire, the impact of World Wars I and II, postwar independence

movements, and global decolonization. Prerequisites: Hst 110, 111 and Core 101, 102, 103.

Hst 476, 477 American West

4 credits each

Explores the history of the trans-Mississippi West. Hst 476 examines such themes as ancient and Native civilizations, the Spanish empire, westward expansion of Anglo Americans, and Manifest Destiny to 1865. Hst 477 explores the post-Civil War and twentieth-century West: the cattle kingdom, homestead settlement, railroad development, and modern industrialization and urbanization. Themes integral to both courses include gender roles and other cultural assumptions, as well as the ongoing interaction between Euro-Americans and the hundreds of Native nations of the region. Prerequisites: Hst 250, 251 and Core 101, 102, 103.

Hst 481, 482 Twentieth Century United States

4 credits each

Offers an advanced examination of the “American century.” Hst 481 explores American involvement in the World War I, the boom and bust of the 1920s, the New Deal, World War II, and the early years of the atomic era. Hst 482 covers the Eisenhower presidency, the 1960s, Nixon and Watergate, the “malaise” of the 1970s, and the Reagan-Bush era of the 1980s and early 1990s. Prerequisites: Hst 250, 251 and Core 101, 102, 103.

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 and Core 101, 102, 103.

Hst 494 China: Prehistory through 1279

4 credits

Explores political, economic, social, cultural, and religious developments in Chinese civilization from prehistory through 1279. Prerequisites: Hst 110, 111 and Core 101, 102, 103.

Hst 495 China: 1279 to 1900

4 credits

Explores political, economic, social, cultural, and religious developments in Chinese civilization from 1279 to 1900. Prerequisites: Hst 110, 111 and Core 101, 102, 103.

Hst 496 China: Twentieth Century

4 credits

Explores political, economic, social, cultural, and religious developments in twentieth century Chinese civilization. Prerequisites: Hst 110, 111 and Core 101, 102, 103.

Hst 497, 498 Japan

4 credits each

Studies the history of Japan from ancient times to the present. Hst 497 covers early Japan to about 1800; Hst 498 covers Japan from 1800 to the present. Emphasizes political, economic, social, religious, and cultural institutions. May be taken out of sequence. Prerequisites: Hst 110, 111 and Core 101, 102, 103.

International Studies

The International Studies degree program is listed on page 152 in the *Interdepartmental Degrees* section of this catalog.

International Studies Courses

See *Course Prerequisites Policy* on page 30.

LOWER DIVISION COURSES

IS 250 International Scene

4 credits

Introduces current international relations and global issues. Explores why nations go to war and how war might be prevented. Introduces students to changing world affairs. (Cross-listed with PS 250.)

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, 202. (Cross-listed with Ec 320.)

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. (Cross-listed with PS 350.)

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. (Cross-listed with PS 398.)

IS 401/501 Research

Credit to be arranged

IS 403/503 Thesis

Credit to be arranged

IS 405/505 Reading and Conference

Credit to be arranged

IS 407/507 Seminar

Credit to be arranged

IS 409/509 Practicum

Credit to be arranged

IS 450/550 U.S. Foreign Policy

4 credits

Explores the formulation and conduct of U.S. foreign policy, especially from World War II to the present. Prerequisite: PS/IS 350. (Cross-listed with PS 450/550.)

IS 498 Senior Seminar

4 credits

A capstone experience in which students demonstrate knowledge of global and regional international affairs. Students prepare a résumé and a portfolio showcasing their research and writing skills, study abroad experiences, and community and SOU service.

Political Science

541-552-6131

William Hughes, *Chair*

Professors: Les AuCoin, Sara Hopkins-Powell, Don B. Rhoades

Associate Professor: Timothy Dolan

Assistant Professors: William Hughes,

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. Political science is both a traditional liberal arts discipline that emphasizes writing, speaking, and analysis, and a career-oriented discipline with a wide range of applications. Students find political science useful preparation for graduate study and careers in law, governmental service, teaching, and business. Students majoring in the discipline are encouraged to: (1) participate in the department's Center for Social Research; (2) enroll in internships and practicum studies with student government, the Model United Nations Club, government agencies, and law offices; (3) develop a portfolio that demonstrates research and writing skills and community service; and (4) begin their training as career professionals and public managers.

Degrees

BA or BS in Political Science

Minor

Political Science

Accelerated Baccalaureate Degree Program

Political science majors may participate in the Accelerated Baccalaureate Degree Program. For information on this program, see page 160.

Requirements for Major

Students pursuing a major in political science must meet the following requirements:

1. Fulfill baccalaureate degree requirements as stated beginning on page 33.
2. Complete one of the courses below:
America and Globalization (PS 110),
Power and Politics (PS 201), or
Authority and Law (PS 202) 4
3. Any three of the following (12 credits total):
American Government (PS 310) 4
Globalization and Inequality (PS 320) 4
Public Management and the
Environment (PS 330) 4
Law, Science, and the
Environment (PS 340) 4
World Politics (PS 350) 4
4. Research Methods (PS 398) 4
5. Senior Seminar (PS 498) 4
6. 24 elective credits, of which 16 must be upper division.
7. Maintain a minimum 2.5 GPA in upper division political science courses.

Minor

(24 credits minimum)

America and Globalization (PS 110) 4

Research Methods (PS 398) 4

At least 16 additional credits with 12 credits at the upper division level 16

Requires submission of a portfolio of written assignments from at least two 300-level courses and the research design from PS 398.

Political Science Courses

See *Course Prerequisites Policy* on page 30.

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 199 Special Studies

Credit 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 210 State and Local Government

4 credits

Examines the policy and problems of American state and local governments.

PS 250 International Scene

4 credits

Introduces current international relations and global issues. Explores why nations go to war and how war might be prevented. Introduces students to changing world affairs. (Cross-listed with IS 250.)

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. Prerequisites: Completion of all lower division general education requirements. Approved for general education (Synthesis and Applications).

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 320 Globalization and Inequality

4 credits

Explores the ongoing process of economic, political, social, and cultural global integration by analyzing comparatively the impacts of globalization on governments and societies around the world. Discusses the implications of globalization for individuals, groups, and nation states. Compares reactions to globalization, including assimilation, resistance, protest, terrorism, and war.

PS 330 Public Management and the Environment

4 credits

Explores the interplay of the federal legislative process, executive agencies, and the Office of Management and Budget in the management of public lands in the American West. Focuses on case studies from environmental policies, leadership, decision making, personnel administration, and the ethics of management.

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. Prerequisites: Completion of all lower division general education requirements. Approved for general education (Synthesis and Applications).

PS 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. (Cross-listed with IS 350.)

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

Credit to be arranged

PS 401/501 Research

Credit to be arranged

PS 403/503 Thesis

Credit to be arranged

PS 405/505 Reading and Conference

Credit to be arranged

PS 407/507 Seminar

Credit to be arranged

PS 409/509 Practicum

Credit to be arranged

PS 419/519 Topics in American Politics

4 credits each

Offers the following and other topics as needed: Political Parties, Interest Groups, Political Campaigns, Presidency, Congress, Politics and Media, Oregon Politics, Rogue Valley Politics, Public Policy, and Political Scandal. Repeat credit is allowed for distinct topics. Prerequisites are determined by topic.

PS 429/529 Topics in Comparative Politics

4 credits each

Offers the following and other topics as needed: Europe, Asia, Latin America, Middle East, Africa, Third-World Politics, Revolution, Terrorism, and Political Violence. Repeat credit is allowed for distinct topics. Prerequisites are determined by topic.

PS 430/530 Nonprofit Organization Management

3 credits

Covers management techniques and practices widely employed in the nonprofit organiza-

tional environment. Emphasizes organizational structure, personnel management, budget and finance, board development, planning and decision making, grant and RFP procedures, and liability issues as they pertain to the not-for-profit enterprise. (Cross-listed with MM 530.)

PS 431/531 Public Organizations

3 credits

Provides a conceptual framework for examining bureaucracy, scientific management, human relations, and open-systems types of organizations. Studies leadership style, job characteristics, and performance goals. Undergraduate prerequisite: PS 330.

PS 432/532 Policy Analysis

3 credits

Examines the process of policy formation and implementation. Teaches quantitative and qualitative methods of analyzing public policy and helps students evaluate alternative solutions by their political, economic, legal, and administrative feasibility. Undergraduate prerequisites: PS 330 and 398.

PS 433/533 Public Financial Management

3 credits

Provides the necessary management skills in financial and budget analysis for careers in public management and consulting or for service as a board member or an elected or appointed official. Includes study of financial theory, which addresses the sources and uses of public funds (e.g., taxing, borrowing, the cost of capital). Undergraduate prerequisites: PS 330 and 398.

PS 434/534 Human Resource Management

3 credits

Examines human resource policies as practiced in governmental contexts, particularly at the local level. Emphasizes innovative techniques for enhancing employee performance and agency effectiveness. Undergraduate prerequisite: PS 330.

PS 435/535 Administrative Law

3 credits

Explores the law of public agencies, such as the scope of an agency's authority, decision making (including the use of discretion), tort claims, and freedom of information and open meeting requirements. Undergraduate prerequisite: PS 240 or 340.

PS 436/536 Health Care Policy

3 credits

Studies how social and political issues converge in the area of health care and how insurance and pharmaceutical companies, doctors, and state and local officials all have a stake in the outcome of health care policy decisions. Briefly reviews international health care policy. Undergraduate prerequisite: PS 330.

PS 437/537 Policy and Project Development

3 credits

Introduces the skills necessary for developing policies that will be presented to government bodies. Covers how to take an idea from the conceptual stage to implementation.

PS 439/539 Topics in Management

3 credits each

Offers the following and other topics on the basis of need: Intergovernmental Relations, Environmental Policy, Global Environmental Policy, International Public Management, Public Resources Policy, Water Law, and Comparative Public Policy. Repeat credit is allowed for distinct topics. Prerequisites determined by topic.

PS 440/540 Legal Research and Reasoning

4 credits

Explores how to find “the law,” make sense of it, and communicate your findings and conclusions coherently and persuasively to other people. Emphasizes research strategies, problem solving, and analysis. Uses print and online resources. Undergraduate prerequisite: PS 240.

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 449/549 Topics in Law

4 credits

Offers the following and other topics as needed: Constitutional Law, International Law, First Amendment, Free Speech, Separation of Church and State, and Affirmative Action. Repeat credit is allowed for distinct topics. Prerequisites determined by topic.

PS 450/550 U.S. Foreign Policy

4 credits

Explores the formulation and conduct of U.S. foreign policy, especially from World War II to the present. Prerequisite: PS/IS 350. (Cross-listed with IS 450/550.)

PS 459/559 Topics in International Relations

4 credits

Offers the following and other topics as needed: Superpowers, Model United Nations, Issues of War and Peace, International Organizations, and Human Rights. Repeat credit is allowed for distinct topics. Prerequisites determined by topic.

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 distinct 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. Prerequisite: Senior standing.

Psychology

Education-Psychology 246
541-552-6206

Josie A. Wilson, *Chair*

Professors: Michael J. Naumes, J. Fraser Pierson, Paul Rowland, Karen L. Salley, Gerald W. Stein, Josie A. Wilson

Associate Professors: Michael W. Andrews, Lani C. Fujitsubo, Paul D. Murray

Assistant Professors: David Kemppainen, Marc Levy, Mary P. Russell-Miller

Adjunct Faculty: John Burns, 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. Prepare for paraprofessional work in applied behavioral sciences and social service fields; and
3. Prepare for 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 Services, 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 (either from another major or institution) 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 2.7; University Colloquium or Wr 121, 122; Bi 101 and 102 or 103; Mth 243; and psychology courses as listed under section 2a of the *Requirements for 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 courses 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 Major

1. Fulfill baccalaureate degree requirements as stated beginning on page 33.
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, and 228, 229.
 - b) Core curriculum (16 credits): Psy 334 or 370; Psy 341, 351, and 498, 499. Psy 334 must be taken from the Psychology Department.
 - 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 and a minimum cumulative GPA of 2.5 in all psychology courses are required for a BA or BS in psychology or human services.
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 one approved research proposal in specified upper division courses.

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, 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 33.
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): Students select four courses from: Soc 304, 310, 312, 334, 444, 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.

Note: Factors such as the number of credits and types of courses transferred to SOU may affect the total number of credits accrued in satisfying all requirements for graduation.

Requirements for 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 158.

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 *Area Degrees* on page 152, in the *Interdisciplinary Majors* section of this catalog. 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 departmental advisors in psychology. Application to the Psychology Department is required after the following prerequisites have been met: all required courses and one approved research proposal in upper division psychology courses; Bi 101 and 102 or 103; Psy 201, 202; and Psy 228, 229. 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 Graduate Program (MAP)

Prospective students should address inquiries to the Psychology Department office coordinator or the Master in Applied Psychology (MAP) Program graduate coordinator.

The principle objective of the MAP is to provide professional training in the application of psychological principles and methodologies to increase functioning and service delivery in public and private agencies, organizations, and communities. Each of the three tracks (Organizational Training and Development, Human Services, 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 who are 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 our 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 Services (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 analysis, are central to this program. These skills are in increasing demand at both public and private agencies. The Human Services curriculum is designed to intersect with the SOU Human Service Degree Completion Program. It also conforms to broad educational objectives in human services, 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 is currently initiating this process, and since the track started in 2000, it has not yet had the opportunity to pass the formal accreditation process of CACREP. 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 is February 15. Students are required to submit two separate applications:

1. an SOU application for admission using the policies described on page 173, along with a \$50 application fee; and
2. a Master in Applied Psychology application, which may be acquired by contacting MAP Graduate Coordinator Lori Courtney by phone at 541-552-6947 or by email at map@sou.edu. These applications are also available online at www.sou.edu/psych/graduate.htm.

A completed Graduate Record Examination (GRE) General Test is also required for admission. Applicants must have a minimum combined score of 1200 on the Verbal, Quantitative, and Analytical Skills subtests for consideration. Preference is given to applicants with a combined score of 1500 and a minimum of 500 on the Verbal subtest. Foreign students must submit a record of having taken the TOEFL with a score of 540 or above.

While most students attend full time, a part-time option may be available. Contact the graduate coordinator for details.

MAP Prerequisites

Prior to beginning their graduate program, all MAP students are required to complete the following undergraduate psychology requirements:

Track	MAP Prerequisite
All	General Psychology Statistics (Descriptive) Statistics (Inferential) Research Design/Methods
MHC, OTD	Learning and Memory
MHC	Lifespan/Developmental Abnormal
OTD	Biological Bases
OTD, HS	Social Psychology Group or Organizational
HS	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, taken in the sequences listed.

Organizational Training and Development*

Applied Social Psychology (Psy 534)	4
Human Learning (Psy 541)	4
Industrial/Organizational Psychology (Psy 546)	4
Training Design I: Instructional Development (Psy 517)	4
Group Dynamics and Training (Psy 538)	4

Applied Research Design (Psy 542)	4
Training Design II: Media and Technology (Psy 518)	4
Group Facilitation and Assessment (Psy 539) ..	4
Psychobiology (Psy 551) or Health Psychology (Psy 552)	4
Practicum (Psy 509) or Teaching Psychology (Psy 516)	2-6
Personality and Organizational Behavior (Psy 533)	4
Elective (MM 517 or TBA)	TBA
Practicum (Psy 509) or Teaching Psychology (Psy 516)	2-6
Ethics and Roles (Psy 582)	2
Advanced Multicultural Psychology (Psy 587) ..	2
Elective (See Advisor)	TBA
Practicum (Psy 509) or Teaching Psychology (Psy 516)	2-6
Program Evaluation (Psy 530)	4
Elective (See Advisor)	TBA

*To graduate from the OTD track of the MAP program, students must achieve satisfactory grades for: 1) all core courses specified above; 2) approved graduate elective courses, yielding a minimum total of 12 credits; and 3) a minimum of 9 credits from Psy 509 or 516, with no less than 2 credits taken in each of three terms. This yields a minimum total for the program of 69 credits, with the expectation being 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 Services

Counseling Theory (Psy 571)	4
The Helping Relationship (Psy 502)	4
Ethics and Roles in the Helping Profession (Psy 581)	4
Industrial/Organizational Psychology (Psy 546)	4
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)	TBA
Practicum (Psy 509)	1-6
Advanced Human Growth and Development (Psy 570)	4
Elective (see advisor)	TBA
Practicum (Psy 509)	1-6
Community Psychology (Psy 531)	4
Group Dynamics and Training (Psy 538)	4
Practicum (Psy 509)	1-6
Group Facilitation and Assessment (Psy 539) ..	4
Elective (see advisor)	TBA

Mental Health Counseling

(90 credits)

Counseling Theory (Psy 571)	4
The Helping Relationship (Psy 502)	4
Ethics and Roles in the Helping Profession (Psy 581)	4
Advanced Human Growth and Development (Psy 570)	4
Individual Counseling Practicum (Psy 504)	4
Applied Research Design (Psy 542)	4
Group Counseling (Psy 574)	4
Group Counseling Practicum (Psy 506)	4
Advanced Psychopathology (Psy 583)	4
Multicultural Mental Health (Psy 586)	4

Internship (Psy 510)	1-6
Elective (see advisor)	TBA
Crisis Intervention (Psy 575)	4
Assessment (Psy 521)	4
Internship (Psy 510)	1-6
Occupational Choice (Psy 549)	4
Professional Guidance (Psy 599)	4
Internship (Psy 510)	1-6
Mental Health Profession (Psy 573)	4
Internship (Psy 510)	1-6
Elective (see advisor)	TBA
Internship (Psy 510)	1-6
Elective (see advisor)	TBA

Certificate Programs

The department offers two certificate programs at the graduate level: the Child/Family Specialization and the Adult/Elder Specialization. These programs are intended for professionals who wish to increase their knowledge of research, theory, and clinical issues in working with either children and families or adults and elders. Courses are taken with students who are currently enrolled in the MHC track of the MAP program. Enrollees are expected to have met the undergraduate prerequisites for graduate courses in the certificate. Enrollees pay the same tuition as for any graduate course at SOU. Below are the courses offered in these areas:

Child/Family Specialization

Psy 543, 563, 576, 577, and 569

Adult/Elder Specialization

Psy 566, 567, 578, 569, and elective

Prospective enrollees in the certificate programs should address inquiries to the Psychology Department office coordinator or the MAP graduate coordinator.

Students develop a program of study in consultation with the Department of Psychology graduate studies coordinator and a major advisor from the department. The course content must conform to the social science requirements of the Psychology and Graduate Studies Departments (see the *Graduate Studies* section on page 173).

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.

Human Services, Field Practicum, and Internship Programs

The human services, field practicum, and internship programs provide a sequence of progressively intensive experiences in human service agencies on campus 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. Past students have been placed in the following organizations: Community Works; Mental Health Services; Welfare Department; Children's Services; Vocational Rehabilitation Services; Veterans Domiciliary; 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 Re-

source 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 the 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

See *Course Prerequisites Policy* on page 30.

LOWER DIVISION COURSES

Psy 199 Special Studies

Credit 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, maladaptive behavior patterns, treatment approaches, and social psychology. Approved for general education (Explorations).

Psy 209 Human Services Practicum

1–3 credits each term

Offers entry-level field experience for psychology students. Typically taken during the freshman or sophomore year. Graded P/NP only. See *Human Services, Field Practicum, and Internship Programs* on page 121. 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 Laboratory 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 Laboratory II

4 credits

Examines quasi-experimental and 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

Note: University Colloquium or Wr 121, 122 and Psy 201, 202 are prerequisites for all upper division psychology courses, unless otherwise noted. Additional prerequisites are listed at the end of individual course descriptions.

Psy 309 Advanced Human Services Practicum

1–6 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 the earlier section on *Human Services, Field Practicum, and Internship Programs* for the types of agencies and programs where placement is possible. Graded P/NP only. Prerequisite: Junior standing or above.

Psy 313 Psychology and Film

4 credits

Uses the medium of modern movies to explore psychological concepts. Topics explored include abnormal psychology, social psychology, group dynamics, relationship issues, communication styles, and family dynamics.

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. Determines the influence of these topics on interpersonal effectiveness and satisfaction with life.

Psy 320 Contemporary Psychophysiological Issues

4 credits

Provides an overview, in a graduate seminar format, of physiological psychology topics of contemporary interest and their potential impact on society. Possible topics include biofeedback, behavioral medicine and healing, human electrical brain stimulation, and the physiological bases of mental disorders. Content varies from year to year.

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 are 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, biological rhythm, sleep, consciousness, 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. Designed to provide 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, 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

Topics and credit vary. Psy 201, 202 recommended.

Psy 401/501 Research

Credit to be arranged

Psy 405/505 Reading and Conference

Credit to be arranged

Psy 407/507 Seminar

Credit to be arranged

For more information, see *Additional Educational Offerings* on page 121.

Psy 409 Practicum and Seminar in Psychological Services

Credit to be arranged

Formal application to the Psychology Department practicum coordinator is required prior to registration. 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 must 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 *Human Services, Field Practicum, and Internship Programs* on page 121. Graded P/NP. Prerequisites: Senior standing; consent of the instructor and involved agency; and substantial coursework in psychology and related behavioral science disciplines.

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. Participants consider the applications of humanistic and existential perspectives to their own lives and fields of interest.

Psy 416/516 Teaching Psychology

1–6 credits each term

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 421 Principles and Methods of Psychological Assessment

4 credits

Applies psychological methods to the study of the individual. Surveys intelligence, achievement, special aptitude, and personality tests; theoretical and statistical background for interpretation of test scores; and training in diagnosis of actual cases.

Psy 429/529 Program Development

4 credits

Explores the principles, processes, and practices involved in the creation of public policies and programs related to human services. Students develop a model human service program as a significant part of this course. Prerequisites: Instructor consent and undergraduate courses in descriptive and inferential statistics.

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. Prerequisite: Psy 229 or 327.

Psy 432/532 Personality

4 credits

Offers an 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 ecological perception; the effects of noise, temperature, air pollution, and wind on behavior; personal space; territoriality; crowding; and urban problems.

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. Prerequisites: Comm 125 or experience in interpersonal communication or social psychology; junior standing or above.

Psy 442 Research in Psychology

4 credits

Continues study of the research designs used in psychological science. Applies the scientific method to specific questions in psychology. Through a research project, students develop knowledge and skills in researching psychology literature; forming hypotheses; designing experimental, quasi-experimental, or observational studies; collecting and analyzing data; and drawing conclusions. Prerequisites: Psy 228, 229.

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 selected from 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 is 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 or corequisite: 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 in this analysis. 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 454/554 Biofeedback and Applied Psychophysiology

4 credits

Provides an overview, in a graduate seminar format, of the clinical and experimental literature on self-regulation of physiological and psychological states using biofeedback and other applied psychophysiological techniques. Discusses medical and psychological applications of self-regulation techniques and related procedures.

Psy 455/555 Altered States of Consciousness

4 credits

Covers recent developments and revisions regarding the role of consciousness and altered states of consciousness (ASCs) in the study of the human organism. Considers paranormal, perceptual, and sleep and dream phenomena.

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, 202 recommended.

Psy 471 Introduction to Helping Skills

4 credits

Explores the roles and functions of the professional counselor relative to other mental health professionals. 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. Also emphasizes helping microskills, ethics, and application of contemporary theory. Prerequisite: Senior standing.

Psy 475 Crisis Intervention Strategies

4 credits

Introduces crisis intervention research and theory. Emphasizes interventions for suicide, domestic violence, rape, posttraumatic stress disorder, grief, and terrorism.

Psy 479 Abnormal Psychology

4 credits

Surveys the major categories of behavioral and mental disorders, including schizophrenia and anxiety, childhood, dissociative, mood, personality, sexual, and substance disorders. Explores etiology, general characteristics of the disorders, and current treatments. Emphasizes the socio-cultural 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," the condition of intergenerational trauma and grief, and the extent to which present-day, mainstream interventions are effective or ineffective. Emphasis is on working with indigenous client populations.

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 life cycles, theories, and contemporary social problems. Critiques traditional psychological assumptions, data, philosophies, and policies in light of new trends. Each student actively explores empirical and experiential aspects of such issues as psychological sex differences, socialization of gender, identity development, androgyny, power, language, violence, and therapy. Prerequisite: WS 201.

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 a 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 current enrollment in MAP.

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

Credit to be arranged

Psy 504 Individual Counseling Practicum

4 credits

Supervised practicum and training to accompany the theories studied in Systems of Counseling (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. Corequisites: Psy 574 and enrollment in the HS or MHC track.

Psy 509 Practicum

1-6 credits

Supervised experience at agencies and organizations. Students provide professional services reflecting their academic goals. They work as part of the organization and are under supervision by a site supervisor and an SOU practicum supervisor. Graded P/NP. OTD, HS, and other graduate students may take up to 10 credits of supervised practicum during their program. Prerequisite: Enrollment in the OTD or HS track.

Psy 510 Internship

1-6 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 practicum director are essential components of this experience. Graded P/NP. MHC students are required to take at least 30 credits of supervised practicum during their program. Prerequisites: Psy 571, 574, and enrollment in the MHC track.

Psy 517 Training Design I: Instructional Development

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. Prerequisite: Enrollment in the MAP program.

Psy 518 Training Design II: Media and 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 and evaluating the effectiveness of group training workshops and presentations. Prerequisite: Psy 517.

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 421 recommended.

Psy 526 Applied Statistical Analysis

4 credits

Covers statistical methods commonly used to assess program progress and outcomes and to create and evaluate program proposals. Introduces computer programs used for analyzing data and reporting results. Prerequisites: Psy 225, 226; 327 or 228, 229.

Psy 528 Introduction to Personality Assessment

4 credits

Surveys principles and methods used for measuring personality. Introduces structured and nonstructured assessment devices and methods, with emphasis on rationale and interpretation. Prerequisites: Psy 479 and 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. Prerequisites: Psy 225, 226; 327 or 228, 229; and 542.

