

UNIVERSITY OF PORTLAND
Oregon's Catholic University



BULLETIN
2007-2008

University Calendar

2007-08

Aug. 27 Mon.
 Aug. 27 Mon.
 Aug. 31 Fri.
 Aug. 31 Fri.
 Sept. 3 Mon.
 Oct. 15-19 Mon.-Fri.
 Oct. 19 Fri.
 Nov. 1 Varies
 Nov. 16 Fri.
 Nov. 16 Fri.
 Nov. 5-9 Mon.-Fri.

 Nov. 12-16 Mon.-Fri.

 Nov. 22-23 Thurs.-Fri.
 Dec. 7 Fri.
 Dec. 10-13 Mon.-Thurs.
 Dec. 13 Thurs.
 Dec. 14 Fri.
 Dec. 14 Fri.
 Dec. 17 Mon.

2007-08

Jan. 14 Mon.
 Jan. 14 Mon.
 Jan. 18 Fri.
 Jan. 18 Fri.
 Mar. 3 Mon.
 Mar. 7 Fri.
 Mar. 10-14 Mon.-Fri.
 Feb. 1 Varies
 Apr. 4 Fri.
 Apr. 4 Fri.
 Mar. 25-27 Varies

 Mar. 28-Apr. 2 Varies

 Apr. 8 Tue.
 Mar. 21-24 Fri.-Mon.
 Apr. 25 Fri.
 Apr. 28-May 1 Mon.-Thurs.
 May 1 Thurs.
 May 2 Fri.
 May 3-4 Sat.-Sun.
 May 5 Mon.
 May 5 Mon.
 May 12 Mon.

2008

May 12 Mon.
 Aug. 1 Fri.

2008-09

Aug. 25 Aug. 25
 Aug. 25 Aug. 29
 Aug. 29 Aug. 29
 Sept. 1 Sept. 1
 Oct. 13-17 Oct. 13-17
 Oct. 17 Oct. 17
 Nov. 1 Nov. 1
 Nov. 14 Nov. 14
 Nov. 14 Nov. 14
 Nov. 3-7 Nov. 3-7

 Nov. 10-14 Nov. 10-14

 Nov. 27-28 Nov. 27-28
 Dec. 5 Dec. 5
 Dec. 8-11 Dec. 8-11
 Dec. 11 Dec. 11
 Dec. 12 Dec. 12
 Dec. 12 Dec. 12
 Dec. 15 Dec. 15

2008-09

Jan. 12 Jan. 12
 Jan. 12 Jan. 12
 Jan. 16 Jan. 16
 Jan. 16 Jan. 16
 Mar. 2 Mar. 2
 Mar. 6 Mar. 6
 Mar. 9-13 Mar. 9-13
 Feb. 1 Feb. 1
 Apr. 3 Apr. 3
 Apr. 3 Apr. 3
 Mar. 23-25 Mar. 23-25

 Mar. 26-31 Mar. 26-31

 Apr. 7 Apr. 7
 Apr. 10-13 Apr. 10-13
 Apr. 24 Apr. 24
 Apr. 27-30 Apr. 27-30
 Apr. 30 Apr. 30
 May 1 May 1
 May 2-3 May 2-3
 May 4 May 4
 May 4 May 4
 May 18 May 18

2009

May 18
 Aug. 7

Fall Semester

Semester begins: Classes begin at 8:10 a.m.
 Late registration begins
 Last day to drop courses with full tuition refund
 Last day to register or change registration (drop/add)
 Labor Day (Classes in session, offices closed)
 Fall vacation, no classes
 Mid-semester (academic warnings)
 Last day to apply for degree in May
 Last day to change pass/no pass
 Last day to withdraw from courses
 Advanced registration for spring semester, seniors and juniors
 Advanced registration for spring semester, sophomores and freshmen
 Thanksgiving vacation (begins 4 p.m., Wednesday)
 Last day of classes
 Semester examinations
 Meal service ends with evening meal
 Degree candidates' grades due in registrar's office, 11 a.m.
 Christmas vacation begins, residence halls close
 Grades due in registrar's office, 1 p.m.

Spring Semester

Semester begins: Classes begin at 8:10 a.m.
 Late registration begins
 Last day to drop courses with full tuition refund
 Last day to register or change registration (drop/add)
 Advanced registration for Summer Session begins
 Mid-semester (academic warnings)
 Spring vacation, no classes
 Last day to apply for degree in August/December
 Last day to change pass/no pass
 Last day to withdraw from courses
 Advanced registration for fall semester, seniors and juniors
 Advanced registration for fall semester, sophomores and freshmen
 Founders Day (Special Schedule)
 Easter Vacation — No Classes (begins 4 p.m. Thursday)
 Last day of classes
 Semester examinations
 Meal service ends with evening meal
 Degree candidates' grades due in registrar's office, 11 a.m.
 Commencement
 Residence halls close for graduating students
 All remaining grades due in registrar's office, 1 p.m.
 Continuous registration for Summer Session

Summer Session

Classes begin
 Summer Session ends

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Notes About This *Bulletin*

The *Bulletin* has been published solely for information; information as of June 1, 2007. Every effort has been made to ensure its accuracy. Its contents do not constitute a contract between the University and its students. If regulations, program requirements, or services described herein conflict with current practice the latter will prevail.

Course descriptions appear alphabetically by subject following the Graduate School section. Course offerings and class times are published in the Registration Information and Course Schedule available annually in April.

The University reserves the right to modify, change, or discontinue at any time, any element in its structure or organization, including its professional schools, departments, programs of study, undergraduate and graduate majors, and individual courses, as well as any other services offered, or fees charged.

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Non-Discrimination

The University, in its educational policies, programs, and procedures, provides equal opportunity for all its students without regard to race, color, religion, sex, age, national or ethnic origin, or disability.

The University of Portland does not discriminate against qualified individuals with disabilities in the recruitment and admission of students, the recruitment and employment of faculty and staff, and the operation of its programs and activities, as specified by applicable federal laws and regulations. The designated coordination point for University compliance with Section 504 of the Rehabilitation Act of 1973 and for ADA is the Vice President for Financial Affairs, in coordination with the University Health Center, Human Resources, and the Office for University Events.

Accreditation

The University of Portland is accredited by the Northwest Commission on Colleges and Universities, 8060 165th Avenue N.E., Ste. 100, Redmond, WA, 98052-3981.

The bachelor's and master's degrees in drama are accredited by the National Association of Schools of Theatre, 11250 Roger Bacon Drive, Suite 21, Reston, VA, 20190, (703) 437-0700.

The bachelor's and master's degrees in music and music education are accredited by the National Association of Schools of Music, 11250 Roger Bacon Drive, Suite 21, Reston, VA, 20190, (703) 437-0700.

The Dr. Robert B. Pamplin, Jr. School of Business Administration's undergraduate and graduate programs are accredited by the Association to Advance Collegiate Schools of Business (AACSB International), 777 South Harbour Island Boulevard, Suite 750, Tampa, FL 33602-5730, (813) 769-6500 (Fax: 813-769-6559).

The School of Education is accredited until 2012 at the undergraduate and graduate level through the National Council for Accreditation of Teacher Education (NCATE), 2010 Massachusetts Avenue NW, Suite 500, Washington, D.C., 20036-1023, (202) 466-7496.

The bachelor of science degree programs in civil, electrical, and mechanical engineering are accredited by the Engineering Accreditation Commission and that in computer science is accredited by the Computing Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc. (ABET), 111 Market Place, Suite 1050, Baltimore, MD, 21202, (410) 347-7700.

The School of Nursing baccalaureate and master's degree programs are accredited by the Commission on Collegiate Nursing Education (CCNE), One Dupont Circle, NW, Suite 530, Washington, DC, 20036-1120, (202) 887-6791.

The bachelor's degree in social work is ac-

credited by the Council on Social Work Education, 1725 Duke Street, Suite 500, Alexandria, VA, 22314-3457, phone (703) 683-8080; Fax: (703) 683-8099; E-mail: info@cswe.org.

Approvals

The School of Education is approved at the undergraduate and graduate level by the Oregon Teacher Standards and Practices Commission (TSPC): Public Service, 255 Capitol, N.E., Suite 105, Salem, OR 97310-1332, (503) 378-3586.

The University of Portland is authorized by the Washington Higher Education Coordinating Board and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree Authorization Act. This authorization is valid until September 30, 2007, and authorizes the University of Portland to offer the following degree: Master of Education in Educational Leadership. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the board office at Higher Education Coordinating Board, 917 Lakeridge Way S.W., P.O. Box 43430, Olympia, WA, 98504-3430, (360) 753-7869.

Prospective Washington state students are advised to contact the Office of the Superintendent of Public Instruction at (360) 725-6320 or profed@ospi.wednet.edu to determine whether this education program is approved for teacher certification or endorsements in Washington state. Additionally, teachers are advised to contact their individual school district as to whether this program may qualify for salary advancement.

The School of Nursing is approved by the Oregon State Board of Nursing, 800 N.E. Oregon St., Suite 465, Portland, OR, 97232, (503) 731-4745.

The bachelor of science degree in chemistry (option 1) is approved by the American Chemical Society, Committee on Professional Training, 1155 Sixteenth Street, N.W., Washington, DC, 20036, (202) 872-4589.

Memberships

American Association of Higher Education

American Council on Education

Association of American Colleges and

Universities

Association of Catholic Colleges and Universities

Association of Governing Boards of Colleges

and Universities

National Association of Independent Colleges

and Universities

National Catholic Education Association

Oregon Independent Colleges Association

Oregon Independent Colleges Foundation

Western Association of Graduate Schools

General Information

The University of Portland

The University of Portland was founded in 1901 by the Most Reverend Alexander Christie, Archbishop of Portland, with support and counsel from Rev. John A. Zahm, C.S.C., provincial of the American Province of the Congregation of Holy Cross, a Catholic religious community that shared his belief in the importance of education. In 1902, Archbishop Christie asked the Congregation to assume control of the University. For the next 65 years Holy Cross was solely responsible for the University's operation.

In 1967, as a means of ecumenical outreach and to involve lay people in the governance of the University, Holy Cross transferred control to a board of regents, but continued its commitment to offer the University the service of its members. As a result, the University of Portland is Oregon's Catholic university, governed by an independent board of regents composed of men and women of various religious denominations, with Holy Cross priests and brothers as members of its faculty, staff, and administration.

The University places superb teaching as both its first virtue and a central tenet of its mission. The five colleges of the campus — the College of Arts and Sciences, the Pamplin School of Business Administration, and the Schools of Education, Engineering, and Nursing — offer an education that stresses broad liberal arts learning, the development of personal skills, and the opening of the mind, the heart, and the soul. Ranked by *U.S. News & World Report* magazine as one of the ten best regional universities in the West, the University offers some 1,300 courses, 38 undergraduate programs of study, and 12 graduate degrees.

The University is situated on a bluff near the confluence of the Willamette and Columbia rivers in one of the large metropolitan areas of the West. Located in a residential section of the city of Portland, the 130-acre campus offers lawns, hundreds of trees, and beautiful buildings in a quiet, peaceful setting, which is conducive to the learning process. Proximity to the river has suggested nautical names for the University's athletic teams, the Pilots, and the student publications, *The Beacon* and *The Log*.

Mission

The University of Portland is an independently governed Catholic university, a community of scholars composed of people of diverse races, ages, nationalities, and religions. Devoted since its inception in 1901 to a mission with three central tenets — teaching, faith, and service — the University is committed to the liberal arts as the foundation of learning, and offers a curriculum of arts, sciences, humanities, and professional programs at the undergraduate and graduate levels. The University provides recognized leadership and leaders to the community and to the world through the quality and innovation of its programs and the preparation and contributions of its graduates. The University provides excellent teaching and individual attention in an environment that fosters development of the whole person. Central to the daily life of the University is a concern with issues of justice and ethical behavior. The University encourages service to God and neighbor.

Goals and Objectives

The University implicitly acknowledges the following goals and objectives as inherent to the implementation and realization of its mission:

- I. To be guided by Catholic academic, intellectual, and pastoral traditions in the formation of a community of scholars.
 - a. To offer a program that includes the study of Catholic life and thought within the framework of a contemporary university curriculum.
 - b. To foster among its Catholic members a community that is supportive of faith and finds its expression in worship and service.
 - c. To foster an atmosphere that is supportive of authentic religious belief and the aspirations of other faiths.
- II. To assist faculty and students in expanding their vision beyond the limits set by their own social and economic background, geographic experience, and nationality.
 - a. To seek the contribution of those of diverse cultural experiences and background in study and in related activities.
 - b. To offer a range of opportunities for study about and in other countries and cultures.
 - c. To provide a program in volunteer services and to encourage participants to reflect on the significance of their volunteer experiences.
- III. To offer contemporary curricula grounded in the liberal arts that prepare students for lives of continued learning, including advanced study and in professional practice.
 - a. To offer academic programs at an externally recognized level of quality, through specialized accreditation where appropriate.
 - b. To foster faculty development through sabbatical leaves, continuing education, and research opportunities.
 - c. To offer compensation that is adequate to attract and retain staff and faculty equal to the goals of the University.
 - d. To provide and maintain facilities and equipment equal to the needs of the University.
 - e. To establish and maintain a system of program review that includes articulation of purpose and evaluation of achievement, where possible with the help of external evaluators.
- IV. To offer a core curriculum, required of all baccalaureate students, that advances basic knowledge in the liberal and fine arts, the sciences, and the humanities; that supports the development of competencies in writing, critical thinking, and analysis; and that helps to integrate the objectives of the various curricula.
 - a. To clarify the purposes of the core curriculum and to communicate these purposes to students.
 - b. To examine at regular intervals the evidence of its success and its integration with other curricula.
 - c. To foster connections among disciplines and between academic programs and student services.
- V. To foster programs and learning at levels of excellence that earn broad recognition and that contribute in singular ways to the well-being of the larger community.
 - a. To support the quality of selected programs in such a way as to earn broad recognition and to present models for innovation and effectiveness.
 - b. To recruit and support outstanding students and to prepare them for distinguished service.
 - c. To provide within the University the financial stability needed to achieve these marks of excellence.
- VI. To provide a community in which individual, personal needs receive recognition.
 - a. To maintain the size of the University, its programs, its component parts, and the ratio of staff and faculty to students so that the needs of individuals are easily recognized and served.
 - b. To foster opportunities for faculty, staff, and students to interact in ways that support the combined goals of academic and personal development.

- VII. To give primacy to teaching and the quality of instruction in academic programs.
- To recognize the primacy of teaching in faculty development, in review for promotion and tenure, and in compensation.
 - To recognize the essential and complementary contribution of scholarship to the quality of instruction.
 - To uphold scholarship, including research and creative endeavors, as integral to a community of scholars.
- VIII. To provide for the development of the whole person through programs which support and complement the goals of the academic curricula.
- To maintain programs in student activities including athletics that foster leadership, social responsibility, and creative contributions to the community through extra and curricular activities.
 - To encourage responsible community living through a campus residence program.
 - To foster interaction and mutual support between academic and co-curricular student programs.
 - To support quality intramural and competitive intercollegiate athletic programs.
- IX. To demonstrate concern for ethical issues, in curriculum and in practice.
- To support study and research on ethical and social justice issues.
 - To encourage service to the neediest members of the community and reflection on this experience.
 - To provide the opportunity for hearing and redressing of injustices, both within and outside of the University.
- students for future employment or further study.
- III. To provide service courses in the humanities, arts, social sciences, and natural and mathematical sciences for the curricula of the college and professional schools.
- IV. To develop the student's ability to explore and analyze the basic questions about human nature and society, the universe, and God; to develop the student's ability to think clearly and objectively about these ultimate questions in order to move from the unexamined life to a more coherent and comprehensive verification of personal convictions and actions.
- V. To develop an understanding of the findings and insights of the humanities, arts, sciences, and fields of professional study in order to prepare students and graduates to live in a complex and changing world.
- VI. To develop skills in (1) critical, ethical, and historical thinking; (2) cultural literacy, reading, and listening, proficient writing and speaking; and (3) research methodology, including theoretical and mathematical analysis, computing, problem solving, and evaluation.
- VII. To encourage additional service to and links with the community beyond the University through participation in consortia with other private colleges and universities, faculty research and consultation, student internships, urban and rural plunges, and productions, festivals, and performances.

Undergraduate Curriculum Objectives

- To provide for all students a common fundament of knowledge, a core curriculum, developed within the framework of the liberal tradition in western culture.
- To provide major programs leading to bachelor degrees which prepare

The Curriculum

Core Curriculum

Beginning with the rise of universities in Paris and Bologna in the Twelfth Century, the Catholic intellectual tradition has been rooted in reasoned inquiry that crosses scholarly disciplines to engage and inform each of them. This tradition creates a framework in which great questions facing humankind can and should be addressed.

This undergraduate program was crafted to educate students so that they will make

contributions to the world guided by concerns for issues of justice and ethical behavior. The core curriculum will offer courses to help students:

- [1] develop the foundational knowledge and skills necessary for informed inquiry, decision making, and communication;
- [2] develop the knowledge, skills, and commitment for acting ethically in everyday life;
- [3] learn to use and value the lenses of different disciplines, and seek the connections among them;
- [4] examine faith, its place in one's own life, and in the lives of others;
- [5] critically examine the ideas and traditions of western civilization;
- [6] learn to live and contribute in a diverse society and interdependent world; and
- [7] value the importance of learning and reflection throughout one's life.

Fundamental Questions

The faculty of the University of Portland fashions this core curriculum because we believe that learning originates in seeking answers to important life questions. Learning springs from active inquiry conducted through different intellectual disciplines, each with its own tools, methods, and measures. Learning is ongoing and integrates various perspectives. University of Portland students learn how various disciplines use their different lenses to study the same universe and all its experience. As a community of scholars, faculty and students approach key questions about life by gathering and assessing evidence about them: we explore cultures of the past and present for their answers; we examine the natural world and universe for data about them; we study religious traditions and practices, philosophies, literature and other arts, and ourselves for answers. Through this process, we know that good questions lead to more questions.

As a Catholic university, these fundamental questions, threaded throughout students' years here, must engage us all:

- Who am I? Who am I becoming? Why am I here?
- How does the world work? How could the world work better?
- How do relationships and communities function? What is the value of difference?
- What is the role of beauty, imagination, and feeling in life?

- Who or what is God? How can one relate to God?
- What is a good life? What can we do about injustice and suffering?

Lenses for Examining the Questions

In creating this core curriculum, the faculty has been guided by the University of Portland's place in the history of Catholic higher education and by its contemporary mission. Therefore, the faculty requires that students use these courses as the lenses through which to begin their study of the fundamental life questions introduced by the core curriculum.

Hrs. Area	Hrs. Area
3 Fine Arts	6 Philosophy
3 History	6 Science
3 Literature	6 Social Sciences (2 disciplines)
3 Mathematics	9 Theology

The upper division theology course may be a Theological Perspectives class that can be used to satisfy the distribution requirements of both theology and a companion subject.

Lenses for Seeing and Learning Essential Skills and Values

The faculty is committed to teaching students essential skills and values for learning and life. Enhanced attention to writing, oral communication, critical thinking, technological literacy, information literacy, and the implications of diversity will be embedded elements of courses distributed throughout the core curriculum. Students will thus have opportunities in their core courses to learn and refine their understanding and application of each of these elements.

The University requires course work in:

Hrs. Area	
3 Fine Arts	—Fulfilled by FA 207 only.
3 History	—Fulfilled by any history course up to and including 300 level.
3 Literature	—Fulfilled by ENG 112 only.
3 Mathematics	—Fulfilled by any mathematics course above MTH 120.
6 Philosophy	—Fulfilled only by PHL 150 and PHL 220.
6 Science	—Fulfilled by any SCI courses, or courses in a science major. Consult programs for options.

- 6 Social Sciences —2 disciplines fulfilled from among SOC 101, PSY 101, ECN 120, POL 200, POL 201, POL 202, CST 225.
- 9 Theology —Lower-division requirements fulfilled only by THE 101 and 205. Upper-division THE course may be a Theological Perspectives class that can be used to satisfy the distribution requirements of both theology and a companion subject.

The core curriculum applies to transfer students. No substitutions may be made without special permission from the dean.

Exemptions from the University core will be evaluated by the Academic Senate in collaboration with the president. Exemptions will be reviewed at the time of the internal review process that normally takes place in the year preceding the periodic external accreditations of the professional schools.

Major Programs

The University of Portland consists of one college with 11 departments, four professional schools, and a graduate school. Undergraduate majors are available in all departments of the College of Arts and Sciences and in each of the professional schools.

The Graduate School offers advanced degrees in the schools/departments of business administration, communication studies, drama, education, engineering, music, and nursing.

Students entering the University indicate the program of studies they wish to follow and will be under the direction of the dean of the college or school administering that program. Students may elect at any time to petition for a change of major or change of school.

College of Arts & Sciences

Biology, B.S.
Chemistry, B.S.

Communication, B.A.
Drama, B.A.
English, B.A.
Environmental Ethics and Policy, B.A.
Environmental Science, B.S.
French Studies, B.A.
History, B.A.
General Studies, B.S., B.A.
German Studies, B.A.
Life Science, B.S.
Mathematics, B.S., B.A.
Music, B.A.
Organizational Communication, B.S.
Philosophy, B.A.
Physics, B.S.
Political Science, B.A.
*Pre-law study
†Pre-medicine study
Psychology, B.A.
Social Work, B.A.
Sociology, B.A./Criminal Justice Track, B.A.
Spanish, B.A.
Theology, B.A.

Dr. Robert B. Pamplin, Jr. School of Business Administration

Accounting, B.B.A.
Finance, B.B.A.
Global Business, B.B.A.
Marketing and Management, B.B.A.

School of Education

Elementary Education, B.A.Ed.
Music Education, B.M.Ed.
Secondary Education, B.S.S.E.

School of Engineering

Civil Engineering, B.S.C.E.
Computer Science, B.S.C.S.
Electrical Engineering, B.S.E.E.
Engineering Management, B.S.E.M.
Mechanical Engineering, B.S.M.E.

School of Nursing

Nursing, B.S.N.

Graduate

Business Administration, M.B.A.
Communication Studies, M.A., M.S.
Drama, M.F.A.
Education, M.A., M.A.T., M.Ed.
Engineering, M.Eng.
Music, M.A.
Nursing, M.S., D.N.P.
Theology, M.A. in Pastoral Ministry

*Law schools require a bachelor's degree for admission, but no specific major is required; there is no "pre-law major" as such. Students are helped to select a program acceptable to various law schools.

†Both chemistry and biology provide a complete preparatory program for dentistry, medicine, pharmacy, optometry, or veterinary medicine.

Minor Programs

Minors consist of no fewer than 12 nor more than 18 credit hours of upper-division courses excluding prerequisites. Academic regulations governing courses applied to major programs also apply to minors.

Approved minors include:

Biology
 Business Administration
 Catholic Studies
 Chemistry
 Communication
 Computer Science
 Drama
 Economics
 Education
 English
 Entrepreneurship
 Environmental Policy
 Environmental Science
 Fine Arts
 French
 German
 History
 Mathematics
 Music
 Philosophy
 Physics
 Political Science
 Psychology
 Social Justice
 Sociology
 Spanish
 Sport Exercise and Fitness
 Theology

Special Academic Programs

In addition to the major and minor academic programs, the University also offers special opportunities through which students may gain particular credentials or otherwise enhance their education.

Air Force ROTC Aerospace Studies

Col. Terry Kono, professor of aerospace studies
 Faculty: Durrell, Stewart

The faculty of Aerospace Studies is organized to administer the Air Force Reserve

Officer Training Corps (ROTC) classes and related experiences.

Air Force ROTC offers to men and women four- and three-year programs, which lead to an Air Force commission. Students who qualify may elect to pursue any one of these programs. In addition, Air Force ROTC offers many scholarships to qualified students. Two-, three-, and four-year scholarships are available which pay tuition, fees, a book allowance, and a monthly stipend that varies by academic year.

The four-year program requires student participation during four academic years. The first two years, students are enrolled in the General Military Course (GMC) one credit hour each term. During the spring term of the sophomore year, students may apply for entry into the Professional Officer Course (POC). Those selected will attend a four-week Field Training course, normally during the summer between their sophomore and junior years, and enter the POC at the beginning of their junior year. In the POC, cadets hold the rank of cadet officers and participate in planning, organizing, and conducting the Leadership Laboratory training. This training is the application of leadership and management theory they have learned. On completion of the POC, the four-week Field Training course, and receipt of a baccalaureate degree, cadets are commissioned in the Air Force as second lieutenants.

The three-year program is similar to the four-year program but requires students in their first year of AFROTC to be either concurrently enrolled in both the sophomore and freshman GMC course, a total of two semester hours each term, or attend an extended field training unit the summer between their sophomore and junior year.

Entry Requirements All students accepted into the Professional Officer Course (POC) must:

- [1] Be a citizen of the United States.
- [2] Successfully pass the Air Force Officer Qualifying Test.
- [3] Successfully pass a physical examination (paid for by the Air Force).
- [4] Meet minimum predetermined academic and qualitative selection standards.

For further information, contact the Aerospace Studies Program, University of

Portland, 5000 N. Willamette Blvd., Portland, Oregon 97203-5798. Telephone (503) 943-7216. Toll Free (800) 227-4568, ext. 7216.

Army ROTC Military Science and Leadership

Lt. Col. Peter Rooks, professor of military science and leadership

Faculty: *Fabre, Marley, Thomas, Larsen*

The University of Portland, in cooperation with the U.S. Army, established the Department of Military Science and Leadership to operate the Army Reserve Officer Training Corps (ROTC). Army ROTC provides leadership training and scholarships so that students may earn an Army officer commission. Students enrolled in ROTC may earn a commission as an Army second lieutenant while achieving an academic degree (undergraduate or graduate) in an academic discipline of their choice. First- and second-year courses are open to any University student and may be taken without obligation to the U.S. Army.

Program Description

Army ROTC has traditionally been a four-year program. Individuals with prior military service, members of Reserve or National Guard units and summer ROTC leadership training course attendees may obtain advanced placement credit and enter and complete the program in two years. Normally all students enroll in one military science and leadership course and leadership laboratory per semester. Physical fitness of all enrolled students is stressed and closely monitored. The Army ROTC program consists of two phases, basic and advanced military science and leadership.

Basic Course

All students are eligible for enrollment in basic military science and leadership courses without incurring a military obligation. Requirements for completion of the basic course are MSL 101, MSL 102, MSL 201, and MSL 202, and associated labs and physical training classes.

Advanced Course

Upon fulfillment of the basic military science and leadership requirements, students become eligible for entrance into advanced military science and leadership.

Eligible students must apply and receive the permission of the professor of military science and leadership to gain entry.

Advanced military science and leadership consists of twelve academic credits of classroom instruction and associated labs and physical training. Students also attend a paid, six-week advanced leadership and tactics practicum, the ROTC leader development and assessment course (LDAC), between their junior and senior years.

In addition, advanced military science and leadership students become the student leaders for the University of Portland Pilot Battalion.

Completion of all military science and leadership requirements qualifies the student to apply for Congressional appointment as a commissioned officer in the United States Army.

Entry Requirements All students accepted into the advanced course must:

[1] Be a citizen of the United States.

[2] Successfully pass the Army physical fitness test.

[3] Successfully pass a physical examination (paid for by the Army).

[4] Meet minimum predetermined academic and qualitative selection standards.

For further information, contact the Army Department of Military Science and Leadership, University of Portland, 5000 N. Willamette Blvd., Portland, Oregon 97203-5798. Telephone (503) 943-7353. Toll Free (800) 227-4568, ext. 7353.

Financial Assistance

Each advanced military science and leadership student receives a subsistence allowance of \$350-\$500 per month. Cooperative programs available with the Army Reserve and Army National Guard pay advanced military science and leadership non-scholarship students approximately \$4,000 per year for simultaneous membership in Army ROTC and a Reserve or National Guard unit.

Scholarships

All freshman, sophomore, and graduate students may compete for ROTC scholarships covering full tuition and fees. All Army ROTC scholarship recipients also receive \$300-\$500 per month for up to ten months of each school year, plus a \$900 allowance per school year for books. Students need not be enrolled in Army

ROTC to apply for and compete for three- and two-year scholarships. No commitment is incurred until the student accepts an offered scholarship and receives payment for school expenses. For more information, call the Army ROTC department at (503) 943-7353.

Uniforms and Texts

Army ROTC uniforms, basic course texts, and equipment are furnished without charge.

Nursing Program

Army ROTC offers challenging training for students interested in a bachelor of science in nursing degree. In addition to clinical and academic experiences, cadets learn leadership and organizational skills, enhancing their clinical decision-making and critical task management. Army ROTC pays for summer clinical and lecture classes, in addition to ROTC scholarships and University incentives. Students spend three weeks working in a military hospital.

Extracurricular Activities

Ranger Challenge: An Army ROTC varsity sport designed to provide its members with additional adventure training in basic and advanced tactics, rappelling, and cross-country land navigation.

Color Guard: The University of Portland Army ROTC Color Guard participates in a variety of school and civic functions.

Drill Team: Army ROTC offers an exhibition drill team that performs at social and military functions.

Advanced Special Skills Qualification

Training: Advanced military science and leadership students and select basic military science and leadership students may participate in regular Army training schools: Airborne, Air Assault Schools, Northern Warfare School, and Cadet Troop Leadership training.

Catholic Studies Minor

Directors: Margaret Monahan Hogan, Ph.D., McNerney-Hanson Chair in Ethics; executive director, Garaventa Center for Intellectual Life and American Culture; Matthew Baasten, Ph.D., chair, theology

The Catholic Studies minor is a university-wide, interdisciplinary minor designed to permit and encourage students to reach

into the broad tradition from which Catholicism as an intellectual tradition developed, to deepen their understanding of Catholicism's rich and living heritage, to examine the contributions the tradition has made to culture and the contributions it has received from culture, and to be aware of its development and influence in the contemporary culture. The minor is open to all students and it is intended to be interdisciplinary. It provides opportunities to explore the dynamic interaction between Church and culture as well as culture and Church. It is intended to challenge students to understand and to contribute to the transformative power of Church teaching in every aspect of life and to understand the development of Church teaching in history. It is intended to provide opportunities for students to engage in sustained reflection on the Catholic tradition and to experience Catholicism in its many facets—intellectual, spiritual, liturgical, artistic, and service. The interdisciplinary nature of the new minor distinguishes it from theology and the more intense intellectual focus as opposed to more focused social justice component distinguishes the new minor from the Social Justice Program.

The Catholic Studies Minor requires 18 credit hours—two required courses and four elective courses. The distribution is as follows: (a) required course: PHL 150: Introductory Philosophy (3 credit hours); (b) required course: THE 457: Foundation of Catholic Theology (3 credit hours); and (c) elective upper-division courses (12 credit hours) carrying Catholic Studies credit. These twelve hours taken for the Catholic Studies minor are to be distributed among three academic disciplines. There are presently seven academic disciplines that have courses in the *Bulletin* that are listed in the Catholic Studies Minor. For more information about the minor please contact either of the directors (hogan@up.edu or baasten@up.edu).

Cross-Registration Program

Roberta Lindahl, M.B.A., registrar

Full-time University of Portland students may participate in a cross-registration program sponsored by the member institu-

tions of the Oregon Independent Colleges Association (OICA).

The program allows students to take a maximum of one undergraduate course per semester on a "space available" basis at a participating institution. There is no additional cost for tuition if the student is enrolled full-time at their home institution.

Interested students should first contact their academic advisor and dean for course approval. Contact the Office of the Registrar for the OICA cross-registration form and additional information at (503) 943-7321.

Participating institutions include Concordia University, Corban College, George Fox University, Lewis & Clark College, Linfield College, Marylhurst University, Mt. Angel Seminary, Multnomah Bible College, Northwest Christian College, Pacific N.W. College of Art, Pacific University, Reed College, University of Portland, Warner Pacific College, Western Seminary, Western States Chiropractic College, and Willamette University.

For detailed information, call (503) 943-7321.

Entrepreneur Scholars (E-Scholars) Program

Robin D. Anderson, Ed.D., Franz Chair in Entrepreneurship

The Entrepreneur Scholars (E-Scholars) Program is a comprehensive entrepreneurial development program incorporating classroom activity and applied experience. It is limited to 25 students, and students from any discipline may be admitted to the program. Students apply in their sophomore year for participation in their junior year. E-Scholars Program classes are: Creating a World-Class Venture (BUS 480); Entrepreneur Apprenticeship (BUS 481); and Global Entrepreneurship (BUS 482). This innovative program is made possible through individual and corporate named sponsorships of \$5,000; each E-Scholar pays \$3,000 for this unique combination of classroom work, interaction with world class entrepreneurs and enterprises, and international travel. Past experiences have taken place in Australia, Brazil, Chile, China, Malaysia, South Africa, Vietnam, and Ukraine, among other countries. In

2003, the E-Scholars Program received a \$100,000 grant to replicate the program nationally.

For more information about the program, contact the director of the Center for Entrepreneurship, University of Portland, 5000 N. Willamette Blvd., Portland, OR 97203-5798. Telephone (503) 943-7769.

Honors Program

John C. Orr, Ph.D., director

The University of Portland offers the Honors Program to enhance the intellectual life of the University community by mentoring high achieving and intrinsically motivated students to serve as intellectual catalysts at the University and beyond. The program fosters in these passionate and gifted students a love for the life of the mind and the desire to enrich their communities. Honors students may be enrolled in any major.

The curriculum fulfills a portion of the University core requirements for graduation. Freshmen take a one-week colloquium before the fall semester. They then take a first year course that fulfills one (and in some cases two) core requirement(s). In their sophomore year students take an additional core class. In the first two years honors students are also assigned a faculty mentor with whom they meet regularly and for whom, each semester, they write reflective papers integrating their educational experience with their personal development. The sophomore year culminates with a reflective retreat at which students develop personal mission statements. In the junior and senior years, the focus of the honors students is in their majors. Each major has its own set of honors requirements, including a capstone project. The junior and senior years also see honors students participating in two one-credit interdisciplinary reading and discussion courses. Additionally, honors students are supported and encouraged to take advantage of a number of special opportunities including, but not limited to, study abroad programs, internships, summer research opportunities, nationally competitive scholarships, service projects, various off-campus transformative experiences such as participation in conferences,

and special projects. For details contact the Director of the Honors Program, Buckley Center 201, University of Portland, 5000 North Willamette Blvd., Portland, OR 97203. Telephone: (503) 943-7286. Toll free: (800) 227-4568. E-mail: orr@up.edu.

Social Justice Program

Rev. Claude Pomerleau, C.S.C., Ph.D., director
Lauretta Frederking, Ph.D., assistant director

The social justice program is open to all students from any major or school at the University. The Social Justice Program instills in students a commitment to work for justice and peace and for an approach to life that promotes social integrity, economic prosperity and defense of human rights for all.

The service dimension of learning at this university is expressed in a unique and effective way within the Social Justice Program. It challenges students to place their personal development and career choices into an ethical world view within an interdisciplinary context.

All participants in this program — which includes a wide range of religious denominations and a principled adherence to ethical behavior — prepare themselves to challenge unjust systems and become leaders who will create a better world.

The program includes courses in its curriculum such as Business, education, English, history, mathematics, philosophy, political science, sociology, and theology. The program leads to a certificate in social justice or a minor in social justice. In addition, the program is available as a continuing education opportunity.

The certificate program requires students to complete 12 credit hours in social justice with a minimum grade of C in each course. These 12 credit hours must be completed in at least three different academic disciplines.

Requirements for the minor include the successful completion of SJP 200 (Perspectives of Social Justice) and SJP 400 (Social Justice Leadership Capstone) and 12 other upper-division credit hours in at least three different academic disciplines.

For complete details, contact the program director, 5000 N. Willamette Blvd., Portland, Oregon 97203-5798. Telephone

(503) 943-8076. Toll free (800) 227-4568. Or program assistant director (503) 943-8076 or frederki@up.edu.

Certificate in Spanish

Lora Looney, Ph.D., coordinator

The University offers a certificate program in Spanish designed for students who are not majoring in Spanish, but who wish to gain genuine proficiency at the same time they are pursuing their own majors. The certificate requires 21 upper-division semester hours including an overseas experience approved by the foreign language program. Approved one-semester programs include the ILACA program in Granada, Spain and the University's summer program in Morelia, Mexico and Segovia, Spain.

The certificate in Spanish is awarded at the same time as the baccalaureate degree in the student's major.

Prior to applying to a study abroad program for the certificate, a student must have completed a 301-level language course (or equivalent), maintained a minimum 3.0 grade point average in the target language, and 2.5 grade point average overall. The following is what a semester-abroad course schedule might look like:

Hrs.

3	302+ level of foreign language study
3	Foreign literature course
3	Core course
6	Electives

It is recommended that students start as early as possible in planning their semester abroad.

For complete details contact the foreign language coordinator or the director of studies abroad, University of Portland, 5000 N. Willamette Blvd., Portland, OR 97203-5798. Telephone (503) 943-7286/7221. Toll-free: (800) 227-4568.

Studies Abroad

Rev. Arthur F. Wheeler, C.S.C., Ph.D., director

There are many opportunities for students at the University of Portland to study abroad. The University provides an academic-year program in Salzburg, Austria, fall and spring semester programs in Fremantle, Australia or Rome, and summer-study programs in Salzburg, London, Tokyo, Fre-

mantle, Segovia, Spain, and Morelia, Mexico. The University is also a member of the Independent Liberal Arts Colleges Abroad consortium, which offers a fall or spring semester program in London, and a fall or spring semester program in Granada, Spain. In conjunction with the Institute for the International Education of Students (IES), the University offers a one- or two-semester program in Paris or Nantes, France, for students interested in advanced studies in the French language, and a one- or two-semester program in Freiburg, Germany, for students interested in advanced studies in the German language. Business internships are available at a variety of sites through IES.

For information concerning these programs, contact Rev. Arthur Wheeler, C.S.C., Ph.D., Director of Studies Abroad, University of Portland, 5000 N. Willamette Blvd., Portland, Oregon, 97203-5798. Telephone (503) 943-7857. Toll-free (800) 227-4568.

Salzburg

Rev. James Connelly, C.S.C., director in residence

Eva Brandauer, Ph.D., assistant director
Faculty: *E. Aussermair, J. Aussermair, Feldner, Hieke, Loos, Nadel, Schratzberger, Walterskirchen, Zecha*

Students can enhance their education at the University of Portland by participating in the University's oldest foreign studies program, which is located in Salzburg, Austria. Since 1964, the Salzburg Program, an academic year of studies in the humanities, has provided an opportunity for students to immerse themselves into a different culture, travel to all corners of Europe, and experience personal growth as a member of the University community in Salzburg.

The University sponsors academic tours for the students while they are abroad. On the fall tours, students examine firsthand the art, religion, and history of Austria, France, and Germany. The spring tour takes students to the ancient ruins where the heart of the Greco-Roman culture once flourished. A three-week break between semesters and three-day weekends allow for independent travel throughout Austria and other parts of Europe; Salzburg lies within an overnight train trip to Berlin, Paris, Amsterdam, Zurich, Rome, Budapest, and

Prague, and many places in between.

At the University of Portland Center in Salzburg, students enroll in courses taught in English by an Austrian faculty. German language study enhances each student's ability to communicate with Austrian and German people. An important aspect as well is the community living situation at the University of Portland Center. All students are actively involved in the various academic, cultural, social, and spiritual aspects of the program.

The full-year Salzburg Program is open to all qualified students, normally for their sophomore year. The University also offers two summer sessions in Salzburg, including courses in engineering, history, literature, science, philosophy, political science, psychology, and theology.

Australia

Michelle Gay, rector

Fall or spring semester programs are available in Fremantle, the port city for Perth, Western Australia, by arrangement with the University of Notre Dame Australia, an independent Catholic institution with a wide range of offerings in the arts, humanities, social sciences, and business. The program is designed for juniors; nursing students and accounting students may participate as sophomores. The program includes a field trip to the aboriginal community at Broome. Summer study features instruction in biology and theology. In odd-numbered summers, a five-week program for biology students is offered in Broome.

Rome

Fall semester programs are available in Rome, by arrangement with John Cabot University, an independent international university with strength in international relations and international business. The program is open to juniors and seniors.

Summer Studies in Japan

A four-week study/cultural experience is available in Tokyo. Although a basic Japanese course is offered, this is not a language program. Instead, students participate in a series of lecture courses taught in English by specialists on Japan-related topics. In addition, conducted tours enable students to learn about the people of Japan firsthand. Course offerings in

Asian studies deal with Japanese social structure, economics, history, art, religion, and business and management practices.

The program is open to all qualified students, with a preference for global business majors. Those interested should apply early to ensure acceptance. Satisfactory academic achievement and favorable personal recommendations are required.

Students will choose two courses from among 12 offered by Sophia University. Six undergraduate credits may be earned.

The London Summer Program

The London program is a five-week opportunity for firsthand study of English culture and its contributions to the development of Western Civilization. The program is headquartered in residential facilities in London, convenient to all major sites in the city. The program is open to all qualified students after their freshman year. Enrollment is limited and admission is competitive; application must be made in October; selection of participants will be made and announced in early January.

The six-credit curriculum consists of two three-semester-hour courses taught by University of Portland professors. Credits from both courses can normally be applied to core curriculum requirements at the University. The courses are drawn from the arts and sciences. Specialized summer programs are also available in London for business students in odd-numbered summers.

Morelia, Mexico

Programs in advanced Spanish, social work, Mexican health systems, and Mexican traditions are available every summer in Morelia, Mexico. All instruction is in Spanish and students live with Spanish-speaking families.

Segovia, Spain

Advanced classes in Spanish literature and culture are available in the summer in Segovia, Spain in odd-numbered summers. All instruction is in Spanish, and students live with Spanish families.

Hawaii

A six-credit summer program in tropical ecology is available for students who have finished a year of general biology. Hawaii, though part of the United States, offers many opportunities not available on the

mainland. This program is available in most even-numbered summers.

Academic Regulations

The following articles set forth the rules and regulations of the University whereby the deans administer the academic affairs of the respective college and schools under the coordinating direction of the provost. All students, including those who participate in intercollegiate athletics, are responsible for knowledge of these regulations and will be governed by them.

I. Code of Academic Integrity

Academic integrity is openness and honesty in all scholarly endeavors. The University of Portland is a scholarly community dedicated to the discovery, investigation, and dissemination of truth, and to the development of the whole person. Membership in this community is a privilege, requiring each person to practice academic integrity at its highest level, while expecting and promoting the same in others. Breaches of academic integrity will not be tolerated and will be addressed by the community with all due gravity.

The University of Portland defines academic integrity as "openness and honesty in all scholarly endeavors." This standard is to be upheld by faculty, students, administration, and staff to the extent that their roles in the University involve or influence scholarly activities, both on and off campus.

The University expects each faculty member and each student to engage in and promote scholarship in such a way that peers and experts will recognize his or her work as a scholarly undertaking, thorough and consistent with regard to the standards of one's discipline, appropriately cautious and self-critical, and cognizant and respectful of the contributions of others, including differing or opposing points of view.

The University's interest in maintaining compliance with this standard is grounded in nothing less than its identity as a scholarly community in the Roman Catholic

tradition. As a Roman Catholic institution of higher learning, the University seeks to provide an educational opportunity for its students within a Judeo-Christian context that promotes respect, honesty, and fairness in service to God and neighbor. In the words of its mission, the University is committed to providing “an environment that fosters development of the whole person,” including the moral and ethical self, and to promoting “a concern with issues of justice and ethical behavior” that is “central to the daily life of the University.”

As a scholarly community, the University believes that it is vital to the academic process, as well as desirable in itself, to maintain an environment in which ideas, accomplishments, and information can be exchanged freely and creatively without misgivings as to the honesty and openness of one's colleagues. Beyond this, the University's stature and reputation as a scholarly community depend on the quality of its research and pedagogy, as well as its ability to certify its achievements in these areas. In conferring credentials, recognizing competencies, and awarding degrees, honors, promotions, and distinctions to students, faculty, and other associates of the University, it is imperative that the University have full confidence that all concerned parties have conducted themselves in accordance with its standard of academic integrity.

In line with this, the University holds that a consistent, active commitment to its standard of academic integrity not only benefits all members of the University community, but also is the responsibility of each and every member, without exception. Thus, each person who participates in the mission of the University of Portland and shares its privileges is accountable to the University not only for his or her own actions with regard to the standard of academic integrity, but also for the actions of groups of which he or she is a part. Furthermore, each person is responsible for encouraging academic integrity in others by means of direct communication and personal example, for discouraging breaches of academic integrity, for confronting persons who commit breaches, and for reporting breaches to the appropriate authorities.

II. Course Registration

[A] The dates for registration of students in both semesters and summer session are set forth in the University calendar contained in this *Bulletin*.

[B] Providing the general requirements for admission to the University are met, the dean of each college or school of the University has the sole right to admit and register students in his or her college or school.

[C] Students will not receive credit for any class for which they are not properly registered. Students who register for a class, fail to attend, and fail to withdraw properly will be assigned a grade of **F** for the course.

[D] No one may register for any course after the latest date for registration. Students may change courses (drop/add) with the permission of the dean of the college or school involved during the first week at the beginning of the semester.

[E] Students may not register for more than 18 semester hours of credit (nine semester hours in the summer session), without the consent of their dean.

[F] The University reserves the right to cancel courses for which there is not sufficient registration, to close enrollment in courses which are filled, and to modify course offerings when necessary. Every effort will be made to announce such changes promptly.

[G] The dates for closing the late registration and the latest date for dropping or adding of classes are listed in the University calendar.

[H] Registration is not complete until a student has been cleared by the Office of Student Accounts (by payment of all tuition and fees and the signing of any financial aid checks, etc. prior to the start of the term). The University reserves the right to cancel the registration of any student who has not been cleared once the term has begun.

[I] Advanced undergraduate students may enroll in a graduate course for either undergraduate credit or reservation for possible graduate credit. The written approval of the department chairman, dean, and graduate program director is required.

[J] Certain departments/schools offer courses which represent guided inquiry by special arrangement with faculty members, or which carry varying amounts of credit based upon the level of work being submitted. These directed study or vari-

able credit courses require the written approval of the instructor and dean of the school in which the course is offered.

[K] Students who register for classes but decide not to attend them must cancel their registration in writing at the Office of the Registrar by the last day for registration. If classes have begun, students must follow the withdrawal procedure.

III. Course Requirements

[A] If an instructor is 10 minutes late, the class is considered dismissed.

[B] The instructor of a class determines the requirements for the successful completion of a given course. The instructor will inform students in writing of these requirements and grading policies within the first week of the opening of the class. In those cases in which a student misses class meetings due to participation in activities which are officially approved by the provost, the student will be permitted to fulfill the missed requirements of the course.

[C] As a general standard, one semester credit hour is to represent 45 hours of student involvement. In the fall and spring semesters the portion of this involvement that is dedicated to recitation or lecture is established as 55 minutes in length per week over 14 weeks. In summer sessions and in other time-shortened arrangements an equivalent of this dedication is required exclusive of registration and final examination periods.

IV. Examinations

In courses in which semester examinations are required, the examinations are to be given during the scheduled times published by the registrar. During the week prior to final examination week, no examinations may be given, except in laboratory practica.

V. Grades and Credits

[A] Academic Warning At least by the mid-point of each semester, instructors shall give a written academic warning or mid-term grade to each student who is doing failing or near failing work. A copy of this warning will be turned in to the Office of the Registrar.

[B] Change of Grade No one but the instructor of a course can give a grade in that course or change a grade once given. The change of any grade other than the **I** and

IP must be justified in writing to the associate provost.

[C] Cheating Because of the University's commitment to academic integrity, cheating by a student in course work or examinations will result in penalties that may include assignment of a grade of **F** for the specific examination or project, an assignment of a grade of **F** for the course, or dismissal by the dean from the University. Any instance of cheating must be reported to the dean of the college or school in which the course is offered and to the dean of the college or school in which the student is currently enrolled.

[D] Grade Report A grade report for each student is available online during the week following the close of each semester. A paper copy will be mailed to the student's permanent address upon request. There is a \$6 fee for each additional copy and \$2 for each multiple copy requested. Grades will not be released or redirected over the telephone. If a student has any account balances or obligations such as tuition, library or parking fines, loans, etc., a hold will be placed on grade reports, transcripts, and/or diplomas until paid.

[E] Grading System The grading system is based upon achievement in course work attempted. The grades and points of this grade point average (G.P.A.) system are as follows:

Points per Semester Hour Grade

A	4.0	C	2.0
A-	3.7	C-	1.7
B+	3.3	D+	1.3
B	3.0	D	1.0
B-	2.7	D-	.7
C+	2.3	F	.0

In addition, the following symbols are used:

P — Pass

NP — No Pass

AD — Audit

I — Work Incomplete

IP — In Progress (given only for Thesis 599 and other approved courses)

W — Withdrew (with permission)

NG — No Grade Submitted

The G.P.A. is the total points divided by the total semester hours in which grades of **A** through **F** are received. All courses which the student does not successfully complete will be denoted on the transcript by the symbol **I**, **IP**, **F**, or **NP**.

[F] Incomplete The grade **I** is allowed only with the approval of the dean. An incom-

plete may be given when a student needs no further formal instruction but is unable to complete some requirement of the course due to circumstances beyond their control. The instructor must inform the dean in writing of their reasons for the incomplete and the agreed upon date for completion of the requirement (not to exceed one year). The **I** will convert to an **F** if the requirement is not completed by the deadline.

[G] Pass/No Pass Certain courses, because of their content and scope, are graded on the pass/no pass basis. These courses are determined by the dean of the college or professional school which offers the courses involved upon recommendations of the faculty of a department or professional school. Such courses will not be subject to the regulations on student options below.

Courses that are required by the University core, college curriculum, or departmental program may not be taken pass/no pass. To fulfill the remaining credit hours for graduation, three courses may be taken pass/no pass. The student must have the approval of his/her academic advisor and dean.

Courses attempted under the pass/no pass system and completed successfully will carry academic credit, while unsuccessful performance will carry no credit but will be listed on a student's transcript. However, neither result will be included in the computation of the grade point average. Grades assigned will include **P** for performance ranging from **D-** to **A** and **NP** for **F**. The instructor will not be made aware that a student is enrolled under the system. The grades he/she submits will be translated into either a **P** or an **NP** by the registrar. Within the parameters above, one change in registration from regular status to pass/no pass or vice versa will be allowed in a given course up to two weeks after the midpoint in each semester.

[H] Repeating Courses Only courses in which a grade of **C-**, **D+**, **D**, **D-**, **F**, or **NP** has been received may be repeated at the University of Portland for academic credit. A course may be repeated only once and only the latest grade is included in the computation of the G.P.A. and the total number of credit hours required for graduation. Both courses and grades will remain on the permanent academic record, with the

original course denoted by the symbol **RP**.

While courses repeated at the University of Portland may change one's grade point average, equivalent courses taken at another institution, even when fulfilling University requirements, cannot be used to replace any course or grade entered on the permanent academic record, or to change one's University of Portland G.P.A.

[I] Withdrawal To receive a **W**, a student must officially withdraw from a course in which he/she chooses not to continue. The withdrawal is effective the date it is filed in the registrar's office, and in no instance later than the eleventh week of the semester.

Students who seek an exception from this regulation for *individual courses* after this deadline must meet with the appropriate department head and academic dean who will make a recommendation to the associate provost in accord with Reg. XI e. In no instance will a request be considered for a late withdrawal from an individual course without academic penalty that has not been forwarded with the recommendation of the academic dean.

[J] Medical Leave of Absence Medical leave of absence is designed to allow an undergraduate or graduate student to pursue treatment for medical or psychiatric conditions, or to accommodate students too ill to complete the semester. A granted medical leave allows a student to leave school for not more than one year without subsequent financial or academic penalty. The student will have grades of **W** recorded for the semester. A medical leave of absence is granted at the discretion of the Office of the Provost; however, requests for a medical leave of absence originate at the University health center.

Grading Appeals

Students are responsible for maintaining standards of academic performance established for each course in which they are enrolled. Whenever students believe that their work has been improperly evaluated or that they have been treated in a capricious or prejudiced manner, they are expected to discuss this directly with the faculty member involved. If, after earnest inquiry, the matter remains unreconciled, the students may seek assistance through

the following steps:

[A] Appeal the question to the head of the department (unless the department head is a party to the grievance).

[B] Submit the appeal to the dean of the academic college. The dean together with the department head shall take all reasonable and proper actions to resolve the question at their level.

[C] Should the aggrieved students believe that their rights were abridged at the departmental and college levels, they may file a request for review with the associate provost, making clear the substance of the appeal. The associate provost will consult with the dean, the department head, and faculty member in question and make a recommendation regarding the issue: that the original evaluation and decision should stand; or that there appears to have been unfair evaluation or treatment by the instructor. In the latter instance, the associate provost will suggest that the instructor correct the wrong.

VI. Advanced Placement

[A] Students may challenge courses and/or receive advanced placement with credit upon permission from their academic dean and on certification from the head of the department which offers the course. Courses may be challenged only once. Courses may not be challenged in which the student has been previously enrolled at the University of Portland.*

[B] Credit may be granted for advanced placement for those courses required in the student's major program.*

[C] Students who have earned 60 or more semester hours of college credit cannot gain additional credit through the College Level Examination program (CLEP) general tests. They may receive credit for satisfactory scores in specialized subject examinations.

VII. Probation and Dismissal Due to Poor Scholarship

Any student who earns a semester G.P.A. below 2.00 will be placed on academic pro-

bation. Furthermore, the records of those students who withdraw from more than four credit hours during a semester will be reviewed by the dean. When the academic progress of such a student is judged unsatisfactory, that student will be placed on academic probation.

If at the end of the next regular semester the student is not placed on probation, the student returns to regular academic standing. A student who is placed on probation for two semesters in any twelve-month period may be dismissed from the University.

In addition, regardless of the number of semesters on probation, a student may be dismissed if, in the opinion of the dean, the student's academic progress is inadequate to assure successful continuation at the University. Students who have been dismissed from the University for academic reasons may appeal in writing to the Academic Standing Committee for a review of the decision of dismissal and/or for re-admission to the University. The letter should be addressed to the associate provost, who is chair of the Academic Standing Committee. It is only with the approval of this committee that a student, once dismissed, may be re-admitted to the University.

VIII. Transfer of Credits

[A] Transfer to the University or from one college or school within the University to another may be made only with the approval of the dean in each area.

For students who transfer within the University, courses common in requirements to all schools and divisions of the University will be accepted in transfer and both credit earned and grade received shall be used in computing the G.P.A. of the student. Other courses may be accepted at the discretion of the dean and shall be used in computing the G.P.A.

[B] If, after enrolling in a degree program at the University of Portland, a student wishes to take a course at another institution and use it toward the degree, prior approval of the student's academic dean should be obtained. Official transcripts of credits earned in other institutions (high

*Forms for requesting approval to challenge courses and for certifying credit are available in the Office of the Registrar, and must be presented to the proper academic dean before examination is taken.

school, college, or university) must come directly from the school to the University of Portland.

IX. Student Classification

[A] Undergraduate degree-seeking students are classified as freshmen if they have earned less than 30 semester hours; as sophomores if they have earned at least 30 semester hours; as juniors if they have earned at least 60 semester hours; as seniors, if they have earned at least 90 semester hours.

[B] Special students are those who qualify by maturity and ability to perform satisfactorily at the university level, but who fail to meet the requirements for freshman or advanced standing.

[C] Nonmatriculated students are those who have been admitted in order to register for credit but who have not been accepted into any degree program at the University. See page 31 of this *Bulletin* for specific requirements for admission to this student status.

[D] Postgraduate students are those who have earned an undergraduate degree and are in a program that leads to a certificate or other non-degree credential.

[E] Graduate degree-seeking students are those who have earned a baccalaureate degree and who have been accepted into a program leading to an advanced degree.

X. Graduation and Degrees

[A] In order to earn a baccalaureate degree, students must successfully complete at least 120 semester credit hours, and more in most programs. The particular requirements in each college or school are listed under each program in this *Bulletin*. A minimum of 30 semester hours at the University of Portland is required for a degree. Normally, these 30 semester hours must be those which immediately precede the completion of degree requirements. It is expected that students will complete all of the upper division courses in their major at the University of Portland. However, the deans of the schools or colleges may accept up to 25 percent of the upper-division major course requirements in transfer from other accredited institutions.

Students seeking a second baccalaureate degree from the University are required to complete an additional 30 semester hours at the University and fulfill the course requirements of the college or school in which the second degree is sought.

[B] In addition to satisfying the above quantitative requirements, students must have a cumulative G.P.A. of at least 2.0 in courses taken at the University of Portland, and a 2.0 average in their major field.

[C] The undergraduate and graduate degrees listed elsewhere in this *Bulletin* are granted by the University through the College of Arts and Sciences and the various schools. (For master's degree requirements, refer to the Graduate School chapter of this *Bulletin* beginning on page 113.)

[D] Eligible candidates for graduation should file an application for degree with the registrar and pay the appropriate fees during the semester prior to the semester in which they expect to graduate, but no later than the date specified in the academic calendar.

[E] Although a number of administrative and faculty advisors are ready to help students in planning and checking the progress of their degree program, the final responsibility for completing all requirements for a degree rests with the student. If a student has not satisfied all of the requirements, the degree for that student will be withheld pending adequate fulfillment.

XI. Honors at Graduation

Honors for undergraduate degrees at graduation are determined one semester prior to graduation by computing the G.P.A. in all courses (both University of Portland and transfer) applicable toward graduation. Transfer students who have not completed 30 semester hours in residence by one semester prior to graduation will be evaluated at the conclusion of all work. Fall semester graduates are included with the subsequent spring semester and summer semester graduates are included with the previous spring semester in determining honors at graduation. Honors are based on the following formula: within a given college or school, *summa cum laude* will be awarded to all students receiving a

4.00 G.P.A.; *maxima cum laude* to the next 3%; *magna cum laude* to the next 7%; *cum laude* to the next 10%.

XII. Miscellaneous Regulations

[A] Applicability Students and University personnel are bound by all published University rules and regulations.

[B] Administrative Withdrawal The University reserves the right to withhold or terminate the privilege of attending the University when such official action is deemed advisable or necessary in the interest of the student or of the University or both. When such action involves termination of attendance within a semester or session, it shall be termed "Administrative Withdrawal." An appropriate record shall be kept in the confidential files of the vice president for enrollment management and student life and a notation of such action shall be kept in the student's file in the Office of the Registrar.

[C] Course Numbers The number assigned to a course indicates in a general way its academic level.

Generally, courses numbered in the one hundreds (1xx) are for freshmen; courses numbered in the two hundreds (2xx) are for sophomores. Courses numbered in the three hundreds (3xx) are upper-division courses for undergraduates only. Four hundred courses (4xx) are principally for upper-division undergraduate students, but a limited number of such courses may be applied toward advanced degrees with the permission of the department head and the associate provost. Five hundred courses (5xx) are graduate courses which may be taken for undergraduate credit by advanced students with the permission of the head of the department in which the course is taught and the dean of the college. Courses numbered in the seven hundreds (7xx) are reserved for continuing education credit courses ordinarily not acceptable as fulfilling requirements in programs leading to academic degrees. Course numbers in the eight hundreds (8xx) are reserved for non-credit continuing education courses. Course numbers in the nine hundreds (9xx) are reserved for continuing education courses taken for

continuing education units (CEUs) only.

[D] Dean's List The undergraduate dean's list is compiled at the end of each semester by the Office of the Registrar. To qualify for the dean's list, a student must complete at least 12 semester hours of credit which count toward their grade point average; receive a grade of **C** or above in all classes which count toward their grade point average, receive no **F** or **NP** grades; and earn a semester G.P.A. of 3.50 or higher. There is no dean's list in the Graduate School.

[E] Exceptions Exception to any academic regulation is permitted only for extraordinary reasons, and then only by the provost.

[F] Student Address Students are required to report *in writing or online* to the Office of the Registrar their off-campus, local address and any changes of address, both local and permanent, each semester. (Note: Residence hall students' addresses and telephone numbers are automatically recorded.)

[G] Transcripts A transcript of credit is a complete and faithful copy of the student's University academic record. Official transcripts bear the seal of the University and the signature of the registrar. Requests for transcripts must be made in writing including the student's signature. We are unable to accept telephone or e-mail requests since the student's signature is required to release their transcript. To order a transcript, please send an original, signed letter indicating where you would like your transcripts to be sent, or download and mail the transcript request form from our website at www.up.edu/registrar. Please include in your written request the following information: name(s) under which you may have attended; U.P. ID number; date of birth; and dates you attended the University of Portland. Transcripts are normally mailed within 2 working days of receiving the request. You can order a rushed transcript for an additional fee and it will be processed immediately. Please allow several additional days for processing if you attended the University prior to 1983. For all requests submitted in person or through the mail, we are only able to accept cash, check, or money order made out to the "University of Portland." There is

a \$6.00 fee for each transcript and a \$2.00 fee for each additional copy processed at the same time, payable at the time of request. Faxed requests require payment by credit card and require an additional processing fee. If you choose to fax your request, please include a Visa, Discover, or MasterCard number and expiration date on your request form. The University will not issue transcripts for anyone with outstanding account balances or obligations. **Note:** For transcripts from previous educational institutions attended students must contact each institution directly.

[H] Withdrawal The student who withdraws at any time during the school year must complete the withdrawal form available from the Office of the Registrar. Failure to do so will result in responsibility for grades submitted by the instructors.

[J] University Communication All University of Portland students, faculty, and staff are required to obtain access to the University network, the campus portal (PilotsUP) and a University of Portland e-mail account (@up.edu) for communication purposes. Communication from University offices is posted on the campus portal or sent to the up.edu address and students, faculty, and staff are responsible for any information that is conveyed.

Records

Family Educational Rights and Privacy Act (FERPA)

The Family Educational Rights and Privacy Act (FERPA) affords students certain rights with respect to their education records. These rights include:

[1] The right to inspect and review the student's education records within 45 days of the day the University receives a request for access. A student should submit to the registrar, dean, head of the academic department, or other appropriate official, a written request that identifies the record(s) the student wishes to inspect. The University official will make arrangements for access and notify the student of the time and place where the records may

be inspected. If the records are not maintained by the University official to whom the request was submitted, that official shall advise the student of the correct official to whom the request should be addressed.

[2] The right to request the amendment of the student's education records that the student believes are inaccurate, misleading, or otherwise in violation of the student's privacy rights under FERPA. A student who wishes to ask the University to amend a record should write the University official responsible for the record, clearly identify the part of the record the student wants changed, and specify why it should be changed. If the University decides not to amend the record as requested, the University will notify the student in writing of the decision and the student's right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the student when notified of the right to a hearing.