Psy 533 Personality and Organizational Behavior

4 credits

Surveys the theories and research on factors affecting behavior in organizations, with emphases on individual differences, psychosocial influences, and especially personality. Also covers methods such as assessment and psychological testing.

Psy 534 Applied Social Psychology

4 credits

Surveys research and theory in social psychology, with particular emphasis 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: Psy 334.

Psy 538 Group Dynamics and Training

4 credits

Examines group and interpersonal functioning through practical laboratory experience. Specific skills and topics may include 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 as part of this course. 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: Psy 341 or 444.

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. Prerequisites: Psy 225, 226; 327 or 228, 229.

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 547 Organizational Behavior Management

4 credits

Studies the application of learning principles to organizations. Emphasizes the application of operant and classical conditioning to such issues as motivation, compensation, commitment, productivity, and other workplace areas of concern.

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 affect, 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: Psy 351 or Human Biology.

Psy 566 Seminar: Psychology of Aging
4 credits

Examines the psychological processes of aging, starting with adult developmental maturity through old age and death. Of primary concern is continuing social and personal adaptations to physical changes and the impact of cultural attitudes on the self-concept of adults in middle and old age. Psy 465 recommended. Prerequisite: Psy 370.

Psy 569 Psychology of Human Sexuality
4 credits

Surveys the psychological aspects of human sexuality, including physiological and sociological factors relevant to human sexual behavior. Considers sexual adjustment, maladjustment, sexuality research, and therapy. Prerequisite: Psy 369.

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 460/560 or 370.

Psy 571 Counseling Theory
4 credits

Explores the roles and functions of the professional counselor relative to other mental health professionals. Focuses on developing the core ingredients of effective counseling practice, including the 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 foundational to contemporary theoretical orientations. Surveys the primary models of counseling and psychotherapy from theoretical, experiential, and personal growth perspectives. Prerequisite: Psy 479.

Psy 573 Mental Health Profession
4 credits

Students refine their counseling skills and continue to develop their 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 or human service professional. Prerequisites: 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: Psy 438/538 and enrollment in the HS or MHC track.

Psy 575 Advanced Crisis Intervention Strategies
4 credits

Applies helping 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, posttraumatic 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. Prerequisites: Psy 479 and 471/571.

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 MHC track.

Psy 578 Counseling with Elders
4 credits

Surveys issues and counseling methods involving individual, relationship, and family counseling with elders. Addresses integration of counseling with concurrent medical treatment for or management of chronic physical disorders or disabilities. Prerequisite: Enrollment in the MHC track.

Psy 581 Ethics and Roles in the Helping Profession
4 credits

Examines the ethical standards of the American Counseling Association, the American Psychological Association, 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 applied psychology. Emphasizes issues of public policy and sociocultural factors affecting applied psychology. 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), the National Organization for Human Service Education, and the American Society of Training and Development. Challenges participants to apply critical thinking skills to ethical decision making in their respective professional roles. Prerequisite: Enrollment in the MAP program.

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: Psy 479.

Psy 586 Multicultural Mental Health
4 credits

Surveys the mental health status of racial and ethnic groups in the United States. Presents culture-specific models for providing assessment, diagnostic, and treatment services for individuals, including children, adolescents, adults, families, groups, and communities. Examines training for service providers and ethical issues.

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.

Sociology and Anthropology

Taylor 122

541-552-6321

Echo Fields, *Chair*

Professors: Bryce Johnson, Victoria Sturtevant

Associate Professors: S. M. Shamsul Alam, Anne Chambers, Jean Maxwell, Mark Shibley

Assistant Professors: Echo Fields, Mark Tveskov

Adjunct Faculty: Barry Baker, Jack Bynum, Keith Chambers, Thomas Grauman, Robert Horton, David Milton, James Phillips, Kevin Preister, Bonnie Yates, Grace Zilverberg

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.

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 such sectors as business, education, health care, the criminal justice system, social services, and the government. For students interested in becoming a professor, researcher, or applied sociologist, 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.

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 services, 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.

Degrees

BA or BS in Sociology

BA or BS in Anthropology

Minors

Sociology and Anthropology

Certificates

Applied Cultural Anthropology

Cultural Resource Management

Becoming a Sociology Major

Prospective sociology majors apply to the department by submitting a personal statement describing their goals; evidence of a minimum cumulative GPA of 2.7 in Soc 204, 205 and Anth 213; a B- or higher in Soc 301; and proof of having completed University Colloquium and Mth 243. 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 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 33.
2. A minimum of 60 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 301.
4. Quantitative Reasoning component: Mth 243.
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. 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

Sociology majors have a choice of two capstone experiences. Both choices require students to bring sociological expertise to bear on new problems. In one case, this is done in a seminar where students review writing, research, and current controversies in the field. The other capstone experience provides students with an opportunity to apply their expertise to individual research and analysis of a selected issue or social problem.

Sociology Core Courses

(60 credits)

Cultural Anthropology (Anth 213)	4
The Sociological Imagination (Soc 204)	4
American Society (Soc 205)	4
Sociological Practice (Soc 301) ¹	4
Qualitative Social Research	
Methods (Soc 326) ¹	4
Quantitative Social Research	
Methods (Soc 327) ¹	4
Social Psychology (Soc 334) ²	4
Classical Sociological Thought (Soc 370)	4
Senior Capstone (Soc 414) ¹	4
Choose two courses from the following:	
Social Inequality (Soc 434)	4
Social Organization (Soc 444)	4
Sociology of Deviant Behavior (Soc 454)	4
Sociology of Religion (Soc 461)	4
Contemporary Sociological Thought (Soc 472) ..	4
Upper division electives	16

Note: A minimum of 8 credits must be in sociology, excluding practicum credits. With advisor approval, the remaining 8 credits may be drawn from a related discipline in support of the student's specialized interests.

Sociology Minor

(28 credits)
Students are required to register with a minor advisor through the department office.

Required Courses

Sociological Imagination (Soc 204)
and American Society (Soc 205) 8
Upper division electives
(excluding practicum) 20
Approved workshops or seminars may be included. At least 8 credits must be in 400-level courses.

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 33.
- 2. A minimum of 52 credits in the major, 44 of which must be upper division.
- 3. Research and Writing requirement: Anth 301.
- 4. Elementary Statistics (Mth 243) (4 credits)
Note: Students intending a career in elementary teaching may petition the department to substitute the Mth 211, 212, 213 sequence (12 credits).
- 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)
Physical Anthropology and
Archaeology (Anth 211) 4
Cultural Anthropology (Anth 213) 4
Practicing Anthropology (Anth 301) 4
Students may choose to focus on archaeology or cultural anthropology or to integrate the two.

- 1. 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
Topics and Regions in
Archaeology (Anth 320) 4
World Prehistory (Anth 321) 4
Ritual and Religion (Anth 332) 4
Native North America: Special
Studies (Anth 334) 4
Gender Issues (Anth 340) 4
Human Evolution (Anth 350) 4
Archaeological Field School (Anth 375) .. 4
- 2. Application (4 credits)
One course from:
Applied Anthropology (Anth 460) 4
Cultural Resource
Management (Anth 462) 4
- 3. Methods (4 credits)
One course from:
Ethnographic Research
Methods (Anth 360) 4
Archaeological Research
Methods (Anth 370) 4

- 4. Theory (8 credits)
History of Ethnographic
Theory (Anth 410) 4
One course from Anth 450, 451, or 455 4
Culture Change (Anth 450) 4
Ecology of Small-Scale
Societies (Anth 451) 4
Anthropological Film (Anth 455) 4
- 5. Practicum: Field Study (Anth 409) (4 credits)
- 6. Senior Capstone (Anth 414) (4 credits)
- 7. Specialized Interests (8 credits)
Two or more courses in anthropology or a related discipline. Selection must fit with individual orientation and be approved by advisor.

Anthropology Minor

(28 credits)
Students working toward a minor in anthropology are required to register with an advisor through the department office.

Required Courses

Physical Anthropology and
Archaeology (Anth 211) 4
Cultural Anthropology (Anth 213) 4
Choose from:
Upper division anthropology electives 20

Information on Applied Certificates and Interdisciplinary Studies in Anthropology

Students who wish to work on an applied certificate in anthropology or to obtain a baccalaureate degree in interdisciplinary studies with anthropology as the department of emphasis



Footnotes

¹ Courses limited to majors, minors, and interdisciplinary majors with sociology as the primary field.
² Must be taken from the Sociology Department.

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 interdisciplinary 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 services, 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

(4 credits)

Choose from:

Pacific Cultures (Anth 317)	4
Native North America (Anth 318)	4
Cultures of the World (Anth 319)	4
Native North America Special Studies (Anth 334)	4
Contemporary Issues in Native North America (Soc 338)	4
Sociology of the Third World (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.

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:

Conservation of Natural Resources (Bi 445)	4
Land Use Planning (Geog 439)	4
Southern Oregon (Hst 328)	4
Pacific Northwest (Hst 326)	4
American West (Hst 477)	4
Community (Soc 310)	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.

Anthropology Courses

See *Course Prerequisites Policy* on page 30.

LOWER DIVISION COURSES

Anth 199 Special Studies

Credit to be arranged

Anth 209 Practicum

Credit 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, 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: Anth 211 or 213, plus Core 103.

Anth 310 American Culture

4 credits

Provides an overview of U.S. culture and society. Examines a wide range of specific cultural expressions, the history of 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, 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.

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. Examines a range of specific 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. Prerequisite: Completion of all lower division general education requirements. Approved for general education (Synthesis).

Anth 320 Topics and Regions in Archaeology
2–4 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 Native North America: Special Studies

4 credits each topic (maximum 12 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. 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. 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 (maximum 12 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. Prerequisite: Instructor consent.

Anth 399 Special Studies

Credit to be arranged

Anth 401 Research

Credit to be arranged

Anth 403 Thesis

Credit to be arranged

Anth 405 Reading and Conference

Credit to be arranged

Anth 407 Seminar

Credit to be arranged

Anth 409 Practicum: Field Study

Credit to be arranged

Applies anthropological concepts and methods. Settings may include schools, museums, medical facilities, government agencies, busi-

nesses, 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 methods and 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 theoretical understandings, and methodological skills. Includes a reflective component linking applied experiences to professional goals. Prerequisites: Core requirements in the major.

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 courses.

Anth 451/551 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 styles of filmmaking, contemporary issues, and ethical concerns. Prerequisites: Anth 213 and 4 credits of upper division anthropology courses.

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.

Sociology Courses

See *Course Prerequisites Policy* on page 30.

LOWER DIVISION COURSES

Soc 199 Special Studies
Credit 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
Credit to be arranged

UPPER DIVISION COURSES

Soc 301 Sociological Practice
4 credits

Examines the sociology major and the skills needed to succeed in college and apply sociological perspectives. Explores career options for sociology majors and paths for reaching occupational goals. Special focus is on writing and library research skills to prepare for upper division work and career exploration. Prerequisites: Soc 204 and sociology major.

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. Prerequisite: Com-

pletion of all lower division general education requirements. Approved for general education (Synthesis).

Soc 305 Social Issues and Social Policy
Credit to be arranged

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. 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 Qualitative Social Research Methods
4 credits

Introduces the techniques used to gather and analyze qualitative data in social research. Emphasizes field research and inductive logic. Topics may include historical and comparative techniques and focus group interviews. Covers measurement, sampling, and causation with respect to qualitative research. Explores the philosophical underpinnings of qualitative methods and provides hands-on research experience in social settings. Gives particular attention to the political and ethical dimensions of qualitative research. Prerequisite: Sociology major or interdisciplinary major with sociology emphasis.

Soc 327 Quantitative Social Research Methods
4 credits

Introduces the techniques used to gather and analyze quantitative data in social research, with emphasis on survey research and deductive logic. Topics may include experimental design and analysis of census data. Covers measurement, sampling, and causation with respect to quantitative research. Explores the philosophical underpinnings of quantitative methods and provides experience analyzing quantitative data using SPSS. Pays particular attention to the political and ethical dimensions of quantitative research. Prerequisite: Sociology major status or interdisciplinary major with sociology emphasis. *Note:* Soc 326 is not a prerequisite for Soc 327.



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 334 Social Psychology

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. Also examines the development and maintenance of norms and pressures for conformity. In exploring theories of socialization and personality development, special attention is given to sociological theories and perspectives, including symbolic interactionism and feminist examinations of psychoanalytic theories. Prerequisite: Soc 204.

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 South Africa and Brazil. 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. Prerequisite: 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. Prerequisite: Soc 204.

Soc 345 Sociology of the Third World

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 mod-

ernization, 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 contributions of early writers' inquiries into the nature of social structure in nineteenth and early twentieth century society. Focuses on the world views and writings of Comte, DuBois, Durkheim, Marx, Simmel, Weber, Wollstonecraft, and other masters who laid the foundation of sociology as a discipline. Emphasizes the application of classical theory to contemporary social issues. Prerequisite: Soc 204.

Soc 399 Special Studies

Credit to be arranged

Soc 401 Research

Credit to be arranged

Soc 403 Thesis

Credit to be arranged

Soc 405 Reading and Conference

Credit to be arranged

Soc 407 Seminar

Credit to be arranged

Prerequisite: Soc 370.

Soc 408 Workshop

Credit to be arranged

Soc 409 Practicum

1-6 credits (maximum 15 credits)

Includes preprofessional work in agencies, with an emphasis on providing human services or applying sociological perspectives in field settings. Up to 8 credits may be applied to the upper division sociology elective for the major. Prerequisite: Sociology major or interdisciplinary major with sociology as the primary field.

Soc 414 Senior Capstone

4-8 credits

Explores aspects of the field in greater depth. Students have an opportunity to review and integrate sociological theory and research. They choose from two course options: 1) undertaking a major student project or 2) participating in a seminar assessing current research and writing in sociology. Prerequisites: Soc 326; all required writing courses or Soc 301; the application for graduation; and sociology major or interdisciplinary major with sociology as the primary field.

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, and alternatives to bureaucracy. Considers the impact of the global dominance of bureaucratic institutions on 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. Prerequisites: Soc 204 and 370.

Education

Education-Psychology 142
541-552-6286

Geoffrey Mills, *Associate Dean for Teacher Education*

William Greene, *Chair*

Professors: Arnold Abrams, William

Danley Jr., Geoffrey Mills, Carolyn Ruck,
Marty Turner, Petey Young

Associate Professors: Gregg Gassman, William Greene, Younghee Kim, Steve Thorpe

Assistant Professors: Jo-Anne Lau-Smith,
Joan Marioni, Carol Zinn

Instructor: Anita Caster

Lecturers: Kristin Avalon, Jennifer Damon-

Tollenaere, Stacey Faught, Linda Floyd,

Nicole Heun, Donna Jones, Joan

Keller-Hand, Luann Lane, Christyn

Madau, Kathy Spain, 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 Education Department 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 Education Department for information regarding an appropriate undergraduate major. Since there are other admission requirements for these programs, students are advised to contact the Education Department for assistance.

Initial Licensure Programs

The Education Department 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 Education Department 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 Education Department at 541-552-6286 for application deadlines and enrollment limitations.

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. 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 5–10)

High school (grades 8–12)

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

Note: Some students may be able to attain only one authorization level due to programmatic limitations, such as the subject areas in business, French, German, and Spanish.

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 Education Department listing. 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 Education Department 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 from the California Basic Skills Test (CBEST), the Praxis I Pre-Professional Skills Test (PPST), or the Praxis I Academic Skills Assessments Computer-Based Tests (CBT).
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 within public schools. This is a very important requirement for program admission. The Education Department 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 Education Department 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, research, pedagogy, content, and process, all of which are woven throughout the program.

MAT Instructional Courses

(38–39 credits)

Educational Technology (Ed 534)	1–3
Curriculum, Instruction, and	
Assessment (Ed 557)	1–3
Special Methods (Ed 558)	1–3
Foundations/Research (Ed 559)	1–3
Diversity (Ed 560)	3
Human Development, Cognition,	
and Learning I, II (Ed 562)	3
Language and Literacy (Ed 563)	3
Human Relations (Ed 566)	3
Contemporary Issues, Leadership,	
Collaboration (Ed 567)	3
Integration Projects (Ed 568)	3
MAT Field Experience	32

Special Education Programs

Southern Oregon University offers two special education programs. The Dual Program is for individuals who already hold a teaching license. Completion of the Dual Program allows such persons to add the special education endorsement to an existing teaching license. This program is completed by passing a prescribed set of classes that may be taken during the school year and summer session. The Dual Program requires the candidate to complete 46 credits of coursework.

The second program is the Stand-Alone Program, which allows candidates to become licensed to teach only special education students. When successfully completed, the Stand-Alone Program results in a master of arts or science in education and our recommendation to TSPC for an initial Oregon teaching license with a Special Education Endorsement. To qualify for admission to the Stand-Alone Program, the student must have a 3.0 GPA and must pass the CBEST, PPST, or CBT basic skills admission test. The Stand-Alone Program is a full-year, full-time program. Beginning with the summer session, the candidate progresses through fall, winter, and spring quarters and completes the coursework at the end of the second summer session.

Candidates for both programs must possess a valid first-aid card, complete an antidiscrimination workshop, and pass the Praxis Specialty Test in Special Education. In addition, Dual Program candidates must complete a work sample during their internship, while Stand-Alone candidates must complete two work samples during their practica in accordance with Teacher Standards and Practices Commission requirements.

Dual Program Course Requirements

(51 credits)

Prerequisites

The Exceptional Child (Ed 570)	3
Educational Technology (Ed 534)	2

Summer Term

Practicum I: September Experience (SpEd 509) ..	1
Law and Policy (SpEd 520)	4
Theory and Tools of Assessment (SpEd 527) ...	4
Medical Aspects of Disability (SpEd 528)	4

Fall Term

Family and Community Services (SpEd 521) ..	4
Administration and Interpretation of Assessment Instruments (SpEd 522)	4
Behavior Management (SpEd 523)	4

Winter Term

Practicum II: Assessment (SpEd 509)	3
Interventions in Academic Skills (SpEd 524) ...	4
Interventions in Functional Skills (SpEd 525) ...	4
IEP Development/Implementation (SpEd 526)	4

Spring Term

Internship and Seminar (SpEd 511)	6
The program includes occasional required special seminars on topics important to all teachers (e.g., HIV/AIDS training or Oregon CIM/CAM Benchmarks). These occur approximately twice a term.	

Stand-Alone Program Course Requirements

(77 credits)

Candidates for the Stand-Alone Program take a combination of special education courses required of all endorsement seekers and a selection of courses from the MAT program.

Prerequisites

Educational Technology (Ed 534)	2
The Exceptional Child (Ed 570)	3

First Summer Term

First Four-Week Summer Session

Curriculum, Instruction, and Assessment (Ed 557)	2
Law and Policy (SpEd 520)	4

Second Four-Week Summer Session

Theory and Tools of Assessment (SpEd 527) ...	4
Medical Aspects of Disability (SpEd 528)	4

Post-Summer Session

Practicum I: September Experience (SpEd 509) ..	1
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Fall Term

Field Experience: Understanding the Learner (Ed 515)	2
Curriculum, Instruction, and Assessment (Ed 557)	3
Family and Community Services (SpEd 521) ..	4
Administration and Interpretation of Assessment Instruments (SpEd 522)	4
Behavior Management (SpEd 523)	4

Winter Term

Human Relations (Ed 566)	2
Practicum II: Assessment (SpEd 509)	3
Interventions in Academic Skills (SpEd 524) ...	4
Interventions in Functional Skills (SpEd 525) ...	4
IEP Development/Implementation (SpEd 526)	4

Spring Term

Field Experience: Understanding the Learner (Ed 515)	2
Student Teaching (SpEd 550)	15

Second Summer Term

Research (Ed 512 or 519)	3
Education Foundations (Ed 514, 541, 542, or 561)	3

The program includes occasional required special seminars on topics important to all teachers (e.g., HIV/AIDS training or Oregon CIM/CAM Benchmarks). These occur approximately twice a term.

Master's Degree Programs

The master of arts and master of science degrees in education are offered under two programs. The first is for those who have completed the Fifth Year Teacher Licensing Program at SOU. The second is for those who have met the requirements for basic or initial licensure by completing an undergraduate teacher education program at this or another regionally accredited institution. The second is described under *Master of Arts or Science in Education and Continuing Teaching License Program* on page 136.

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.

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 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 2000–01, 124 students were enrolled in initial licensure programs at SOU and were supervised in student-teaching experiences by twenty-nine full-time and part-time faculty (with a student-to-faculty ratio of 3.86:1). 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.

Fifth Year Program Applicants for Master's Degree

Persons who completed elementary and secondary licensing requirements under the Fifth Year Education Program by the end of the 1997–98 academic year are not required to finish their master's degree to be eligible for a basic or standard teaching credential. Therefore, continued enrollment in the program to obtain the master's degree is optional. The following information is provided for those who finished the licensing phase of the Fifth Year Education Program and plan to complete all work required for the master's degree in either elementary or secondary education.

All education coursework offered in the Fifth Year Licensing Program was at the graduate level and counted toward the master of arts or master of science in education. Student teaching does not count toward a master's degree. The master's degree may be completed by taking 21 to 24 additional credits beyond those required for licensing. These additional credits must be completed within seven years of the date that the first course in the fifth year program was completed. Typically, courses for the master's degree are scheduled in the late afternoons, evenings, and summer to enable employed teachers to attend.

Requirements for the Master of Arts or Science in Elementary Education for Fifth Year Graduates

As previously stated, the state of Oregon does not require teachers to complete a master's degree to be eligible for a basic or standard teaching license if they earned their basic license through the SOU Fifth Year Program by the end of the 1997–98 academic year. Completion of the master's degree program is optional for these students.

Students who completed the coursework for their basic elementary license choose an option for completing the additional credits for a master's degree in elementary education. They may choose to complete a program of study in curriculum and instruction, special education, early childhood education, or reading. Regardless of the option chosen, all candidates for the master's degree must complete a course on research.

These courses may be taken in any order. Students are advised to take Ed 512 (Educational Research) or 519 (Action Research) early in the program.

The rules governing completion of the fifth year master's degree in elementary education allow students to take some or all of the remaining 22 to 23 credits at other accredited institutions. This should be done only after the Proposed Completion of Master of Arts or Science Degree form has been approved by the Education Department. In each case where a course from another institution is to be substituted for a course at SOU, the student must gain prior permission for the substitution from the SOU Education Department graduate coordinator.

CURRICULUM AND INSTRUCTION OPTION (23 credits)

Seminar: Current Topics in Education (Ed 507) ..	2
Research (Ed 512 or 519)	3
Evaluation and Management of Classroom Instruction (Ed 513) or Assessment and Improvement of Basic Skills (Ed 565) or approved assessment course	3
Seminar: Supervision (Ed 564) or approved assessment course	3
Complex Instruction (Ed 590), Middle School Curriculum (Ed 571), Creativity in the Classroom (Ed 597), or approved pedagogy course	3
Required Concentration (graduate level) (Subject matter coursework appropriate for elementary school teachers or education courses. To be planned with an assigned advisor.)	9

EARLY CHILDHOOD EDUCATION OPTION (23 credits)

Research (Ed 512 or 519)	3
Student Teaching: Early Childhood (Ed 552) ..	2
Foundations in Early Childhood (Ed 580)	3
Curriculum Design in Early Childhood (Ed 584) or Assessment and Planning in Early Intervention (Ed 585)	3
Curriculum Content in ECE (Ed 586)	3
Family, School, and Community Relations in ECE (Ed 587)	3
Early Language and Literacy Development (Ed 588)	3
Interpersonal Relations and Group Management (Ed 589)	3

READING OPTION

(21–22 credits)	
Research (Ed 512 or 519)	3
Reading Programs: Curriculum/ Instruction, K–12 (Ed 540)	3
Seminar: Current Research in Reading, K–12 (Ed 574) (taken after all other reading coursework is completed)	3
Reading Comprehension, K–12 (Ed 575)	3
Readers at Risk: Assessment, K–12 (Ed 576)	3
Reading and reading-related courses (Ed 565, 569, 588, SpEd 524, 552, Eng 589, 590)	6–7

Exit Requirements for Elementary Fifth Year Master's Degree

Candidates for the elementary fifth year master's degree must have obtained passing scores on the Multiple Subjects Assessment for Teachers Exam (MSAT) or passing scores on the former NTE Core Battery exams in Communication Skills and General Knowledge to complete the master's degree program. These tests are required at the time the basic license application is submitted.

Requirements for the Master of Arts or Science in Secondary Education for Fifth Year Graduates

The state of Oregon does not require teachers to complete a master's degree to be eligible for a basic or standard teaching credential if they earned their basic license through the SOU Fifth Year Program no later than the 1997–1998 academic year. Enrollment in the remainder of the master's program is optional for these students.

Master's degree requirements for the Fifth Year Program consist of 21 additional credits. Secondary candidates must take 12 credits in subject area coursework and 9 credits in education.

Courses in this section may be taken in any order. Students are advised to take Ed 512 or 519 early in the program.

The rules governing completion of the fifth year master's degree in secondary education allow students to take some or all of the remaining 21 credits at other accredited institutions. This should be done only after the Proposed Completion of Master of Arts or Science Degree form has been approved by the Education Department. To substitute a course from another institution for an SOU course, students must gain prior consent from the Education Department graduate coordinator.