[3] The right to provide written consent before the University discloses personally identifiable information from the student's education records, except to the extent that FERPA authorizes disclosure without consent. The University discloses education records without a student's prior written consent under the FERPA exception for disclosure to school officials with legitimate educational interests. A school official is a person employed by the University in an administrative, supervisory, academic, or research, or support staff position (including law enforcement unit personnel and health staff); a person or company with whom the University has contracted as its agent to provide a service instead of using University employees or officials (such as an attorney, auditor, or collection agent); a person serving on the board of regents; or a student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his or her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his or her professional responsibilities for the University.

[4] The right to file a complaint with the

U.S. Department of Education concerning alleged failures by the University to comply with the requirements of FERPA. The name and address of the office that administers FERPA is:

Family Policy Compliance Office
U.S. Department of Education
400 Maryland Avenue, SW
Washington, DC 20202-5901

Directory Information FERPA allows the University to provide “directory information” to others without a student’s consent. Directory information is information that is generally not considered harmful or an invasion of privacy if released. If you do not want the University to disclose directory information without your prior consent, you must notify the registrar in writing by the end of the first week of classes. In the event that such written notification is not filed, the University assumes that the student does not object to the release of the directory information. Directory information includes: name; address; telephone number; e-mail address; name(s) and address(es) of parent(s); country of citizenship; major field of study; participation in recognized activities and sports; weight and height of members of athletic teams; photographs; dates of attendance; degrees, honors and awards received; class-year in school; and previous educational institutions attended.

Disciplinary Records All records of disciplinary proceedings are maintained through the Office of the Associate Vice President for Student Life. Such records are destroyed seven years after the last entry into the student’s record. (In compliance with the Clery Act (20 USC § 1092 (f).) Information in these records is not made available to persons other than the president of the University, the vice president for enrollment management and student life, and student life office staff on a need-to-know basis, and as allowed or required in compliance with Federal Law 20 USC §1092, and USC § 1232.

Counseling Records Counseling records are privileged and confidential as required (and except as limited) by law in accordance with state and federal statutes and regulations. Generally, information may not be disclosed to another person or agency outside of the University Health

Center (including parents, teachers, or residence life staff) without the written consent of the student.

Medical Records Medical records are privileged and confidential as required (and except as limited) by law in accordance with state and federal statutes and regulations. Generally, information may not be disclosed to another person or agency outside of the University Health Center (including parents, teachers or residence life staff) without the written consent of the student. Medical records may be released to necessary personnel to appropriately respond to an emergency.

Records Not Available to Students or Third Parties The following items are not available to students or outside parties: alumni giving records; campus safety and security records for law enforcement purposes; parents’ financial information; personal records kept by individual staff members; score reports of standardized tests; student employment records; and transcripts of grades sent by other educational institutions.

Enrollment Certification

The University can certify a student’s enrollment status for the current semester or for past enrollment semesters. Requests for the current semester are processed after the end of the first week of classes. Current enrollment status is based on the number of registered semester credit hours. Undergraduate full-time enrollment is 12 semester hours (6 in summer). Graduate full-time enrollment is 9 semester hours (5 in summer). Students should submit requests for enrollment certification in writing to the Office of the Registrar. After the first week of the semester, allow one week for processing, not including time needed for the certification to travel by mail. There is no fee for certifications relating to student financial aid or continued enrollment. There is a \$2.50 fee for other certifications, such as those for auto insurance, good student driver discounts, credit card applications, and travel discounts. The fee is payable at the time the request is made. Most of these other certifications will be referred to the National Student Clearinghouse.

Financial Information

2007-2008 Tuition & Fees

TUITION PER SEMESTER

Undergraduate — per semester/ 12 hours or more*	\$ 13,750.00
Undergraduate — per semester hour/11 hours or fewer	\$ 875.00
Graduate — per semester hour†	\$ 775.00
Auditor — 50% of tuition, 100% of course fees	
Students 65 years and older — 50% of tuition	
Business, Computer Science, Economics, Engineering, Nursing courses per semester hour fee	\$ 35.00
Technology lab assessment fee	\$ 125.00

PER SEMESTER FEES

Health insurance — full-time undergraduate only unless waived before or during registration as explained under "Payment Schedule"	\$ 472.00
Student Government Fee — Full-time undergraduate only	\$ 70.00
Music — Private lessons, per semester hour	\$ 240.00
Summer Session — Consult Summer Session Catalog tuition schedule and fees.	
Laboratory/Workshop Fees — See course listings.	

GRADUATION FEES

Includes diploma and administrative costs	\$ 70.00
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RESIDENCE HALL & FOOD SERVICE RATES

The University offers the following on-campus living options per semester:

TRADITIONAL RESIDENCE HALLS

Room Type	Meal Plan	
Double	1(20 meals, 7 days)	\$4,150.00
Triple	2(15 meals, 7 days)	\$4,050.00

3(10 meals and \$195.00 credit)	\$4,150.00
4(15 meals and \$245.00 credit)	\$4,255.00

If a double single (a double room in which one person lives) is available, add to the prices listed above \$ 708.00

If a single room (a room constructed to house one person) is available, add to the prices listed above \$ 384.00
Bath extra (prorated) \$ 160.00
Residence hall damage deposit \$ 100.00

UNIVERSITY VILLAGE

Room Type	Meal Plan	
Double	(7 meals, \$395 cred.)	\$4,672.00
Single	(7 meals, \$395 cred.)	\$5,055.00
Double/Single	(7 meals, \$395 cred.)	\$5,443.00

Univ. Village Damage Deposit \$250.00

Activity Fee For All Residence Halls and University Village \$10.00

Special accommodations — rates on request

MEAL PLAN OPTIONS

Non-resident students may purchase Meal Plans 1, 2, 3, or 4 in the Student Accounts Office. Only non-resident students may purchase the following meal plans at the Food Service Office in The Commons.

Meal Plan 5

Any 50 meals per semester plus \$150.00 of flex allowance‡ \$ 400.00

Meal Plan 6

Any 20 meals per semester plus \$125.00 of flex allowance‡ \$ 250.00

Munch Money is a prepaid individually funded account for food service purchases on campus. Munch Money accounts may be established at any time throughout the year by any University of Portland student at the Food Service Office in the Commons.

HOUSING/FOOD SERVICE CONTRACT EXCLUSIONS

Between fall and spring semesters

* For foreign programs contact program director.

† For theology, education programs contact graduate program director.

‡ The flex allowance is the same as cash, and is redeemable at any University of Portland campus food facility. This is non-refundable and must be used during the academic year in which it was purchased. These plans are outlined in publications available in the residence life or Bon Appetit offices.

(Christmas vacation) the residence halls are closed and food service is not available. All resident students must find accommodations off campus.

ENTRANCE FEES/DEPOSITS

Initial Application Fee — \$50.00

This fee must be submitted with the initial application for admission to the University. It is non-refundable and non-transferable to another academic year.

Registration/Housing Deposit — \$400.00

A non-refundable registration/housing deposit is required of all students. Ordinarily, this amount will be applied as a credit to the student's account. However, for students residing in a University residence hall, \$100.00 of this deposit will be held as a room reservation deposit and, as such, *will not appear as a credit* on the student's account. This \$100.00 will be held in escrow as long as the student continues to reside on campus. Minor maintenance services and hall damages over and above the normal occupancy usage will be deducted from the deposit. When the student leaves the residence hall system, any unpaid charges on the student's account will be deducted from the room reservation deposit first, then any balance will be refunded to the student.

INCIDENTAL FEES

Student parking permit, full year	\$ 100.00
Student parking permit, one semester	\$ 70.00
University Court and Haggerty Hall parking permit, one semester	\$ 100.00
Student Athletic Pass — yearly fee in place of \$2.00 charge for each intercollegiate athletic event	\$ 25.00
Late payment fee if financial arrangements are not completed by:	
Fall semester — August 27, 2007	
Spring semester — January 14, 2008	\$ 50.00

(An additional \$50.00 late fee will be assessed if financial arrangements still have not been completed by the second week of classes.)

Late registration fee for not registering on or by:

Fall semester — August 27, 2007	
Spring semester — January 14, 2008	\$ 25.00
Lost or stolen ID card fee	\$ 10.00
Returned check fee	\$ 35.00
Thesis in progress fee	\$ 40.00
Special examination fee for exam requested for time other than scheduled	\$ 10.00
Credit by examination fee for special comprehensive examinations given to students who challenge a course — per semester credit hour (non-refundable)	\$ 50.00
Certificate of Enrollment — for auto insurance, credit card, and travel discounts only	\$ 2.50
Transcript fee — per copy (Each additional copy furnished at the same time is \$2.00. The University reserves the right to withhold transcripts for persons with unpaid University financial obligations.)	\$ 6.00

SAMPLE OF EXPENSES

Per Semester 2007-2008

All Students:

Tuition	\$ 13,700.00
Health Insurance	\$ 472.00
Books, Supplies, Etc.	\$ 500.00
Student Government Fee	\$ 70.00
Technology Lab Assessment	\$ 125.00
Total	\$ 14,867.00

On Campus Residents

Tuition, Health Ins., fees, books (from above)	\$ 14,867.00
Double/Triple Room	
Meal Plan 1 (20 meals)	\$ 4,150.00
Residence Hall Activity Fee	\$ 10.00
Total	\$ 19,027.00

Payment Schedule

Payment in full for tuition, room, and board (where applicable), and any assessed fees is due before the day of registration at the beginning of each semester. Students must make financial arrangements for any unpaid portion of their bill with the Office of Student Accounts in order to be cleared for classes. Payment for any special charges and adjustments incurred during the se-

mester is due upon receipt of the bill.

Payment of tuition entitles the student to receive a validated student body card that permits: admission to the University library, gymnasium, and student recreational facilities; admission to concerts, lectures, and athletic events at no charge or a reduced rate; and free access to student publications. Full-time students are, additionally, entitled to use of the University health center services.

Health Insurance Participation in the health insurance program is required of all full-time undergraduate students. Students who are already covered by a health insurance program may have this requirement waived by submitting the online health waiver at www.chickering.com. A waiver is required for each academic year and must be received by the day of registration at the beginning of the fall semester. Any health waivers received after this timeline will not be accepted for the current semester. Waivers are available online at www.chickering.com.

Student Government Fee The student government fee is used by the Associated Students of the University of Portland to promote activities.

Parents or guardians will be held responsible for all bills contracted by their dependent students even though the student may be self-supporting. A student's account must be paid in full in order to register for upcoming classes. Accounts that are more than 90 days past due may be referred to an outside agency for collection. The student is then responsible for all charges due the University as well as all collection costs incurred by the agency. Degrees and transcripts will not be issued to any student whose account has not been paid in full. If a past due account is paid by personal check, the degree and transcript will be released two weeks after the receipt of payment.

Expenses incurred because of damage to University property will be billed to the student who caused the damage.

The University is not responsible for any loss of, or damage to, the personal property of a student.

Tuition and Fees Refund Policies Students are admitted to the University of

Portland with the understanding they will remain until the end of the semester.*

When students register for classes, they incur charges and are responsible for payment of these charges whether or not they attend. The University of Portland, a non-profit institution of higher learning, in establishing any student account, extends credit to students solely for the purpose of financing their education. Any balance due is hereby acknowledged as a student loan and will be considered non-dischargeable under Chapter 13 and 7 of the federal and state laws governing bankruptcy. To have the charge removed, students must process a drop or withdrawal through the registrar's office within the refund period. If a student is dismissed or suspended, no part of the tuition and fees for the remainder of the semester will be refunded. If a student finds it necessary to withdraw completely or from specific courses, the following policies apply:

Fall and Spring Semesters Tuition and Fees

In all cases of withdrawal, whether complete or partial, and counting from the first day courses begin each semester, the following refund schedule applies: During the first week — 100% of tuition and fees

During the second week — 75% of tuition

During the third week — 50% of tuition

During the fourth week — 25% of tuition

After the fourth week — No refund

Tuition refunds are effective from the date a completed application to withdraw or drop courses is received in the Office of the Registrar, not from the last day of attendance. If you must withdraw after the refund period due to unusual circumstances, you may contact the Office of Student Accounts to apply for an exception to the refund policy.

A different refund policy applies to students receiving Federal Financial Aid. Please contact the Office of Financial Aid regarding this policy.

Credit balances are reviewed twice a year and are automatically generated for credit balances in excess of \$10.00. Credit balances under \$10.00 will not be refunded unless requested, and will be written off if they are over one year old.

* Students enrolled in off-campus programs should refer to the program handbook.

Paying by Check Accounts paid by check creating a credit balance will have a minimum of two weeks postponement before releasing the credit balance.

Summer Session See current Summer Session Catalog for refund policy.

Room Refund All students residing on campus are required to complete a Residence Hall and Food Service Contract. This legal contract describes both University and student obligations and is for the entire academic year. Release from this contract will be granted only in the event of December graduation, voluntary withdrawal from the University, or serious extenuating circumstances beyond the student's control.

Food Service Meal Plan charges will be prorated if a student withdraws from the University or is released from the Residence Hall and Food Service Contract. Munch Money will be refunded upon written request to the Food Service Office.

Athletics

Athletics/Intramurals

Lawrence R. Williams II, J.D., director

The mission of the University's athletics programs has four features:

- To educate the minds, hearts, and spirits of student-athletes, in such areas as fairness, discipline, teamwork, competitiveness, and sacrifice;
- To advance the University toward preeminence among its peers by fielding teams and student-athletes that are talented and competitive at the NCAA Division I level;
- To provide additional non-curricular "teaching moments" for all students;
- To formulate and perpetuate programs that reflect the University as a whole, and which symbolize the University's mission.

Since the University's founding nearly a century ago, sport has been both a central means of education for the student body and one of the many ways that the University is bound together as a community.

The University's inter-collegiate and intramural athletics programs have allowed many thousands of students a form of education respected since the time of the ancient Greeks. On playing fields and courts, University students have focused their

physical, mental, and emotional efforts; learned the benefit of discipline and teamwork; channeled competitiveness, creativity, and energy toward goals both individual and common; and realized one aspect of the University's attempt to teach them what it means to be a wholly educated person, alert to knowledge of the mind, body, and spirit.

The University's athletics programs have also served as an important means of binding the University community together, in common support of the student-athletes representing the University, and in common support of the athletics staff charged with caring for and teaching the students on their teams. Coaches, trainers, and administrators in the athletics department are considered teachers of direct or indirect influence. Through their conversation, conduct, and personal and professional activities, athletics personnel are colleagues in the University's effort to educate mind, heart, and spirit.

The University's participation at the NCAA Division I level is characterized by adhering to the NCAA's standards of academic quality and degree completion and by striving for regional and national prominence. The University is committed to be an institution that abides by NCAA rules and regulations as well as those of the West Coast Conference (WCC).

Programs: The men's and women's inter-collegiate program competes in the WCC in basketball, golf, tennis, soccer, and cross country. The men also compete in the WCC in baseball, and the women compete in the WCC in volleyball. The track program for both men and women competes as an independent.

The intramural program offers a wide variety of organized sports and recreational activities for the student body, faculty, and staff. Both "pro" and "rec" divisions are offered in basketball, volleyball, indoor/outdoor soccer, ultimate frisbee, tennis, softball, and other sports. Activities include biking, camping, snow skiing, hiking, snowshoeing, and rafting. Classes are offered in many activities including tae kwon do, boxing, scuba diving, yoga, and aerobics. For more information contact recreational services at (503) 943-7177.

Campus Ministry

Rev. William D. Dorwart, C.S.C., director

The Office of Campus Ministry works in support of the University's mission to educate the whole person, to concern itself with issues of justice and ethics, and to serve God and neighbor. The University of Portland is a Catholic university, and campus ministry, as an institutional Catholic presence, witnesses to the University's mission in all areas of campus life. It does not minister exclusively to the Catholic community but offers a variety of activities open to all members of the University.

Chapel of Christ the Teacher

The principal center of activity for campus ministry is the Chapel of Christ the Teacher. The director of campus ministry and the associate directors have offices in the chapel building and in the Pilot House.

The primary activity in the chapel is worship. It is open and available for prayer and meditation to all members of the University community every day of the year. Each Sunday the Catholic Eucharist is celebrated at 10:30 a.m., and at 9 p.m. when classes are in session. In addition, Mass is celebrated every weekday at noon. The life of prayer and worship is at the heart of what campus ministry contributes to the University and much time and energy is invested in it. Students, faculty, and staff are encouraged to participate in the Mass as musicians, singers, readers, and eucharistic ministers as well as to help plan other prayer and worship activities that take place in the chapel. During the special seasons of the Church's year (Advent, Lent, and Easter) appropriate liturgical services are planned to enhance their observance.

Campus Ministry Programs

Each year campus ministry offers to the University community a variety of retreat experiences. The Encounter retreat is almost entirely planned and given by students themselves. Other retreats are organized with special groups in mind (e.g., seniors or freshmen). Faculty and staff from the University

are invited to participate in the retreats.

Campus ministry provides sacramental preparation for those preparing for marriage. The Rite of Christian Initiation for Adults and preparation for the sacrament of confirmation are also offered.

The campus ministry staff assists with the organization and guidance of inter-denominational Bible study groups on campus. They also provide resources to the University community for prayer, meditation, and study groups.

Campus ministry collaborates closely with the Office of Volunteer Services because of the intimate connection between faith and service to those who are most in need. It also supports other University efforts to sensitize the community to the plight of the poor.

Campus ministry collaborates with the Office of Residence Life through its Pastoral Residents Program, which places committed Christian adults (usually Holy Cross priests and brothers) in residence in student residence halls. Pastoral residents are available to students for spiritual direction and pastoral counseling; they also are a resource for hall staffs. Campus ministry assists in the celebration of hall Masses on week nights. Campus ministry also maintains a conveniently located office in the student lounge area of the Pilot House.

Complete details are available by contacting Rev. William D. Dorwart, C.S.C., Director of Campus Ministry, University of Portland, 5000 N. Willamette Blvd., Portland, Oregon 97203-5798. Telephone (503) 943-7131. Toll free (800) 227-4568, ext. 7131.

Garaventa Center for Catholic Intellectual Life and American Culture

Margaret Monahan Hogan, Ph.D., executive director

Jamie Powell, director

The University of Portland Garaventa Center for Catholic Intellectual Life and American Culture was dedicated in 2005 as a gift

of the Garaventa family of Concord, California.

The Garaventa Center for Catholic Intellectual Life and American Culture is dedicated to the examination of the intersection of Catholic intellectual life and American culture. The mission of the Center is rooted in the identity of the University as a Catholic, Holy Cross, and American institution of higher learning. Because of that identity, the Center is uniquely situated, and hence especially obligated, to contribute to the intellectual, moral, and religious development of our communities to serve the common good. As Catholic, this commitment is informed by the values that stem from the recognition that all life is a gift from a loving Creator, that all human beings have intrinsic dignity, and that the goods of the earth and the goods of human ingenuity have been given by God for the sake of all God's creatures. As Holy Cross, this commitment is to excellence in teaching in an environment that fosters the development of the whole person—the heart and the mind—to contribute to a just and lasting social order. As American, this commitment is mindful that the spirit of freedom and the spirit of religion together marked the founding of this nation and that freedom and religion can together guide the continued flourishing of the nation and its people.

The University of Portland Garaventa Center for Catholic Intellectual Life and American Culture is located in Suite 214 in Buckley Center and can be contacted at (503) 943-7702 or powell@up.edu.

University Center for Entrepreneurship

Robin D. Anderson, Ed.D., executive director
Jon Down, Ph.D., director
Kacie Caldwell, academic programs director
Laura Steffen, coordinator for sustainable entrepreneurship

The University of Portland Center for Entrepreneurship was established in 1998 through a generous seed endowment by

Robert W. Franz. Cross-disciplinary activities of the center make a positive impact on students, faculty, alumni, and supporters of all five colleges of the University.

The Center forms partnerships with the Portland business community to offer programs on new venture creation, social entrepreneurship, not-for-profit entrepreneurship, global entrepreneurship, and innovation and technology management.

The University of Portland \$16K Challenge is administered by the Center. The program is an event designed to motivate and support University of Portland students in creating new world-class ventures.

Participants form teams which are judged by a local pool of entrepreneurs, venture capitalists, and other successful mentors who evaluate the teams' business plans, awarding a total of \$16,000 in cash and prizes among winners of the competition. This experience provides opportunities through team building, mentoring, education, networking, and capital formation.

The Center also administers the annual Bauccio Lecture in Entrepreneurship, crafted to bring national and international leaders in entrepreneurship to the campus. The endowed lecture series is named for its founders, Fedele Bauccio '64, '66, and his wife Linda.

The Center for Entrepreneurship is located in Buckley Center, Room 216, (503) 943-7769, or ecenter@up.edu.

Enrollment Management and Student Life

John T. Goldrick, J.D., vice president for enrollment management and student life
Rev. John Donato, C.S.C., Ed.D., associate vice president for student life

The Division of Enrollment Management and Student Life is charged with managing the University's enrollment and developing and maintaining a quality of student life consistent with the University's mission and Catholic identity, a quality that enhances the development of the whole person and fosters an environment in which students learn

from campus experiences and interaction with the University community.

The educational opportunities for students at the University are not confined to the classroom. Individual interests and development may be enlarged by a myriad of curriculum enrichment opportunities. There are many values to be obtained from associating with fellow students who come from different states and from foreign lands. Special benefits may also be derived from informal discussions with faculty members who hold degrees from major universities and colleges here and abroad.

Policies and Regulations

The University community has developed regulations which describe the expectations and limitations of student behavior consistent with the objectives and purpose of the University. It is the responsibility of each student to be familiar with these regulations, which are published annually in the *Student Handbook*.

The vice president for enrollment management and student life has full and direct responsibility for implementing student life policies for all students. The policies have been established by the president and the regents of the University. For details contact the vice president for enrollment management and student life at (503) 943-7207.

Office of Admissions

Jason S. McDonald, M.Ed., dean

The University welcomes applicants for admission to any of our five undergraduate schools. Admission to the University of Portland is competitive. Students are selected on the basis of individual merit.

Applications for the 2008-2009 year may be submitted beginning September 1, 2007. The University encourages applicants to visit the campus and meet with an admissions counselor, members of the faculty, and students. To make an appointment call (503) 943-7147; toll free (888) 627-5601.

Documents

Official transcripts, sent directly from any institutions attended by the applicant to the Office of Admissions, University of Portland, and showing all high school and college work attempted, are required. Since all official transcripts that are submitted become property of the University of Portland and cannot be copied or returned to the student, students are encouraged to obtain unofficial copies of their transcripts for advising or personal purposes directly from the institutions they have attended.

Students who knowingly submit altered transcripts or falsified applications jeopardize their admission status and could have their acceptance canceled.

Entering Freshmen

Students admitted as freshmen must graduate from high school before enrollment. Admission is determined by the University's estimate of the student's probable success in college-level work. This estimate is based upon the number of and the grades in high school academic subjects, together with the SAT 1 or ACT test scores, recommendations, an essay, and the major the student plans to pursue. The best preparation for study at the University of Portland includes four years of English, three to four years of mathematics, three to four years of laboratory science, three to four years of social sciences/history, and two to four years of a foreign language.

To prepare for some majors, a more intensive background in certain academic areas is recommended. For example, one year of high school chemistry is required for students interested in the School of Nursing and one year of Pre-Calculus is the preferred minimum math requirement for the School of Engineering.

Candidates should complete the following procedures by February 1 for priority consideration. Additional admission decisions will be made to later applicants as space allows. In making an application for admission, candidates must complete the following procedures:

Application Form Submit a University of Portland application to the Office of Admissions. Attach a non-refundable process-

ing fee of \$50.00 to the application. Please note: any incoming student interested in a major in Nursing must indicate this intent on the application.

Pre-College Testing Take the Scholastic Aptitude Test (SAT 1) or the American College Test (ACT) prior to February of the senior year in high school. Submit official copies of your results to the Office of Admissions.

Advanced Placement

With Credit In recognition of the strength of many advanced programs in secondary schools, college credits will be awarded on the basis of satisfactory scores on Advance Placement (AP), International Baccalaureate (IB), and the College Level Examination Program (CLEP) examinations. Three or more semester hours' credit may be granted for each AP examination passed with a score of 4 or 5 and higher level IB examinations passed with a score of 5 or better. CLEP provides a series of objective examinations to assess student proficiency in several general fields: natural science, social science/history, humanities, English composition, and mathematics. Subject examinations are also offered in a wide variety of fields. These tests measure competence in specific college-level academic areas.

There is no grade attached to advanced placement, international baccalaureate, or CLEP credit. Therefore, it is not included in the grade point average of the student.

Without Credit Those who do not qualify for advanced placement with credit according to the provisions mentioned above, may, nevertheless, be assigned to advanced freshman or sophomore sections of certain classes, if in the judgment of the dean of the college or school, the student's preparation is adequate. In the event of such advanced placement no credit is given for any preparatory classes bypassed.

International Students

All international students, both freshmen and transfers, must submit official copies of their secondary school record. In addition to the regular admission procedures, international students are required to provide proof of English competence through

one of the following procedures:

The TOEFL test or the IELTS test is required of all applicants whose native language is not English. A minimum composite score of 71 (or 5.5 on IELTS) must be attained for acceptance as an undergraduate student. Performance on TOEFL subsections will also be considered. A minimum of 79 (6.5 on IELTS) is required for acceptance as a graduate student, except for the master's programs in business administration, communication studies, music, and nursing. In business administration the minimum score is 88 (6.75 on IELTS); in communications, music, and nursing it is 100 (7.6 on IELTS). An I-20 form will not be issued until the student is accepted at the University. After the TOEFL or IELTS requirement is met, it is required that the student take the English placement examination at the University of Portland before registering for classes. If the score on this test is not satisfactory, the student will be required to take and pass, with at least a grade of C, the English class or classes in line with the deficiency. Until English proficiency is judged satisfactory, the student must take a reduced load in the major area of study. Thus, it may take the student an extra semester or more to obtain an undergraduate or a master's degree.

An exception to the above may be made in the following case: Applicants presenting GCE certificates in English language from the University of London, or GCE certificates from examining bodies recognized as equivalent to the University of London need not take the TOEFL test, but they will be required to take the University of Portland English placement examination with the conditions mentioned above.

Transfer Students

The upper division programs of the University are the center of increasing attention from students transferring from other four-year institutions and community colleges. Applications of such students will be given the fullest individual attention by the University.

At the option of the University, students seeking admission with fewer than 26 semester hours of acceptable transfer credit may be required to follow the same admis-

sion procedure as entering freshmen, in addition to furnishing the University a transcript from the colleges attended. Students planning to transfer 26 or more semester hours may be considered for admission if they have an overall grade point average of 2.5 and are in good academic standing in the college most recently attended. Admission to the University is determined by the dean's evaluation of the student's academic record. Many academic programs require specific course work and a college grade point average above 2.5.

When students transfer from an accredited college or university, all acceptable credits are counted in determining the class rating. (Students are classified as a sophomore if they have obtained at least 30 semester hours of credit; as juniors, 60 hours; as seniors, 90 hours.) Students transferring into the University as sophomores, juniors, or seniors will complete the requirements in the curriculum in which they are enrolled.

With the approval of the dean, credits designated as transfer (100-level or above) with a grade of C (2.00) or higher, may be accepted from community colleges and baccalaureate degree granting institutions accredited by regional accrediting associations, as well as by professional accrediting agencies when appropriate, subject to the limitations imposed by the degree requirements of a student's specific major. Academic credit for other courses and advanced placement may also be given with approval of the dean.

Transfer Applicant Information In making application for admission, the candidate must complete the following procedures at least one month prior to the semester of enrollment.

Application Form Submit a University of Portland application to the Office of Admissions. Attach a non-refundable processing fee of \$50.00 to the application. Please note: transfer students interested in a major in nursing must indicate this intent on the admission application and must be prepared to enter the University as a junior (obtaining 60 or more semester hours with the appropriate prerequisites).

Transcripts Have official transcripts sent directly from all colleges attended to the Office of Admissions, University of Portland.

Essay Complete the essay as indicated on

the application form. Submit with the application (for Education majors only).

Postgraduate and Graduate Students

Admission to the University for postgraduate work does not imply acceptance to a graduate degree program. Regular admission to the Graduate School must be obtained from the associate provost before any work will be accepted toward a graduate degree. Graduate students should consult the graduate section of the *Bulletin* for admission procedures.

Nonmatriculated Students

Nonmatriculated students are students who apply for admission in order to register for credit but who are not degree-seeking students at the University. Enrollment as a nonmatriculated student implies no commitment on the part of the University regarding regular admission at a later time. Credits earned while in the nonmatriculated classification may but do not necessarily apply toward requirements for a degree should a student later be accepted into a degree program.

Admission as a nonmatriculated student requires that the student submit a nonmatriculated student application to the office of undergraduate admission if they do not have a bachelor's degree, or to graduate admission if they do. A \$50.00 application fee is required, as well as relevant transcripts, and other requested documents prior to their initial registration. If a nonmatriculated student wishes to register for courses in business, nursing, engineering, education, or for upper-division courses in the College of Arts and Sciences, then evidence of adequate preparation for the desired courses will be required.

Nonmatriculated student status at the undergraduate level requires that the student reapply prior to each term. In no case is a student allowed to accumulate more than 15 semester hours or to be enrolled for more than two semesters, and, any such student who accumulates 15 semester hours or two semesters is required to seek regular admission to a degree program in keeping with procedures determined by the Office of Admissions.

Accumulation of more than 9 hours of

graduate credit in the nonmatriculated status is not permitted, and any such student who accumulates 9 semester hours is required to seek regular admission to a degree program in keeping with procedures determined by the Graduate School.

Auditors

Students who wish to attend classes but who do not desire credit may enroll as auditors. Regularly matriculated students may audit courses with the approval of their respective deans. Auditors must furnish sufficient evidence of their ability to take the courses involved. They are not required to perform any of the work assigned in the course, nor may they take the examinations.

Registration for audit is done in the same manner as for credit. Those who audit courses are not eligible for credit by examination in such courses, nor may auditors register for credit after the last official day to add/drop a class. No changes to or from auditor status are permitted after the last day to add/drop a class. Courses taken by audit are entered on the student's permanent record and indicated with the symbol **AD**.

Veterans

Prospective students who are eligible for veterans' benefits should contact the veterans' coordinator in the registrar's office at the University at the time application for admission is made. Such students should also report to the veterans' coordinator no later than the first week of each semester's classes. The veterans' coordinator will submit the necessary application forms to the Department of Veterans Affairs (DVA) regional office for processing.

Recipients desiring advanced payment of the initial benefit check should know that the DVA requires application at least 30 days prior to the start of the term.

Veterans and others eligible for educational benefits from the DVA are subject to the standard of satisfactory progress as required by DVA rules and regulations.

Benefit recipients are required to notify the veterans' coordinator of any adds, drops, withdrawals, or changes of program of study.

The educational records of the students

receiving benefits as well as other students not on benefits (for comparison), may be provided to authorized state and federal personnel without prior consent of the student under 45 CFR. Part 99.3 and Part 99.35 (Protection and the Right of Privacy of Parents and Students).

Additional information regarding Department of Veterans Affairs policies and programs may be obtained from the veterans' coordinator, located in the Office of the Registrar in Waldschmidt Hall, Suite 100. Telephone (503) 943-7321.

Career Services

Amy E. Cavanaugh, M.S., director

The Office of Career Services assists students in all aspects of career development, from helping students identify and choose major fields of study, plan and develop careers, and apply effective job search skills for finding internships, summer jobs, and full-time employment; and graduate and professional school applications.

Freshmen through seniors, as well as alumni, are encouraged to visit and use the career services facility, located in Orrico Hall. Professional staff are available for individual sessions or workshops to guide students and alumni through every stage of college and career development:

- Individual career advising and job search assistance;
- Guidance in choosing a major;
- Resources, including career publications and videos, computers, copier, scanner, fax, phone for career search, extensive career library;
- Workshops on various topics, including resume writing, job searching, choosing a major, and interviewing;
- On-campus recruiting and job fairs;
- Electronic job postings (website), internships, and summer jobs;
- Contacts with corporations and alumni for informational interviews.
- Assistance in all phases of graduate and professional school applications.

For details contact the director, career services, 5000 N. Willamette Blvd., Portland, Oregon 97203-5798. Phone (503) 943-7201 or (800) 227-4568. E-mail: career@up.edu. Webpage: www.up.edu/career.

Financial Aid

Paul L. Krull, M.B.A., director

The University wishes to help students and their families secure the financial resources necessary to pay the cost of baccalaureate education. To meet this goal, financial assistance of more than \$59 million in scholarships, loans, grants, and work is provided annually. Detailed information covering eligibility, financial aid programs, application procedures and tuition payment options are contained in the University's undergraduate or graduate *Financial Aid Handbook*, available online at www.up.edu in Financial Aid section under "Forms & Links," or by contacting the Office of Financial Aid, University of Portland, 5000 N. Willamette Blvd., Portland, Oregon 97203-5798. Telephone: (503) 943-7311; toll free: (800) 227-4568; e-mail: finaid@up.edu.

Scholarships and Grants

Based on need and academic excellence, the University offers scholarships and grants from income derived from gifts and endowments. Qualifications vary according to conditions stipulated by donors. Amounts vary from year to year. To apply for these scholarship funds, students must follow the application procedure outlined in the University's undergraduate or graduate *Financial Aid Handbook*, available online at www.up.edu in the Financial Aid section under "Forms & Links," or by contacting the financial aid office.

Withdrawal/Refund Policies

For detailed withdrawal/refund policies regarding state, federal, and institutional financial aid, see the **Financial Aid Handbook**, which explains all financial aid policies, procedures and regulations and is sent to all enrolled students. Extra copies are available in the Financial Aid Office in Waldschmidt Hall or on the Web in pdf format at www.up.edu in the financial aid section under "Forms & Links."

International Student Services

Michael J. Pelley, director

The Office of International Student Services provides services to more than 150 international students from more than 40 sovereign nations. The director serves as liaison to U.S. Citizenship and Immigration Services, the NAFSA (Association of International Educators), the Institute of International Education, and other local, state, national, and international programs and agencies.

The office advises international students and student groups, provides international students orientation, administers the international scholarship program, and sponsors a variety of programs including the Friendship Partners Program and the International Health and Service Ambassador Program. Complete details are available by contacting the director, University of Portland, 5000 N. Willamette Blvd., Portland, Oregon 97203-5798. Telephone (503) 943-7367. Toll free (800) 227-4568.

Public Safety/ Parking

Harold Burke-Sivers, M.T.S., director

Monday through Friday, from 8 a.m. to 4 p.m., during fall and spring semesters, all vehicles parking on campus must display a parking permit. This permit allows students to park in "general" parking areas. The lot around Waldschmidt Hall is restricted from student parking year round. Students may purchase a permit at the Office of Public Safety. Visitor parking permits may be obtained at the Pilot House Information Center during business hours or at the Office of Public Safety anytime.

Freshmen resident students may not bring a car to campus nor may they park on city streets in the neighborhood surrounding campus. If this policy poses a hardship, an exception may be granted by public safety. The University also restricts parking in certain neighborhood areas by all members of the University community.

Students should familiarize themselves with the various campus traffic and park-

ing regulations. A copy of these regulations is available at the Information Center and at the Office of Public Safety.

Residence Life

Michael Walsh, M.Ed., director

The Office of Residence Life is committed to creating supportive living environments that are safe and inclusive. Residence Life promotes mutual respect, faith, and service to others in communities focused on the development of students. Residents are called to communal responsibility and encouraged to explore and develop spirituality and leadership skills for continued education of the mind and the heart outside the classroom.

Through their experience in the halls, students learn what it means to love thy neighbor while also caring for one's self. Student and professional leadership provide residents with a safe, healthy environment enriched with opportunities to develop spiritually, ethically, and socially.

The residential community consists of eight buildings. Mehling Hall, the largest hall, houses up to 375 students, currently all women. Villa Maria and Christie currently house men. Shipstad, Kenna, Corrado, Haggerty, and Tyson Hall house men and women. Each hall mixes freshman through senior students together, except for the University Village which houses only juniors, seniors, and graduate students.

Every hall has a chapel and weekly Mass. Other communal amenities and programs include lounges, recreation rooms, storage, and laundry rooms. A reception desk offers security, services, and a friendly face for residents and their guests.

Leadership in the hall includes a professional hall director and assistant hall director, a resident assistant (junior and senior students), and one or more pastoral residents, usually Holy Cross priests, who work to build the hall's faith community. Student leadership in the halls also consists of the hall council, the Residence Halls Association, the Judicial Board, and student administrative positions.

Student and professional leaders combine to offer a diverse experience out of the classroom that supports the overall teaching,

faith, and service mission of the University.

The Office of Residence Life also manages more than 40 rental properties housing students. All houses and apartments are located in the immediate neighborhood of the University. Residence life maintains strict criteria for application to off campus rentals, including a GPA requirement. An assistant director of residence life manages this off campus rental program. For more information, please e-mail reslife@up.edu.

Shepard Freshman Resource Center

Brenda C. Greiner, director

The Shepard Freshman Resource Center was established under the provost's office by regent Steve Shepard. Its objective is to help first-year students make a successful transition to University life.

The Center oversees counseling and advising for first-year students, helping them resolve issues with career planning, financial aid, registration, and social adjustment. The Center assists undeclared first-year students as they select a major course of studies.

The Freshman Center also directs a freshman seminar workshop program, led by upper-class students, to instruct first-year students in college learning strategies and to mentor them in University culture and procedures. Additionally, the Center offers upper-class mentors for first-year students. First-year students of any major are welcome to use the Center's resources.

The Shepard Freshman Resource Center is located in 113 Buckley Center and can be reached at (503) 943-7895.

Student Activities

Jeromy Koffler, M.A., director

The University aims to enhance the educational experience of students by encouraging and supporting a wide range of student interests and organizations, including student government, student media, and a rich variety of clubs. Students who take advantage of the activities and participate in organizations gain invaluable experience in leadership and organizational skills,

technical and professional skills, political and social skills. The Office of Student Activities serves student organizations and leaders in learning and exercising their skills in the pursuit of their activities.

Approximately 60 student-run organizations are recognized by the University, including social clubs, academic honors and professional societies, club sports, service groups, and groups organized for cultural or academic interests. As student interests change, the list of clubs changes; the most recent list is published in the *Student Handbook* each year and updated regularly on the student activities website (www.up.edu/activities). Student media include a weekly student newspaper, *The Beacon*; a yearbook, *The Log*; and a student radio station, KDUP 1580 AM.

The Associated Students of the University of Portland (ASUP), the student government of the undergraduate student body, allocates the student activity fee, providing support for many of the student-run organizations, and gives voice to student concerns. Campus Program Board (CPB), under the auspices of ASUP, coordinates a multi-faceted program of social, cultural, and educational programs. Other services provided by ASUP include ADvantage, an advertising service for campus events; Espresso UP, a free “latte break” on Wednesday evenings in St. Mary’s lounge; and the Pilot Express, a limited shuttle service to the airport and train station in conjunction with official University breaks.

The University celebrates cultural differences among students and values multicultural programs that enrich the educational experience for all students. Student activities provides programs that encourage the sharing of different cultural traditions and values. Multicultural programs include: Ohana, the freshman pre-orientation program for multicultural students; special diverse campus programs and initiatives; the U.P. Diversity Committee; and student diversity coordinators.

The Office of Students Activities serves as a resource to students over 25 years old who may have different needs and concerns than traditional college students.

The student activities office coordinates an orientation program for new undergraduates at the start of the fall and spring

semesters, including events planned especially for transfer students, minority students, commuter freshmen, and adult students. It coordinates events for Junior Parents and Families Weekend each spring, an event which gives juniors and their families time to spend together on The Bluff. Student activities publishes the annual *Student Handbook*, which includes the student code of conduct and other important policies and information. Each student should receive a copy of the *Student Handbook* every year.

University Health Center

Paul R. Myers, Ph.D., director

The services and programs of the University health center are made available to all students to promote wellness and enhance the quality of life at the University. The focus of care is on the individual student with a concern for overall growth and development in academic, social-emotional, physical, vocational, and spiritual domains.

Confidential personal, spiritual, and learning assistance counseling, as well as health care are provided at no cost for professional services. Nominal fees are charged for psychological assessment, medication, laboratory studies, and medical supplies.

Health & Counseling Services

Advanced nursing services are available for most common health concerns. Referrals to community-based health care professionals are made as appropriate. (Emergencies are referred to public safety or to area hospitals as appropriate.) Health promotion services offer challenges and opportunities for exploring lifestyle choices which impact health. Wellness counseling in areas such as nutrition, stress management, sexuality, AIDS awareness, and exercise is available.

Counseling services are available to facilitate personal growth and development. Skillful professional counselors can assist in dealing with difficult personal issues, improve relationship skills, enhance coping effectiveness, assist in spiritual/faith issues, improve decision-making, and facilitate personal suc-

cess at the University. The health center also provides substance abuse prevention, assessment, and referral services.

Health History Form

All full-time students must submit a health history form *before entering the first semester*. This form is obtained from the University health center or the admissions office. The University also requires completed immunization records, including documentation of measles immunity (e.g., providing proof of having received two doses of MMR vaccine) in compliance with Oregon state law. Current tubercular testing is also required for all full-time international students. Information and vaccinations are available at the University health center.

Persons 18 years or over may assume responsibility for their own health care in the State of Oregon. For more information call (503) 943-7134 or go to the health center webpage at www.up.edu/healthcenter/.

Learning Assistance

The University Health Center provides a learning assistance program for individual assessment, workshop training, and counseling opportunities to help students make more efficient use of their time, energy, and personal resources. The program focuses on academic issues which generally confront all university students, such as:

- Understanding and meeting classroom expectations;
- Developing effective study strategies;
- Dealing with test anxiety;
- Enhancing test-taking abilities;
- Improving concentration and memory;
- Increasing academic motivation and self-confidence;
- Balancing work, school and social life;
- Improving reading or writing skills;
- Finding academic resources, support, and assistance.

For more information contact the health center at (503)943-7134.

Office for Students with Disabilities

Melanie J. Gangle, M.S., coordinator

In keeping with the University's mission, the Office for Students with Disabilities

works in partnership with students with disabilities, faculty, and University offices to coordinate reasonable accommodations and access. Complete and appropriate documentation of disability must be provided by the student before any consideration of accommodations or support can be provided. Guidelines for providing disability documentation are available from the coordinator upon request. Students with disabilities are encouraged to contact the coordinator for further information during the admission process and at the beginning of each semester at (503) 943-7134; TTY (503) 943-7484, or www.up.edu/healthcenter.

Moreau Center for Service and Leadership

Thomas J. Frieberg, M.P.S., director

The Moreau Center for Service and Leadership provides students with opportunities for direct service and social change for those in need in the larger Portland community and beyond. Ranging from ongoing weekly service to one-time efforts, programs are complemented by educational opportunities to analyze and critique contemporary social issues and to probe the links between teaching, faith, and service. Frequent reflection on service is integral to the mission of the office. The office also supports faculty and students in developing service-learning experiences which link course content and community service.

Opportunities include project management, tutoring children and recent refugees, mentoring, visiting the elderly and mentally disabled, serving meals to the homeless, building and repairing homes, working with disabled children and adults, staffing a shelter, study of migrant farm issues, study of inner city problems, and more.

More information is available from the director by calling (503) 943-7132 or toll free (800) 227-4568.

Information Services Division

TBA, vice president for information services

The University of Portland envisions leveraging information technology to stimulate the exchange and creation of knowledge in an integrated environment that fosters an open, collaborative, and unifying culture. The Information Services Division pursues this vision by sustaining a technological environment that supports the access, analysis, and management of information benefiting all University constituencies. Information services strives to provide the highest quality, most reliable, contemporary, and integrated technology-based services to students, faculty, staff, and the University community to facilitate accomplishment of the University's mission as it applies to learning, teaching, research, and service. The personnel who provide these services are dedicated information technology professionals who stand ready to meet constituents' needs. University community members are encouraged to take the time to consult with them with questions, problems, or needs which relate to information technology.

Help Desk

The help desk is the main point of contact for requesting technology services and support. Located in Buckley Center room 018, the help desk is open Monday through Thursday from 8 a.m. to 9 p.m., and Friday from 8 a.m. to 5 p.m. The help desk provides account services (e.g., network, electronic mail, portal, and Banner), and telephone/onsite support for help with software applications, hardware issues, and telephones, including voicemail. Contact the help desk at (503) 943-7000 (option 1); extension 7000 (option 1) on campus; or help@up.edu. Help sheets are also available on the information services website under "Technical Support."

Media Services

Audiovisual equipment and services are available from media services, located in Buckley Center room 012. Hours of operation are 8 a.m. to 9 p.m., Monday through

Thursday, and Friday from 8 a.m. to 5 p.m. Equipment such as overhead projectors, slide projectors, audio recording and playback decks, sound systems, VCRs, cameras, video (computer) projectors, screens, easels, flip charts, smart carts, laptop computers, and peripherals may be checked out or scheduled for delivery. Additional services include satellite downlinks and recordings, scanning equipment for multiple choice bubble tests and evaluations (faculty must provide their own bubble sheets), audiovisual equipment and services, and assistance and training with instructional media materials (e.g., audio tape recording, CD/DVD duplication, videotape duplication, editing). Semester-long, standing orders should be made one week before the semester begins. One-time orders should be made at least 48 hours in advance. All requests are filled on a first-come, first-served basis. Students requiring the use of audiovisual equipment require a release form completed and signed by the sponsoring faculty. Voice teleconferencing equipment can be reserved on a limited basis. Video teleconferencing requires special equipment and circuit activations that must be funded by the individual college or school. Reservations can be made by calling (503) 943-7000 (option 2); extension 7000 (option 2) on campus; or media@up.edu.

Technology Training

Information services provides a variety of ongoing training and support opportunities for students, faculty, staff, and the University community to enable them to use technology more creatively and effectively. To request a class, training session, or to receive more information on how to implement technology in the classroom, contact or visit the training specialist located in Buckley Center room 012F at (503) 943-8543, or extension 8543 on campus.

Computer Classrooms

There are nine computer classrooms on campus with computers for students and an instructor's computer connected to a video projector. The computer classrooms are located in Franz 107 and 125; Buckley Center 015, 211, and 212; Engineering 313 and 109; and Old Science 201 and 206. The

computer classrooms contain personal computers (PCs) with the exception of Franz 125 and Buckley Center 212, which contain Macintosh computers. All computer classrooms have network and Internet access.

Smart Classrooms, Seminar Rooms, and Carts

There are fourteen smart classrooms and three smart seminar classrooms on campus. Smart classrooms and seminar rooms contain the latest in audiovisual technology to provide the utmost in interactive education. Smart classrooms are located in Franz 006, 015, 026, 034, 206, 214, 223, and 231; Engineering 216; and Buckley Center 209, 307, 310, and 314. The three smart seminar rooms are located in Franz 106, 108, and 205. Each smart seminar room contains a computer, network and Internet access, VCR/DVD player, video projector, screen, and overhead projector with sound system. Smart classrooms also include a tape player and some house a laserdisc player. These rooms can be used for instructor lectures and student presentations. As a result of high demand for these rooms, information services continually adds more smart classrooms. By request, non-mediated classrooms can also be equipped with an interactive cart on a first-come, first-served basis. There are ten smart carts, each containing a laptop computer, VCR/DVD player, video projector, and sound system.

Computer Labs (General Purpose)

There are three general purpose computer labs on campus, located in Franz 111, the Clark Memorial Library, and Buckley Center 212 (when not being used as a computer classroom). Each lab contains PCs or Macintosh computers or, in some cases, a mix of the two. Operating hours for the labs match facility hours. Information services employs student workers as laboratory assistants, who are responsible for laboratory operations including answering questions, cleaning computers, filling printers with paper and toner, and reporting broken or missing equipment.

Computer Labs (Special Purpose)

There are eight special purpose computer labs on campus, located in Franz 120 (foreign language lab), Franz 119/120 (learning resource center), Franz 111 (assistive technology lab), Buckley Center 304, Engineering 214 and 215, and Swindells 128, 143, and 241. Each lab contains PCs or Macintosh computers and specialty software as determined by faculty. Special purpose labs are available for use by students enrolled in courses in engineering, biology, chemistry, mathematics, computer science, nursing, physics, and foreign languages, and by students with special needs. In some cases, a computer classroom will double as a computer lab for certain courses (e.g., music, GIS, and remote sensing).

Access Computing

There are twenty full-featured kiosk PCs that provide quick-stop access to PilotsUP and the Internet. They are located in the Pilot House, St. Mary's Student Center lounge, Buckley Center, and Franz Hall. Additionally, each resident hall has a cluster of PCs available for use by residents and staff. PCs are available in the basements of Villa Maria, Mehling, Kenna, Christie, and Shipstad Halls; in Corrado Hall on the second floor, both wings; and Haggerty and Tyson Hall in the University Village lobby.

Pilots Wireless Network

Students, faculty, staff, and members of the University community can access the Pilots wireless network using 802.11b and 802.11g wireless devices such as laptops, notebooks, tablets, PDAs, handhelds, Palms, Pocket PCs, Blackberrys, and cell phones in St. Mary's Student Center lounge, the Pilot House, and the Clark Memorial Library. Meeting rooms with wireless networking include the Murphy conference room and the Seigfried conference room in Franz Hall, and Buckley Center room 163. Information services endeavors each year to add additional classrooms, entire buildings, and areas of the campus to the Pilots wireless network.

PilotsUP

PilotsUP (pilots.up.edu) is the campus portal that serves as a one-stop online source for access to e-mail, announcements, Banner, campus events, and the course management system Learning@UP. PilotsUP receives approximately 13,000 hits per day and is growing as it responds to the online needs of students, faculty, and staff.

Learning@UP

Learning@UP is an online course management system used by faculty and students to manage class e-mail, announcements, assignments, PowerPoint presentations, online quizzes, course links, and discussion boards. Learning@UP is accessible via the PilotsUP portal at pilots.up.edu.

E-mail

Information services provides a secure, standards-based messaging and collaboration system known as Microsoft Exchange. The system allows timely, seamless, and integrated access to information through Microsoft Outlook (PC), Microsoft Entourage (Mac), Outlook Web Access (OWA), and Outlook Mobile Access (OMA). Outlook Web Access is available within PilotsUP (pilots.up.edu) or directly at <https://web-mail.up.edu>.

Web Services

Information services actively defines and communicates an integrated strategy for the development, maintenance, and use of the Web as a strategic tool for the University. In addition to content management support and training, space on supported web servers and access to specialized web applications, information services provides specialized software and training for individuals who manage campus group websites ranging from the College of Arts and Sciences and professional schools to student groups and media organizations. Contact web services at (503) 943-7880 or extension 7880 on campus.

Software

Twice per year, information services asks faculty to provide their software requirements for the summer, fall, and spring computer classroom and lab software builds. The College of Arts and Sciences

and the professional schools are responsible for funding specialized software. Information services requires compliance with all software copyright laws and regulations. Deep Freeze software has been installed on all computers in classrooms and labs that will bring the computers back to their original state when rebooted.

Telephone Service

Information services provides telephone service (including voicemail) to faculty and staff, and provides local dial tone to students in campus residence halls. Contact the help desk in Buckley Center 018 (7000 or help@up.edu) to reset voicemail or request telephone service.

Network Storage

Information services provides a nine terabyte storage area network. This highly available storage area network enables information services to distribute and protect critical data to support increasing application requirements without system downtime. Each faculty or staff member has departmental data storage on the "U" drive and an additional one gigabyte of personal data storage on the "P" drive. Each student receives 500 megabytes of personal data storage on the "P" drive. Files can be accessed off-campus via the PilotsUP portal at pilots.up.edu.

Policies

The following policies are available on the information services website at www.up.edu/is:

- **Acceptable Use Policy:** reflects the ethical principles of the University community and indicates, in general, the privileges and responsibilities of those using University computing resources.
- **Backup Policy:** articulates information technology best practices which call for daily, weekly, monthly, and yearly system backups.
- **Data Standards:** records University data standards so as to ensure data integrity, consistency, and completeness.
- **Electronic Letterhead:** provides guidance for standardized University electronic letterhead as well as the template itself.
- **E-mail Policy:** standardizes naming of e-mail accounts and file storage associated

with these accounts.

■ **Information Security Policy:** articulates the University's position involving the principles to which students, faculty, staff, and the University community must adhere when handling information owned by or entrusted to the University of Portland.

■ **Mass E-mail Policy:** articulates the University's position involving mass e-mail (sometimes called "bulk email") to distribute official and commercial messages to members of the University community.

■ **Password Policy:** establishes a standard for the creation of strong passwords.

■ **Peer-to-Peer Policy:** articulates the University's position involving any peer-to-peer application that promotes copyright infringement or the illegal sharing of copyrighted files without permission of the owner or distributor.

Wilson W. Clark Memorial Library

Drew Harrington, M.L.S., Senior Librarian, Director
Faculty: *Connolly, Hinken, Mann, Michel, Senior, Sotak*

Since 1958, the Wilson W. Clark Memorial Library, named for the lumberman and civic leader whose family generously supports the University, has played a central role in campus life as a dynamic teaching and learning library. In addition to its primary teaching mission, the library combines the latest information technology with traditional resources to serve students, faculty and staff seeking information and pursuing knowledge.

Visit the library's home page at <http://library.u.edu>.

Services

The library staff of seven librarians and nine paraprofessionals, provide on-campus and distance education instruction, research expertise, library collection development, and day-to-day library assistance.

Reference librarians provide one-on-one research support and teach course specific information literacy sessions on how to find, evaluate and apply information resources.

The library's interlibrary loan/document delivery unit requests and rapidly delivers electronic and print materials not held in our collections.

The library's circulation unit manages checkout of library materials and assists students and faculty with both electronic and print course reserves.

The library media center is available for the university community to view or listen to multimedia materials individually or in groups. A self-service graphics production lab is available for the creation of instructional materials including posters, transparencies, signs, banners, and other graphics.

The technical services department of the library manages the collections and creates and maintains the library's on-line catalog and related access tools.

Electronic Resources and Traditional Collections

The library subscribes to an expansive collection of electronic resources—subject research databases, full-text and citation e-journals, and e-books. The library faculty and staff work with students and faculty to facilitate access to these powerful information resources.

Traditional print and media collections in the library number more than 200,000 items, providing a rich and ever-evolving selection of books, journals, CDs, DVD's, videos, slides and microforms. These important collections support research, reading, and critical thinking skills developed through broad exposure to ideas.

The Clark Memorial Library collections, built collaboratively by librarians and subject faculty, are mindfully selected to complement and enrich the University curriculum. Thousands of electronic, print, and media resources are added annually to support a broad range of disciplines and interests, reflecting the academic offerings of the University. The library also offers curriculum-focused special collections in Catholic theology and philosophy, and American history. Additionally, the library conserves a collection of over 1,000 rare books and manuscripts housed in the library's rare

book room. These materials are available for use through special arrangement.

University of Portland students, faculty, and staff can tap into more than 26 million additional library resources through the University's membership in the SUMMIT and Portals consortia, which provide students either remote or on-site borrowing privileges at all member institutions. SUMMIT borrowing is available on the Clark Memorial Library web pages, allowing users to search and select resources from the collections of 33 academic libraries in Oregon and Washington.

Library Hours and Contact Numbers

The library telephone number is (503) 943-7111 or (800) 841-8261 (toll-free). The fax number is (503) 943-7491. Library hours are 7:30 a.m. until midnight, Monday through Thursday; 7:30 a.m. until 9 p.m. on Friday; 10 a.m. until 6 p.m. on Saturday; and 10 a.m. until midnight on Sunday. Special hours are posted for the summer session and for times when school is not in session.

Archives and Museum

These two adjunct collections are located in the basement of Shipstad Hall. The archives houses collections of historical documents, publications, and photographs relating to the history of the University. The archives is open to researchers Monday through Friday, from 8 a.m. to 4 p.m. The University archivist may be reached by telephone at (503) 943-7116.

The museum houses a display of photos and objects connected with the history and development of the University. Students and faculty are encouraged to visit the museum, which is open to visitors and researchers Monday through Friday, 8 a.m. to 12 noon, and 1 p.m. to 4 p.m. The Museum director may be reached by telephone at (503) 943-7198.

College of Arts and Sciences

Rev. Stephen C. Rowan, Ph.D., dean

John C. Orr, Ph.D., associate dean

Terence G. Favero, Ph.D., associate dean for curriculum

James G. Stemler, Ph.D., associate dean

The curricula and programs of the College of Arts and Sciences are central to the academic life of the University and to its Catholic character. They have been designed to encourage students to formulate and incorporate intellectual, ethical, social, and spiritual values. At the heart of this endeavor is an educational approach that combines excellence in teaching, value-centered instruction, and personal attention to the individual. The faculty, through the curriculum, attempt to order and integrate development of breadth and depth, with keen awareness that education is a question of personal intellectual growth. Close student-faculty relationships assure that the atmosphere of the college encourages such growth. Learning is a true community effort in which students and faculty actively take part.

The college provides the core curriculum for the entire undergraduate student body. Responsibility for the University-wide honors, studies abroad, social justice, and integrated writing programs resides in the college. The college offers undergraduate major and minor programs in the humanities, social and natural sciences as well as interdisciplinary majors and support courses for the professional schools. Graduate programs are offered in communication studies, drama, music, and theology.

College Requirements

The undergraduate programs are designed to build on the University core curriculum to educate students so that they will make contributions to the world guided by concerns for issues of justice and ethical behavior. In addition to the University core, the college requires courses in communication and metaphysics.

Effective Communication

All students in the college are required to take a 3 credit course designed to help them develop the foundational knowledge and skills necessary for informed inquiry, decision making, and communication. Freshmen take CST 100 to fulfill this re-

quirement. CST 101, CST 107, CST 307, ENG 107, and ENG 311 can be used by transfer students.

Metaphysics

Metaphysics is the study of the most basic and general features of reality and our conceptions of them. It helps students learn to use and value the lenses of different disciplines, and see the connections among them. In these courses, PHL 33x, students critically examine the ideas and traditions of western civilization and seek answers to the following questions: Who am I? Who am I becoming? Why am I here? Who or what is God? How can one relate to God?

Major Programs

The College of Arts and Sciences awards both the bachelor of arts (B.A.) and bachelor of science (B.S.) degrees. Degree programs are designed in accordance with the principles of the liberal arts to ensure appropriate breadth and depth. All the programs approximate the following distribution:

- 1/3 of the courses are in the major with at least 24 credits of upper division work in a single discipline.
- 1/3 of the courses are in the University core program.
- 1/3 of the courses are college and degree requirements or electives.

A minimum of 120 credits is required for a degree with at least a 2.0 grade point average in the major discipline. At least 48 credits must be upper-division work with at least 75 percent of these credits earned at the University of Portland. Specific requirements of each program are listed on the following pages.

Requirements for the Bachelor of Arts Degree (B.A.)

The degree requires 15 credits of upper-division learning outside the primary major. Nine of these credits must come from at least three different college disciplines outside the primary major.

Recognizing that language is the gateway to culture, every student in B.A. degree programs will demonstrate proficiency through the intermediate level of one language. This requirement may be satisfied in the following ways.

[1] Four years of high school study of one language with grades of C or above.

[2] Completion of French, German, or Spanish 202.

[3] International students whose first language is not English.

Minor Programs

Minor programs are offered by most departments in the College of Arts and Sciences. Minors consist of no fewer than 12, nor more than 18, credit hours of upper-division courses, excluding prerequisites. Academic regulations governing courses applied to major programs also apply to minors. Transfer credits applied to a minor

may not exceed 25% of the total number of hours required for the minor. Students must achieve a minimum average of 2.0 in their minor fields.

Biology

Required: 15 upper-division hours and at least two courses must include a laboratory component. Prerequisites: BIO 206-207, BIO 276-277.

Catholic Studies

Required: PHL 150 and THE 457 and 12 upper-division hours from Catholic Studies Program (CSP) listed courses distributed among three academic disciplines: THE 405, THE 422, THE 425, THE 438, THE 442, THE 453, THE 456, THE 457, THE 469, THEP 482, BUS 480, ECN 426, ENV 400, HST 333, HST 335, HST 354, PHL 334, PHL 435, PHL 469, PHL 472, SJP 400.

Chemistry

Required: 15 upper-division hours. All prerequisites for these courses must be satisfied.

Communication

Required: 15 upper-division hours.

Drama

Prerequisite: DRM 210. Required: 15 upper-division hours to include DRM 321, DRM 350, and DRM 407 or DRM 408.

Three of the remaining hours must be a design practicum elective: DRM 351, DRM 353, DRM 363, or DRM 365. The remaining three hours must be a theory elective: DRM 310, DRM 333, DRM 427, DRM 450, or DRM 471.

English

Required: 15 upper-division hours with at least 6 hours taken at the 300 level and at least 6 hours taken at the 400 level. Prerequisite: ENG 112.

Environmental Policy

Required: 16 upper-division hours. One of the following biology courses with lab: Ecology and lab (BIO 442/472), Marine Biology of the Pacific Northwest and lab (BIO 338/368), Freshwater Ecology and lab (BIO 363/373) (4 hours), or Stream Ecology and lab (BIO 362/372); one of the following theory courses: Ecology in Theological Perspective (THE 428) or The-

ological Environmental Ethics (THE 427) (3 hours), or Theology in Ecological Perspective (THEP 482); two courses from the following list: Environmental Policy (ENV 392), States and the Market (POL 378), Business in a Political World (POL 379), Public Administration (POL 333), Law and the American Judiciary (POL 405), International Law and Organization (POL 351), Women, Theology, and Globalization (THE 458), or American Public Policy (POL 335) (6 hours); and Environmental Economics (ECN 322) (3 hours). Total: 16 hours.

Environmental Science

Required: 16 upper-division hours comprised of Ecology in Theological Perspective (THE 428) or Theological Environmental Ethics (THE 427) (3 hours) or Theology in Ecological Perspective (THEP 482); Ecology with lab (BIO 442/472) (4 hours); and 9 hours from the following list: Animal Behavior (BIO 347), Freshwater Ecology (BIO 363), Freshwater Ecology Lab (BIO 373), Seed Plant Biology (BIO 341), Seed Plant Lab (BIO 371), Marine Biology of the Pacific Northwest (BIO 338), Marine Biology Lab (BIO 368), Stream Ecology (BIO 391), Stream Ecology Lab (BIO 392), Invertebrate Zoology (BIO 436), Invertebrate Lab (BIO 476), Vertebrate Biology (BIO 345), Vertebrate Lab (BIO 375), Environmental Geoscience (ENV 383), Remote Sensing and GIS (ENV 384), Environmental Microbiology (ENV 385), Environmental Chemistry (ENV 386), Environmental Lab (ENV 387), Environmental Engineering (CE 367), Analytical Chemistry (CHM 314), Analytical Labs (CHM 374/379), Advanced Instrumental Methods (CHM 412), or Advanced Instrumental Techniques (CHM 472) (9 hours). Total: 16 hours.

Fine Arts

Required: 12 lower-division prerequisites (FA 125, FA 207, and at least three different introductory level studio courses) and 12 upper-division hours (to include FA 350 and FA 351, and three advanced-level studio courses).