Required Education Courses (21 credits)

Research (Ed 512 or 519)	3
Foundations of Education (choose one):	
Education in Sociological Perspectives (Ed 514)	3
Education in Anthropological Perspectives (Ed 541)	3
Education in Philosophical Perspectives (Ed 542)	3
Advanced Educational Psychology (Ed 561) ...	3
Advanced Curriculum and Instruction (choose one):	
Curriculum Design and Educational Change (Ed 522)	3
Advanced Curriculum and Instruction (Ed 522, 590, or an approved 507)	3
Middle School Curriculum (Ed 571)	3
Complex Instruction (Ed 590)	3
Subject Area Courses (chosen under the direction of the subject area advisor)	12

Exit Exam Requirements for the Secondary Fifth Year Master's Degree

Candidates for the secondary fifth year master's degree must have obtained a passing score on one or more Praxis Specialty Area tests in the endorsement (subject) area of the degree. These tests are required at the time the basic license application is submitted.

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 necessary changes to conform to 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.

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 Competency	3
Assessment Competency	3
Leadership Competency	3
Diversity Competency	3
Foundations Competency	3
Pedagogy Competency	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 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.
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 education must obtain passing scores on the Multiple Subjects Assessment for Teachers Exam (MSAT) 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.

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. The ESOL endorsement program consists of seven courses and a field-based practicum. Teachers wishing to add the bilingual endorsement must also demonstrate proficiency in a second language.

The program provides a strong foundation related to language acquisition and linguistic structures and 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.

Teachers and Personnel Grant

In consortium with thirteen local school districts in Jackson, Josephine, and Klamath Counties, the University is implementing a Title VII grant program to help alleviate the shortage of qualified teachers for limited English proficient students in the three-county area. The Teachers and Personnel Grant is housed in the Education Department and provides financial support for qualified preprofessionals and in-service teachers to obtain their ESOL or ESOL/Bilingual Endorsement. Those who are already bilingual may work to improve their proficiency in Spanish and the Klamath language. The ESOL/Bilingual Endorsement Program is committed to the development of education environments and teaching practices that enable students from diverse racial, ethnic, and linguistic groups to succeed.

Career Ladder

The Career Ladder Grant for Bilingual Education was created in 1999. The purpose of the program is to alleviate the shortage of qualified bilingual teachers in Jackson, Josephine, and Klamath Counties. The intent of the program is to support excellent teaching candidates who can finish their degrees during the lifetime of the grant.

The project helps participants overcome financial, logistical, and academic barriers in the pursuit of degrees and licensure by supporting costs for tuition and books, in addition to providing ongoing academic counseling.

Early Childhood Development Program

In collaboration with Rogue Community College (RCC) and SOU's Sociology and Anthropology Department, the Education Department offers an interdisciplinary bachelor's degree in social science focused on early childhood development. A cooperative venture between SOU and RCC, this single area degree offers knowledge and application components drawn from the curricula at both institutions. Students who have graduated with (or who are working toward) an associate of science (emphasis in early childhood education) or associate of applied science in early childhood education at RCC may continue their bachelor's degree at SOU under this program.

For a program plan and list of degree requirements, contact Early Childhood Education Coordinator Younghee Kim at 541-552-8247 in the Education Department.

Minor

(24 credits)

The Education Department offers a 24-credit undergraduate minor for persons interested in gaining skills working in educational settings.

Required Courses

(9 credits)

Introduction to the Teaching Profession (Ed 251)	3
Children in Our Society (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
Advanced Teacher Assistantship (Ed 451) ...	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
Adolescent Literature (Eng 489)	4
Child and Adolescent Development (Psy 460) ...	4

Education Courses

See *Course Prerequisites Policy* on page 30.

LOWER DIVISION COURSES

Ed 205 Reading and Conference

Credit to be arranged

Ed 207 Seminar

Credit to be arranged

Ed 209 Practicum

Credit to be arranged

Ed 251 Introduction to the Teaching Profession: English as a Second Language Tutorial

3 credits

Students experience twenty-five hours of tutoring children of another culture in a public school setting. Focuses on personal values in relation to the roles of educators, providing a knowledge and appreciation of cultural diversity in our pluralistic society. Analyzes current trends and issues in education. Helps students make sound decisions about entering the teaching profession.

Ed 252 Children in Our Society

3 credits

Students observe children in a variety of settings. Focuses on the growth, development, and learning patterns of children and adolescents. Examines contemporary and historical issues affecting these patterns in a cultural context. Parenting, early education childcare, and at-risk children are among the major topics addressed.

Ed 253 Southern Oregon University Lead and Serve (SOULS)

1-3 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 Education Department. Course credit varies in proportion to the amount of time spent and the level of involvement.

UPPER DIVISION COURSES

Ed 309 Practicum

1-6 credits

Ed 320 Technology and Learning

3 credits

Provides an overview of and introduction to the uses of educational technology and personal computers for learning, productivity, and communication. Students gain extensive experience using a variety of media and technologies, including video, computers, projected visuals, and print graphics. Emphasizes the applications of computers to learning.

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. Prerequisites: Completion of the Colloquium and Explorations sequences from all three of the learning areas. Approved for general education (Synthesis). (Cross-listed with Eng 398.)

Ed 399 Special Studies

1-3 credits

Ed 405 Reading and Conference

Credit to be arranged

Ed 407 Seminar

Credit to be arranged

Ed 409 Practicum

1–4 credits

Ed 426/526 Computer Applications

3 credits

Provides an overview of the uses of personal computers for learning, productivity, and communication for all majors. Via extensive experience, students gain proficiency in a variety of computer applications, including word processing, database management, software evaluation, and telecommunications. They also research computer applications in their areas of interest.

Ed 427/527 Integrating Computers into the Curriculum

3 credits

Discusses strategies and methods for integrating computers into the curriculum. Presents computer applications as responses to pertinent educational issues and problems. Examines research on how computers affect teaching and learning. Students gain experience using the computer for teaching a variety of specific curricular areas.

Ed 436/536 Production of Educational Media

3 credits

Covers the production and use of multimedia materials and equipment for communication, presentation, and education. Students gain extensive experience using a variety of media and technologies, including video, computers, projected visuals, and print graphics. Three-hour laboratory.

Ed 450 Mentoring Practicum

1–3 credits

Teaches the importance and fundamentals of peer support, assistance, and feedback in a classroom setting. Students become involved in a public school laboratory experience under the supervision of Jackson Education Service District Migrant Education staff members. One 2-hour laboratory a week for each credit. Laboratory work includes providing support and assistance to students enrolled in Ed 251. Course applies toward a minor in education. Prerequisite: Ed 251.

Ed 451 Advanced Teacher Assistantship

1–3 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

1–3 credits

Students participate as counselors or teachers' 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)

1–3 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 Education Department. 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. Explores ways to build positive relationships and strengthen communication between school and family and examines conferencing techniques.

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.

Ed 500 Professional Development

1–6 credits

Offers professional development courses for educators, designed and sponsored by educational agencies. A maximum of 6 credits may be applied to fifth year or graduate degree programs.

Ed 501 Research

Credit to be arranged

Ed 503 Thesis

Credit to be arranged

Ed 505 Reading and Conference

Credit to be arranged

Ed 506 Special Individual Studies

Credit to be arranged

Ed 507 Seminar

Credit to be arranged

Ed 508 Workshop

Credit to be arranged

Ed 509 Practicum

1–9 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

1–3 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

1–3 credits

Focuses on human development, cognition and learning, and the multiple influences on these phenomena specifically as they relate to educational institutions.

Ed 516 Field Experience: Gradual Participation in Delivering Instruction

1–3 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. Corequisite: Ed 557 or 558.

Ed 517 Student Teaching: Second Authorization Level

6–10 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. Corequisite: Ed 557 or 558.

Ed 518 Student Teaching: First Authorization Level

12–13 credits

Final supervised student teaching experience in a public school. Teacher education students as-

sume 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. Corequisite: Ed 557 or 558.

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 520A Professional Portfolio: CTL Entry

1 credit

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. Registration occurs on a one-time basis. Once they have completed the program and fulfilled all the requirements, students submit the final version of their portfolios for approval.

Ed 520B Professional Portfolio: CTL Exit

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. Registration occurs on a one-time basis. Once they have completed the program and fulfilled all the requirements, students submit the final version of their portfolios for approval.



Ed 520C Professional Portfolio: MEd
3 credits

The professional portfolio demonstrates the advanced knowledge, skills, and competencies required of students in the MEd/CPL Program. Students work individually with a faculty advisor to compile appropriate documentation over the course of their programs. Registration occurs on a one-time basis. Once they have completed the program and fulfilled all the requirements, students submit the final version of their portfolios for approval.

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 demonstrate 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
1–3 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.

can 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 537 Social Science in the Elementary School
3 credits

Examines the procedures, goals, strategies, and materials that represent current research in the teaching and learning of social studies at the elementary level. Emphasizes the processes inherent in the various social science disciplines. Students practice a variety of instructional strategies and models of teaching that encourage critical thinking, identification of values, understanding of concepts, and use of themes from multicultural, historical, and geographic perspectives.

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 539 Science in the Elementary School
3 credits

Examines ways to enhance the effectiveness of science instruction by linking science study to students' lives and the local community. Gives elementary and middle school teachers the tools to uncover local experts and local science resources. Examines science teaching methodology, including ways to increase inductive learning and inquiry. Emphasizes demonstrations, experiments, and hands-on activities, as well as classroom management techniques that address safety issues.

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. Prerequisites: Ed 558 and admission to teacher education.

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

1–2 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

2–6 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

1–3 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

1–3 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

1–3 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 and 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; cognitive, social, emotional, and physical development of children; and brain-based 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

3 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

3 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 Literacy in Secondary Schools

3 credits

Presents the interactive roles of reading, writing, oral language, orthography, prior knowledge, and new information in the content learning of secondary students. Focuses on improving literacy across the curriculum, with attention to strategies for students of varied backgrounds and abilities. Begins a learning journal that extends throughout the secondary education program. Prerequisite: Admission to the teacher education program.

Ed 570 The Exceptional Child

3 credits

See Ed 470.

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 574 Seminar: Current Research in Reading, K-12

3 credits

Enables students to expand their knowledge of current reading research and practices. Students write a paper appropriate for publication in a professional journal or presentation at a professional conference. Includes a review of the literature.

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 576 Readers at Risk: Assessment, K-12

3 credits

Prepares students to assess specific strengths and needs in the reading, writing, spelling, and oral language of individuals in grades K-12, with emphasis on reading. Also focuses on the importance of each person's physical, emotional, and cultural background.

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 580 Foundations in Early Childhood

3 credits

See Ed 480.

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 584 Curriculum Design in Early Childhood

3 credits

See Ed 484.

Ed 585 Assessment and Planning in Early Intervention

3 credits

See Ed 485.

Ed 586 Curriculum Content in Early Childhood Education

3 credits

See Ed 486.

Ed 588 Early Language and Literacy Development

3 credits

See Ed 488.

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 present 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**SpEd 415/515 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 416/516 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 417/517 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 individualizing instruction, using resources, and educating parents. For regular or special class teachers.

SpEd 418/518 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 458/558 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 459/559 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 460/560 Practicum in Autism

3 credits

Students gain substantial experience working with autistic children. Includes completion of a work sample.

SpEd 509 Practicum I: September Experience

1 credit

In this first field experience, the prospective special education teacher observes the activities of an experienced special education teacher, including parent interviews, individual student instruction scheduling, and the resource room setup. May include observation of special education student testing. A daily journal is required.

SpEd 509 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). Prerequisite: SpEd 522.

SpEd 511 Internship and Seminar

6 credits

Serves as the culminating experience for the licensed educator completing the Special Educator I endorsement. Includes the preparation of a work sample and full participation in the activities of a functioning special education setting. Prior to receiving a recommendation for the endorsement, students must demonstrate competency in all areas of special education, including assessment, instruction, planning, and evaluation. Prerequisite: Completion of the Dual Special Education Program coursework.

SpEd 520 Law and Policy

4 credits

Provides an overview of laws and litigation affecting special education. Covers Public Laws 94-142 EHA, 99-457, 101-476 IDEA, and 105-17 IDEA '97, as well as the ADA, section 504 of the Rehabilitation Act of 1973, and major litigation since 1954.

SpEd 521 Family and Community Services
4 credits

Discusses collaboration with parents, community agencies, and school personnel. Addresses multicultural issues. Students are expected to possess the knowledge and ability to communicate with agencies outside the school that affect 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 the supervision and training of teaching assistants.

SpEd 522 Administration and Interpretation of Assessment Instruments
4 credits

As a sequence to SpEd 527, this course prepares teachers to administer assessment instruments commonly used in public schools. While the assessment instruments may vary, the course features comprehensive assessments such as the Woodcock-Johnson and the Brigance Inventory, subject-specific instruments such as the Key Math and the Woodcock Reading Mastery, and screening instruments such as the Peabody Picture Vocabulary Test.

SpEd 523 Behavior Management
4 credits

Introduces the theory, vocabulary, principles, and techniques of fostering a learning environment with a positive behavioral atmosphere. Includes techniques of behavior modification, a variety of management models, ways to preserve the dignity and human rights of disabled students, and legal and district policy constraints regarding behavior and behavior management.

SpEd 524 Interventions in Academic Skills
4 credits

Instructs students in the planning, development, and implementation of academic curricula and lessons for the disabled student. Includes modification of the general education curriculum, development of a parallel curriculum, and implementation of a supplemental curriculum. Requires familiarity with a variety of instructional approaches to each major subject area.

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 526 IEP Development/Implementation
4 credits

Covers the development, preparation, implementation, and evaluation of the IEP and all of the pre-referral, referral, and review procedures relating to individualized programming. Prepares special education teachers to plan and conduct meetings in accordance with federal law and state and district regulations. Introduces technology appropriate to the development and maintenance of records.

SpEd 527 Theory and Tools of Assessment
4 credits

Prepares special education teachers to understand and interpret assessment and statistical data. Covers interpreting the reports of others and explaining the results to parents and other teachers, as well as relating the results to academic goals. Develops an awareness of cultural influences on assessment results. Emphasizes identifying sources of diagnostic instruments and their evaluation.

SpEd 528 Medical Aspects of Disability
4 credits

Centers on the more severe aspects of disability. Covers the genetic and chromosomal elements of disability, drug and alcohol-related conditions, low-incidence disabilities and syndromes, and neural tube disorders. Identifies and describes the physiological basis for disabilities. Discusses basic physical therapy principles and emergency procedures within the classroom context.

SpEd 550 Student Teaching
15 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.

Health and Physical Education

McNeal 137

541-552-6236

Laura Jones, *Chair*

Associate Professors: Daniel M. Cartwright,
Donna Mills, Mike Stevenson

Assistant Professors: Laura Jones, Brian
McDermott, Phillip A. Pifer, Jennifer Slawta,
Kevin Wilson

Instructors: Richard Cook, Dale Fisher,
Mike Jones, Jeff Olson, Thomas D. Powell,
Mike Ritchey

Lecturers: Paul Elliott, Gail Patton, Matt Sayre,
Roger VanDeZande

The programs in the Department of Health and Physical Education are an integral part of the School of Social Science, Education, Health and Physical Education. Their function is to prepare professionals for careers in athletic training and health promotion or fitness management. Selected Health and 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 HPE: Athletic Training

BA or BS in HPE: Health Promotion and
Fitness Management

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 Education Department 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 courses 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 174). 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 and 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.

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 Major

1. Fulfill baccalaureate degree requirements as stated beginning on page 33.
2. Complete all coursework (56 credits) for the major core.
3. Complete all coursework for one of the major options.
4. Complete courses within the major that satisfy the writing and capstone experience requirements of the major.
5. Maintain at least a 2.5 GPA in all courses taken for the major.

CORE COURSES (ALL OPTIONS)

(56 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 and II (PE 361, 362)	6
Kinesiology (PE 372)	3
Evaluation for Health and Physical	
Education (PE 412)	3
Motor Development and Learning (PE 439) ...	3
Senior Capstone (HE/PE 443)	3
Drugs in Society (HE 453)	3

Physiology of Exercise (PE 473)	4
Exercise Prescription and Graded	
Exercise Testing (PE 476)	4

ATHLETIC TRAINING OPTION

(21 credits)

Taping Techniques (PE 261)	3
Practicum Athletic Training (PE 309)	3
Practicum Athletic Training (PE 409)	6
Programs for Special Populations (PE 444)	3
Advanced Athletic Training (PE 461)	3
Biomechanics (PE 475)	3
General Psychology (recommended)	
(Psy 201, 202)	8

HEALTH PROMOTION/FITNESS

MANAGEMENT OPTION

(21 credits)

Practicum HPFM (HE 309)	3
Environmental Health (HE 331)	3
Community Health (HE 362)	3
Practicum HPFM (HE 409)	3
Leadership and Management (PE 448)	3
Analysis of Stress (HE 452)	3
Work-Site Health Promotion (HE 455)3	

Capstone

Health and 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-physical education 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 and 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 Education Department regarding admission requirements for the MAT teacher education 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 Education Department regarding admission requirements for the MAT teacher education 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 Courses

See *Course Prerequisites Policy* on page 30.

LOWER DIVISION COURSES**HE 160 Majors Orientation**

1 credit

Introduces the University and the department. Presents information about student services and opportunities on campus, including the University Library, Career Services, the Counseling Center, the Health and Wellness Center, the Office of Financial Aid, and advising.

HE 199 Special Studies

Credit 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 life cycle. 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**

Credit 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 emphasis 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

Credit to be arranged

HE 401/501 Research

Credit to be arranged

HE 403/503 Thesis

Credit to be arranged

HE 405/505 Reading and Conference

Credit to be arranged

HE 407/507 Seminar

Credit to be arranged

HE 409/509 Practicum

Credit to be arranged

HE 410/510 Special Topics (Problems: Health Education)

Credit to be arranged

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 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

See *Course Prerequisites Policy* on page 30.

LOWER DIVISION COURSES**PE 160 Majors Orientation**

1 credit

Introduces the University and the department. Presents information about student services and opportunities on campus, including the University Library, Career Services, the Counseling Center, the Health and Wellness Center, the Office of Financial Aid, and advising.

PE 180 Physical Education

1 credit each (maximum 12 credits)

For a list of activities currently being offered, consult the class schedule.

PE 194 Professional Activities

1 to 2 credits a term (maximum 18 credits) of Professional Activities (PE 194, 294, 394)

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

Credit to be arranged (maximum 6 credits)

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 261 Taping Techniques

3 credits

Examines the theory and practice of taping injuries and developing orthotic appliances for the relief of traumatic conditions in sports participants.

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 a term (maximum 18 credits) of Professional Activities (PE 194, 294, 394)

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

Credit to be arranged

PE 361, 362 Care and Prevention of Sports Injuries I and 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 372 Kinesiology

3 credits

Applies anatomical concepts to fundamental movements involved in sport and fitness activities. Prerequisite: Bi 231.

PE 394 Professional Activities

1 to 2 credits a term (maximum 18 credits) of Professional Activities (PE 194, 294, 394)

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

Credit to be arranged

PE 401/501 Research

Credit to be arranged

PE 403/503 Thesis

Credit to be arranged

PE 405/505 Reading and Conference

Credit to be arranged

PE 407/507 Seminar

Credit to be arranged

PE 409/509 Practicum

Credit to be arranged

PE 410/510 Special Topics

Credit 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 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 athletic training and health promotion/fitness management options. Prerequisites: Core 101, 102, 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 461/561 Advanced Athletic Training

3 credits

Designed for students in health, physical education, pre-physical therapy, and related sports medicine areas. Emphasizes various methods used in the evaluation and assessment of sports injuries. Prerequisites: PE 361, 362.

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, 233.

PE 475/575 Biomechanics

3 credits

Analyzes physical education activities to determine their relationship to the laws of physics, including force, inertia, and levers. Ph 100 recommended.

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.

Interdepartmental Degrees

Co-Majors

The University offers several co-majors that combine strengths from two disciplines to form a single degree. A typical co-major requires more coursework than a single major, but less coursework than a double major in the two disciplines.

Business-Chemistry

Central 139

541-552-6713

Terry Gaston, *Business Advisor*

Sciences 203A

541-552-6404

Bob Bleasdel, *Chemistry Advisor*

There are 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, technical 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.

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

(32 credits)

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

CAPSTONE

(7-8 credits)

Approved upper division electives	4
Complete one of the following:	
Business Planning (BA 499)	4
Senior Project (Ch 497, 498, 499)	3

ASSOCIATED REQUIREMENTS

(32 credits)

College Algebra (Mth 111)	4
Elementary Functions (Mth 112)	4
Elementary Statistics (Mth 243)	4
General Physics (Ph 201, 202, 203)	9
General Physics Lab (Ph 224, 225, 226)	3
Principles of Microeconomics (Ec 201)	4
Principles of Macroeconomics (Ec 202)	4

Business-Mathematics

Central 139

541-552-6713

Terry Gaston, *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.

MATHEMATICS REQUIREMENTS

(42 credits)

Calculus (Mth 251, 252, and 281)	12
Linear Algebra (Mth 261)	4
Mathematical Perspectives (Mth 290)	1
Number Structures (Mth 311)	5
Probability (Mth 361)	4
Statistics (Mth 461)	4

Three additional upper division mathematics courses; at least one must be at the 400 level and at least one must be applied. Choose applied course from: Mth 321* or 421*

*Additional prerequisites may apply. See the course description in the catalog.

BUSINESS REQUIREMENTS

(32 credits)

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

ASSOCIATED REQUIREMENTS

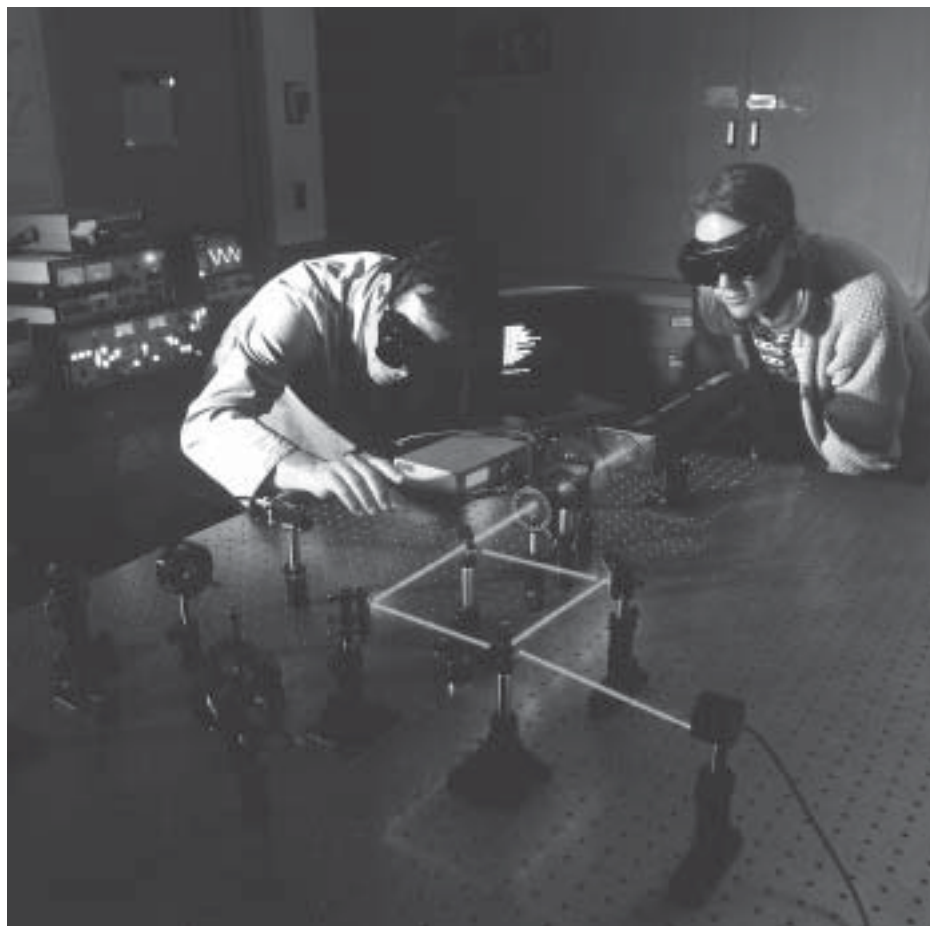
Economics (Ec 201, 202)	8
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CAPSTONE EXPERIENCE REQUIREMENT

(4 credits)

Choose either the mathematics or business capstone experience:

Business Planning (BA 499)	4
Mathematics Senior Colloquium (Mth 490)* ...	4



Business-Physics

Central 139

541-552-6713

Terry Gaston, *Business Advisor*

Sciences 166

541-552-6475

Peter Wu, *Physics Advisor*

The contemporary world of business and industry is increasingly dependent on scientific and technical knowledge. This 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.

PHYSICS AND ENGINEERING REQUIREMENTS (36 credits)

Core Requirements

Engineering Orientation: Careers, Skills, and Computer Tools (Engr 101, 102)	4
General Physics (Ph 201, 202, 203)	9
General Physics Lab (Ph 224, 225, 226)	3
Methods of Research (Ph 331, 332)	2
Modern Physics (Ph 341)	3
Modern Physics Lab (Ph 344)	1

Electives

Electrical Fundamentals (Engr 201)	3
Statics (Engr 211)	3
Energy and the Environment (Ph 308)	3
Lasers (Ph 339)	3
Electronics (Ph 361)	4
Electronics (Ph 362)	4
Computer Methods (Ph 380) or Computer Applications in Chemistry (Ch 371)	3
Analytical Mechanics (Ph 424)	4
Electricity and Magnetism (Ph 431)	4
Introduction to Nuclear and Particle Physics (Ph 441)	3
Solid-State Physics (Ph 461)	4

BUSINESS REQUIREMENTS (32 credits)

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

ASSOCIATED REQUIREMENTS (37 credits)

General Chemistry (Ch 201, 202, 203)	9
General Chemistry Lab (Ch 204, 205, 206)	6
Calculus I (Mth 251)	4
Elementary Statistics (Mth 243) or Calculus II (Mth 252)	4
Principles of Microeconomics (Ec 201)	4
Principles of Macroeconomics (Ec 202)	4
Capstone Project (Ph 499)	6

Mathematics-Computer Science

Central 228

541-552-6576

Sherry Ettlich, *Mathematics Advisor*

Computing Services 212

541-552-6144

George Converse, *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 (42 credits)

Discrete Structures (Mth 235)	4
Calculus (Mth 251, 252, 253)	12
Linear Algebra (Mth 261)	4
Mathematical Perspectives (Mth 290)	1
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,* and 461* (at least one must be at the 400 level)	12

COMPUTER SCIENCE REQUIREMENTS (32 credits)

Programming II (CS 257)	4
Programming 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 (4 credits)

Choose either the computer science or mathematics capstone experience:

Capstone Project I and II (CS 470 and 471)*	8
Mathematics Senior Colloquium (Mth 490)* ...	4

*May require additional prerequisites.

Music-Business

Music 140

541-552-6101

Terry Longshore, *Music Advisor*

Central 138

541-552-6487

Curt Bacon, *Business Advisor*

REQUIREMENTS FOR 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.
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), which consists of a project and a research paper. Students must consult their department advisor to determine the exact nature of the capstone experience.

Fees

Special fees are required for Applied Music courses. There is an \$85 fee for MuP 170, 270, 370, 470 and a \$40 fee for each credit of MuP 190, 290, 390, 490 (for majors). For instruction in their major instrument, music majors may take up to 3 credits of MuP 190 and 290 and up to 6 credits of MuP 390 and 490. There is a \$15 fee for Class Lessons in Piano (Mus 192, 193, 194) and for Music of Nonwestern Civilizations (Mus 202).

Required Courses in Music-Business

In addition to the courses listed below, music-business majors must take 8 credits of math above the level of intermediate algebra and Ec 201 and 202.

MUSIC REQUIREMENTS (51 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
Business of Music (Mus 315)	3
Fundamentals of Conducting (Mus 323)	2
Electronic and Computer Music (Mus 355)	3
Upper division music elective	3
Ensembles	6

BUSINESS REQUIREMENTS (36 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
Management Information Systems (BA 382) ...	4
Principles of Finance (BA 385)	4
Operations Management (BA 380)	4

Interdisciplinary Majors

Interdisciplinary Studies Courses

IDS 199 Special Studies
Credit to be arranged

IDS 399 Special Studies
Credit to be arranged

Environmental Studies

Science 173
552-6474

Program Coordinators:

Eric Dittmer, 552-6496

Mark Shibley, 552-6761

Departmental Advisors:

Biology: Carol Ferguson, 552-6748

John Roden, 552-6798

Charles Welden, 552-6868

Chemistry: Owen McDougal, 552-6407

Geography: Greg Jones, 552-6758;

John Richards, 552-6281

Geology: Charles Lane, 552-6479;

Eric Dittmer, 552-6496

Social Science and Policy:

Mark Shibley, 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/Policy track.

Environmental studies graduates are prepared to work effectively in environmentally related careers that require both science and policy expertise.

REQUIREMENTS FOR MAJOR

1. Fulfill baccalaureate degree requirements as stated beginning on page 33.
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 core environmental studies 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

(16–20 credits)

Environmental Studies Introductory Sequence:

Environmental Resources I, II

(Sc/SSc 210 and 310) 8

Principles of Microeconomics (Ec 201) 4

Environmental Studies Capstone 4–8

Select one of the following:

Environmental Studies Capstone (Sc/SSc 494) .. 4

or

A capstone course in the option area with advisor approval

or

Environmental Studies Honors

Capstone (Sc/SSc 495) 4–8

Biology Option Requirements

Lower Division Science

(20–21 credits)

Complete the introductory sequence and associated labs:

Principles of Biology (Bi 211, 212, 213) 12

Complete at least one course and associated lab from chemistry and one course and associated lab from either geography or geology.

(8–9 credits)

Chemistry (Ch 100, 104, or 201) and

Geography (Geog 101, 111, or 112)

or

Geology (G 101; 102; or 111)

Lower Division Social Science

(8–12 credits)

Select an Explorations sequence from anthropology, geography (101–107), political science, economics, or sociology, plus one additional introductory course from another of the above disciplines. *Note:* Students taking Ec 201, 202 must select one additional course from another department.

Ethics

Ethics and Moral Issues (Phl 205) 4

Mathematics

(8 credits)

Elementary Statistics (Mth 243) 4

Plus one of the following:

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:

Energy and the Environment (Ph 308) 3

Oceanography (G 353) 3

Metals and Civilization (G 330) 3

Environmental Geology (G 360) 4

History of Environmental Movement (Sc 345) .. 3

Geomorphology (Geog 481) 4

Climatology (Geog 482) 4

Upper Division Social Science

(12 credits)

Choose one of the following:

Law, Science and the Environment (PS 340) 4

Northwest Salmon Crisis (PS 419) 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

Native North America:

Special Topics (Anth 334) 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 333) or Plant Systematics (Bi 433) 3–4

Introductory Ecology (Bi 340) 4

Select 24 credits from:

Comparative Animal Physiology (Bi 314) 4

Algae and Fungi (Bi 332) 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 and Lichens (Bi 442) 4

Conservation of Natural Resources (Bi 445) 3

Evolution (Bi 446) 4

Fishery Biology (Bi 450) 4

Community and Population Ecology (Bi 453) .. 4

Plant Ecology (Bi 454) 4

Invertebrate Zoology I (Bi 461) 4

Invertebrate Zoology II (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

(23 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 and one course and associated lab from either geography or geology (8 credits):

Biology (Bi 101, or 211) and

Geography (Geog 101, 111, or 112) or

Geology (G 101, 102 or 111)

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.

Ethics

Ethics and Moral Issues (Phil 205) 4

Mathematics

(8 credits)

Calculus I (Mth 251) 4

Plus one of the following:

Elementary Functions (Mth 112) 4

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

Advanced Environmental Geology (G 360)	4
History of Environmental Movement (Sc 345) ..	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:

Law, Science, and the Environment (PS 340) ...	4
Northwest Salmon Crisis (PS 419)	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 Environment (Geog 360)	4
People and Forests (Soc 350)	4
Conservation in the U.S. (Geog 437)	4
Native North America: Special Topics (Anth 334)	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
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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 (Ch 485)	3

Geography Option Requirements

Lower Division Science (20–21 credits)

Complete the introductory sequence and associated labs:

Geography (Geog 101, 107, and 111, or 112)

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.

Ethics

Ethics and Moral Issues (Phil 205)	4
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Mathematics

(8 credits)

Elementary Statistics (Mth 243)	4
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Plus one of the following:

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
History of Environmental Movement (Sc 345) ..	3
Introduction to Ecology (Bi 340)	4

Upper Division Social Science (12 credits)

Choose one of the following:

Law, Science, and the Environment (PS 340)	4
Northwest Salmon Crisis (PS 419)	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
Native North America: Special Topics (Anth 334)	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 Environment (Geog 360)	4
Quantitative Methods (Geog 386)	4
Advanced Economic Geography (Geog 416) ...	4
Geography of Tourism (Geog 417)	4
Topics in Physical Geography (Geog 419)	2
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 (26 credits)

Complete introductory sequence and its associated labs:

Geology (G 101, 102, 103)	12
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Also complete at least one course and associated lab from biology and two courses from chemistry:

(14 credits)

Biology (Bi 101, or 211) and 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.

Ethics

Ethics and Moral Issues (Phil 205)	4
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Mathematics (8 credits)

Calculus I (Mth 251)	4
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Plus one of the following:

Elementary Functions (Mth 112)	4
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
History of the Environmental Movement (Sc 345)	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:

Law, Science, and the Environment (PS 340) ...	4
Northwest Salmon Crisis (PS 419)	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 Environment (Geog 360)	4
People and Forests (Soc 350)	4
Conservation in the U.S. (Geog 437)	4
Native North America: Special Topics (Anth 334)	4

Geology Courses (37–38 Credits)

Complete 34 credits of required courses and choose 3–4 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

(34 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
Computer and Instrumental Methods (G 489) ..	4

Plus one course from the following:

(3–4 credits)	
Global Positioning Systems (G 326)	3
Metals and Civilization (G 330)	3
Principles of Stratigraphy I (G 341)	3
Oceanography (G 353)	3
Remote Sensing in Geology (G 487)	4

Social Science/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.^{1, 2}

Lower Division Science

(12 credits)

Complete one lab-based Explorations sequence, 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 Research Methods (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	
Environment (Geog 360)	4
World Environmental History (Hst 421)	4
Public Management and the	
Environment (PS 330)	4
Northwest Salmon Crisis (PS 419)	4
People and Forests (Soc 350)	4

Methodologies

(12 credits)

Ethnographic Research Methods (Anth 360) ...	4
Cost-Benefit Analysis (Ec 364)	4
Qualitative 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	4
Introduction to International Economy (Ec 320)	
or Economic Development (Ec 379)	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

Footnotes

¹Students must take 12 credits in addition to Ec 201.

²Not to include Geog 111 or 112.

Environmental Psychology (Psy 435)	4
Group Dynamics (Psy 438)	4
Community Studies (Soc 310)	4
Sociology of the Third World (Soc 345)	4
Social Organization (Soc 444)	4

Note: Open-numbered courses may be taken with advisor approval. Consult the program advisors regarding additional recommendations for courses that complement the goals of the environmental studies major.

International Studies

Taylor 133

541-552-6188

William Hughes, *Coordinator*

The International Studies (IS) program is an undergraduate bachelor of arts major designed to explore international relations from a variety of disciplinary perspectives. The program aims to educate students:

1. to become sensitive to the complexities of relations among different cultures; sophisticated in their ability to think about world affairs; and capable of creative work in the international field;
2. who are planning careers in governmental service, business, law, journalism, social science teaching, or language teaching with an international emphasis; and
3. who are preparing for graduate work in international or area study.

Because international studies has many possible course combinations, each student majoring in the program is urged to meet frequently with a member of the International Studies Committee or the program coordinator.

Language Requirements

Each student is required to demonstrate proficiency equivalent to at least three years of college-level instruction in a language other than English. All majors are encouraged to spend some time abroad—in an Oregon University System study abroad program, for instance (see the Foreign Study brochure in the Office of International Programs).

Language credits may vary depending on proficiency at the time of admission. The chosen foreign language should coincide with the regional study selected by the student. Exceptions may be granted by the coordinator. For students whose primary language is not English, demonstrated competency in English substitutes for the language proficiency requirement. Foreign language competency may be demonstrated in one of four ways:

1. Three years of on-campus foreign language study in one 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.
4. Successful completion of an examination administered by the SOU Department of Foreign Languages and Literatures.

CORE COURSES

(24 credits)

International Scene (IS/PS 250)	4
Introduction to the International	
Economy (IS/Ec 320)	4
World Politics (IS/PS 350)	4
Research Methods (IS/PS 398)	4
U.S. Foreign Policy (IS/PS 450/550)	4
Senior Seminar (IS 498)	4

Summary of Major Requirements

Required core courses	24
International Relations and Comparative	
Perspectives (see below)	15
Regional Studies (see below)	18
Total credits required for major	57
Foreign language study	0–33
Electives	35–68

Note: Students must complete all other general education requirements.

INTERNATIONAL RELATIONS AND COMPARATIVE PERSPECTIVES

Complete 15 credits from at least two departments. International relations and comparative courses are offered in as many as fifteen academic departments at the University. See the international studies coordinator for a list of currently offered international relations and comparative perspectives courses.

REGIONAL STUDIES

Complete 18 credits from one of the following three areas (must include coursework from at least two departments). Regional courses are offered in a number of academic departments at the University. Primary emphasis is given to the Latin American, Asian, and European regions. Limited coursework is also available in African and Middle Eastern studies. Students may count up to 5 credits from the Department of Foreign Languages and Literatures, provided the 5 credits have a significant cultural, literature, or business component. See the international studies coordinator for a list of currently offered regional courses.

Area Degree Programs

SOU offers several interdisciplinary majors, minors, and certificates. Programs must be planned with the assistance of a faculty advisor. Students may select single-area or multi-area majors from two or more departments or majors, or they may select from business-chemistry, business-mathematics, business-physics, education, environmental studies, international studies, mathematics-computer science, and music-business. Interdisciplinary minors are available in applied multimedia, international peace studies, Latin American studies, Native American studies, remote sensing, Shakespeare studies, video production, and women's studies. Certificates are offered in applied finance and economics, botany, business information systems, interactive marketing and e-commerce, management of human resources, and Native American studies. Because of changes in rules regarding teacher training, interdisciplinary degrees are not recommended for students desiring secondary or elementary certification in the state of Oregon.

Area Major

Interdisciplinary area majors provide considerable flexibility for combining the study of several academic disciplines into a single major. Almost all of the academic disciplines available at the University may be used in this interdisciplinary degree structure.

The interdisciplinary degree typically includes coursework from two to three academic departments. Students must choose two of these as departments of emphasis. There are two degree options available, depending on how the departments of emphasis are chosen: the single area major and the multi-area major.

Single Area Major

All of the academic departments for the major are chosen from a single school. The areas are: arts and letters (art, communication, English and writing, foreign languages and literatures, music, and philosophy); science (biology, chemistry, computer science, geology, mathematics, physics, and general science); and social science (criminology, economics, education, general social science, geography, history, international studies, political science, psychology, sociology and anthropology, and health and physical education). The title of the degree carries the name of the major area; for example, BA in arts and letters or BS in science.

DEGREES

BA or BS in Arts and Letters

BA or BS in Science

BA or BS in Social Science

REQUIREMENTS FOR MAJOR

Students must complete the following requirements for the major and the general degree requirements (see *Baccalaureate Degree Requirements* on page 33).

1. Complete 75 or more credits (at least 40 of which must be upper division) in one of the following areas: arts and letters (art, communication, English and writing, foreign languages and literatures, music, and philosophy); science (biology, chemistry, computer science, geology, mathematics, physics, and general science); and social science (criminology, economics, education, general social science, geography, history, international studies, political science, psychology, sociology and anthropology, and health and physical education).
2. Select a department of emphasis within the area. Students must also select a secondary department from the same school. The department of emphasis is responsible for providing academic advising and ensuring that all requirements are completed. For the department of emphasis, students must complete at least 24 credits of upper division coursework from a list designated by the department and approved by the department chair. Students must also complete at least 16 credits of upper division coursework from the secondary department; these credits must be approved by the chair of that department.

3. Complete the writing component for the department of emphasis.
4. Interdisciplinary majors must have a planned program and a chosen department of emphasis by the time they have completed 121 credits.
5. Complete the capstone experience for the department of emphasis or develop an alternative approved by the dean's designee from the school containing the major area. Students who plan to pursue the alternative option must file an approved plan with the school dean's designee prior to achieving senior status.
6. The minimum GPA for interdisciplinary degrees is the minimum GPA for the major in each area of concentration.

SUMMARY OF GRADUATION REQUIREMENTS

General education	45-52
Special BA or BS requirements	3-18
Major	75
Electives	27-42
Total credits	180

Multi-Area Major

For the multi-area major, the two departments of emphasis for the major are drawn from different schools. The departments of emphasis may be chosen from arts and letters, science, 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 MAJOR

Students must complete the following requirements for the major and the general degree requirements (see *Baccalaureate Degree Requirements* on page 33).

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, and music); science (biology, chemistry, computer science, geology, mathematics, and physics); and social science (criminology, economics, geography, health and physical education, history, political science, psychology, and sociology and anthropology).
2. Select a department of emphasis. The department 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 of emphasis, including at least 24 credits of upper division coursework from a list designated by the department and approved by the department chair, as well as at least 12 upper division credits in each of the remaining areas.
3. Complete the writing component for the department of emphasis.

4. Students who are interdisciplinary majors must have a planned program and a chosen department of emphasis by the time they have completed 121 credits.
5. Complete the capstone experience for the department of emphasis or develop an alternative approved by the school dean's designee from one of the departments of special emphasis. Students who plan to pursue the alternative option must file an approved plan with the school dean's designee prior to achieving senior status.
6. The minimum GPA for interdisciplinary degrees is the minimum GPA for the major in each area of concentration.

SUMMARY OF GRADUATION REQUIREMENTS

General education	45-52
Special BA or BS requirements	3-18
Major	90
Electives	12-27
Total credits	180

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.

Interdisciplinary Minors

Applied Multimedia

EP 130

541-552-6915

Arnold Abrams, *Coordinator*

Professor: Arnold Abrams

Associate Professor: Donald Kay

Instructor: Mike Gantenbein

This program provides an in-depth exploration 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 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:	
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
Careers in Multimedia (AM 343)	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
Basic Production Theory (Comm 340)	4
Computer Imaging (CIS 420)	4
Computer Graphics I (CS 316)	4
Computer Graphics II (CS 416)	4
Technology and Learning (Ed 320)	3
Advanced Field Production (VP 315)	4
Applied Editing Techniques for Field and Studio Production (VP 375)	4

Applied Multimedia Courses**LOWER DIVISION COURSES**

See *Course Prerequisites Policy* on page 30.

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 334 Design for Multimedia

4 credits

Covers text and graphics in multimedia production, including the technical aspects of optimizing visuals and text for the screen. Includes hands-on experience with Adobe Photoshop, scanners, digital photography, 3D graphics, animation, and text manipulation software. Introduces the basic concepts of screen design for students without a design background. Other topics include design aesthetics, file formats, and the interaction of the graphic designer with other members of a multimedia production team. Four hours of lecture a week. Prerequisite: AM 233.

AM 335 Digital Video

4 credits

Involves use of digital video software (Adobe Premier) 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 343 Careers in Multimedia

4 credits

Explores career options and trends in multimedia production via field trips, guest speakers, readings, and class discussions. Students create electronic portfolios of their work that can be posted on the Web. Includes an electronic job search on the Web. Students with a variety of specializations work in small teams to create a multimedia production. Explores the work environment of multimedia production, including project management and cooperative work. Offers a historical perspective of digital multimedia.

AM 407/507 Selected Topics in Multimedia Seminar

1-4 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 class.

AM 409/509 Practicum in Multimedia

1-6 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 on-campus 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 class.

Film Studies

CS 211

541-552-6520

Edwin Battistella, *Coordinator*

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 film minor spans various departments, including anthropology, art history, communication, English, foreign languages and literatures, political science, psychology, and sociology. Students are required to earn at least 24 credits in the following manner:

Requirements for Minor**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 (Comm 363)	4
Nonwestern Literature (Eng 455): Contemporary Chinese Fiction and Film; Contemporary West African Literature and Film	4
Topics in Film (Eng 495)	4
Shakespeare on Film (Flm 236)	4
Seminar: Topics in Film (Flm 407)	4
Topics in French Film (Fr 350/Flm 350)	3-4
Politics and Film (PS 260)	3
SS/Psychology and Film (Psy 313)	2-4
Sociology of Popular Culture (Soc 333)	4
SS/Introduction to Spanish Film (Span 199/399)	4
Hispanic Film as Literature (Span 421)	1-6
Mass Media and Politics (PS 419)	3

Note: Other film courses may be offered that qualify as film studies minor electives with advisor consent.

LOWER DIVISION COURSES

See *Course Prerequisites Policy* on page 30.

Flm 236 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.

Flm 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.

Flm 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.

Flm 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.

Flm 350 Topics in French Film

3–4 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. Prerequisite: Fr 203. (Cross-listed with Fr 350.)

Flm 407/507 Seminar: Topics in Film

Credit to be arranged

International Peace Studies

Taylor 133

541-552-6188

William Hughes, *Coordinator*

This 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 Minor

A minimum of 26 credits in approved courses.

Required Courses

International Scene (IS/PS 250)	4
Ethics: Moral Issues (Phl 205)	4

World Politics (IS/PS 350)	4
Negotiation and Conflict (Comm 455)	4
Research (IS 401)	3
Total credits	19
Elective credits	7

Select 7 elective credits from courses with an international 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. Students may appeal a decision by the coordinator to the dean of the School of Social Science, Education, Health and Physical Education.

Note: Research 401 is a 3-credit research paper in which the student responds to the question: How does my academic major contribute to a more peaceful world? (Students may choose an alternative topic with the approval of the coordinator.) The research is to be conducted within the student's major department or major area of concentration. The project is supervised and evaluated by the student's academic advisor or another instructor in the student's discipline. A copy of the completed research paper is submitted to the coordinator of the International Studies Program for inclusion in a peace studies file.

Latin American Studies

Taylor 113

541-552-6650

Karen Sundwick, *Coordinator*

This interdisciplinary minor encourages students to examine the relationships among 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 Minor

A minimum of 24 credits in at least three social science disciplines.

Required Courses

Geography of Latin America (Geog 330)	4
History Sequence:	
History of Latin America (Hst 351, 352)	8
or	
Mexico (Hst 464, 465)	8

Select 12 credits of upper division work from among 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)	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 the Third World (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 121

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 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 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
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
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
Native American History (Hst 383)	4
Oral History Methods (Hst 412)	4

Certain upper division, open-numbered courses with Native American subject focus (399, 401, 405, and 407/507) in the participating departments (art, English and writing, history, and sociology and anthropology) may also be appropriate; please consult the Native American studies coordinator.

*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:

NAS 209	2–4
NAS 309	2–6
NAS 409*	2–8

Native American Studies Courses

See *Course Prerequisites Policy* on page 30.

NAS 209 Practicum

2–4 credits

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.

NAS 309 Practicum

2–6 credits

NAS 368 Native American Topics: Historical

4 credits

Using Native voices, this course examines the historical period and prophecy to 1890. Presents material 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 is recommended.

NAS 407/507 Seminar

Credit to be arranged

Cross-listed with Ed 407/507.

NAS 409 Practicum

2–8 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 students' major program of study. Promotes the concept of inclusion by bridging cultures to eliminate stereotypical imaging. NAS 268 and 368 are recommended.

Remote Sensing

Advisors

Biology: Charles Welden, 541-552-6868

Geography: John Mairs, 541-552-6278

Geology: Jad D'Allura, 541-552-6480

This interdisciplinary program introduces students to the basic theory of remote sensing and its applications to studying the earth in the fields of biology, geography, and geology. The program equips students with the necessary skills to understand the analysis of the earth's resources, landforms, and environmental problems from remote platforms. Computer manipulation of remotely sensed data is an important aspect of this program.

Requirements for Minor

All core and elective courses for the remote sensing minor (27 credits minimum) must be taken for a grade (A–F).

Core Curriculum

Choose one of the following computer language courses:

Programming I (CIS 200) or

Programming II (CS 257) 4

Elementary Statistics (Mth 243) 4

Remote Sensing in Biology (BI 411) 4

Remote Sensing (Geog 487) 4

Remote Sensing in Geology (G 487) 4

Total credits 20

Electives

Courses used for core requirements may not be used as electives. Choose at least two courses from the following:

Elementary Linear Mathematics (Mth 158) 4

Programming II (CS 257) 4

Computer Imaging (CIS 420) 4

Geographic Information Systems (Geog 489) .. 5

Databases (CIS 360) 4

Computer and Instrumental Methods (G 489) .. 4

Global Positioning Systems (G 326) 3

Other electives may be selected with the consent of the remote sensing advisor. Light, Vision, and Optical Phenomena (Ph 314) is 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, particularly in the realms of art and architecture, music, dance, theatrical performance, political and social history, medicine, science, religion, economics, and geography. The program also emphasizes 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 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 236) 4

European Renaissance and

Reformation, 1300–1600 (Hst 318) 4

History of Music (Mus 360) 3

Period Styles II (TA 451) 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

See *Course Prerequisites Policy* on page 30.

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 theatre companies; and Shakespeare's life and work.

Video Production

Media Center

541-552-6393

C. Mark Chilcoat, *Coordinator*

The video production minor is useful to students in a variety of fields, including art, business, applied multimedia, film studies, theatre, communication, social sciences, English, 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.

Requirements for Minor

(26 credits, 12 of which must be upper division)

Required Courses

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
Select one of the following required courses: (4 credits)	
Introduction to Multimedia (AM 233)	4
Digital Studio (Art 250)	4
Computer Graphics I (CS 316)	4

Electives

(8 additional credits)

Select two additional courses from any one of the following areas:

Video Production Electives

Voice Training for Video Production (VP 212) ..	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)	TBA
Projects for RVTV/SOU (VP 410)	4–12

Note: Between 4 and 20 additional credits are required to meet prerequisites for the following courses:

Applied Multimedia Electives

Introduction to Multimedia (AM 233)	4
Design for Multimedia (AM 334)	4
Digital Video (AM 335)	4
Multimedia Authoring (AM 336)	4
Web Authoring (AM 337)	4
Careers in Multimedia (AM 343)	4

Art Electives

Digital Studio (Art 250)	4
Digital Print Studio (Art 350)	4
Digital Interactive Studio (Art 351)	4
Digital Animation Studio (Art 352)	4
Special Projects in Digital Media (Art 450)	4

Computer Science Electives

Computer Imaging (CIS 420)	4
Computer Graphics I (CS 316)	4
Computer Graphics II (CS 416)	4

Video Production CoursesSee *Course Prerequisites Policy* on page 30.**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 212 Voice Training for Video Production

4 credits

Offers a detailed study of the unique problems of voice communication without face-to-face contact. Involves laboratory work and extensive training in announcing, voiceover, and interviewing situations.

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.

UPPER DIVISION COURSES**VP 315 Advanced Field Production**

4 credits (maximum 12 credits)

Involves supervised application of field production techniques to assigned projects, which must result in a professional product ready to be edited for distribution. Prerequisite: Producer certification.

VP 372 Advanced Activities for Video Production

1–4 credits a term

Offers supervised video experience using University television production facilities. Prerequisites: Producer certification and instructor consent.

VP 375 Applied Editing Techniques for Field and Studio Production

4 credits

Prerequisite: Producer certification.

VP 409 Practicum

Credit to be arranged

VP 410 Projects for RVTV/SOU

4 credits (maximum 12 credits)

Involves professional application of acquired skills to course projects for RVTV or other campus organizations. Prerequisite: Producer certification.