Foreign Languages

(Minors are offered in French, German, and Spanish.) Required: 12 upper-division hours. All lower- and upper-division hours

must be taken in the same language. Prerequisite: 12 lower-division hours or equivalent.

History

Required: 15 upper-division hours. Prerequisite: One lower-division course (selected from HST 210, HST 211, HST 220, HST 221.)

Mathematics

Required: 15 upper-division hours.

Music

Required lower-division prerequisites: MUS 001 (2 semesters), MUS 101, MUS 103, MUS 105, ensembles (2 semesters), private study (2 semesters). Upper-division requirements: MUS 001 (2 semesters), MUS 301 or MUS 302, MUS 331, ensembles (2 semesters), private study (2 semesters), electives (2).

Philosophy

Required: 15 upper-division hours including at least one course from PHL 331-335 and at least two 400-level PHL courses. Prerequisites: PHL 150 and PHL 220.

Physics

Required: 15 upper-division hours; up to three hours of advanced laboratory credit may be included. Prerequisites: PHY 204-205.

Political Science

Required: 15 upper-division hours. Prerequisite: POL 200.

Psychology

Required: 15 upper-division hours. Prerequisite: PSY 101.

Social Justice

Required: SJP 200 and SJP 400 and 12 upper-division hours from at least three different academic disciplines.

Sociology

Required: 15 upper-division hours. Prerequisite: SOC 101.

Theology

Required: 15 upper-division hours, selected in consultation with the department advisor, with no more than six hours in any one area of specialization. Prerequisites: THE 101 and THE 205.

Degrees and Programs

Biology and Life Sciences

Katie O'Reilly, Ph.D., chair

Faculty: *Ahern-Rindell, Alexander, Favero, Houck, Kodadek, Kolmes, Lafrenz, Moore, O'Reilly, Snow, Tobalske, VanHoomissen*

In an increasingly technological world, educated citizens need value-based scientific expertise and skills in critical thinking. The Department of Biology strives to achieve excellence in the teaching of science to all levels of undergraduate students. Students majoring in biology and life science achieve comprehensive preparation for careers as future scientists, health care practitioners, and technical personnel. Students in these majors acquire a breadth of knowledge along with technical and analytical skills, while reflecting on ethical values that link science and society. Undergraduate research is emphasized throughout the curriculum, reinforcing independent learning and allowing students to develop talents in critical thinking and problem solving while refining advanced laboratory or field skills in observation and data collection. Students in nursing, education, and environmental studies complete biological coursework relevant to their professional training. A biology major and a life science major are offered; a minor is available in biology. A concentration in biology is offered through the environmental studies program. Through its support of the core science courses as well as courses in the majors, the department attempts to ensure that all University graduates develop scientific literacy, an understanding of the potential and limitations of scientific methodology, and an appreciation for the role of science in contemporary life.

Preparation for Careers in Health Science, Biology, and Environmental Science

Programs of coursework to prepare for post-graduate study or employment in many areas of health science, biology, and

environmental studies are offered by the Department of Biology. Students should consult with their academic advisor or with the health professions advisors to develop a schedule of courses that will meet individual educational goals.

The Department of Biology oversees a comprehensive undergraduate program for students preparing to enter a variety of health professions, including medicine, dentistry, dental hygiene, pharmacy, occupational therapy, optometry, physical therapy, podiatry, veterinary medicine, and biomedical research. The pre-health professions program at the University of Portland focuses on providing students with a solid foundation in the natural sciences within the context of a broad liberal arts education.

The University offers courses that satisfy the admission requirements for all accredited U.S. medical and dental schools, and for most other health professions programs and graduate programs in the biomedical sciences. Most professional and graduate programs require students to complete a set of prerequisite science courses, but students may complete these requirements while pursuing a degree in any academic major. The University encourages students to pursue a major of their choice and take a broad spectrum of coursework, while completing the specific requirements for a particular professional or graduate program. Students interested in the biological sciences may fulfill these requirements while completing a bachelor's degree in biology or life science.

The Department of Biology offers supporting courses in the University's environmental studies program. Students interested in entering environmental careers at the bachelor degree level, or entering graduate programs in the environmental sciences may obtain a B.S. degree in environmental science with a concentration in biology. A description of this program and its requirements may be found in the environmental studies section of this *Bulletin* (pg. 53).

Scholarship Requirements

Students majoring in biology or life science must maintain a G.P.A. of 2.0 in all biology courses required for the major in order to be eligible for a degree.

Capstone Experience

It is required that students earning a B.S. degree in biology or life sciences participate in a biologically-oriented capstone experience sometime during their junior or senior year. This capstone experience will provide the student an opportunity to synthesize their biological course material into a cohesive and integrated body of knowledge. A capstone experience in the biology discipline can be achieved through the following options:

Hrs.

- 3 BIO 442, Ecology
- 3 BIO 453, Evolution
- 3 BIO 493, Research
- 3 BIO 497, Internship
- 3 BIO 499, Senior or Honors Thesis
- 3 ENV 400, Integrating Seminar in Environmental Studies

Biology, B.S.

The program in biology is designed to give students a rigorous and comprehensive background in biology, with additional supporting coursework in the physical sciences and mathematics. The program is suitable for either a terminal degree or as preparation for medical or dental schools or graduate study in the biological sciences. The degree program requires 120 credit hours.

University Core Requirements— 30 hours

(see pg. 5-7.)

The two core science and core mathematics requirements are satisfied by:

- 3 BIO 206 — Organismal and Population Biology
- 3 BIO 207 — Introductory Cell Biology and Genetics
- 3 MTH 161 — Elementary Statistics

College Requirements, B.S. — 6 hours

Hrs.

- 3 Persuasion and Leadership (CST 100)
- 3 Metaphysics (PHL 33x)

Major Requirements — 44 hours

Hrs.

- 4 BIO 206/276 Organismal and Population Biology/Lab
- 4 BIO 207/277 Introductory Cell Biology and Genetics/Lab

- 36 Upper-division hours Science Electives (27 upper-division hours must be in Biology and at least two courses must include a laboratory component)

Degree Requirements— 40 hours

Hrs.

- 8 CHM 207-208/ — General Chemistry/
277-279 Labs
 - 8 CHM 325-326/ — Organic Chemistry/
375-376 — Labs
 - 8 PHY 201-202/ — General Physics/
271-272 — Labs
- or**
- 8 PHY 204-205 —General Physics Lecture and Lab
 - 3 MTH 161 — Elementary Statistics
 - 4 MTH 201 — Calculus I
 - 9 Free electives

48 hrs. upper-division coursework required for graduation.

Total Credit Hours — 120

Life Science, B.S.

The life science major is designed to allow students to combine coursework in biology with classes towards a minor in another discipline such as psychology, sociology, business, or communication. It is appropriate for students preparing for admission to doctoral or master's degree programs in physical therapy, hospital administration, and genetic counseling; it can also be used to meet admission requirements for programs in occupational therapy, optometry, environmental law, scientific illustration, public health, and science communication, among many possibilities. This is a more flexible program than the traditional biology major on which it is based. However, to ensure students meet the graduation requirement for 48 hrs. of upper-division course work, a minor in a complementary discipline is strongly recommended. The degree program requires 120 credit hours.

University Core Requirements— 30 hours

(see pg. 5-7.)

The two core science and core mathematics requirements are satisfied by:

- 3 BIO 206 — Organismal and Population Biology
- 3 BIO 207 — Introductory Cell Biology and Genetics
- 3 MTH 161 — Elementary Statistics

Recommend 3xx History course.

College Requirements, B.S. — 6 hours Hrs.

- 3 Persuasion and Leadership (CST 100)
3 Metaphysics (PHL 33x)

Major Requirements — 47 hours Hrs.

- 4 BIO 206/276 — Organismal and Population Biology/Lab
4 BIO 207/277 — Introductory Cell Biology and Genetics/Lab
27 Upper-division Biology electives (at least two courses must include a laboratory component)
12 Science electives (lower-division or upper-division BIO, CHM, CS, EGR, ENV, MTH, PHY, SCI)

Degree Requirements — 37 hours Hrs.

- 8 CHM 207-208/ — General Chemistry/
277-279 Labs
3 MTH 161 — Elementary Statistics
26 Free electives

48 hrs. upper-division coursework required for graduation.

Total Credit Hours — 120

Chemistry, B.S.

Steven Mayer, Ph.D., chair

Faculty: *Anderssohn, R.R. Bard, R.S. Bard, Cantrell, Hoffman, Lincoln, S.G. Mayer, Wood*

There are three options available to students pursuing a bachelor of science in chemistry. Each of the options provides a solid preparation for professional practice in chemistry and a variety of related areas and for entrance to graduate school. Each option requires 120 total credit hours. A senior capstone experience is required in either lecture or laboratory/research.

Scholarship Requirements

A grade of **C-** or better in the first semester is recommended for continuation to the second semester of all sequence science courses (for example: CHM 207-208). An average G.P.A. of **2.0** must be maintained in all science, mathematics, and engineering courses required for the major.

Learning Outcomes for Chemistry Majors

The American Chemical Society approved curriculum at the University of Portland is designed to graduate students who can:

- Ask questions, design experiments, and interpret results;

- Obtain and use data from the chemical literature;
- Effectively communicate orally and in writing;
- Work effectively as a member of a multi-disciplinary team;
- Work safely and with a safety-conscious attitude;
- Exhibit ethical scientific conduct;
- Behave and think in patterns leading to innovation;
- Critically evaluate hypotheses and data against established scientific theory;
- Demonstrate leadership;
- Become a lifelong learner.

University Core Requirements— 30 hours
(see pg. 5-7.)

General Chemistry satisfies the science core requirement. Calculus satisfies the core mathematics requirement. Additional core courses in science and math are not required.

College Requirements, B.S. — 6 hours Hrs.

- 3 Effective Communication (CST 100)
3 Metaphysics (PHL 33x)

Major Requirements — 39 hours Hrs.

- 8 CHM 207-208/ — General Chemistry I-II/
277-279 Laboratories
3 CHM 314/379 — Analytical Chemistry/
Laboratory
8 CHM 325-326/ — Organic Chemistry/
375-376 — Laboratories
4 CHM 331/372 — Physical Chemistry/
Laboratory
8 PHY 204-205/ — General Physics/
or
8 PHY 201/271,
PHY 202/272 — General Physics/Labs
8 MTH 201-202 — Calculus I-II

Option 1**Requirements for Degree with American Chemical Society Certification**

The department offers a curriculum for majors that is certified by the American Chemical Society. Upon notification by the department, the society issues a certificate recognizing the academic achievement of the student. In addition to the above common requirements, the following courses are required to earn an American Chemical Society approved degree.

Option 1 Requirements — 45 hours Hrs.

- 4 CHM 332/373 — Physical Chemistry/Lab

- 3 CHM 444 — Inorganic Chemistry
 1 CHM 473 — Inorganic Synthesis and Characterization
 1 CHM 477 — Digital Data Acquisition and Instrument Control
 3 CHM 412/472 — Advanced Instrumental Methods/Advanced Instrumental Techniques
 4 MTH 301 — Vector Calculus
 5 Upper-division science, engineering, or mathematics electives (2 hours must be in chemistry) CHM 493, Research, strongly recommended
 24 General electives: 6 must be upper-division (A minor is strongly encouraged)

Total Credit Hours — 120

Option 2

This curriculum is designed for the student who wants to complement an interest in chemistry with an interest in a related field such as engineering, business, computer science, education, patent law, science communication, or any of the liberal arts. Specific course recommendations are available from the department for those related areas. In addition to the core and college, and major requirements listed above, the requirements for this option are:

Option 2 Requirements — 45 hours

Hrs.

- 4 CHM 332/373 — Physical Chemistry/Lab
 3 CHM 412/472 — Advanced Instrumental Methods/Advanced Instrumental Techniques
 3 CHM 444 — Inorganic Chemistry
 10 Upper-division science, engineering, or mathematics electives (3 hours must be in upper-division chemistry)
 25 Electives : 7 must be upper-division (A minor is strongly recommended)

Total Credit Hours — 120

Option 3 Biochemistry*

This curriculum is recommended for students who are interested in the molecular basis of biological problems and plan on pursuing advanced study in biochemistry or a medically related field. It leads to a B.S. in chemistry (biochemistry) degree. In addition to the core and college, and major requirements listed above, the requirements for this option are the following:

Option 3 Requirements — 45 hours

Hrs.

- 4 BIO 206/276 — Organismal and Population Biology/Lab
 4 BIO 207/277 — Introductory Cell Biology and Genetics/Lab
 3 CHM 412/472 — Advanced Instrumental Methods/Advanced Instrumental Techniques
 7 CHM 453-454/ — Biochemistry I-II/
 471 Laboratory
 3 CHM 444 — Inorganic Chemistry
 4 Upper division biology electives (BIO 445/475, Genetics with lab, BIO 454/474, Cell Biology with lab, BIO 359/379, Microbiology with lab, or BIO 460, Immunology are strongly recommended)
 5 Upper division science elective, minimum of 1 in chemistry (CHM 493, research, is strongly recommended)
 15 Electives (5 must be upper-division)

Total Credit Hours — 120

Communication Studies

Elayne Shapiro, Ph.D., chair

Faculty: Heath, Kerksen-Griep, Lattin, Mulcrone, Pierce, Rabby, Sawantdesai, Shapiro

The mission of the Department of Communication Studies is to understand how people use symbols to construct knowledge and exert influence. At the heart of its mission is the fundamental concern with the processes through which humans convey messages to audiences and a belief that human communication is central in creating just societies. The department is dedicated to educating students in the liberal arts tradition to produce knowledgeable, responsible, and skilled professional communicators that understand how to communicate effectively and ethically in all human arenas.

Learning Goals of the Communication Studies Major

Students who successfully complete all the requirements for a degree in the Department of Communication Studies should be able to:

- [1] Demonstrate knowledge of the communication process in its ethical, social, legal, relational, and cultural dimensions.
 [2] Demonstrate knowledge of the com-

*For the ACS certified biochemistry program, students must also take CHM 332.

munication theories relevant to her/his specialty within the discipline.

[3] Demonstrate knowledge of communication technology and its impact on human communication practices.

[4] Demonstrate skills expected of a future professional in the field, including abilities to:

- interpret and conduct communication-related research
- apply human communication theory in experiential settings from interpersonal to organizational and public
- write well for both academic and professional audiences
- speak well in a variety of situations and for various audiences
- influence and be influenced appropriately via communication.

[5] Demonstrate values central to the discipline:

- incorporate ethical communication into his or her life
- respect and not fear diverse human society
- participate in the civic life of their communities
- encourage freedom of expression and defend its centrality to democratic practice.

The department offers courses in communication and organizational communication. The bachelor of arts degree is granted in communication, as is the degree master of arts. The bachelor of science degree is awarded in organizational communication, in cooperation with the Dr. Robert B. Pamplin, Jr. School of Business Administration. The master of science degree is granted in management communication, also in cooperation with the Pamplin School of Business Administration.

Requirements

Students must earn an overall G.P.A. in the major of 2.0 or higher. Each senior is required to complete a capstone project in order to graduate.

Communication, B.A.

The bachelor of arts in communication has two emphasis areas from which to choose: journalism or media studies, and broadly focuses on the role that mediated messages play in shaping societal attitudes, values, or beliefs.

The journalism emphasis area engages students in the kind of writing professional journalists need. Students take a variety of writing courses, such as public affairs reporting, as well as participate in a practicum course. These students can elect to take feature writing, opinion writing, and an internship course as part of their nine credits of electives. Graduates with a journalism emphasis area will find jobs in newspapers, television studios, and corporations focusing on journalistic and technical writing.

Students pursuing the media studies emphasis area are involved in critically assessing the social, political, cultural, and economic aspects of mass media. These students take courses such as broadcast criticism, cinema and society, advertising, and visual communication. Students graduating with a media studies emphasis will find professional careers in advertising, public relations, sales, management, etc.

Students in both areas of emphasis can take an academic internship that will help them explore various career options.

University Core Requirements – 39 hours
(See pg. 5-7.)

College Requirements, B.A. – 18-30 hours
Hrs.

- 3 Metaphysics (PHL 33x)
- 15 Credits of upper-division courses outside the primary major, 9 of which must come from 3 different disciplines in the College of Arts and Sciences. This requirement is not fulfilled by the University core.
- 0-12 Intermediate level of one language (pg. 44)

Communication Core Requirements – 24 hours
Hrs.

- 3 CST 101 – Introduction to Communication Studies
- 3 CST 107 – Effective Public Speaking
- 3 CST 225 – Fundamentals of Interpersonal Communication
- 3 CST 233 – Small Group Communication
- 3 CST 300 – Communication Research
- 3 CST 301 – Media and Society
- 3 CST 320 – Rhetorical Theory and Criticism
- 3 CST 352 – Writing and Reporting

Media Studies Track – 9 hours

- 3 CST 440 – Broadcast Criticism
- 3 CST 445 – Cinema and Society
- 3 CST 470 – Communication History

Journalism Track — 9 hours

- | | | |
|---|---------|--------------------------------|
| 3 | CST 363 | — Journalism Writing Practicum |
| 3 | CST 403 | — Communication Law |
| 3 | CST 452 | — Public Affairs Reporting |

9 Communication electives**General Electives — 9-21 hours****Total Credit Hours — 120**

Organizational Communication, B.S.

The bachelor of science program in organizational communication educates students to communicate effectively and ethically in modern organizations. Students complete communication and business courses that provide insights into the concepts and practices that underlie human and technical organizational communication systems. This major can prepare students for graduate study in organizational communication or for professional careers in fields such as corporate communication, public relations, or personnel management.

University Core Requirements — 39 hours

(See pg. 5-7.)

College Requirements, B.S. — 18 hours**Hrs.**

- | | |
|----|-----------------------|
| 3 | Metaphysics (PHL 33x) |
| 15 | Credits of electives |

Major Requirements (Communication Courses) — 51 hours**Hrs.**

- | | | |
|----|---|---|
| 3 | CST 101 | — Introduction to Communication Studies |
| 3 | CST 107 | — Effective Public Speaking |
| 3 | CST 225 | — Fundamentals of Interpersonal Communication |
| 3 | CST 233 | — Small Group Communication |
| 3 | CST 300 | — Communication Research |
| 3 | CST 301 | — Media and Society |
| 3 | CST 320 | — Rhetorical Theory and Criticism |
| 3 | CST 433 | — Organizational Communication Theory |
| 3 | CST 352 | — Writing and Reporting |
| 15 | Major electives (15 hours of selected upper-division communication courses) | |
| 9 | Electives in or outside the major | |

Human Resource Track**Major Requirements (Business Courses) — 12 hours****Hrs.**

- | | | |
|---|---------|-----------------------------|
| 3 | BUS 200 | — Entrepreneurial Marketing |
|---|---------|-----------------------------|

- | | | |
|---|---------|----------------------------------|
| 3 | BUS 362 | — Human Resource Management |
| 3 | BUS 442 | — Cross Cultural Management |
| 3 | BUS 460 | — Managing Innovation and Change |

Public Relations/Advertising Track**Major Requirements (Business Courses) — 12 hours****Hrs.**

- | | | |
|---|---------|---------------------------------------|
| 3 | BUS 200 | — Entrepreneurial Marketing |
| 3 | BUS 370 | — Marketing Research |
| 3 | BUS 371 | — Consumer Behavior |
| 3 | BUS 443 | — International Marketing Management |
| | | or |
| 3 | BUS 471 | — Integrated Marketing Communications |

Total Credit Hours — 120

English

Herman Asarnow, Ph.D., chair

Faculty: *Asarnow, Brassard, Buck-Perry, Grossboetzl, Hersh, Hiro, Larson, Masson, McDonald, Olivares, Orr, Sherrer, Walter-skirchen*

The mission of the English program at the University of Portland is to guide practice in critical reading and competent writing for all levels of University students. In the courses provided for the University's liberal arts core, as well as in those of its own major and minor, the English program increases the breadth and depth of each student's literary experience, the development of appropriate reading and writing skills, the understanding of the humane values at the center of literary study, and the appreciation of the power and pleasure of literature.

English faculty members engage the intellects and imaginations of their students through careful attention to the reading and writing of literature, its context, and its art. In addition to their classroom teaching, faculty strive to model the personal and ethical qualities inherent in the University's mission, including the discipline and commitment necessary for scholarly research and creative expression. They are committed to student-centered instruction, which develops the skills and confidence English majors need to be successful in graduate programs, as well as in a variety of careers, including teaching, law, pub-

lishing, and business.

The department offers an English major and minor. The English program offers courses in British, American, and world literature, and in academic and creative writing. Prospective English majors and minors should consult with the department chair about designing their programs of study.

English, B.A.

The English program provides students with courses of study that will develop both academic and creative writing, an understanding of language, and a critical engagement with literature. To achieve these objectives, English majors are expected to develop and refine their writing abilities and critical understanding of language and literature through extensive reading and discussion.

All students who desire to major in English will be required to complete 28 upper-division credit hours of English courses approved by the department chair and demonstrate satisfactorily their possession of the basic skills of literary criticism and research through completion of ENG 225. After being accepted as English majors the students will, in consultation with their advisers, decide upon a program of studies best suited to their needs and interests, whether in preparation for teaching, advanced study, professional writing, or other vocations in which their liberal education may prove an asset. In their senior year, all English majors write a senior paper as a capstone experience.

English graduates at the University of Portland should:

[1] Possess an overview of English and American literary history, including familiarity with canonical and non-canonical writers of prose and poetry, a sense of the relationships between writers and their times, and an awareness of the problems of establishing a canon.

[2] Be able to read texts closely and critically, with openness, confidence, and acuity—understanding that literary texts are complex and resist simple interpretation.

[3] Possess a basic understanding of the major approaches of literary criticism, past and present, and its usefulness.

[4] Write with clarity and compose well-argued essays.

[5] Know how to conduct useful, productive research in the humanities.

[6] Appreciate that literature is a powerful way of knowing about cultures and the lived life.

University Core Requirements – 39 hours
(See pg. 5-7.)

College Requirements, B.A. – 21-33 hours
Hrs.

- 3 Effective Communication (CST 100)
 - 3 Metaphysics (PHL 33x)
 - 15 Credits of upper-division courses outside the primary major, 9 of which must come from 3 different disciplines in the College of Arts and Sciences. This requirement is not fulfilled by the University core.
- 0-12 Intermediate level of one language (pg. 44)

Major Requirements – 31 hours
Hrs.

- 3 ENG 225 – Introduction to Literary Studies
- One of the following courses:
- 3 ENG 320 – Anglo-Saxon and Medieval Literature
 - 3 ENG 324 – Renaissance British Literature
 - 3 ENG 325 – Eighteenth-Century British Literature
 - 3 ENG 344 – Romantic Literature
 - 3 ENG 345 – Victorian Literature
 - 3 ENG 355 – Nineteenth-Century American Literature
- Two courses chosen from the above list or below:
- 3 ENG 346 – British Literature:1900-1945
 - 3 ENG 356 – American Modernism(s)
 - 3 ENG 447 – British Literature :1945-Present
 - 3 ENG 457 – Contemporary American Literature
 - 6 400-level English electives
 - 12 English Electives
 - 1 ENG 499 – Senior Thesis

General Electives – 17-29 hours
Total Credit Hours – 120

Environmental Studies

Steven A. Kolmes, Ph.D., program director and B.S. track director

Russell Butkus, Ph.D., associate program director and B.A. track director

Alexander, Anderssohn, Butler, Barnes, Butkus, Cantrell, Hill, Houck, Kodadek, O'Reilly, Snow, Wasowski

The purpose of the environmental studies program is to critically examine the broad scope of the current environmental crisis. This crisis is scientific, sociopolitical, and ethical in nature. In light of this crisis, the environmental studies program offers a bachelor of arts degree in environmental ethics and policy and a bachelor of science degree in environmental science. The program is designed to give all program majors, regardless of the track they pursue, an understanding of the scientific implications of environmental study, and the theological, philosophical, economic, and political issues at the heart of this challenge. In addition to its interdisciplinary nature in the College of Arts and Sciences, the program is also dedicated to creative interaction with other schools of the University, such as the environmental engineering track in the civil engineering degree program, and the sustainable entrepreneurship offerings in the Pamplin School of Business Administration. Taken together, this encourages a rich and constructive conversation on our campus that centers on the place of humankind and human activities in an environmentally sustainable future.

The goal of the environmental studies program is to graduate students who have gained enough insight into the present environmental situation, and the interconnected elements involved in any solution, to provide leadership as environmental professionals. As Oregon's Catholic University, the University of Portland is perfectly situated as a place where the discussion of moral and ethical dimensions of environmental decisions is part of normal discourse.

The B.S. track leads to a degree in environmental science, a broadly conceived course of study that involves biology, chemistry,

physics, mathematics, and computer science, along with a strong foundation in the social sciences and humanities. Within this integrative framework, students will select an upper-level concentration in biology, chemistry, or physics.

The B.A. track leads to a degree in environmental ethics and policy, which combines a background in science with a discourse that centers on philosophy, theology, ethics, political science, and other fields. One of the critical aims of this degree track is to cultivate critical intelligence and consciousness within students regarding the multifaceted nature of environmental ethics and environmental policy.

B.A. and B.S. students in environmental studies are brought together several times in the course of their undergraduate work: in the University's core curriculum courses, in environmental studies courses, laboratories, and field trips, and in a senior capstone seminar which involves case studies and team-approach problem-solving in regional environmental issues.

Minors are available in environmental science and in environmental policy.

Environmental Studies Learning Outcomes

These programs are designed to graduate students who have:

- an understanding of the scientific implications of environmental study, and the theological, philosophical, economic, and political issues at the heart of this challenge.
- gained enough insight into the present environmental situation, and the interconnected elements involved in any solution, to provide leadership as environmental professionals.
- cultivated critical intelligence and consciousness regarding the multifaceted nature of environmental ethics and environmental policy.
- learned to use a team-approach in problem-solving regional environmental issues.

Environmental Ethics and Policy, B.A.

The University's bachelor of arts in environmental ethics and policy is an interdis-

ciplinary degree track designed to provide students with a firm foundation in environmental science and ecology and the influence these sciences have on the development of political policy, environmental ethics, and recent theological reformulation within the Judeo-Christian tradition. The program culminates in a capstone experience designed to challenge students to apply their area of study to specific issues germane to the Pacific Northwest.

University Core Requirements— 39 hours
(See pg. 5-7.)

College Requirements, B.A.—6-18 hours
Hrs.

- 3 Persuasion and Leadership (CST 100)
- 3 Metaphysics (PHL 33x)
- 0-12 Intermediate level of one language (pg. 44)

Major Requirements

Hrs.

8 credits from:

- 4 * BIO 338/368 — Marine Biology of the Pacific Northwest/Lab
or
- 4 * BIO 363/373 — Introduction to Freshwater Ecology/Lab
or
- 4 * BIO 391/392 — Stream Ecology/Lab
- 3 † THE 423 — Christian Social Ethics
or
- 3 † THE 422 — Modern Catholic Ethics
or
- 3 THE 427 — Theological Environmental Ethics
- 3 THE 428 — Ecology in Theological Perspective
or
- 3 THEP 482 — Theology in Ecological Perspective
or
- 3 THE 453 — Religion and Science
- 3 ECN 322 — Environmental Economics
- 3 ENV 400 — Integrating Seminar in Environmental Studies
- 3 PHL 412/
SJP 409 — Philosophy of Law
or
- 3 PHL 422 — Philosophy of Science
or
- 3 PHL 433 — Heidegger and Ecological Ethics
or
- 3 PHL 437 — The Sublime in Nature
- 3 SCI 110 — Earth Systems Science

or

- 3 SCI 111 — Natural Hazards in the Pacific Northwest

or

- 3 SCI 162 — Introduction to Marine Science
- 3 SCI 182 — Environmental Science

21 credits from below:

- 3 ENV 392 — Environmental Policy
- 3 ENV 493 — Environmental Research
- 1-6 ENV 497 — Environmental Internship
- 3 HST 357 — Technology, Resources, and Environment in World History
- 3 PHL 434 — Environmental Ethics
- 3 POL 320 — United States Urban Politics
- 3 † POL 333 — Public Administration
- 3 POL 335 — American Public Policy
- 3 POL 351 — International Law and Organization
- 3 POL 356 — Building World Peace
- 3 POL 378 — States and the Market
- 3 POL 379 — Business in a Political World
- 3 POL 405 — Law and the American Judiciary
- 3 SOC 466 — Violence, Poverty, and the Environment
- 3 THE 405 — Poets, Prophets, Diviners, and Divas
- 3 THE 458 — Women, Theology, and Globalization

Electives — 9 hours

Courses selected from the following:

Hrs.

- 3 CST 401 — Rhetoric and Politics
- 3 ENG 363 — The Literature of Nature and the Out-of-Doors
- 3 ENG 430 — The International Literature of Peace and Justice
- 3 ENG 461 — Oregon and Northwest Writers
- 3 ENV 383 — Environmental Geoscience
- 3 ENV 384 — Remote Sensing and GIS
- 3 ENV 385 — Environmental Microbiology
- 3 ENV 386 — Environmental Chemistry
- 1 ENV 387 — Environmental Laboratory
- 3 ENV 493 — Environmental Research
- 1-6 ENV 497 — Environmental Internship
- 3 HST 314 — American Frontier
- 3 HST 359 — The Modern City
- 3 PHL 412 — Philosophy of Law

* Students may substitute BIO 442/472 Ecology and lab for the 8 credits taken from BIO 338/388 or BIO 362/372 or BIO 363/373 if they have taken BIO 206.

† THE 422 or 424 may be substituted for THE 428 or 453 with the director's/associate director's approval.

- 3 PHL 413/
SJP 443 — Socio-Political Philosophy
- 3 PHL 414/
SJP 432 — Philosophy and Feminism
- 3 PHL 422 — Philosophy of Science
- 3 PHL 433 — Heidegger and Ecological Ethics
- 3 PHL 437 — The Sublime in Nature
- 3 POL 320 — United States Urban Politics
- 3 POL 333 — Public Administration
- 3 POL 356 — Building World Peace
- 3 POL 378 — States and the Market
- 3 POL 379 — Business in a Political World
- 3 SOC 434/
SJP 444 — Urban Society
- 3 SOC 466 — Violence, Poverty, and the Environment
- 3 THE 445 — Human Development in Theological Perspective
- 3 THE 454 — God and the Theological Imagination
- 3 THE 458 — Women, Theology, and Globalization

Total Credit Hours — 120 (48 hrs. must be upper-division)

Environmental Science, B.S.

The major fields of study that are described as environmental science B.S. majors with concentrations in biology, chemistry, and physics are designed to let students of varying interests develop both breadth and depth in their training as environmental scientists. Students in all of these concentrations will take 48 semester hours of core courses and 36 semester hours in the sciences in common, along with their varied advanced scientific courses.

University Core Requirements— 30 hours
(see pg. 5-7.)

The science and mathematics requirements are satisfied by the program.

College Requirements, B.S. — 6 hours
Hrs.

- 3 Persuasion and Leadership (CST 100)
- 3 Metaphysics (PHL 33x)

Major Requirements
Hrs.

- 4 BIO 206/276 — Organismal and Population Biology/Lab
- 4 BIO 207/277 — Introductory Cell Biology and Genetics/Lab
- 8 CHM 207-208/277-279 — General Chemistry/Laboratories

- 3 ENV 383 — Environmental Geoscience
- 3 ENV 400 — Integrating Seminar in Environmental Studies
- 3 POL 200 — Introduction to U.S. Politics
- 3 THE 453, Religion and Science, **or** THE 427, Theological Environmental Ethics, **or** THE 428, Ecology in Theological Perspective, **or** THEP 482, Theology in Ecological Perspective.

Concentration Options

Biology Concentration Requirements —
Hrs.

- 4 BIO 442/472 — Ecology/Lab
- 8 Major Electives (Selected from: BIO 341/371, Seed Plant Biology/Lab; BIO 345/375, Vertebrate Biology/Lab; BIO 347, Animal Behavior; BIO 363/373, Freshwater Ecology/Lab; BIO 338/368, Marine Biology/Lab; BIO 391/392, Stream Ecology/Lab; BIO 436/476, Invertebrate Zoology/Lab; ENV 384, Remote Sensing and GIS; ENV 385, Environmental Microbiology; ENV 387, Environmental Laboratory; CE 367, Environmental Engineering; CS 203/273, Computer Science/Lab; ENV 493, Research; ENV 497, Environmental Internship.)
- 8 CHM 325-326 — Organic Chemistry/
375-376 Laboratories
- 3 CHM 314 — Analytical Chemistry/
379 Lab
- 4 MTH 201 — Calculus
- 8 PHY 201-202 — General Physics/
271-272 Labs

Total Credit Hours — 120 (48 hrs. must be upper-division)

Chemistry Concentration Requirements
Hrs.

- 4 BIO 363/373 — Introduction to Freshwater Ecology/Lab
or
- 4 BIO 341/371 — Seed Plant Biology/Lab
or
- 4 BIO 338/368 — Marine Biology of the Pacific Northwest/Lab
or
- 4 BIO 345/375 — Vertebrate Biology/Lab
or
- 4 BIO 391/392 — Stream Ecology/Lab
or
- 4 BIO 436/476 — Invertebrate Zoology/Lab
or
- 4 BIO 442/472 — Ecology/Lab
- 3 CHM 314/379 — Analytical Chemistry/Lab
- 8 CHM 325-326/375-376 — Organic Chemistry/Laboratories
- 4 CHM 331/372 — Physical Chemistry/Lab

	or	
4	CHM 353/371	– Biochemistry/Lab
	or	
4	ENV 386/387	– Environmental Chemistry/Lab
	or	
4	CE 367	– Environmental Engineering
	and	
1	CE 376	– Environmental Engineering Lab
	or	
1	ENV 387	– Environmental Lab
	or	
4	ENV 493	– Environmental Research
	or	
4	CS 203/233	– Computer Science I/Lab
	or	
4	ENV 497	– Environmental Internship
3	CHM 412/472	– Advanced Instrumental Methods/Techniques
8	MTH 201-202	– Calculus I-II
8	PHY 201-202	– General Physics/ 271-272 General Physics Labs

Total Credit Hours – 120 (48 hrs. must be upper-division)

Physics Concentration Requirements

Hrs.

4	BIO 338/368	– Marine Biology of the Pacific Northwest/Lab
	or	
4	BIO 341/371	– Seed Plant Biology/Lab
	or	
4	BIO 345/375	– Vertebrate Biology/Lab
	or	
4	BIO 363/373	– Introduction to Freshwater Ecology/Lab
	or	
4	BIO 391/392	– Stream Ecology/Lab
	or	
4	BIO 436/476	– Invertebrate Zoology/Lab
	or	
4	BIO 442/472	– Ecology/Lab
8	MTH 201-202	– Calculus I/II
4	MTH 301	– Vector Calculus
3	MTH 321	– Differential Equations I: Ordinary Differential Equations
8	PHY 204-205	– General Physics/ 274-275 Labs
3	PHY 306	– Modern Physics
1	PHY 376	– Modern Physics Lab
4	PHY 371/ 471 or 472	– Analog and Digital Electronics Advanced Laboratory

6 credit hours of the following courses:

3	PHY 312	– Mechanics
3	PHY 321	– Electrodynamics
3	PHY 322	– Optics

3	CE 367	– Environmental Engineering
3	ENV 384	– Remote Sensing and GIS
3	ENV 493	– Environmental Research
4	CS 203/273	– Computer Science/Lab
3	ENV 497	– Environmental Internship

Total Credit Hours – 120 (48 hrs. must be upper-division)

Foreign Languages

Kathleen Regan, Ph.D., chair

Faculty: *Booth, Brandauer, Echenique, Feldner, Looney, McLary, Regan, Warshawsky*

The mission of the foreign languages program (Spanish, German, and French) at the University of Portland is to prepare and motivate students to understand, live, study, and work in international communities at home and abroad. In the foreign language courses required of all B.A. students, as well as in those of its major, minors, and certificates, the program:

- [1] Builds proficiency in speaking, listening, reading and writing the target language;
- [2] Fosters appreciation for other cultures and the international global community;
- [3] Develops the critical thinking skills and humane values inherent in the University's liberal arts tradition.

Foreign language faculty members guide and inspire students to experience other cultures through the study of language and literature, and through periods of total immersion abroad. In their teaching and in their research, faculty are dedicated to the study of language and literature for its own power and pleasure, and as a means of promoting understanding and enjoyment of cultural differences. They are committed to student-centered instruction, which develops the foreign language proficiency and confidence majors and certificates need to be successful in graduate programs, as well as in a wide range of careers, such as business, government, education, social work, and health care.

The Department of Foreign Languages offers a German Studies major, a Spanish major, a French Studies major, a certificate in Spanish, and minors in French, German, and Spanish. The foreign languages program offers courses in French, German, and Spanish language and literature. Students interested in a foreign language

major, certificate, or minor should consult with the department chair.

Learning Outcomes for Foreign Languages

Students who successfully complete all requirements toward a B.A. in French studies, German studies, or Spanish, including coursework in a foreign studies program, will:

- speak, write, listen to, and read the target language at the intermediate-high to advanced proficiency level (based on the ACTFL Proficiency Guidelines*);
- demonstrate a high degree of cultural literacy by living, studying, and/or working in the target culture with relative ease and sensitivity to cultural differences;
- demonstrate sensitivity to cultural diversity by examining critically their native language and culture vis-a-vis the target culture;
- be able to secure positions in the private and public sector which require use of the target language, engage in further study at the graduate level in the target languages, or secure grants for work and study in a country where the target language is spoken.

All students beginning their study of French, German, or Spanish at the University of Portland are encouraged to take a free online placement test. After taking the test, the student will receive information indicating which course will provide the best fit for the student's level of proficiency. Contact the chair of the foreign languages department for information on how to access the exam.

French Studies, B.A.

The French studies major is an interdisciplinary major which combines courses from the department of French with those from other disciplines, the content of which directly relates to France and French-speaking countries.

The program is designed to offer its majors the opportunity to achieve proficiency in writing, speaking, comprehending, and reading the French language, while at the

same time broadening and deepening their knowledge, understanding, and appreciation of the cultures of France and the francophone world.

Since the goal of the French studies major is to focus on the acquisition of language proficiency and to incorporate contributions from more than one field of study, it prepares students for careers in international law, teaching, government services, foreign missions, translating, the non-profit sector, and for positions in business that require a knowledge of the French language and culture.

Students pursuing a B.A. degree in French studies are required to complete 18 upper-division credit hours of French courses and 9 upper-division credit hours from at least two of the following disciplines: history, philosophy, fine arts, and political science. Students pursuing a B.A. degree in French studies also must spend a minimum of six weeks studying French in France or a francophone country. Study abroad opportunities include IES programs in Paris (summer or semester), Nantes and Dijon (semester only). If a student studies in France for six weeks in the summer, he or she may earn up to six credits towards the French Studies major. If a student studies abroad for one semester, he or she may earn up to 15 credits towards the major.

University Core Requirements — 39 hours
(see pg. 5-7.)

College Requirements, B.A. — 21-33 hours
Hrs.

- 3 Effective Communication (CST 100)
- 3 Metaphysics (PHL 33x)
- 15 Credits of upper division courses outside the primary major, 9 of which must come from 3 different disciplines in the College of Arts and Sciences. This requirement is not fulfilled by the University core.
- 0-12 Intermediate level of one language (pg. 44)

Major Requirements — 27 hours

It is possible to begin studying French as a first-year student and still complete all requirements for the French Studies Major.

Hrs.

18 upper division credits in French (FRN 301 and above).

*The proficiency goals are based on the ACTFL Proficiency Guidelines published by the American Council on the Teaching of Foreign Languages. See <http://www.actfl.org/i4a/pages/index.cfm?pageid=4236> and Alice Omaggio Hadley, *Teaching Language in Context*, Boston, MA: Heinle & Heinle Publishers, 1993.

Three courses outside the French program from at least two different disciplines chosen from the following list:

- 3 HST 436 —History of Modern France
- 3 HST 333 —Medieval Europe
- 3 HST 343 —Age of Dictatorship
- 3 HST 342 —Age of Nationalism
- 3 POL 358 —Politics of the European Union
- 3 POL 372 —Politics of Modern Europe
- 3 POL 453 —Great Powers and their Foreign Policies
- 3 PHL 414 —Philosophy and Feminism
- 3 PHL 469 —Great Philosophers (when focusing on a French philosopher)
- 3 PHL 479 —Existentialism
- 3 PHL 476 —Contemporary Continental Philosophy

Study Abroad—6 hours

General Electives—15-27 hours

Total Credit Hours—120

Students may also take courses containing significant content relating to Francophone countries offered on a one-time basis or subsequently added to permanent course offerings. Students must seek the approval of the French studies advisor before counting such courses toward the French studies major.

German Studies, B.A.

The German studies major provides students with the opportunity to become proficient in German language while also becoming knowledgeable about social, historical, and political factors that shape and define German-speaking cultures. By nature the German studies major is interdisciplinary, and it creates connections among a number of disciplines which are cornerstones of the liberal arts tradition. The combination of these courses under a cohesive curriculum allows students to gain proficiency in German language while also learning to think and reason across disciplinary boundaries. Additionally, the current trend toward globalization means that students must become not only informed citizens and leaders within their own community and country but also in the world at large. By becoming knowledgeable in global political and social processes through German studies, students will learn to understand complex international relationships and gain an appreciation for different cultures. The German studies major supports students

in their developing roles as leaders in their community and the world.

All students pursuing a major in German studies must complete 18 upper-division credit hours of German courses and 9 upper-division credit hours from at least two of the following disciplines: philosophy, history, political science, fine arts, and theology. Students are also required to spend at least six weeks studying German in a German-speaking country. Options for study abroad include the University's year-long program in Salzburg, Austria; German-immersion courses in Salzburg during a summer session; and IES programs in Freiburg, Vienna, and Berlin.

University Core Requirements — 39 hours

(See pg. 5-7.)

College Requirements, B.A.—21-33 hours

Hrs.

- 3 Effective Communication (CST 100)
- 3 Metaphysics (PHL 33x)
- 15 Credits of upper-division courses outside the primary major, 9 of which must come from 3 different disciplines in the College of Arts and Sciences. This requirement is not fulfilled by the University core.
- 0-12 Intermediate level of one language (pg. 44)

Major Requirements — 27 hours

Hrs.

18 upper-division credits in German (GRM 301 and above)

Three courses outside the German program from at least two different disciplines, chosen from the following list:

- 3 PHL 474 —Hegel and 19th-Century Philosophy
- 3 PHL 475 —Contemporary Analytical Philosophy
- 3 PHL 476 —Contemporary Continental Philosophy
- 3 THE 434 —Theological Implications of the Holocaust (Salzburg only)
- 3 POL 358 —Politics of the European Union
- 3 HST 370 —Early Modern Europe
- 3 POL 372 —Politics of Modern Europe
- 3 HST 342 —Age of Nationalism
- 3 HST 343 —Age of Dictatorship
- 3 HST 346 —History of Modern Germany
- 3 FA 304 —Development of the Fine Arts in Europe (Salzburg only)

Students may also take courses containing significant content relating to German-speaking countries offered on a one-time basis or subsequently added to permanent course offerings. Students must seek the approval of the German

studies advisor before counting such courses toward the German studies major.

Study Abroad—6 hours

General Electives — 15-27 hours

Total Credit Hours — 120

Spanish, B.A.

The Spanish program seeks to prepare students for living and working with individuals from Spanish-speaking countries either overseas or within the borders of the United States. The program includes courses which develop language proficiency in listening comprehension, speaking, writing, and reading. Courses focus on pertinent cultural issues, literary analysis and history, and professional terminology. This major will prepare students for careers in education, social services, business, and medicine.

The Spanish major requires that the student complete 27 credit hours which must include SPN 301, SPN 302, one survey of Spanish literature class, and one Latin American literature course. The Spanish major requires one semester abroad in a Spanish-speaking country or participation in the University's summer program in Morelia, Mexico or Segovia, Spain.*

In addition to any certificate or degree a student may earn from the University of Portland, it is recommended that all candidates take both oral and written proficiency tests in Spanish in their senior year or the spring of their fifth year immediately after graduation. These tests are administered by outside certified proficiency examiners for a fee. (The American Council of Teachers of Foreign Languages (ACTFL) and the federal government offer oral/aural proficiency testing.) The testing of the students' competency will give the students national certification of their actual skill levels; such certification of both oral and written skills should provide students and employers with an accurate comparative indicator of a student's overall competency in the language.

University Core Requirements — 39 hours
(See pg. 5-7.)

College Requirements, B.A.—21-33 hours
Hrs.

3 Effective Communication (CST 100)

3 Metaphysics (PHL 33x)

15 Credits of upper-division courses outside the primary major, 9 of which must come from 3 different disciplines in the College of Arts and Sciences. This requirement is not fulfilled by the University core.

0-12 Intermediate level of one language (pg. 44)

Major Requirements — 27 hours

Hrs.

3 SPN 301 — Advanced Spanish Conversation and Composition

3 SPN 302 — Advanced Spanish Conversation and Culture

3 Culture/Literature of Spain (SPN 304, 407, 408, 410, 412, 422, 480, 482, or 484)

3 Culture/Literature of Latin America (SPN 315, 416, 421, 422, 424, or 430)

15 Major electives

Study Abroad—6 hours

General Electives — 15-27 hours

Total Credit Hours — 120

General Studies, B.A., B.S.

Though most students will develop a depth of knowledge in their upper-division work through concentrated study in a single area, the college recognizes that some students may better attain their personal objectives through a broader program of studies. Such students may opt to follow the General Studies Program which requires 24 semester hours of upper-division work in two areas within the College of Arts and Sciences. All other requirements for the B.A. or B.S. degree must be fulfilled. General studies majors are under the guidance of the dean or associate deans.

History, B.A.

Mark Eifler, Ph.D., chair

Faculty: *Connelly, Covert (emeritus), Eifler, Els, Moentmann, Wheeler, Wolf, Zimmerman (emeritus)*

The history program offers all the University's undergraduates the opportunity to acquire a working familiarity with the history of Western civilization, the United States, and other areas of the world, together with the institutions and structures of organized society. Its curriculum is designed to inculcate a familiarity with particular

*Spanish majors may earn three credit hours towards the major for a course taught in English related to Spain or Latin America subject to approval by the department chair.

periods and issues in the past, with the discipline of history, and with the use of historical inquiry for analysis of contemporary self and society.

Beyond the history major, the program meets such goals as a part of both the University core as well as the general education requirements for the bachelor of arts majors. Furthermore, the program includes courses which provide vital knowledge for students in other majors, including secondary education, political science, foreign languages, theology, and environmental studies.

The curriculum is specifically designed to provide the following learning goals and outcomes. Students will:

[1] Gain an understanding of the historical facts and trends that have brought about the civilizations of the world in general and an understanding of our own in particular.

[2] Critically examine the ideas and traditions of societies in history, and particularly their interactions with other societies and nations in a diverse and interdependent world.

[3] Gain familiarity with the disciplines of history, including:

- a. use of primary sources;
- b. the evaluation of secondary sources;
- c. the varying approaches to historical interpretation;
- d. the tools and methods of historical research;
- e. the writing of history;
- f. the use of historical inquiry for analysis of contemporary self and society.

[4] Develop an ability to use and value the methodologies of different disciplines, as applied to the study of history.

[5] Develop the foundational knowledge and skills necessary for informed inquiry, decision-making, and communication.

University Core Requirements — 39 hours
(See pg. 5-7.)

College Requirements, B.A. — 21-33 hours
Hrs.

- 3 Effective Communication (CST 100)
- 3 Metaphysics (PHL 33x)
- 15 Credits of upper-division courses outside the primary major, 9 of which must come from 3 different disciplines in the College of Arts and Sciences. This requirement is not fulfilled by the University core.

0-12 Intermediate level of one language (pg. 44)

Major Requirements — 36 hours (33 beyond University core requirement)
Hrs.

- 9 Lower-division history (HST 220 and 221 required, plus any other 200-level history course)
- 3 HST 400 — History and Historians
- 3 HST 401 — Senior Seminar
- 15 Upper-division history courses (must include at least one course each in American, European, and non-Western history at 300-level)
- 6 400-level seminars (must be two different courses, excluding 400, 401; i.e. 420, 430, or 450)

General Electives — 12-24 hours
Total Credit Hours — 120

Mathematics

Lewis Lum, Ph.D., chair

Faculty: *Akerman, Hallstrom, Hill, Kroon, Lum, Niederhausen, Nordstrom, Salomone, Wootton*

Mathematics, an ancient discipline, is both an art and a science. As a basic discipline in the liberal arts, the mathematics program strives to teach problem solving, logical analysis, and abstraction. Through its curriculum it fosters the development of understanding and mathematical skills. It provides the opportunity for students to experience the connections that exist among other disciplines, and opens students to the ideas and visions they might never have considered otherwise. Very practically, mathematics provides students with the foundational skills to become effective leaders in a wide variety of other disciplines as ethical and professional individuals.

The Department of Mathematics offers programs leading to the bachelor of science and the bachelor of arts degrees. We have made it easy to combine a major or minor in mathematics with a major or minor in computer science or physics. Students in mathematics can prepare themselves for graduate work or for careers in teaching, business, industry, or government.

Learning Outcomes

The following learning outcomes are drawn from the Mathematical Association of America's Committee on the Undergraduate Program in Mathematics "Guidelines for Assessment of Student Learning" (August 2005). Students should:

- [1] learn to apply precise, logical reasoning to problem solving;
- [2] develop persistence and skill in exploration, conjecture, and generalization;
- [3] be able to read and communicate mathematics with understanding and clarity;
- [4] possess an understanding of the breadth of the mathematical sciences and their deep interconnecting principles;
- [5] be able to apply mathematics to a broad spectrum of complex problems;
- [6] understand theory and applications of calculus and the basic techniques of discrete mathematics and abstract algebra;
- [7] gain experience in problem-solving, mathematical reasoning, communication, scientific computing, and mathematical modeling.

Mathematics, B.S.

The Department of Mathematics offers a program leading to the bachelor of science degree in mathematics. The program is constructed for the general mathematics student; however, it is particularly appropriate for students who are also interested in physical science or computer science.

University Core Requirements— 30 hours

(See pg. 5-7.)

General Physics and Calculus fulfill the core science and mathematics requirements.

College Requirements, B.S. — 6 hours

Hrs.

- 3 Effective Communication (CST 100)
- 3 Metaphysics (PHL 33x)

Major Requirements (Mathematics Courses) — 45 hours

Hrs.

- 8 MTH 201-202 — Calculus I-II
- 4 MTH 301 — Vector Calculus
- 3 MTH 311 — Discrete Structures
- 3 MTH 321 — Ordinary Differential Equations
- 3 MTH 341 — Linear Algebra
- 6 MTH 401-402 — Real Analysis I-II
- 3 MTH 404 — Complex Variables
- 6 MTH 441-442 — Modern Algebra I-II

- 9 Major electives (CS 411, CS 451, ED 453, PHY 321, PHY 356, PHY 411, PHY 412, PHY 441 may count here. 3 hours must be in an upper division mathematics course. MTH 431, Geometry; MTH 461, Applied Statistics I, and MTH 345, Number Theory, are recommended for prospective high school teachers.)

Major Requirements (Science Courses) — 24 hours

Hrs.

- 4 CS 203/273 — Computer Science I/Lab
 - 12 PHY 204-205, 306/ — General Physics I-II, Modern Physics/Labs
 - PHY 274-275, 376
 - 8 CHM 207-208/ — General Chemistry I-II/277-278 — Labs
- or**
- 8 Two approved computer science courses with laboratories.

General Electives — 15 hours

Total Credit Hours — 120

Mathematics, B.A.

The Department of Mathematics offers a program leading to the bachelor of arts degree in mathematics. This program is suited especially for students who are also interested in humanities (such as philosophy, history, language, or theology).

University Core Requirements— 30 hours

(See pg. 5-7.)

General Physics and Calculus fulfill the core science and mathematics requirements.

College Requirements, B.A. — 21-33 hours

Hrs.

- 3 Effective Communication (CST 100)
- 3 Metaphysics (PHL 33x)
- 15 Credits of upper-division courses outside the primary major, 9 of which must come from 3 different disciplines in the College of Arts and Sciences. This requirement is not fulfilled by the University core.
- 0-12 Intermediate level of one language (pg. 44)

Major Requirements (Mathematics Courses) — 42 hours

Hrs.

- 8 MTH 201-202 — Calculus I-II
- 4 MTH 301 — Vector Calculus
- 3 MTH 311 — Discrete Structures
- 3 MTH 341 — Linear Algebra
- 6 MTH 401-402 — Real Analysis I-II
- 3 MTH 404 — Complex Analysis
- 6 MTH 441-442 — Modern Algebra I-II
- 9 Major electives (CS 411, CS 451, ED 453,

PHY 321, PHY 356, 411, 412, 441 may count here. 3 hours must be in an upper-division mathematics course. MTH 431, Geometry; MTH 461, Applied Statistics I; MTH 345, Number Theory recommended for prospective high school teachers)

Major Requirements (Science Courses) – 12 hours

Hrs.

- 4 CS 203/273 — Computer Science I/Lab
 8 PHY 204-205/ — General Physics I-II/
 274-275 Labs
or
 8 CHM 207-208/ — General Chemistry I-II/
 277-278 Labs

General Electives – 3-15 hours

Total Credit Hours – 120

Performing and Fine Arts

Michael Connolly, D.M.A., chair

Faculty: *Abbott, Ashton, Bartos, Boelling, Bognar, Borgardt, Bowen, Bower, Briare, Cansler, Connolly, Conkle, Cox, Culver, Dailing, Doyle, Edson, Follett, Ghyselincq, Golla, Hodddick, Homan, Horning, Jimori, Kerns, Kleszynski, Larsen, Leroi-Nickel, Lindner, M. Logan, H. Logan, Mantecoon, Martin, Mitchell, Neuman, D. Parker, W. Parker, Paul, Pirruccello, Poris, Powell-Ascroft, Ratzlaf, Richards, Sagun, Schooler, Sessa, Shakhman, Soltero, Trigg, Wilson*

The Department of Performing and Fine Arts (PFA) is dedicated to fostering an appreciation of the best of human creative expression. Its major programs in music and drama, along with its enrichment offerings in dance and the visual arts, are integral to the University's commitment to the liberal arts. Each area in the department extends an open invitation to all University students to participate and does so in an atmosphere that is personal and supportive.

Within the department, majors are offered in drama and music. The department is an accredited institutional member of the National Association of Schools of Music (NASM) and the National Association of Schools of Theatre (NAST). Although the degree programs are separate, there is considerable flexibility between them, allowing the possibility for students in one degree program to take courses in the other.

Graduate programs leading toward the

M.F.A. in directing and the M.A. in music are available. (See Graduate School section.)

Drama, B.A.

The drama program at the University of Portland is dedicated to providing a broad-based generalist foundation for undergraduate students with the knowledge, skills, and opportunities necessary for establishing a life-long association with the theatre. Furthermore, its aim is to demonstrate a strong commitment to teaching and learning in a personal, energetic, interactive, liberal arts environment. This is done by offering a broad-based curriculum of theatre courses that provides a common knowledge base and skill level. Beyond that, the program provides advanced course work in areas of specialization that prepare students for a myriad of career and educational options. Finally, the program provides a variety of production opportunities open to the entire campus student community. Students are encouraged, mentored, and supervised in these productions, where they are challenged to use their academic background and technical training in the real laboratory of the live theatre.

Learning Outcomes: Drama Program

Students who successfully complete the B.A. in drama should be able to:

- Know the individuals who have influenced contemporary world theatre and understand and articulate the fundamental theories and conventions that helped shape it;
- Demonstrate the basic skills and techniques required of a modern theatre practitioner;
- Demonstrate the general skills and techniques associated with stage performance;
- Work in an environment of collaboration in a variety of production experiences;
- Apply critical and analytical skills to dramatic literature, performance, and production.

University Core Requirements— 39 hours
(See pg. 5-7.)

College Requirements, B.A. – 21-33 hours
Hrs.

- 3 Effective Communication (CST 100)

- 3 Metaphysics (PHL 33x)
 15 Credits of upper-division courses outside the primary major, 9 of which must come from 3 different disciplines in the College of Arts and Sciences. This requirement is not fulfilled by the University core.
 0-12 Intermediate level of one language (pg. 44)

Major Common Requirements – 23 hours**Hrs.**

- 3 DRM 210 – Introduction to Theatre
 1 DRM 272 – Performance Practicum I
 3 DRM 310 – Modern Production Theory
 3 DRM 321 – Acting Workshop I
 3 DRM 350 – Theatre Crafts
 1 DRM 372/373 – Production Practicum II
 3 DRM 407 – Survey of Theatre History I
 3 DRM 408 – Survey of Theatre History II
 3 DRM 498 – Senior Capstone

Emphasis Options**Performance Emphasis – 15 hours****Hrs.**

- 3 DRM 322 – Acting Workshop II
 3 DRM 335 – Voice for the Stage
 3 DRM 422 – Advanced Acting
 3 DRM 437 – Audition Workshop

One design elective selected from:

- 3 DRM 351 – Stage Light and Sound
 3 DRM 353 – Stage Design
 3 DRM 363 – Costume Design
 3 DRM 365 – Theatrical Makeup

Design/Technical Emphasis – 15 hours**Hrs.**

- 3 DRM 351 – Stage Lighting and Sound
 3 DRM 353 – Stage Design
 3 DRM 363 – Costume Design

One production elective selected from:

- 3 DRM 365 – Theatrical Makeup
 3 DRM 450 – Production Management
 3 DRM 456 – Decorative Arts
 3 DRM 467 – Costume Construction
 3 DRM 471 – Theatre Management

One advanced design elective selected from:

- 3 DRM 451 – Advanced Lighting and Sound
 3 DRM 453 – Advanced Stage Design
 3 DRM 463 – Advanced Costume Design

Production Management Emphasis – 15 hours**Hrs.**

- 3 DRM 333 – Directing For The Theatre
 3 DRM 351 – Stage Light and Sound
 3 DRM 450 – Production Management
 3 DRM 471 – Principles of Theatre Management
 3 DRM 472 – Management Internship

Basic Drama Endorsement for Education Certificate – 21 hours**Hrs.**

- 3 DRM 210 – Introduction to Theatre
 3 DRM 321 – Acting Workshop I
 3 DRM 333 – Directing for Theatre
 3 DRM 350 – Theatre Crafts
 3 DRM 351 – Light and Sound Design
 3 DRM 407 – Theatre History I

or

- 3 DRM 408 – Theatre History II
 One advanced design elective selected from:

- 3 DRM 353 – Stage Design
 3 DRM 363 – Costume Design
 3 DRM 365 – Theatrical Makeup

General Electives – 10-22 hours**Total Credit Hours – 120****Music, B.A.**

(For B.M.Ed. see School of Education, pg. 89.)

The music program strives to advance the comprehensive formation of musicians who can perform music, organize music (composition, improvisation), and analyze music (theory, history). The program accomplishes this aim through a wide range of teaching and performance situations, including private lessons, traditional classroom environments, and large group rehearsals. These opportunities are offered to the entire University.

As a nationally accredited unit of the College of Arts and Sciences, the music program is committed to its role within the University mission (especially the development of the whole person), compliance with the standards of the National Association of Schools of Music, and ongoing evaluation of the program in all its aspects.

There are two degree programs for music majors at the University. The bachelor of arts degree in music provides students the widest possible education in the sciences and the humanities as they give particular emphasis to the comprehensive study of music. The School of Education, in cooperation with the music faculty, offers professional instruction leading to the bachelor of music education degree for students who plan to teach in elementary or secondary schools.

New students, including transfer students, will be accepted as music majors on a probationary status until they present a satisfactory audition at one of the follow-

ing: 1) scholarship audition; 2) the performance final examination at the end of the first semester; or 3) by special arrangement with the faculty.

A variety of large and chamber ensembles are open to all University students with prior musical experience. These ensembles, which perform music of all types and styles, include the University Singers, University Concert Band, University Choral Union, University-Community Orchestra, Jazz Ensemble, Guitar Ensemble, Chamber Ensemble, and Chapel Music Ensemble. Each presents a series of performances throughout the academic year.

All music majors, before completion of their degree program, must demonstrate an acceptable proficiency in keyboard, aural, and sight-singing skills. Specific details about these requirements are contained in the *Music Study Handbook*.

The *Music Study Handbook* also contains details about the requirements for MUS 001 (Performance Attendance); and MUS 186, MUS 286, MUS 386, and MUS 486 (Private lessons), and necessary information about the senior presentation. The handbook is presented to all music majors at the beginning of each year. It is considered an addendum to the *University Bulletin*.

Opportunities for individual performance are available through regularly scheduled student recitals. They are included as a part of Music at Midweek, a weekly series of professional and non-professional performances. Attendance at these and other designated campus performances is required of all music students. (See MUS 001). Unsatisfactory attention to this requirement can delay or deny graduation. Students choosing to work toward the bachelor of arts in music will complete their studies with a senior presentation supervised by a faculty member. The selection of a topic and work toward that completion will begin during the junior year.

Learning Outcomes: Music Program

The music program at the University of Portland is designed to form musicians in three areas: performance, organization of the sounds of music, and analysis of music. Students who successfully com-

plete the B.A. in music or B.M.Ed. should be able to:

- Perform capably as a soloist or within an ensemble;
- Organize the sounds of music through basic composition and improvisation;
- Understand the structure and style of compositions, as performers and listeners;
- (For the B.M.Ed.) Apply sound principles of teaching music in the classroom.

University Core Requirements— 39 hours
(See pg. 5-7.)

College Requirements, B.A.—21-24 hours Hrs.

- 3 Effective Communication (CST 100)
- 3 Metaphysics (PHL 33x)
- 15 Credits of upper-division courses outside the primary major, 9 of which must come from 3 different disciplines in the College of Arts and Sciences. This requirement is not fulfilled by the University core.
- 0-12 Intermediate level of one language (pg. 44)

Typical B.A. Program

Major Requirements — 59 hours

0	MUS 001	— Performance Attendance (every semester)
3	MUS 101	— Music Theory I
3	MUS 102	— Music Theory II
1	MUS 103	— Aural Skills Development Laboratory I
1	MUS 104	— Aural Skills Development Laboratory II
3	MUS 105	— The Joy of Music—Listening with Understanding
3	MUS 106	— Music of the Non-Western World
8	MUS 186-486	— Private Lessons (every semester)
8	MUS 242-243	— Ensembles (every semester)
3	MUS 201	— Music Theory III
3	MUS 202	— Music Theory IV
1	MUS 230	— Introduction to the Piano
3	MUS 231	— Keyboard Lab
3	MUS 301	— History of Musical Styles I
3	MUS 302	— History of Musical Styles II
3	MUS 305	— Analytical Techniques
3	MUS 331	— Conducting
1	MUS 498/499	— Senior Project
6		Upper-division music electives

General Electives— 3-9 hours

131 Total credit hours

SPECIAL MUSIC FEES

* Private Lessons (MUS 186/286/386/486/586): \$240 per semester hour.