Women's Studies

SORSI (Lower Level)

521 S. Mountain

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. Sixteen faculty representing ten different departments teach courses for the program. Courses are cross-listed in women's studies and the departments in which they are offered; these courses may count toward both departmental and women's studies minor requirements.

Requirements for Minor

A minimum of 24 credits in approved courses.

Required Courses

Women in Society: Introduction to

Women's Studies (WS 201)	4
Research (projects approved by Women's Studies Council) (WS 401 or SSc 401) and/or Practicum (either department prefix and number or WS 409 or SSc 409)	4

Electives

Choose 16 credits, including courses from at least two different disciplines, from the following:

Gender Issues (Anth 340)	4
Seminar: Women in Development (Anth 407) ..	4
Race, Gender, and Ethnicity in Art (ArH 450) ...	4
Special Topics in Art History (ArH 459)	4
Gender and Human Communication (Comm 425)	4
Gender, Race, and Media (Comm 470)	4
Seminar: Women and Crime (Crim 407)	3
Gender Issues in Economics (Ec 340)	4
Class, Culture, and Feminism in Victorian and Edwardian England (Eng 341)	4
Women Writers in the U.S. (Eng 368)	4
Nonwestern Literature (Eng 455)	4
Topics in Women's Writing (Eng 498)	4
Seminar: Contemporary Ethical Issues III (Ho 493)	3
Women in Asian History (Hst 333)	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 and Science (Sc 350)	3
Poverty, Family, and Policy (Soc 304)	4
Sociology of the Family (Soc 312)	4
Sociology of Gender Roles (Soc 340)	4
Third World Women (Soc 407)	4
Social Inequality (Soc 434)	4
Families and Work (SSc 399)	4
Seminar: Feminist Theory (SSc 407)	4
International Women's Movements (WS 301) ...	4
Reading and Conference (WS 405)	TBA
Feminist Theory (WS 407)	4
Women's Health and the Lifecycle (WS 407) ...	4
Sexual Politics in U.S. History (WS 407)	4
Intimate Violence Victim Advocacy Skills (WS 407)	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.

You are strongly advised to plan your course of study with the program director. You are also urged to complete an application for minor degree status. The applications are available at the program office.

Women's Studies Courses

See *Course Prerequisites Policy* on page 30.

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.

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 and its 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 401 Research

Credit to be arranged

Stresses the development of research and writing skills.

WS 405 Reading and Conference

Credit to be arranged

WS 407 Seminar

4 credits

WS 409 Practicum

Credit 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.

Certificates

Applied Cultural Anthropology

See page 129 for certificate requirements.

Applied Finance and Economics

Milan P. Sigetich, *Program Coordinator*

Professor: Hassan Pirasteh

Associate Professors: Curtis J. Bacon,

Milan P. 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)

Financial Markets and Institutions (BA 470) ...	4
Financial Management (BA 471)	4
Money, Banking, and Financial Institutions (Ec 318)	4
Public Finance (Ec 319)	4
Introduction to 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 378)	4
Practicum (BA 409 or Ec 409)	up to 4

Note: To receive credit, students must secure advance 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: BA 470, Ec 318, 332 or 333, 378, 320.

Financial Analysis

For students wishing to work in the corporate financial environment: BA 471, Ec 320, 332, 333, 364, 378.

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, 320, 332, 333, 378.

Public Sector

For students interested in public sector or non-profits such as planning departments and intergovernmental agencies: Ec 318 or BA 470, Ec 319, BA 471, Ec 320, 332 or 333, 364.

General

For students who are undecided about a career or who prefer broad exposure: BA 470 or Ec 318, BA 471, Ec 319, Ec 320, Ec 332 or 333.

Botany

See page 83 for certificate requirements.

Business Information Systems

Professor: William Jackson

Assistant Professors: Julie Boyles,

Donna Lane, Katie Pittman

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 Certificates 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 Accounting Information Systems 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.

Footnotes

¹Must be in a related area and approved in advance by the certificate advisor.

²Elective 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.

mation 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 prerequisites include Business Computer Applications (BA 131), Financial Accounting (BA 211), Managerial Accounting (BA 213), and Management Information Systems (BA 382).

Core Courses (12 credits)

Advanced Business Applications of Spreadsheets (BA 285)	4
Advanced Business Applications of Databases (BA 384)	4
Programming I (CIS 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) ¹	4
Practicum (BA 409) ¹	4
Cost and Management Accounting II (BA 452) ..	4
Business Information Systems (BA 484)	4
Programming II (CS 257)	4
End User Computing (CIS 345)	4

Management Information Systems (MIS)

(24 credits)

Requirements (12 credits)

Programming II (CS 257)	4
Business Information Systems (BA 484)	4
Advanced MIS (BA 497)	4

Electives (12 credits)²

Seminar/Special Topics (BA 407) ¹	4
Practicum (BA 409) ¹	4
Management Science and Decision Making (BA 496)	4
End User Computing (CIS 345)	4
Other CS/CIS courses as approved	4–12

Cultural Resource Management

See page 129 for certificate requirements.

Interactive Marketing and E-Commerce

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

Program Prerequisites

Business Computer Applications (BA 131)
Elementary Statistics (Mth 243)
Programming 1 (CIS 200)
Marketing (BA 330)

Core Requirements (24 credits)

Advanced Business Applications of Databases (BA 384) or Databases (CIS 360)	4
Direct Marketing (BA 435/535)	4
Internet Marketing and E-Commerce (BA 436/536)	4
Programming II (CS 257)	4
Introduction to Multimedia (AM 233)	4
Web Authoring (AM 337)	4

Electives (8 credits)

Special Topics (BA/CS/CIS 407) ¹	4
Practicum (BA 409) ^{1,2}	4
Applied Business Research (BA 428) ^{1,2}	4
Business Planning (BA 499) ^{1,2}	4
Design for Multimedia (AM 334)	4
Web Interface Design, Graphics, and Animation (AM 338)	4
Graphic Design I (Art 244) ²	4
Digital Illustration (Art 306) ²	4
Client-Server (CIS 432) ²	4
Corporate Web Development (CIS 433) ²	4
Computer Imaging (CIS 420)	4

Management of Human Resources

Co-Advisors: Terry Gaston (CE 139), School of Business; Jonathan Lange (BR 204), Communication Department; Michael Naumes (EP 210), Psychology Department

The Certificate in Management of Human Resources (CMHR) Program equips candidates with specialized skills to work with the most important resource at an organization—people. Students develop a practical knowledge base drawing from the following areas: interviewing and staffing selection; training design and im-

plementation; team-building; employee relations and conflict resolution; management of a diverse workforce; 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 minoring 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.

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
HR Research Project/Applied Research (BA/Comm/Psy 401)	4
Personnel Selection, Appraisal, and Development Management (BA 486)	4
Principles of Human Resource Management (BA 481)	4
Organizational Psychology (Psy 445)	4

Electives (12 credits)

Communication Across Cultures (Comm 200) ...	4
Intercultural Communication (Comm 335)	4
Principles of Public Relations (Comm 331)	4
Gender and Human Communication (Comm 425)	4
Negotiation and Conflict (Comm 455)	4
Mediation and Conflict Management (BA/Comm/Psy 407)	4
HR Certification Course (BA 407)	2
Business Ethics (BA 476)	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

Footnotes

¹Must be in a related area and approved in advance by the certificate advisor.

²These courses have one or more prerequisites that are not included in the certificate curriculum, but are included in corresponding major or minor requirements.

Native American Studies

David West, *Program Coordinator*

Native American Studies is an interdisciplinary academic program in the School of Social Science, Education, Health and 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 providing personal growth and enrichment.

Native American studies courses are listed under the prefix NAS in the *Native American Studies Minor* section on page 155.

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)

Students 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
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
Contemporary Issues in North America (Soc 338)	4
Introduction to Native North American Art (ArtH 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 Forces in Literature (Eng 448)*	4
Native American History (Hst 383)	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, 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.

Synthesis (4–8 credits)

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 Native American studies advisor consent.

Special Programs

Accelerated Baccalaureate Degree Program

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, economics, geography, mathematics, physics, political science, and foreign languages and literatures.

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. Applications are available from the Admissions Office.

Program Requirements

1. During the orientation program in September, entering students attend a workshop addressing a number of practical considerations. This includes an introduction to the program, the University Library, and the Computing Services Center, in addition to an overview of college success skills. Throughout the year, there are mid-quarter meetings and questions of the week to answer. Students receive 1 credit for participating in these required activities.
2. Each student is required to take a minimum of 135 credits. The Accelerated Baccalaureate Degree Program advisor and committee determine which general education credits each student must complete based on such factors as background and teacher recommendations. Students entering the program with outstanding backgrounds in science and math, for example, are asked to concentrate their general education in arts and letters and social science.
3. In consultation with their advisors, students develop a yearly contract to ensure normal progress toward the degree. Students who for any reason—such as illness, change of major, or academic problems—do not make normal progress are required to switch to a 180-credit four-year degree program.

American Language Academy

American Language Academy

Britt 137

541-552-6196

Amy Lepon, *Director*

The American Language Academy (ALA) at SOU is one of ten private intensive English language programs at the college level in the U.S. The purpose of the ALA program is to cultivate the English language skills of international students whose first language is not English to a level necessary for success in an American college or professional environment. ALA/SOU provides a variety of services, including academic advising, computer-assisted language learning, housing placement, and cultural activities.

American Language Academy Courses

See *Course Prerequisites Policy* on page 30.

ALA 104 Intermediate Intensive English, Level 4

4 credits

Students read and respond to materials in both oral and written form. They also listen to and take notes on lectures and presentations from media on general topics. Upon completion of this course, students demonstrate an ability to express themselves with growing confidence, accuracy, and clarity in everyday situations. Prerequisite: Completion of ALA Level 3 (non-credit) or a score of 66–80 on the ALA Placement Test (ALAPT).

ALA 105 High Intermediate Intensive English, Level 5

4 credits

Students read and understand complex narratives and expository material related to academic and professional needs. They do so under time constraints, while also listening to and taking notes on lectures from media on academic, professional, and current topics. Upon completion of this course, students demonstrate an ability to express themselves fully and with confidence and accuracy, with little imprecision, as well as extensive fluency and complexity in social, professional, or academic situations. Prerequisite: Completion of ALA Level 4 or a score of 81–90 on the ALA Placement Test (ALAPT).

ALA 106 Advanced Intensive English, Level 6

4 credits

Students listen to and take notes on lectures and presentations of an academic or professional nature; give individual speeches and group presentations on researched topics of academic or professional interest; and read and understand texts under time constraints, including academic and professional literature and media sources of article and book lengths. Upon completion of this course, students demonstrate an ability to express themselves fully and with confidence, competence, and accuracy, with almost no imprecision and total fluency and complexity in social and professional situations. Prerequisite: Completion of ALA Level 5 or a score of 91+ on the ALA Placement Test (ALAPT).

Churchill Scholars Honors Program

Computing Services Center 210
541-552-6150

Sandra Coyner, *Interim Facilitator*

Professors: Ernest Ettlich (Communication),
Robert Harrison (History), Sandra Holstein
(English), Tom Keevil (Chemistry), Tom
Nash (English)

Instructor: Prakash Chenjeri (Philosophy)

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 30-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, 109), 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.

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

See *Course Prerequisites Policy* on page 30.

LOWER DIVISION COURSES

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 a few 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

3 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

Credit 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, Ashland, and Grants Pass. 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: Business Degree Completion Program (page 71) Human Service Degree Completion Program (page 120) Social Science Degree Completion Program in Criminology (page 106)

Library and Information Science

Library 303

541-552-6445

Deborah Hollens, *Chair*

Professors: Sue A. Burkholder, Deborah Hollens, James Rible

Associate Professors: Connie Anderson, Mary Jane Cedar Face, Teresa Montgomery, Dale Vidmar

Assistant Professor: Emily Miller-Francisco

Instructor: Lisa McNeil

The Library and Information Science Department (LIS) is a subunit of the University Library. LIS occasionally offers courses on library and Internet resources, research, and related topics.

The library and information science faculty teach sessions for courses drawn from all areas of the curriculum. These sessions are created for specific courses and are planned with faculty members from those courses. They are designed to develop knowledge of the literature in a field, as well as the skills necessary to identify and evaluate the appropriate information sources. Central foci are strategies for searching electronic and print indexes and using Internet resources specific to a given field.

Library and Information Science CoursesSee *Course Prerequisites Policy* on page 30.**LOWER DIVISION COURSES****LIS 199 Special Studies**

Credit to be arranged

UPPER DIVISION COURSES**LIS 399 Special Studies**

Credit to be arranged

LIS 407/507 Seminar

Credit to be arranged

LIS 408/508 Workshop

Credit to be arranged

LIS 409/509 Practicum

Credit to be arranged

Military Science

364 Stadium St.

541-552-6409

Professor: Lieutenant Colonel Daniel S. Cameron

Instructors: Captain Jens Danielson, Captain Heather Green, Sergeant First Class Milton Griffith

A regular instructional division of the University, the Military Science Department 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 Department of Military Science 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 32 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 (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

See *Course Prerequisite Policy* on page 30.

LOWER DIVISION COURSES**MS 111 Adventure Training I**

1 credit

Offers an examination and practical application of survival skills, camping, rope-bridging, and basic first aid. Includes optional 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 Basic Rifle Marksmanship, rappelling, and mountain climbing. Includes optional 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 leader 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

3 credits

Examines military justice, from nonjudicial punishment to the military court-martial. Introduces many practical exercises to prepare junior officers for their role 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: Consent of the professor of military science or assistant professor.

Overseas Study Programs

Office of International Programs

Stevenson Union 303

541-552-6336

Keith Chambers, *Director*

Preparation for global citizenship is a vital component of a well-rounded education. National and state educational goals stress the critical importance of incorporating overseas study and work experiences into the college years. Southern Oregon University has a selection of more than thirty study programs available in twenty countries. Students may study abroad and earn SOU credit. Opportunities include programs that do not require previous foreign language study (such as quarter-long programs in Europe or Asia), as well as yearlong programs in which coursework is taken in the language of the host country. While abroad, students maintain regularly admitted status at SOU as well as eligibility for financial aid and scholarships. SOU's Office of International Programs provides full advising and logistical support for students. Contact this office for brochures and application forms.

Note on generic numbering: Coursework offered at overseas universities does not always correspond directly to SOU course listings. Consequently, many courses are entered on the SOU transcript using generic SOU numbers (e.g. 299, 399, 499). For instance, a course in European business administration might be listed as European Business Administration (BA 399).

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. Sample courses include Aboriginal Archaeology, Australian Literature, and Modern Australia. SOU's direct exchange agreement makes this an affordable program.

Austria**Vienna, NCSA Program**

Students spend a term studying European culture in Vienna, grand capital of the former Hapsburg Empire. Open to those with sophomore standing or higher, 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 sophomores or above with two years of college-level Spanish. Students study 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 recommended. Coursework may include Chinese Language and Chinese National Minorities. Offered fall and spring terms and as a full academic year.

Denmark**Aarhus School of Business**

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, including International Marketing, International Business, and International Financial Management. Students live in dorm-style apartments with shared kitchen facilities. Offered fall quarter only.

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. Offered fall and spring semesters and as a full academic year.

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. Offered fall and spring semesters and as a full academic year.

England**Winchester, King Alfred's College**

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 KAC'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 will be offered beginning summer 2003.

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 and French culture intensively, and enjoy a range of excursions as part of this exciting program. Typical coursework is taught by French and overseas faculty and 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.

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, 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. Open to those with sophomore standing or higher, this program has no language prerequisite. Participants live in shared apartments near the city center and take all coursework in English. They may 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.

Italy**Siena, NCSA Program**

This popular quarter-long program at the NCSA study center in Siena has no language requirement, although all students study the 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**Kyushu Island, Kurume University**

Kurume is a private university that has a long-standing relationship with SOU. Students with a high proficiency in the Japanese language may apply for a one- or two-semester experience. Housing options comprise dorms, apartments, and homestays. Coursework includes intermediate and advanced Japanese Language and a wide range of other courses.

Okayama, Okayama University

Students spend a semester in Okayama University's new EPOK exchange program, designed for U.S. students wishing to know more about Japan and Japanese society. Open to sophomores and above with at least one year of college-level Japanese. 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, 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 Ehwa 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). Lasts a full academic year.

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.

Instituto Tecnológico de Educacion 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. Offered both fall quarter and winter-spring semester (winter and spring terms), as well as for the full academic year.

The Netherlands**Saxion Universities, Deventer and Enschede**

Business majors love to study at these two universities in the Netherlands. The Deventer campus is within walking distance of the historically rich, old center of the student city, Deventer. Students share apartments and ride bikes as part of their Dutch experience. This exchange program is available in the fall or winter. Classes are taught in English on such topics as business economics, facility management, and marketing tourism.

Norway**Agder College, Kristiansand**

This is a business program for upper division business majors. One of Norway's largest cities, Kristiansand is environmentally friendly and comfortable. The program is taught entirely in English with no language prerequisite. Coursework consists of international business courses, including International Marketing, International Business, and International Financial Management. Students live in private dorms across the street from Agder College and share a kitchen and bathroom with a Norwegian student. Offered fall quarter only.

**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, Thailand. Taught in English and open to those with sophomore standing or higher, 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)

Office of International Programs

Stevenson Union 303

541-552-8334

Selene Aitken, *Coordinator*

The Oregon International Internship Program offers SOU students a global network of internships lasting from ten weeks to six months. Undertaken by juniors, seniors, and graduate students, the internships carry SOU credit and are available in a variety of fields ranging from business to environmental studies. Qualifies for SOU financial aid.

Nursing Program

Oregon Health & Science University School of Nursing

Central 215

541-552-6226

Saundra Theis, *Associate Dean*

Rosalie A. Caffrey, *Director of Academic Programs*

Professors: Rosalie A. Caffrey, Saundra Theis

Associate Professors: Juliana C. Cartwright, Carol Christlieb, Rick D. Daniels, Donna Markle

Assistant Professors: Virginia Adams,

Kathleen Lagana, Patricia Lane, Wendy

Neander, Deborah Padgett-Coehlo,

Debra Topham

Instructors: Karen Nollenberger, Stephanie

Sideras, Margarite Smith, Nancy Walker

Introduction

Nursing programs at SOU are offered by the Oregon Health & Science University (OHSU) School of Nursing.

OHSU offers the baccalaureate nursing 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

BS in Nursing

Basic Baccalaureate Program for Non-Nurses

RN/BS Program for Registered Nurses

Completing a Baccalaureate Degree

MS in Nursing

Family Nurse Practitioner Specialty

Clinical Nurse Specialist

PhD in Nursing

Basic Baccalaureate Program

The baccalaureate in nursing program provides an essential foundation for professional nursing licensure and practice. The professional nursing major is four years in length (two years of prerequisites; two years of upper division nursing). Nursing courses build on and complement the liberal arts and sciences foundation required for professional practice. The graduate of the BS in nursing program is eligible to complete the registered nursing licensure examination and is prepared to assume responsibility for providing professional nursing care.

Prerequisites

Candidates for admission to OHSU's basic baccalaureate program in nursing must have completed 91 credits of non-nursing coursework with a cumulative grade point average of 2.5 or better. (See *Non-Nursing Course Requirements* below.) Non-nursing coursework may be taken at Southern Oregon University, a community college, or other accredited institutions of higher learning.

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 OHSU School of Nursing Application during the winter prior to the summer in which they wish to enter. Application forms are available after October 1 in the School of Nursing Office. Transcripts of completed coursework, a one-page goal statement, and a filing fee of \$60 must be submitted along with the completed application form by the February 1 application 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

(91 credits)

NATURAL SCIENCES

(minimum 37 credits)

Human Anatomy and Physiology (with lab)¹ .. 12

Microbiology (with lab)¹ 4

Chemistry (with lab; inorganic, organic, and biochemistry)¹ 12

College Algebra¹ 3

Statistics (descriptive and inferential)¹ 3

Nutrition¹ 3

ARTS AND LETTERS

(minimum 30 credits)

Literature 3

Written English/English Composition 9

Interpersonal and Small

Group Communication¹ 6

Arts and letters electives (philosophy, foreign language, and intercultural communication recommended) 12

SOCIAL SCIENCES

(minimum 15 credits)

General Psychology¹ 3

General Sociology¹ 3

Human Development (Lifespan)¹ 3

Cultural Anthropology¹ 3

Social science electives (political science, economics, and business sciences recommended) 3

ELECTIVES

(minimum 9 credits)

Sample Program

Third Year

Foundations for Nursing Practice (Nur 370) ... 2

Health Assessment (Nur 371) 5

Pathophysiological Processes: A Foundation

for Nursing Practice (Nur 372) 3

Introduction to Clinical Nursing (Nur 373) 5

Clinical Pharmacology (Nur 374) 3

Clinical Decision Making in

Nursing Practice (Nur 376) 3

Family Nursing (Nur 380) 3

Gerontological Nursing (Nur 382) 3

Nursing Care of Adults with

Physiological Alterations (Nur 384) 4

Nursing Care of Adults with Physiological

Alterations: Practicum (Nur 385) 7

Mental Health Nursing (Nur 484) 4

Mental Health Nursing: Practicum (Nur 485) ... 6

Fourth Year

Ethical Issues and Legal Aspects for

Nursing and Health Care (Nur 378) 3

Nursing Care of Families During

Health and Illness (Nur 386) 3

Nursing Care of Families During Health

and Illness: Practicum (Nur 387) 5

Research in Nursing Practice (Nur 470) 3

Clinical Focus (Nur 471) 7

Leadership and Management

in Nursing (Nur 472) 3

Health Policy in Nursing (Nur 474) 3

Community Health Nursing (Nur 486) 4

Community Health Nursing:

Practicum (Nur 487) 6

Reflective Nursing Practice Theory (Nur 488) .. 2

Reflective Nursing Practice Clinical (Nur 489) ... 7

Baccalaureate Completion Program for Registered Nurses

Registered nurses who would like to return to school to complete their baccalaureate degree in nursing must complete OHSU nursing and non-nursing course requirements. Nursing courses are delivered by two-way television, 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

With two exceptions (Statistics and English: see *RN/BS Non-Nursing Course Requirements* on page 167), the non-nursing courses required for the BSN degree are not considered prerequisites for enrolling in nursing courses as a part-time student. Full-time students intending to complete the program in one year, however, must complete all of their non-nursing course requirements before they enroll.

Footnote

¹Lower division requirements for those who have a baccalaureate degree in another field.

Advising

Prior to applying for admission, interested RNs are encouraged to fax or mail transcripts of their prior college-level work to the RN/BS Office, along with a request for an unofficial evaluation to determine what prior coursework would count toward the BSN requirement. Prospective students may fax the office at 541-552-6055 or write to:

OHSU School of Nursing
Distance-Learning Office, RN/BS
1250 Siskiyou Boulevard
Ashland, OR 97520

Admission to OHSU

Admission to the RN/BS Program is available year-round. For specific information and an application, contact the OHSU School of Nursing Distance-Learning Office, RN/BS Program at 541-552-8421 or nursing@sou.edu. Prospective students may also visit the office in Britt Hall, Room 122. Applicants must submit official transcripts of completed coursework, a one-page goal statement, and a filing fee of \$60 along with the completed application form.

Prior to application or admission to the program, RNs may enroll as nonadmitted students in theory courses for personal or professional development.

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 ¹	
Microbiology ¹	
Nutrition ¹	

RN/BS Nursing Course Requirements

Pathophysiological Processes: A Foundation for Nursing Practice (Nur 372)	3
Ethical Issues and Legal Aspects for Nursing and Health Care (Nur 378)	3
Family Nursing (Nur 380)	3
Physical Assessment for Nurses (Nur 399)	3
Research in Nursing Practice (Nur 470)	3
Leadership and Management in Nursing (Nur 472)	3
Health Policy in Nursing (Nur 474)	3
Community Health Nursing (Nur 486)	4
Community Health Nursing: Practicum (Nur 487)	6
Reflective Nursing Practice Theory (Nur 488) ..	2
Reflective Nursing Practice Clinical (Nur 489) ...	7

For specific information about the RN programs, contact the OHSU School of Nursing at the SOU Distance Learning Office. The RN program secretary is available at 541-552-8421 or in Britt Hall, Room 122.

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 community health care full- and part-time specialties are regularly available on the Ashland campus. Post-master's certificate programs and a doctoral program with specialties in family and gerontological nursing 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 fall in which they wish to enter. Application 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 NLN- 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)
National League for Nursing (NLN)

Nursing Courses

See *Course Prerequisites Policy* on page 30.

Nur 370 Foundations for Nursing Practice 2 credits

Students develop personal, social, and theoretical perspectives on the discipline of nursing as a caring profession. Provides the conceptual bases for the interpersonal foundations of nursing practice. Includes an overview of the nursing profession and nursing roles.

Nur 371 Health Assessment

5 credits (3 didactic and 2 practicum)
Provides a basis for health assessment of individuals from infancy through old age.

Nur 372 Pathophysiological Processes: A Foundation for Nursing Practice 3 credits

Introduces the pathophysiological processes underlying many different disease states and

health deviations across the lifespan. Explores human responses to these processes. Prerequisites: Nur 370 and 371.

Nur 373 Introduction to Clinical Nursing 5 credits (2 didactic and 3 practicum)

Focuses on the development of the conceptual bases for beginning therapeutic nursing interventions. Emphasizes the application of cognitive, psychomotor, and interpersonal skills to clients in a health care setting. Prerequisites: Nur 370 and 371.

Nur 374 Clinical Pharmacology 3 credits

Provides a basic theoretical framework for pharmacodynamics and pharmacokinetics, with emphasis on their application to nursing. Focuses on nursing implications relevant to pharmacology, including application across diverse populations, elements of clinical decision making, safe nursing practice, and establishing and monitoring client outcomes. Prerequisites: Nur 370 and 371.