Practice room use limited to students enrolled in music courses. Refundable key deposit \$25.00.

Philosophy

Norah Martin, Ph.D., chair

Faculty: *Askay, Baillie, Evangelist, Faller, Gauthier, Hogan, Martin, Santana, Trout*

Philosophy plays a central role in Catholic liberal arts education as the primary integrating discipline across the curriculum. Training in philosophy develops the student's ability to explore and critically reflect upon the most fundamental questions about human beings and society, the universe, and God. By focusing on its own history, philosophy acquaints students with the intellectual foundations of Western civilization. By enabling students to become reflective, critical, and articulate about their own beliefs and values, philosophy makes an essential contribution to the education of individuals, whatever their vocational plans, and to the development of the community.

Philosophy, B.A.

The major in philosophy is intended to meet the needs of various types of students, including those who plan to do graduate work in philosophy; those who plan to do graduate work in other fields like law, medicine, business, journalism, ministry, or any of the liberal arts; those who wish to pursue a double major in philosophy and some other discipline of the humanities, sciences, or professional areas; and those who wish to get a solid liberal education. Philosophy may also be taken as a minor, as part of an interdisciplinary major, or within other programs such as the social justice program.

Learning Outcomes of Philosophy Major

Philosophy graduates of the University of Portland should be able to:

- [1] Demonstrate mastery of the content of the discipline;
- [2] Engage in the art of questioning;
- [3] Write technically competent philosophical essays;
- [4] Have something to say;

[5] Recognize the strengths and weaknesses of their own arguments.

University Core Requirements— 39 hours
(See pg. 5-7.)

College Requirements, B.A.—21-33 hours Hrs.

- 3 Effective Communication (CST 100)
- 3 Metaphysics (one course from PHL 331 through 335)
- 15 Credits of upper-division courses outside the primary major, 9 of which must come from 3 different disciplines in the College of Arts and Sciences. This requirement is not fulfilled by the University core.
- 0-12 Intermediate level of one language (pg. 44)

Philosophy Major Option 1

This curriculum features a strong emphasis on the history of philosophy and is designed for students planning to go on to graduate work in philosophy, or whose primary interest is in the history of philosophy.

Option 1 Requirements — 25 hours beyond core and college requirements

Hrs.

- 3 PHL 421 — Logic
- 3 PHL 471 — Ancient Philosophy
- 3 PHL 472 — Medieval Philosophy
- 3 PHL 473 — Modern Philosophy
- 3 PHL 474 — Hegel and 19th Century Philosophy
- 9 Electives
- 1 PHL 499 — Capstone

General Electives — 23-35 hours
Total Credit Hours — 120

Philosophy Major Option 2

This curriculum is designed for students who desire to complement an interest in philosophy with an interest in a related field such as business, education, or any of the liberal arts. Students choosing this option should consult with their advisor for specific course recommendations to complement their interests in related fields of study.

Option 2 Requirements — 25 hours beyond core and college requirements

Hrs.

- 3 Logic — PHL 421
- 6 History — PHL 471, 472, 473, or 474
- 3 Metaphysics
- or**
- Epistemology — PHL 331, 332, 333, 334, 335, 422, 452, 472, 473, or 479
- 9 Electives

1 Capstone — PHL 499

General Electives — 23-35 hours

Total Credit Hours — 120

Philosophy Major Option 3: Philosophy, Politics, and Policy

This curriculum is designed for students with an interest in philosophy and political science with an emphasis on public policy. Students choosing this option will have a double major in philosophy and political science.

Option 3 Requirements—66 hours beyond core and college requirements

Hrs.

3	PHL 413	— Socio-Political Philosophy
3	PHL 421	— Logic
3	PHL 471	— Ancient Philosophy
3	PHL 473	— Modern Philosophy
3	ECN 120	— Introduction to Macroeconomics
3	ECN 121	— Introduction to Microeconomics
3	POL 200	— Introduction to United States Politics
3	POL 201	— Introduction to International Relations
3	POL 202	— Modern Foreign Governments
3	POL 300	— Political Inquiry and Analysis
3	POL 312	— Western Political Theory
3	POL 335	— American Public Policy
3	PHL/POL 390	— Directed study, junior year
3	PHL/POL 399	— Senior thesis
21	Electives—choose from the following 3 credit courses (at least 12 credits must be from political science, with 6 being 400 level, and 9 credits must be from philosophy): PHL 412, Philosophy of Law; PHL 414, Philosophy of Feminism; PHL 422, Philosophy of Science; PHL 430, Advanced Ethics; PHL 431, Ethic and Peace; PHL 434, Environmental Ethics; PHL 435, Bioethics; PHL 472, Medieval Philosophy; PHL 474, Hegel and 19th Century Philosophy; PHL 470, Existentialism; POL 314, American Political Thought.	

Total Credit Hours—126

Physics, B.S.

Mark Utlaut, Ph.D., *achair*

Faculty: *Bonfim, Breen, Butler, S.K. Mayer, More, Utlaut, Wasowski*

How does the world work? How do we know? What is the evidence and why do we accept it? Physics is the science that seeks to understand natural phenomena

as simply as possible and so provide the foundation for the other sciences and engineering. Whatever questions they ask, physicists have discovered that the answers ultimately involve the same elegant general principles, such as symmetry, energy and momentum, mass and charge.

Rather than simply describe one observation, a physicist seeks to connect that observation with many others and apply or extend comprehensive theories. Physicists look for and study patterns among natural phenomena, including those that are readily apparent (like the orbits of planets) and those that are apparent only to deep analysis and careful observation (like the quantum transitions of atoms).

A physics major provides a rigorous grounding in the scientific process and a firm scientific understanding of the world. It fosters critical thinking and quantitative problem solving skills and provides broad practical training in science and technology. It can lead to graduate study and basic research (in a variety of disciplines), to stimulating jobs in industry, or to challenging and rewarding careers in teaching.

Our faculty members are engaged in original research and physics majors are drawn early into collaborative research projects with the faculty. Students learn to think as physicists, not just work physics problems, and faculty welcome students' curiosity, questioning, and new perspectives.

A physics major is essential for students planning to pursue a graduate degree in physics. A physics major also provides a solid foundation for students who anticipate a career in secondary education, engineering or medical research. Students looking for a broad scientific grounding as part of their liberal arts education are also well served by the physics major.

The curriculum is specifically designed to help students reach the following learning goals. Students will:

[1] Understand the general principles of symmetry, energy, force, momentum, mass and charge as underlying foundations for other sciences and engineering.

[2] Be able to recognize patterns among natural phenomena, including those that are readily apparent (like the orbits of planets) and those that are apparent only

to deep analysis and careful observation (like the quantum transitions of atoms).

[3] Develop a rigorous grounding in the scientific process and a firm scientific understanding of the world.

[4] Gain critical thinking and quantitative problem solving skills in addition to broad practical training in science and technology.

[5] Learn to work effectively as a member of a team.

[6] Exhibit ethical scientific conduct.

University Core Requirements—30 hours

(See pg. 5-7.)

General Physics (PHY 204-205) satisfies the science requirement. The core requirement for mathematics is satisfied by Calculus (MTH 201-202).

College Requirements, B.S.—6 hours

Hrs.

- | | | |
|---|---------|---------------------------|
| 3 | CST 100 | — Effective Communication |
| 4 | PHL 33x | — Metaphysics |

Major Requirements — 75 hours

Hrs.

- | | | |
|----|--|---|
| 8 | MTH 201-202 | — Calculus I-II |
| 4 | MTH 301 | — Vector Calculus |
| 3 | MTH 321 | — Differential Equations:
Ordinary Differential
Equations |
| 3 | MTH 341 | — Introduction to Linear
Algebra |
| 4 | CS 203/273 | — Computer Science I/Lab |
| 4 | PHY 204 or 208 | — General Physics/Lab |
| 4 | PHY 205 or 209 | — General Physics/Lab |
| 8 | CHM 207-208 | — General Chemistry I-II |
| | CHM 277-278 | — Laboratory |
| 37 | upper division science, math or engineering credit hours with a minimum of 28 hours in physics, including: | |
| 3 | PHY 306 | — Modern Physics |
| 3 | PHY 356 | — Mathematical Methods for
Physicists |
| 1 | PHY 376 | — Modern Physics Lab |
| 2 | PHY 371 | — Analog and Digital Elec-
tronics |
| 4 | Two of the following advanced labs: PHY
372, 470, 471, 472 | |
| 24 | Additional courses in science, math or engi-
neering, of which 15 hours must be in
physics | |

General Electives—9 hours

Total Credit Hours—120

Political Science, B.A.

Gary Malecha, Ph.D., chair

Faculty: *Curtis, Frederking, Malecha, Pomerleau, Stabrowski*

The mission of the political science program is to prepare students to become engaged citizens and leaders in political societies. It provides students with the necessary tools for understanding a complex world and for active civic involvement. Political science provides this by offering introductory courses to all students and by preparing majors to enter careers in business, journalism, religious organizations, and for local, national, and international service. Majors are prepared to enter graduate studies in political science, law, and other professional disciplines in top graduate schools worldwide. The department also houses the University's social justice program, in which students select a series of complementary courses designated as social justice to attain a certificate.

The program in political science is designed to provide an understanding of the discipline centered around a set of specific strategies for gathering and analyzing information about political life. These strategies—conceptual, historical, structural, institutional, and behavioral—are explored in the light of their respective theoretical materials.

The curriculum is specifically designed to do the following:

- [1]** Provide students with a foundation in normative political inquiry and analysis;
- [2]** Introduce students to the methodology of social science;
- [3]** Provide students with the knowledge and skills necessary to engage in comparative analysis of political systems;
- [4]** Provide students with the knowledge and skills necessary to understand political events within the context of the international system;
- [5]** Provide students with the knowledge and skills necessary to understand and analyze the American political system;
- [6]** Provide students an opportunity to experience practical application of the discipline through internships.

University Core Requirements – 39 hours
(See pg. 5-7.)

College Requirements, B.A. – 21-33 hours
Hrs.

- 3 Effective Communication (CST 100)
- 3 Metaphysics (PHL 33x)
- 15 Credits of upper-division courses outside the primary major, 9 of which must come from 3 different disciplines in the College of Arts and Sciences. This requirement is not fulfilled by the University core.
- 0-12 Intermediate level of one language (pg. 44)

Major Requirements – 36 hours
Hrs.

- 3 POL 200 – Introduction to United States Politics
- 3 POL 201 – Introduction to International Relations
- 3 POL 202 – Modern Foreign Government
- 3 POL 300 – Political Inquiry and Analysis
- 3 POL 312 – Western Political Theory
- 21 Major electives (must include at least one course each in American Politics, International Relations, and Comparative Politics, one of which must be at the 400 level.)

General Electives – 12-24 hours

Total Credit Hours – 120

Philosophy, Politics, and Policy, B.A.

Students interested in a philosophy/political science double major with a policy emphasis should consult the chairs of the philosophy and political science programs.

Psychology, B.A.

Robert Duff, Ph.D., chair

Faculty: *Baillet, Guest, Julka, Lies, Royce, Smith*

The psychology curriculum is designed to provide students with the basic conceptual, methodological, and applied tools of contemporary psychology. The major prepares students to apply psychological principles in the field and provides a thorough background for graduate or professional study. Understanding methods and principles of the social sciences, as well as those of psychology, are emphasized. Psychology majors leave with a variety of capacities that are valuable in today's world, including:

- [1] A sophisticated understanding of behavior, thought, and emotion;
- [2] The capacity to think critically about behavior, to question assumptions, and to consider alternatives;
- [3] The ability to understand, interpret, and design psychological research;
- [4] The capacity to express themselves both orally and in writing.

University Core Requirements – 39 hours
(See pg. 5-7.)

College Requirements, B.A. – 21-33 hours
Hrs.

- 3 Effective Communication (CST 100)
- 3 Metaphysics (PHL 33x)
- 15 Credits of upper-division courses in the College of Arts and Sciences outside the primary major, 9 of which must come from 3 different disciplines. This requirement is not fulfilled by the University core.
- 0-12 Intermediate level of one language (pg. 44)

Major Requirements – 30 hours
Hrs.

- 3 PSY 214 – Research Methods: Design
 - 3 PSY 215 – Research Methods: Analysis
 - 3 PSY 498 – Senior Seminar
- Students must take PSY 101 as one of their core social science courses. Students may substitute PSY 499, Thesis, for PSY 498, Senior Seminar. Psychology-Sociology double majors may do a combined thesis with joint supervision in place of PSY 498.

- 21 Upper-division psychology electives, including 6 credits from Group 1: PSY 310, Behavioral Neuroscience; PSY 320, Learning; PSY 330, Cognition; PSY 340, Sensation and Perception; and 6 credits from Group 2: PSY 350, Social Psychology; PSY 360, Life Span Development; PSY 370, Personality; PSY 380, Abnormal Psychology.

A maximum of six non-classroom hours may be used for completion of the major.

General Electives – 18-30 hours

Total Credit Hours – 120

Social Sciences

Social Work, B.A.

Robert Duff, Ph.D., chair

Faculty: *Gallegos, Rogers, Tata*

The Social Work Program defines generalist social work practice as a service profession based upon an eclectic knowledge base used to enable professional engage-

ment in a problem-solving process on behalf of living systems within a context of value-based interventions. This definition emanates from a number of sources. The program is named after Dorothy Day, who was a Catholic social activist in the best tradition of social work. Social justice, peace, domestic violence, farm worker unions, and the environment were among the many of her social work concerns.

The social work program incorporates a systems perspective that provides a way to organize conceptualizations about theories and methods of social work practice. Additionally, this definition incorporates the importance of ethics and values in the practice of social work drawn from the social teachings of the Catholic Church. These qualities provide a framework for the program mission; to prepare students to assume leadership roles in global solidarity and community within an increasingly diverse society through cultural competence and commitment to social justice.

Cultural competence and a dedication to social justice for vulnerable populations through global and local solidarity are signature aspects of the Dorothy Day Social Work Program at the University of Portland. The objectives of transferring the values, skills, and knowledge inherent in this goal are embedded throughout the program through courses, sponsored research, and community service in local and international settings. Students are taught to support and enhance efforts at all levels of society to uphold human rights and dignity; to assure fair access to resources; and to influence social, economic, and political systems so that they become more just and equitable.

The primary goals of the program are:

Goal I: The preparation of students for generalist practice in entry-level positions is the primary function of the program.

Objective: To provide students with the knowledge, skill, and values necessary to enable practice on an entry-level with individuals, families, groups, organizations, and communities in a variety of practice settings and with a focus upon social justice.

Goal II: The preparation of students for advanced graduate study in social work.

Objective: To provide students with the educational foundation necessary for advanced graduate study in social work through a curriculum that enables students to consider personal and professional options regarding specialization and graduate education.

Goal III: The encouragement and enabling of student to assume leadership roles in meeting the social service needs of vulnerable populations. **Objective:** To enable student to incorporate leadership concepts and principles into their personal and professional lives through critical thinking and ethical behavior aimed at the generation of solutions to social problems. In pursuit of this end, students are encouraged to participate in student organizations, the National Association of Social Workers, local, national, and international boards, committees, and conferences as possible.

The social work program was awarded accreditation status in October, 2006. Accreditation status makes graduates from this program eligible for advanced standing in most master's of social work programs across the country. Graduates are therefore eligible to receive an MSW in one year instead of two. While most of our graduates go on to graduate school, many distinguish themselves in national and international service beforehand.

University Core Requirements— 39 hours
(See pg. 5-7.)

College Requirements, B.A.—21-33 hours
Hrs.

- 3 Effective Communication (CST 100)
- 3 Metaphysics (PHL 33x)
- 15 Credits of upper-division courses in the College of Arts and Sciences outside the primary major, 9 of which must come from 3 different disciplines. This requirement is not fulfilled by the University core.
- 0-12 Intermediate level of one language (pg. 44)

Major Requirements — 42 hours
Hrs.

- 3 SW 305 — Social Work: Service and Social Justice
- 3 SW 313 — Social Welfare Policy
- 3 SW 214 — Research Methods: Design
- 3 SW 325 — Cultural Diversity and Cultural Competence
- 3 SW 343 — Human Behavior and the Social Environment
- 3 SW 387 — Interviewing/Counseling

- 3 SW 480 — Theory and Practice of SW Intervention I
 3 SW 481 — Theory and Practice of SW Intervention II
 6 SW 482 — Social Work Practicum I
 6 SW 483 — Social Work Practicum II
 Students must take PSY 101 and SOC 101 as their core social science courses.
 6 Major electives

General Electives—6-18 hours
Total Credit Hours — 120

Sociology, B.A.

Robert Duff, Ph.D., chair
 Faculty: *Duff, Monto, McRee*

The sociology curriculum is designed to impart to students an understanding of society and culture as it is organized in various social institutions. The major provides training in the methods of social research and familiarity with the various theories of social organization and social change.

The variety of topic areas offered for students in this major include marriage and family, criminology, urban society, gerontology, minority relations, social psychology, gender, social inequality, and the study of culture.

Sociology majors graduate with a variety of capacities that are valuable in today's world, including:

- [1] The ability to see larger social processes and be aware of social change;
- [2] The ability to think critically about social life, to question assumptions, and to consider alternatives;
- [3] An understanding of the social forces that shape individuals and the way that these forces limit or enable us;
- [4] The ability to understand, interpret, and design social research;
- [5] The ability to express themselves through the written and spoken word;
- [6] An understanding of culture and the way it shapes our perception of the world.

University Core Requirements— 39 hours
 (See pg. 5-7.)

College Requirements, B.A.—21-33 hours
Hrs.

- 3 Effective Communication (CST 100)
 3 Metaphysics (PHL 33x)
 15 Credits of upper-division courses in the College of Arts and Sciences outside the primary major, 9 of which must come from 3 different disciplines. This requirement is

not fulfilled by the University core.
 0-12 Intermediate level of one language (pg. 44)

Major Requirements — 30 hours
Hrs.

- 3 SOC 214 — Research Methods: Design
 3 SOC 215 — Research Methods: Analysis
 3 SOC 380 — Sociological Theory
 3 SOC 498 — Senior Project Seminar
 Students must take SOC 101 as one of their core social science courses. Students may substitute SOC 499, Thesis, for SOC 498, Senior Project Seminar. Psychology-sociology double majors may do a combined thesis with joint supervision in place of SOC 498.
 18 Upper-division sociology electives (A maximum of 6 non-classroom hours may be used for the completion of the major)

General Electives—18-30 hours
Total Credit Hours — 120

Criminal Justice Track

This is an interdisciplinary track of the sociology major that encourages a critical exploration of criminal behavior and the criminal justice system. The program, which includes a year-long educationally directed field experience in the senior year, is particularly appropriate for students interested in law enforcement work or corrections.

Students in the criminal justice track graduate with:

- [1] An understanding of the operation of the criminal justice system, and the interrelationships between the components of the system and the community;
- [2] A supervised experience observing and working with a particular department or agency of the justice system;
- [3] The capacity to interact effectively with persons of diverse backgrounds;
- [4] The capacity to understand the social and psychological causes of criminal activity;
- [5] The capacity to think and communicate effectively through writing;
- [6] An understanding of the ways that social class, race, ethnicity, gender, and sexual orientation will influence and complicate the performances of their roles.

Major and Track Requirements — 39 hours
Hrs.

- Students must take PSY 101 and SOC 101 as their core social science courses.
 3 SOC 214 — Research Methods: Design
 3 SOC 305 — Introduction to Criminal Justice

- 3 SOC 325 — Cultural Diversity: Cultural Competence
- 3 SOC 360 — Criminology
- 3 SOC 380 — Sociological Theory
- 6 SOC 446-447 — Criminal Justice Practicum I & II
- 3 SOC 498 — Senior Project Seminar
Students may substitute SOC 499, Thesis, for SOC 498, Senior Project Seminar. Psychology-sociology double majors may do a combined thesis with joint supervision in place of SOC 498.
- 3 Elective (POL 344, Civil Liberties; POL 345, Constitutional Law; POL 405, Law in the Political Arena; or course in criminal law)
- 9 Upper-division Psychology or Sociology electives, at least one of which must include SOC 408, Juvenile Delinquency; SOC 410, Corrections; or SOC 444, Deviant Behavior.

General Electives—9-21 hours
Total Credit Hours — 120

Theology

Matthew J. Baasten, Ph.D., chair

Faculty: *Baasten, Butkus, Cameron, Deming, Dempsey, Gordon, Hosinski, LaBarre, McManus, McNamara, Rutherford*

Theological studies have a prominent role in the University and College of Arts and Sciences core curricula. The Department of Theology is the academic unit of the College of Arts and Sciences whose purpose is to offer quality theological education. Within a Catholic context and in an ecumenical perspective it provides a foundation for: a) critical, spiritual, and ethical reflection, and its expression; b) nurturing theological scholarship and dialogue; and c) pastoral service on campus and in local churches.

The Department of Theology is one of the most direct and visible ways in which the University promotes its mission as an independently governed Catholic university, fulfilling its commitment to the central tenets of faith and service. By providing formative training in the content and methods of Catholic/Christian theology, the department, in the spirit of *Ex Corde Ecclesiae* (1990), contributes to the manner in which service to God and humanity is valued and personified in our graduates.

The Department of Theology seeks to fulfill its own mission and the stated objectives of the University by providing, as

part of the core curriculum, a theology core program consisting of 9 credit hours. As part of the theology core program, all students are required to take three theology courses. The first, THE 101, introduces students to the nature of religion, the great world religions, and the discipline of theology. The second, THE 205, surveys biblical tradition and culture. The third course must be taken from a range of 400-level courses, which provides students with advanced study of a more focused topic within Christian theology, possibly one related to the student's major or one of personal interest.

THE 101 and 205 are prerequisites for all upper-division theology courses.

The Department of Theology offers a program of courses leading to the bachelor of arts degree with a major in theology, a theology minor (described on pg. 45), and a masters degree in pastoral ministry (described on pg. 133).

Theology, B.A.

Students desiring to orient themselves more thoroughly in the study of religious values and influences choose theology as a valuable integrating major in the College of Arts and Sciences. Some declare theology as a second major or interdisciplinary area with communication, drama, education, philosophy, psychology, and social service, to mention the most frequent combinations. Majors may qualify for enrollment in the national honor society for religious studies and theology (Theta Alpha Kappa).

In addition to THE 101 and 205, theology majors take 27 hours of upper-division courses. Of these 27 hours, 3 are allotted to biblical studies, 3 to the history of Christianity, 3 to systematic theology, 3 to theological ethics, 3 to Christian worship, and 3 to spirituality. The remaining 9 hours are allotted to upper-division theology electives, three hours of which may be satisfied by taking a THEP course.

In their senior year, students must complete the Capstone Experience, a culminating event for the theology major. In consultation with his or her advisor during the junior year, the theology major chooses from among the following year's offer-

ings (ordinarily for the fall semester) an upper-division course that relates to a particular area of interest, e.g. bible, ethics, systematics, etc. With the direction of the course professor the student writes a formal paper of substantive length, usually at least twenty (20) pages. The paper may be interdisciplinary, i.e., written in conversation with other theology faculty and/or with faculty outside the theology department.

The public presentation of the theology capstone paper occurs in two parts. In part one, the department schedules a theology colloquium. There the student presents the paper publicly to theology majors and minors, department faculty, and any interested faculty and students from the University community. The colloquium aims to both feature a student's work in a formal setting and to engage the University community in a scholarly conversation and inquiry. The theology department encourages creation of a format that includes student responses from inside or outside the discipline. Part two is a presentation of the work to a wider, non-theological audience at the University's Founders Day in early April.

The theology capstone is recommended for current theology majors. It is mandatory for all theology majors entering in the fall 2005 semester (Class of 2010).

The curriculum for the theology major is specifically designed to provide the following learning goals and outcomes. Students will:

[1] Gain an understanding of the major sub-disciplines of Christian/Catholic theology, their content, and their respective methodologies.

[2] Develop an ability to use and value the lenses of different disciplines, and seek connections among them.

[3] Gain an understanding of how a historically conscious study of theology shapes a spiritual outlook and practices in life.

[4] Examine faith, its place in one's own life, and in the lives of others.

[5] Develop the foundational knowledge and skills necessary for informed inquiry, decision making, and communication.

- a. Be able to read scholarly literature and primary texts in a critical manner.

- b. Be able to write in a reflective and critical manner.

- c. Develop critical thinking skills.

[6] Develop the knowledge, skills, and commitment for ethical awareness and social responsibility in a global context.

[7] Gain an appreciation for the role of theological reflection in the communal quest for personal identity and meaning.

[8] Gain an appreciation for the importance of learning and reflection throughout one's life.

University Core Requirements—39 hours

(See pg. 5-7.)

College Requirements, B.A.—21-33 hours Hrs.

3 Effective Communication (CST 100)

3 Metaphysics (PHL 33x)

15 Credits of upper-division courses outside the primary major, 9 of which must come from 3 different disciplines in the College of Arts and Sciences. This requirement is not fulfilled by the University core.

0-12 Intermediate level of one language (pg. 44)

Major requirements — 27 hours (24 beyond University core requirements)

Biblical Studies — 3 hours

History of Christianity — 3 hours

Systematic Theology — 3 hours

Theological Ethics — 3 hours

Christian Worship — 3 hours

Spirituality — 3 hours

Theology Upper-Division Electives—9 hours

General Electives — 21-33 hours

Total Credit Hours — 120

Dr. Robert B. Pamplin, Jr. School of Business Administration

Robin D. Anderson, Ed.D., dean

Bruce H. Drake, Ph.D., associate dean

Howard D. Feldman, Ph.D., associate dean

Lisa J. Reed, J.D., assistant dean

Faculty: Adams, Adrangi, Allender, Anderson, Barnes, Beauchamp, Bernard, Chatrath, DeHoratius, Drake, Eaton, Easton, Eom, Feldman, Gritta, Jurinski, Kondrasuk, Lewis, Li, Lin, Lippman, Martin, Mitchell, Meckler, Reed, Schouten, Seal, Stephens

The Dr. Robert B. Pamplin, Jr. School of Business Administration was founded in 1939, and it is one of only five schools of business in Oregon accredited by the Association for the Advancement of Collegiate Schools of Business (AACSB). The Pamplin School of Business Administration's innovative curriculum is an outgrowth of its mission statement. The school offers the bachelor of business administration (B.B.A.) degree at the undergraduate level and the master of business administration (M.B.A.) degree at the graduate level.

The mission of the Dr. Robert B. Pamplin, Jr. School of Business Administration is to create a collaborative learning environment that develops our students' knowledge of effective business practices, enhances their analytic and interpersonal skills, and enables them to be successful and ethical leaders in their communities and the changing world.

This mission challenges the Pamplin School of Business Administration to provide students with:

- The opportunity to obtain a comprehensive understanding of business and sustainable business practices;
 - The leadership skills needed to manage organizations - communication, problem-solving, teamwork, and the utilization of technology;
 - State-of-the-art curricula taught by highly motivated and concerned faculty on the leading edge of their disciplines; and
 - An entrepreneurial mindset to recognize and seize opportunities.
-

Degrees and Programs

The basic structure of the undergraduate business program contains the following characteristics:

- A general education component based on the University core curriculum.
- A common business curriculum focused on key leadership skills, a balance between entrepreneurial/small business and large corporate models, and cross-disciplinary learning.

- A total program that is 120 semester hours in length in finance, global business, and marketing-management and 126 hours in accounting.
- Minors are offered in business administration, economics, and entrepreneurship.

The General Education Component

The general education component of the program is driven by the philosophy articulated in the University's common curriculum document. In this document,

three interrelated educational goals are established:

- Discovering and acquiring knowledge of the world and the place of the individual in it;
- Identifying and developing personal and social values and goals;
- Developing and refining skills, abilities, and ways of knowing.

Students are required to take the following courses to meet these goals.

University Core Requirements – 39 hours Hrs.

- | | | |
|---|--|--|
| 3 | ENG 112 | – Introduction to Literature |
| 3 | FA 207 | – Fine Arts |
| 3 | MTH 121 | – Calculus for Business and Social Science |
| 6 | Science Electives | |
| 3 | History (Any 200 or 300-level course) | |
| 6 | Social science (Courses chosen from two different disciplines: POL 200, Introduction to United States Politics; POL 201, Introduction to International Relations; POL 202, Introduction to Comparative Politics; PSY 101, General Psychology; SOC 101, Introductory Sociology; CST 225, Fundamentals of Interpersonal Communication) | |
| 6 | Philosophy (PHL 150, Introductory Philosophy; PHL 220, Ethics) | |
| 9 | Theology (THE 101, Introduction to Religion and Theology; THE 205, Biblical Tradition and Culture; upper-division theology elective) | |

Common Business Requirements – 57 hours

In conjunction with the general education requirements, all business students regardless of major take the common business requirements.

- | | | |
|---|---------------------------------------|---|
| 3 | CST 107 | – Effective Public Speaking I |
| 3 | ENG 107 | – College Writing |
| 3 | MTH 141 | – Finite Mathematics |
| 3 | Upper-division, non-business elective | |
| 3 | BUS 100 | – Introduction to Leadership Skills |
| 3 | BUS 200 | – Entrepreneurial Marketing |
| 3 | BUS 201 | – Business Environment of Entrepreneurship |
| 3 | BUS 209 | – Financial Accounting |
| 3 | BUS 210 | – Managerial Accounting |
| 3 | BUS 250 | – Legal and Social Responsibilities in Business |
| 3 | BUS 255 | – Management Information Systems |
| 3 | BUS 305 | – Business Finance |
| 3 | BUS 355 | – Decision Modeling |
| 3 | BUS 360 | – Organizational Behavior |
| 3 | BUS 361 | – Technology and Operations Management |
| 3 | BUS 400 | – Management Decisions & Policy |

- | | | |
|---|---------|--------------------------------|
| 3 | ECN 120 | – Principles of Macroeconomics |
| 3 | ECN 121 | – Principles of Microeconomics |
| 3 | ECN 220 | – Statistics for Business |

Common Business Requirements

In conjunction with the general education requirements, a common business curriculum, which is taken by all business students regardless of major, is composed of 57 hours across four modules. The non-business module (12 hours) is composed of courses outside of the School of Business. These courses expand the breadth of the bachelors of business administration degree, and assist in developing essential, broad-based skills. The tools module (24 hours) provides students with a basic foundation in economics, statistics, accounting, management information systems, business law and social responsibility, as well as an introduction to the leadership skills that are the building blocks for all business courses.

The entrepreneurial ventures module (9 hours) introduces students to basic principles of marketing and finance and extends the treatment of economics through a focus on new ventures and family businesses.

Growing the business module (12 hours) emphasizes the interpersonal and decision making skills necessary for coordinating operations, expansion, and long term business success.

Non-Business Module – 12 hours

- | | | |
|---|--------------------------------------|-------------------------------|
| 3 | CST 107 | – Effective Public Speaking I |
| 3 | ENG 107 | – College Writing |
| 3 | MTH 141 | – Finite Mathematics |
| 3 | Upper-division non-business elective | |

Tools Module – 24 hours

- | | | |
|---|---------|---|
| 3 | BUS 100 | – Introduction to Leadership Skills |
| 3 | ECN 120 | – Principles of Macroeconomics |
| 3 | ECN 121 | – Principles of Microeconomics |
| 3 | ECN 220 | – Statistics for Business |
| 3 | BUS 209 | – Financial Accounting |
| 3 | BUS 210 | – Managerial Accounting |
| 3 | BUS 250 | – Legal and Social Responsibilities in Business |
| 3 | BUS 255 | – Management Information Systems |

Entrepreneurial Ventures Module – 9 hours

- 3 BUS 200 – Entrepreneurial Marketing
- 3 BUS 201 – Business Environment of Entrepreneurship
- 3 BUS 305 – Business Finance

Growing the Business Module – 12 hours

- 3 BUS 355 – Decision Modeling
- 3 BUS 360 – Organizational Behavior
- 3 BUS 361 – Technology & Operations Management
- 3 BUS 400 – Management Decisions & Policy

The Majors Component

There are four majors within the Pamplin School of Business Administration: accounting, finance, global business, and marketing and management. All majors, except accounting, have the same basic structure: a set of four required courses that are unique to each area, and two to four elective courses that must include at least one international business course (if one is not required). There are slight modifications to this template for the global business major, and they are discussed later in this section. Prior to entering upper-division business courses, students must complete the math sequence (MTH 121, MTH 141) and business statistics (ECN 220) and earn a minimum of **C-** in all three courses. Students must enroll in a math course every semester until this sequence is completed.

Additionally, they must complete BUS 100, BUS 200, BUS 201, BUS 209, BUS 210, BUS 255, ECN 120, and ECN 121 with a G.P.A. of at least 2.0 before declaring their major and taking upper-division business courses.

Honors Pledge

The faculty of the Pamplin School of Business encourages students to acknowledge the ethical component of teaching and learning that is an essential factor in fulfilling the University's mission in the classroom. Students are asked to reflect upon the core value of academic integrity and make this an integral part of their work at the University. Students are asked to sign an honors pledge and attach it to all submitted course work to affirm the integrity of their scholarship to all concerned.

Degree Programs**B.B.A. with a Major in Accounting**

The accounting program is structured to meet the needs of students pursuing either a four or five-year program.

The four-year program is appropriate for:

- [1] Students who wish to pursue professional certification as a Certified Management Accountant (CMA), Certified Internal Auditor (CIA), Certified Financial Planner (CFP), etc., where a four-year degree is appropriate;
- [2] Students who may pursue Certified Public Accountant (CPA) certification in the future but intend to work for a period of time before returning to complete the necessary education;
- [3] Students who wish to pursue a career in accounting or a related field that does not require certification.

The five-year program is most appropriate for students who intend to pursue CPA certification. Candidates writing the CPA exam in Oregon (and most other states) must have earned at least 150 semester credit hours. Any 24 additional semester hours (beyond the 126 required for the accounting major) will allow the student to meet the minimum requirements. It is strongly recommended that students choose among the following options:

- [1] The B.B.A./M.B.A. with a major in accounting on page 81;
- [2] A double major, for example, accounting and finance;
- [3] A major in accounting with one or more minors which enhance the student's skill set or match the student's interests, such as economics, psychology, fine arts, or a foreign language.

University Core Requirements - 39 hours Hrs.

- 3 ENG 112 – Introduction to Literature
- 3 FA 207 – Fine Arts
- 3 MTH 121 – Calculus for Business and Social Science
- 6 Science electives
- 3 History (Any 200 or 300-level course)
- 6 Social Science (Courses chosen from two different disciplines: POL 200, Introduction to United States Politics; POL 201, Introduction to International Relations; POL 202, Introduction to Comparative Politics; PSY 101, General Psychology; SOC 101, Introductory Sociology; CST 225, Fundamentals of Inter-

- personal Communication)
- 6 Philosophy (PHL 150, Introductory Philosophy; PHL 220, Ethics)
- 9 Theology (THE 101, Introduction to Religion and Theology; THE 205, Biblical Tradition and Culture; upper-division theology elective)

Common Business Requirements - 57 hours

In conjunction with the general education requirements, all business students regardless of major take the common business requirements.

- 3 CST 107 — Effective Public Speaking I
- 3 ENG 107 — College Writing
- 3 MTH 141 — Finite Mathematics
- 3 Upper-division, non-business elective
- 3 BUS 100 — Introduction to Leadership Skills
- 3 BUS 200 — Entrepreneurial Marketing
- 3 BUS 201 — Business Environment of Entrepreneurship
- 3 BUS 209 — Financial Accounting
- 3 BUS 210 — Managerial Accounting
- 3 BUS 250 — Legal and Social Responsibilities in Business
- 3 BUS 255 — Management Information Systems
- 3 BUS 305 — Business Finance
- 3 BUS 355 — Decision Modeling
- 3 BUS 360 — Organizational Behavior
- 3 BUS 361 — Technology and Operations Management
- 3 BUS 400 — Management Decisions & Policy
- 3 ECN 120 — Principles of Macroeconomics
- 3 ECN 121 — Principles of Microeconomics
- 3 ECN 220 — Statistics for Business

Major Requirements - 30 hours

- 3 BUS 310 — Intermediate Accounting I
- 3 BUS 311 — Intermediate Accounting II
- 3 BUS 312 — Cost Accounting
- 3 BUS 365 — Accounting Information Systems
- 3 BUS 411 — Advanced Accounting
- 3 BUS 450 — Advanced Business Law
- 3 BUS 464 — Business Taxation
- 3 BUS 465 — Auditing
- 3 BUS 466 — Not for Profit and International Accounting
- 3 BUS 467 — Personal Taxation

Total Credit Hours— 126

B.B.A. with a Major in Finance

The finance program has four required courses, including International Finance,

which provides a global perspective. In addition, students take 12 hours of elective courses that advance their understanding of the complementary areas of economics, accounting, and/or marketing.

University Core Requirements — 39 hours Hrs.

- 3 ENG 112 — Introduction to Literature
- 3 FA 207 — Fine Arts
- 3 MTH 121 — Calculus for Business and Social Science
- 6 Science Electives
- 3 History (Any 200 or 300-level course)
- 6 Social science (Courses chosen from two different disciplines: POL 200, Introduction to United States Politics; POL 201, Introduction to International Relations; POL 202, Introduction to Comparative Politics; PSY 101, General Psychology; SOC 101, Introductory Sociology; CST 225, Fundamentals of Interpersonal Communication)
- 6 Philosophy (PHL 150, Introductory Philosophy; PHL 220, Ethics)
- 9 Theology (THE 101, Introduction to Religion and Theology; THE 205, Biblical Tradition and Culture; upper-division theology elective)

Common Business Requirements — 57 hours

In conjunction with the general education requirements, all business students regardless of major take the common business requirements.

- 3 CST 107 — Effective Public Speaking I
- 3 ENG 107 — College Writing
- 3 MTH 141 — Finite Mathematics
- 3 Upper-division, non-business elective
- 3 BUS 100 — Introduction to Leadership Skills
- 3 BUS 200 — Entrepreneurial Marketing
- 3 BUS 201 — Business Environment of Entrepreneurship
- 3 BUS 209 — Financial Accounting
- 3 BUS 210 — Managerial Accounting
- 3 BUS 250 — Legal and Social Responsibilities in Business
- 3 BUS 255 — Management Information Systems
- 3 BUS 305 — Business Finance
- 3 BUS 355 — Decision Modeling
- 3 BUS 360 — Organizational Behavior
- 3 BUS 361 — Technology and Operations Management
- 3 BUS 400 — Management Decisions & Policy
- 3 ECN 120 — Principles of Macroeconomics
- 3 ECN 121 — Principles of Microeconomics
- 3 ECN 220 — Statistics for Business

Major Requirements – 24 hours

Hrs.

- 3 BUS 330 – Managerial Finance
- 3 BUS 430 – Investments
- 3 BUS 431 – Financial Markets and Institutions
- 3 BUS 441 – International Finance
- Four of the following electives:
- 3 BUS 310 – Intermediate Accounting I
- 3 BUS 311 – Intermediate Accounting II
- 3 BUS 312 – Cost Accounting
- 3 BUS 365 – Accounting Information Systems
- 3 BUS 371 – Consumer Behavior
- 3 BUS 401 – Business Internship
- 3 BUS 411 – Advanced Accounting
- 3 BUS 432 – Personal Financial Planning
- 3 BUS 450 – Advanced Business Law
- 3 BUS 467 – Personal Taxation
- 3 BUS 472 – Personal Selling
- 3 * BUS 480 – Creating a World-Class Venture
- 3 BUS 485 – Entrepreneurial Ventures
- 3 Choice of one upper-division Economics course

Total Credit Hours – 120

B.B.A. with a Major in Marketing and Management

The required courses in the marketing and management program include two essential marketing offerings, the human resource management course, and a management class focused on organizational change and innovation. Business electives provide additional background in these fields along with a required international course.

University Core Requirements – 39 hours

Hrs.

- 3 ENG 112 – Introduction to Literature
- 3 FA 207 – Fine Arts
- 3 MTH 121 – Calculus for Business and Social Science
- 6 Science Electives
- 3 History (Any 200 or 300-level course will count)
- 6 Social science (Courses chosen from two different disciplines: POL 200, Introduction to United States Politics; POL 201, Introduction to International Relations; POL 202, Introduction to Comparative Politics; PSY 101, General Psychology; SOC 101, Introductory Sociology; CST 225, Fundamentals of Interpersonal Communication)
- 6 Philosophy (PHL 150, Introductory Philosophy; PHL 220, Ethics)

- 9 Theology (THE 101, Introduction to Religion and Theology; THE 205, Biblical Tradition and Culture; upper-division theology elective)

Common Business Requirements – 57 hours

In conjunction with the general education requirements, all business students regardless of major take the common business requirements.

- 3 CST 107 – Effective Public Speaking I
- 3 ENG 107 – College Writing
- 3 MTH 141 – Finite Mathematics
- 3 Upper-division, non-business elective
- 3 BUS 100 – Introduction to Leadership Skills
- 3 BUS 200 – Entrepreneurial Marketing
- 3 BUS 201 – Business Environment of Entrepreneurship
- 3 BUS 209 – Financial Accounting
- 3 BUS 210 – Managerial Accounting
- 3 BUS 250 – Legal and Social Responsibilities in Business
- 3 BUS 255 – Management Information Systems
- 3 BUS 305 – Business Finance
- 3 BUS 355 – Decision Modeling
- 3 BUS 360 – Organizational Behavior
- 3 BUS 361 – Technology and Operations Management
- 3 BUS 400 – Management Decisions and Policy
- 3 ECN 120 – Principles of Macroeconomics
- 3 ECN 121 – Principles of Microeconomics
- 3 ECN 220 – Statistics for Business

Major Requirements – 24 hours

Hrs.

- 3 BUS 362 – Human Resource Management
- 3 BUS 370 – Marketing Research
- 3 BUS 371 – Consumer Behavior
- 3 BUS 460 – Managing Innovation & Change

†One of the following international courses:

- 3 BUS 442 – Cross Cultural Management
- 3 BUS 443 – International Marketing Management

Three of the following electives:

- 3 BUS 312 – Cost Accounting
- 3 BUS 365 – Accounting Information Systems
- 3 BUS 401 – Business Internship
- 3 BUS 430 – Investments
- 3 BUS 432 – Personal Financial Planning
- 3 BUS 450 – Advanced Business Law
- 3 BUS 471 – Integrated Marketing Communications

*BUS 480 is part of the Entrepreneur Scholars program. See page 80.

†Students may choose to take the remaining international course as one of their business electives.

- 3 BUS 472 — Personal Selling
- 3 * BUS 480 — Creating a World-Class Venture
- 3 BUS 485 — Entrepreneurial Ventures
- 3 Choice of one upper-division economics course

Total Credit Hours — 120

B.B.A. with a Major in Global Business

As with the other business programs, global business has a foundation of four required courses that cover different but interrelated business disciplines. However, the business electives are reduced to six credit hours to allow for a language requirement of up to twelve credit hours (i.e., all students must complete a foreign language at the intermediate level as a minimum). Completion of an appropriate language course will fulfill the upper-division non-business elective requirement. Students who place into 300-level language when they enter the program can complete a language minor in the 12 hours of the curriculum allotted for language courses. Finally, the cultural immersion requirement can be met through study abroad programs sponsored by the University in Austria, Australia, England, Germany, Japan, Mexico, and Spain, or by participating in programs offered through the Institute for the International Education of Students (IES). Students are strongly advised to study in a country that will help them further their language proficiency.

University Core Requirements — 39 hours Hrs.

- 3 ENG 112 — Introduction to Literature
- 3 FA 207 — Fine Arts
- 3 MTH 121 — Calculus for Business and Social Science
- 6 Science Electives
- 3 History (Any 200 or 300-level course)
- 6 Social science (Courses chosen from two different disciplines: POL 200, Introduction to United States Politics; POL 201, Introduction to International Relations; POL 202, Introduction to Comparative Politics; PSY 101, General Psychology; SOC 101, Introductory Sociology; CST 225, Fundamentals of Interpersonal Communication)
- 6 Philosophy (PHL 150, Introductory Philosophy; PHL 220, Ethics)
- 9 Theology (THE 101, Introduction to Religion

and Theology; THE 205, Biblical Tradition and Culture; upper-division theology elective)

Common Business Requirements — 57 hours

In conjunction with the general education requirements, all business students regardless of major take the common business requirements.

- 3 CST 107 — Effective Public Speaking I
- 3 ENG 107 — College Writing
- 3 MTH 141 — Finite Mathematics
- 3 Upper-division, non-business elective
- 3 BUS 100 — Introduction to Leadership Skills
- 3 BUS 200 — Entrepreneurial Marketing
- 3 BUS 201 — Business Environment of Entrepreneurship
- 3 BUS 209 — Financial Accounting
- 3 BUS 210 — Managerial Accounting
- 3 BUS 250 — Legal and Social Responsibilities in Business
- 3 BUS 255 — Management Information Systems
- 3 BUS 305 — Business Finance
- 3 BUS 355 — Decision Modeling
- 3 BUS 360 — Organizational Behavior
- 3 BUS 361 — Technology and Operations Management
- 3 BUS 400 — Management Decisions and Policy
- 3 ECN 120 — Principles of Macroeconomics
- 3 ECN 121 — Principles of Microeconomics
- 3 ECN 220 — Statistics for Business

Major Requirements — 18 hours

- 3 ECN 440 — International Economics
- 3 BUS 441 — International Finance
- 3 BUS 442 — Cross Cultural Management
- 3 BUS 443 — International Marketing Management

The two global business major electives must be chosen from a specific functional area of finance, economics, accounting, or marketing/management. Choices include:

Finance: Choose two of the three required finance classes:

- 3 BUS 330 — Managerial Finance
- 3 BUS 430 — Investments
- 3 BUS 431 — Financial Markets and Institutions

Accounting: Choose two of the four required accounting classes:

- 3 BUS 310 — Intermediate Accounting I
- 3 BUS 311 — Intermediate Accounting II
- 3 BUS 312 — Cost Accounting
- 3 BUS 411 — Advanced Accounting

Marketing & Management: Choose two of the

*BUS 480 is part of the Entrepreneur Scholars program. See page 80.

four required marketing/management classes:

- 3 BUS 362 — HR Management
- 3 BUS 370 — Marketing Research
- 3 BUS 371 — Consumer Behavior
- 3 BUS 460 — Managing Innovation & Change

Economics: Choose two of the five upper-division economics courses:

- 3 ECN 320 — Intermediate Economics
- 3 ECN 322 — Environmental Economics
- 3 ECN 325 — Business Economics
- 3 ECN 425 — Income Inequality
- 3 ECN 426 — Comparative Economics
- 3 ECN 427 — Sports Economics

Language Requirement—6 to 12 cr. hrs.

Each student must demonstrate proficiency through the intermediate level of one language (other than their native language) as determined by the foreign languages department. If proficiency is attained in less than six hours, students must take two additional electives to meet the six hour minimum for language. Courses with an international flavor, including additional language classes, are particularly encouraged.

Total Credit Hours — 120

Global Business: Study Abroad Requirement

Global business majors are required to study abroad in a summer, semester, or year-long program. The University does not guarantee that the students who wish to major in global business will be chosen to participate in a program abroad. The selection process is competitive and is based on factors which include, but are not limited to, academic performance, disciplinary record, maturity, flexibility, and potential for success in the environment abroad as judged by faculty, staff and others who have come into contact with the applicant. Global business majors are responsible for maintaining strong academic credentials, as well as a positive profile in the other areas, to position themselves to be selected for a study abroad program. Ultimately, it is solely the student's responsibility to fulfill this requirement.

During the sophomore year, the dean's office will use the aforementioned factors to evaluate students intending to major in global business. During this process, students may be called in to discuss these factors and their plans for study abroad. Students who do not meet the require-

ments to be selected for a study abroad program will not be allowed to graduate with a global business major. Students who apply to transfer into the Pamplin School of Business Administration, either from within or outside the University, may undergo this evaluation immediately upon their request to transfer, depending on the percentage of curriculum they have already completed.

Finally, students who intend to study abroad are encouraged to begin researching programs and planning ahead during their freshman year. Application deadlines fall well in advance of most programs' start dates, and students who plan ahead usually can integrate overseas study into their four-year plan without delaying their graduation. After narrowing down their choices, students should meet with business school staff to plan their remaining course schedules so as to avoid duplication of courses offered abroad and to assess any additional ramifications (for example, the need for summer school).

Double Majors and Minors

Students who want to major in two areas of business must complete the majority of these programs through separate electives. Only two upper-division electives may be cross counted for double majors. Only one upper-division elective can be cross counted for a minor. To be awarded a minor at graduation, students must achieve an average G.P.A. of 2.50 or better in their minor classes.

Business Administration Minor

The business administration minor is open to students outside the Pamplin School of Business Administration. Students desiring to minor in business must declare this intent with the Pamplin School of Business Administration by the beginning of their junior year.

Minor Prerequisites

- 3 BUS 200 — Entrepreneurial Marketing
 - 3 BUS 209 — Financial Accounting
- Students should take ECN 120 as one of their social science requirements. MTH 161, MTH 461 or EGR 360 and BUS 209 should be taken before BUS 305.

Minor Requirements -15 hours

- 3 BUS 305 — Business Finance
- 3 BUS 360 — Organizational Behavior

Plus three upper-division business electives. This may include one upper-division economics elective.

Economics Minor

An economy is a system that produces output and distributes it among members of a society. Economics studies how that system functions and how it can be improved. For a student majoring in another social science, the study of economics is a way to broaden their analysis of society. For a student majoring in business, the study of economics will expand their understanding of the business environment.

The minor in economics is open to students both inside and outside the Pamplin School of Business. It requires completing two lower-division and five upper-division elective courses, listed below. Only one upper-division economics course can be cross-counted in both the minor and another major. Business students who minor in economics may use two economics courses both for the minor and for their upper division non-business electives.

Minor prerequisites — 6 hours

- 3 ECN 120 — Principles of Macroeconomics
- 3 ECN 121 — Principles of Microeconomics

Minor Requirements — 15 hours

Upper-division elective courses—five courses
At least one of the following:

- 3 ECN 320 — Intermediate Macroeconomics
- 3 ECN 325 — Business Economics

Choose four of the following:

- 3 ECN 322 — Environmental Economics
- 3 ECN 425 — Income Inequality
- 3 ECN 426 — Comparative Economics
- 3 ECN 427 — Sports Economics
- 3 BUS 431 — Financial Markets and Institutions
- 3 ECN 440 — International Economics

Entrepreneurship Minor

The entrepreneurship minor is open to all students on campus and is interdisciplinary in nature. The program consists of two required courses and three electives for a total of 15 credit hours. The required courses include one of three courses depending on the student's major and BUS

485, which is required of all students. Before taking BUS 485, students must take the prerequisite of BUS 200, Entrepreneurial Marketing. The electives are selected from the College of Arts and Sciences, School of Engineering, and the Pamplin School of Business Administration. Students must achieve a minimum average G.P.A. of 2.50 in their minor courses.

Minor Requirements — 15 hours

Required courses include the following 6 credit hours. Choose one of the following depending on your major and BUS 485:

- 3 BUS 305 — Business Finance (required for business majors)
- 3 BUS 380 — Family Business and Small Business Management (required for non-business majors)
- 3 BUS 480 — Creating A World-Class Venture (required for Entrepreneur Scholars only)
- and**
- 3 BUS 485 — Entrepreneurial Ventures (Prerequisite: BUS 200)

Choose three electives from the following:

- *3 BUS 401 — Business Administration Internship (permission of instructor required*)
- 3 BUS 460 — Managing Innovation and Change
- 3 BUS 471 — Integrated Marketing Communications
- 3 BUS 472 — Personal Selling
- 3 BUS 481 — Entrepreneur Apprenticeship (Entrepreneur Scholars only)
- 3 BUS 482 — Global Entrepreneurship (Entrepreneur Scholars only)
- 3 CST 333 — Organizational Communication Skills
- 3 CST 481/581 — Advanced Business Communication
- 3 DRM 471 — Principles of Theatre Management
- 2 EGR 481 — Capstone Project
- 2 EGR 482 — Capstone Project
- 3 ENG 311 — Advanced Writing
- 3 ENV 400 — Integrating Seminar in Environmental Studies

Entrepreneur Scholars Program

Application to this competitive program is open to all University of Portland students and consists of:

*All internships for credit must be preapproved by the director of the internship program within the Pamplin School of Business.

- 3 BUS 480 — Creating a World-Class Venture
- 3 BUS 481 — Entrepreneur Apprenticeship
- 3 BUS 482 — Global Entrepreneurship

The program matches each student with an entrepreneurial mentor and provides the opportunity for domestic and international travel to meet with business leaders and practice global business. Business students who are selected for this program can participate in their junior or senior year after they have completed their math and lower division business core requirements. For business students, with the exception of accounting and global business, three credits of this nine-credit program count toward their major.

B.B.A./M.B.A. Program For Accounting Majors

Candidates who plan to sit for the CPA exam in Oregon (and most other states) must have completed 150 semester credit hours before taking the test. To provide these students with the necessary hours, the Pamplin School of Business Administration has developed a separate five-year B.B.A./M.B.A. program that allows students to complete both degrees (126 semester credit hour B.B.A. and 30 semester credit hour M.B.A.) in five years. This abbreviated M.B.A. program is intended only for students who will be completing their undergraduate accounting degree including BUS 465 and BUS 466. The latter are cross listed as graduate courses, thus making the program the equivalent of 36 hours.

M.B.A. Program Requirements—30 hours Integration Courses —6 hours Hrs.

- 3 BUS 512 — Leadership and Higher Level Management
- 3 BUS 513 — Social Responsibility

Advanced Core —15 hours

- 3 BUS 520 — Applied Marketing Strategies
- 3 BUS 530 — Applied Financial Analysis
- 3 BUS 540 — Cross Cultural Management
- 3 BUS 580 — Strategic Issues and Applications in Management
- 3 International — Course chosen from: BUS 531, International Finance; BUS 535, International Economics; BUS 525, Sales and the Global Market; BUS 582, Global Business Law

Electives—9 hours

Any three graduate business courses beyond the advanced core courses. However, students who did not take BUS 255 Management Information Systems are required to take BUS 516 Management Information Systems. Students who did not take BUS 365 Accounting Information Systems will need to take the equivalent at the graduate level. It is recommended that students seek advice from members of the accounting faculty regarding course selection.

Eligibility

To be eligible for the five-year B.B.A./M.B.A. program with the abbreviated M.B.A. requirement of 30 semester credit hours, students must do the following:

[1] Complete a B.B.A. at the University of Portland with a major in accounting and earn at least a B in each of the following:

- 3 ECN 120 — Macroeconomics
- 3 ECN 121 — Microeconomics
- 3 ECN 220 — Statistics for Business
- 3 BUS 200 — Entrepreneurial Marketing
- 3 BUS 209 — Financial Accounting
- 3 BUS 210 — Managerial Accounting
- 3 BUS 305 — Business Finance
- 3 BUS 361 — Technology and Operations Management

[2] Earn a cumulative G.P.A. of at least 3.00 through fall semester of senior year.

[3] Earn at least 500 on the Graduate Management Admissions Test (GMAT). An admissions index score is calculated as 200 times the applicant's undergraduate G.P.A. plus the GMAT test score. An index of 1100 is required for admission.

[4] Formally apply to the M.B.A. program through the graduate school by April 15 of the senior year. Students must have been accepted into the M.B.A. program prior to enrolling in any courses at the graduate level. Students should note that admission to the M.B.A. program is based on the entire application, not merely quantitative factors. Application requirements may be subject to change.

[5] Enter the M.B.A. program within two semesters after the completion of their B.B.A. requirements at the University of Portland.

Students who choose the B.B.A./M.B.A. option are also strongly encouraged to have completed an accounting internship before they begin their M.B.A. coursework.

Students should note that the B.B.A./M.B.A. is composed of two separate programs. Undergraduate financial aid and scholarships do not continue in the M.B.A. program. However, financial aid is available in the graduate program.

School of Education

Sr. Maria J. Ciriello, O.P., Ph.D., dean

Faculty: Ackley, Arwood, Carroll, Christen, Ciriello, Eifler, Flores, Greene, Hood, Moore, Morrell, Owens, Pascarelli, Thacker, Vogel, Waggoner, Wall, Weitzel

Guided by the University vision of learning as a preparation for community service and leadership, the mission of the School of Education is to develop exceptional professional educators whose practices are informed by current research and who respond effectively to the personal, professional, and ethical challenges educators face in dynamic and diverse communities.

The purpose of the School of Education is to prepare individuals in various stages of their careers to teach and lead in public and private schools. Such educators, the School of Education believes, demonstrate a range of knowledge, skills, and dispositions. They are life-long learners who are empathetic and respectful of others. They are exceptional communicators and can work effectively with others. Knowledgeable of both theory and practice, they have a broad and deep knowledge about students, the curriculum, and learning, and the concomitant skills to organize classrooms, schools, and districts and employ instructional strategies to meet the diverse needs of learners.

The degree programs offer the opportunity for initial and continuing teacher licensure at one of four levels: early childhood (age 3 through grade 4); elementary (grades 3 through 8), associated with the degree in elementary education; middle (grades 5 through 10); and high school (grades 7 through 12), associated with the degree in secondary education. The curriculum is based on a well-researched knowledge base including effective teaching practice, reflective teaching, and leadership of the teacher in the classroom, in the school, and in the community.

Embedded in a broad liberal arts tradition, the program integrates liberal studies, content, professional, and pedagogical knowledge with planned field experiences. The curriculum develops professionals with pedagogical competencies and personal attributes characteristic of exceptional educational leaders.

The School of Education is accredited through the National Council for Accreditation of Teacher Education and its programs are approved by the Oregon Teacher Standards and Practices Commission. The school receives further recognition by the University of Portland's accreditation from the Northwest Association of Schools and Colleges. The school is a member of the American Association of Colleges for Teacher Education, the Association of Teacher Educators, and the Association of Independent Liberal Arts Colleges of Teacher Education.

Federal law requires that all schools of education report required teacher licensure exams and the percentage of graduates from their programs passing those exams. All candidates within our programs must receive passing scores on the California Basic Educational Skills Test or the PRAXIS I: Pre-Professional Skills Test and the Multiple Subjects Assessment for Teachers. Middle and high school authorized teachers must receive passing scores on the PRAXIS II tests

in their specific licensure content area. Since passing scores are required on all licensure exams as a program completion requirement, all candidates who complete University of Portland School of Education programs have received passing scores on each licensure exam.

The programs of the University of Portland School of Education have been approved with no unmet standards by the Oregon Teacher Standards and Practices Commission through 2012.

Admission

The undergraduate teacher education program has two strategic points during the four-year program, namely (1) admission to the School of Education, and (2) advancement to the professional year.

Admission to the School of Education, Freshmen: Admission of freshman candidates is based upon a derived matrix score which includes a combination of predictors of probable success: SAT scores (or equivalent basic skills test scores approved by the associate dean), academic records (including grade point average), essay sample, and a personal recommendation. The matrix components are reviewed annually by the School of Education faculty. Music education candidates must apply concurrently to the music education program.

Transfer Students: Admission of transfer students is determined on the evaluation of college transcripts (high school transcripts if fewer than 26 semester or 39 quarter hours of college work have been completed), essays, a personal recommendation, and passage of CBEST (passing scores are set by TSPC); scores must be submitted as a prerequisite for admission. Music education applicants must obtain approval from the director of music education to be admitted to the program.

Advancement to the Professional Year: The professional year is a two-semester student teaching experience, beginning with fall semester field placement including concurrent professional education coursework. The spring semester completes the professional coursework and culminates with full-time student teaching responsibilities in a classroom.

Ordinarily, elementary and secondary undergraduate majors must take a minimum of 12 semester hours in education courses at the University of Portland in order to enter the professional year. In addition, secondary candidates must take and successfully complete 75 percent of the courses required in the endorsement area at the University of Portland. The permission of the associate dean must be obtained for an exception.

Candidates may not advance to the professional year until all appropriate classes required in the endorsement area and all content courses required by TSPC have been completed. Should it be necessary, a clear plan for completing these requirements by the summer before the beginning of the professional year must be filed before application to the University Teacher Education Committee (UTEC) is made.

The school will advance to student teaching only those candidates who satisfy the requirements for scholarship and personal qualification suitable for teaching. Candidates must successfully meet the requirements of all course work while demonstrating academic integrity. In addition, ethical, competent behavior is required during all field experiences and practica.

The process of advancement to the professional year entails review by the School of Education associate dean and approval by the University Teacher Education Committee (UTEC).

Ordinarily, placements occur only in districts where professional year candidates do not have personal relationships with employees of the district.

Prerequisites apply to all candidates desirous of advancing to the professional year:

- [1] Passage of CBEST test and ORELA subtests 1 and 2 for all levels of authorization. Passage of subject area Praxis II tests for the middle school and high school levels of authorization (TSPC determines passing scores);
- [2] Minimum of 2.50 cumulative G.P.A. for all academic work at the University of Portland;
- [3] A minimum cumulative G.P.A. of 2.70 in all education courses;
- [4] A grade of C or better in all education courses (Students who receive a grade of C- or lower in any education course must

repeat the course);

[5] Minimum 2.70 G.P.A. in the teaching specialty (secondary/endorsement) area, with a minimum grade of **C** in all endorsement courses;

[6] Passage of ENG 107 and CST 107 or equivalent course with a grade of **B-** or better;

[7] Satisfactory completion of all field experiences prior to the professional year;

[7a] Music education candidates must pass all performance assessments;

[8] Recommendations from two University of Portland School of Education faculty for elementary education candidates. For secondary education candidates, an additional recommendation from a faculty member in the endorsement area is required;

[9] All paperwork and approvals necessary for student teaching must be completed by June 1 prior to fall semester for site placement in the professional year.

Requisites of the Professional Year:

[1] Candidates must enroll in designated program of study courses;

[2] Courses outside the designated program of study may be taken only with written permission of the associate dean;

[3] Candidates must continue to maintain a **C** or better in all fall semester education or endorsement courses.

Multiple Endorsements A candidate may earn more than one subject area endorsement when the prescribed program of study has been completed, related tests are passed, and a practicum including work samples are completed. Permission of the associate dean is required to enroll in the related practicum.

Degree Requirements

The School of Education offers three undergraduate degrees: elementary education, secondary education, and music education. Each degree has special requirements, but all degrees lead to competence in a composite of objectives from relevant learned societies and licensing agencies. The specific program objectives are identified in the handbooks related to the degree. Candidates are responsible to secure a copy of the handbook for their related degree and acquaint themselves with its contents.

The School of Education faculty involve the candidates in continuous assessment of their progress in attaining the program objectives and retains only those candidates who satisfy the requirements of scholarship, health, and personal suitability. Candidates must fulfill the requirements for the theoretical and field components of the major.