Nur 376 Clinical Decision Making in Nursing Practice 3 credits

Focuses on the use of critical thinking strategies to acquire understanding of client responses to their health status. Students analyze significant problems experienced by clients when coping with health and illness. Explores therapeutic nursing interventions. Prerequisites: Nur 370 and 371.

Nur 378 Ethical Issues and Legal Aspects for Nursing and Health Care 3 credits

Introduces the analysis of ethical issues and dilemmas arising in nursing practice and health care systems. Emphasizes values clarification, models for ethical decision making, collaborative approaches to analysis of ethical dilemmas, consideration of relevant legal aspects, and related documents that guide professional practice. Explores legal aspects of nursing practice. Prerequisites: First summer courses and first fall quarter courses.²

Nur 380 Family Nursing 3 credits

Explores the family as both client and context. The family is examined as health care client and negotiator, an expressor of cultural diversity, a system, and an environment for individual development. Discusses family structure, process, function, and coping in relation to health, illness, and transition. Focuses on assessment and intervention across the lifespan using theory and research in family nursing. Prerequisites: First summer and first fall quarter courses.²

Footnote

¹Most ADN and Diploma nursing programs require these courses or integrate them into the nursing curriculum. Each student's transcript is individually evaluated.

²Nur 370, 371, 372, 373, 374, and 376.

Nur 382 Gerontological Nursing

3 credits

Examines the essentials of nursing care for older people, with emphasis on normal aging and the individual, family, and contextual factors influencing the processes and outcomes of aging. Prerequisites: First summer and first fall quarter courses.¹

Nur 384 Nursing Care of Adults with Physiological Alterations

4 credits

Focuses on the analysis, integration, and evaluation of the scientific knowledge underlying the nursing management of adult human responses to potential or actual physiological alterations in health status. Emphasizes clinical decision making in setting priorities and selecting therapeutic interventions across the trajectory of health and illness. Examines the effects of multiple interacting environments upon the ill adult. Usually taken concurrently with Nur 385. Prerequisites: First summer courses and first fall quarter courses.¹

Nur 385 Nursing Care of Adults with Physiological Alterations: Practicum

7 credits

Promotes the application of scientific knowledge to the diagnosis and management of adult human responses to potential or actual physiological alterations in health status. The clients are primarily hospital-based, physiologically unstable adults with diverse characteristics. Emphasizes continuity of care across the trajectory of health and illness. Examines the effects of multiple interacting environments on the relationship between nurses and patients. Prerequisites: Nur 384 (or concurrent enrollment) and first summer courses and first fall quarter courses.¹

Nur 386 Nursing Care of Families During Health and Illness

3 credits

Examines the theoretical and research foundations of family as context and client. Includes developmental theories, clinical decision making, and health promotion models as they describe families in health and illness. Emphasizes concepts of therapeutic nursing interventions with childrearing families. Usually taken concurrently with Nur 387. Prerequisites: Nur 380 (or concurrent enrollment), first summer courses, first fall quarter courses,¹ and instructor consent.

Nur 387 Nursing Care of Families During Health and Illness: Practicum

5 credits

Applies the theoretical, research, and practice foundations to nursing care of families. Practices therapeutic nursing interventions with families and children. Prerequisites: Nur 380 and 386 (or concurrent enrollment); first summer and first fall quarter courses.¹

Nur 399 Physical Assessment for Nurses

3 credits

Provides a basic foundation of knowledge and skills involved in the physical and psychological assessment of individuals.

Nur 470 Research in Nursing Practice

3 credits

Introduces past and current thinking in the profession regarding the role of the nurse in research and the relationship between nursing practice and nursing research. Provides students with the skills and understanding to critically review research reports and discuss ethical issues related to research. Emphasizes the application of research to improve client outcomes. Prerequisites: First summer and first fall quarter courses.¹

Nur 471 Clinical Focus

7 credits

Examines selected psychosocial and physiological processes, as well as their relationship to caring and caring therapeutics in clinical nursing practice. Provides opportunities to explore multiple nursing roles, apply therapeutic interventions, think critically, and communicate skillfully with multiple clients in designated settings. Prerequisites: Completion of the first year of upper division coursework, including Nur 370, 371, 372, 374, and 376.

Nur 472 Leadership and Management in Nursing

3 credits

Analyzes concepts related to nursing leadership and management in the context of health care delivery systems. Examines both leadership and management roles in relation to tradition, change, and socially responsible nursing practice. Prerequisites: First summer and first fall quarter courses.¹

Nur 474 Health Policy in Nursing

3 credits

Analyzes health and social policy. Examines the impact of the relationships among sociocultural, political, economic, technological, environmental, ethical, and legal factors on nursing practice, health care delivery, and public policy. Prerequisites: First summer and first fall quarter courses.¹

Nur 484 Mental Health Nursing

4 credits

Examines the theoretical and research bases for mental health nursing of vulnerable populations across the lifespan. Explores the mental health problems of individuals, families, and groups within their environmental and cultural contexts. Emphasizes the self-reflective aspect of critical thinking as it pertains to therapeutic interventions and interpersonal relationships. Usually taken concurrently with Nur 485. Prerequisites: First summer and first fall quarter courses.¹

Nur 485 Mental Health Nursing: Practicum

6 credits

Provides experience delivering nursing care to selected vulnerable populations. Students apply critical thinking skills and knowledge to mental health nursing interventions with diverse clients. Prerequisites: Nur 484 or concurrent enrollment; first summer and first fall quarter courses.¹

Nur 486 Community Health Nursing

4 credits

Examines public health, community health nursing, and other disciplines to enhance the quality of life through health promotion and disease prevention at the community level. Students identify health issues for selected populations and plan assessment, intervention, and evaluation strategies for use with individuals, families, and aggregates. Nur 487 is usually taken concurrently. Prerequisites: Two of the three following course sets: Nur 484, 485; 380 and 386, 387; or 384, 385. First summer and first fall quarter courses are also required.¹

Nur 487 Community Health Nursing:**Practicum**

6 credits

Provides an opportunity to use an ongoing multidimensional assessment process to mutually formulate and implement plans for promoting the health of client systems within the context of public health approaches to health promotion and disease prevention. Prerequisites: Nur 486 or concurrent enrollment; two of the three following course sets: Nur 484, 485; 380 and 386, 387; or 384, 385. First summer and first fall quarter courses are also required.¹

Nur 488 Reflective Nursing Practice Theory

2 credits

Provides an opportunity for synthesis and evaluation of professional nursing role behaviors essential to the care of clients who are experiencing complex care needs in a variety of settings. Emphasizes refinement of critical thinking and communication skills and the integration of a range of therapeutic interventions into nursing practice, including those appropriate to individual clients, their families or significant others, and relevant population-based groups. Prerequisites: All other upper division nursing major courses.

Nur 489 Reflective Nursing Practice Clinical

7 credits

Provides an opportunity for synthesis and evaluation of professional nursing role behaviors essential to the care of clients who are experiencing complex care needs in a variety of settings. Emphasizes refinement of critical thinking and communication skills and the integration of a range of therapeutic interventions into nursing practice, including those appropriate to individual clients, their families or significant others, and relevant population-based groups. Prerequisites: All other upper division nursing major courses.

Footnote

¹Nur 370, 371, 372, 373, 374, and 376.

Preprofessional Programs

SOU offers a number of programs in cooperation with professional schools in the Oregon University System (OUS). 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.

Agriculture

Students interested in agriculture may begin their programs at Southern Oregon University. It is necessary to transfer to a school offering the appropriate professional courses after obtaining the background courses at SOU. Students should see their advisor to determine the course schedule best-suited to their needs. The following courses are suggested as a sample schedule for the first year. The Department of Biology offers advising in this area.

First Year

University Colloquium (Core 101, 102, 103) ..	12
Public Speaking (Comm 210)	4
Principles of Biology (Bi 211, 212, 213)	12
Survey of Chemistry (Ch 104, 105, 106)	12
or General Chemistry (Ch 201–206)	15
Mathematics (see advisor)	
Approved general education courses	

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 studies 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 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 (NBCE) 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.

Chiropractors find excellent career opportunities in developed nations around the world, including Eastern Europe and the former Soviet Union. 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.

First Year

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.

Licensed health professionals, dental hygienists 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).

Completion of one or more years at SOU does not guarantee acceptance into another program. Students should become familiar with admission requirements at their preferred college early enough to fulfill them.

The following first year program should be taken by associate's degree candidates and those considering a bachelor of science degree. Students should obtain additional details on both programs from the Department of Biology before beginning the first term.

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
Computer science elective (CS 115)	4
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 Education Department 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 Education Department for information regarding an appropriate undergraduate major. Since there are other admission requirements for these programs, students should contact the Education Department for more information.

Law

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 Association of American Law Schools and the Law School Admission Council, the *Prelaw Handbook* contains descriptions of most 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

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.

The advisors for medicine are Thomas Keevil (Chemistry) and Kathleen Page (Biology). Chris Oswald (Biology) and Thomas Keevil (Chemistry) are advisors for dentistry.

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 point early in the course of professional study. The preoptometry 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 preoptometry 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's 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 33).
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 (to include Mth 243 and 158 or 251)	8
General Psychology (Psy 201)	4
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 427) (depends on year offered)	4
Organic Chemistry (Ch 331, 332, 337, 338)	11
Mathematics	0-8
General Psychology (Psy 202)	4
Technical Research Writing (Wr 227)	4
Arts and letters general education	8
Approved electives	0-12
Total credits	51

Third Year

Comparative Animal Physiology (Bi 314)	4
Evolution (Bi 446)	3

Introductory Ecology (Bi 340)	
or Developmental Biology (Bi 343)	4
Comparative Vertebrate Anatomy (Bi 427) (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	47

Pharmacy

The prepharmacy program prepares students for admission to an accredited pharmacy school. After completing the prepharmacy 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 general retail, clinical, hospital, industrial, or administrative pharmacy.

The following courses satisfy the prepharmacy requirements to enter Oregon State University's PharmD program. Students interested in attending other pharmacy schools should contact those schools for information about their prepharmacy curricula.

General Chemistry (must include lab)	15
Biological Science for Science Majors	15
Microbiology or Bacteriology (upper division required)	4
Cell Biology	4
Organic Chemistry (must include lab; Ch 334, 335, 336 and 337, 340, 341 preferred)	11-17
New first-year students must take the University Colloquium	12
Transfer students may substitute	
Written Communication	8
Verbal Communication	4
Physics (Ph 201, 202, 203 and 224, 225, 226 lab)	12
Physiology (must be a yearlong upper division sequence)	12
Behavioral and Social Sciences (Ec 201 or 202; Psy 201)	8
Calculus (minimum requirement is one term of Mth 251)*	4-12
First Aid (HE 252 or equivalent)	3
Health and Society II (HE 275)	
Electives (Human Anatomy, Vertebrate Physiology, Computer Science, Statistics, and History are recommended. Oregon State University requires a minimum of 12 credits of approved humanities and/or arts courses for graduation)	4-14

*Placement into an appropriate math course is determined by the student's achievements in high school and a placement examination. Students may need to take prerequisite courses prior to calculus.

Students typically take three years to complete the prepharmacy curriculum at SOU before they may be admitted to OSU's four-year professional program. Admission to pharmacy school is highly competitive, and students must have practical experience working in hospitals or retail pharmacies before applying.

A suggested first-year prepharmacy curriculum is shown below. Students should consult the program advisor for second- and third-year

courses of study and additional details about the program. The pharmacy program advisor is Lynn M. Kirms, Department of Chemistry.

Some pharmacy schools (not OSU) require students to take the Pharmacy College Admission Test (PCAT), which is given at the Southern Oregon University Testing Center in February of each year. Applications for the PCAT are due the first week of January. Since requirements for admission to pharmacy schools frequently change, prepharmacy students should see the advisor at least once each term.

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
University Colloquium (Core 101, 102, 103) ..	12
General Psychology (Psy 201)	4
Principles of Microeconomics (Ec 201)	4
Mathematics (Mth 111 or 112 and 251)	4-12
Total credits	51-59

Physical Therapy

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 the 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 OSU 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. The program advisor is Phil Pifer, Department of Health and Physical Education.

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
Taping Techniques (PE 261)	3
First Aid and Safety (HE 252)	3
Total credits	46

Physician's Assistant

Students at OSU 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.

The pre-physician's assistant program advisor is Kathleen Page, Department of Biology.

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 Services

A bachelor's degree is required for admission to all professional training programs in psychology, social work, counseling, or human services. 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 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.

OSU 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.

OSU offers a master's degree with a specialization in human services. 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.

Resource Management and Conservation

Students interested in resource management or conservation (including wildlife, fisheries, forestry, and range management) may begin their programs at Southern Oregon University and transfer to a school offering the appropriate professional courses after completing the background courses at OSU. Students should consult their advisors to determine the course schedule best-suited to their needs.

Theology

A baccalaureate degree from an accredited college or university is required for admission to most theology schools. Students interested in pursuing a vocation in this field should seek guidance from an appropriate graduate institution and plan ahead to ensure that they meet specific requirements and have the desired background experiences.

Veterinary Medicine

Professional schools of veterinary medicine require between two and four years of preprofessional coursework. Since many schools 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 a veterinary medicine career attend 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 OSU 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 junior or senior years. Many students compete for the limited positions available in professional schools, and only those with excellent academic records are successful at gaining admission.

A suggested guide for the first year is below. Further requirements include Organic Chemistry, Physics, and Genetics. Detailed information on courses and other requirements may be found at the Biology Department Web site under advising. Students should consult the preveterinary advisor, Chris Oswald in the Biology Department, if they have questions.

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

Graduate Studies

Application Information: 541-552-6411

Each graduate program at SOU is administrated 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.

Students 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. Individuals who would like to take graduate or postbaccalaureate courses without pursuing a master's degree or licensing program may also need to apply to the Office of Admissions (see *Postbaccalaureate Admission*, page 8, or *Enrollment as a Nonadmitted Student*, page 9).

Master's Degree Programs

The graduate curriculum allows considerable flexibility. Each student develops a program of study in consultation with designated advisors, subject to the major school, and graduate study requirements.

The following master's degrees are currently available. However, since they change periodically, contact specific departments for current information.

Master of Arts and Master of Science in Elementary Education and in Secondary Education (*Education*, page 135)

Master of Arts in Teaching (*Education*, page 133)

Master of Arts and Master of Science in Environmental Education (*Sciences*, page 80)

Master of Arts and Master of Science in School Areas (*Master's Degrees in School Areas*, page 174)

Master in Management (*Master in Management Program*, page 104)

Master in Applied Psychology (*Master in Applied Psychology*, page 120)

Admission to a Master's Degree Program

Application deadlines vary across programs. Consult the specific program sections (listed above) for admission dates. All application materials—including a signed application form, admission fee, official transcripts from all institutions attended, official passing GRE score and official TOEFL score if applicable (see item #5 below), three letters of reference, and a letter of intent or goal statement—must be on file by the designated admission deadline.

To apply to graduate studies, students must complete the following steps:

1. Students who have never been admitted to SOU must 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. Students must hold a bachelor's degree from an accredited college or university, as defined by the American Association of 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 nonaccredited institution may consult the school dean regarding the policy on special admission of graduate students with baccalaureate degrees from nonaccredited institutions.

Have official copies of transcripts from all undergraduate and graduate accredited institutions attended mailed directly from the school of origin to the Office of Admissions at SOU.

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. Most programs require students to complete a preliminary entrance examination. Have the official score report sent to the Admissions Office (the institutional code is R4702). The entrance examination for most master's programs is 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 540 or higher before enrolling in graduate courses (see *Admission of Foreign Students*, page 8).
6. Students must submit at least three letters of recommendation.
7. Students are required to submit a goal statement or letter of intent describing their motivations for undertaking the proposed graduate program.

Several programs have additional or different requirements for admission. See the following sections of this catalog and the respective graduate coordinators for further information:

Teacher Education Programs (*Education*, page 133)

Master in Applied Psychology (*Psychology*, page 119).

Environmental Education (*Sciences*, page 80)

American Band College (*Music*, page 64)

ALTERNATE ADMISSION PROCEDURE

Students who do not meet all requirements for graduate admission may apply for postbaccalaureate admission (See *Admissions*, 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 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.

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. These policies do not apply to persons completing the master's degree portion of the Teacher Education Fifth Year Licensure program.

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.

Course Exclusions

WORKSHOP CREDIT AND PRACTICUM

A maximum of 9 hours of workshop or practicum credit may be included in a graduate program with the approval of your advisor.

EXTENSION CREDIT AND OTHER FORMS OF NONTRADITIONAL 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 and Records.

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.

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.

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.

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.

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 discreditor 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.

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 dean's office to complete requirements during spring quarter. Students scheduled to complete a degree during the post-commencement summer or fall terms may participate in the commencement ceremony if they have written verification of completion date from their advisor and graduate program coordinator.

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.

The following departments currently participate as major or support areas:

Biology
Computer Science
Health and Physical Education
Interdisciplinary Science
(Environmental Science)
Music: American Band College only
(see *American Band College* on page 64)

The following departments participate as support areas only:

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 and summer terms). *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 midprogram evaluation meeting must be completed by all school area degree students except those in the American Band College.

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. Midprogram evaluation (unless the program is exempt).
4. Application for graduation.
5. Final examination 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 complete this form early in their course of study. Any time a student's program changes, he or she must submit an approved program change form.

MIDPROGRAM EVALUATION

Most of the SOU graduate programs require a midprogram evaluation. Students should have a midprogram evaluation meeting as soon as possible after completing 12 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 midprogram evaluation: the Master in Applied Psychology, Master in Management, American Band College, 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.



Administration and Faculty

General Administration

Elisabeth Zinser, PhD, President of Southern Oregon University
Charles Lane, PhD, Interim Vice President for Academic Affairs and Provost
Ronald S. Bolstad, MBA, Vice President for Administration and Finance
Diane Brimmer, PhD, Vice President for Student Affairs
Mary Ellen Fleeeger, PhD, Vice President for Research and Communications
Jon Mitchell, MBA, MHA, Vice President for University Relations

Academic Affairs

Charles Lane, PhD, Interim Vice President for Academic Affairs and Provost
Judith Ginsburg, PhD, Associate Provost for Curriculum and Personnel
Barbara Scott, MBA, Associate Provost for Extended Programs

School Deans

Edwin L. Battistella, PhD, Arts and Letters
John Laughlin, PhD, Business
Geoffrey Mills, PhD, Associate Dean for Teacher Education
Joseph L. Graf Jr., PhD, Sciences
Kenneth Kempner, PhD, Social Science, Education, Health and Physical Education

Department Chairs

Miles Inada, MFA, Art
Roger Christianson, PhD, Biology
Curt Bacon, DBA, Business
Thomas Keevil, PhD, Chemistry
Susan Walsh, PhD, Communication
George Converse, PhD, Computer Science
Lore Rutz-Burri, JD, Criminology
Linda Wilcox Young, PhD, Economics
William Greene, PhD, Education

Terry DeHay, PhD, English and Writing
Daniel Morris, PhD, Foreign Languages and Literatures
John W. Mairs, PhD, Geography
Jad A. D'Allura, PhD, Geology
Laura Jones, PhD, Health and Physical Education
Gary Miller, PhD, History
Deborah Hollens, MA, Library
Sherry Ettlich, PhD, Mathematics
Rhett Bender, DMA, Music
Peter Wu, PhD, Physics
William Hughes, PhD, Political Science
Josie Wilson, PhD, Psychology
Echo Fields, PhD, Sociology and Anthropology
Chris Sackett, MFA, Theatre Arts

Academic Services

Alan Armstrong, PhD, Director of Shakespeare Studies
Sue A. Burkholder, MA, Director of Library
Keith Chambers, PhD, Director of International Programs
Michael J. Corcoran, BS, Registrar
Rebecca Reid, MA, Coordinator of Research, Southern Oregon Regional Services Institute
Kevin S. Talbert, PhD, Chief Information Officer

Administrative Services

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Pam Curl, Mailroom Supervisor
Steve Larvick, MBA, Chief Accountant
Mike Mallery, MBA, Director of Budget and Planning
Bruce E. Moats Jr., MSSM, Director of Physical Plant and Assistant to the Vice President for Administration for Facilities Planning
Craig Morris, MiM, Director of Business Services and Parking
Joey Ngan, BFA, Director of Security and Safety
Beth Sunitsch, BA, Contracts Officer and Purchasing Manager
Daniel Verner, Manager of Duplicating Services

Research and Communications

Mary Ellen Fleeeger, PhD, Vice President for Research and Communications
Kathryn Bazylewicz, MA, Director of Marketing and Public Relations
Christina Dunlap, BA, Public Relations Coordinator
Norma Meadows, MSBA, Coordinator of Institutional Research and Assessment
Melissa L. Michaels, BA, Interim Director of Publications

University Relations

Jon Mitchell, MBA, MHA, Vice President for University Relations
Kavinda Arthenayake, MS, Director for Alumni Relations
TBA, Director for Development
David Bylsma, BA, Database Manager
Alice Geankoplis, BA, Assistant Director for Development
Gary Gillespie, BA, Assistant Director for Development
Ronald Theberge, BA, Director of Finance and Administration, SOU Foundation

Student Affairs

Diane Brimmer, PhD, Vice President for Student Affairs
Susan Marusiak Waldo, EdD, Dean of Students
Mara Affre, MEd, Director of Admissions
Margaret Dibb, MS, Director of Student Disability Services
Sib Farrell, EdD, Director of Career Services
Kathleen McNeill, PhD, Director of Success at Southern
Peggy Nitsos, MS, Director of Financial Aid
Phil Pifer, BS, Director of Athletics
Diane Potratz, MSW, Director of Student Health and Wellness Center
Wayne Schumacher, MDiv, Interim Director of Housing
Allan Weisbard, MSW, Director of Counseling



Faculty and Administrative Faculty

Dates in parentheses indicate year of appointment at Southern Oregon University.

*Administrative faculty.

[A]

Sidney C. Abrahams, DSc (1989)

Adjunct Professor of Physics. BSc, 1946, PhD, 1949, DSc, 1957, University of Glasgow.

Arnold 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 Acklin, MS (1988)

Assistant Professor of Geography. BS, 1978, MS, 1991, Southern Oregon State College.

Mara Affre, MEd (1999)*

Associate Professor, Director of Admissions. BA, 1978, University of California, Irvine; MEd, 1994, Northern Arizona University.

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, MA, 1971, PhD, 1976, University of Oregon.

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)

Associate 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 Andrews, PhD (1995)

Associate 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.

Kavinda Arthenayake, MS (1999)*

Assistant Professor, Director of Alumni Relations. BS, 1990, MS, 1992, Southern Oregon State College.

Les AuCoin, LLD (1998)

Professor of Political Science. BA, 1969, LLD, 1978, Pacific University.

Lee E. Ayers-Schlosser, EdD (1998)

Assistant Professor of Criminology. BA, 1985, National University; MEd, 1997, Southwestern Adventist University; PhD, 2001, Southwest University; EdD, 2001, NOVA Southeastern University.

[B]

Curtis J. Bacon, DBA (1987)

Associate Professor of Business. Chair, School of Business. BS, 1979, MBA, 1981, North Dakota State University; MS, 1987, University of Oregon; DBA, 1996, Southern Illinois University.

Eric Baird, BS (2001)*

Instructor, Computer Training Coordinator. BS, 1996, Montana State 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.

Kathryn Bazylewicz, MA (1999)*

Assistant Professor, Director of Marketing and Public Relations. BA, 1988, MA, 1997, Michigan State University.

Susan Beardsley, MS (1990)*

Associate Professor, Family Nurse Practitioner, Student Health and Wellness Center. BA, 1975, Kirkland College, Clinton, New York; MSN, 1979, Pace University and New York Medical College.

Debra K. Beck, BA (1994)*

Instructor, Associate Director of Financial Aid. BA, 1973, University of Montana.

Amy Belcastro, MA (2001)

Assistant Professor of Education. BA, 1988, University of California, Santa Cruz; MA, 1996, California State University, Sacramento.

Pete Belcastro, MS (1990)*

Instructor, Director of Rogue Valley Community Television. BA, 1974, Oregon State University; MS, 1989, Southern Oregon State College.

Rhett L. Bender, DMA (1996)

Associate Professor of Music. Chair, Department of Music. BM, 1992, Iowa State University; MM, 1994, DMA, 2000, University of Georgia.

Patricia Bentley, MS (1984)*

Associate Professor, Director of Distance Learning. BS, 1967, Southern Oregon College; MS, 1971, University of Oregon.

Bob D. Bleasdel, PhD (1972)

Professor of Chemistry. BS, 1967, Portland State University; MBA, 1996, Oregon State University; PhD, 1971, Michigan State University.

Kimberly Boehler, MS (2000)

Instructor of Art. BA, 1978, San Jose State University; MS, 1994, Southern Oregon University.

Ronald S. Bolstad, MBA (1982)*

Professor, Vice President for Administration and Finance. BA, 1961, Stanford University; MBA, 1965, University of California, Berkeley.

Linda Bowman, MS (2000)*

Instructor, Coordinator of Youth Programs. BA, 1976, University of Wyoming, Laramie; BA, 1979, University of Montana, Missoula; MS, 1992, Southern Oregon State College.

Julie Boyles, MBA (1994)

Assistant Professor of Business. BS, 1990, MBA, 1991, Southern Oregon State College.

Joe Brett, BA (1990)*

Instructor, Operations Manager, RVTV. BA, 1999, Southern Oregon University.

James C. Brown, LL (1984)*

Associate Professor, Director of Publications. BA, 1971, Susquehanna University; License ès Lettres, 1978, Geneva University.

Sue A. Burkholder, MA (1985)*

Professor of Library and Information Science. Director of Library. AB, 1964, Stanford University; MA, 1967, University of Oregon; MA, 1972, University of Missouri, Columbia.