Elementary Education The bachelor of arts in education degree leads to recommendation for Oregon licensure. To qualify for the degree and recommendation for Oregon licensure, the following requirements must be met.

[1] Passage of CBEST and ORELA subtests 1 and 2 (TSPC determines passing scores);

[2] Completion of a minimum of 120 semester hours of study;

[3] Successful completion of all coursework with a minimum cumulative G.P.A. of 2.50;

[4] A minimum cumulative G.P.A. of 2.70 in all education classes;

[5] A grade of **C** or better in all education courses (Candidates who receive a grade of **C-** or lower in any education course must repeat the course);

[6] Successful completion of student teaching to include two work samples, one at each authorization level;

[7] Recommendation for licensure from the associate dean;

[8] Passage of PRAXIS tests (TSPC determines passing scores);

[9] Subject to approval by the dean, candidates who are not able to complete student teaching and student teaching seminar and/or other licensure requirements may be recommended for graduation without licensure by substituting upper-division coursework which meets University requirements for a degree.

Secondary Education The bachelor of science in secondary education leads to recommendation for Oregon licensure with endorsements available in biology, chemistry, French, German, language arts, advanced mathematics, music, physics, social studies, and Spanish.

To qualify for the degree and recommendation for Oregon licensure, the following requirements must be met.

[1] Passage of CBEST and ORELA subtests 1 and 2 (TSPC determines passing scores);

- [2] Completion of a minimum of 120 semester hours of study;
- [3] Successful completion of all coursework with a minimum cumulative G.P.A. of 2.50;
- [4] A minimum cumulative G.P.A. of 2.70 in all education classes;
- [5] A grade of C or better in all education courses (Candidates who receive a grade of C- or lower in any education course must repeat the course);
- [6] Completion of a teaching endorsement (major) in at least one of the secondary endorsement areas with a cumulative G.P.A. of at least 2.70 in that area, and a grade of C in all endorsement classes. Ordinarily, a minimum of 75 percent of the credits in an endorsement area of the secondary specialty area must be taken at the University of Portland for a secondary undergraduate major to student teach in that area. The permission of the associate dean must be obtained for an exception;
- [7] Passage of PRAXIS tests (TSPC determines passing scores);
- [8] Successful completion of student teaching to include two work samples;
- [9] Recommendation for licensure from the associate dean;
- [10] Subject to approval by the dean, candidates who are not able to complete student teaching and student teaching seminar and/or other licensure requirements may be recommended for graduation without licensure by substituting upper-division educational coursework which meets University requirements for a degree.

Music Education The bachelor of music education leads to recommendation for Oregon licensure. To qualify for the degree and recommendation for Oregon licensure, the following requirements must be met.

- [1] Passage of CBEST test and ORELA subtests 1 and 2 (TSPC determines passing scores);
- [2] Completion of a minimum of 120-semester hours of study, and all requirements of the music education degree;
- [3] Successful completion of all coursework with a minimum cumulative G.P.A. of 2.50;
- [4] A minimum cumulative G.P.A. of 2.70 in all education classes;
- [5] A grade of C or better in all education

- courses (Candidates who receive a grade of C- or lower in any education course must repeat the course);
- [6] Completion of a teaching endorsement (major) in at least one of the secondary endorsement areas with a cumulative G.P.A. of at least 2.70 in that area, and a grade of C in all endorsement classes. Ordinarily, a minimum of 75 percent of the credits in an endorsement area of the secondary specialty area must be taken at the University of Portland for a secondary undergraduate major to student teach in that area. The permission of the associate dean must be obtained for an exception;
- [7] Candidates in the music education degree must pass their senior recital;
- [8] Passage of PRAXIS tests (TSPC determines passing scores);
- [9] Successful completion of student teaching to include two work samples;
- [10] Recommendation for licensure from the associate dean;
- [11] Subject to approval by the dean, candidates who are not able to complete student teaching and student teaching seminar and/or other licensure requirements may be recommended for graduation without licensure by substituting upper-division educational coursework which meets University requirements for a degree.

Degrees and Programs

Elementary Education, B.A.Ed.

University Core Requirements – 39 hours
Hrs.

- | | |
|---|--|
| 3 | Fine Arts (FA 207) |
| 3 | History (HST 210 or HST 211) |
| 3 | Literature (ENG 212) |
| 3 | Mathematics (MTH 161) |
| 6 | Philosophy (PHL 150 and PHL 220) |
| 6 | Science (SCI 109 and SCI 110) |
| 6 | Social Science electives |
| 9 | Theology (THE 101, THE 205, plus upper-division theology elective) |

Major Requirements – 72 hours
Hrs.

- | | | |
|---|--------|---------------------------------------|
| 3 | ED 150 | – Introduction to Education |
| 3 | ED 200 | – Foundations of Education |
| 3 | ED 230 | – Human Development:
ECE/ELEM |
| 3 | ED 300 | – Psychology of Learning:
ECE/ELEM |
| 3 | ED 330 | – Policies and Practices for |

		Diverse Learners
3	ED 400	— ECE/ELEM Curriculum and Instruction
3	ED 411	— Assessment
3	ED 414	— Children's and Adolescent Literature and Library
3	ED 426	— Classroom Relationships and Management: ECE/ELEM
3	ED 442	— ECE/ELEM School Reading and Language Arts Methods
3	ED 445	— ECE/ELEM Math and Science Methods
3	ED 447	— ECE/ELEM Art, Music, and P.E. Methods
3	ED 470	— ECE/ELEM Student Teaching
3	ED 472	— ECE/ELEM Student Teaching
3	ED 476	— ECE/ELEM Student Teaching - Advanced
3	ED 487	— Seminar for Student Teachers: ECE/ELEM
3	ENG 107	— College Writing
3	GEO 301	— Cultural Geography
3	HPE 340	— ECE/ELEM Physical Education
3	MTH 105	— Mathematics for Elementary Teachers I
3	MTH 106	— Mathematics for Elementary Teachers II
3	MUS 100	— Fundamentals of Music
3	CST 107	— Effective Public Speaking I
3	SCI 103	— Human Biology
9		Electives

Total — 120 hours

Sample Program

Freshman Year

Hrs.	Fall Semester	
3	ED 150	— Introduction to Education
3	ENG 107	— College Writing
3	MTH 105	— Mathematics for Elementary Teachers I
3	HST 210	— History of the United States: Early America
		or
3	HST 211	— History of the United States: Modern America
3	PHL 150	— Introductory Philosophy
15	Total	
Hrs.	Spring Semester	
3	ED 230	— Human Development — ECE/ELEM
3	CST 107	— Effective Public Speaking I
3	MTH 106	— Mathematics for Elementary Teachers II
3	SCI 109	— Powerful Ideas in Physics
3	THE 101	— An Introduction to Theology and Religion
15	Total	

Sophomore Year

Hrs.	Fall Semester	
3	ED 330	— Policies and Practices for Diverse Learners
3	HPE 340	— ECE/ELEM Physical Education
3	ENG 112	— Introduction to Literature
3	PHL 220	— Ethics
3	SCI 103	— Human Biology
3	GEO 301	— Cultural Geography
18	Total	
Hrs.	Spring Semester	
3	ED 200	— Foundations of Education
3	ED 300	— Psychology of Learning: ECE/ELEM
3	MUS 100	— Fundamentals of Music
3	FA 207	— Fine Arts
3	THE 205	— Judeo-Christian Culture
3	MTH 161	— Elementary Statistics
18	Total	

Junior Year

Hrs.	Fall Semester	
3	ED 400	— ECE/ELEM Curriculum and Instruction
3	ED 414	— Children's and Adolescent Literature and Library
3	SCI 110	— Earth Science
3		Social science elective
3		Elective
15	Total	
Hrs.	Spring Semester	
3	ED 426	— Classroom Relationships and Management: ECE/ELEM
3	ED 442	— ECE/ELEM School Reading and Language Arts Methods
3		Theology elective
3		Social Science elective
3		Elective
15	Total	

Professional Year

Hrs.	Fall Semester	
3	ED 411	— Assessment
3	ED 445	— ECE/ELEM Math and Science Methods
3	ED 470	— ECE/ELEM Student Teaching
3		Elective
12	Total	
Hrs.	Spring Semester	
3	ED 447	— ECE/ELEM Art, Music, and P.E. Methods
3	ED 472	— ECE/ELEM Student Teaching
3	ED 476	— ECE/ELEM Student Teaching - Advanced
3	ED 487	— Seminar for Student Teachers: ECE/ELEM
12	Total	
120	Total for four years	

Secondary Education, B.S.S.E.

University Core Requirements – 39 hours

Hrs.

3	Fine Arts (FA 207)
3	History (HST 210 or HST 211)
3	Literature (ENG 212)
3	Mathematics (MTH 161)
6	Philosophy (PHL 150 and PHL 220)
6	Science (SCI 182 and any other science course)
6	Social Science electives
9	Theology (THE 101, THE 205, plus upper-division theology elective)

Major Requirements – 81 hours

Hrs.

3	ED 150	– Introduction to Education
3	ED 200	– Foundations of Education
3	ED 231	– Human Development - MS/HS
3	ED 301	– Psychology of Learning - MS/HS
3	ED 330	– Policies and Practices for Diverse Learners
3	ED 411	– Assessment
3	ED 427	– Classroom Relationships and Management - MS/HS
3	ED 450	– Models of Teaching and Literacy Development
3	ED 452	– MS/HS Content Methods: Language Arts
		or
3	ED 453	– MS/HS Content Methods: Math
		or
3	ED 454	– MS/HS Content Methods: World Language
		or
3	ED 456	– MS/HS Content Methods: Social Studies
		or
3	ED 457	– MS/HS Content Methods: Science
3	ED 471	– MS/HS Student Teaching
3	ED 473	– MS/HS Student Teaching
3	ED 475	– MS/HS Student Teaching: Advanced
3	ED 486	– Seminar for Student Teachers: MS/HS
3	ENG 107	– College Writing
3	CST 107	– Effective Public Speaking I
6	Electives	
30	Endorsement courses	

Total – 120 hours

Sample Program

Freshman Year

Hrs. Fall Semester

3	ED 150	– Introduction to Education
3	HST 210	– History of the United States: Early America

or

	HST 211	– History of the United States: Modern America
3	ENG 107	– College Writing
3	PHL 150	– Introductory Philosophy
3	Endorsement course	
15	Total	
Hrs.	Spring Semester	
3	ED 231	– Human Development: MS/HS
3	CST 107	– Effective Public Speaking I
3	MTH 161	– Elementary Statistics
3	THE 101	– An Introduction to Theology and Religion
3	Endorsement course	
15	Total	

Sophomore Year

Hrs. Fall Semester

3	ED 330	– Policies and Practices for Diverse Learners
3	ED 301	– Psychology of Learning: MS/HS
3	ENG 112	– Introduction to Literature
3	PHL 220	– Ethics
3	Endorsement course	
3	Endorsement course	
18	Total	
Hrs.	Spring Semester	
3	ED 200	– Foundations of Education
3	FA 207	– Fine Arts
3	SCI 182	– Environmental Science
3	THE 205	– Judeo-Christian Culture
3	Endorsement course	
3	Endorsement course	
18	Total	

Junior Year

Hrs. Fall Semester

3	ED 427	– Classroom Relationships and Management: MS/HS
3	Endorsement course	
3	Endorsement course	
3	Theology elective	
3	Science elective	
15	Total	
Hrs.	Spring Semester	
3	ED 450	– Models of Teaching and Literacy Development
3	Endorsement course	
3	Endorsement course	
6	Social science elective	

15 Total

Hrs. Spring Semester

3	ED 450	– Models of Teaching and Literacy Development
3	Endorsement course	
3	Endorsement course	
6	Social science elective	

15 Total

Professional Year

Hrs. Fall Semester

3	ED 452	– MS/HS Content Methods: Language Arts
		or
3	ED 453	– MS/HS Content Methods: Math

		or	
3	ED 454	— MS/HS Content Methods: World Language	
		or	
3	ED 456	— MS/HS Content Methods: Social Studies	
		or	
3	ED 457	— MS/HS Content Methods: Science	
3	ED 471	— MS/HS Student Teaching	
3	Elective		
3	Endorsement course		
12	Total		
Hrs.	Spring Semester		
3	ED 411	— Assessment	
3	ED 473	— MS/HS Student Teaching	
3	ED 475	— MS/HS Student Teaching: Advanced	
3	ED 486	— Seminar for Student Teachers: MS/HS	

12 Total**120 Total for four years**

Basic Program in Music Education (K-12), B.M.Ed.

University Core Requirements — 39 hours

Hrs.

3	Fine Arts (FA 207)
3	History (HST 210 or HST 211)
3	Literature (ENG 212)
3	Mathematics (MTH 161)
6	Philosophy (PHL 150 and PHL 220)
6	Science (SCI 182 and any other science course)
6	Social Science electives
9	Theology (THE 101, THE 205, plus upper-division theology elective)

Major Requirements (Music Courses) — 62 hours

Hrs.

0	MUS 001	— Performance Attendance (per semester, no credit)
6	MUS 101-102	— Theoretical Foundations of Music I and II
2	MUS 103-104	— Aural Skills Development Laboratory I and II
3	MUS 105	— The Joy of Music - Listening With Understanding
6	MUS 201-202	— Theoretical Foundations of Music III and IV
1	MUS 230	— Introduction to the Piano
3	MUS 231	— Keyboard Lab
1	MUS 232	— The Basics of Playing Brass and Percussion Instruments
1	MUS 233	— The Basics of Playing Woodwind Instruments

1	MUS 234	— The Basics of Playing Stringed Instruments
1	MUS 235	— The Basics of Singing
1	MUS 236	— Beginning Guitar
7	MUS 186/ 286/386/486	— Private Lessons
6	MUS 301-2	— History of Musical Styles I and II
3	MUS 307	— Scoring and Arranging
3	MUS 310	— Fundamentals of Music Technology
3	MUS 331	— Conducting Techniques
2	MUS 338	— Teaching Elementary School Music
2	MUS 339	— Teaching Middle School Music
2	MUS 340	— Teaching Secondary School Music
7	Ensembles (one per semester), to be chosen from:	
	MUS 2/443	— University Concert Band
	MUS 2/444	— University Singers
	MUS 2/445	— University Community Orchestra
	MUS 2/452	— University Choral Union
	MUS 2/453	— University Jazz Ensemble
1	MUS 498	— Senior Recital

Major Requirements — 39 hours

Hrs.

3	ED 150	— Introduction to Education
3	ED 200	— Foundations of Education
3	ED 231	— Human Development: MS/HS
3	ED 301	— Psychology of Learning: MS/HS
3	ED 330	— Policies and Practices for Diverse Learners
3	ED 411	— Assessment
3	ED 427	— Classroom Relationships and Management: MS/HS
3	ED 471	— MS/HS Student Teaching
3	ED 473	— MS/HS Student Teaching
3	ED 475	— MS/HS Student Teaching: Advanced
3	ED 486	— Seminar for Student Teachers: MS/HS
3	ENG 107	— College Writing
3	CST 107	— Effective Public Speaking I

Total — 140

Sample Program

Freshman Year

Hrs. Fall Semester

3	ED 150	— Introduction to Education
3	ENG 107	— College Writing
3	PHL 150	— Introduction to Philosophy
0	MUS 001	— Performance Attendance
3	MUS 101	— Theory I
1	MUS 103	— Aural Skills Lab I
3	MUS 105	— Joy of Music Listening

1	MUS 230	— Introduction to the Piano
1	MUS 186	— Private Lessons
1		Lower division ensemble elective
19	Total	
Hrs.	Spring Semester	
3	ED 301	— Psychology of Learning
3	CST 107	— Effective Public Speaking I
3	MTH 161	— Elementary Statistics
3	THE 101	— Introduction to Theology and Religion
0	MUS 001	— Performance Attendance
3	MUS 102	— Theory II
1	MUS 104	— Aural Skills Lab II
1	MUS 231	— Keyboard Lab
1	MUS 186	— Private Lesson
1		Lower-division ensemble elective
1	MUS 236	— Beginning Guitar
20	Total	

Sophomore Year

Hrs.	Fall Semester	
3	ED 200	— Foundations of Education
3	ED 231	— Human Development: MS/HS
3	ENG 112	— Introduction to Literature
3	PHL 220	— Ethics
0	MUS 001	— Performance Attendance
3	MUS 201	— Theory III
1	MUS 231	— Keyboard Lab
1	MUS 286	— Private Lesson
1		Lower division ensemble elective
1	MUS 233	— Basics of Playing Woodwinds
1	MUS 234	— Basics of Playing Strings
20	Total	
Hrs.	Spring Semester	
3	ED 330	— Policies and Practices for Diverse Learners
3	HST 210	— History of the United States: Early America
		or
3	HST 211	— History of the United States: Modern America
3	SCI 182	— Environmental Science
3	THE 205	— Judeo-Christian Culture
0	MUS 001	— Performance Attendance
3	MUS 202	— Theory IV
1	MUS 231	— Keyboard Lab
1	MUS 286	— Private Lesson
1		Lower division ensemble elective
1	MUS 232	— Basics of Playing Brass and Music Percussion
1	MUS 235	— Basics of Singing
20	Total	

Junior Year

Hrs.	Fall Semester	
3	ED 427	— Classroom Relationships and Management: MS/HS
3		Social Science elective
0	MUS 001	— Performance Attendance
3	MUS 301	— History of Musical Styles I

3	MUS 331	— Conducting
		or
3	MUS 307	— Scoring & Arranging
1	MUS 386	— Private Lesson
1		Upper division ensemble elective
2	MUS 338	— Teaching Elementary School Music
16	Total	
Hrs.	Spring Semester	
3	FA 207	— Fine Arts
3		Science elective
3		Theology elective
0	MUS 001	— Performance Attendance
3	MUS 302	— History of Musical Styles II
3	MUS 310	— Fundamentals of Music Technology
1	MUS 386	— Private Lesson
1		Upper division ensemble elective
2	MUS 339	— Teaching Middle School Music
19	Total	

Professional Year

Hrs.	Fall Semester	
3	ED 471	— MS/HS Student Teaching
3		Social science elective
0	MUS 001	— Performance Attendance
3	MUS 331	— Conducting
		or
3	MUS 307	— Scoring and Arranging
1	MUS 486	— Private Lesson
1		Upper-division ensemble elective
1	MUS 498	— Senior Recital
2	MUS 340	— Teaching Secondary School Music
14	Total	
Hrs.	Spring Semester	
3	ED 411	— Assessment
3	ED 473	— MS/HS Student Teaching
3	ED 475	— MS/HS Student Teaching: Advanced
3	ED 486	— Student Teaching Seminar: MS/HS
12	Total	
140	Total for four years	

Education Minor – General

The education minor is for students interested in general educational studies and those preparing for advanced study in education related areas such as law, social work, and politics.

Minor Requirements – 18 hours

3	ED 200	— Foundations of Education
3	ED 230 or 231	— Human Development
3	ED 330	— Policies and Practices for Diverse Learners
9		Upper-division education electives

Field experience is required in some

courses. Students interested in this minor should declare intent with the School of Education.

Education Minor (Preparation for 5th Year MAT) – 18 hours

This minor is for students who wish to major in a content area while preparing to enter an augmented Master of Arts in Teaching program (MAT) after graduation.

Hrs.

3	ED 200	– Foundations of Education
3	ED 230/231	– Human Development
3	ED 300/301	– Psychology of Learning
3	ED 330	– Policies and Practices for Diverse Learners
3	ED 426/427	– Classroom Management
3	ED 442	– ECE/ELEM Reading and Language Arts Methods
or		
3	ED 450	– Models of Teaching and Literacy Development

Field experience is required in some courses. Students interested in this minor must declare intent with the School of Education. Student must comply with specific G.P.A. and testing requirements in order to qualify for the MAT program.

Health and Physical Education Minor in Sport Exercise and Fitness

This minor is for those interested in aspects of physical education beyond participation in sports and those interested in meeting graduate school requirements in athletic training programs.

Minor Requirements – 28 hours

3	SCI 103	– Human Biology (or equivalent)
3	NRS 202	– Nutrition
3	HPE 204	– Introduction to Athletic Training
2	HPE 210	– Lifetime Health and Fitness
4	BIO 307/377	– Human Anatomy with Lab
3	HPE 405	– Kinesiology for Physical Educators
4	BIO 308/378	– Human Physiology with Lab
3	HPE 406	– Medical Aspects of Athletic Injury
3	HPE 408	– Exercise Physiology for Physical Educators

Students interested in this minor should declare intent with the School of Education.

Optional Endorsements

Students may add any of the following special endorsements to initial licenses at any authorization level: basic mathematics, English for speakers of other languages, reading, special educator, or speech.

Details on requirements may be obtained through the School of Education at (503) 943-7135.

The **Reading Endorsement** advances teachers' abilities to provide reading instruction and to diagnose and remediate reading problems in diverse instructional settings. Coursework leads to reading endorsement.

Reading Endorsement Requirements – 15 hours

Hrs.

3	ED 480	– Elements of Reading
3	ED 481	– Reading, Language, and Cultural Diversity in Schools
3	ED 482	– Content Area Literacy
3	ED 483	– Diagnosis and Instruction of Learning Problems Related to Reading and Language Differences (K-12)
3	ED 584	– Administration and Evaluation of Reading

The Special Educator Endorsement

advances teachers' abilities to assess special needs children and develop and design appropriate instruction support for these children. Coursework leads to a special education endorsement. Students must complete ED 330 before beginning special educator endorsement courses.

Special Educator Endorsement Requirements – 18 hours

Hrs.

3	ED 403	– Language and Communication: Supports and Strategies
3	ED 404	– School, Parent, and Community Relations
3	ED 405	– Behavior Support: Consultative and Collaborative
3	ED 406	– Assessment, Evaluation, and Diagnosis of Exceptional Learners and English Language Learners
3	ED 408	– Methods and Materials for Teaching Diverse Learners
3	ED 464	– Special Educator Practicum: ECE/ELEM
or		
3	ED 468	– Special Educator

Practicum: ELEM/MS
or

- 3 ED 469 – Special Educator
Practicum: MS/HS

The **English for Speakers of Other Languages (ESOL) Endorsement** advances teachers' abilities to provide assessment, instruction, and evaluation of English language learners. Coursework leads to an English for speakers of other languages endorsement.

**English for Speakers of Other Languages
Endorsement Requirements – 18 hours
Hrs.**

- 3 ED 403 – Language and Communication: Supports and Strategies
- 3 ED 404 – School, Parent, and Community Relations
- 3 ED 406 – Assessment, Evaluation, and Diagnosis of Exceptional Learners and English Language Learners
- 3 ED 408 – Methods and Materials for Teaching Diverse Learners
- 3 ED 481 – Reading, Language, and Cultural Diversity in Schools
- 3 ED 466 – Practicum

School of Engineering

Zia A. Yamayee, Ph.D., P.E., dean

Khalid H. Khan, Ph.D., associate dean

Faculty: Albright, Chamberlain, Doughty, Hoffbeck, A. Inan, M. Inan, Kennedy, Khan, Kuhn, Lu, Lulay, Male, Murty, Osterberg, Rylander, Takallou, Van De Grift, Vegdahl, Ward, Yamayee

Engineering is a dynamic and creative profession dedicated to achieving the technological aims of society and helping humankind progress to a better standard of living and well-being. It is a profession in which the knowledge of natural sciences and mathematics is applied with judgement to develop ways to utilize, economically and with concern for the environment and society, the materials and forces of nature for the benefit of humankind. Engineers enjoy a unique professional satisfaction. They can usually point to tangible evidence of their efforts. For example, every skyscraper, bridge, television set, VCR, computer, robot, airplane, or automobile is a lasting testimonial to the engineers responsible for its design and creation.

Mission: The School of Engineering continues its progress within the framework of the University of Portland mission statement, which appears on page 3 of this *Bulletin*.

The School of Engineering is committed to providing the best possible engineering education to its students, thus enabling the students to become competent practicing engineers and computer scientists. The programs also provide a base for both graduate study and lifelong learning in support of evolving career objectives. These objectives include being informed, effective, and responsible participants in the engineering profession and society. The school endeavors to develop qualities that are essential for the practice of engineering and beneficial service to the community. These qualities include a knowledge of engineering principles, the ability to apply those principles to solve problems, and the development of professional, personal, and social values.

The school provides a personalized and caring learning environment for its students, enhanced by high quality faculty, staff, facilities, and equipment. The environment includes exceptional instruction; frequent opportunities for relevant laboratory experience; practice of communication and teamwork skills; the challenge of undertaking realistic engineering projects; and the personal attention, guidance, and example of faculty and administrators. This environment is also enhanced by students who have an aptitude and motivation for engineering study, as well as general intellectual curiosity.

Educational Objectives

The primary goal of the School of Engineering is to provide an excellent engineering and computer science education consistent with the mission, goals, and objectives of the University of Portland as articulated in the University *Bulletin*. To achieve this goal, the School has established the following program educational objectives:

- [1] Prepare students for entry-level positions and graduate school.
- [2] Prepare graduates who have a broad background in fundamentals and the ability to solve problems.
- [3] Prepare graduates who possess technical proficiency and sound judgement.
- [4] Prepare graduates who are competent in written and oral communication, and computer proficiency.
- [5] Prepare graduates who have an understanding of professional issues such as economics, ethics, teamwork, and leadership.
- [6] Provide a stimulating environment and promote life long learning.

The School of Engineering offers both undergraduate and graduate degree programs. In the undergraduate studies, the curriculum progresses from mathematics and science courses in the first year to engineering science topics in the sophomore year. Junior and senior year studies concentrate more on the analysis, design, and synthesis aspects of the topics learned in the first two years. This process of synthesis culminates in the capstone design projects in the senior year. Here, students embark on an in-depth study of a particular device, structure, or system and design it from the ground up using the knowledge they have gained in previous years.

Professional Societies

Student chapters of the following professional societies currently are active on campus:

- American Society of Civil Engineers (ASCE)
- American Society of Mechanical Engineers (ASME)
- Association for Computing Machinery (ACM)
- Institute of Electrical and Electronics Engineers (IEEE)

Society of Automotive Engineers (SAE)
Society of Women Engineers (SWE)

All students are encouraged to join organizations of interest to them.

The University of Portland Oregon Gamma Chapter of Tau Beta Pi, the national engineering honor society, offers admission to the top upper-division engineering students.

Community College Transfers

Transfers from community colleges are accepted regardless of whether they have completed a course of study or not.

Students from engineering transfer programs can generally complete the B.S. degree requirements with no loss of time. Students who are interested in transferring to the University are encouraged to seek individual counseling both at their community college and at the University. Discussions at the University can be used both to develop a suitable academic plan and to develop a suitable financial plan.

Prospective transfer students are strongly urged to counsel at the University at least one semester before they plan to transfer. In this way potential deficiencies can be spotted. Deficiencies can cause sequencing problems and delay graduation. In some cases students can save a full semester by taking a key course in the summer preceding planned entry.

Degrees and Programs

The School of Engineering offers four-year bachelor of science degrees in civil engineering (B.S.C.E.), electrical engineering (B.S.E.E.), and mechanical engineering (B.S.M.E.), as well as engineering management (B.S.E.M.). In addition, a bachelor of science degree in computer science (B.S.C.S.) is offered in the Department of Electrical Engineering and Computer Science. This department also offers a "computer track" under its degree programs. Similarly, the Department of Civil Engineering offers an "environmental track."

Because the University believes in a broad education for all students, the engi-

neering program includes studies in history, fine arts, literature, social sciences, theology, and philosophy.

A master of engineering degree is offered in the School of Engineering. It combines courses from engineering, business, and communication studies. Details of this degree program are given in the graduate section of this bulletin on page 127.

Undergraduate Curriculum

The first semester of the freshman year is common to all engineering curricula. During the freshman year the student lays the foundation for later engineering studies. This foundation consists of courses in mathematics, science, introduction to engineering, and core curriculum. During the second year the study of mathematics and science continues, and courses in basic engineering theory and application are introduced. With careful planning the student can postpone the selection of a particular engineering major until the end of the second year. In the junior and senior years the curriculum consists primarily of courses in the student's specialization. There is a progression from analysis-oriented courses to design and manufacturing-oriented courses. In all programs a capstone design project is required in the senior year.

Some variation in the order in which courses are taken is permissible, so long as the prerequisites are satisfied.

Throughout the four years, the student takes liberal arts courses to broaden his or her education and to improve communication skills.

Students are encouraged to take the Fundamentals of Engineering examination prior to graduation. This nationwide examination is a step toward registration as a Professional Engineer (P.E.). Our students' passing rates have been well above the national average in this examination.

Civil Engineering, B.S.C.E.

Mehmet I. Inan, D.C.E., P.E., chair

The Department of Civil Engineering has made as its primary goal the preparation of civil engineers whose education meets

the objectives of the School of Engineering as well as those set in the mission of the University. The faculty has established the following program educational objectives:

[1] Prepare students for entry-level positions and graduate school.

[2] Prepare graduates who have a broad background in fundamentals and the ability to solve problems.

[3] Prepare graduates who possess technical proficiency and sound judgement.

[4] Prepare graduates who are competent in written and oral communication, and computer proficiency.

[5] Prepare graduates who have an understanding of professional issues such as economics, ethics, teamwork, and leadership.

[6] Provide a stimulating environment and promote life long learning.

The civil engineering program offers two optional paths of study: the **civil engineering track** and the **environmental engineering track**, both leading to a bachelor of science in civil engineering.

Civil engineering encompasses a wide range of technological matters of vital concern to modern society. The basic areas include: structural analysis and design, environmental protection and control, water resources, transportation, geotechnical engineering, and construction engineering.

The course of study provides a progression of course work from basic science and mathematics through engineering analysis and design. The curriculum includes each aspect of civil engineering: surveying, structures, construction materials, geotechnical engineering, hydromechanics, environmental engineering, transportation, and engineering economics. The program integrates communication, teamwork, experimentation, analysis, and design, and provides a cohesive experience aimed at preparing the graduate to function as a successful engineer.

The first three semesters are common for all civil engineering students. In addition, all students take courses in the areas of structural engineering, geotechnical engineering, transportation engineering, and environmental engineering, allowing students to become proficient in each of these major areas. Students in the civil track take additional courses in construction materials, structural analysis and de-

sign, while students in the environmental track take courses in the basics of environmental microbiology, environmental chemistry, and water and wastewater treatment plant design.

Both tracks in the civil engineering program lead to a bachelor of science in civil engineering (B.S.C.E.) degree. The degree program is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc. (EAC/ABET).

Core and College Requirements – 27 hours Hrs.

3	ENG 112	– Introduction to Literature
3	FA 207	– Fine Arts
3	History	(see Core Curriculum, pg. 5-7)
6	Social science	(see Core Curriculum, pg. 5-7)
6	Philosophy (PHL 150, PHL 220)	
9	Theology (THE 101, THE 205; upper-division theology elective. The upper-division theology elective may be a Theological Perspectives (THEP) class that can be used to satisfy the distribution requirements of both theology and a companion subject.)	

A number of options are available for Theological Perspectives courses which fulfill the requirements of both an upper-division theology course and a companion core course. Students are required to consult with their advisors regarding this issue.

Mathematics and science requirements in the core curriculum are satisfied by Calculus and General Physics.

Common Engineering Requirements – 34 hours

3	CHM 207	– General Chemistry I
1	CHM 277	– General Chemistry Laboratory
2	*EGR 110	– Introduction to Engineering
3	EGR 351	– Engineering Economics
2	EGR 360	– Analysis of Engineering Data
4	MTH 201	– Calculus I
4	MTH 202	– Calculus II
4	MTH 301	– Vector Calculus
3	MTH 321	– Ordinary Differential Equations
4	PHY 204	– General Physics Lecture and Lab
4	PHY 205	– General Physics Lecture and Lab

Common Civil Engineering Requirements – 54 hours

Hrs.		
1	CE 200	– Civil Engineering Seminar
2	CE 201	– Civil Engineering Design Graphics
2	CE 223	– Surveying
3	CE 315	– Transportation Engineering
3	CE 321	– Geotechnical Engineering
3	CE 351	– Structural Analysis I
3	CE 362	– Hydraulic Engineering
3	CE 367	– Environmental Engineering
1	CE 371	– Geotechnical Engineering Laboratory
1	CE 376	– Environmental Engineering Laboratory
3	CE 401	– Computational Methods in Civil Engineering
2	CE 481	– Civil Engineering Senior Design Project I
3	CE 482	– Civil Engineering Senior Design Project II
3	CHM 208	– General Chemistry II
3	EGR 211	– Engineering Mechanics – Statics
3	EGR 322	– Strength of Materials
3	ME 311	– Mechanics of Fluids I
12	†	Technical electives

Civil Track Requirements – 12 hours

Hrs.		
1	CE 224	– Surveying Laboratory
2	CE 301	– Construction Materials
2	CE 352	– Structural Analysis II
1	CE 372	– Construction Materials Laboratory
3	CE 442	– Reinforced Concrete Design
3	EGR 212	– Engineering Mechanics – Dynamics

Environmental Track Requirements – 12 hours

Hrs.		
1	CE 400	– Environmental Engineering Seminar
3	CE 466	– Water and Wastewater Design
1	EGR 213	– Introduction to Dynamics
3	ENV 385	– Environmental Microbiology
3	ENV 386	– Environmental Chemistry
1	ENV 387	– Environmental Laboratory

Total – 127 credit hours

Sample Program – Civil Track Freshman Year

Hrs.		
2	*EGR 110	– Introduction to Engineering
4	MTH 201	– Calculus I
3	PHL 150	– Introductory Philosophy

*For transfer students who have not had an Introduction to Engineering course, the dean may approve the substitution of another technical course, provided these students transfer in 30 or more hours of technical courses.

†Approved upper-division technical electives (12 hours – 9 hours in CE).

- 4 PHY 204 — General Physics Lecture and Lab
 3 THE 101 — An Introduction to Religion and Theology

16 Total**Hrs. Spring Semester**

- 1 CE 200 — Civil Engineering Seminar
 3 CHM 207 — General Chemistry I
 1 CHM 277 — General Chemistry Lab
 3 ENG 112 — Introduction to Literature
 4 MTH 202 — Calculus II
 4 PHY 205 — General Physics Lecture and Lab

16 Total**Sophomore Year****Hrs. Fall Semester**

- 2 CE 201 — Civil Engineering Design Graphics
 2 CE 223 — Surveying
 1 CE 224 — Surveying Laboratory
 3 CHM 208 — General Chemistry II
 3 EGR 211 — Engineering Mechanics — Statics
 4 MTH 301 — Vector Calculus

15 Total**Hrs. Spring Semester**

- 3 EGR 212 — Engineering Mechanics — Dynamics
 3 EGR 322 — Strength of Materials
 2 EGR 360 — Analysis of Engineering Data
 3 MTH 321 — Ordinary Differential Equations
 3 PHL 220 — Ethics
 3 THE 205 — Biblical Tradition and Culture

17 Total**Junior Year****Hrs. Fall Semester**

- 2 CE 301 — Construction Materials
 3 CE 321 — Geotechnical Engineering
 3 CE 351 — Structural Analysis I
 1 CE 371 — Geotechnical Laboratory
 1 CE 372 — Construction Materials Laboratory
 3 ME 311 — Mechanics of Fluids I
 3 Theological Perspectives

16 Total**Hrs. Spring Semester**

- 3 CE 315 — Transportation Engineering
 2 CE 352 — Structural Analysis II
 3 CE 362 — Hydraulic Engineering
 3 CE 367 — Environmental Engineering
 1 CE 376 — Environmental Engineering Laboratory
 3 EGR 351 — Engineering Economics

15 Total**Senior Year****Hrs. Fall Semester**

- 3 CE 401 — Computational Methods in Civil Engineering
 3 CE 442 — Reinforced Concrete Design
 2 CE 481 — Civil Engineering Senior Design Project I
 3 FA 207 — Fine Arts
 6 † Technical electives

17 Total**Hrs. Spring Semester**

- 3 CE 482 — Civil Engineering Senior Design Project II
 3 History
 3 Social Science
 6 † Technical electives

15 Total**127 Total for four years****Sample Program — Environmental Track****Freshman Year****Hrs. Fall Semester**

- 2 * EGR 110 — Introduction to Engineering
 4 MTH 201 — Calculus I
 3 PHL 150 — Introductory Philosophy
 4 PHY 204 — General Physics Lecture and Lab
 3 THE 101 — An Introduction to Religion and Theology

16 Total**Hrs. Spring Semester**

- 1 CE 200 — Civil Engineering Seminar
 3 CHM 207 — General Chemistry I
 1 CHM 277 — General Chemistry Lab
 3 ENG 112 — Introduction to Literature
 4 MTH 202 — Calculus II
 4 PHY 205 — General Physics Lecture and Lab

16 Total**Sophomore Year****Hrs. Fall Semester**

- 2 CE 201 — Civil Engineering Design Graphics
 2 CE 223 — Surveying
 3 CHM 208 — General Chemistry II
 3 EGR 211 — Engineering Mechanics — Statics
 4 MTH 301 — Vector Calculus
 3 THE 205 — Biblical Tradition and Culture

17 Total**Hrs. Spring Semester**

- 1 EGR 213 — Introduction to Dynamics
 3 EGR 322 — Strength of Materials
 2 EGR 360 — Analysis of Engineering Data
 3 ENV 385 — Environmental Microbiology

*For transfer students who have not had an Introduction to Engineering course, the dean may approve the substitution of another technical course, provided these students transfer in 30 or more hours of technical courses.

†Approved upper-division technical electives (12 hours — 9 hours in CE).

3	MTH 321 — Ordinary Differential Equations
3	PHL 220 — Ethics
15	Total

Junior Year

Hrs. Fall Semester

3	CE 321 — Geotechnical Engineering
3	CE 351 — Structural Analysis I
1	CE 371 — Geotechnical Laboratory
3	EGR 351 — Engineering Economics
3	ME 311 — Mechanics of Fluids I
3	Theological Perspectives

16 Total

Hrs. Spring Semester

3	CE 315 — Transportation Engineering
3	CE 362 — Hydraulic Engineering
3	CE 367 — Environmental Engineering
1	CE 376 — Environmental Engineering Laboratory
3	ENV 386 — Environmental Chemistry
3	*Technical elective

16 Total

Senior Year

Hrs. Fall Semester

3	CE 401 — Computational Methods in Civil Engineering
3	CE 466 — Water and Wastewater Design
2	CE 481 — Civil Engineering Senior Design Project I
3	FA 207 — Fine Arts
3	History
3	*Technical elective

17 Total

Hrs. Spring Semester

1	CE 400 — Environmental Engineering Seminar
3	CE 482 — Civil Engineering Senior Design Project II
1	ENV 387 — Environmental Laboratory
6	*Technical electives
3	Social science

14 Total

127 Total for four years

Electrical Engineering and Computer Science

Robert J. Albright, Ph.D., P.E., chair
Steven R. Vegdahl, Ph.D., associate chair

The academic programs of electrical engineering and computer science are established within the mission of the School of Engineering to provide high quality professional specialization in the context of a strong liberal arts education at the University of Portland.

Electrical Engineering, B.S.E.E.

Electrical engineering is a broad field of study and practice that encompasses many specialties, including electronics, computers, communication systems, control systems, and power systems.

Specific objectives of the electrical engineering program are:

[1] Prepare students for entry-level positions and graduate school.

[2] Prepare graduates who have a broad background in fundamentals and the ability to solve problems.

[3] Prepare graduates who possess technical proficiency and sound judgement.

[4] Prepare graduates who are competent in written and oral communication, and computer proficiency.

[5] Prepare graduates who have an understanding of professional issues such as economics, ethics, teamwork, and leadership.

[6] Provide a stimulating environment and promote life long learning.

The program of study provides both breadth and depth of topics in a progression of course work, beginning with a foundation of mathematics, science, and engineering fundamentals during the freshman and sophomore years. Courses during the junior year provide additional theoretical foundation and laboratory experience. Capstone course work during the senior year enables students to pursue special areas of interest through in-depth analysis, experimentation, and design. Development of written and oral communication skills and teamwork are incorporated as important components of the educational experience.

The electrical engineering program offers study in two tracks: the electrical track and the computer track. The tracks have a common foundation of study and differ only in emphasis, primarily during the senior year. Students selecting the electrical track can focus on two or more complementary subject areas of electrical engineering. Students selecting the computer track of electrical engineering can focus on the hardware, software, and application aspects of computers.

The electrical engineering program leads to a bachelor of science in electrical engi-

*Approved upper-division technical electives (12 hours — 9 hours in CE).

neering degree, regardless of the chosen track. The program is accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc. (EAC/ABET).

Core and College Requirements – 27 hours Hrs.

- 3 ENG 112 – Introduction to Literature
- 3 FA 207 – Fine Arts
- 3 History (see Core Curriculum, pg. 5-7)
- 6 Social science (see Core Curriculum, pg. 5-7)
- 6 Philosophy (PHL 150, PHL 220)
- 9 Theology (THE 101, THE 205; upper-division theology elective. The upper-division theology elective may be a Theological Perspectives (THEP) class that can be used to satisfy the distribution requirements of both theology and a companion subject.)

A number of options are available for Theological Perspectives courses which fulfill the requirements of both an upper-division theology course and a companion core course. Students are required to consult with their advisors regarding this issue.

Mathematics and science requirements in the core curriculum are satisfied by Calculus and General Physics.

Common Engineering Requirements – 34 hours Hrs.

- 3 CHM 207 – General Chemistry I
- 1 CHM 277 – General Chemistry Lab
- 2 *EGR 110 – Introduction to Engineering
- 3 EGR 351 – Engineering Economics
- 2 EGR 360 – Analysis of Engineering Data
- 4 MTH 201 – Calculus I
- 4 MTH 202 – Calculus II
- 4 MTH 301 – Vector Calculus
- 3 MTH 321 – Ordinary Differential Equations
- 4 PHY 204 – General Physics Lecture and Lab
- 4 PHY 205 – General Physics Lecture and Lab

Common Electrical Engineering Requirements – 48 hours Hrs.

- 3 CS 203 – Computer Science I
- 1 CS 273 – Computer Science Laboratory I

- 3 CS 303 – Data Structures I
- 2 EE 111 – Introduction to Multimedia Processing
- 3 EE 231 – Logic Design
- 3 EE 261 – Electrical Circuits
- 3 EE 262 – Signals and Systems
- 1 EE 271 – Electrical Circuits Laboratory
- 3 EE 301 – Electromagnetic Fields
- 3 EE 332 – Digital Systems Design
- 3 EE 333 – Computer Organization
- 3 EE 351 – Electronic Circuits I
- 3 EE 352 – Electronic Circuits II
- 1 EE 371 – Electronic Circuits Laboratory
- 1 EE 373 – Digital Logic Laboratory
- 3 EE 480 – Senior Design Project Preparation
- 3 EE 481 – Senior Design Project
- 3 ME 331 – Fundamental Thermodynamics

3 † Restricted science or math elective

Electrical Track Requirements – 21 hours Hrs.

- 3 EE 403 – Communication Systems
- 3 EGR 404 – Automatic Control Systems
- 3 ‡ Restricted electrical track elective
- 12 Electrical track electives

Total Credit Hours – 130

Computer Track Requirements – 21 hours Hrs.

- 3 CS 304 – Data Structures II
- 3 EE 433 – Microprocessor Interfacing and Communications
- 3 CS 446 – Operating Systems
- 12 Computer track electives

Total Credit Hours – 130

Sample Program: Electrical Track Freshman Year

Hrs. Fall Semester

- 2 *EGR 110 – Introduction to Engineering
- 4 MTH 201 – Calculus I
- 3 PHL 150 – Introductory Philosophy
- 4 PHY 204 – General Physics Lecture and Lab
- 3 THE 101 – Introduction to Religion and Theology

16 Total

Hrs. Spring Semester

- 3 CHM 207 – General Chemistry I
- 1 CHM 277 – General Chemistry Laboratory
- 2 EE 111 – Introduction to Multimedia Processing
- 3 ENG 112 – Introduction to Literature

*For transfer students who have not had an Introduction to Engineering course, the dean may approve the substitution of another technical course, provided these students transfer in 30 or more hours of technical courses.

†BIO 205, CHM 208, PHY 306, MTH 341, or any other science or mathematics course approved by the electrical engineering faculty.

‡EE 420, EE 433, or EE 438.

4	MTH 202— Calculus II
4	PHY 205 — General Physics Lecture and Lab

17 Total**Sophomore Year****Hrs. Fall Semester**

3	CS 203 — Computer Science I
1	CS 273 — Computer Science Laboratory I
3	EE 231 — Logic Design
3	EE 261 — Electrical Circuits
1	EE 271 — Electrical Circuits Laboratory
3	MTH 321 — Ordinary Differential Equations
3	THE 205 — Biblical Tradition and Culture

17 Total**Hrs. Spring Semester**

3	CS 303 — Data Structures I
3	EE 262 — Signals and Systems
3	EE 332 — Digital Systems Design
1	EE 373 — Digital Logic Laboratory
4	MTH 301 — Vector Calculus
3	PHL 220 — Ethics

17 Total**Junior Year****Hrs. Fall Semester**

3	EE 333 — Computer Organization
3	EE 351 — Electronic Circuits I
2	EGR 360 — Analysis of Engineering Data
3	EGR 404 — Automatic Control Systems
3	Theological Perspectives
3	ME 331 — Fundamental Thermodynamics

17 Total**Hrs. Spring Semester**

3	EE 301 — Electromagnetic Fields
3	EE 352 — Electronic Circuits II
1	EE 371 — Electronic Circuits Laboratory
3	EE 403 — Communication Systems
3	Social Science
3	‡ Restricted electrical track elective

16 Total**Senior Year****Hrs. Fall Semester**

3	EE 480 — Senior Design Project Preparation
3	EGR 351 — Engineering Economics
6	§ Electrical track electives
3	† Restricted science or math elective

15 Total**Hrs. Spring Semester**

3	EE 481 — Senior Design Project
3	History
6	§ Electrical track electives
3	FA 207 — Fine Arts

15 Total**130 Total for four years****Sample Program: Computer Track Freshman Year****Hrs. Fall Semester**

2	*EGR 110 — Introduction to Engineering
4	MTH 201 — Calculus I
3	PHL 150 — Introductory Philosophy
4	PHY 204 — General Physics Lecture/Lab
3	THE 101 — An Introduction to Religion and Theology

16 Total**Hrs. Spring Semester**

3	CHM 207 — General Chemistry I
1	CHM 277 — General Chemistry Lab
2	EE 111 — Introduction to Multimedia Processing
3	ENG 112 — Introduction to Literature
4	MTH 202 — Calculus II
4	PHY 205 — General Physics Lecture, Lab

17 Total**Sophomore Year****Hrs. Fall Semester**

3	CS 203 — Computer Science I
1	CS 273 — Computer Science Laboratory I
3	EE 231 — Logic Design
3	EE 261 — Electrical Circuits
1	EE 271 — Electrical Circuits Laboratory
3	MTH 321 — Ordinary Differential Equations
3	THE 205 — Biblical Tradition and Culture

17 Total**Hrs. Spring Semester**

3	CS 303 — Data Structures I
3	EE 262 — Signals and Systems
3	EE 332 — Digital Systems Design
1	EE 373 — Digital Logic Laboratory
4	MTH 301 — Vector Calculus
3	PHL 220 — Ethics

17 Total**Junior Year****Hrs. Fall Semester**

3	EE 333 — Computer Organization
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*For transfer students who have not had an Introduction to Engineering course, the dean may approve the substitution of another technical course, provided these students transfer in 30 or more hours of technical courses.

†BIO 205, CHM 208, PHY 306, MTH 341, or any other science or mathematics course approved by the electrical engineering faculty.

‡EE 420, EE 433, or EE 438.

§Chosen from a list of approved courses.

3	CS 304	— Data Structures II
3	EE 351	— Electronic Circuits I
2	EGR 360	— Analysis of Engineering Data
3	ME 331	— Fundamental Thermodynamics
3	Theological Perspectives	
17	Total	
Hrs.	Spring Semester	
3	EE 301	— Electromagnetic Fields
3	EE 352	— Electronic Circuits II
1	EE 371	— Electronic Circuits Laboratory
3	EE 433	— Microprocessor Interfacing and Communications
3	CS 446	— Operating Systems
3	Social Science	
16	Total	

Senior Year

Hrs.	Fall Semester	
3	EE 480	— Senior Design Project Preparation
3	EGR 351	— Engineering Economics
6	* Computer track electives	
3	† Restricted science or math elective	
15	Total	
Hrs.	Spring Semester	
3	EE 481	— Senior Design Project
3	History	
6	* Computer track electives	
3	FA 207	— Fine Arts
15	Total	
130	Total for four years	

Computer Science, B.S.C.S.

Computer science is a dynamic field of study and practice that encompasses many aspects including programming languages, data structures, computer organization, theory, and software design and development.

Specific objectives of the computer science program are:

- [1] Prepare students for entry-level positions and graduate school.
- [2] Prepare graduates who have a broad background in fundamentals and the ability to solve problems.
- [3] Prepare graduates who possess technical proficiency and sound judgement.
- [4] Prepare graduates who are competent in written and oral communication, and computer proficiency.
- [5] Prepare graduates who have an understanding of professional issues such as economics, ethics, teamwork, and leadership.
- [6] Provide a stimulating environment

and promote life long learning.

The program of study provides both breadth and depth of topics in a progression of course work, beginning with a foundation of mathematics and computer science fundamentals during the freshman and sophomore years. Courses during the junior year provide additional theoretical and practical background in computer science. Capstone course work during the senior year enables students to pursue their areas of interest through in-depth analysis, experimentation, and design. Development of written and oral communication skills and teamwork are incorporated as important components of the educational experience.

The computer science program leads to a bachelor of science in computer science degree. The program is accredited by the Computing Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc. (CAC/ABET).

Core and College Requirements — 30 hours

3	ENG 112	— Introduction to Literature
3	FA 207	— Fine Arts
3	History (see Core Curriculum, pg. 5-7)	
6	Social Science (see Core Curriculum, pg. 5-7)	
6	Philosophy (PHL 150, PHL 220)	
9	Theology (THE 101, THE 205; upper-division theology elective. The upper-division theology elective may be a Theological Perspectives (THEP) class.	

Mathematics and science requirements in the core curriculum are satisfied by Calculus and General Physics.

Computer Science Requirements — 97 hours

Hrs.		
3	CS 203	— Computer Science I
3	CS 204	— Computer Science II
1	CS 273	— Computer Science Laboratory I
1	CS 274	— Computer Science Laboratory II
3	CS 303	— Data Structures I
3	CS 304	— Data Structures II
3	CS 352	— Programming Languages
1	CS 373	— Data Structures Laboratory
1	CS 374	— Computing Systems Laboratory
3	CS 411	— Analysis of Algorithms
3	CS 441	— Software Engineering I
3	CS 446	— Operating Systems
3	CS 451	— Theory of Computation

*Chosen from a list of approved courses.

†BIO 205, CHM 208, PHY 306, MTH 341, or any other science or mathematics course approved by electrical engineering faculty.

3	CS 452	— Compiler Design
3	CS 480	— Senior Design Project Preparation
3	CS 481	— Senior Design Project
2	CS 492	— Seminar
3	EE 231	— Logic Design
3	EE 333	— Computer Organization
2	EGR 110	— Introduction to Engineering
4	MTH 201	— Calculus I
4	MTH 202	— Calculus II
3	MTH 311	— Discrete Structures
3	MTH 341	— Introduction to Linear Algebra
3	MTH 461	— Applied Statistics I
4	PHY 204	— General Physics Lecture and Lab
4	PHY 205	— General Physics Lecture and Lab
15	‡	Computer science electives
4	†	Restricted science elective and laboratory
3	‡	Math or science elective

Total Credit Hours—127

Sample Program

Freshman Year

Hrs.	Fall Semester
2	*EGR 110 — Introduction to Engineering
4	MTH 201 — Calculus I
3	PHL 150 — Introductory Philosophy
4	PHY 204 — General Physics Lecture and Lab
3	THE 101 — An Introduction to Religion and Theology

16 Total

Hrs.	Spring Semester
3	CS 203 — Computer Science I
1	CS 273 — Computer Science Laboratory I
3	ENG 112 — Introduction to Literature
4	MTH 202 — Calculus II
4	PHY 205 — General Physics Lecture/Lab
15	Total

Sophomore Year

Hrs.	Fall Semester
3	CS 204 — Computer Science II
1	CS 274 — Computer Science Laboratory II
3	MTH 311 — Discrete Structures
3	Social Science Elective
3	THE 205 — Biblical Tradition and Culture
4	† Restricted science elective and laboratory
17	Total

Hrs.	Spring Semester
3	CS 303 — Data Structures I
1	CS 373 — Data Structures Laboratory
3	EE 231 — Logic Design
3	‡ Math or science elective
3	MTH 341 — Introduction to Linear Algebra
3	PHL 220 — Ethics
16	Total

Junior Year

Hrs.	Fall Semester
3	CS 304 — Data Structures II
1	CS 374 — Computing Systems Lab
3	‡ Computer Science elective
3	EE 333 — Computer Organization
3	History
3	MTH 461 — Applied Statistics I
16	Total

Hrs.	Spring Semester
3	CS 352 — Programming Languages
3	CS 411 — Analysis of Algorithms
6	‡ Computer science electives
3	Social Science
15	Total

Senior Year

Hrs.	Fall Semester
3	CS 441 — Software Engineering I
3	CS 451 — Theory of Computation
3	CS 480 — Senior Design Project Preparation
2	CS 492 — Seminar
3	FA 207 — Fine Arts
3	‡ Computer science elective
17	Total

Hrs.	Spring Semester
3	CS 446 — Operating Systems
3	CS 452 — Compiler Design
3	CS 481 — Senior Design Project
3	‡ Computer science elective
3	Theology elective (400-level)
15	Total
127	Total for four years

Computer Science Minor

A minor in computer science is available for those students who may want to add this option to their major program of study.

Requirements for the minor are listed below:

3	CS 204 — Computer Science II
1	CS 274 — Computer Science Lab II
3	CS 303 — Data Structures I

*For transfer students who have not had an Introduction to Engineering course, the dean may approve the substitution of another technical course, provided these students transfer in 30 or more hours of technical courses.

†BIO 206/276, CHM 207/277, or PHY 306/376.

‡Chosen from a list of approved courses.

- 3 CS 304 — Data Structures II
 2 CS 373 and CS 374 Data Structures
 Laboratory and Computing Systems
 Laboratory
 6 Upper division computer science courses

18 Total

For engineering students, the 6 credits of upper division computer science courses must be in addition to any that are used to satisfy the requirements for their major.

Mechanical Engineering, B.S.M.E.

Kenneth E. Lulay, Ph.D., P.E., chair

The mechanical engineering program at the University of Portland is an integral part of the School of Engineering, and as such provides for an excellent engineering education based on a strong liberal arts foundation. The major program objectives are:

- [1] Prepare students for entry-level positions and graduate school.
 [2] Prepare graduates who have a broad background in fundamentals and the ability to solve problems.
 [3] Prepare graduates who possess technical proficiency and sound judgement.
 [4] Prepare graduates who are competent in written and oral communication, and computer proficiency.
 [5] Prepare graduates who have an understanding of professional issues such as economics, ethics, teamwork, and leadership.
 [6] Provide a stimulating environment and promote life long learning.

To achieve the above objectives, the curriculum has been designed with the goals of educating students in engineering analysis, design, computational methods and modern experimental and data analysis techniques. The students develop the ability to formulate problems, synthesize information, think creatively, communicate clearly and effectively, and work in teams.

Mechanical engineering encompasses a wide variety of specialties ranging from machinery, surface and space vehicles, material handling systems, and manufacturing complexes to energy conversion and utilization and fluid power.

The program offers coursework in all of the above areas beginning with mathematics and science topics in the freshman

year and engineering science courses in the sophomore year. Junior and senior year curriculum is devoted to analysis and design aspects of mechanical engineering. Technical electives in various specialties are available for students to pursue their particular fields of interest.

Throughout the four-year curriculum, emphasis is placed on teamwork and cooperation, good oral and written communication skills, and hands-on laboratory and project work to graduate well-rounded engineers from the program.

The mechanical engineering program leads to a bachelor of science in mechanical engineering (B.S.M.E.) degree accredited by the Engineering Accreditation Commission of the Accreditation Board for Engineering and Technology, Inc. (EAC/ABET).

Core and College Requirements – 27 hours Hrs.

- 3 ENG 112 — Introduction to Literature
 3 FA 207 — Fine Arts
 3 History (see Core Curriculum, pg. 5-7)
 6 Social science (see Core Curriculum, pg. 5-7)
 6 Philosophy (PHL 150, PHL 220)
 9 Theology (THE 101, THE 205; upper-division theology elective. The upper-division theology elective may be a Theological Perspectives (THEP) class that can be used to satisfy the distribution requirements of both theology and a companion subject.)

A number of options are available for Theological Perspectives courses which fulfill the requirements of both an upper-division theology course and a companion core course. Students are required to consult with their advisors regarding this issue.

Mathematics and science requirements in the core curriculum are satisfied by Calculus and General Physics.

Common Engineering Requirements – 34 hours Hrs.

- 3 CHM 207 — General Chemistry I
 1 CHM 277 — General Chemistry Lab
 2 * EGR 110 — Introduction to Engineering
 3 EGR 351 — Engineering Economics
 2 EGR 360 — Analysis of Engineering Data
 4 MTH 201 — Calculus I
 4 MTH 202 — Calculus II
 4 MTH 301 — Vector Calculus
 3 MTH 321 — Ordinary Differential
 Equations
 4 PHY 204 — General Physics Lecture/Lab
 4 PHY 205 — General Physics Lecture/Lab

Mechanical Engineering Requirements – 67 hours**Hrs.**

1	CS 201	– Introduction to Scientific Programming
3	EE 261	– Electrical Circuits
1	EE 271	– Electrical Circuits Laboratory
3	EGR 211	– Engineering Mechanics—Statics
3	EGR 212	– Engineering Mechanics—Dynamics
3	EGR 221	– Materials Science
1	EGR 270	– Materials Laboratory
3	EGR 322	– Strength of Materials
2	ME 111	– Engineering Graphics
2	ME 301	– Mechanical Engineering Analysis
3	ME 304	– Computer-Aided Engineering
3	ME 311	– Mechanics of Fluids I
2	ME 312	– Mechanics of Fluids II
3	ME 331	– Fundamental Thermodynamics
2	ME 332	– Applied Thermodynamics
3	ME 336	– Heat Transfer
3	ME 341	– Modern Manufacturing Processes
1	ME 371	– Motion Control Laboratory
1	ME 374	– Fluids Laboratory
1	ME 376	– Thermodynamics Laboratory
4	ME 401	– Machine Design
2	ME 481	– Mechanical Engineering Project I
2	ME 482	– Mechanical Engineering Project II
3	†	Restricted math or science elective
12	‡	Technical electives

Total Credit Hours – 128**Sample Program****Freshman Year****Hrs. Fall Semester**

2	*EGR 110	– Introduction to Engineering
4	MTH 201	– Calculus I
3	PHL 150	– Introductory Philosophy
4	PHY 204	– General Physics Lecture and Lab
3	THE 101	– An Introduction to Religion and Theology

16 Total**Hrs. Spring Semester**

3	CHM 207	– General Chemistry I
1	CHM 277	– General Chemistry Laboratory

3	ENG 112	– Introduction to Literature
2	ME 111	– Engineering Graphics
4	MTH 202	– Calculus II
4	PHY 205	– General Physics Lecture and Lab

17 Total**Sophomore Year****Hrs. Fall Semester**

1	CS 201	– Introduction to Scientific Programming
3	EGR 211	– Engineering Mechanics—Statics
3	EGR 221	– Materials Science
2	EGR 360	– Analysis of Engineering Data
4	MTH 301	– Vector Calculus
3	THE 205	– Biblical Tradition and Culture

16 Total**Hrs. Spring Semester**

3	EE 261	– Electrical Circuits
1	EE 271	– Electrical Circuits Laboratory
3	EGR 212	– Engineering Mechanics Dynamics
1	EGR 270	– Materials Laboratory
3	EGR 322	– Strength of Materials
3	MTH 321	– Ordinary Differential Equations
3	PHL 220	– Ethics

17 Total**Junior Year****Hrs. Fall Semester**

2	ME 301	– Mechanical Engineering Analysis
3	ME 304	– Computer-Aided Engineering
3	ME 311	– Mechanics of Fluids I
3	ME 331	– Fundamental Thermodynamics
3	ME 341	– Modern Manufacturing Processes
1	ME 371	– Motion Control Laboratory

15 Total**Hrs. Spring Semester**

2	ME 312	– Mechanics of Fluids II
2	ME 332	– Applied Thermodynamics
3	ME 336	– Heat Transfer
1	ME 374	– Fluids Laboratory
4	ME 401	– Machine Design
3		Theological Perspectives

15 Total

*For transfer students who have not had an Introduction to Engineering course, the dean may approve the substitution of another technical course, provided these students transfer in 30 or more hours of technical courses.

†CHM 208, PHY 317, MTH 322, MTH 341, or any other science or mathematics course approved by mechanical engineering faculty.

‡Approved upper-division technical electives (12 hours).

Senior Year**Hrs. Fall Semester**

- 1 ME 376 — Thermodynamics Laboratory
 2 ME 481 — Mechanical Engineering Project I
 6 † Technical electives
 3 ‡ Restricted math or science elective
 3 University core

15 Total**Hrs. Spring Semester**

- 3 EGR 351 — Engineering Economics
 2 ME 482 — Mechanical Engineering Project II
 6 † Technical electives
 6 University core

17 Total**128 Total for four years**

Engineering Management, B.S.E.M.

Khalid H. Khan, Ph.D., chair

Many engineering students wish to pursue a management-oriented career rather than a career in research or design. The engineering management program is aimed at these students. Specific objectives of the Engineering Management program are:

- [1] Prepare students for entry-level positions and graduate school.
 [2] Prepare graduates who have a broad background in fundamentals and the ability to solve problems.
 [3] Prepare graduates who possess technical proficiency and sound judgement.
 [4] Prepare graduates who are competent in written and oral communication, and computer proficiency.
 [5] Prepare graduates who have an understanding of professional issues such as economics, ethics, teamwork, and leadership.
 [6] Provide a stimulating environment and promote life long learning.

Typical fields of activity for graduates are in manufacturing and production, scheduling, quality control, technical marketing, sales engineering, field work, contract supervision, and construction management. Some graduates will become entrepreneurs. Students who wish to lead research or design projects should obtain a bachelor's degree in

an appropriate engineering specialization.

The course of study includes the same mathematics, science, basic engineering, and liberal arts courses as the other engineering disciplines. However, some of the upper-division engineering courses are replaced with courses in economics, accounting, and marketing and management. The student has ample opportunity to take electives. These can be chosen from civil, electrical, and mechanical engineering, and from marketing and management, accounting, and finance.

The engineering management program leads to a bachelor of science in engineering management (B.S.E.M.) degree.

Core and College Requirements — 27 hours

Hrs.

- 3 ENG 112 — Introduction to Literature
 3 FA 207 — Fine Arts
 3 History (see Core Curriculum, pg. 5-7)
 6 Social science (see Core Curriculum, pg. 5-7)
 6 Philosophy (PHL 150, PHL 220)
 9 Theology (THE 101, THE 205; upper-division theology elective. The upper-division theology elective may be a Theological Perspectives (THEP) class that can be used to satisfy the distribution requirements of both theology and a companion subject.)

A number of options are available for Theological Perspectives courses which fulfill the requirements of both an upper-division theology course and a companion core course. Students are required to consult with their advisors regarding this issue.

Mathematics and science requirements in the core curriculum are satisfied by Calculus and General Physics.

Common Engineering Requirements — 34 hours

Hrs.

- 3 CHM 207 — General Chemistry I
 1 CHM 277 — General Chemistry Laboratory
 2 * EGR 110 — Introduction to Engineering
 3 EGR 351 — Engineering Economics
 2 EGR 360 — Analysis of Engineering Data
 4 MTH 201 — Calculus I

*For transfer students who have not had an Introduction to Engineering course, the dean may approve the substitution of another technical course, provided these students transfer in 30 or more hours of technical courses.

†CHM 208, BIO 205, PHY 3xx, MTH 3xx, or any other science or mathematics course approved by mechanical engineering faculty.

‡Approved upper-division technical electives (12 hours).

4	MTH 202— Calculus II
4	MTH 301 — Vector Calculus
3	MTH 321 — Ordinary Differential Equations
4	PHY 204 — General Physics Lecture and Lab
4	PHY 205 — General Physics Lecture and Lab

Engineering Management Requirements — 65 hours

Hrs.

3	BUS 200 — Entrepreneurial Marketing
3	BUS 209 — Financial Accounting
3	BUS 210 — Managerial Accounting
3	BUS 305 — Business Finance
3	BUS 360 — Organizational Behavior
3	BUS 361 — Technology and Operations Management
3	CS 203 — Computer Science I
1	CS 273 — Computer Science Laboratory I
3	ECN 121 — Principles of Microeconomics
3	EE 231 — Logic Design
	or
3	EGR 322 — Strength of Materials
3	EGR 211 — Engineering Mechanics — Statics
3	EGR 221 — Materials Science
1	EGR 270 — Materials Laboratory
2	EGR 481 — Capstone Project
2	EGR 482 — Capstone Project
2	ME 111 — Engineering Graphics
3	† Restricted math or science elective
12	‡ Technical electives
3	# Restricted technical elective
6	§ Business electives

Total Credit Hours — 126

Sample Program

Freshman Year

Hrs. Fall Semester

2	* EGR 110 — Introduction to Engineering
4	MTH 201 — Calculus I
3	PHL 150 — Introductory Philosophy
4	PHY 204 — General Physics Lecture/Lab
3	THE 101 — An Introduction to Religion and Theology

16 Total

Hrs. Spring Semester

3	CHM 207 — General Chemistry I
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1	CHM 277 — General Chemistry Laboratory
3	ENG 112 — Introduction to Literature
2	ME 111 — Engineering Graphics
4	MTH 202 — Calculus II
4	PHY 205 — General Physics Lecture/Lab
17	Total

Sophomore Year

Hrs. Fall Semester

3	CS 203 — Computer Science I
1	CS 273 — Computer Science Laboratory I
3	EGR 211 — Engineering Mechanics Statics
3	EGR 221 — Materials Science
4	MTH 301 — Vector Calculus
3	THE 205 — Biblical Tradition and Culture
17	Total

Hrs. Spring Semester

3	BUS 200 — Entrepreneurial Marketing
3	EE 231 — Logic Design
	or
	EGR 322 — Strength of Materials
1	EGR 270 — Materials Laboratory
2	EGR 360 — Analysis of Engineering Data
3	PHL 220 — Ethics
3	Social Science
15	Total

Junior Year

Hrs. Fall Semester

3	BUS 209 — Financial Accounting
3	BUS 305 — Business Finance
3	ECN 121 — Principles of Microeconomics
3	MTH 321 — Ordinary Differential Equations
3	Theological Perspectives

15 Total

Hrs. Spring Semester

3	BUS 210 — Managerial Accounting
3	EGR 351 — Engineering Economics
3	FA 207 — Fine Arts
3	† Restricted math or science elective
3	‡ Technical elective
	or
3	# Restricted technical elective

15 Total

Senior Year

Hrs. Fall Semester

3	BUS 360 — Organizational Behavior
3	BUS 361 — Technology and Operations Management

*For transfer students who have not had an Introduction to Engineering course, the dean may approve the substitution of another technical course, provided these students transfer in 30 or more hours of technical courses.

†CHM 208, PHY 317, MTH 322, MTH 341, or any other science or mathematics course approved by the program chair.

‡Technical electives approved by the program chair (12 hours).

§Business electives (6 hours) approved by the program chair.

#CE 301, EE 333, or ME 331.

2	EGR 481 — Capstone Project
3	# Technical elective
3	History
3	# Technical elective
	or
3	# Restricted technical elective
17	Total
Hrs.	Spring Semester
6	§ Business electives
6	# Technical electives
2	EGR 482 — Capstone Project
14	Total
126	Total for four years

#Technical electives approved by the program chair (12 hours).

§Business electives (6 hours) approved by the program chair.

#CE 301 and CE 372, EE 333, or ME 331.

School of Nursing

Joanne R. Warner, D.N.S., interim dean

Susan Randles Moscato, Ed.D., interim associate dean

Faculty: Bell, Burton, Cameron, Chorpenning, Decker, Duan, Gatlin, Greb, Henderer, Kaakinen, Krautscheid, Martin, Moscato, Nagy-Nero, O'Lynn, Reed, Rosenstiel, Shillam, Simmons, Smith, Stragnell, Vernelson, Veltri, Vines, Warner, Wilson-Anderson, Woo

The School of Nursing offers a bachelor of science in nursing and a master of science degree in nursing. Convinced of the intrinsic dignity of the human person, the University believes that the best interests of nurses and, through them, of the persons to whom they minister, can most effectively be met and maintained by a program of studies integrating the professional courses with those primarily designed to develop the humane qualities of the students.

Professional nursing is a therapeutic profession with responsibilities of judgment, interpretive thinking, and critical analysis. Professional nurses must take their places as contributing, self-reliant members of the health team. In order to do this they must develop a broad understanding of people, of society, and of current health needs. They need to be able to discern changes in the social patterns and to develop a readiness to meet problems of the future.

The upper-division major, a blend of the humanities and sciences, enables students to construct a substantial framework on which they may continue to build through experience and further academic study.

Accreditation: The School of Nursing is approved by the Oregon State Board of Nursing, is accredited by the Commission on Collegiate Nursing Education (CCNE), and is a member of the American Association of Colleges of Nursing.

Professional Society

Omicron Upsilon, the University of Portland School of Nursing's chapter of Sigma Theta Tau International Honor Society, invites to membership seniors and graduate students who have demonstrated superior academic achievement in nursing. Awarding membership encourages, fosters, and actively supports further professional development, thus promoting nursing scholarship, leadership, creativity, and commitment to nursing.

Program Outcomes

The baccalaureate program in nursing at the University provides students with a liberal arts and science foundation followed by concentrated study in the professional nursing major. The program provides the

students with the opportunity to develop competency in the assessment of health needs and in the promotion, maintenance, and restoration of health. A rich variety of settings are utilized to reflect the array of actual and potential health problems experienced by individuals, families, and communities throughout the life cycle.

The baccalaureate graduate of the School of Nursing will:

- [1] Practice theory guided, evidence based nursing care.
 - [2] Demonstrate clinical reasoning in the delivery and management of client centered nursing care.
 - [3] Promote the spiritual dimension of health in practice.
 - [4] Exemplify value based caring while meeting the health care needs of a diverse and changing society.
 - [5] Manage physical, fiscal, and human re-
-

sources to achieve quality, cost-effective outcomes.

[6] Use communication effectively and appropriately.

[7] Provide leadership in the design, delivery, management, and evaluation of health care.

[8] Advocate for clients, society, and the nursing profession.

[9] Incorporate the values of the nursing profession in practice.

Admission Requirements

Applicants for admission must meet the general entrance requirements of the University as set forth in the general information section of this *Bulletin*. Students may be admitted as freshmen or transfer students into the School of Nursing. All entering freshmen will have completed a high school- or college-level general chemistry course prior to enrolling in BIO 205. All entering freshmen whose recentered score is less than 530 on the verbal SAT, or its equivalent, must take ENG 107.

Acceptance into upper division nursing courses is dependent upon:

[1] A cumulative G.P.A. of 2.75 or above.

[2] A cumulative G.P.A. of 2.75 or above in the required sciences with a minimum grade of **C** in each required science course. Pass/No Pass grades are not allowed.

[3] Completion of all the prerequisite course work. Lower-division credit may be taken at any accredited college or university.

Transfer students will be evaluated on an individual basis. Transfer students' G.P.A. for admission to upper-division nursing courses is computed from:

[1] All credits accepted in transfer toward the nursing degree.

[2] Credits earned while at the University of Portland.

Computer experience/literacy (ability to use a PC for word processing, e-mail, and access to the Internet) is required. The School of Nursing is projecting that all students beginning upper-division coursework will have the requirement for a pre-approved notebook computer and PDA for use throughout the upper-division nursing program.

Student Handbook

The School of Nursing provides students with a copy of its handbook as they begin taking nursing courses. Students have the responsibility to acquaint themselves with its contents and are held accountable for all statements therein.

Career Opportunities

The curriculum is designed to prepare graduates for the practice of professional nursing in a variety of settings. Graduates of this program are eligible to sit for the NCLEX-RN, a requirement in all states to obtain professional R.N. licensure. Students/graduates may apply for appointments in the Air Force, Army, or Navy nurse programs.

Providence Scholars Program

The Providence Scholars program, a partnership between Providence Health Systems (PHS) and the University of Portland, was created to address the national nursing shortage. Undergraduates selected to be Providence Scholars will have 100 percent of their tuition paid by PHS and the University of Portland. The Providence Scholars program applies to the junior and senior years of the traditional undergraduate nursing program (bachelor of science in nursing). The student will sign a three-year employment contract with PHS in exchange for tuition coverage.

Program Requirements

The program is eight semesters and one summer session in length. Electives will be individually planned considering the student's interests, ability, and schedule requirements. The requirement for graduation is 124 semester hours.

Students must receive a grade of **C** or better in all nursing courses and a grade of **Pass (P)** in all clinical courses, NRS 436 and NRS 498.

The school retains only those students who satisfy the requirements of *scholarship, health, and personal disposition* for nursing. Students must consistently demonstrate academic integrity and ethical conduct. Students must fulfill the requirements

for the classroom and clinical components of the major. Students must pass a two-part comprehensive exam prior to graduation.

Nursing, B.S.N.

The School of Nursing curriculum design is as follows:

University Core Requirements – 39 hours

Hrs.

3	FA 207	– Fine Arts
3	History	
3	Literature	
3	Mathematics (MTH 161 Elementary Statistics satisfies the core mathematics requirement)	
6	Science (BIO 307 Human Anatomy and BIO 308 Human Physiology satisfy the core science requirement)	
6	Social science (2 different disciplines)	
6	Philosophy	
9	Theology (must include THE 448)	

Major Requirements – 85 hours

Hrs.

3	BIO 205	– Foundations of Biology
4	BIO 307/ 377	– Human Anatomy/Lab
4	BIO 308/ 378	– Human Physiology/Lab
4	BIO 359/ 379	– Medical Microbiology/Lab
3	MTH 161	– Elementary Statistics
3	THE 448	– Suffering and Death
6	Electives	
3	NRS 101	– Introduction to Nursing and Health Care
3	NRS 202	– Nutrition
3	NRS 203	– Life Processes and Health Promotion Across the Life Span
2	NRS 301	– Nursing Theory & Knowing: Concepts and Issues
2	NRS 310	– Introduction to Community Nursing & Health Promotion of Populations
2	NRS 311	– Communication in Nursing
5	NRS 312	– Introduction to Professional Nursing Practice (includes 45 lab/clinical hours)
3	NRS 313	– Pathophysiology
2	NRS 314	– Nursing Inquiry and Knowing I: Concepts and Process
3	NRS 315	– Pharmacotherapeutics
4	NRS 321	– Psychiatric Mental Health Nursing (includes 90 clinical hours)
6	NRS 322	– Physiological Nursing (includes 135 clinical hours)

1	NRS 323	– Multicultural Nursing
2	NRS 414	– Nursing Inquiry and Knowing II: Practice Applications
2	NRS 418	– Nursing of Families
6	NRS 421	– Advanced Physiological Nursing (includes 135 clinical hours)
4	NRS 422	– Maternal-Newborn Nursing (includes 90 clinical hours)
4	NRS 423	– Care of the Child (includes 90 clinical hours)
4	NRS 424	– Population & Community Nursing (includes 90 clinical hours)
3	NRS 429	– Leadership in Professional Nursing
2	NRS 436	– Personal Preparation for Licensure
4	NRS 498	– Capstone Clinical Immersion (includes 135 clinical hours)

Total Credit Hours – 124 (includes 810 total clinical hours)

Sample Program of Study

Below is a sample schedule for students who enter the BSN program as freshmen. Nursing students who wish to study abroad or to minor in another field of study need to work with their advisor.

Freshman Year

Hrs. Fall Semester

3	NRS 101	– Introduction to Nursing and Health Care
0	NRS 001	– First Year Workshop
3	BIO 205	– Foundations of Biology
0	BIO 005	– BIO 205 Workshop
3	PHL 150	– Introductory Philosophy
3	Social science	
3	THE 101	– Introduction to Religion and Theology

15 Total

Hrs. Spring Semester

3	FA 207	– Fine Arts
3	History	
3	Social science	
3	MTH 161	– Elementary Statistics
3	ENG 112	– Introduction to Literature

15 Total

Sophomore Year

Hrs. Fall Semester

3	BIO 308	– Human Physiology
1	BIO 378	– Laboratory
3	BIO 359	– Medical Microbiology
1	BIO 379	– Laboratory
3	NRS 202	– Nutrition
3	Elective	

14 Total

Hrs. Spring Semester

3	BIO 307	— Human Anatomy
1	BIO 377	— Laboratory
3	THE 205	— Biblical Tradition & Culture
3	NRS 203	— Life Processes and Health Promotion Across the Life Span
3	PHL 220	— Ethics
3	Elective	

16 Total**Junior Year****Hrs. Fall Semester**

2	NRS 301	— Nursing Theory & Knowing: Concepts and Issues
2	NRS 310	— Introduction to Community Nursing & Health Promotion of Populations
2	NRS 311	— Communication in Nursing
5	NRS 312	— Introduction to Professional Nursing Practice
3	NRS 315	— Pharmacotherapeutics

14 Total**Hrs. Spring Semester**

3	NRS 313	— Pathophysiology
4	NRS 321	— Psychiatric Mental Health Nursing
6	NRS 322	— Physiological Nursing
1	NRS 323	— Multicultural Nursing

14 Total**Senior Year****Hrs. Summer Session**

2	NRS 314	— Nursing Inquiry and Know- ing I: Concepts and Process
6	NRS 421	— Advanced Physiological Nursing

8 Total**Hrs. Fall Semester**

2	NRS 414	— Nursing Inquiry and Know- ing II: Practice Applications
2	NRS 418	— Nursing of Families
4	NRS 422	— Maternal-Newborn Nursing
4	NRS 423	— Care of the Child
3	THE 448	— Suffering and Death

15 Total**Hrs. Spring Semester**

4	NRS 424	— Population & Community Nursing
3	NRS 429	— Leadership in Professional Nursing
2	NRS 436	— Personal Preparation for Li- censure
4	NRS 498	— Capstone Clinical Immer- sion

13 Total**124 Total for Four Years**

Graduate School

Thomas G. Greene, Ed.D., dean

The Graduate School was established as a separate administrative unit of the University in 1950. Graduate education motivates faculty and students alike to develop and extend intellectual capacities; to expand the body of knowledge; and, in some areas, to develop knowledge and functional skills so that graduates may perform as professionals in chosen fields. Mirroring the diversity of the undergraduate curriculum, the graduate programs range from those with traditional academic underpinnings to those with a professional specialization.

The Graduate School encompasses 12 degree programs in eight academic areas. The courses, curricula, and faculty are provided cooperatively by the Schools of Business Administration, Education, Engineering, and Nursing, and by the College of Arts and Sciences. Each program is administered by a director in the appropriate school or department. These directors, together with the dean of the Graduate School, comprise the Graduate School Council.

Degrees Offered

Business Administration:

Master of Business Administration (M.B.A.)

Communications Studies:

Master of Arts (M.A.)

Master of Science (M.S.)

Drama:

Master of Fine Arts (M.F.A.)

Education:

Master of Arts (M.A.)

Master of Education (M.Ed.)

Master of Arts in Teaching (M.A.T.)

Engineering:

Master of Engineering (M.Eng.)

Music:

Master of Arts (M.A.)

Nursing:

Master of Science (M.S.)

Doctorate of Nursing Practice (D.N.P.)

Theology:

Master of Arts in Pastoral Ministry (M.A.)

Academic Regulations

The academic regulations listed in the opening section of this University *Bulletin* also apply to graduate students with the following modifications:

[1] No student may register for more than

12 semester hours of credit in a semester or for more than nine semester hours of credit in summer school without the consent of the dean of the Graduate School and the program director. (An extra three hours is automatically permitted in one summer for the 30-hour programs to allow for a degree to be earned in three summers.)

[2a] The grade of **C** is the lowest grade that carries with it graduate credit. Courses receiving lower grades (e.g. **C-**) will not carry graduate credit, but will be included in the student's cumulative grade point average (G.P.A.) calculated according to the point system described in the University Academic Regulations (IV. Grades and Credits).

[2b] Only courses in which a grade of **C**, **D+**, **D**, **D-**, or **NP** has been received may be repeated at the University of Portland for academic credit. In such cases the new grade and credit will replace the original in the calculation of grade point average; however both courses and grades will remain on the permanent record, with the original course denoted by the symbol **RP**.

[3] Students who receive an **IP** in Thesis 599 or a graduate course are normally expected to comply with the academic regulation that the work be completed within one year. However, in exceptional cases

the dean of the Graduate School may, upon recommendation of the graduate program director, extend the period of time which students have to complete their thesis or the course and receive a grade.

[4] No course or practicum numbered above 499 may be taken on a "pass/no pass" basis for hours required toward an advanced degree except Thesis 599.

[5] Students may not use credits obtained by challenge or advanced placement toward the hours required for an advanced degree.

[6] Thirty semester hours of courses numbered 500 and above are the minimum requirements for a master's degree. (Consult the individual programs for the precise requirements as some programs require more than 30 hours.)

[7] G.P.A. of 3.00 is required in graduate courses for an advanced degree.

[8] A student must maintain a G.P.A. of 3.00 to remain in good standing. A student who is not in good standing will be given specific conditions by the program director. If these conditions are not fulfilled, the student will be dismissed from the Graduate School by the dean of the Graduate School.

[9] Master's degrees requiring 30 to 36 semester hours must normally be completed within a period of five years. Master's degrees requiring 37 or more semester hours must normally be completed within a period of six years. In exceptional cases these periods may be extended by the dean of the Graduate School upon recommendation of the graduate program director.

[10] Transfer of credits:

[a] With the approval of the dean of the Graduate School, a maximum of nine semester hours may be transferred to a master's degree program from an accredited institution if they are acceptable for graduate degree credit in the source institution. (Consult the individual graduate programs for details as some allow less than nine hours of transfer credit.) However, credits or courses used to satisfy the requirements of any other degree cannot be applied to the fulfillment of a subsequent degree in the Graduate School.

[b] Only those courses graded **B** or bet-

ter are eligible for transfer.

[c] No credits transferred from another institution may be applied to a master's degree if they were earned in courses that began more than five years before the date that will appear on the degree.

[d] Graduate credits earned through distance learning will be considered for transfer, subject to the same criteria as traditional courses with respect to quality, relevance, and timeliness as well as the accreditation of the source institution, including the provisions of regulation 10[g] below.

[e] Normally credits should be transferred at the time of the applicant's original acceptance into a graduate program so they may be integrated into the planning of a program. A request for a later transfer may be denied.

[f] To transfer graduate credits taken at another university during the time of a student's graduate work at the University of Portland requires written authorization before such work is taken.

[g] Where the University of Portland graduate program has a special accreditation, the source institution may be required to have the same or an equivalent accreditation.

[h] M.B.A. students who qualify for admission may transfer more than nine hours of graduate credit under provisions of the multilateral admissions agreement.

[11] Students may not accumulate more than nine hours of credit in the nonmatriculated status. After nine credit hours, a student must seek admission to a program in order to have the hours apply to a degree.

[12] A student who expects to receive a degree at the end of a semester or the summer session must apply for the degree within the time limits set by the registrar.

[13] Unless excused by the dean of the Graduate School, the candidate for a master's degree is expected to attend commencement exercises at which the degree is conferred.

Student Classification

Degree student is one who has been accepted into a program leading to a master's degree.

Postgraduate student is one who is admitted to the University for postgraduate work. This does not imply acceptance to a graduate degree program. Regular admission to the Graduate School must be obtained from the dean of the Graduate School before any work will be accepted towards a graduate degree.

Nonmatriculated graduate student is one who applies for admission in order to register for credit but who is not a degree-seeking student at the University. Enrollment as a nonmatriculated student implies no commitment on the part of the University regarding regular admission at a later time. Credits earned while in the nonmatriculated classification do not necessarily apply toward requirements for a degree should a student later be accepted into a degree program.

Admission as a nonmatriculated student requires that the student submit a nonmatriculated student application to the Graduate School along with a \$50.00 application fee, relevant transcripts, and other requested documents prior to their initial registration.

Accumulation of more than 9 hours of graduate credit in the nonmatriculated status is not permitted, and any such student who accumulates 9 semester hours is required to seek regular admission to a degree program in keeping with procedures determined by the Graduate School.

Application and Admission

[1] Correspondence concerning admission to the Graduate School under any classification should be addressed to the Graduate School, 5000 N. Willamette Blvd., Portland, OR 97203-5798; phone: (503) 943-7107; toll free: (800) 227-4568; e-mail: gradschl@up.edu.

[2] Before applicants will be considered for admission as degree students the following

must have been received or met:

[a] Completed and signed application forms.

[b] The non-refundable admission fee. (Graduates of the University of Portland are exempt from this fee.)

[c] An official transcript sent directly to the University of Portland showing all college credit attempted and/or completed from each college and university previously attended. Transcripts from foreign universities must be in English or be accompanied by an English translation certified as authentic. Evidence of possession of the bachelor's degree from an accredited institution is required. All official transcripts submitted become the property of the University and cannot be copied or returned to the applicant.

[d] Three recommendations from persons knowledgeable of the applicant's ability. Two should normally be from former professors. Note: The M.A.T. program requires four letters of recommendation and a resume. The M.Ed. program requires three letters of recommendation, a resume, and a copy of the teaching certificate. The Post Master Specialty program requires two letters of recommendation, a resume, and a copy of the teaching certificate. Nursing requires two letters of recommendation.

[e] Evidence of scholastic background that indicates ability to do satisfactory graduate work. Usually this is considered to be a **B** average.

[f] Appropriate score on a standardized test. The Graduate Management Admission Test is required in business. In education the Miller Analogies Test or Graduate Record Examination is required for the M.Ed. A Basic Skills Test, and the Oregon Educator Licensure Assessment Test (ORELA) and the appropriate PRAXIS Specialty Test (if applicable) are required for the M.A.T. degree. For all other programs the General Test of the Graduate Record Examination is required. The Test of English as a Foreign Language is required for applicants whose native language is not English. A minimum score of 550 is required except for the master's programs in business administration (where the score is

570) and communication studies and music (where the minimum score is 600).

[g] A statement of academic or professional goals, appropriate to the specific program.

[h] Specific admission requirements, including undergraduate G.P.A., of individual degree programs are listed in the individual programs' information.

[3] Admission to a program leading to a master's degree is given only by the dean of the Graduate School when the following conditions are fulfilled:

[a] The documentation required above is complete.

[b] A positive recommendation is received from the graduate program director of the department or school involved. (A personal interview may be required.)

[4] Applications should be complete not later than one month before the student's beginning class at the University to provide time for adequate consideration and program arrangement. Some programs have a fixed deadline for submission of all materials.

[5] Students who fail to register in the first semester after admission, or who in the regular year-round program fail to register for a semester, or who in a summer-only program fail to register for a summer session, must seek re-admission from the dean of the Graduate School.

[6] The graduate student who desires to change to a different degree program must submit a formal change of program application to the dean of the Graduate School.

2007-2008 Tuition and Fees

Tuition

\$775.00 Per semester hour*

\$35.00 Assessment for courses in business, computer science, economics, and engineering.

Fees

Graduation, technical lab assessment, incidental, music, nursing and thesis in progress are listed elsewhere in this *Bulletin*.

A \$100 nonrefundable deposit fee

is payable to the graduate admissions office within two weeks of receiving an acceptance letter.

Programs

Business Administration

Howard D. Feldman, Ph.D., director

Faculty: Adams, Adrangi, Allender, Anderson, Barnes, Beauchamp, Bernard, Chatrath, DeHoratius, Drake, Easton, Eaton, Eom, Feldman, Gritta, Jurinski, Kondrasuk, Lewis, Li, Lin, Lippman, Martin, Meckler, Mitchell, Reed, Schouten, Seal, Stephens

The Dr. Robert B. Pamplin, Jr. School of Business Administration was founded in 1939, and the master's program in business administration (M.B.A.) began in 1958. The University of Portland's program is one of only five graduate universities in the State of Oregon that is accredited by AACSB, the Association for the Advancement of Collegiate Schools of Business.

The M.B.A. curriculum focuses on contemporary leadership by challenging graduate students to think cross-functionally about a variety of large and small business enterprises. To operationalize these objectives, the basic structure of our M.B.A. program consists of the following components:

- The foundation courses are designed to provide students with a broad background in fundamental business principles for students without this background in their undergraduate programs.

- The integration courses introduce a cross-disciplinary approach to managing business operations and examine the various roles and value frameworks that need to be mastered by future managers.

- The advanced core explores the application of analytic tools in management information systems, managerial accounting, marketing, and finance in identifying and solving contemporary business problems. Students will examine regional cultures and changing practices impacting global business.

*For theology, education programs contact graduate program director.

■ The concentration component allows students to specialize in an area of interest in entrepreneurship, finance, global business, health care, management, or marketing. Students may also choose to design their own concentration by selecting courses from more than one field.

■ The capstone course provides a final integration of the themes covered in the M.B.A. program with an emphasis on the strategic role played by top management in integrating corporate policies.

Admission Requirements

M.B.A. applicants must have a bachelor's degree from an accredited college or university recognized by the University of Portland and an admissions index of 1100 or higher. This index is the sum of the applicant's Graduate Management Admissions Test (GMAT) and 200 times the applicant's undergraduate grade point average (G.P.A.) on a 4-point scale. Current admissions standards are a score of 500 on the GMAT and a G.P.A. of 3.00. Admission to the M.B.A. program is based on the entire application and letters of recommendation not merely quantitative factors. It is strongly recommended that applicants have three to four years of professional experience after their bachelor's degree to fully benefit from the program. Application requirements may be subject to change.

Applicants whose native language is not English or did not complete their degree at a university where all courses were taught in English must achieve a minimum score on the Test of English as a Foreign Language (TOEFL) of 570 (230 CAT version or 88 iBT). See program director for specific requirements.

Jesuit Transfer Agreement

The University of Portland is a participant in an educational consortium with more than twenty other faith-based and AACSB-accredited institutions. This program allows M.B.A. students exceptional flexibility if their education is affected in such a way as to require a move to another geographic location.

Under this agreement, students who have completed at least 50 percent of their credits at the University of Portland may attend another AACSB-accredited M.B.A. program at one of the participating schools

involved in this consortium and transfer units back to the University of Portland to complete their degree. If a student has less than 50 percent of the credits required to award an M.B.A. degree, they may apply to a participating school and transfer the credits already earned at the University of Portland to that university. Under this agreement, the student transferring out of the University of Portland is required to meet all application and admission criteria of the receiving school and will, in turn, earn their degree from that school. For further details please see the M.B.A. coordinator.

Degree Requirements

The M.B.A. program consists of 36 to 54 hour of course work: 9 hours in the Integration courses, 15 hours of Advanced core, 9 hours of Concentration courses, and 3 hours in the Capstone course.

The Foundation courses include six prerequisites that provide the incoming M.B.A. students with the foundation knowledge necessary for graduate-level course work in the various business disciplines. Students without the necessary background may be required to take up to 18 additional hours of Foundation courses. Students are expected to be proficient in both statistics and Excel applications.

Waiver Policy: All students must take BUS 500 (Statistics) or pass a qualifying statistics test in their first two semesters in the program. Students may waive the other five foundation courses if they have completed comparable courses with a grade of B or better within eight years of acceptance to the M.B.A. program or pass a qualifying exam for the course.

The Integrative courses are designed to provide a common set of experiences that foster thinking across functional disciplines. BUS 510 (Competing in the Global Economy) includes a marketplace simulation that incorporates all the key elements of global business operations. The other two courses on leadership and social responsibility provide a framework for considering ethics, social responsibility, and the changing role of managers.

The Advanced core includes five courses designed to provide students with the quantitative and qualitative tools used in business problem solving. Students begin

with management information systems and accounting courses linking business operations. Students then move to other advanced topics in marketing, finance, and cross cultural management where the emphasis is given to applying analytic tools and concepts to emerging issues in business practices.

Students may select a three course concentration from one of six areas: entrepreneurship, finance, global business, health care, management, and marketing. Alternatively, students who do not want to focus in one particular area may select courses from two or more fields. Many students find that a specialized concentration helps in marketing their degree to prospective employers. Others find that selecting courses from different fields gives them a broader foundation for management. Students choosing not to concentrate in one area may select any three elective courses.

The M.B.A. program closes with the capstone strategy course (BUS 580) taken in the student's last semester. This course brings together the skills learned within the program through a final interdisciplinary look at problem solving strategies and solutions.

Foundation Requirements – up to 18 hours
Hrs.

3	BUS 500	– Statistical and Quantitative Analysis
3	BUS 501	– Economic Analysis
3	BUS 502	– Marketing Management
3	BUS 503	– Corporate Finance
3	BUS 505	– Operations Management
3	BUS 506	– Principles of Accounting

Integration – 9 hours
Hrs.

3	BUS 510	– Competing in the Global Economy
3	BUS 512	– Leadership and Higher Level Management
3	BUS 513	– Social Responsibility in Organizations

Advanced Core – 15 hours
Hrs.

3	BUS 516	– Management Information Systems
3	BUS 520	– Applied Marketing Strategies
3	BUS 530	– Applied Financial Analysis
3	BUS 540	– Cross Cultural Management

3	BUS 560	– Managerial Accounting
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Capstone – 3 hours
Hrs.

3	BUS 580	– Strategic Issues and Applications in Management
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M.B.A. Concentrations – 9 hours

Entrepreneurship
Hrs.

3	BUS 544	– Managing Innovation and Change
3	BUS 571	– New Venture Management
3	BUS 572	– Family Business Planning

Finance
Hrs.

3	BUS 531	– International Finance
3	BUS 532	– Security and Portfolio Analysis
3	BUS 533	– Financial Markets and Institutions
3	BUS 534	– Derivatives and Risk Management
3	BUS 535	– International Economics and Trade
3	BUS 553	– Health Care Finance

Global Business
Hrs.

3	BUS 525	– Sales and the Global Market
3	BUS 531	– International Finance
3	BUS 535	– International Economics and Trade
3	BUS 582	– Global Business Law

Health Care
Hrs.

3	BUS 551	– Introduction to Health Care Management
3	BUS 552	– Health Care Marketing
3	BUS 553	– Health Care Finance
3	BUS 554	– Health Care Information Systems
3	BUS 556	– Ethical Issues in Health Care

Management
Hrs.

3	BUS 541	– Human Resource Management
3	BUS 544	– Managing Innovation and Change
3	BUS 545	– Project Management
3	BUS 551	– Introduction to Health Care Management
3	BUS 571	– New Venture Management

Marketing
Hrs.

3	BUS 521	– Consumer Behavior
3	BUS 522	– Marketing Research
3	BUS 523	– Negotiation and Persuasion Strategies

- 3 BUS 524 – Integrated Marketing Communications
- 3 BUS 525 – Sales and the Global Market
- 3 BUS 552 – Health Care Marketing

Additional Concentration Options

Other courses, such as BUS 581 (Advanced Business Communication), BUS 583 (Graduate Business Internship), and special topic courses offered with a BUS 590-592 designation, may be used in a concentration with the approval of the associate dean.

B.B.A./M.B.A.

For information on the B.B.A./M.B.A. program in accounting, please refer to pg. 81 in the Pamplin School of Business section.

Post M.B.A. Certificate Program

The Pamplin School of Business's M.B.A. program has a wide array of elective coursework. We offer rigorous courses in many specialized areas that provide a unique opportunity for training and scholarship to our graduate students.

Students already holding an M.B.A. degree from an AACSB accredited graduate business program can update an older degree, gain additional training, and add a new specialty to their skills by completing our Post M.B.A. Certificate Program.

Students complete a 12 credit hour program in one of the following areas: global business, healthcare, marketing, management, finance, or entrepreneurship, and then receive a post M.B.A. certificate in that area. To be admitted to this program, students must hold an M.B.A. degree from an AACSB accredited institution, and submit the following application components: an application, \$50 application fee, official transcripts documenting graduate work, and a statement of goals. The courses to choose from are below.

Global Business

Hrs.

- 3 BUS 525 – Sales and the Global Market
- 3 BUS 531 – International Finance
- 3 BUS 535 – International Economics and Trade
- 3 BUS 540 – Cross Cultural Management
- 3 BUS 582 – Global Business law

Finance

Hrs.

- 3 BUS 530 – Applied Financial Analysis
- 3 BUS 531 – International Finance
- 3 BUS 532 – Security and Portfolio Analysis
- 3 BUS 533 – Financial Markets and Institutions
- 3 BUS 534 – Derivatives and Risk Management
- 3 BUS 535 – International Economics and Trade

Healthcare

Hrs.

- 3 BUS 551 – Introduction to Health Care Management
- 3 BUS 552 – Health Care Marketing
- 3 BUS 553 – Health Care Finance
- 3 BUS 554 – Health Care Information Systems
- 3 BUS 556 – Ethical Issues in Health Care

Marketing

Hrs.

- 3 BUS 520 – Applied Marketing Strategies
- 3 BUS 521 – Consumer Behavior
- 3 BUS 522 – Marketing Research
- 3 BUS 523 – Negotiation and Persuasion Strategies
- 3 BUS 524 – Integrated Marketing Communications
- 3 BUS 525 – Sales and the Global Market

Management

Hrs.

- 3 BUS 540 – Cross Cultural Management
- 3 BUS 541 – Human Resource Management
- 3 BUS 544 – Managing Innovation and Change
- 3 BUS 545 – Project Management
- 3 BUS 571 – New Venture Management

Entrepreneurship:

Hrs.

- 3 BUS 524 – Integrated Marketing Communications
- 3 BUS 544 – Managing Innovation and Change
- 3 BUS 551 – Introduction to Health Care Management
- 3 BUS 571 – New Venture Management
- 3 BUS 572 – Family Business Planning

Course Offerings

Graduate courses in business administration begin on pg. 142.

Communication Studies

Jeff Kerssen-Griep, Ph.D., director
Faculty: Heath, Kerssen-Griep, Lattin,
Mulcrone, Pierce, Rabby, Shapiro

The Department of Communication Studies offers graduate programs leading to master of arts and master of science degrees. The master of arts program prepares students broadly for professional advancement or for doctoral academic work. The master of science program is a specialized course of study in management communication offered in conjunction with the Dr. Robert B. Pamplin, Jr. School of Business Administration.

Areas of emphasis in the M.A. program include media studies, organizational communication, and communication/rhetorical studies. Depending on their goals and background, M.A. students may be admitted into a thesis or non-thesis course of study.

The M.S. program in management communication reflects the important role that communication plays in organizing and developing personnel in organizations. The program combines advanced academic and professional study in communication and business, which should be especially valuable to persons pursuing careers in public relations, personnel or human resources, or in organizational communication.

Admission Requirements

In addition to the admission requirements previously cited, the standards for admission include a minimum 60th percentile score on the verbal portion of the Graduate Record Exam (GRE) and a 3.25 undergraduate grade point average. At the discretion of the graduate program director, a higher grade point average may compensate for a GRE result less than the stated minimum, and, conversely, a superior GRE score may compensate for a G.P.A. lower than the stated criterion. Applicants whose native language is not English must achieve a score of 600 on the Test of English as a Foreign Language.

Communication, M.A.

The M.A. program has two options:

Option A (thesis) is recommended for students with academic aspirations beyond the master's level and is intended to prepare the student for doctoral study.

Option B (non-thesis) is designed for the student who seeks advanced professional preparation with an academic foundation.

Both options require a minimum of 36 hours of communication courses, including nine hours in core courses and six hours in each of two areas of emphasis. Students must complete core course requirements with a minimum **B** average.

Core Requirements – 21 hours

Hrs.

- | | | |
|----|--|------------------------|
| 3 | CST 500 | – Research and Writing |
| 3 | CST 510 | – Communication Theory |
| 3 | CST 520 | – Advanced Criticism |
| 12 | Communication electives (six hours each in two areas of selected emphasis) | |

Option A (thesis)

Requirements – 15 hours

Hrs.

- | | | |
|------|-------------------------|--|
| 3-6 | CST 599 | – Thesis (students must pass an oral examination on the thesis and related topics) |
| 9-12 | Communication electives | |

Total Credit Hours – 36

Option B (non-thesis)

Requirements – 15 hours

Hrs.

- | | | |
|----|-------------------------|--|
| 15 | Communication electives | |
|----|-------------------------|--|

Total Credit Hours – 36

Management Communication, M.S.

This degree requires a minimum of 36 hours of communication and business courses. A thesis and a related oral defense are optional.

Students must complete the core course requirements with a minimum B average.

Core Courses – 12 hours

Hrs.

- | | | |
|---|---------|---|
| 3 | CST 500 | – Research and Writing |
| 3 | CST 510 | – Communication Theory |
| 3 | CST 533 | – Organizational Communication Management |
| 3 | CST 534 | – Organizational Communication Systems |

Program Electives (Communication Courses) – 12 hours**Hrs.**

3	CST 502	– Computer Mediated Communication in Context
3	CST 511	– Communication Across Barriers
3	CST 512	– Negotiation and Conflict Management
3	CST 525	– Advanced Interpersonal Communication
3	CST 530	– Intercultural Communication
3	* CST 581	– Advanced Business Communication
3	CST 575	– Graduate Internship
3-6	CST 595	– Advanced Research Project
3-6	CST 599	– Thesis

Program Electives (Business Courses) – 12 hours

Students will pick (in consultation with their graduate program advisor) twelve hours of business electives from one of two tracks: the public relations/advertising track or the human resources track.

Public Relations/Advertising Track**Hrs.**

3	BUS 502	– Marketing Management
3	BUS 510	– Competing in the Global Economy
3	BUS 520	– Applied Marketing Strategies
3	BUS 521	– Consumer Behavior
3	BUS 524	– Integrated Marketing Communications
3	BUS 544	– Managing Innovation and Change
3	BUS 571	– New Ventures Management

Human Resources Track**Hrs.**

3	BUS 510	– Competing in a Global Economy
3	BUS 511-513	– Economics in a Global Environment, Leadership and Upper-Level Management
3	BUS 523	– Negotiation and Persuasion Strategies
3	BUS 540	– Cross-Cultural Management
3	BUS 541	– Human Resource Management
3	BUS 543	– Organizational Design and Change
3	BUS 544	– Management of Technology and Corporate Innovation

Total Credit Hours – 36**Course Offerings**

Graduate courses in communication studies begin on pg. 153.

Business courses required for the M.S. in management communication are listed among the business administration course offerings beginning on pg. 138.

Drama

Andrew W. Golla, director

Faculty: Bowen, Golla, Hoddick, Larsen, Logan

The master of fine arts degree program in directing introduces the student to the need for a solid research-based foundation to support a common historical, theoretical, literary, and conceptual approach to theatre. In addition, the degree allows for a tightly focused emphasis on the practical skills in directing. This terminal degree program acknowledges the professional-level potential, while it also recognizes its educational applications. The requirements are evenly divided between the academic and the practical and systematically evaluated through a competency exam and oral defense of both the practical and written aspects of the thesis directing project. Each student is given a minimum of two practical production opportunities, including the thesis project, which is done with full departmental support. The degree program also includes an internship in which the student serves in a production capacity with a regional professional theatre-related organization.

The graduate program in directing is the only master of fine arts (M.F.A.) in directing in the state of Oregon. The degree program offers a unique combination of generalized core courses, a specialized focus on the directing and acting courses, outreach opportunities, and electives, all intended to provide excellent training for those seeking professional careers in the theatre.

The master of fine arts degree in directing is designed to be a three-year (6 semester) program which involves the student in a total experiential range of activity and study related to the understanding, creation, and production of drama for a live

*Must be included unless student can demonstrate professional-level competence in business communication.

presentation. A broad range of productions are presented each season with the emphasis on exposure to a variety of theatrical periods and styles.

Admission Requirements

Applicants will be required to have an adequate undergraduate preparation in dramatic literature and theatre. A comprehensive résumé must be submitted along with a completed analysis and conceptual approach to a theatrical production of a play selected from those provided by the graduate program director. Normally, only two new applicants are accepted to the program each year. All members of the drama faculty will review the application and conceptual analysis, along with the standard graduate school materials including undergraduate transcripts, a statement of purpose, and letters of recommendation. Applicants will be accepted into the M.F.A. directing program based on an assessment of the ability of the program to serve the student's goals and aspirations and of the student to contribute to the program. Once accepted, the student will work with the graduate program director on an appropriate plan, which may include prerequisite courses not carrying graduate credit.

Directing, M.F.A.

A minimum of 60 semester hours is required for the master of fine arts in directing. Prior to the candidate's last semester of course work, a written comprehensive examination is required in four major areas: dramatic criticism, theatre history, directing, and acting.

Following the production season announcement, each M.F.A. candidate will begin the thesis production planning and research process with the advisor, and submit to the advisor, within one month, a written synopsis of the intended directing/design concept for approval.

A two-phase oral examination on the thesis is required of each M.F.A. candidate:

[1] An oral examination on the thesis production will be held during the week following the production;

[2] An oral examination on the completed thesis manuscript will be held not later than three weeks prior to the intended

date of commencement.

Core Requirements — 39-45 hours

Hrs.

3	DRM 500 — Graduate Research Techniques
3	DRM 507 — Survey of Theatre History I
3	DRM 508 — Survey of Theatre History II
3	DRM 510 — Theories of Dramatic Criticism
3	DRM 531 — Advanced Production Seminar
3	DRM 539 — Production Process Qualifier
3	DRM 541 — Script Analysis Seminar
9	DRM 571/ 573 — Program Extension Tutorial
3-9	DRM 579 — Production Internship
6	DRM 599 — Thesis

Directing Focus

Requirements — 12 hours

Hrs.

3	DRM 522 — Advanced Acting
3	DRM 533 — Advanced Directing
3	DRM 537 — Advanced Directing Seminar
3	Collaborative design elective

Enrichment — 9 hours

9	Electives (Courses taken in an area of specialization of the student's choice. Areas could include music (voice study or other options), education, business or other specialized courses and projects in the drama program)
---	--

Total Credit Hours — 60

Course Offerings

Graduate courses in drama begin on pg. 159.

Education

TBA, director

Faculty: *Ackley, Arwood, Carroll, Christen, Ciriello, Eifler, Flores, Greene, Hood, Moore, Morrell, Owens, Pascarelli, Thacker, Waggoner, Wall, Weitzel*

The School of Education offers advanced teacher preparation leading to the master of education (M.Ed.) degree as well as initial teacher preparation for graduate candidates leading to the master of arts in teaching (M.A.T.) degree. Professional multidisciplinary studies preparation may be found with the master of arts (M.A.) degree. All graduate programs within the School of Education are designed to include a sequence of courses and field experiences that focus on student learning

and development, pedagogical knowledge, an understanding of cultural and special needs diversity, the use of technological skills, an integration of foundational theory with practice, a strong emphasis on reflection and inquiry, a research component, and a capstone exit project or thesis.

The School of Education offers courses in professional development for which credit is given but which are not applicable to requirements for degree programs. Such courses are indicated on individual transcripts with the prefix CED.

Federal law requires that all schools of education report required teacher licensure exams and the percentage of graduates from our programs passing these exams.

Master's Degree Programs

Admission Requirements

The School of Education uses a holistic approach in evaluating application materials. Upon completion of all application materials submitted to the Graduate School, the School of Education associate dean reviews the materials and makes a recommendation to the dean of the Graduate School. The undergraduate cumulative grade point average, along with the appropriate test scores, letters of recommendation, and goals statements are used together to determine a candidate's preparation for admission to a graduate program. The M.A.T. and the Post Master Initial Administrator programs also require an interview before admission. All master's degree applicants must meet the specific requirements of the program of interest.

Admission requirements for each program are available through the Graduate School and are listed in the School of Education graduate manual.

Master of Education (M.Ed.)

The master of education (M.Ed.) degree is designed for practicing educators to continue building upon professional knowledge and experience. This advanced preparation program is delivered on the University of Portland campus as well as at other approved off-campus sites. All M.Ed

candidates complete a 15-hour core of professional knowledge and research courses. On-campus candidates, in consultation with an academic advisor, choose a specialty option in educational leadership, reading, special education, English speakers of other languages, initial administrator licensure, or continuing licensure. Off-campus candidates are expected to follow a two-year sequence of courses in the specialty options of educational leadership.* Most School of Education degree programs are 36 credit hours in length.

Core Requirements – 15-18 hours

Hrs.

3	ED 550	– Personal and Professional Growth and Development
3	ED 551	– Social and Cultural Foundations
3	ED 555	– Teacher as Researcher
3	ED 558	– Educational Research for Improved Student Learning
3	ED 598	– M.Ed. Capstone Project
3	ED 562	– Professional Development Process: Portfolio (with CTL)

Specialty Options

Educational Leadership Requirements (on and off campus) – 21 hours

Hrs.

3	ED 570	– Curriculum Development and Implementation
3	ED 571	– Enhancing Classroom Relationships
3	ED 573	– Quality Teaching and Peer Consultation
3	ED 574	– The Teacher as Leader: Challenges and Opportunities
3	ED 575	– Transforming Schools and Systemic Change
3	ED 578	– Improving the Instructional Process
3	Elective	

Total Credit Hours – 36

Reading Endorsement Requirements (on-campus) – 21 hours

Hrs.

3	ED 580	– Elements of Reading (K-12)
3	ED 581	– Reading, Language, and Cultural Diversity in Schools
3	ED 582	– Content Area Literacy
3	ED 583	– Diagnosis and Instruction

*Students in the off campus M.Ed. (except for Guam) must complete a three-hour residency requirement at the University of Portland campus.

- of Learning Problems Related to Reading and Language Difficulties (K-12)
- 3 ED 584 – Administration and Evaluation of Reading Programs
- 6 Elective

Total Credit Hours – 36

Special Educator Endorsement Requirements (on-campus) – 18 hours

Hrs.

- 3 ED 503 – Language and Communication: Support and Strategies
- 3 ED 504 – School, Parent, and Community Relations
- 3 ED 505 – Behavior Support: Consultative and Collaborative
- 3 ED 506 – Assessment, Evaluation, and Diagnosis of Exceptional Learners and English Language Learners
- 3 ED 508 – Methods and Materials for Teaching Diverse Learners
- 3 ED 564 – Special Education Practicum: ECE/ELEM
or
- 3 ED 568 – Special Education Practicum: ELEM/MS
or
- 3 ED 569 – Special Education Practicum: MS/HS

Total Credit Hours – 36

English for Speakers of Other Languages (ESOL) Endorsement Requirements (on-campus) – 18 hours

Hrs.

- 3 ED 503 – Language and Communication: Support and Strategies
- 3 ED 504 – School, Parent, and Community Relations
- 3 ED 506 – Assessment, Evaluation, and Diagnosis of Exceptional Learners and English Language Learners
or
- 3 ED 508 – Methods and Materials for Teaching Diverse Learners
- 3 ED 581 – Reading, Language, and Cultural Diversity in Schools
- 3 ED 566 – Practicum

Total Credit Hours – 36

Initial Administrator License Requirements (on-campus) – 21 hours

Hrs.

- 3 ED 544 – Human Resource Development and Management

- 3 ED 545 – Leadership and Organizational Change
- 3 ED 546 – Policy, Ethics, and the Law
- 3 ED 547 – Resource Allocation, Finance, and Management
- 3 ED 548 – Supervision for Instructional Improvement
- 3 ED 549 – IAL Leadership Practicum
- 3 Elective

Total Credit Hours – 36

Master of Arts in Teaching (M.A.T.)

The master of arts in teaching program is an initial teacher preparation degree for those who want to obtain Oregon licensure at two of four levels of authorization: early childhood (age 3 through grade 4), elementary (grades 3 through 8), middle (grades 5 through 10), or high school (grades 7 through 12). This includes coursework for a graduate degree and simultaneous preparation for initial licensure. Candidates may not transfer credits into the program. The minimum number of hours for this degree is 36 semester hours.

3 Semester (On-Campus) Program M.A.T. Requirements – 36 hours

Hrs.

- 3 ED 530 – Dimensions of Education
- 3 ED 531 – Theories of Development and Learning
- 3 ED 532 – Assessment and Evaluation in Inclusive Classrooms
- 3 ED 533 – Methods of Teaching and Learning
- 3 ED 534 – Classroom Management and Organization
- 3 ED 535 – Literacy Across the Curriculum
- 3 ED 536 – Student Teaching Seminar
- 3 ED 537 – Research in Schools
- 3 ED 538 – Master of Arts in Teaching Capstone Project
- 3 ED 540 – Student Teaching
- 3 ED 541 – Student Teaching
- 3 ED 542 – Student Teaching: Advanced

Total Credit Hours – 36

Master of Arts (M.A.) – General Program

This program is a professional degree preparing candidates for work beyond the master's. Applicants for this degree are as-

signed to an academic advisor who assists in selecting the specific program of courses along with faculty from cooperating disciplines to comprise a three-person committee. The program of study is normally arranged at the beginning of the first semester of study.

Requirements for this degree include 18 semester hours in education and 18 semester hours in an emphasis option to be selected in consultation with the candidate's advisory committee, for a total of 36 hours.

The M.A. program has two options: Option A is for candidates who plan to continue beyond the master's level and wish to complete a thesis. Option B is for candidates who seek professional preparation as a practitioner and select to do a non-thesis project.

The advisory committee may require the candidate to complete additional semester hours for this degree. The courses in education include the following:

Core Requirements – 18 hours

Hrs.

3	ED 550	– Personal and Professional Growth and Development
3	ED 551	– Social and Cultural Foundations
3	ED 555	– Teacher as Researcher
3	ED 558	– Education Research for Improved Student Learning
3	ED 563	– Master of Arts Capstone Project
and		
3	Elective	
or		
6	ED 599	– Thesis

Emphasis Options

Emphasis Requirements – 18 hours

Emphasis option programs are constructed with the assistance of the academic advisor. The option program may include courses from the areas of business, communication studies, drama, education, health and physical education, history, mathematics, music, political science, and theology.

Total Credit Hours – 36

Post Master's Specialty Options

The School of Education offers advanced preparation specialty programs for educators who have completed master's degrees. Successful completion of specialty programs must conform to the academic regulations of the graduate school.

Admission Requirements

[1] Application with goals statement and fee.

[2] Master's degree in education related area.

[3] Current teaching license.

[4] Two letters of recommendation.

[5] Current résumé.

[6] Interview for administrative licensure program.

Reading Endorsement Specialty

Advances teachers' abilities to provide reading instruction and to diagnose and remediate reading problems in diverse instructional settings. Successful completion of course work and passing scores on the appropriate Praxis test will result in an Oregon endorsement.

Reading Endorsement Specialty Requirements (on-campus) – 15 hours

Hrs.

3	ED 580	– Elements of Reading (K-12)
3	ED 581	– Reading, Language, and Cultural Diversity in Schools
3	ED 582	– Content Area Literacy
3	ED 583	– Diagnosis and Instruction of Learning Problems Related to Reading and Language Differences (K-12)
3	ED 584	– Administration and Evaluation of Reading Programs

Special Educator Endorsement Specialty

Advances teachers' abilities to assess special needs children and develop and design appropriate instructional support for these children. Successful completion of course work and passing scores on the appropriate Praxis test will result in an Oregon endorsement.

Special Educator Endorsement Specialty Requirements (on-campus) — 18 hours Hrs.

- | | | |
|---|--------|---|
| 3 | ED 503 | — Language and Communication: Support and Strategies |
| 3 | ED 504 | — School, Parent, and Community Relations |
| 3 | ED 505 | — Behavior Disorders and Interventions |
| 3 | ED 506 | — Assessment, Evaluation, and Diagnosis of Exceptional Learners and English Language Learners |
| 3 | ED 508 | — Methods and Materials for Teaching Diverse Learners |
| 3 | ED 564 | — Special Education Practicum: ECE/ELEM
or |
| 3 | ED 568 | — Special Education Practicum: ELEM/MS
or |
| 3 | ED 569 | — Special Education Practicum: MS/HS |

English for Speakers of Other Languages Endorsement Specialty

Advances teachers' abilities to provide assessment, instruction, and evaluation of English language learners. Successful completion of course work and passing scores on the appropriate Praxis test will result in an Oregon endorsement.

English for Speakers of Other Languages (ESOL) Endorsement Specialty Requirements — 18 hours Hrs.

- | | | |
|---|--------|---|
| 3 | ED 503 | — Language and Communication: Support and Strategies |
| 3 | ED 504 | — School, Parent, and Community Relations |
| 3 | ED 506 | — Assessment, Evaluation, and Diagnosis of Exceptional Learners and English Language Learners |
| 3 | ED 508 | — Methods and Materials for Teaching Diverse Learners |
| 3 | ED 581 | — Reading, Language, and Cultural Diversity in Schools |
| 3 | ED 566 | — Practicum |

Continuing Licensure Specialty (CTL)

Allows teachers to demonstrate advanced teaching competencies and to examine classroom strategies at a graduate level.

This specialty fulfills the coursework along with a master's degree component of the continuing licensure requirements for the State of Oregon.

Continuing Licensure— 6 hours

- | | | |
|---|--------|--|
| 3 | ED 550 | — Personal and Professional Growth and Development |
| 3 | ED 562 | — Professional Development Process: Portfolio |

Initial Administrator License Specialty

Provides teachers with experiences in addressing the leadership and management needs of contemporary schools. Successful completion of course work and passing scores on the appropriate Praxis test will result in an Oregon endorsement.

Initial Administrator License Specialty Requirements — 18 hours Hrs.

- | | | |
|---|--------|--|
| 3 | ED 544 | — Human Resource Development and Management |
| 3 | ED 545 | — Leadership and Organizational Change |
| 3 | ED 546 | — Policy, Ethics, and the Law |
| 3 | ED 547 | — Resource Allocation, Finance, and Management |
| 3 | ED 548 | — Supervision for Instructional Improvement |
| 3 | ED 549 | — IAL Leadership Practicum |

Continuing Administrative License Specialty

Provides administrators with experiences in developing abilities and skills in leadership and management of school districts. Successful completion of the program can lead to continuing administrator licensure in Oregon.

Continuing Administrative License Specialty Requirements — 18 hours Hrs.

- | | | |
|---|--------|--|
| 3 | ED 552 | — Leadership for Sustaining the Vision |
| 3 | ED 553 | — Leadership for Instructional Improvement |
| 3 | ED 554 | — Leadership for Effective Data Driven Decision Making |
| 3 | ED 556 | — Leadership in the Socio-Political Context |
| 3 | ED 557 | — Ethical Leadership and Moral Imperative for Inclusive Practice |
| 3 | ED 559 | — CAL Leadership Practicum |

Engineering

Khalid H. Khan, Ph.D., director

Faculty: *Albright, Chamberlain, Dougherty, Hoffbeck, A. Inan, M. Inan, Kennedy, Khan, Kuhn, Lu, Lulay, Male, Murty, Osterberg, Rylander, Takallou, VanDeGrift, Vegdahl, Ward, Yamayee*

The School of Engineering offers a graduate program leading to a master of engineering degree. Students in this innovative program can take courses in engineering, business, and communication. This program capitalizes on the strengths of both the School of Engineering and the Pamplin School of Business Administration and caters to the individual needs of the graduate student. Courses in engineering are selected from civil, environmental, electrical, computer, and mechanical engineering as well as computer science. Courses in business are chosen in the areas of entrepreneurship, marketing and management, and new venture development. In addition, students can take a course in business communication from the Department of Communication Studies.

Admission Requirements

The following should be noted in addition to the general admission requirements of the Graduate School. Candidates who hold a bachelor's degree in engineering, mathematics, or physical science will be considered for graduate admission. Consultation with the graduate program director is highly recommended early in the process of applying for graduate admission. This could point out any deficiencies in the candidate's background and appropriate undergraduate courses could be taken to make up these deficiencies.

Degree Requirements

Thirty semester hours of graduate courses are required. Any undergraduate courses taken to make up deficiencies do not count toward these hours. Up to twelve semester hours may be taken in the area of business administration and may include a course in business communication from the communication studies department. All courses must be approved by the graduate program director or the student's graduate advisor. No thesis is required but an optional thesis or project may be used

as part of the major requirements. A maximum of six hours of credit is allowed for thesis or projects.

Course Offerings

Graduate offerings in engineering begin on pg. 174; graduate offerings in business begin on pg. 142.

Music

Roger O. Doyle, D.M.A., director

Faculty: *Connolly, Doyle, Kleszynski, Sagun, Shanno*

The graduate program in music offers courses leading to the master of arts degree. The purpose of this degree is the continued development of (a) individual talents, interests, and philosophies which can be used creatively both to preserve and extend our cultural heritage; (b) professional competence and evaluation of knowledge; (c) scholarly competence in the organization, interpretation, and evaluation of knowledge; (d) professional competence in the communication and dissemination of knowledge; and (e) individuals with the potential to solve contemporary problems in various aspects of music.

The master of arts degree is intended for the student who plans a career in such activities as solo performance, teaching, composition and arranging, church music, or advanced conducting. This degree also is an excellent preparation for additional work toward a doctoral degree.

Admission Requirements

A candidate for admission to the graduate degree program in music must meet the following requirements in addition to those established for admission to the Graduate School:

[1] The baccalaureate degree should be in music. In some cases, a minor in music also would qualify the applicant.

[2] Applicants must pass a departmental entrance examination in music history and theory. Any deficiencies, either in undergraduate preparation or as identified by the examination, must be remedied early in the program, and before admission to degree status is granted. This examination is administered by arrangement with the graduate program director.

[3] Applicants must pass an audition with the departmental faculty.

Music, M.A.

A written comprehensive examination and an oral examination on the thesis project will be required. For thesis projects involving public performance, the thesis document must be completed prior to the concert or recital.

Requirements – 30 hours

Hrs.

- | | | |
|---|--|---|
| 3 | MUS 500 | – Graduate Research Techniques in the Performing Arts |
| 3 | MUS 501 | – Seminar in Musical Styles and Analysis |
| 3 | MUS 599 | – Thesis |
| 4 | Music electives (Chosen from MUS 586, Private Lessons; MUS 542-546, MUS 552-553, University performance ensembles; and/or MUS 531, Advanced Conducting.) | |
| 4 | Music electives (A balanced selection of music courses subject to the approval of the graduate advisor.) | |
| 6 | Graduate seminars (MUS 591-592) | |
| 7 | Electives (May be outside of music; must be approved by the graduate advisor.) | |

Course Offerings

Graduate offerings in music begin on pg. 199.

Nursing

Joanne R. Warner, D.N.S., director
Faculty: *Bell, Burton, Decker, Duan, Kaakinen, Krautscheid, Martin, Moscato, O'Lynn, Reed, Shillam, Stragnell, Veltri, Warner, Woo*

The School of Nursing offers a doctorate of nursing practice (D.N.P.) and a master of science (M.S.) degree in nursing, each designed to provide an opportunity for nurses to pursue advanced study and practice in nursing.

Graduates of the doctoral and master's programs will:

- [1] Practice theory guided, evidence based nursing care.
- [2] Demonstrate clinical reasoning in the delivery and management of client centered nursing care.
- [3] Promote the spiritual dimension of health in practice.
- [4] Exemplify value based caring while meeting the health care needs of a diverse and changing society.

[5] Manage physical, fiscal, and human resources to achieve quality, cost-effective outcomes.

[6] Use communication effectively and appropriately.

[7] Provide leadership in the design, delivery, management, and evaluation of health care.

[8] Advocate for clients, society and the nursing profession.

[9] Incorporate the values of the nursing profession in practice.

D.N.P. Degree Requirements

To complete the requirements for the D.N.P. program, students must:

[1] Complete required semester credit hours for the track selected.

[2] Maintain a cumulative G.P.A. of 3.0.

[3] Earn a grade of **B** or above in all courses.

M.S. Degree Requirements

To complete the requirements for the M.S. degree in nursing, students must:

[1] Complete required semester credit hours for the track selected.

[2] Maintain a cumulative G.P.A. of 3.0.

[3] Earn a grade of **B** or above in all nursing courses with a clinical component.

[4] Earn a grade of **B-** or above in all non-clinical courses.

Doctorate of Nursing Practice (D.N.P.)

The Doctorate of Nursing Practice prepares nurses to practice at the most advanced level. The D.N.P. is an innovative model of family nurse practitioner (F.N.P.) education that blends allopathic health care with integrative health modalities. The philosophy of the centrality of the client-nurse relationship uniquely qualifies the F.N.P. to be a holistic practitioner who incorporates the spiritual dimension of health. Truth, social justice, integrity and care of vulnerable populations form the framework for advanced nursing practice.

The program has multiple points of entry, including post-baccalaureate and post-masters, with options for nurse practitioners in other specialties to obtain the D.N.P.

D.N.P. Admission Requirements

[1] Bachelor of science in nursing degree from a school of nursing accredited by an

appropriate national nursing accrediting body.

[2] Cumulative G.P.A. of 3.0 or above.

[3] Current R.N. license to practice nursing in Oregon; Washington licensure is encouraged for increased options for clinical placement.

[4] A college-level statistics course.