John Burns, PhD (1992)

Honorary Professor of Psychology. BA, 1967, Santa Clara University; MS, 1970, PhD, 1977, Purdue University.

Cody A. Bustamante, MFA (1986)

Professor 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 Case, MS (2001)

Assistant Professor of Business. BS, 1993, MS, 1993, Brigham Young University.

Anita Caster, MiM (1991)*

Instructor, Education. BA, 1989, Southern Oregon State College; MiM, 2000, Southern Oregon University.

Mary Jane M. Cedar Face, MLS (1993)

Associate Professor of Library and Information Science. BA, 1977, Douglass College, Rutgers University; MLS, 1989, MA, 1991, Rutgers University.

Anne F. Chambers, PhD (1987)

Associate Professor of Sociology. BA, 1972, MA, 1976, PhD, 1983, University of California, Berkeley.

Keith Chambers, PhD (1988)*

Professor, Director of International Programs and Adjunct Professor of Anthropology. BA, 1969, University of Hawaii; MA, 1976, PhD, 1984, University of California, Berkeley.

Douglas A. Chapman, PhD (1993)

Associate Professor of Chemistry. BS, 1983, Northern Arizona University; PhD, 1988, Arizona State University.

Peggy G. P. Cheng, PhD (1985)

Associate Professor of English and Writing. Director of Writing Center. BA, 1970, University of Malaya, Malaysia; Diploma in Education, 1971, University of Singapore; MEd, 1982, PhD, 1985, Pennsylvania State University.

Prakash Chenjeri, MA (1993)

Instructor of Philosophy. BA, 1978, MA, 1980, MA, 1997, 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. Chair, Department 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.

Shelly Clark, BS (1998)*

Instructor, Residence Area Coordinator. BS, 2000, Southern Oregon University.

Anne Maria Connor, MA (2001)

Assistant Professor of Foreign Languages and Literatures. BA, 1994, Brown University; MA, 1998, Vanderbilt University.

George A. Converse, PhD (1983)

Professor of Computer Science. Chair, Department of Computer Science. BA, 1963, Oregon State University; MS, 1966, PhD, 1967, University of Washington.

Richard Cook, MS (1989)*

Instructor of Health and Physical Education. BS, 1973, MS, 1974, Southern Oregon State College.

Michael Corcoran, BS (1993)*

Assistant Professor, Registrar. BS, 1978, Arizona State University.

Sue E. Corp, MS (1975)

Associate Professor of Business. BS, 1966; MS, 1975, Southern Oregon State College.

Joseph W. Cox, PhD (1987)

Professor of History. BA, 1959, PhD, 1967, University of Maryland; LHD, 1990, Towson State University.

Sandra Coyner, PhD (1996)*

Associate Professor, Co-Director of Colloquium. BA, 1967, Rice University; MA, 1969, Bryn Mawr College; PhD, 1975, Rutgers University.

Claire F. Cross, MiM (1989)*

Assistant Professor, Associate Director of Summer Session. BS, 1984, Southern Oregon State College; MiM, 2001, Southern Oregon University.

[D]

Jad A. D'Allura, PhD (1977)

Professor of Geology. Chair, Department of Geology. BS, 1969, PhD, 1977, University of California, Davis.

William E. Danley Jr., EdD (1982)

Professor of Education. AB, 1966, Dartmouth College; MEd, 1974, University of Arkansas; EdD, 1981, Texas Tech University.

Lois DeBruno, MFA (1998)*

Instructor, ECP Coordinator of Credit Programs. BFA, 1974, MFA, 1979, University of Arizona.

Terry L. DeHay, PhD (1990)

Associate Professor of English and Writing. Chair, Department of English and Writing. BA, 1977, University of New Mexico; MA, 1981, Humboldt State University; PhD, 1989, University of California, Berkeley.

Margaret Dibb, MS (1999)*

Assistant Professor, Director of Student Disability Services. BA, 1998, University of California, Los Angeles; MS, 1999, Southern Oregon University.

Eric Dittmer, MS (1994)

Assistant Professor of Geology. BA, 1968, Fresno State College; MS, 1972, San Jose State College.

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Associate Professor of Political Science. Director of the Master in Management (MiM) Program. BA, 1975, San Diego State University; MA, 1979, PhD, 1991, University of Hawaii.

Deborah Drost, MiM (1997)*

Assistant Professor, Director of Administrative Services. BA, 1990, University of Oregon; MiM, 2000, Southern Oregon University.

Andy Dungan, PhD (2001)

Associate Professor of Business. BS, 1972, Colorado State University; MBA, 1975, University of Colorado; PhD, 1995, University of Oregon.

[E]

Lucy Edwards, MA (2000)*

Instructor, News Director of Jefferson Public Radio. BA, 1983, MA, 1988, University of California, Santa Barbara.

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Professor of Mathematics. BA, 1971, Saint Louis University; MA, 1977, PhD, 1980, University of Missouri.

Gordon Enns, MD (1977)*

Instructor, Medical Director, Student Health and Wellness Center. BS, 1972, Seattle Pacific College; MD, 1976, University of Pennsylvania.

Sherry A. Ettlich, PhD (1987)

Professor of Mathematics. Chair, Department 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]

Sib Farrell, EdD (1999)*

Assistant Professor, Director of Career Services. BS, 1980, MS, 1983, Southern Oregon State College; EdD, 1990, Boston University.

Curtis Feist, PhD (2001)

Assistant Professor of Mathematics. BS, 1989, MS, 1992, California Polytechnic State University; PhD, 1998, University of California, Davis.

Carol Ferguson, PhD (1994)

Associate 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)

Assistant Professor of Sociology and Anthropology. Chair, Department of Sociology and Anthropology. BA, 1975, Oklahoma City University; MA, 1977, PhD, 1984, University of Oregon.

Karen M. Finnegan, MFA (1996)*

Assistant Professor, Student Publicity Advisor. BFA, 1988, Southern Oregon State College; MFA, 1990, UC Irvine.

Dale Fisher, MS (1997)

Instructor of Physical Education, Head Track Coach. BS, 1991, MS, 1992, Southern Oregon State College.

John Fitton, MS (1999)*

Instructor, Counselor, Success at Southern. BA, 1980, MS, 1982, San Diego State University.

Mary Ellen Fleeger, PhD (1983)*

Professor, MiM Program. Vice President for Research and Communications. BSN, 1968, Mankato State University; MPH, 1978, University of Minnesota; PhD, 1988, University of Oregon.

Carol L. Fordice, MiM (1988)*

Associate Professor, Director of Student Activities. BA, 1976, California State Polytechnic University, Pomona; MiM, 2000, Southern Oregon University.

Paul T. French, DMA (1990)

Professor of Music. BA, 1978, University of California, Berkeley; MM, 1980, DMA, 1987, University of Southern California.

Brooke Friendly, BS (1996)*

Instructor, Extended Campus Programs. BS, 1978, Lewis and Clark College.

Etsuko Fujimoto, PhD (2001)

Assistant Professor of Communication. BA, 1989, Kanagawa University; BA, 1991, MA, 1994, Oregon State University; PhD, 2001, Arizona State University, Tempe.

Lani C. Fujitsubo, PhD (1993)

Associate Professor of Psychology, Coordinator of Testing. 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.

Terry L. Gaston, DBA (1984)

Professor of Business. BA, 1969, Occidental College; MBA, 1971, Harvard University; DBA, 1983, George Washington University.

Bill D. Gholson, PhD (1994)

Associate Professor 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.

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.

Marianne Golding, PhD (1997)

Assistant Professor of Foreign Languages. 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 Gray, MA (2000)

Assistant Professor of Mathematics. BA, 1972, University of California, San Diego; MA, 1990, Southern Oregon State College.

William L. Greene, PhD (1998)

Associate Professor of Education. Chair, Department of Education. BA, 1982, MA, 1993, California State University, Fresno; PhD, 1998, University of Hawaii.

Fredna 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 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 Harvey, PhD (2001)

Assistant 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.

Deborah 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)

Associate Professor of Economics. AB, 1976, Occidental College; PhD, 1987, University of Utah.

Sara Hopkins-Powell, PhD (1993)*

Professor of Political Science, Vice President for Academic Affairs and Provost. 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)

Assistant Professor of Chemistry. BA, 1978, MS, 1980, PhD, 1983, University of California, San Diego.

William J. Hughes, PhD (1996)

Associate Professor of Political Science. Chair, Department of Political Science. BA, 1987, MA, 1991, California State University, Chico; PhD, 1995, University of California, Davis.

Priscilla 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]**Miles F. Inada, MFA (1996)**

Assistant Professor of Art. Chair, Department of Art. BA, 1988, Yale University; BFA, 1993, University of Oregon; MFA, 1996, University of Cincinnati.

[J]**William Jackson, PhD (1991)**

Professor of Business. BS, 1966, MBA, 1968, Northern Illinois University; PhD, 1977, University of Northern Colorado.

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)

Associate Professor of Biology. BA, 1976, University of Montana, Missoula; MS, 1980, Portland State University; PhD, 1985, University of California, Los Angeles.

Carol C. Jensen, BS (1993)*

Assistant Professor, Director of Youth Programs. BS, 1977, University of Oregon.

Steven L. Jessup, PhD (1997)

Assistant 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 Jones, PhD (1999)

Assistant Professor of Health and Physical Education. Chair, Department of Health and Physical Education. BA, 1975, Kentucky Wesleyan College; MA, 1979, Western Kentucky University; PhD, 1986, Southern Illinois University.

[K]**Cynthia Kauffeld, PhD (2002)**

Assistant Professor of Foreign Languages and Literatures. BA, 1992, MA, 1994, PhD, 2000, University of Wisconsin-Madison.

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.

Candace Kelly, PhD (1999)

Assistant Professor of Education. SORBEE Coordinator. BA, 1975, California State University, Sonoma; MA, 1992, California State University, Chico; PhD, 1999, University of California, Santa Barbara.

Kenneth M. Kempner, PhD (2001)*

Professor of Education and International Studies. Dean, School of Social Science, Education, Health and Physical Education. BA, 1969, University of Montana; MA, 1974, University of Colorado; PhD, 1979, University of Oregon.

David Kempainen, PhD (1999)

Assistant Professor of Psychology. BS, 1988, East Texas University; MA, 1990, Montana University; PhD, 1995, University of Oklahoma.

Daniel Kim, PhD (1999)

Assistant 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; MA, 1992, PhD, 1996, University of Oregon.

Lynn Maruyama Kirms, PhD (1987)

Associate Professor of Chemistry. BS, 1981, University of Hawaii; PhD, 1987, Colorado State University.

Ronald Kramer, MA (1974)*

Professor, Director of Broadcast Activities. BA, 1966, Baldwin-Wallace College; MA, 1967, Northwestern University.

[L]**Charles Lane, PhD (1994)***

Professor of Geology. Interim Vice President for Academic Affairs and Provost. BS, 1975, Fort Hays Kansas State University; MS, 1977, Northern Arizona University; PhD, 1987, University of California, Los Angeles.

Donna 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. Dean, School 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)

Assistant Professor of Education. BA, 1981, MEd, 1984, University of California, Los Angeles; PhD, 2001, University of Hawaii at Manoa, Honolulu.

Leonard W. Levy, PhD (1990)

Distinguished Scholar in Residence. Adjunct Professor of History and Political Science. BS, 1947, MA, 1948, PhD, 1951, Columbia University.

Marc Levy, PhD (2000)

Assistant Professor of Psychology. BA, 1982, University of Cincinnati; PhD, 1989, University of South Carolina, Columbia.

Tonette Long, PhD (2000)*

Assistant Professor, Co-Director of Colloquium. BA, 1968, MA, 1972, Auburn University; PhD, 1975, Florida State University.

Terry Longshore, DMA (2000)

Assistant 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]

John W. Mairs, PhD (1978)

Professor of Geography. Chair, Department of Geography. BA, 1967, MA, 1972, San Jose State College; PhD, 1977, Oregon State University.

Diana F. Maltz, PhD (1999)

Assistant Professor of English and Writing. BA, 1987, Bennington College; MA, 1990, PhD, 1997, Stanford University.

Joan Marioni, MA (1998)

Assistant 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, PhD, 1971, Indiana University.

Jean A. Maxwell, PhD (1987)

Associate Professor of Sociology and Anthropology. BA, 1966, University of Washington; MA, 1967, PhD, 1987, University of Michigan.

Richard May, PhD (2001)

Assistant Professor of Biology. BA, 1989, University of California, Berkeley; MA, 1992, PhD, 1998, Kent State University.

Joan McBee, MSBA (2001)

Assistant Professor of Business. BSBA, 1985, MSBA, 1991, Southern Oregon State College.

Gerald McCain, PhD (2000)

Assistant 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 McDermott, MA (1996)

Assistant Professor of Health and Physical Education, Head Men's Basketball Coach. MA, 1982, University of South Dakota.

Owen McDougal, PhD (1998)

Assistant Professor of Chemistry. BS, 1992, State University of New York at Oswego; PhD, 1998, University of Utah.

Lisa McNeil, MLS (1995)*

Instructor, Library Cataloging Coordinator. BS, 1989, Southern Oregon State College; MLS, 1993, San Jose State University.

Kathleen M. McNeill, PhD (1997)*

Assistant Professor, Director of Success at Southern. BA, 1970, University of Dallas; MA, 1977, University of Colorado; PhD, 1997, University of Oregon.

Amatzya Mezahav, PhD (2001)

Assistant Professor of Sociology. BA, 1987, State University of New York at Binghamton; MALD, 1989, Tufts University; PhD, 2001, University of Oregon.

Gary Miller, PhD (1996)

Assistant Professor of History. Chair, Department of History. BA, 1973, California State University; MA, 1976, San Diego State University; PhD, 1985, University of Florida.

Gregory T. Miller, PhD (1999)

Assistant Professor of Chemistry. BS, 1994, Northwestern State University; PhD, 2000, University of Alabama.

Emily Miller-Francisco, MLS (2001)

Assistant Professor, Library Electronic Resources Coordinator. BA, 1994, Earlham College, Richmond, Indiana; MA, 1996, Graduate Theological Union, Berkeley; MLS, 2001, Simmons College, Boston.

Donna B. Mills, PhD (1989)

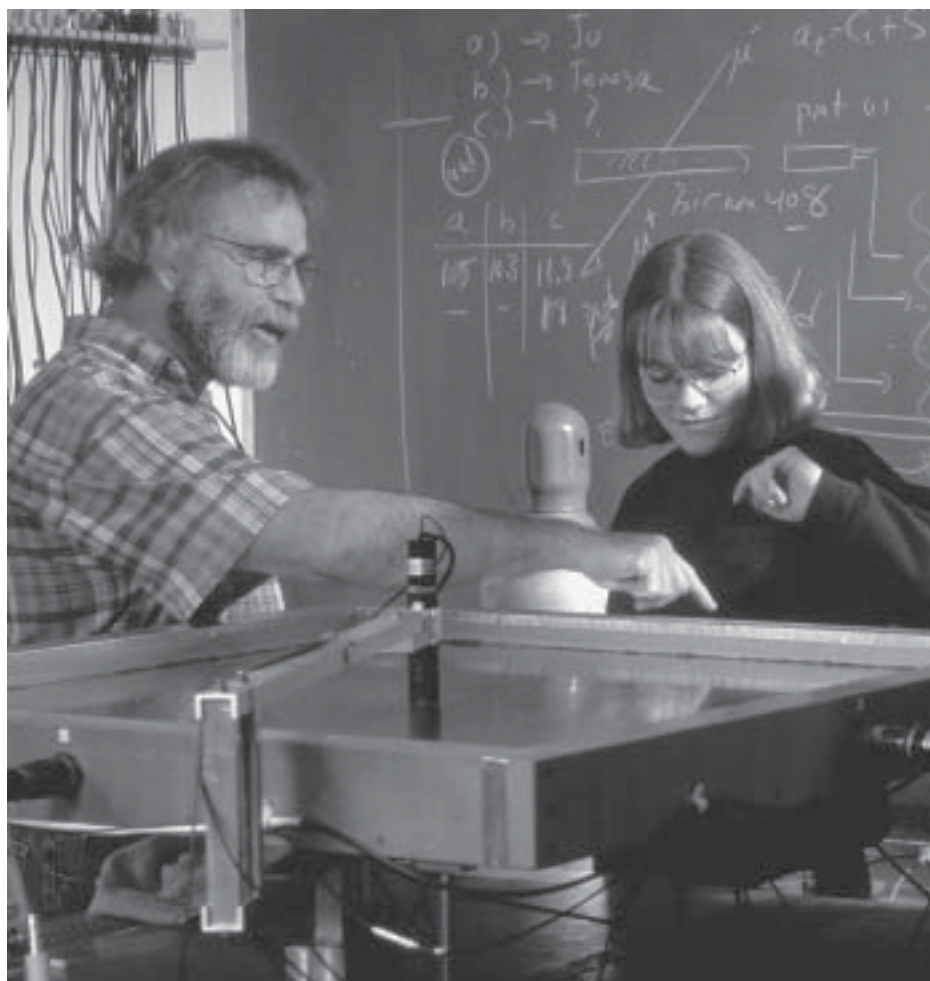
Associate Professor of Health Education. BS, 1975, Saint Mary's College of Notre Dame; MEd, 1986, PhD, 1988, University of Oregon.

Geoffrey Mills, PhD (1988)*

Professor of Education. Associate Dean for Teacher Education. BEd, 1982, MEd, 1986, West Australian Institute of Technology; PhD, 1988, University of Oregon.

Jon Mitchell, MBA, MHA (2000)*

Associate Professor, Vice President for University Relations. BS, 1968, Portland State University; MBA, 1970, Oregon State University; MHA, 1974, Cornell University.



Teresa L. Montgomery, MA (1988)

Associate Professor of Library and Information Science, Head of Cataloging and Automation. 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 Morris, PhD (1982)

Professor of Foreign Languages and Literatures. Chair, Department of Foreign Languages and Literatures. BA, 1977, Brigham Young University; MA, 1979, University of Utah; PhD, 1985, University of Oregon.

A. Preston Moser (1996)

Instructor, Media Engineer, Media Services.

Jay C. Mullen, PhD (1990)

Associate Professor of History. BS, 1962, University of Oregon; MA, 1964, PhD, 1971, University of Kentucky.

Paul D. Murray, PhD (1993)

Associate 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.

Carol R. Nemec, 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.

Peggy K. Nitsos, MS (1989)*

Associate Professor, Director of Financial Aid. BS, 1965, MS, 1969, Oregon State University.

Larry P. Nollenberger, MA (1986)*

Assistant Professor, Coordinator of SOCBEC. BA, 1970, University of California, Berkeley; MA, 1974, Humboldt State University.

[O]

Laura O'Bryon, PhD (1995)*

Instructor, Extended Campus Programs, Associate Director of Medford Campus. BA, 1981, California State University, Chico; PhD, 1991, American Institute, Santa Ana, California.

David K. Oline, PhD (2001)

Assistant Professor of Biology. BS, 1985, Stanford University; PhD, 2001, University of Colorado, Boulder.

Jeffrey L. Olson, MS (1985)

Instructor of Health and Physical Education, Head Football Coach. BS, 1982, MS, 1990, Southern Oregon State College.

René Leo E. Ordoñez, PhD (1988)

Associate Professor of Business. BA, 1982, University of the Philippines; MBA, 1987, University of Akron; PhD, 1997, Illinois Institute of Technology.

Francene Orrok, PhD (1991)

Honorary Professor of Psychology. BA, 1957, University of Michigan; PhD, 1964, Wayne State University.

Christine T. Oswald, PhD (1996)

Associate Professor of Biology. BS, 1978, University of Illinois, Chicago; PhD, 1985, Indiana University, Bloomington.

[P]

Kathleen A. Page, PhD (1988)

Associate 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)

Associate 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. AB, 1974, College of William and Mary; MA, 1976, University of Nevada, Las Vegas; JD, 1982, University of California, Berkeley.

Jackie Perry, MA (2001)*

Instructor, Academic Advisor. BA, 1997, MA, 1999, University of Toledo.

Susan Peterson, MPH (2001)*

Instructor, Health Educator, Student Health and Wellness Center. BS, 1993, Southern Oregon State College; MPH, 2000, Oregon State University.

Steven C. Petrovic, PhD (1999)

Assistant Professor of Chemistry. BS, 1986, Ohio University; MS, 1990, Purdue University; PhD, 1998, Ohio University.

Panos Photinos, PhD (1989)

Professor 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.

Phillip A. Pifer, BS (1981)*

Assistant Professor of Health and Physical Education, Director of Athletics. BS, 1972, California Polytechnic State University, San Luis Obispo.

Hassan Pirasteh, PhD (1982)

Professor of Economics. BS, 1973, National University of Iran; MS, 1976, Colorado State University; PhD, 1985, University of Oregon.

Garth Pittman, PhD (1997)

Assistant Professor of Communication. BA, 1981, State University of New York; MA, 1989, San Francisco State University; PhD, 1997, University of Iowa.

Katie Pittman, MBA (1999)

Assistant Professor of Business. BS, 1983, Le Moyne College; MBA, 1989, San Francisco State University.

Gregory Pleva, BS (1997)

Instructor of Computer Science. BS, 1995, Southern Oregon State College.

Thomas D. Powell, MPE (1986)

Instructor of Health and Physical Education. BS, 1980, Montana State University; MPE, 1985, Idaho State University.

Dennis Powers, JD (1995)

Associate Professor of Business. BA, 1964, University of Colorado; JD, 1967, University of Denver Law School; MBA, 1969, Harvard Business School.

Vicki Purslow, EdD (2001)*

Assistant Professor, Director of Medford Campus. BM, 1985, University of the Pacific; MM, 1987, California State University, Sacramento; EdD, 1996, University of the Pacific.

[R]

Rebecca Reid, MA (1988)*

Associate Professor, Research Coordinator at Southern Oregon Regional Services Institute. BA, 1981, MA, 1986, University of California, Berkeley.

Meredith A. Reynolds, MA (1986)*

Associate Professor, International Exchange Coordinator. BA, 1974, Southern Oregon College; MA, 1978, University of Oregon.

Susan P. Reynolds, PhD (1986)

Professor 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.

John Richards, PhD (1988)

Associate 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, BS (1995)

Instructor of Health and Physical Education, Head Wrestling Coach. BS, 1990, Southern Oregon State College.

Marny S. Rivera, MCJ (2001)

Assistant Professor of Criminology. BCJ, 1996, University of Nevada, Reno; MCJ, 1998, New Mexico State University.

John S. Roden, PhD (1999)

Assistant Professor of Biology. BS, University of Washington; MS, 1992, PhD, 1989, University of California, Davis.

James M. Romberg, MFA (1987)

Professor of Art. BA, 1965, Pomona College, Claremont; MFA, 1972, Claremont Graduate School.

Deborah Rosenberg, MFA (1999)

Associate Professor of Theatre Arts. BA, 1978, Trent University; MFA, 1989, North Carolina School of the Arts.

Rich Rosenthal, BA (1994)*

Instructor, Sports Information Director. BA, 1993, Linfield College.

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.

Jodie Ruggiero, MS (2000)

Instructor of Communication. Human Communication Degree Completion Coordinator. BS, 1991, Southern Oregon State College; MS, 2000, Portland State University.

Mary P. Russell-Miller, PhD (1998)

Assistant 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. Chair, Department of Criminology. 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, University of Idaho; PhD, 1996, University of Idaho.

Chris 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 Sagmiller, PhD (2000)

Assistant Professor of Education. BA, 1981, University of Montana; MEd, 1993, PhD, 1998, University of Washington, Seattle.

Kevin Sahr, MS (2000)

Assistant Professor, Computer Science. BA, 1984, Bucknell University; MS, 1995, University of Colorado, Colorado Springs.

Karen Salley, PhD (1980)

Professor of Psychology. BS, 1968, Arkansas State University; MA, 1973, PhD, 1977, University of Arkansas.

Hala Schepmann, PhD (2001)

Assistant Professor of Chemistry. BS, 1993, University of Texas, Austin; MS, 1995, University of California, Berkeley; PhD, 2001, Rice University, Houston.

Wayne Schumacher, MA (1978–1994; 1995)*

Associate Professor, Interim Director of Housing. BA, 1969, University of Redlands; MDiv, 1972, Pacific School of Religion; MA, 1974, University of Redlands.

Parvaneh Scoggin, BS (1999)

Assistant Professor, Manager of User Services, ITS. BS, 1987, University of Minnesota, Minneapolis.

Barbara A. Scott, MBA (1992)*

Associate Professor, Associate Provost for Extended Campus Programs. BS, 1976, Stanford University; MBA, 1988, Portland State University.

Jane Serlin, MA (2000)*

Instructor, Counselor, Success at Southern. MA, 1980, San Francisco State University; MA, 1988, MA, 1990, Loyola Marymount University.

Elizabeth M. Shelby, MBA (1991)*

Assistant Professor of Business, Director of the Small Business Development Center. BA, 1991, MBA, 1993, Southern Oregon State College.

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 Siders, PhD (1999)

Assistant Professor of Business. BS, 1979, MBA, 1981, Indiana State University; PhD, 1998, Virginia Commonwealth University.

Milan 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. 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.

Jennifer Slawta, PhD (1991)

Assistant Professor of Health and Physical Education. BS, 1987, MS, 1989, University of California, Los Angeles; PhD, 2000, Oregon State University.

Patricia A. Sloan, MS (1991)*

Assistant Professor, Director of Residential Life. BS, 1981, Southern Oregon State College; MS, 1991, 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)

Assistant Professor of Biology. BS, Michigan Technological University; PhD, 1994, Oregon State University.

Peggy Southard, PhD (2001)

Assistant Professor of Sociology. BA, 1989, Southern Oregon State College; MS, 1993, PhD, 1998, University of Oregon.