[5] TOEFL score of 600 or a IELTS score of 7.5, if native language is not English.

[6] Graduate Record Examination (GRE) with a score of 500 on verbal and 3.5 or above on analytical writing **or** a score of 50 or greater on the Miller Analogies Test (MAT).

[7] A written essay that reflects on combining integrative health care with traditional Western care as a model of contemporary nursing practice at the most advanced level.

[8] Two recommendations from persons able to evaluate current competency in nursing and potential for nursing practice at the most advanced level.

[9] Current résumé.

[10] Admission interview.

Doctor of Nursing Practice Curriculum Hrs.

3	NRS 500	— Statistical and Quantitative Analysis
3	NRS 501	— Theoretical Foundations for Advanced Nursing Practice Leadership
3	NRS 519	— Advanced Pathophysiology
4	NRS 520	— Health Assessment for Advanced Practice
2	NRS 521	— Nursing of Families for Advanced Practice
4	NRS 522	— Management of Adolescents and Adults with Acute Conditions
4	NRS 523	— Management of Pediatric Clients with Acute and Chronic Conditions
3	NRS 525	— Management of Conditions Common to Women
2	NRS 526	— Grant Proposal Development
3	NRS 527	— Management of Adolescents, Adults, Older Adults with Chronic Physical and Affective Conditions
2	NRS 533	— Management of Conditions Common to Men
2	NRS 534	— Role and Portfolio Development
3	NRS 537	— Mental Health Nursing
3	NRS 543	— Social and Health Policy

3	NRS 547	— Organizational and Systems Leadership
3	NRS 548	— Translational Research
3	NRS 566	— Resources Management in the Micro Environment
3	NRS 567	— Communication and Relationships
3	NRS 568	— Information Knowledge Systems
3	NRS 569	— Human Population Ecology
3	NRS 575	— Advanced Pharmacotherapeutics
3	NRS 581	— Integrative Health I: Concepts of Health and Healing
3	NRS 582	— Integrative Health II: Approaches to Care
3	NRS 583	— Integrative Health III: Nutrition and Herbal Therapy
3	NRS 584	— Integrative Health IV: Mind and Body Connections
3	NRS 589	— Applied Research: Evaluation and Evidenced Based Practice
2	NRS 597	— Practice Improvement Seminar
3	NRS 598	— Residency

82 Total Semester Hours (includes 1000 total clinical hours)

Clinical Nurse Leader (CNL)

The focus of the graduate nursing program is the Clinical Nurse Leader. The graduate program prepares the nurse to function in an advanced practice role.

The CNL provides leadership for the nursing care of clients at the point of care. With a broad based graduate education, the CNL oversees the care coordination of a distinct group of clients, be they individuals, families or populations. Clinically competent from focused experiences as a registered nurse and the clinical emphasis of our program, the CNL actively provides direct care in complex situations. This clinician puts evidence-based practice into action to ensure that clients benefit from the latest innovations in care delivery. The CNL collects and evaluates client outcomes, assesses cohort risk, and has the decision-making authority to change care plans when necessary. This clinician functions as part of an interdisciplinary team by communicating, planning, and implementing care directly with other health care professionals, including physicians, pharmacists, social workers, clinical nurse specialists and nurse practitioners. The

CNL Program includes 500 hours of clinical experience.

CNL Admission Requirements

[1] Bachelor of science in nursing degree from a school of nursing accredited by an appropriate national nursing accrediting body; or completion of Alternate Entry Master's Program at the University of Portland (AEM UP) pre-licensure component.

[2] Cumulative G.P.A. of 3.0 or above.

[3] Current R.N. license to practice nursing in Oregon; Washington licensure is encouraged for increased options for clinical placement.

[4] A college-level statistics course.

[5] Computer experience/literacy (ability to use a PC for word processing, e-mail, and access to the Internet).

[6] Graduate Record Examination (GRE) with a score of 500 on verbal and 3.5 or above on analytical writing **or** a score of 50 or greater on the Miller Analogies Test (MAT).

[7] TOEFL score of 600 or a IELTS score of 7.5 if native language is not English.

[8] A written statement of personal nursing philosophy.

[9] A written statement of personal and professional goals which demonstrates scholarly writing competencies.

[10] Two recommendations from persons able to evaluate current and potential competency in nursing, preferably at least one from a recent employer.

[11] Current résumé.

An interview may be requested.

Clinical Nurse Leader Curriculum

Hrs.

3	NRS 500/ BUS 500	— Statistical and Quantitative Analysis
3	NRS 501	— Theoretical Foundations for Advanced Nursing Practice Leadership
2	NRS 534	— Role and Portfolio Development
3	NRS 566	— Resources Management in the Micro Environment
3	NRS 567	— Communication and Relationships
3	NRS 568	— Information Knowledge Systems
3	NRS 569	— Human Population Ecology
4	NRS 570	— Advanced Clinical Foundations (includes 45 lab hours)

3 NRS 581 — Integrative Health Concepts of Health and Healing

3 NRS 589 — Applied Research: Evaluation and Evidenced Based Practice

3 NRS 593 — CNL as Practice I (includes 100 clinical hours)

3 NRS 595 — CNL as Practice II (includes 100 clinical hours)

6 NRS 596 — CNL Residency (includes 300 clinical hours)

42 Total Semester Hours (includes 500 total clinical hours)

Alternate Entry Master's Program at University of Portland (AEM UP)

This program is for individuals with a bachelor's degree in other fields who seek to enter the profession of nursing. AEM UP students will complete the Clinical Nurse Leader (CNL) specialty area. The program is a total of 11 semesters in length and has two components:

[1] Pre-licensure—this component will consist of 4 semesters of full-time study (9-14 semester hours per semester plus 720 clinical hours). It will require a full-time commitment for class and clinical experience.

[2] Advanced nursing practice—this component will include employment as an RN, a professional seminar, coursework plus extensive clinical experience.

AEM UP Admission Requirements

[1] Bachelor's degree in a field other than nursing from a regionally accredited college or university;

[2] 3.25 minimum undergraduate grade point average (GPA);

[3] Science GPA of 3.0 or above (only in required science courses);

[4] TOEFL score of 600 or a IELTS score of 7.5 if native language is not English;

[5] Graduate Record Examination (GRE) with a score of 500 on verbal and 3.5 or above on analytical writing score **or** a score of 50 or greater on the Miller Analogies Test (MAT).

[6] An essay that describes personal and professional goals for obtaining a graduate degree in nursing including reasons for choosing nursing and the AEM UP program;

[7] Two recommendations that speak to the applicant's academic abilities and pro-

fessional qualities indicating a fit for nursing and the academic rigors of the program; [8] Computer experience/literacy (ability to use a PC for word processing, e-mail and access to the Internet);

[9] Candidates who are competitive after the admission screening (GRE, GPA, prerequisites) will be invited to participate in an interview.

If offered a seat in the program, a \$500 deposit will be required. Prerequisites must be completed by the first class date.

Providence Scholars Program

The Providence Scholars program, a partnership between Providence Health Systems (PHS) and the University of Portland, was created to address the national nursing shortage. Students selected to be Providence Scholars will have 100 percent of their tuition paid by PHS and the University of Portland. The Providence Scholars program applies to the pre-licensure component of the Alternate Entry Master's program at the University of Portland (AEM UP). The student will sign a three-year employment contract with PHS in exchange for tuition coverage.

AEM UP Prerequisites

Biology with genetics
Chemistry (high school or college)
Human Anatomy and Lab
Human Physiology and Lab
Medical Microbiology and Lab
Life Processes Across the Lifespan
Nutrition
Pathophysiology
Statistics

AEM UP Pre-Licensure Curriculum

Hrs.

6	NRS 507	– Foundations of Community Health Nursing (includes 90 clinical hours)
2	NRS 510	– Nursing of Families
4	NRS 511	– Physiological Nursing (includes 90 clinical hours)
2	NRS 512	– Clinical Skills (includes 90 lab and clinical hours)
3	NRS 515	– Pharmacotherapeutics
2	NRS 516	– Professional Role Development I
7	NRS 517	– Advanced Physiological Nursing (includes 135 clinical hours)
3	NRS 518	– Mental Health Nursing (includes 45 clinical hours)

3	NRS 524	– Leadership for Advanced Nursing Practice
5	NRS 529	– Practicum with Seminar (includes 180 clinical hours)
1	NRS 536	– Professional Role Development II
6	NRS 545	– Nursing of Childbearing & Childrearing Families (includes 90 clinical hours)
3	NRS 546	– Nursing Research
1	NRS 563	– Comprehensive Review Course

48 Total Semester Hours

AEM UP students are evaluated according to the undergraduate grading requirements during the pre-licensure curriculum. At the end of pre-licensure, a cumulative grade point average of 3.0 must be achieved for entry into the advanced portion of the program.

AEM UP Advanced Nursing Practice Curriculum for Clinical Nurse Leader

Hrs.

3	NRS 500/ BUS 500	– Statistical and Quantitative Analysis
3	NRS 501	– Theoretical Foundations for Advanced Nursing Practice Leadership
2	NRS 534	– Role and Portfolio Development
3	NRS 566	– Resources Management in the Micro Environment
3	NRS 567	– Communication and Relationships
3	NRS 568	– Information Knowledge Systems
3	NRS 569	– Human Population Ecology
4	NRS 570	– Advanced Clinical Foundations (includes 45 lab and clinical hours)
3	NRS 581	– Integrative Health: Concepts of Health and Healing
3	NRS 589	– Applied Research: Evaluation and Evidenced Based Practice
3	NRS 593	– CNL as Practice I (includes 100 clinical hours)
3	NRS 595	– CNL as Practice II (includes 100 clinical hours)
6	NRS 596	– CNL Residency (includes 300 clinical hours)

42 Total Semester Hours (includes 500 total clinical hours)

Registered Nurses

The study option available for registered nurses (RNs) is the RN to MS program.

This graduate program is for registered nurses whose highest academic credential is an associate degree in nursing (ADN) and for RNs who hold a baccalaureate degree in a non-nursing field in addition to an ADN. The RN to MS program offers a creative opportunity for advanced education and career mobility for nurses. The program requires RNs with an ADN and no prior bachelor's degree to complete specific undergraduate general education prerequisite courses and bridge courses before entry into the Clinical Nurse Leader (CNL) curriculum. RNs with a non-nursing bachelor's degree and an ADN are not required to complete the undergraduate general education prerequisite courses, but must complete the bridge courses before beginning the CNL curriculum. The bridge component of the RN to MS program insures that the mandated content required by the *AACN Baccalaureate Essentials* is covered. The CNL component fulfills the *AACN End-of-Program Competencies & Required Clinical Experiences for the Clinical Nurse Leader*. A master of science degree is awarded upon completion of the program. For more information about this curricular option, see the School of Nursing website (<http://nursing.up.edu>) or call the School of Nursing at (503) 943-7211.

Nursing Education Certificate Program

The Nursing Education Certificate Program is designed for nurses with a master's degree in nursing or currently enrolled in a graduate nursing program interested in pursuing the teaching of nursing. This 10-credit sequence culminates in the awarding of a certificate in nursing education. Courses include:

Hrs.

- | | |
|---|---|
| 2 | NRS 553 — Dimensions of Adult Learning |
| 2 | NRS 554 — Curriculum Development in Nursing |
| 2 | NRS 555 — Course Design and Implementation in Nursing |
| 4 | NRS 556 — Teaching in Nursing Practicum |

The Nursing Education Certificate Program courses are offered when a cohort of interested students is formed. For more information about this certificate option, see the School of Nursing website (<http://nursing.up.edu>) or call the School of Nursing at (503-943-7211).

ing.up.edu) or call the School of Nursing (503-943-7211).

Student Handbook

The School of Nursing provides students with a copy of its handbook as they begin taking nursing courses. Students have the responsibility to acquaint themselves with its contents and are held accountable for all statements within.

Theology

The Northwest Center for Catholic Graduate Theology (NWGT) is a collaboration of the University of Portland and Gonzaga University. This collaborative enterprise brings together over 30 theology faculty members — experts in every sphere of the theological disciplines. Recognized for their professional expertise, outstanding teaching abilities, publication records, and pastoral expertise, this group of men and women have come together to better serve men and women throughout the Northwest and beyond.

University of Portland

Mary LaBarre, Ed.D., director

Deborah MacKinnon, coordinator

Faculty: *Baasten, Butkus, Cameron,*

Deming, Dempsey, Gordon, Hosinski,

LaBarre, McManus, McNamara, Rutherford

Gonzaga University

Pat McCormick, Ph.D., chairperson

Faculty: *Cook, Dallen, Downey, Egan,*

Garvin, Hartin, Kuder, Large, McCormick,

McCruadin, Milos, Mossi, Schearing, Siejk,

Willis

As a service to the churches of the Northwest, this collaboration brings a range of outstanding programs in theology and ministry training to men and women who seek renewal and wish to minister in the churches, and to do so with knowledge and professionalism.

The NWGT sees theology as an effort to understand the mystery of God. This theological vision recovered both through the Second Vatican Council and through ecumenical conversation empowers all members of the Church to fully partake in its life and ministry.

The NWGT approaches theology not only as an exciting enterprise, but also as a critically important service to the Church. Stu-

dents and faculty are together engaged in the serious task of doing theology in a way that is mutually formative and relevant for the changing conditions of both church and society.

Admission Requirements

In addition to the general admission requirements of the Graduate School previously cited, an applicant must have an undergraduate G.P.A. of 3.0.

Theology, M.A.P.M.

This is a graduate professional program designed to provide pastoral ministers with sound theological foundations, basic ministerial skills, and resources for ministry and personal spirituality. The program is primarily oriented toward laity, religious, and deacons or diaconate aspirants who are or will be involved in professional pastoral ministry. The program includes a practicum/internship.

Requirements – 40 hours

Hrs.

- 6 Introductory courses (Old and New Testament, Systemic and Applied Theology)
- 12 Theological Foundations (Christology, Issues in Religion and Culture, Contemporary Ecclesiology, Church and Social Justice, and Theology of Ministry)
- 6 Ministerial Skills (Religious Education, Pastoral Counseling)
- 12 Ministerial Resources (courses are chosen from among those offered in areas of spirituality, liturgy and sacraments, scripture, and ethics based on the needs of the cohort)
- 3 Practicum in Ministry (The practicum should be closely related to the student's field of concentration and goals. Its design is the responsibility of the student with the assistance of the advisor or designated faculty member. The advisor must approve all placements and supervision. The student and the on-site supervisor are to submit a full report and evaluation to the advisor)
- 1 Research Methods

RELI course descriptions are found on pg. 218.

Course Descriptions

Aerospace Studies

General Military Course

AS 101-102 Foundations of The U.S. Air Force — 2 sems., 2 cr. hrs.

Survey course briefly treating topics relating to the Air Force and defense. Focuses on the structure and missions of Air Force organizations; officership and professionalism; and introduction to communication skills.

*AS 111-112 Leadership Laboratory — 0 cr. hrs.

Taken in conjunction with AS 101 and 102, respectively. A weekly laboratory consisting of Air Force customs and courtesies, health and physical fitness, and drill and ceremonies.

AS 201-202 The Evaluation of USAF Air & Space Power — 2 sems., 2 cr. hrs.

Survey course concerned with the beginnings of manned flight; development of aerospace power in the United States including the employment of air power in WWI, WWII, Korea, Vietnam, the Gulf War, and the peaceful employment of U.S. air power in civic actions, scientific missions, and support of space exploration.

*AS 211-212 Leadership Laboratory — 0 cr. hrs.

Taken in conjunction with AS 201 and 202. Provides students opportunities to demonstrate fundamental management skills and to prepare cadets for Field Training.

The Professional Officer Course

AS 301-302 Leadership & Management — 2 sems., 6 cr. hrs.

Anatomy of leadership, quality and management consisting of the need for leadership, the role of discipline in leadership situations, and the variables affecting leadership. Students deal with actual problems and complete projects associated with planning and managing the Leadership Laboratory.

*AS 311-312 Leadership Laboratory — 0 cr. hrs.

Taken in conjunction with AS 301 and 302. Provides students opportunities to use fundamental management skills while planning and conducting corps activities.

AS 401-402 National Security Affairs & Preparation for Active Duty — 2 sems., 6 cr. hrs.

Capstone course designed to give students the knowledge and background to embark on a successful career as an active duty second lieutenant in the United States Air Force. Course covers the role of the professional military leader in a democratic society; societal attitudes toward the armed forces; the requisites for maintaining adequate national defense structure; the impact of technological and international developments on strategic preparedness and the overall policy making process; and military law.

*AS 411-412 Leadership Laboratory — 0 cr. hrs.

Taken in conjunction with AS 401 and 402. Provides students opportunities to use leadership skills in planning and conducting corps activities. Prepares students for commissioning and entry into the active duty Air Force.

*AS 421-422 Leadership Laboratory — 0 cr. hrs.

Provides students opportunities to use management skills in planning and conducting corps activities. Prepares students for commissioning and entry into the active-duty Air Force.

† Field Training Courses

‡ Four-Week Field Training (summer) — 0 cr. hrs.

Provides orientation and familiarization with the mission of an Air Force base. The major areas of study include junior officer training, aircraft and aircrew orientation, career orientation, survival training, Air Force base functions and environments, and physical training. While at field training, the cadet is paid at the current established rate.

‡ Six-Week Field Training (summer) — 0 cr. hrs.

Replaces four-week Field Training as a prerequisite for AS 301 for students who did not complete AS 101-102, AS 201-202. Includes military customs and ceremonies orientation and familiarization

**Leadership Laboratory is taken a maximum of two hours per week for lower-division and three hours per week for upper-division students. Instruction is conducted within the framework of an organized cadet corps with a progression of experiences designed to develop each student's leadership potential. Leadership Laboratory involves a study of Air Force customs and courtesies; drill and ceremonies; career opportunities in the Air Force; and the life and work of an Air Force junior officer. Students develop their leadership potential in a practical, supervised laboratory, which includes field trips to Air Force installations.*

† Normally attended in the summer between sophomore and junior years.

‡ Prerequisite for AS 301.

with the mission of an Air Force installation. The major areas of study are essentially the same as those conducted at the four-week field training period. While at field training, the cadet is paid at the current established rate.

Biology

BIO 205 Foundations of Biology—3 cr. hrs.

Introductory principles of biology, including the nature of scientific inquiry, biochemistry, cell structure and function, genetics, and reproductive physiology. Three hours of lecture per week. Credit for BIO 205 will not be granted to students who have completed BIO 207.

BIO 206 Organismal and Population Biology—3 cr. hrs.

Introductory principles of biology including morphological and physiological analysis of plant and animal organisms, population biology, evolution, and ecology. Three hours of lecture per week. (BIO 276 may be taken concurrently.)

BIO 207 Introductory Cell Biology and Genetics—3 cr. hrs.

Introductory principles of biology, including the nature of scientific inquiry, biochemistry, cell structure and function, membrane transport, photosynthesis, cellular respiration, and genetics. Three hours of lecture per week. Credit for BIO 207 will not be granted to students who have completed BIO 205. (BIO 277 may be taken concurrently.)

BIO 276 Organismal and Population Biology Lab—1 cr. hr.

Laboratory investigation into the structure and function of living organisms. Three hours of laboratory per week. (Corequisite: BIO 206.) Fee: \$60.

BIO 277 Introductory Cell Biology and Genetics Lab—1 cr. hr.

Laboratory investigation into the structure, function, and development of cells and living organisms. Three hours of laboratory per week. (Corequisite: BIO 207.) Fee: \$60.

BIO 290 Directed Study—credit arranged.

Independent study in a specialized field under the direction of a staff member. Maximum of eight credits under the number. Permission of the staff member is required.

BIO 307 Human Anatomy—3 cr. hrs.

Gross anatomy of the nervous, endocrine, skeletal, muscular, cardiovascular, respiratory, digestive, excretory, and reproductive systems will be covered. Emphasis is on associating function with structure. Three hours of lecture per week. (Prerequisite: BIO 205 or 207. BIO 377 may be taken concurrently.)

BIO 308 Human Physiology—3 cr. hrs.

Physiology of the human nervous, endocrine, cardiovascular, respiratory, excretory, and reproductive systems. Emphasis is on homeostatic control mechanisms. Three hours of

lecture per week. (Prerequisite: BIO 205 or BIO 207. BIO 378 may be taken concurrently.)

BIO 330 Human Genetics—3 cr. hrs.

The basic principles of human genetics and the societal impact resulting from technological advances in the field. Topics include gene therapy, genetic engineering, and the Human Genome Project. Three hours of lecture per week. (Prerequisites: BIO 206-207, and CHM 207-208 or equivalent.)

BIO 336 Embryology and Developmental Biology—3 cr. hrs.

Gametogenesis, fertilization, development, growth, and differentiation of organisms. Three hours of lecture per week. (Prerequisites: BIO 206-207, CHM 207-208 or equivalent. BIO 376 may be taken concurrently.)

BIO 338 Marine Biology of the Pacific Northwest—3 cr. hrs.

Taxonomy, morphology, physiology, and ecology of Northwest marine fauna. (Prerequisites: BIO 206-207 or SCI 162. BIO 368 may be taken concurrently.)

BIO 341 Biology of Seed Plants—3 cr. hrs.

Morphology, anatomy, and physiology of gymnosperm and angiosperm plants. Emphasis is given to plants native to the Pacific Northwest. Three hours of lecture per week. (Prerequisites: BIO 206, CHM 207-208, or equivalent. BIO 371 may be taken concurrently.)

BIO 342 Neurobiology—3 cr. hrs.

Course will examine anatomy and physiology of the nervous system with a particular focus on neurons as well as the electrical and chemical signaling used in neural communication. Three hours of lecture per week. (Prerequisites: BIO 206-207.)

BIO 345 Vertebrate Biology—3 cr. hrs.

Natural history of vertebrates including morphology, physiology, evolution, and taxonomy of the vertebrate classes. Three hours of lecture per week. (Prerequisite: BIO 206. BIO 375 may be taken concurrently.)

BIO 347 Animal Behavior—3 cr. hrs.

Course will review the history of ethology and behavioral ecology, and examine the behavior of both invertebrate and vertebrate organisms in physiological, ecological, adaptive, and phylogenetic contexts. Three hours of lecture per week. (Prerequisites: BIO 206-207.)

BIO 354 Cell and Molecular Biology—3 cr. hrs.

The structure and function of cells and their components, including cell metabolism, cell communication, cell death, and cell/subcellular techniques. (Prerequisites: BIO 206-207, CHM 207-208 or equivalent. BIO 372 may be taken concurrently.)

BIO 359 Medical Microbiology—3 cr. hrs.

Structure, physiology, and genetics of cellular microorganisms and viruses, discussed in rela-

tion to the pathogenesis, treatment, and prevention of infectious diseases. Three hours of lecture per week. (Prerequisite: BIO 205 or 207. BIO 379 may be taken concurrently.)

***BIO 363 Introduction to Freshwater Ecology—3 cr. hrs.**

The physical, chemical, and biological components of freshwater ecosystems. (Prerequisites: BIO 206 or SCI 182, or BIO 338 and written permission of instructor. Corequisite: BIO 373.)

BIO 368 Marine Biology Laboratory—1 cr. hr.

Laboratory and field experience in the taxonomy, morphology, physiology, and ecology of Northwest marine fauna. (Prerequisite: BIO 206 or SCI 162. Corequisite: BIO 338.) Fee: \$60.

BIO 371 Plant Biology Laboratory—1 cr. hr.

Laboratory and investigation of the morphology, anatomy, and physiology of gymnosperm and angiosperm plants. Emphasis is given to plants native to the Pacific Northwest. Three hours of laboratory per week. (Corequisite: BIO 341.) Fee: \$60.

BIO 372 Cell and Molecular Biology Laboratory—1 cr. hr.

An overview of current methodology in cell biology, including microscopy, cell culture, and macromolecular isolation/analysis techniques. Three hours of laboratory per week. (Corequisite: BIO 354.) Fee: \$60.

***BIO 373 Freshwater Ecology Laboratory—1 cr. hr.**

Field and laboratory investigation of freshwater ecosystems. (Corequisite: BIO 363.) Fee: \$60.

BIO 375 Vertebrate Biology Laboratory—1 cr. hr.

Field and laboratory experience in the natural history and taxonomy of vertebrate organisms. Three hours of laboratory per week. (Corequisite: BIO 345.) Fee: \$60.

BIO 376 Embryology and Developmental Biology Laboratory—1 cr. hr.

Experimental and microscopic techniques are used to study the development of organisms. Three hours of laboratory per week. (Corequisite: BIO 336.) Fee: \$60.

BIO 377 Anatomy Laboratory—1 cr. hr.

Gross anatomy of the human body will be studied using human bones and cadavers. Three hours of laboratory per week. (Corequisite: BIO 307.) Fee: \$60.

BIO 378 Physiology Laboratory—1 cr. hr.

Homeostatic control of body systems will be explored using the students' bodies. Interfacing of physiological recording equipment with the computer will be demonstrated. Three hours of laboratory per week. (Corequisite: BIO 308.) Fee: \$60.

BIO 379 Medical Microbiology Laboratory—1 cr. hr.

Laboratory investigation of microorganisms that affect human health, with an emphasis on proper handling of specimens, selective and differential cultivation, laboratory diagnosis, and evaluation of antimicrobial agents. Three hours of laboratory per week, and follow-up at times other than the scheduled lab period. (Corequisite: BIO 359.) Fee: \$60.

BIO 384 Remote Sensing and Geographic Information Systems—3 cr. hrs.

This course focuses on environmental applications of multispectral remote sensing (RS) and its integration into geographic information systems (GIS). Specific RS topics include sensor systems, digital image processing, and automated information extraction. Specific GIS topics include spatial database management systems, data analysis, and environmental modeling. Special emphasis will be placed on biological applications (e.g., vegetation mapping, habitat identification, wildfire regeneration, and field data mapping). Three hours of lecture per week. (Also listed as ENV 384.)

BIO 385 Environmental Microbiology—3 cr. hrs.

Morphology, physiology, and ecology of microorganisms, emphasizing their role in environmental processes such as nutrient cycling, bioremediation, waste treatment, and food production. Three hours of lecture per week. (Prerequisites: CHM 207-208. Also listed as ENV 385.)

BIO 387 Service Learning In Biology—1 cr. hr.

Faculty-directed student outreach experience in community educational institutions. Before enrolling, a student must consult with a faculty member to define the project. May be repeated for credit. (Prerequisite: BIO 206-207.)

BIO 415 Readings in Biology—1 cr. hr.

Seminar on topics in biology, including medicine, ecology, animal behavior, biochemistry, genetics and evolution. One hour of discussion per week. (Prerequisite: BIO 206-207, BIO 276-277, and permission of instructor.)

†BIO 436 Invertebrate Zoology—3 cr. hrs.

Morphology, physiology, and taxonomy of the invertebrate phyla. Three hours of lecture per week. (Prerequisite: BIO 206-207. BIO 476 may be taken concurrently.)

BIO 442 Ecology—3 cr. hrs.

Principles of ecology including structure and function of ecosystems, ecosystem development, behavioral ecology, and population biology. Three hours of lecture per week. (Prerequisite: BIO 206. BIO 472 may be taken concurrently.)

*Course offered Summer Session only.

†Course may be offered periodically.

BIO 445 Molecular Genetics—3 cr. hrs.

Principles of eukaryotic and prokaryotic genetics, including the nature of the genetic material, gene expression and regulation, mutation and repair, and molecular genetics techniques. (Prerequisites: BIO 206-207/276-277, and CHM 325. BIO 475 may be taken concurrently.)

BIO 453 Evolution—3 cr. hrs.

Introduction to the theories of life, sources of genetic variation, speciation, and extinction. Three hours of lecture per week. (Prerequisites: BIO 206-207.)

†BIO 460 Immunology—3 cr. hrs.

Principles of immunology including structure and function of antibody molecules; the nature of antigens; development and function of B and T lymphocytes; humoral and cell mediated reactions with antigen in vivo and in vitro and immunological disorders. (Prerequisites: BIO 206-207/BIO 276-277. BIO 470 may be taken concurrently.)

†BIO 470 Immunology Laboratory—1 cr. hr.

Laboratory exercises on immunological techniques including cell tissue culture, ELISA immunoassay, agglutination, immunization, and antibody measurement. Three hours of laboratory per week. (Corequisite: BIO 460.) Fee: \$60.

BIO 472 Ecology Laboratory—1 cr. hr.

Laboratory and field investigation of community structure, productivity, and population dynamics. Three hours of laboratory per week. (Prerequisite: MTH 161. Corequisite: BIO 442.) Fee: \$60.

BIO 475 Molecular Genetics Laboratory—1 cr. hr.

An overview of current methodology in molecular genetics, including DNA fingerprinting and recombinant DNA techniques. Three hours of laboratory per week. (Corequisite: BIO 445.) Fee: \$60.

†BIO 476 Invertebrate Zoology Laboratory—1 cr. hr.

Laboratory and field investigation of the invertebrate phyla. Three hours of laboratory per week. (Corequisite: BIO 436.) Fee: \$60.

BIO 477 Human Anatomy Dissection—1 cr. hr.

Completion of BIO 377 (Human Anatomy Lab) and permission of instructor required. Students engage in independent dissection of human cadavers to gain a more in-depth and comprehensive understanding of the human body. Appropriate techniques are taught to dissect and prepare cadavers as prosecutions for use in BIO 377. A minimum of 3 hours/week is required. Fee: \$60.

BIO 490 Directed Study—credit arranged.**BIO 491-492 Biology Seminar—credit arranged.****BIO 493 Research—1-3 cr. hrs.**

Faculty-directed student research. Before enrolling, a student must consult with a faculty member to define the project. May be repeated for credit. (Prerequisites: BIO 206-207/276-277.) Fee: \$60.

BIO 497 Internship—credit arranged.

Intensive field experience in selected industries or agencies. Department permission and supervision is required. (Prerequisites: BIO 206-207/276-277.)

BIO 499 Senior Thesis—1-6 cr. hrs.

Research, study, or original work under the direction of a faculty mentor, leading to a scholarly thesis document with a public presentation of results. Requires approval of thesis director, department chair, and the director of the honors program, when appropriate. (Prerequisites: Senior standing; 3.0 G.P.A. in the thesis area or good standing in the honors program.)

Business Administration

***BUS 100 Introduction to Leadership—3 cr. hrs.**

Introduces students to the key skill bases in leadership (team building, communication, problem solving and technology) that are the foundation of the undergraduate curriculum in business. Covers these skills within global and ethical frameworks. Business majors only. Course includes a required workshop and lab that students need to attend once a week. Fall semester restricted to first-time freshmen. Spring semester open to all business students. Fee \$65.

***BUS 200 Entrepreneurial Marketing—3 cr. hrs.**

Covers fundamentals of entrepreneurial and marketing concepts, including idea generation, market research, and product development. Other concepts in the entrepreneurial model include environmental influences, consumer behavior, feasibility studies, and the creation and execution of strategies for reaching objectives. (Prerequisite: Sophomore status.)

***BUS 201 Business Environment of Entrepreneurship—3 cr. hrs.**

Analyzes the competitive market environment facing firms in an industry with emphasis on the entrepreneur. Considers barriers to entry, defining competitors, evaluating relationships with buyers and suppliers, and making pricing decisions. (Prerequisites: ECN 120, ECN 121.)

***BUS 209 Financial Accounting—3 cr. hrs.**

Covers the preparation and interpretation of basic financial information. Includes the usage of information from the multiple perspectives of owners, creditors and investors of both large and small businesses who use this information

*Required of all undergraduate business students.

†Course may be offered periodically.

in their lending and investing decisions.

***BUS 210 Managerial Accounting—3 cr. hrs.**

Examines the use of accounting information for planning, control, internal decision-making, and performance evaluation. Introduces mathematical tools and techniques for producing managerial information and considers the behavior effects of the information. (Prerequisite: BUS 209.)

***BUS 250 Legal and Social Responsibility in Business—3 cr. hrs.**

Provides an overview of the legal and ethical concerns of managers. Topics include governmental regulation of business, diversity in the workplace and the global legal environment. Explores private law topics including contracts and tort law. Designated as a writing enhanced course involving writing instruction and completion of several writing assignments.

***BUS 255 Management Information Systems—3 cr. hrs.**

This course is an introduction to the technology, applications, and management of computer-based information systems in organizations with dual emphases on the digital firm and database management systems. It is designed to provide the necessary frameworks, concepts, and principles to guide students to understand and effectively address the issues pertaining to the vast and fast-growing field of computer-based information systems (IT/CBIS) in the context of an enterprise. (Prerequisite: BUS 100 or EGR 110.)

***BUS 305 Business Finance—3 cr. hrs.**

Emphasis on the goal of financial management, value maximization, and the financing, investment, and dividend decisions that lead to this goal. Topics include cash flow analysis, financial mathematics, capital budgeting decision, financial leverage and the effects on shareholder returns, investment risk analysis, valuation of bonds and common stock, cost of capital to the firm, and dividend payout policies. (Prerequisites: BUS 209 and ECN 220 or EGR 360 or MTH 161.)

BUS 310 Intermediate Accounting I—3 cr. hrs.

Examines theoretical issues involving the valuing, classifying, recording, and reporting of accounting transactions related to asset and revenue recognition. Includes the analysis of financial statements, in particular the statement of financial position and statement of profit and loss. (Prerequisites: BUS 209, BUS 210, Junior status.)

BUS 311 Intermediate Accounting II—3 cr. hrs.

Continuation of BUS 310. Examines theoretical issues involving the valuing, classifying, record-

ing, and reporting of accounting transactions related to liabilities and equity. Includes the analysis of financial statements in particular the Statement of Financial Position, the Statement of Changes in Stockholder's Equity, and the Statement of Cash Flows. (Prerequisite: BUS 310.)

BUS 312 Cost Accounting—3 cr. hrs.

Develops analytical skills used in cost and managerial accounting that are used for internal decision-making as distinct from external financial accounting. Topics include: the accountant's role in the organization, cost terms and purposes, cost-volume profit analysis, job costing, activity based costing, budgeting, variance analysis, direct costing and other relevant information for decision making. (Prerequisite: BUS 210.)

BUS 330 Managerial Finance—3 cr. hrs.

Provides a conceptual and theoretical treatment to topics such as the role of risk in asset pricing, capital structure, currency-risk management, and dividend policy. Considers the function of finance in relation to the overall objectives of the organization. (Prerequisite: BUS 305.)

BUS 355 Decision Modeling—3 cr. hrs.

Develops understanding of quantitative decision making by considering problems in accounting, finance, human resources, marketing, operations, and strategic business management. Examines the impact of uncertainty on business results, as well as the application of tools and methods useful in making business decisions under uncertainty. The course stresses the use of computer software (Microsoft Excel, Visual Basic for Applications, statistical software, etc.) in performing business analysis. (Prerequisites: BUS 255 and ECN 220.)

***BUS 360 Organizational Behavior—3 cr. hrs.**

Increases student understanding of self, other individuals, groups, and human behavior in organizations. Topics include personality, values, motivation, communication, teamwork, conflict management, decision-making, and leadership. Employs experiential methodology to emphasize skill-building in the main areas. (Prerequisite: Junior status.)

***BUS 361 Technology and Operations Management—3 cr. hrs.**

Develops quantitative and theoretical knowledge of issues related to the design and management of operations and technology. Develops student understanding of the strategic importance and competitive market-place advantage from operations. It is highly recommended that students take the optional lab session. (Prerequisites: ECN 220 or EGR 360, Junior status.)

BUS 362 Human Resource Management—3 cr. hrs.

Examines theories and practices of staffing, training, assessing, and compensating employ-

**Required of all undergraduate business students.*

ees from the perspectives of line management and the human resource department. Explores union/management interactions and healthy workplace environment while considering employment laws, the diverse labor force, and internal influences. (BUS 360 recommended.)

BUS 365 Accounting Information Systems—3 cr. hrs.

Evaluates the design, implementation and control of accounting information systems. Topics include understanding and documenting transaction cycles, evaluating internal control environment, and using resources-events-agents (REA) method to model information systems. (Prerequisites: BUS 255, BUS 310.)

BUS 370 Marketing Research—3 cr. hrs.

Surveys the field of marketing research, defined as all activities that provide information to guide marketing decisions. Provides understanding about informational objectives, data sources, design and implementation of data collection procedures, analysis of data, and presentation of results. (Prerequisites: BUS 200 and ECN 220 or MTH 161, Junior status.)

BUS 371 Consumer Behavior—3 cr. hrs.

Provides an in-depth examination of the internal mental processes and external factors that shape consumers' responses to marketing strategies, their purchase decisions, and product usage behavior. Emphasizes application of core concepts to marketing decisions. (Prerequisites: BUS 200, Junior status.)

BUS 380 Family Business and Small Business Management—3 cr. hrs.

Develops the entrepreneurial mindsets and skills needed to create or build a business. Focus is on issues pertinent to family businesses, understanding of critical success factors, small business management and marketing, and ability to read and use financial statements. (Open only to non-business majors. No business prerequisites.)

***BUS 400 Management Decisions and Policy—3 cr. hrs.**

Examines the process of managing the strategy, formulation, and implementation functions of a firm. Teaches students to think strategically and to consider the perspective of the total enterprise utilizing cases, readings, and a computer simulation. Taken during one of the students' last two semesters.

BUS 401 Business Administration Internship—3 cr. hrs.

Matches qualified students with leading business and non-profit organizations for on-the-job learning experiences related to a functional discipline. Intern meets regularly with a faculty member in the related functional discipline. (Prerequisites: Preapproval of internship director and Senior standing.)

BUS 411 Advanced Accounting—3 cr. hrs.

Examines critical issues necessary to evaluate and report on business combinations, corporate consolidations, and partnerships. Includes accounting research methodology and case analysis. (Prerequisite: BUS 311.)

BUS 430 Investments—3 cr. hrs.

This course is a survey of the field of investment analysis and portfolio management. Topics include: The investment process and financial planning, the structure of capital markets (stock exchanges, etc.), the definition and statistical measurement of risk and return in the global market, security law and ethics, stock market indicators and their calculation, investment media and risks, stock and bond valuation models, real estate investment, municipal bonds, government securities, etc. (Prerequisite: BUS 305.)

BUS 431 Financial Markets and Institutions—3 cr. hrs.

Examines the various financial markets that play a crucial role in helping individuals, corporations, and governments obtain financing and invest in financial assets such as stocks, bonds, mortgages, and derivatives. Includes the study of financial institutions that facilitate management of financial market transactions. (Prerequisite: BUS 305.)

BUS 432 Personal Financial Planning—3 cr. hrs.

Provides the informational and decision-making tools needed for planning and implementing a successful personal financial program. Topics include money management models, consumer finance issues, insurance, investing, retirement and estate planning. (Prerequisite: BUS 305.)

BUS 441 International Finance—3 cr. hrs.

Provides an in-depth examination of international money and capital markets, exchange-rate determination and currency-risk management techniques employing forward, futures, and options contracts. Considers the functions of international financial management in relation to the overall objectives of the organization. (Prerequisite: BUS 305.)

BUS 442 Cross-Cultural Management—3 cr. hrs.

Helps students gain a systematic understanding of cultural differences across and within nations and the impact thereof on business practice and managerial behavior. Includes in-depth comparative cultural analysis. Develops students' global mindsets and multicultural skills, including cultural sensitivity, intercultural communication, negotiations, and cooperation. (Prerequisite: BUS 360.)

BUS 443 International Marketing Management—3 cr. hrs.

Applies marketing principles to the contexts of international and global business. Topics include strategies, risks, and benefits of marketing across national and cultural boundaries. Also examines consequences and ethical considerations of globalization. (Prerequisite: BUS 200. Also listed as SJP 447.)

BUS 450 Advance Business Law—3 cr. hrs.

Study of the legal and ethical concerns of managers. Topics include government regulation of business, environmental issues, and the global legal environment. The course also explores private law topics including commercial paper, secured transactions, credit and suretyship, bankruptcy, and professional liability. (Prerequisite: BUS 250.)

BUS 460 Managing Innovation and Change—3 cr. hrs.

Examines the issues related to innovation, entrepreneurship, and strategic change. Introduces conceptual frameworks for assessing the innovative capabilities of a business organization. Develops skills necessary to be effective as a manager in an innovation-intensive organization or within any research and development division. Exposes students to technological innovations that impact industry and economies. (Prerequisite: BUS 360.)

BUS 464 Business Taxation—3 cr. hrs

Provides a survey of income tax issues for businesses. Includes overview of tax theory, taxation of corporations, partnerships and other business entities. Emphasizes how tax issues impact decision-making. (Prerequisite: BUS 210 or equivalent)

BUS 465 Auditing—3 cr. hrs.

Provides information on the theory, methodology, and specific techniques used in the verification and presentation of financial data provided to outsiders. Introduces specific verification services, including assurance, attest, and audit services. Class work includes a team project requiring an audit of an organization. (Prerequisite: BUS 311.)

BUS 466 Not-for-Profit and International Accounting—3 cr. hrs.

Covers both accounting for not-for-profit entities and international/foreign currency accounting. Examines accounting regulations for governments, charitable organizations, colleges and universities, and hospitals. Considers transactions made by U.S. entities but denominated in foreign currencies and international accounting standards compared to U.S. standards. (Prerequisite: BUS 311.)

BUS 467 Personal Taxation—3 cr. Hrs.

Covers the fundamentals of the federal taxation of individuals and investments. Emphasis on planning transactions to minimize tax. Includes research using both print and computerized tax

materials and the Internal Revenue Code. (Prerequisite BUS 210.)

BUS 471 Integrated Marketing Communications—3 cr. hrs.

Provides a detailed examination of the uses of advertising, sales promotions, public relations, personal selling, and other promotional tools in achieving different types of marketing goals. Emphasizes hands-on learning through development of a communication plan. (Prerequisite: BUS 200.)

BUS 472 Personal Selling—3 cr. hrs.

Discuss and practice current theories regarding the selling process and personal selling strategies. Develop interpersonal communication and analytical skills. Seminar format with extensive role plays, guest speakers, and discussion, emphasizing selling as a skill and profession. (Prerequisites: BUS 200, Junior status.)

BUS 480 Creating a World-Class Venture—3 cr. hrs.

Coverage of conceptual entrepreneurial skills needed to create a business that is globally competitive. Emphasis on creation and implementation of a plan for a potential world-class venture. (Open only to Entrepreneur Scholars.) Fee: \$3,000.

BUS 481 Entrepreneur Apprenticeship—3 cr. hrs.

Business plan development and implementation under supervision of the Franz Chair in Entrepreneurship and the mentorship of an entrepreneur. (Open only to Entrepreneur Scholars, with plan approved by Franz Chair prior to registration.)

BUS 482 Global Entrepreneurship—3 cr. hrs.

Prepares students to conduct international businesses by comparing and contrasting the business practices of entrepreneurs in the United States with entrepreneurs globally. Immerses students in a foreign culture where they transact business on foreign soil. (Open to Entrepreneur Scholars only.)

BUS 485 Entrepreneurial Ventures—3 cr. hrs.

Designed for juniors and seniors interested in creating a new business venture or students at this level who wish to familiarize themselves with the concepts, issues, and techniques of new venture creation and entrepreneurship. The course will focus on identifying and evaluating new business opportunities. (Prerequisite: BUS 200.)

BUS 490 Directed Study—3 cr. hrs.

Designed for superior students desiring extensive and intensive study in a particular area of interest. (Prerequisite: Permission of instructor, advisor, and dean.)

BUS 491-492 Business Seminars—3 cr. hrs.

In the semesters in which offered, varying subject matter as business faculty deems appropriate for needs of the student in meeting the objectives of the undergraduate business program.

BUS 499 Senior Thesis—3 cr. hrs.

Research, study, or original work under the direction of a faculty mentor, leading to a scholarly thesis document with a public presentation of results. Requires approval of thesis director, dean, and director of the honors program, when appropriate. (Prerequisites: Senior standing, 3.0 GPA in the thesis area or good standing in the honors program.)

Graduate Courses

MBA program information can be found in the Graduate School section on page 114.

BUS 500 Statistical and Quantitative Analysis—3 cr. hrs.

Covers the statistical and quantitative tools for conducting basic research in the business environment. Topics include descriptive statistics, probability distribution, hypothesis testing, extensive treatment of multiple regression models. Microsoft Excel is the tool of analysis for the course. (Also listed as NRS 500.)

BUS 501 Economic Analysis—3 cr. hrs.

Provides a comprehensive review of macro- and microeconomics topics as background for M.B.A. study.

BUS 502 Marketing Management—3 cr. hrs.

Examines marketing and its environment, marketing's role within the firm, selecting marketing targets and developing a marketing mix (products, distribution, prices, and promotion). The development, implementation, and control of the marketing plan are also treated in the global context.

BUS 503 Corporate Finance—3 cr. hrs.

Provides the basics in financial management. Topics include taxes, financial markets and institutions, discounted cash flow analysis, stock and bond valuation, risk and return, portfolio theory, cost of capital, financial statement analysis, capital budgeting, capital structure theory, and dividend policy. An introduction to advanced topics such as agency theory, and bankruptcy and reorganization. (Prerequisite: BUS 500. Recommended: BUS 506.)

BUS 505 Operations Management—3 cr. hrs.

Introduces a variety of quantitative techniques with a wide-ranging application potential in areas of operations management and analysis. Topics will typically include linear programming approaches to resource allocation, statistical techniques for quality control, inventory models, project scheduling networks, and basic queuing systems. (Prerequisite: BUS 500.)

BUS 506 Principles of Accounting—3 cr. hrs.

Introduction to financial and managerial accounting and reporting issues. Topics include the preparation, analysis, and interpretation of general purpose financial reports and uses of accounting information for decision-making purposes.

BUS 510 Competing in the Global Economy—3 cr. hrs.

Promotes strategic thinking and team dynamics with an in-depth treatment of all the functional areas of business. Uses a computerized simulation exercise that allows students to model the evolutionary path of a new venture and to focus on cross-disciplinary learning. By doing so, class provides an integrated perspective of business knowledge, decision making and teamwork skills, and experience in leadership. Recommended: Completion of all foundation courses.

BUS 512 Leadership and Higher Level Management—3 cr. hrs.

Explores the role of leadership within organizations focusing on integrative roles of middle and higher level managers. Topics include a survey of leadership theory, team building skills, conflict and politics, and the management of change.

BUS 513 Social Responsibility in Organizations—3 cr. hrs.

Explores the role of business in society. Coverage of company values, actions, and outcomes that affect employees, investors, business partners, communities, and the natural environment. Examines business ethics in these relationships and ways that leaders can improve corporate citizenship.

BUS 516 Management Information Systems—3 cr. hrs.

This course is an introduction to the technology, applications, and management of computer-based information systems in organizations with dual emphases on the digital firm and database management systems. It is designed to provide the necessary frameworks, concepts, and principles to guide students to understand and effectively address the issues pertaining to the vast and fast-growing field of computer-based information systems (IT/CBIS) in the context of an enterprise.

BUS 520 Applied Marketing Strategies—3 cr. hrs.

Develops customer-focused plans and strategies for products and businesses in an increasingly competitive environment. Emphasizes managerial practices relating to product offering, pricing, promotion, and distribution and how these are integrated to satisfy consumers. (Prerequisite: BUS 502 or equivalent.)

BUS 521 Consumer Behavior—3 cr. hrs.

Offers a detailed analysis of consumer decision processes, product usage behavior, and responses to various elements of marketing strategy. Explores external environmental influences and internal mental processes that help shape consumer behavior. (Prerequisite: BUS 502 or equivalent.)

BUS 522 Marketing Research—3 cr. hrs.

Presents a problem-solving approach to understanding the ways information is used to guide marketing and management decisions. Using an experiential method, students learn to define research objectives, choose and evaluate data sources, implement data collection procedures, and analyze and present research results. (Prerequisite: BUS 502 or equivalent.)

BUS 523 Negotiation and Persuasion Strategies—3cr. hrs.

Applies negotiation strategies and tactics in a variety of business and nonprofit environments; emphasis on collaborative and competitive styles of negotiating. Seminar-style course with multiple bargaining simulations throughout the semester. (Prerequisite: BUS 502 or equivalent.)

BUS 524 Integrated Marketing Communications—3 cr. hrs.

Provides an in-depth examination of how to build a brand for a corporation or non-profit organization through uses of various elements of marketing communication, including advertising, sales promotion, public relations, and event sponsorships. (Prerequisite: BUS 502 or equivalent.)

BUS 525 Sales and the Global Market—3 cr. hrs.

Understand the personal selling function as a means to develop buyer-seller interrelationships. Provides an opportunity to discuss and practice the selling process and personal selling strategies with an emphasis on managing across cultures. Role plays and cases are featured components for enhancing marketing and sales skills. (Prerequisite: BUS 502 or equivalent.)

BUS 530 Applied Financial Analysis—3 cr. hrs.

An in-depth examination of the key theories and practices in managerial finance. Primary coverage on the corporations' financing, investing, and distribution activities, the assessment and management of risk, a critical analysis of financial reports, and the valuation of claims and contingent claims. Quantitative content. (Prerequisites BUS 500, BUS 503 or equivalent.)

BUS 531 International Finance—3 cr. hrs.

Examines international financial institutions, markets, and instrument. Emphasis on exchange-rate determination, and currency-risk management techniques employing forward, futures, and options contracts. Other topics include international money and capital markets, portfolio theory in an international context, international capital budgeting, and economic developments reshaping the financing and investment environment. (Prerequisite: BUS 503 or equivalent.)

BUS 532 Security and Portfolio Analysis—3 cr. hrs.

Surveys the field of investments. Topics include investment objectives, short-term and long-term media, real estate media, stock and bond valuation theory, the capital asset pricing model and portfolio theory, the efficient market hypothesis, options, and futures. (Prerequisite: BUS 503 or equivalent.)

BUS 533 Financial Markets and Institutions—3 cr. hrs.

Studies the global financial system and the financial markets and intermediaries that comprise this system. The course examines related topics such as interest rates and the pricing of financial assets, regulation, and the risk analysis and management of banks and other financial institutions. (Prerequisite: BUS 503 or equivalent.)

BUS 534 Derivatives and Risk Management—3 cr. hrs.

Examines derivatives, their markets, and their role in portfolio- and corporate financial management. Emphasis on risk management techniques employing derivatives, and the pricing of options, futures, forward contracts, and swaps. Other topics include market structure, speculation, and arbitrage. (Prerequisite: BUS 503 or equivalent.)

BUS 535 International Economics and Trade—3 cr. hrs.

Deals with the exchange of goods, services, and capital across national boundaries. The record of these transactions, the balance of payment accounts, is analyzed extensively. Other topics include theories of trade, exchange rate determination, and economic growth. (Prerequisite: BUS 501 or equivalent.)

BUS 540 Cross-Cultural Management—3 cr. hrs.

Promotes a systematic understanding of cultural differences across and within nations and the impact thereof on business practice and managerial behavior. Students will conduct in-depth comparative cultural analysis, and develop their global mindsets and multicultural skills (e.g., cultural sensitivity, intercultural communication, negotiations, and cooperation) throughout the course. This course is particularly helpful for students who plan to work overseas or in multicultural environments. (Prerequisite: BUS 512.)

BUS 541 Human Resource Management—3 cr. hrs.

Covers theories, practices, and research in employment, development, appraisal, and compensation of employees from the views of line management and the human resource department. Also covers government regulations, the diverse labor force, job analysis, safety and health, and globalization. Strategic implications

and skill-building are emphasized. (Prerequisite: BUS 512.)

BUS 544 Managing Innovation and Change—3 cr. hrs.

Examines approaches that leading organizations use to improve innovation and organizational performance. Topics include innovation and technology management, organization design, and organizational development. Develops methods to assess current organizational relationships, design improvements, and successfully implement these changes. (Prerequisite: BUS 512.)

BUS 545 Project Management—3 cr. hrs.

This course will take a comprehensive view of project management, addressing both the technical and the socio-cultural aspects of the field. Students will learn to see how the technical/tools aspects of project management integrate with the socio-cultural aspects, and how neither, without the other, is sufficient for successfully managing projects. We will use lectures, group problem-solving exercises, team planning activities, and case discussions to emphasize the various aspects and dynamic nature of project management. Regardless of your level of experience and previous training, this course will enable you to expand your understanding of project management concepts, tools, and realities. More importantly, this course will engage you in critical thinking about project management issues.

BUS 551 Introduction to Health Care Management—3 cr. hrs.

Provides a survey of the American health care system and the linkage of organizations in the health care industry. Explores the evolution of health care policy and the economics of alternative health care delivery systems.

BUS 552 Health Care Marketing—3 cr. hrs.

Explores marketing concepts and their application in health care. Topics include marketing for health care delivery systems, medical products, and health care services in both for-profit and non-profit organizations. (Prerequisite: BUS 502 or equivalent.)

BUS 553 Health Care Finance—3 cr. hrs.

Explores basic and emerging trends in the financial management of health care organizations and the health care industry. Topics include financial analysis, resource management, financing of health care systems, and relationships between health care providers, insurers and other parties. (Prerequisite: BUS 503.)

BUS 554 Health Care Information Systems—3 cr. hrs.

Explores the design of health care information systems for integrating medical records, billing, personnel, and other services in both administrative and health research systems. (Prerequisite: BUS 516 or equivalent.)

BUS 556 Ethical Issues in Health Care—3 cr. hrs.

Explores ethical issues arising in health care delivery systems including patient care issues, professional and administrative conduct, medical research, and the provision of health care products and services. (Prerequisite: BUS 513.)

BUS 560 Managerial Accounting—3 cr. hrs.

Explores various managerial accounting topics including the determination of product costs, budgeting, performance evaluation, and financial modeling for marketing, production, and capital decision making. (Prerequisite: BUS 506 or equivalent.)

BUS 563 Financial Statement Analysis—3 cr. hrs.

Develops skills for examining financial information by external users (lenders, stock analysts, and owners/shareholders). Includes study of properties of financial information, choices of generally accepted accounting principles, income manipulation, methods of information disclosure, and off-balance sheet accounting. (Prerequisite: BUS 506 or equivalent.)

BUS 565 Auditing—3 cr. hrs.

Examines the theory, methodology, and specific techniques used in the verification and presentation of financial data provided to outsiders. Introduces specific verification services, including assurance, attest, and audit services. A team project requires an audit of an organization. (Prerequisite: BUS 311 or equivalent.)

BUS 566 Not-for-Profit and International Accounting—3 cr. hrs.

Covers both accounting for not-for-profit entities and international/foreign currency accounting. Examines accounting regulations for governments, charitable organizations, colleges and universities, and hospitals. Considers transactions made by U.S. entities but denominated in foreign currencies and international accounting standards compared to U.S. standards. (Prerequisite: BUS 311 or equivalent.)

BUS 568 Taxes and Business Strategy—3 cr. hrs.

Examines how to integrate tax strategy into business decision-making in both the domestic and international business environments. The focus is not on technical tax rules but on optimizing the operational structure of firms and structuring specific business transactions to maximize after tax returns. Topics include: fundamentals of the U.S. tax system; corporate structure, mergers, and liquidations; property dispositions; compensation issues including employee stock options; international and interstate tax planning; family tax planning; dealing with the IRS. (Prerequisite: BUS 506 or equivalent.)

BUS 571 New Venture Management—3 cr. hrs.

Examines the entrepreneurial process—the critical ingredients determining a startup's success or failure and the driving forces behind this event through the eyes of the entrepreneur. Course exposes students to the role of the entrepreneur and the process used in finding, screening, and evaluating new business opportunities.

BUS 572 Family Business Planning—3 cr. hrs.

Explores the personal, family, and business issues found in family owned firms. Focus on development of relevant analytical and managerial skills. Topics include family business systems, family business governance, succession, and family wealth planning.

BUS 580 Strategic Issues and Applications in Management—3 cr. hrs.

Examines the competitive process through the firm's management of its strategic issues. Competition is at the heart of the success and failure of firms. Students are exposed to the techniques used by managers to evaluate their firm's competitive position, to develop a strategy based on competitive advantages, and to successfully execute their chosen strategy. Course should be taken in student's graduating semester.

BUS 581 Advanced Business Communications—3 cr. hrs.

Course designed to help students attain professional-level competence in oral and written business communication. Students learn rhetorical principles and apply them to business communication situations. Included: making formal oral presentations, conducting meetings, writing business reports. (Also listed as CST 581.)

BUS 582 Global Business Law—3 cr. hrs.

Examines the impact of U.S., foreign, and international law on global businesses and comparison of U.S. and foreign commercial legal systems. Topics include laws governing multinational firms; international sales transactions; trade and transportation issues; protection of intellectual property; finance, accounting, and tax issues; and dispute resolution including the use of arbitration.

BUS 583 Graduate Business Internship—3 cr. hrs.

Allows highly-qualified MBA students to complete an internship for credit to gain work experience in a functional area. Interns must fulfill an academic component in addition to the contact time with the company. Open to full-time students. Course counts as elective only. (Prerequisites: Preapproval of the internship director, completion of all foundation core courses.)

BUS 590 Directed Study—credit arranged

Designed for strong students desiring to do extensive study in a particular area of interest for which there is currently no University course offered. Students electing to do a directed study must find a professor with the particular area of expertise to serve as their faculty sponsor. (Prerequisite: Permission of the instructor, MBA director, and dean.)

BUS 591-592 Seminars—3 cr. hrs.

In the semesters in which they are offered, courses cover a variety of subjects the MBA staff considers appropriate for the needs of the students in meeting the objectives of the MBA program.

Chemistry

†CHM 207 General Chemistry I—3 cr. hrs.

For science and engineering majors. Introduction to stoichiometry, atomic structure, bonding, and reactions. Principles of solution chemistry and chemical thermodynamics included. (Prerequisite or corequisite: 100-level mathematics course. May be taken concurrently with CHM 277.)

†CHM 208 General Chemistry II—3 cr. hrs.

Principles of chemical kinetics and equilibrium studied with emphasis on acid-base applications. Bonding theories, electrochemistry, nuclear chemistry, and coordination chemistry with applications in inorganic qualitative analysis. (Prerequisite: CHM 207 or equivalent. May be taken concurrently with CHM 278/279.)

***CHM 277 General Chemistry Laboratory—1 cr. hr.**

One three-hour laboratory period per week. (Corequisite: CHM 207.) Fee: \$60.

***CHM 278 General Chemistry Laboratory—1 cr. hr.**

One three-hour laboratory per week. (Corequisite: CHM 208.) Fee: \$60.

***CHM 279 General and Analytical Chemistry Laboratory—1 cr. hr.**

Accelerated one three-hour laboratory per week including titration, complexation spectrophotometry. Required for chemistry/biochemistry majors. (Corequisite: CHM 208.) Fee: \$60.

CHM 290 Directed Study—credit arranged.

For special lower division study under the direction and with the permission of a staff member. Content and credit to be arranged. Can be repeated.

***CHM 293 Special Chemistry Lab—1-3 cr. hrs.**

For special lower-division laboratory projects. Content and credit to be arranged. Fee: \$60 per credit hour.

CHM 314 Analytical Chemistry—2 cr. hrs.

Lecture presentation of the principles of wet and instrumental methods and the treatment of analytical data. (Prerequisites: CHM 208, CHM

*Protective eye wear required.

†Workshops may be recommended or required.

279, or permission of instructor. May be taken concurrently with CHM 379.)

†**CHM 325-326 Organic Chemistry—2 sems., 6 cr. hrs.**

Basic principles of organic chemistry for science majors. Emphasis on molecular structure, reactions of the functional groups, and mechanisms of reactions. (Prerequisite: CHM 208. May be taken concurrently with CHM 375-376.)

CHM 331 Physical Chemistry I—3 cr. hrs.

Postulates of quantum mechanics, particle in a box, harmonic oscillator, rigid rotator, and hydrogen atom with application to electronic structure of atoms and molecules and to atomic and molecular spectra. (Prerequisites: CHM 208, PHY 205, MTH 202, or permission of instructor.)

CHM 332 Physical Chemistry II—3 cr. hrs.

Classical and statistical thermodynamics to include Boltzmann statistics, partition functions, and ensembles with applications to phase equilibria, chemical equilibria, solute-solvent interactions, and non-equilibrium thermodynamics. Chemical kinetics. (Prerequisite: CHM 331 or permission of instructor.)

CHM 353 Biochemistry—3 cr. hrs.

Physical-chemical basis of life processes. Topics include structure and function of proteins, carbohydrates and fats, metabolism of carbohydrates and fats, and metabolic control processes. (Prerequisite: CHM 326, BIO 205 or equivalent, or permission of instructor.)

CHM 370 Special Chemistry Laboratory—1-3 cr. hrs.

For special upper-division laboratory projects. Content, credit, and fee to be arranged. (Prerequisite: CHM 326.) Fee: \$60 per credit hour.

***CHM 371 Biochemistry Laboratory—1 cr. hr.**

Techniques include modern methods for separation and quantitation of biological materials, including centrifugation, high pressure liquid chromatography, spectrophotometry, and gel electrophoresis. (Prerequisite or corequisite: CHM 353.) Fee: \$60.

***CHM 372 Physical Chemistry Laboratory I—1 cr. hr.**

Atomic and molecular spectroscopy to illustrate the postulates of quantum mechanics, particle in a box, harmonic oscillator, rigid rotator, and electronic structure of atoms. (Prerequisite: CHM 331.) Fee: \$60.

***CHM 373 Physical Chemistry Laboratory II—1 cr. hr.**

Experiments designed to investigate thermodynamics with applications to phase equilibria, chemical equilibria, solute-solvent interactions, and electrochemistry. (Prerequisite: CHM 332.) Fee: \$60.

***CHM 375-376 Organic Chemistry Laboratory—2 sems., 2 cr. hrs.**

Synthesis, separation, characterization, analysis, and reaction studies in organic chemistry. One three-hour lab period each week. (Corequisite: CHM 325-326.) Fee: \$60 per semester.

***CHM 379 Analytical Chemistry Laboratory—1 cr. hr.**

Experiments in quantitative analysis, including wet, spectroscopic, electrochemical, and chromatographic methods. Additional emphasis on statistics, computerized data analysis, and report writing. (Corequisite: CHM 314.) Fee: \$60.

†**CHM 386 Environmental Chemistry—3 cr. hr.**

This course takes the perspective of environmental chemistry to address topics including: energy forms, the atmosphere, the hydrosphere, the biosphere, transport of materials, chemical transformations, and modeling. (Prerequisite: CHM 208. Also listed as ENV 386.)

CHM 387 Service Learning in Chemistry—1 cr. hr.

Faculty directed student outreach in community educational institutions. Before enrolling, students must consult with a faculty member to define goals for the project. May be repeated for credit. (Prerequisite: CHM 207-208.)

CHM 390 Directed Study—credit arranged.

CHM 393 Research in Chemistry—1-3 cr. hrs.

Faculty directed student research. Before enrolling, students must consult with a faculty member to define the project. May be repeated for credit. Fee: \$60 per credit hour.