Jeanne M. Stallman, BA (1991)*

Assistant Professor, Director of Conferences and Senior Programs. BA, 1986, Georgetown University.

Christopher J. Stanek, BS (1991)*

Assistant Professor, Administrative Systems Analyst. BSEd, 1984, BSCS, 1989, Southern Oregon State College.

Gerald W. Stein, PhD (1970)

Professor of Psychology. BA, 1964, Portland State University; MA, 1968, PhD, 1971, Southern Illinois University.

Paul M. Steinle, MS (2001)

Professor of Journalism. 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 Stone, PhD (2000)

Assistant 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. BA, 1972, Pitzer College; MS, 1976, PhD, 1984, Cornell University.

Karen S. Sundwick, PhD (1990)

Associate Professor of History. BA, 1961, University of Michigan; MA, 1976, PhD, 1986, University of New Mexico.

[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.

Tracy Templeton, BFA (2001)

Assistant Professor of Art. BFA, 1995, University of Regina, SK, Canada; MFA, 1997, University of Edmonton, Alta, Canada.

Carl L. Thomas, BS (1996)*

Instructor, Assistant Director of Admissions. BS, 1995, Southern Oregon State College.

Steven D. Thorpe, PhD (1993)

Associate Professor of Education. BA, 1973, MA, 1977, University of Texas, Austin; PhD, 1988, Stanford University.

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Assistant Professor of Computer Science. BS, 1988, Bangalore University; MS, 1990, PhD, 1997, Wayne State University.

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Professor of Education. BA, 1972, MA, 1976, University of California, Davis; PhD, 1984, Oregon State University.

Alexander 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 Tveskov, PhD (1998)

Assistant Professor of Anthropology. BA, 1988, MA, 1992, University of Connecticut; PhD, 2000, University of Oregon.

[V]

Dale 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]

Susan Marusiak Waldo, EdD (2000)*

Associate Professor, Dean for Student Affairs. BS, 1971, Lockhaven University; MEd, 1974, Boston University; EdD, 1996, Montana State University.

Cynthia M. Wallace, MA (1992)

Instructor of English and Writing. BA, 1969, Colorado College, Colorado Springs; MA, 1975, San Francisco State College.

Susan Walsh, PhD (1988)

Associate Professor of Communication. Chair, Department of Communication. BS, 1984, MS, 1985, Southern Oregon State College; PhD, 1998, University of Oregon.

Allan Weisbard, MSW (1998)*

Assistant Professor, Counselor, Director of Counseling Services. BA, 1972, Lewis and Clark College; MSW, 1990, Portland State University.

Charles W. Welden, PhD (1990)

Associate Professor of Biology. BS, 1977, Tulane University; MS, 1981, PhD, 1984, Colorado State University.

David West, MA (1995)*

Assistant Professor, Coordinator of Native American Studies. BS, 1981, University of Oregon; MA, 1990, University of Alaska, Fairbanks.

John D. Whitesitt, EdD (1981)

Professor of Mathematics. BS, 1969, MS, 1970, MS, 1977, EdD, 1980, Montana State University.

Curt T. Whittaker, MA (1994)*

Associate Professor, Associate Director of User Services, Computing Services. BA, 1986, Brigham Young University; MA, 2000, George Washington University.

Daniel Wilson, PhD (1989)

Professor of Computer Information Science. BA, 1981, University of Washington; MS, PhD, 1988, University of Oregon.

Josie Wilson, PhD (1988)

Professor of Psychology. Chair, Department of Psychology. BA, 1968, University of Wisconsin; MA, 1974, Western Michigan University; MA, 1980, PhD, 1985, Georgia State University.

Kevin Wilson, MEd (2001)

Assistant Professor of Health and Physical Education. Women's Basketball Coach. BS, 1985, Brigham Young University; MEd, 1992, Utah State University.

Barbara Scott Winkler, PhD (2000)

Assistant Professor, Director of Women's Studies. BA, 1974, Barnard College; MA, 1976, PhD, 1992, University of Michigan, Ann Arbor.

Marvin Woodard, BS (2001)*

Instructor, Associate Director of Student Activities. BS, 1998, Oregon Institute of Technology.

Vincent Craig Wright, MFA (1994)

Associate Professor of English and Writing. BA, 1989, MFA, 1993, University of South Carolina.

Peter Wu, PhD (1994)

Associate Professor of Physics. Chair, Department 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. BS, 1982, University of Puget Sound; MS, 1984, PhD, 1987, Washington State University.

Laura L. Young, MA (1994)*

Assistant Professor of English and Writing. BS, 1974, Millersville State College; MA, 1977, University of Virginia.

Linda Wilcox Young, PhD (1994)

Professor of Economics. Chair, Department of Economics. AB, 1976, PhD, 1987, University of California, Berkeley.

Petey Young, PhD (1980)

Professor of Education. BA, 1951, University of Michigan; MS, 1977, California State University, Hayward; PhD, 1980, University of Wisconsin.

[Z]

B. Cecilia Zapata, DrPH (1998)*

Associate Professor. BA, 1981, University of Massachusetts; MPH, 1983, Yale University; DrPH, 1989, University of California, Berkeley.

Carol Surreal Zinn, MEd (1999)

Assistant Professor of Education. BS, 1988, MEd, 1995, Southern Oregon State College.

Elisabeth Zinser, PhD (2001)*

Professor, President of Southern Oregon University. 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.

Rosalie A. Caffrey, PhD (1976)

Professor of Nursing. BSN, 1960, St. Olaf College; MEd, 1965, University of Minnesota; PhD, 1991, University of Oregon.

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.

Kathleen Lagana, RN, PhD (2000)

Assistant Professor of Nursing. BSN, 1978, University of Oregon Health Sciences Center; PhD, 1996, University of California, San Francisco.

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.

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.

Amy Ross, RN, MS, CNS (2001)

Instructor of Nursing. BS, 1978, University of San Francisco; MS, 1987, University of California, San Francisco.

Stephanie Sideras, RN, MSN, CAPA (1999)

Instructor of Nursing. BSN, 1985, MSN, 1990, St. Louis University School of Nursing, Missouri.

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.

Debra Topham, PhD, RN, ACRN (1998)

Assistant Professor of Nursing. BSN, 1979, Wichita State University, Kansas; MS, 1983, Texas Women's University, Dallas; PhD, 1989, University of Texas, Austin.

Nancy Walker, MS, MA, BSN, RNC (1999)

Instructor of Nursing. BSN, 1984, University of Tulsa; MS, 1997, University of Oklahoma, Tulsa.

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. Emeritus since 2001.

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. Emeritus 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. Emeritus 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.

Beverly L. Bennett, MS (1950)

Professor of Physical Education. BS, 1948, MS, 1950, University of Oregon. Emeritus 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.

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. Blaszkak, MS (1968)

Professor, Director of Admissions and Records. BA, 1966, University of California, Davis; MS, 1968, Oregon State University. Emeritus since 1999.

John W. Bodilly, MBA (1972)

Professor of Business. BA, 1940, Lawrence College; MBA, 1942, Harvard School of Business. Emeritus since 1988.

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.

Edward G. Brierty, MBA (1984)

Professor of Business. MBA, 1976, University of Chicago. Emeritus since 1998.

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.

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 and Physical Education. BA, 1939, Pomona College; MA, 1949, Claremont Graduate School. Emeritus since 1977.

Dorothea W. Bushnell, MA (1949)

Associate Professor of Education. BA, 1927, University of Northern Colorado; MA, 1935, Columbia University. Emeritus since 1972.

William C. Bushnell, EdD (1966)

Professor of Music. BA, 1950, Fresno State College; MA, 1951, EdD, 1960, Columbia University. Emeritus since 1983.

[C]

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.

Keith T. Carney, PhD (1965)

Professor of Business. Dean of the School of Business. BA, 1956, MA, 1960, Iowa State Teachers College; PhD, 1976, University of Northern Colorado; CPA, 1981, Certified Municipal Auditor, 1982, Oregon. Emeritus since 1994.

Robert L. Casebeer, MS (1964)

Associate Professor of English. BS, 1956, MS, 1963, Southern Oregon College. Emeritus since 1993.

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. Emeritus 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.

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.

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]

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.

Walter J. DeMordaunt, PhD (1967)

Professor of English. BA, 1949, MA, 1950, University of Colorado; PhD, 1953, University of Denver. Emeritus since 1981.

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.

Betty Lou Dunlop, EdD (1949)

Professor of Education. Director of Graduate Studies. BA, 1947, University of Oregon; MA, 1949, Columbia University; EdD, 1959, Colorado State University. Emeritus since 1981.

[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. Chair, Department 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.

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.

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. Emeritus 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. Emeritus 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. Emeritus 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. Emeritus since 2001.

Mary-Curtis Gramley, PhD (1990)

Associate Professor of Education. Associate Dean for Education. BA, 1958, Salem College; MS, 1980, PhD, 1988, University of Oregon. Emeritus since 1999.

[H]

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Betty Haugen, MS (1981)

Professor of Nursing. BS, 1948, MS, 1962, University of Oregon. Emeritus 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. Emeritus 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)

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Edward A. Hungerford, PhD (1966)

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Index

Academic Calendar	3	Degrees	38	Children's Center, Schneider	21
Academic Policies	30	Minors	38	Chiropractic Medicine, Preprofessional	169
Academic Probation	30	Teacher Licensing	40	Class Schedule	6
Academic Standards Policy	30	Art Galleries, Student	24	Cocurricular Programs	24
Application for Degree	30	Arts and Letters	38	Colloquium, University	35
Auditing	31	Degrees	38	Co-Majors	148
Catalog Option	30	Facilities	38	Business-Chemistry	148
Classification of Students	30	Minors	38	Business-Mathematics	148
Course Prerequisites Policy	30	Summer Programs	38	Business-Physics	149
Double Major	30	Biology	82	Mathematics-Computer Science	149
Freshman Warning	30	Biology Courses	84	Music-Business	149
Grade Point Average	31	Botany Certificate	83	Communication Department	44
Grading System	31	Degrees	82	Academic Credit Policies	46
Minimum Class Size	30	Graduate Programs	84	Communication Courses	46
Minors	31	Minor	83	Degrees	44
Overload Limitations	30	Preprofessional Programs	84	Graduate Study	46
Pass/No Pass Grades	31	Requirements for Major	82	Minors	45
Repeating a Course	31	Teacher Licensing	84	Human Communication	45
Reserved Graduate Credit	31	Bookstore	22	Journalism	45
Residence Requirements	32	Business-Chemistry Co-Major	148	Media Studies	44
Second Bachelor's Degree	32	Business-Mathematics Co-Major	148	Options	44
Suspension	30	Business-Physics Co-Major	149	Human Communication	44
Veterans	32	Business, School of	71	Journalism	45
Academic Programs	28	Accelerated Baccalaureate Degree	37, 160	Media Studies	45
Accelerated Baccalaureate Degree	37, 160	Accounting Certificate	74	Requirements for Major	44
ACCESS Center (see Student ACCESS Center)		Accreditation	71	Community Groups	19
Accreditation	2	Business Administration Courses	75	President's Circle	19
Activities, Student	24	Business Degree Completion Program	71	SOU Advisory Board	19
Administration and Faculty	176	Business Information		SOU Foundation Board of Trustees	19
Admissions	6	Systems Certificate	75, 158	SOU Foundation Emeritus Council	19
Advanced Placement	7	Certificate in Applied Finance		Community Resources	18
Admission of Foreign Students	8	and Economics (CAFE)	75, 108, 158	Computer Science	90
Admission of Senior Citizens	9	Certificate in Management of		Computer Information Science Courses	91
Admission of Transfer Students	7	Human Resources (CMHR)	75, 159	Computer Science Courses	91
Admission Procedure	9	Co-Major Degrees	74, 147	Degrees	90
Admission to Freshman Standing	6	Degrees	71	Minor	90
Admission of Graduate Students	8	Liberal Arts Enrichment Program	73	Options	91
Admission to Professional Programs	8	Minors	71	Computer Information Science	91
College Entrance Examination Board Credit ..	7	Business Administration	71	Computer Science and Multimedia	91
College Level Examination Program	10	Hotel, Restaurant, and Resort		Computer Programming and Software	91
Credit from Accredited Institutions	7	Management	71	Requirements for Major	90
Credit from Unaccredited Institutions	7	Options	72	Computing Services	27
Credit from a Two-Year Institution	7	Accounting	72	Cooperative Professional Programs	4
Enrollment as a Nonadmitted Student	9	Management	73	Course Numbering System	5
Special Academic Credit	7, 9	Marketing	73	Course Prefixes	5
Special Admission	7	Hotel, Restaurant, & Resort Management ..	73	Course Prerequisites Policy	30
Advanced Placement	7	Professional Certifications	71	Credit, Special Academic	9
Affiliated Organizations	20	Requirements for Major	72	College Level Examination Program	10
Alumni Association	20	Teacher Licensing	71	Correspondence Credit	10
Chamber Music Concerts	20	Career Services	21	Credit by Examination	9
Friends of the Library	20	Certificates	158	Military Credit	10
Friends of the Schneider Museum of Art	20	Accounting	72	Criminology	106
Raider Club	20	Applied Cultural Anthropology	129	Criminology Courses	106
Affirmative Action Policies	6	Applied Finance and Economics ..	75, 108, 158	Degrees	106
Affirmative Action	6	Botany	83	Minor	106
Athletics Policy	6	Business Information Systems	75, 158	Requirements for Major	106
Disability Accessibility	6	Cultural Resource Management	129	Dean's List	25
Discriminatory Harassment	6	Interactive Marketing and E-Commerce ...	159	Degree Completion Programs	162
Equal Employment Opportunity	6	Management of Human Resources	75, 159	Degree Programs	4, 32
Agriculture, Preprofessional	169	Native American Studies	155	Accelerated Baccalaureate Program	37, 160
Alumni Relations	19	Chemistry	87	Arts and Sciences Programs	32
American Language Academy (ALA)	160	American Chemical Society Certified		Bachelor of Fine Arts	4
ALA Credit Courses	160	Degrees in Biochemistry, Chemistry,		Certificates	4
Anthropology	127	and Chemical Physics	88	Cooperative Professional Programs	32
Applied Cultural Anthropology Certificate ..	129	Business-Chemistry Co-Major	148	Graduate Degrees	4
Applied Multimedia Minor	153	Chemistry Courses	88	Minors	4
Art Department	39	Degrees	87	Undergraduate Degrees	4
Art Courses	40	Honors Program	88	Degree Requirements	32
Art History Courses	43	Minor	88	Baccalaureate Degree	33
		Options	88	Bachelor of Arts	35
		Requirements for Major	87	Bachelor of Science	35
		Teacher Licensing	88	Components in the Major	35

Core Curriculum	33	German	57	Mathematics-Computer Science	149
General Education	33	Japanese	58	Music-Business	149
Guidelines for Normal Progress	36	Spanish	58	Interdisciplinary Studies Courses	150
Dental Hygiene, Preprofessional	169	Language Requirements	53	Interdisciplinary Majors	150
Disability Accessibility	6	Minors	56	Environmental Studies	150
Distance Learning	28	Study Abroad	56	International Studies	152
Ecology Center of the Siskiyou	25	Teacher Licensing	56	Area Degree Programs	152
Economics	108	Foundation, SOU	19	Interdisciplinary Minors	153
Certificate in Applied Finance		Affiliated Organizations	20	Applied Multimedia	153
and Economics (CAFE)	75, 108, 158	Alumni Relations	20	Film Studies	154
Degrees	108	Community Groups	19	International Peace Studies	155
Economics Courses	108	Development Office	19	Latin American Studies	155
Minor	108	Finance and Administration Office	19	Native American Studies	155
Requirements for Major	108	General Education Requirements	33	Remote Sensing	156
Education, Preprofessional	170	General Education Curriculum	33	Shakespeare Studies	156
Education	133	General Education Requirements:		Video Production	156
Admission Requirements	133	Transfer Student Option	36	Women's Studies	157
Changing Authorization Levels or		Geography	110	International Peace Studies	155
Adding Endorsements	134	Geography Courses	111	International Programs	29
Dual Program Course Requirements	134	Minor	110	International Student Advisor	29
Education Courses	137	Requirements for Major	110	Study Abroad	29
Education Report Card	134	Teacher Licensing	110	International Studies	117, 152
Existing (Old) Special Education Plans	135	Geology	94	Inter-Residence Hall Council (IRC)	25
Fifth Year Program Applicants		Geology Courses	94	Jefferson Public Radio (JPR)	18
for Master's Degree	135	Minor	94	Jefferson Public Radio Foundation	18
Initial Licensure Programs	133	Requirements for Major	94	Language and Culture Degree	51
MA or MS in Education and Continuing		Government, ASSOOU	25	Latin American Studies Minor	155
Teaching License Program	136	Graduate Studies	173	Law, Preprofessional	170
MA or MS in Education/Standard		Admission to a Master's Degree Program ..	173	Lecture Series	29
Licensure Program	136	Curriculum	175	Library	27
Master of Arts in Teaching (MAT)	133	General Regulations	173	Friends of the Library	20
Master's Degree Programs	134	Graduate Assistantships	174	Library and Information Science	162
Minor	137	Major Steps	175	Library and Information Science Courses ..	162
Requirements for MA/MS in Elementary		Master's Degree Programs	173		
Education for Fifth Year Graduates	135	Master's Degrees in School Areas	174	Mathematics	96
Requirements for MA/MS in Secondary		Thesis or Project	175	Affiliations	97
Education for Fifth Year Graduates	135	Health and Physical Education	145	Business-Mathematics Co-Major	148
Special Education Courses	143	Activity Courses	145	Curriculum for Nonmajors	96
Special Education Programs	134	Degrees	145	Degrees	96
Stand-Alone Program Requirements	134	Graduate Program	145	Enrichment Courses	96
Engineering	93	Health Courses	146	Honors Program	97
Engineering Courses	93	Physical Education Courses	146	Mathematics Courses	98
Requirements for Engineering	93	Professional Affiliations	145	Minors	97
English and Writing	49	Requirements for Major	145	Requirements for Major	97
Declaring a Major in English and Writing ..	49	Student Expenses and Insurance	145	Teacher Licensing	97
Degrees	49	Suggested Coursework for Coaches	145	Mathematics-Computer Science Co-Major ..	149
English and Writing Courses	50	Health and Wellness Center (see Student		Medford Campus	28
Literature	50	Health and Wellness Center)		Media Services	27
Writing	52	History	113	Medical Technology, Preprofessional	170
Minors	49	Degrees	113	Medicine and Dentistry, Preprofessional ..	170
Requirements for Major	49	History Courses	114	Military Science	162
Teacher Licensing	50	Minor	113	GOLD Program Requirements	162
Environmental Education, MS	80	Requirements for Major	113	Military Science Courses	162
Environmental Studies	150	Teacher Licensing	113	Minor	162
Equal Employment Opportunity	6	Honors and Awards	25	Minimum Class Size	30
Extended Campus Programs	28	Honors Program, Churchill Scholars	161	Minors	4
Faculty	176	Admission	161	Multicultural Affairs	23
Family Housing	23	Honors Program Curriculum	161	Music-Business Co-Major	149
Film Studies Minor	154	Housing (see also Residence Halls)		Music Department	60
Financial Aid	16	Human Service Degree		ABC Graduate Course of Study	64
Application Information	16	Completion Program	120, 162	Band Director Graduate Courses	64
Employment	16	Information Technology	27	Requirements for Major	60
Loans	16	Institutional Advancement	19	Liberal Arts Option	60
Scholarships, Awards, Grants, and Gifts	16	Alumni Relations	19	Music Instruction Option	60
Food Service	23	Development Office	19	Performance Option	60
Foreign Languages and Literatures	53	Finance and Administration Office	19	Music-Business Option	60, 149
Admission to the Major	54	Interactive Marketing and E-Commerce	159	Degrees	60
Degrees	53	Interdepartmental Degrees	148	Fees	60
Language and Culture Core Courses	54	Co-Majors	148	Minor	60
Language and Culture Options	55	Business-Chemistry	148	Music Courses	61
Language Courses	56	Business-Mathematics	148	Scholarships	60
French	56	Business-Physics	149	Teacher Licensing	60

National Student Exchange	29	Special Residence Halls	22	Stevenson Union	21
Native American Studies Certificate	160	Student Family Housing	23	Student ACCESS Center	20
Native American Studies Minor	155	Residence Policy	13	Academic Advising	20, 27
New Student Programs	9	Changes in Residence Classification	15	Academic Resource Services	27
Normal Progress, Guidelines for	36	Determination of Residence	13	Career Services	20
Nursing Program	166	Evidence of Financial Dependency	14	Disability Services for Students	21
Accreditation	167	Residence Classification	13	Personal Counseling Services	20
Admission to OHSU	166	Residence Classification of Aliens	15	SOULS	21
Basic Baccalaureate Program	166	Residence Classification of		Veterans Referral Services	21
Baccalaureate Completion Program	166	Armed Forces Personnel	14	Student Activities	24
Degrees	166	Residence Classification of		Student Affairs	20
Graduate Nursing Education	167	Members of Oregon Tribes	14	Student Government (ASSOU)	25
Nursing Courses	167	Residence Classification Procedures	15	Student Health and Wellness Center	23
Transfer Credits	167	Residency Classification Appeals	15	Medical Insurance	23
Occupational Therapy, Preprofessional	170	Residency Consideration Factors	14	Student Publications	26
Optometry, Preprofessional	171	Residents Under WICHE	15	Siskiyou Newspaper	26
Ordering Catalogs	3	Review of Residence		West Wind Review	26
Oregon International Internship Program ..	165	Classification Decisions	15	Student Publicity Center	26
Organizations, Student	26	Resource Management and		Student Union (see Stevenson Union)	
Outdoor Program	26	Conservation, Preprofessional	172	Study Abroad (see Overseas Study Programs)	
Overseas Study Programs	163	Rogue Valley Community Television	18	Success at Southern	28
Pharmacy, Preprofessional	171	Schneider Children's Center	21	Courses	28
Philosophy	65	Schneider Museum of Art	18	Summer Session	28
Minor	65	Friends of the Schneider Museum of Art ...	20	Table of Contents	1
Philosophy Courses	65	Sciences, School of	80	Terminology	5
Physical Therapy, Preprofessional	172	Degrees	80	Course Numbering System and Prefixes	5
Physician's Assistant, Preprofessional	172	Departments	80	Reading a Course Description	5
Physics	99	General Science Courses	81	Reading this Catalog	5
Degree Programs	100	Graduate Programs	80	Theatre Arts Activities	25
Degrees	100	Minors	80	Theatre Arts Department	66
Engineering	100	Preprofessional Programs	80	Admission to the Program	66
Minor	101	Undergraduate Programs	80	Bachelor of Fine Arts (BFA) Degree	67
Physics Courses	101	Shakespeare Studies	29, 156	Dance Courses	70
Requirements for Major	100	Small Business Development Center	19	Degrees	66
Teacher Licensing	100	Social Science, Education, Health and		Minor	66
Political Science	117	Physical Education, School of	103	Requirements for Major	67
Degrees	117	Social Science	103	Teacher Licensing	67
Minor	117	Degrees	103	Theatre Arts Courses	68
Political Science Courses	117	Departments	103	Theatre Arts Major (BA/BS Degree)	67
Requirements for Major	117	General Social Science Courses	105	Theology, Preprofessional	172
Preprofessional Programs	169	Graduate Study	103	Transfer Students	
(also listed by individual program)		Master in Management Program	103	Admission of Transfer Students	7
President's List	25	Summer Programs	103	Transfer Student Policies	36
Psychology	119	Sociology and Anthropology	127	Tuition and Fees	11
Admission	119	Anthropology Courses	129	Application Fee	12
Degrees	119	Anthropology Minor	128	Estimated Special Fees	12
Human Services, Field Practicum, and		Applied Cultural Anthropology Certificate ...	129	Examination for Credit	12
Internship Programs	121	Cultural Resource Management Certificate ...	129	Fee Payment Policies	11
Management of Human		Degrees	127	Fee Refunds	12
Resources Certificate	72, 159	Minors	127	Fees Schedule	11
Master's in Applied Psychology		Requirements for Anthropology Major	128	Graduation	12
Program (MAP)	120	Requirements for Sociology Major	127	Late Payment Fee	12
Psi Chi	122	Sociology Courses	131	Library Fines and Charges	12
Psychology Courses	122	Sociology Minor	128	Overload Fees	12
Requirements for Major	119	Southern Oregon Regional Services		Part-Time Tuition and Fees	12
Requirements for Minor	120	Institute (SORSI)	19	Parking	12
Psychology, Counseling, Social Work,		SOU Advisory Board	19	Regular Fees	11
or Human Services	172	SOU Foundation (see Foundation, SOU)		Revolving Charge Account Plan	11
Raider Club	20	Southern Oregon University	2	Senior Citizens	12
Registration	10	History	2	Student Health Insurance	12
Change of Registration	10	Statistics	3	University Colloquium	35
Withdrawal from the University	11	SOULS	21	Veterans	32
Religious Activities	26	Special Events	24	Certification and Progress Standards	32
Remote Sensing	156	Special Programs	160	Veterinary Medicine, Preprofessional	172
Residence Halls	22	(see also listings for the Accelerated Baccalaureate Degree Program, Honors, Library Information Science, Military Science, International Internship, Overseas Study)		Video Production Minor	156
Food Service	22	Sports	26	Web Site	2
Freshman Housing Requirement	22	Club Sports	26	Western Undergraduate Exchange (WUE) ...	29
Off-Campus Housing	23	Intramural Sports	26	Withdrawal from the University	11
Residence Hall Contract	22	Varsity Program	25	Women's Resource Center	24
Residence Hall Rates and Payment				Women's Studies	157
of Room and Board	23			Writing (see English and Writing)	
Residence Hall Reservations	22				

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