CHM 412 Advanced Instrumental Methods—2 cr. hr.

Theory and practice of modern chemical instrumentation. (Prerequisite: CHM 331 or permission of instructor. Corequisite: CHM 472.)

†**CHM 444 Inorganic Chemistry—3 cr. hrs.**

Atomic structure examined from elementary quantum mechanics, valence bond theory, molecular orbital theory, ligand field theory, inorganic stereochemistry, periodic properties of elements, electrochemistry, acid-base theories. (Prerequisite: CHM 331 or permission of instructor.)

CHM 453 Biochemistry—3 cr. hrs.

Physical-chemical basis of life processes. Topics include: structure and function of proteins, carbohydrates and fats; metabolism of carbohydrates and fats; and metabolic control processes. (Prerequisites: CHM 326, CHM 331, or permission of instructor.)

CHM 454 Biochemistry II—3 cr. hrs.

Continuation of CHM 453. Emphasis is on biosynthesis of macromolecules. Topics include photosynthesis, metabolism of amino acids, membrane synthesis, nucleic acid and protein

*Protective eye wear required.

†Course offered in alternate years.

biosynthesis, current topics in biochemistry. (Prerequisite: CHM 331, CHM 453, or permission of instructor.)

†**CHM 464 Polymer Science—3 cr. hrs.**

A study covering the synthesis, physical properties, fabrication processes, and uses of nonbiological polymers. Specific topics to be discussed are kinetics of polymerization, condensation and addition polymerizations, copolymers, elastomers, thermosetting, glass transition temperatures, molecular weight distributions, analysis, crystal structures, plasticizers, properties of commercial polymers and plastics, fiber and elastomer processing technologies. (Prerequisite: CHM 331 or permission of instructor.)

***CHM 470 Special Chemistry Laboratory—credit arranged.**

For special upper division laboratory projects. Content and credit to be arranged. (Prerequisite: CHM 331.) Fee: \$60 per credit hour.

CHM 471 Biochemistry Laboratory—1 cr. hr.

Techniques include modern methods for separation and quantitation of biological materials, including centrifugation, high pressure liquid chromatography, spectrophotometry, and gel electrophoresis. (Prerequisite or corequisite: CHM 453.) Fee: \$60.

***CHM 472 Advanced Instrumental Techniques—1 cr. hr.**

A survey of modern instrumentation analysis including the use of spectroscopy, electrochemistry and chromatography for quantitative and qualitative analysis. (Corequisite: CHM 412.) Fee \$60.

*†**CHM 473 Inorganic Synthesis and Characterization—1 cr. hr.**

Techniques of inorganic synthesis including nitrogen-vacuum line, drybox, non-aqueous solvents. Methods of purification and characterization. (Prerequisite: CHM 331.) Fee: \$60.

CHM 477 Digital Data Acquisition and Instrument Control—1 cr. hr.

Instruction in electronic circuits and computer software for use in data acquisition and instrument control. Fee: \$100.

CHM 490 Directed Study—credit arranged.

CHM 491-492 Chemistry Seminar—credit arranged.

Special topic seminar. Lectures, panel discussions, student research paper, and oral presentation. (Prerequisite: CHM 331.)

CHM 493 Research in Chemistry—1-3 cr. hrs.

Faculty directed student research. Before enrolling, students must consult with a faculty member to define the project. May be repeated for credit. Fee: \$60 per credit hour.

CHM 497 Industrial Internship—credit arranged

Intensive field experience in selected chemical industries. Department permission and chemistry G.P.A. of 3.0 required. (Prerequisite: CHM 331.)

CHM 498 Senior Capstone Project in Chemistry—1-3 cr. hrs.

For chemistry seniors who are developing and preparing their capstone project for public presentation. Before enrolling, students must consult with a faculty member to define the project.

CHM 499 Senior Thesis—3-6 cr. hrs.

Research, study, or original work under the direction of a faculty mentor, leading to a scholarly thesis document with a public presentation of results. Requires approval of thesis director, department chair, dean, and the director of the honors program, when appropriate. (Prerequisites: Senior standing; 3.0 G.P.A. in the thesis area, or good standing in the honors program.)

Civil Engineering

CE 200 Civil Engineering Seminar—1 cr. hr.

Survey of the civil engineering profession and its works. Invited speakers, field trips, and projects.

CE 201 Civil Engineering Design Graphics—2 cr. hrs.

Graphical communication of civil engineering design ideas using computer and traditional methods. Use of graphical modeling in civil engineering design with an extended course project.

CE 223 Surveying—2 cr. hrs.

Introduction to surveying. Topics include theory of measurements and error analysis; distance and angle measurements; traverse, area, and volume computations; horizontal and vertical curves; topographic surveys; construction surveys and mapping.

CE 224 Surveying Laboratory—1 cr. hr.

Introduction to basic surveying emphasizing construction-related activities; use of automatic level, theodolite, and total station; field activities include taping, differential leveling, traverses, horizontal curves layout; construction layout and mapping. (Corequisite: CE 223.) Fee: \$20.

CE 301 Construction Materials—2 cr. hrs.

Introduction to the properties and applications of construction materials for civil engineers. Topics include mineral aggregates, Portland cement, concrete, asphalt cements, timber, and steel. (Prerequisite: EGR 322. Corequisites: CE 321, CE 371, CE 372.)

CE 315 Transportation Engineering—3 cr. hrs.

Introduction to transportation systems and

*Protective eye wear required.

†Course offered in alternate years.

modes; transportation planning; driver, pedestrian, and vehicle characteristics; fundamental principles of traffic flow; highway capacity analysis; geometric design of highways; traffic operations; design of the intersection and interchange; parking design; transportation safety and environmental impacts; introduction to pavement design. (Prerequisite: CE 223.)

CE 321 Geotechnical Engineering—3 cr. hrs. Introduction to soil mechanics. Weight-volume relationships, classification, compaction, soil hydraulics; subsurface stresses, consolidation, and strength concepts. (Prerequisite: EGR 322. Corequisite: CE 371.)

CE 351 Structural Analysis I—3 cr. hrs. Concepts of stability and determinacy. Analysis of displacements and internal forces of determinate and indeterminate structures: trusses, beams, and frames. Influence line diagrams. Introduction to indeterminate structures. (Prerequisite: EGR 322.)

CE 352 Structural Analysis II—2 cr. hrs. Analysis of indeterminate structures by slope deflection method; moment distribution method; approximate methods of analysis. Introduction to space structures. (Prerequisite: CE 351.)

CE 362 Hydraulic Engineering—3 cr. hrs. Study of water flow in open channels and closed conduits. Topics include pipe friction, fluid measurements, steady and unsteady closed conduit flow, steady open channel flow, and pump and turbine design. Application of hydraulic principles to water distribution and storm water management. (Prerequisite: ME 311.)

CE 367 Environmental Engineering—3 cr. hrs.

Introduction to environmental engineering, concentrating on scientific aspects and how they relate to design and operation of environmental control facilities. Quantitative analysis and description of human and natural environmental disturbances. Topics include materials balance, application of environmental chemistry and microbiology, overview of potable water treatment, pollution control, and surface water quality. (Prerequisites: CHM 207, MTH 202. Corequisite: CE 376.)

CE 371 Geotechnical Laboratory—1 cr. hr. Basic soil mechanics experiments: index tests, compaction, permeability, consolidation, direct shear and triaxial strength testing, and soil exploration techniques. Application to field situations with written and oral reports. (Corequisite: CE 321.) Fee: \$20.

CE 372 Construction Materials Laboratory—1 cr. hr.

Laboratory experiments with concrete, timber, and steel. Determining strength and stiffness properties of these materials by mechanical testing. (Prerequisite: EGR 322. Corequisites: CE

301, CE 321, CE 371.)

CE 376 Environmental Engineering Laboratory—1 cr. hr.

Experiments on chemical and biological analysis of water including alkalinity, turbidity, hardness, biochemical oxygen demand, dissolved oxygen, solids and fecal coliform. Softening, jar testing, and reactor tracer studies are also conducted. (Prerequisite: ME 311. Corequisite: CE 367.) Fee: \$20.

CE 400 Environmental Engineering Seminar—1 cr. hr.

A project-oriented seminar in which student teams develop action plans to deal with regional environmental issues.

CE 401 Computational Methods in Civil Engineering—3 cr. hrs.

Application of computational methods to civil engineering problems. Numerical differentiation and integration. Matrix methods for structural analysis. Solving differential equations with finite difference and variational methods. Analysis of discrete and continuous mechanical systems. (Prerequisite: MTH 321. Corequisite: CE 351.)

CE 404 Construction Engineering—3 cr. hrs.

Construction management and planning, management organization, principles and procedures for estimating and bidding of construction projects, construction contracts, contract documents, construction insurance and bonds; labor law, labor relations, and project safety; project planning and scheduling techniques, including CPM, PERT; resource allocations; project control and treatment of uncertainty. (Prerequisite: Junior standing.)

CE 411 Pavement Design—3 cr. hrs.

Design of flexible and rigid pavements; physical and chemical properties of pavement components and highway material characterization; pavement distress and performance evaluation. Introduction to pavement evaluation, rehabilitation, and pavement management. (Prerequisite: CE 321.)

CE 416 Traffic Engineering—3 cr. hrs.

Introduction to traffic engineering; traffic stream components and characteristics; fundamental principles of traffic flow; studies of traffic speed, volume, travel time, delay, and pedestrian; capacity analysis of freeways, highways, signalized and unsignalized intersections; traffic control devices; traffic signals; traffic accidents and safety; and traffic management. (Prerequisite: CE 315.)

CE 422 Geotechnical Design—3 cr. hrs.

Foundations, including footings, piers, and piles, and raft foundations. Permanent retaining structures, mechanically stabilized earth, and soil nailed walls. Temporary shoring of excavations. Slope stability fundamentals. (Prerequisite: CE 321.)

CE 441 Structural Steel Design—3 cr. hrs.
Design of structural steel elements for buildings using the LRFD method. Includes tension members, columns, beams, and beam-columns. Bolted and welded connections. Design methods are applied in a course project. (Prerequisite: CE 351.)

CE 442 Reinforced Concrete Design—3 cr. hrs.

Properties of an efficient concrete mix. Analysis and design of rectangular and T-beams. One-way and two-way slab design. Compression members subject to axial and eccentric loads. Primary emphasis on the ultimate strength design method and to recent ACI Building Code. (Prerequisite: CE 351.)

CE 444 Structural Systems Design—3 cr. hrs.
Analysis and design of structural systems and elements. Lateral force resistance to wind and seismic forces: diaphragms and shear walls. Fundamental aspects of timber, masonry, and prestressed concrete design. Advanced structural analysis methods: arches, tension structures, and complex trusses. Emphasis on Uniform Building Code requirements. (Prerequisite: CE 352. Corequisite: CE 442.)

CE 445 Timber Design—3 cr. hrs.

Analysis and design of structures employing timber beams, columns, and tension members. Design of laminated components, structural diaphragms, shear walls, and connections. Wind and earthquake forces are considered. Design methods are applied in a course project. (Prerequisite: CE 351.)

CE 452 Earthquake Engineering—3 cr. hrs.

Response of structures to seismic loads and ground motion. Response spectra and their application to earthquake analysis of structures. Seismic design criteria and provisions for buildings and other structures. Use of current codes for earthquake resistant design of structures. (Prerequisites: CE 321, CE 352, MTH 321.)

CE 462 Sustainable Design—3 cr. hrs.

This course will address aspects that contribute to the design of sustainable structures. Topics will include: sustainable measures, facility location, transportation, storm water management, water use, energy use, appropriate materials, waste minimization, and indoor environmental quality. Guest speakers and field trips will be featured. (Prerequisite: Junior standing.)

CE 464 Water Resources Engineering—3 cr. hrs.

Study of the hydrologic cycle; rainfall and streamflow measurement and analysis, surface and groundwater occurrence and movement. Prediction of infiltration, evapotranspiration, runoff and unit hydrograph analysis. Flood and drought probability analysis. Introduction to reservoir operation and flood routing. (Corequisites: CE 362, EGR 360.)

CE 466 Water and Wastewater Design—3 cr. hrs.

Study of the fundamental concepts required to design and operate processes used for drinking water treatment and distribution, and wastewater collection and disposal. Design of physical, chemical, and biological processes for water treatment and wastewater disposal. Design of water supply and wastewater collection infrastructure. (Prerequisites: CE 362 and CE 367.)

CE 468 Solid and Hazardous Waste Engineering—3 cr. hrs.

Introduction to the technology used to manage solid and hazardous wastes and immediate sites contaminated with toxic chemicals, solid waste collection, recycling, refuse derived fuels, and sanitary landfill design. Risk assessment, treatment/storage disposal facility design, remedial investigations and feasibility studies, fate and transport analysis, remediation of contaminated groundwater and soils. (Corequisite: CE 367.)

CE 481 Civil Engineering Senior Design Project I—2 cr. hr.

The student will select a project with the approval of the faculty. Design criteria will be developed for the selected project. Alternatives will be explored and the student will submit a formal proposal. Occasional seminars. (Prerequisite: Senior standing in civil engineering.)

CE 482 Civil Engineering Senior Design Project II—3 cr. hrs.

Project alternatives developed in CE 481 will be measured against criteria. A preliminary design will be executed followed by a final design which will be formally presented in the form of reports and/or plans and specifications. Occasional seminars. (Prerequisite: CE 481.)

CE 490 Directed Study—1-3 cr. hrs.

Selected study, project, or research in civil engineering for upper-division students. Must be arranged between the student and an individual faculty member, and subsequently approved by the dean of engineering. No more than three of the technical elective hours taken at the University may be satisfied with individualized study.

CE 491-492 Seminars—credit arranged.

Graduate Courses

CE 504 Construction Engineering—3 cr. hrs.

Construction management and planning, management organization, principles and procedures for estimating and bidding of construction projects, construction contracts, contract documents, construction insurance and bonds; labor law, labor relations, and project safety; project planning and scheduling techniques, including CPM, PERT; resource allocations; project control and treatment of uncertainty.

CE 511 Pavement Design—3 cr. hrs.

Design of flexible and rigid pavements; physical and chemical properties of pavement compo-

nents and highway material characterization; pavement distress and performance evaluation. Introduction to pavement evaluation, rehabilitation, and pavement management.

CE 516 Traffic Engineering—3 cr. hrs.

Introduction to traffic engineering; traffic stream components and characteristics; fundamental principles of traffic flow; studies of traffic speed, volume, travel time, delay, and pedestrian; capacity analysis of freeways, highways, signalized and unsignalized intersections; traffic control devices; traffic signals; traffic accidents and safety; and traffic management.

CE 552 Earthquake Engineering—3 cr. hrs.

Response of structures to seismic loads and ground motion. Response spectra and their application to earthquake analysis of structures. Seismic design criteria and provisions for buildings and other structures. Use of current codes for earthquake resistant design of structures.

CE 562 Sustainable Design—3 cr. hrs.

This course will address aspects that contribute to the design of sustainable structures. Topics will include: sustainable measures, facility location, transportation, storm water management, water use, energy use, appropriate materials, waste minimization, and indoor environmental quality. Guest speakers and field trips will be featured.

CE 564 Water Resources Engineering—3 cr. hrs.

Advanced study of the hydrologic cycle; rainfall and streamflow measurement and analysis, surface and groundwater occurrence and movement. Prediction of infiltration, evapotranspiration, runoff, and unit hydrograph analysis. Flood and drought probability analysis. Introduction to reservoir operation and flood routing. Design aspects culminate in engineering design reports.

CE 566 Water and Wastewater Design—3 cr. hrs.

Advanced study of the fundamental concepts required to design and operate processes used for drinking water treatment and distribution, and wastewater collection and disposal. Design of physical, chemical, and biological processes for water treatment and wastewater disposal. Design of water supply and wastewater collection infrastructure. Design aspects culminate in engineering design reports.

CE 568 Solid and Hazardous Waste Engineering—3 cr. hrs.

Advanced study in the technology used to manage solid and hazardous wastes and remediate sites contaminated with toxic chemicals. Solid waste collection, recycling, refuse derived fuels, and sanitary landfill design. Preparation of a comprehensive design report encompassing risk assessment, treatment/storage disposal facility design, remedial investigations and fea-

sibility studies, fate and transport analysis, remediation of contaminated groundwater and soils.

CE 590 Directed Study—credit arranged.

CE 591-592 Seminars—credit arranged.

CE 599 Thesis—credit arranged.

CE 599x Thesis in Progress—0 cr. hrs.

Registration for any graduate student who has received the grade of IP in Thesis 599 is required while the thesis is in progress. Fee: \$40.

Communication Studies

CST 100 Persuasion and Leadership—3 cr. hrs.

Course provides a framework for students to improve oral communication abilities essential for leadership responsibilities in professional, social, or volunteer groups. This course will enhance a student's ability to present ideas in dyads, small groups, and public presentations. The course will help student articulate arguments, analyze messages, and evaluate evidence in the course of achieving goals. Different sections will address specific content areas such as poverty, the environment, or politics. (Restricted to freshmen only.)

CST 101 Introduction to Communication Studies—3 cr. hrs.

Introduces theories of communication. Builds academic writing and research strategies. Considers various academic and career options.

CST 107 Effective Public Speaking—3 cr. hrs.

Theory and practice of oral communication, with special emphasis on issue analysis and argumentation in public communication.

CST 200 University Speech Team—1 cr. hr.

This course is designed for students participating in intercollegiate forensics. Students are actively involved in researching and writing speeches, debate cases, and oral interpretations.

CST 225 Fundamentals of Interpersonal Communication—3 cr. hrs.

Students study theories and pragmatics of interpersonal communication. Topics include perception, language, self-concept, nonverbal messages, formation and deterioration of relationships.

CST 233 Small Group Communication—3 cr. hrs.

Provides theory and experiences necessary to develop an understanding of group dynamics and the role of communication in building group skills. Emphasizes principles of listening, roles, norms, conflict management, and group problem solving.

CST 290 Directed Study—credit arranged.

CST 297 Practicum—1 cr. hr.

CST 300 Communication Research—3 cr. hrs.

Introduces students to quantitative research

methods used to study human communication. Designed to prepare students to be critical consumers of research reports. (Prerequisite: MTH 161.)

CST 301 Media and Society—3 cr. hrs.

Course views mass media from a variety of perspectives: psychological, sociological, political, cultural, and commercial.

CST 307 Advanced Public Speaking—3 cr. hrs.

Students attain advanced public speaking skills through the study and application of rhetorical elements. Emphasis is on persuasive speaking. (Prerequisite: CST 107.)

CST 320 Rhetorical Theory and Criticism—3 cr. hrs.

Introduces students to theories and concepts of rhetoric useful in understanding and evaluating persuasive communication. (Prerequisite for CST 435, 440, 445.)

CST 333 Organizational Communication Skills—3 cr. hrs.

Designed to develop and apply oral and written communication skills in organizational settings. Skills such as web page design, conducting and responding to interviews, group decision making, and writing business reports are studied.

CST 352 Writing and Reporting—3 cr. hrs.

Instruction in news gathering and writing. Includes a variety of assignments such as hard news, speeches, sports, feature subjects, and interviews.

***CST 361 Introduction to Advertising—3 cr. hrs.**

Study of theory, practical, and ethical aspects of the advertising business. The course includes guest lectures and interviews with professionals. (Prerequisite: CST 352 or concurrent enrollment.)

CST 362 Introduction to Public Relations—3 cr. hrs.

Survey course provides understanding of the role of public relations in the profit-making and non-profit sectors, and specific working knowledge of the various facets of the public relations process. Planning and implementing public campaigns will be discussed. (Prerequisite: CST 352 or concurrent enrollment.)

CST 363 Journalistic Writing Practicum—3 cr. hrs.

Instruction and experience in writing for publication. Student class work will be published in either *The Beacon* or other publications. Course may be repeated one time. (Prerequisite: CST 352.)

***CST 364 Visual Communication—3 cr. hrs.**

Study of effective communication of visual messages in the mass media. Students will learn design, concept, and composition strategies for visual messages in print media.

***CST 401 Rhetoric and Politics—3 cr. hrs.**

Detailed study of the role of political rhetoric and mass media in the formulation of public policy. State and national elections are studied, and students write criticisms of campaign rhetoric and mass media.

***CST 402 Computer-Mediated Communication in Context—3 cr. hrs.**

This course explores communication implications of on-line interaction in a variety of contexts. Students investigate: problems of doing research in CMC, identity in virtual space, creating community on-line, effectiveness of social support in cyberspace, creating and maintenance of relationships on-line, computer-supported cooperative work, organizational use of CMC, long-distance learning, and political uses of CMC.

***CST 403 Communication Law—3 cr. hrs.**

Survey course designed to increase students' understanding of First Amendment law as it relates to individual citizens, mass media, and corporate communication. Ethical considerations inherent in communication law decisions will be emphasized.

***CST 410 Communication Theory—3 cr. hrs.**

Course investigates the major social scientific theories of communication, with emphasis on understanding theorizing as a process of constructing visions of reality. Students develop the ability to analyze critically the underlying assumptions of theoretical models of communication.

***CST 411 Communication Across Barriers—3 cr. hrs.**

Exploration of barriers to effective communication between members of differing sexes, races, and generations. Consideration of causes of problems and effective strategies for solutions. (Also listed as SOC 411, SJP 442.)

CST 412 Negotiation and Conflict Management—3 cr. hrs.

An intensive study of orientations toward managing disputes and of specific processes and techniques currently in use. Course includes consideration of both organizational and interpersonal disputes and also focuses on the role of the mediator. (Also listed as SJP 481.)

***CST 425 Advanced Interpersonal Communication—3 cr. hrs.**

Investigates the dynamics of human communication in building, maintaining, or altering interpersonal relationships. Particular emphasis is given to family communication.

***CST 430 Intercultural Communication—3 cr. hrs.**

Course provides an introduction to the dynamics of intercultural communication. Content includes the importance of understanding one's own culture, the culture similarities and differences in

communication, relationships, and the workplace, and the ability to adapt to various cultures. (Also listed as SJP 480.)

CST 433 Organizational Communication Management—3 cr. hrs.

Exposes students to theories of organizational communication and to methods used in their application. Emphasis is on solving actual business and organizational communication problems.

CST 434 Qualitative Communication Research—3 cr. hrs.

This course focuses on the qualitative research methods in an organizational setting. Students explore designing and implementing a qualitative research project.

***CST 435 Advanced Rhetorical Theory—3 cr. hrs.**

Study of mass media communication using various critical frameworks, including rhetorical, ideological, semiotic, argumentation, and narrative analysis. (Prerequisite: CST 320.)

***CST 440 Broadcast Criticism—3 cr. hrs.**

Students will study and write televisual criticism which closely analyzes messages as cultural repositories of meaning or which investigates the interaction between television and culture. Emphasis is on the method, stance, and purpose of broadcast critics. (Prerequisite: CST 320.)

***CST 445 Cinema and Society—3 cr. hrs.**

Explores the influence of movies on American culture. Students explore theories and ideas concerning film, society, conflict, visual persuasion, and narrative. Students view popular American movies as focal points for lecture and discussion. (Prerequisite: CST 320.)

***CST 452 Public Affairs Reporting—3 cr. hrs.**

Provides instruction about news reporting of public affairs, and covers such areas as crime and police, courts, government, politics, and education. Students learn the common problems and techniques for covering public affairs agencies. (Prerequisite: CST 352.)

***CST 463 Opinion Writing—3 cr. hrs.**

Survey of various forms of opinion writing. Includes instruction in writing and critiqued written assignments. (Prerequisite: CST 352.)

***CST 464 Feature Writing—3 cr. hrs.**

Instruction in writing feature stories. Students study, write, and critique a number of kinds of stories, including recollections, profiles, issue stories, travel and leisure features, and trend articles. (Prerequisite: CST 352.)

***CST 470 Communication History—3 cr. hrs.**

Surveys the development of communication history from the colonial period to the late-twentieth century. Examines communication as both an institution and as a set of historically grounded social practices. Includes a research component in which students conduct histori-

cal research using primary sources.

CST 474 Communication Studies Internship—3-6 cr. hrs.

Academic internships are available for certified students. Communication or organizational communication majors may be assigned to on-the-job training positions with professional organizations. May be taken twice. Only 3 credits can apply to the major.

CST 475 Senior Project—3 cr. hrs.

Under faculty supervision, each student works independently on a comprehensive project designed to display advanced skills. (Prerequisite: Senior standing.)

CST 483 Grace In The Wilderness: Conflict in The Bible—3 cr. hrs.

Offers students the opportunity to explore the topic of conflict through a biblical, theological, and social scientific lens. Using biblical text, related topical readings, and conflict theory, the course examines intrapersonal conflict, interpersonal conflict, and conflict between humans and God. The course also provides students the opportunity to explore a variety of conflict mediation and negotiation skills aimed at developing just and transformative relationships for life in a complex world. Fulfills requirement of a 400-level theology course and either a social science or upper-division College of Arts and Sciences elective. Fulfills the requirements of CST 412. (Prerequisites: THE 101 and THE 205. Also listed as THEP 483.)

CST 485 Rhetoric of Social Justice—3 cr. hrs.

This class covers the rhetoric of social justice through the lens of U.S. social movements. From the founding of the United States, to abolition, suffrage, labor rights, and civil rights groups of Americans have joined together to create messages in order to change the fabric of our cultural norms. We will acquaint ourselves with some of the rhetorical theories, research and issues that deal with social movement message making. These issues will include an examination of the available means and limits of rhetorical influence within the context of social movements other topics. (Also listed as SJP 485.)

CST 490 Directed Study—credit arranged.

CST 491-492 Seminars—credit arranged.

CST 495-496 Workshops—credit arranged.

CST 499 Senior Thesis—3-6 cr. hrs.

Research, study, or original work under the direction of a faculty mentor, leading to a scholarly thesis document with a public presentation of results. Requires approval of thesis director, department chair, dean, and the director of the honors program, when appropriate. (Prerequisites: Senior standing; 3.0 G.P.A. in the thesis area, or good standing in the honors program.)

Graduate Courses

CST 500 Research and Writing—3 cr. hrs.

Introduction to methods and findings of critical, analytical, qualitative, and quantitative research and techniques of preparing graduate-level research papers.

***CST 501 Rhetoric and Politics—3 cr. hrs.**

Detailed study of the role of political rhetoric and media in the formulation of public policy. State and national elections are studied, and students write criticisms of campaign rhetoric and media coverage.

***CST 502 Computer-Mediated Communication in Context—3 cr. hrs.**

This course explores communication implications of on-line interaction in a variety of contexts. Students investigate problems of doing research in CMC, identity in virtual space, creating community on-line, effectiveness of social support in cyberspace, creating and maintenance of relationships on-line, computer-supported cooperative work, organizational use of CMC, long-distance learning, and political uses of CMC.

***CST 510 Communication Theory—3 cr. hrs.**

Course investigates the major social scientific theories of communication, with emphasis on understanding theorizing as a process of constructing visions of reality. Students develop the ability to analyze critically the underlying assumptions of theoretical models of communication.

***CST 511 Communication Across Barriers—3 cr. hrs.**

Exploration of barriers to effective communication between members of differing sexes, races, and generations. Consideration of causes of problems and effective strategies for solutions.

CST 512 Negotiation and Conflict Management—3 cr. hrs.

An intensive study of orientations toward managing disputes and of specific processes and techniques currently in use. Course includes consideration of both organizational and interpersonal disputes and also focuses on the role of the mediator.

CST 520 Rhetorical Theory and Criticism—3 cr. hrs.

Introduces students to theories and concepts of rhetoric useful in understanding and evaluating persuasive communication.

***CST 525 Advanced Interpersonal Communication—3 cr. hrs.**

Investigates the dynamics of human communication in building, maintaining, or altering interpersonal relationships. Particular emphasis is given to family communication.

***CST 530 Intercultural Communication—3 cr. hrs.**

Course provides an introduction to the dynamics

of intercultural communication. Content includes the importance of understanding one's own culture, the culture similarities and differences in communication, relationships, and the workplace, and the ability to adapt to various cultures.

CST 533 Organizational Communication Management—3 cr. hrs.

Exposes students to theories of organizational communication and to methods used in their application. Emphasis is on solving actual business and organizational communication problems.

***CST 534 Qualitative Communication Research—3 cr. hrs.**

This course focuses on the qualitative research methods in an organizational setting. Students explore designing and implementing a qualitative research project.

***CST 535 Advanced Rhetorical Theory and Criticism—3 cr. hrs.**

Study of mass media communication using various critical frameworks, including rhetorical, ideological, semiotic, argumentation, narrative analysis.

***CST 540 Broadcast Criticism—3 cr. hrs.**

Students will study and write televisual criticism which closely analyzes messages as cultural repositories of meaning or which investigates the interaction between television and culture. Emphasis is on the method, stance, and purpose of broadcast critics. (Prerequisite: CST 520 or permission of instructor.)

***CST 545 Cinema and Society—3 cr. hrs.**

Explores the influence of movies on American culture. Students explore theories and ideas concerning film, society, conflict, visual persuasion, and narrative. Students view popular American movies as focal points for lecture and discussion. (Prerequisite: CST 520 or permission of instructor.)

***CST 552 Public Affairs Reporting—3 cr. hrs.**

Provides instruction about news reporting of public affairs, and covers such areas as crime and police, courts, government, politics, and education. Students learn the common problems and techniques for covering public affairs agencies.

***CST 563 Opinion Writing—3 cr. hrs.**

Survey of various forms of opinion writing. Includes instruction in writing and critiqued written assignments.

***CST 564 Feature Writing—3 cr. hrs.**

Instruction in writing feature stories. Students study, write, and critique a number of kinds of stories, including recollections, profiles, issue stories, travel and leisure features, and trend articles.

***CST 570 Communication History—3 cr. hrs.**

Surveys the development of communications history from the colonial period to the late-twentieth century. Examines communication as both an institution and as a set of historically grounded social practices. Includes a research

component in which students conduct historical research using primary sources.

CST 574 Graduate Internship—3 cr. hrs.

Academic internships are available for qualified students. Graduate students may be assigned to on-the-job training positions with professional organizations. An average of 20 hours of work per week is required.

CST 581 Advanced Business Communication—3 cr. hrs.

Course designed to help students attain professional-level competence in oral and written business communication. Students learn rhetorical principles and apply them to business communication situations. Included: making formal oral presentations, conducting meetings, writing business reports. (Also listed as BUS 581.)

CST 590 Directed Study—credit arranged.

CST 591-592 Seminars—credit arranged.

CST 593 Advanced Research—3 cr. hrs.

This course is for students nearing completion of their academic program. It will provide an opportunity for students to explore a research project in more depth and explore areas of special interest in communication.

CST 595-596 Workshops—credit arranged.

CST 599 Thesis—3-6 cr. hrs., 1 or 2 sems.

CST 599x Thesis in Progress—0 cr. hrs.

Registration for any graduate student who has received the grade of IP in Thesis 599 is required while the thesis is in progress. Fee: \$40.

Computer Science

CS 201 Introduction to Scientific Programming—1 cr. hr.

Introduction to programming in C++. Numeric variables, control structures, arrays, functions, and file input/output. Emphasis on writing numerically-oriented programs to solve engineering and scientific problems.

CS 203 Computer Science I—3 cr. hrs.

Create a foundation for computer science and the software development process. Emphasis on good design and programming techniques through practice in writing, running, and debugging programs. Study of a programming language which incorporates objects, structured control statements, classes, strong data typing, sub-programs with parameters, and elementary user interfaces. (Corequisite: CS 273.)

CS 204 Computer Science II—3 cr. hrs.

Continue to build a computer science foundation. Study of intermediate programming language constructs: event handling, graphical user interfaces, inheritance, threads, and networking. Introduction to object patterns (e.g. model view controller, composite, template, singleton, and others). Introduction to the software engineering process and programming-in-the-large. (Prerequisite: CS 203. Corequisite: CS 274.)

CS 273 Computer Science Laboratory I—1 cr. hr.

Weekly three-hour laboratory to support CS 203. (Corequisite: CS 203.)

CS 274 Computer Science Laboratory II—1 cr. hr.

Weekly three-hour laboratory to support CS 204. (Corequisite: CS 204.)

CS 290 Directed Study—credit arranged.

CS 303 Data Structures I—3 cr. hrs.

Continues the study of computer science and software engineering methodologies. Analysis of common data structures, time and space efficiency, stacks, queues, linked lists, trees, recursion, back-tracking, searching, and sorting algorithms. Study of the program language features required to support these data structures: dynamic memory management, inheritance, arrays. Object-oriented design and testing (C++ language). (Prerequisite: CS 203.)

CS 304 Data Structures II—3 cr. hrs.

Advanced data structures, including trees, graphs, hash tables, heaps. Study of the program language features required to support these features: templates, inheritance, and exception handling (C++ language). (Prerequisite: CS 303.)

CS 352 Programming Languages—3 cr. hrs.

Comparative analysis of several modern high level languages in terms of data types, control structure, and data control, with emphasis on run-time behavior of programs. (Prerequisite: CS 304.)

CS 373 Data Structures Laboratory—1 cr. hr.

Weekly 3-hour laboratory to support CS 303. Using software tools and C language to support software development (UNIX operating system). (Prerequisite or corequisite: CS 303.)

CS 374 Computing Systems Laboratory—1 cr. hr.

Weekly 3-hour laboratory. Assembly language and systems programming. (Prerequisite: CS 303.)

CS 382 Advanced Programming Techniques—1 cr. hr.

The course focuses on developing and practicing techniques for rapid programming in a small team environment: approaches to problem assessment, selection of data structures and algorithms, implementation, and testing. Students will hone their skills by working in small teams to produce correct solutions to a wide variety of computing problems under time constraints. (Prerequisite or corequisite: CS 303.)

CS 411 Analysis of Algorithms—3 cr. hrs.

Design, analysis and correctness proofs of important algorithms from areas such as combinatorics, seminumerical algorithms, data storage and retrieval, systems programming, and artificial intelligence. Includes a study of complexity theory. (Prerequisites: CS 304, MTH 311, and MTH 461.)

***CS 421 Artificial Intelligence—3 cr. hrs.**

The history and applications of artificial intelligence. Inference, pattern recognition, knowledge representation, image understanding, search, language acquisition, learning. Course is taught in fall of odd-numbered years. (Prerequisite or corequisite: CS 304.)

***CS 431 Human-Computer Interaction—3 cr. hrs.**

The theory, design, and usability testing of human-computer interaction techniques and strategies. Topics include user-centered design, learning styles, components of usability, the design of a usability test, and how interface development fits into the overall software life-cycle. Students design an interface, prototype it, and then design and run usability tests with their prototypes. Course is taught in fall of even-numbered years. (Prerequisite or corequisite: CS 304.)

***CS 432 Computer Graphics—3 cr. hrs.**

An examination of topics in computer graphics, including graphical output devices, line-drawing and clipping algorithms, representation and drawing of curves, techniques for transforming graphical images, and methods of modeling and rendering in three-dimensions. Course is taught in spring of even-numbered years. (Prerequisites: MTH 201 and CS 303.)

***CS 434 Database Management—3 cr. hrs.**

The design, implementation, and application of database management systems (DBMS) software, DBMS architecture, and DBMS languages. Examples of hierarchic, network, and relational based DBMS. (Prerequisite: CS 304.)

CS 441 Software Engineering I—3 cr. hrs.

Software lifecycle models. Requirements engineering. Planning and managing software projects. Software design methods. System integration, software quality assurance, testing, and validation. Software maintenance. (Prerequisite: CS 303 or equivalent.)

***CS 442 Software Engineering II—3 cr. hrs.**

A detailed, hands-on examination of the various software design techniques and tools. Students will work in teams to develop both architectural and detailed design in a semester-long project. (Prerequisite: CS 441.)

CS 445 Computer Networks and Internetworking—3 cr. hrs.

A broad first course in computer networks and internetworking. OSI and TCP/IP layered models, TCP/IP protocol suite, transmission media, local area networks, network and transport-layer protocols, internetworking, UNIX TCP/IP network programming, internet addressing and routing. (Prerequisite: CS 303 or equivalent.)

CS 446 Operating Systems—3 cr. hrs.

Functions, structure, design, and problems of

operating systems. Concepts and principles of operating system design and implementation including file system, CPU scheduling, memory management (including virtual memory), deadlocks in computer systems, concurrent processes and programming, threads, and protection. (Prerequisite: CS 304 or equivalent.)

***CS 447 Game Design and Theory—3 cr. hrs.**

This course will provide an introduction to the field of computer game design. The philosophy, objectives, and history of this field will be explored. In addition, the course will emphasize practical applications of some of the more prevalent techniques. (Prerequisite or corequisite: CS 304.)

***CS 448 Computer Systems Security—3 cr. hrs.**

Cryptography, program security, security in operating systems, security in computer networks, security administration and policies. (Prerequisite: CS 303 or equivalent.)

CS 451 Theory of Computation—3 cr. hrs.

Introduction to finite automata, Turing machines, formal languages, and computability. (Prerequisites: CS 303; MTH 311 or MTH 341.)

CS 452 Compiler Design—3 cr. hrs.

Lexical analysis, syntactic analysis, type checking, and code generation. Introduction to optimization. (Prerequisites: CS 304, CS 374, and CS 451.)

CS 480 Senior Design Project Preparation—3 cr. hrs.

Selection of and preparation for a senior capstone project in computer science. Students working as members of a design team prepare a formal proposal and a preliminary design to meet performance specifications and/or research goals. Written and oral reports on the design project or research are required. (Prerequisite: Senior standing.)

CS 481 Senior Design Project—3 cr. hrs.

A continuation of CS 480, this course provides practical design or research experience in a team environment. Requirements include the final design, implementation, testing, and evaluation of a relatively complex software system to meet specifications, or a comprehensive research paper. Written and oral reports on the design project or research are required. Successful completion of a comprehensive examination based on the CS curriculum is a graduation requirement as part of this course. (Prerequisite: CS 480.)

CS 490 Directed Study—credit arranged.**CS 492 Seminar—2 cr. hrs.**

In-depth study of professional responsibility in the field of computer science. Students expected to read journal papers, articles, and books, participate in class discussions, and give presentations. (Prerequisite: Upper-division standing.)

CS 499 Senior Thesis—3-6 cr. hrs.

Research, study, or original work under the direction of a faculty mentor, leading to a scholarly thesis document with a public presentation of results. Requires approval of thesis director, department chair, dean, and the director of the honors program, when appropriate. (Prerequisites: Senior standing; 3.0 G.P.A. in the thesis area or good standing in the honors program.)

Graduate Courses

A computer science graduate degree is not offered, but courses are offered that may apply toward graduate programs in education or engineering. The following courses are available and offered annually or in alternate years.

CS 511 Analysis of Algorithms—3 cr. hrs.

Design, analysis, and correctness proofs of important algorithms from areas such as combinatorics, seminumerical algorithms, data storage and retrieval, systems programming, and artificial intelligence. Includes a study of complexity theory.

***CS 521 Artificial Intelligence—3 cr. hrs.**

The history and applications of artificial intelligence. Inference, pattern recognition, knowledge representation, image understanding, search, language acquisition, learning. Course is taught in the fall of odd-numbered years.

***CS 531 Human-Computer Interaction—3 cr. hrs.**

The theory, design, and usability testing of human-computer interaction techniques and strategies. Topics include user-centered design, learning styles, components of usability, the design of a usability test, and how interface development fits into the overall software life-cycle. Students design an interface, prototype it, and then design and run usability tests with their prototypes. Course is taught in the fall of even-numbered years.

***CS 532 Computer Graphics—3 cr. hrs.**

An examination of topics in computer graphics, including graphical output devices, line-drawing and clipping algorithms, representation and drawing of curves, techniques for transforming graphical images, and methods of modeling and rendering in three-dimensions. Course is taught in spring of even-numbered years.

***CS 534 Database Management—3 cr. hrs.**

The design, implementation, and application of database management systems (DBMS) software, DBMS architecture, and DBMS languages. Examples of hierarchic, network, and relational based DBMS.

CS 541 Software Engineering I—3 cr. hrs.

Software lifecycle models. Requirements engineering. Planning and managing software projects. Software design methods. System integration, software quality assurance, testing, and

validation. Software maintenance.

***CS 542 Software Engineering II—3 cr. hrs.**

A detailed, hands-on examination of the various software design techniques and tools. Students will work in teams to develop both architectural and detailed design in a semester-long project.

CS 545 Computer Networks and Internetworking—3 cr. hrs.

A broad first course in computer networks and internetworking. OSI and TCP/IP layered models, TCP/IP protocol suite, transmission media, local area networks, network and transport-layer protocols, internetworking, UNIX TCP/IP network programming, internet addressing and routing.

CS 546 Operating Systems—3 cr. hrs.

Functions, structure, design, and problems of operating systems. Concepts and principles of operating system design and implementation including file system CPU scheduling, memory management (including virtual memory), deadlocks in computer systems, concurrent processes and programming, threads, and protection.

***CS 547 Game Design and Theory—3 cr. hrs.**

This course will provide an introduction to the field of computer game design. The philosophy, objectives, and history of this field will be explored. In addition, the course will emphasize practical applications of some of the more prevalent techniques.

***CS 548 Computer Systems Security—3 cr. hrs.**

Cryptography, program security, security in operating systems, security in computer networks, security administration and policies.

CS 551 Theory of Computation—3 cr. hrs.

Introduction to finite automata, Turing machines, formal languages, and computability.

CS 552 Compiler Design—3 cr. hrs.

Lexical analysis, syntactic analysis, type checking, and code generation. Introduction to optimization.

CS 590 Directed Study—credit arranged.**CS 592 Seminar—2 cr. hrs.**

In-depth study of professional responsibility in the field of computer science. Students are expected to read journal papers, articles, and books, participate in class discussions, and give presentations.

Dance**DNC 214 Jazz Dance—2 cr. hrs.**

A jazz dance technique class. Emphasis in learning proper body alignment, and the value of body conditioning. Class includes warm-up and jazz combinations of movement. May be repeated for a maximum of 6 credit hours. May not be audited.

DNC 216 Introduction to Ballet I—2 cr. hrs.

Beginning instruction in classical ballet includes barre and center exercises designed to

develop coordination, balance, and strength for dance and fitness. May be repeated for a maximum of 6 credit hours. May not be audited.

DNC 315 Jazz and Modern—2 cr. hrs.

Dance technique class. Emphasis on jazz and modern dance. Class includes warm-up, strengthening and stretching exercises, and combinations of movement and fundamental steps to music. May be repeated for a maximum of 6 credit hours. May not be audited.

DNC 316 Choreography Styles—2 cr. hrs.

An exploration of various dance styles. May be repeated for a maximum of 6 credit hours. May not be audited. (Prerequisite: DNC 315.)

DNC 317 Ballet II—2 cr. hrs.

Continuation of Ballet I. May be repeated for a maximum of 6 credit hours. May not be audited.

Drama

DRM 210 Introduction to Theatre—3 cr. hrs.

Introductory course examines the development of theatre from historical, aesthetic, and production perspectives. It looks at the individual components of theatre and shows how they work in collaboration. Prerequisite for freshmen anticipating drama-related degrees or endorsements; suitable introductory course for non-majors.

DRM 272 Production Practicum I—1 cr. hr.

Supervised participation in one or more phases of the production process (set construction, costume construction, lighting, sound, props, stage management, box office, public relations, etc.) on two University productions. Required of drama majors spring semester of the freshman year when registered as full-time students. (Graded on a pass/no pass basis.)

DRM 290 Directed Study—credit arranged.

Individualized programs which focus on a specialized area of theatre. These are available only when developed through a contractual agreement between the student and a supervising faculty member.

DRM 310 Modern Production Theory—3 cr. hrs.

This course is designed to give students a foundation of primary sources that have influenced our sense and expectations of modern theatre. The course will explore major acting and design theories, along with modern philosophies of performance, direction, and design. Works will include those of Stanislavski, Brook, Schechner, Robert Edmond Jones, Lee Simonson, Grotowski, Brecht, and others.

DRM 321 Acting Workshop I—3 cr. hrs.

This course explores the fundamentals of acting for both majors or those anticipating drama-related degrees. Includes the study of relaxation, concentration, imagination, and physical

and psychological awareness. Focuses on the basic tenets of Stanislavski's acting system. For majors and minors only.

DRM 322 Acting Workshop II—3 cr. hrs.

Continuation of DRM 321. Focuses to a greater extent on Stanislavski method of acting. Continues to assist the actor with a process for character development while stressing actor interaction through basic scene work taken from realistic plays. (Prerequisite: DRM 321 or 325.)

DRM 325 Acting for Non-Majors—3 cr. hrs.

The purpose of this course is to introduce the elements of the acting process to the beginning student. The class will practice a variety of acting methods based upon the concepts of Konstantin Stanislavsky, Uta Hagen, Stella Adler, Stanford Meisner, and others. The student will learn the necessity of script analysis and how to make choices based on circumstances, objectives, and actions. They will understand the importance of discovering the physical, vocal, and psychological aspects of the character and will apply this process to specific dramatic texts through scene study and performance.

***DRM 333 Directing for the Theatre—3 cr. hrs.**

Course involves the study of stage directorial techniques. Includes text analysis, the visual elements of composition, picturization, and movement, as well as the communicative skills needed in working in this collaborative art form.

DRM 335 Voice for the Stage—3 cr. hrs.

Course is designed to help students incorporate the significant elements of vocal production into their acting. The process then proceeds one step further by applying these skills to dialect work. Class will focus on correct pronunciation using the International Phonetic Alphabet (IPA). (Prerequisite: DRM 321 or 325.)

DRM 337 Stage Combat/Movement for the Actor—3 cr. hrs.

Course is designed to introduce the student to various types of combat used on stage (i.e. hand-to-hand, rapier/dagger, broadsword). Also introduces different movement techniques and incorporate movement to enhance character work. (Prerequisite: DRM 322.)

***DRM 343 Drama and Children—3 cr. hrs.**

Course is designed for students who expect to work with young children. Techniques include storytelling, creative dramatics, and ideas for using drama to enliven the general elementary-age curriculum. Students will apply theories and techniques through classroom presentations.

DRM 350 Theatre Crafts—3 cr. hrs.

Introductory course for majors and minors to familiarize them with the basic techniques, tools, and materials of construction for both scenery and costumes for the stage. (Prerequisite: DRM 210 or permission of instructor.)

***DRM 351 Stage Lighting and Sound—3 cr. hrs.**

An introductory study of the principles of stage lighting and sound design for theatrical production. Emphasis will be on both design and operation of sound and lighting equipment. Students will apply theory through a number of projects.

***DRM 353 Stage Design—3 cr. hrs.**

An introductory study of the theories and skills of stage design. Assignments will guide the student to learning the practices of drafting, perspective drawing, and watercolor rendering. A focus on the necessity of how to obtain good visual research will be studied. Students will apply these learned techniques and research skills to several projects.

***DRM 363 Costume Design—3 cr. hrs.**

Survey of costume history, rendering, and design techniques. Students will be expected to apply the historical and technical elements to renderings of specific theatrical periods and works.

DRM 365 Theatrical Makeup—3 cr. hrs.

Introductory course in the basic principles of the art and technique of makeup. Emphasis will be on both creative design and execution of a range of methods and styles.

DRM 372 Production Practicum II—1 cr. hr.

Supervised participation in one or more phases of the production process (set construction, costume construction, lighting, sound, props, etc.) on two University productions. Required of drama majors during spring semester of the junior year. (Graded on a pass/no pass basis.)

DRM 373 Management Practicum II—1 cr. hr.

Supervised participation in one or more phases of management responsibilities (box office, public relations, events coordination, etc.) during the spring semester of the junior year. (Graded on a pass/no pass basis.)

***DRM 407 Survey of Theatre History I—3 cr. hrs.**

A chronological study of the historical development of theatre from its beginnings through the English Restoration. Emphasis will be on historical research and dramatic literature.

***DRM 408 Survey of Theatre History II—3 cr. hrs.**

A chronological study of the historical development of theatre from the eighteenth century to the present. Emphasis will be on historical research and dramatic literature.

DRM 422 Advanced Acting—3 cr. hrs.

First of a rotating series of upper-division acting courses. Course focuses on a variety of dramatic styles. Students will perform monologues and scenes from Greek plays as well as those of the English Renaissance, French Neoclassic period, and English Restoration. (Prerequisite: DRM 322.)

DRM 424 Graduate Preparation Workshop—1 cr. hr.

One of a rotating series of upper division acting courses, this course prepares the student for the rigors of graduate school auditions. The course will focus on building the audition portfolio from selection of contrasting pieces to obtaining professional head shots and developing an effective resume. It will also prepare students for the process, from entering the room through the post-audition interview. (Prerequisite: permission of instructor.)

***DRM 427 Playwriting Workshop—3 cr. hrs.**

Study of the aesthetics and techniques involved in the writing of plays. Selected readings, lectures, and discussions. Emphasis upon writing, workshop critiques, and discussion of students' plays.

DRM 437 Audition Techniques—3 cr. hrs.

This course is designed to prepare the student for the entire professional auditioning process. It focuses on selection and performance of monologues, prepared auditions, cold readings, commercial and film auditions. It also covers creating appropriate resumes, getting the best head shots, and the details of getting a theatrical agent and working in union and non-union situations. (Prerequisite: DRM 322.)

***DRM 450 Production Management—3 cr. hrs.**

An advanced stage craft course which will focus on the theories and practices of stage, production, and artistic management. There will be a focus on union stipulation and rules and how it applies to the professional arena. Students will be able to apply learned principles to several projects and written presentations. (Prerequisite: DRM 310 and DRM 350 or permission of instructor.)

***DRM 451 Advanced Stage Lighting and Sound—3 cr. hrs.**

Advanced course of study in the area of lighting for musicals, opera, dance, TV, and film as well as a focus in the areas of projections and effects for the stage. The student will also get a stronger understanding of sound recording and production. Theories and principles will be applied through several in-class assignments and project presentations. (Prerequisite: DRM 351 or permission of instructor.)

***DRM 453 Advanced Stage Design—3 cr. hrs.**

A course in stage design where students will be introduced to the more advanced practices of stage design, model building, and drafting. Students will apply learned theories and skills to several projects and written presentations. (Prerequisite: DRM 353 or permission of instructor.)

DRM 455 Musical Theatre Workshop—3 cr. hrs.

Study of theatrical singing and acting tech-

niques as applicable to all varieties of musical theatre pieces. Students are expected to participate in various performances prepared by the class. Open to all students with instructor's permission. (Also listed as MUS 455.)

***DRM 456 The History and Use of Decorative Arts for the Stage—3 cr. hrs.**

This course is an elective course for undergraduate students with an interest in directing or design. It will give students a historical foundation of the decorative arts for the varying styles of theatre production. The student will apply this knowledge to several scenic arts projects.

***DRM 463 Advanced Costume Design—3 cr. hrs.**

Students will participate in advanced discussions and projects in textiles, color palettes, silhouettes, and costume fashion research. These concepts will be implemented in formal costume design projects utilizing a variety of dramatic styles. (Prerequisite: DRM 363 or equivalent.)

***DRM 467 Costume Construction—3 cr. hrs.**

This course is designed to encourage students to master construction techniques through building their own designs. Pattern drafting, tailoring, and fabric manipulation will be emphasized. Students will be expected to provide fabrics and notions for most projects.

***DRM 471 Principles of Theatre Management—3 cr. hrs.**

Course introduces students to the diverse issues involved in managing a theatre company. It begins with a history of the issues leading up to the regional theatre movement and includes an examination of the manager's role, budgeting, marketing, fundraising, the role of a board of directors, as well as an understanding of the modern context/trends/needs of artists which management supports. This course serves as capstone experience for students in Theatre Management Emphasis.

DRM 472 Management Internship—3 cr. hrs.

Qualified students are assigned to the management office or production team of a local theatre production company or closely affiliated arts organization for work experience. Placement is arranged through the faculty member assigned as program director.

DRM 490 Directed Study—credit arranged.

Individualized programs which focus on a specialized area in theatre. These are available only when developed through a contractual agreement between the student and a supervising faculty member.

DRM 491-492 Seminar—3 cr. hrs.

DRM 493-494 Research—credit arranged.

DRM 495-496 Workshops—credit arranged

DRM 497 Internship—credit arranged

DRM 498 Senior Capstone Project—3 cr. hrs.

This is a capstone course for all majors with a Performance or Design/Technical Emphasis in the B.A. program. Each student, in consultation with a supervising faculty member, is responsible for designating a specific project to satisfy this requirement. The project may be in the areas of performance, directing, costume design and construction, scene design, lighting, or research. Documentation of the project will be determined by the faculty advisor. A public presentation of the results will be made by the student at the end of spring term.

DRM 499 Senior Thesis—3-6 cr. hrs.

Research, study, or original work under the direction of a faculty mentor, leading to a scholarly thesis document with a public presentation of results. Requires approval of thesis director, department chair, dean, and the director of the honors program, when appropriate. (Prerequisites: Senior standing; 3.0 G.P.A. in the thesis area, or good standing in the honors program.)

Graduate Courses

DRM 500 Research Techniques in the Performing Arts—3 cr. hrs.

Intensive examination of research methods and resources and the principles of advanced scholarly writing in the performing arts. Must be taken within the first nine hours of graduate study. (Also listed as MUS 500.)

***DRM 507 Survey of Theatre History I—3 cr. hrs.**

A chronological study of the historical development of theatre from its beginnings through the Restoration period. Emphasis will be on historical research and dramatic literature.

***DRM 508 Survey of Theatre History II—3 cr. hrs.**

A chronological study of the historical development of theatre from the eighteenth century to the present. Emphasis will be on historical research and dramatic literature.

***DRM 510 Theories of Dramatic Criticism—3 cr. hrs.**

Study of selected theories of dramatic criticism from Aristotle to the present.

DRM 522 Advanced Acting—3 cr. hrs.

Intensive work on scene study, development of characterizations, and advanced acting approaches. Work in acting theory and history.

***DRM 527 Playwriting Workshop—3 cr. hrs.**

Study of the aesthetics and techniques involved in the writing of plays. Selected readings, lectures, and discussions. Emphasis upon writing, workshop critiques, and discussion of student plays. Will include a public reading of final projects.

***DRM 531 Advanced Production Seminar—3 cr. hrs.**

A graduate course that helps students develop a personal creative process for conceptualization

and collaboration necessary in theatrical production. Students will explore proper production procedures and techniques. Finally, students will practice approaches to writing about conceptual ideas for thesis projects.

***DRM 533 Advanced Play Direction—3 cr. hrs.**

This advanced course is designed to include lectures and practical experience in directorial techniques.

***DRM 537 Advanced Directing Seminar—3 cr. hrs.**

This course will focus on more specialized projects related to a director's production preparation; production styles, creating dramatic adaptations, selecting translations, and script editing.

DRM 539 Production Process Qualifier—3 cr. hrs.

This course is designed to supervise students through the major steps in the production process. This course allows student directors to acquire production laboratory experience prior to the thesis production project.

***DRM 541 Script Analysis—3 cr. hrs.**

This is a core course for all M.F.A. candidates in drama. It is designed to give directors a variety of script analysis strategies for use in preparing a production. Students will explore the value of the chronological, character, and audience-based analysis structures and apply them to a variety of styles of dramatic literature. In addition, action-based analysis will be used for interpretation of individual scenes within particular dramas.

***DRM 551 Advanced Stage Lighting and Sound—3 cr. hrs.**

Advanced course of study in the area of lighting for musicals, opera, dance, TV, and film as well as a focus in the areas of projections and effects for the stage. The student will also get a stronger understanding of sound recording and production. Theories and principles will be applied through several in-class assignments and project presentations. (Prerequisite: DRM 351 or permission of instructor.)

***DRM 553 Advanced Stage Design—3 cr. hrs.**

A graduate course in stage design where students will be introduced to the more advanced practices of stage design, model building, and drafting. Students will apply learned theories and skills to several projects and written presentations. (Prerequisite: DRM 353 or permission of instructor.)

DRM 555 Musical Theatre Workshop—3 cr. hrs.

Study of theatrical singing and acting techniques as applicable to all varieties of musical theatre pieces. Students are expected to participate in various performances prepared by the class. In this combined undergraduate and graduate student pool, graduate students will be expected to take on more challenging pieces

and to provide mentoring to those undergraduates who require it. (Also listed as MUS 555.)

***DRM 556 The History and Use of Decorative Arts for the Stage—3 cr. hrs.**

This course is an elective course for M.F.A. candidates in drama. It is designed to give directing students a historical basis and technical understanding of the decorative arts for the varying styles of theatre productions. The course is divided into two sections: 1) history of decorative arts (interior decoration: furniture, drapery, wall treatments) from classic to modern times; 2) practical application of these arts in stage and interior design.

***DRM 563 Advanced Costume Design—3 cr. hrs.**

Students will participate in advanced discussions and projects in textiles, color palettes, silhouettes, and costume fashion research. These concepts will be implemented in formal costume design projects utilizing a variety of dramatic styles. (Prerequisite: DRM 363 or equivalent.)

DRM 571-573 Program Extension Tutorial I-III—9 cr. hrs.

Required of all M.F.A. candidates. Repeated for three semesters early in the program. The individualized projects are to be proposed, developed, and accomplished in consultation with a faculty advisor. Each student's three projects must serve a distinct and different collective: the department, the University, and the off-campus community.

DRM 579 Production Internship—3-9 cr. hrs.

Students in the final year of the program will be assigned to a professional theatre company where they will gain work experience in their specialization as assistant directors or stage managers. Total hours of internship will determine level of credit.

DRM 590 Directed Study—1-3 cr. hrs.

Individualized programs which focus on a specialized areas in theatre. These are available only when developed through a contractual agreement between the student and a supervising faculty member.

DRM 591-592 Seminars—3 cr. hrs.

DRM 593-594 Research—credit arranged.

DRM 595-596 Drama Workshops—credit arranged.

DRM 597 Internship—credit arranged.

DRM 599 Thesis—6 cr. hrs.

DRM 599x Thesis in Progress—0 cr. hrs.

Registration for any graduate student who has received the grade of IP in Thesis 599 is required while the thesis is in progress. Fee: \$40.

Economics

*ECN 120 Principles of Macroeconomics—3 cr. hrs.

Investigates the determinants of national output, the unemployment rate, and inflation, as well as the use of monetary and fiscal policies to regulate the economy. Examines international trade and determinants of exchange rates.

*ECN 121 Principles of Microeconomics—3 cr. hrs.

Analyzes the behavior of consumers, workers, and firms in market economies. Examines issues in the context of both competitive and monopolistic markets, with a comparison of the way in which prices and output levels are determined in different markets. Extends analysis to include the role of government in market economies.

*ECN 220 Statistics for Business—3 cr. hrs.

Covers topics relevant to understanding and producing analyses of business data. Topics include descriptive statistics, probability distributions (including normal and Poisson), hypothesis testing (including chi-square tests), and linear regression. (Prerequisites: MTH 121, MTH 141.)

ECN 320 Intermediate Macroeconomics—3 cr. hrs.

Studies macroeconomic theories, including those about the determinants of output, the unemployment rate, and the inflation rate in the short run, and those about the rate of economic growth in the long run. The predictions of these theories will be contrasted with economic experience in the US and elsewhere. (Prerequisites: ECN 120, ECN 121.)

ECN 322 Environmental Economics—3 cr. hrs.

Provides economic analysis of public policy issues in resource utilization and environmental quality, considering political and macroeconomic aspects of environmental policy. Discussion includes externalities, property rights, benefit-cost analysis, and water and air pollution issues as well as global problems such as acid rain and global warming.

ECN 325 Business Economics—3 cr. hrs.

Draws on the knowledge of economic theory, statistics, and calculus in order to provide managers with applicable tools for business decision-making and efficient management of organizations. Through problem-solving and hands-on projects, students gain an appreciation for the role of quantitative tools and economic theory in modern management. (Prerequisites: ECN 120, ECN 121, ECN 220 or the equivalent.)

ECN 425 Income Inequality—3 cr. hrs.

Examines the determinants of incomes in market economies, including education, training,

experience, hours worked, discrimination, inheritance, unions, and government transfers. Studies causes of change in the extent of inequality and social impacts of inequality.

Analyzes government policies to reduce inequality, including anti-poverty policies. (Prerequisites: ECN 121 or the permission of instructor. Also listed as SJP 448.)

ECN 426 Comparative Economics—3 cr. hrs.

Examines major economies of the world from a historical, theoretical and applied perspective. Students will analyze how different national economic systems have evolved through time as changing economic ideas and practices spread across national boundaries. Examples of possible case studies include the end of the Soviet economic experiment, the extraordinary growth rates of Post-World War II East Asia, the U.S. economic boom in the 1990s, and the late 1990s crisis in developing economies. (Prerequisites: ECN 120 or the permission of instructor.)

ECN 427 Sports Economics—3 cr. hrs.

Applies microeconomic concepts to analyze contemporary issues in professional and college athletics. Topics include the role of sports in society, the structure of sports markets, franchises, entry barriers, contracts and compensation, media, financing of new stadiums, ticket pricing, and labor-management disputes. (Prerequisites: ECN 120, ECN 121.)

ECN 440 International Economics—3 cr. hrs.

Helps students understand how trade among nations takes place and why free trade may improve the standard of living for all nations. The course also examines how the value of currencies is determined in world markets and the balance of payments. The effects of trade barriers and domestic monetary and fiscal policies are considered as well. (Prerequisites: ECN 120, ECN 121.)

ECN 490 Directed Study—3 cr. hrs.

Guided inquiry for superior students to pursue a particular subject area more intensively than course offerings permit. By special arrangement with economics faculty.

ECN 491-492 Seminars—credit arranged.

In the semesters in which offered, varying subject matter as business faculty deems appropriate for needs of the student in meeting the objectives of the undergraduate business program.

ECN 499 Senior Thesis—3-6 cr. hrs.

Research study or original work under the direction of a faculty mentor, leading to a scholarly thesis document with a public presentation of results. Requires approval of thesis director, department chair, dean, and the director of the honors program, when appropriate. (Prerequisites: Senior and 3.0 G.P.A. in the thesis area or good standing in the honors program.)

*Required of all undergraduate business students.

Education

ED 150 Introduction to Education—3 cr. hrs.

Explores the profession of education and what is required to be a teacher whose values include life-long learning, empathy, and respect. Critical thinking, reflection, written and oral communication facility, and technological skills are developed and employed in examining philosophical and current education issues and the professional behaviors needed as a teacher in a diverse society. Through a weekly field experience students observe K-12 teachers in action in their classrooms and assist them with student instruction. Field experience required.

ED 200 Foundations of Education—3 cr. hrs.

Examines the relationship between schools and the larger society and analyzes the historical traditions, philosophical perspectives, and social practices that interact in American education. The course is designed to help students understand the ways in which schools affect the lives of individuals and to help students value the diversity of the communities in which they work. This course will also focus on writing and other communication skills. Field experience required. (Also listed as SJP 320.)

ED 230 Human Development ECE/ELEM—3 cr. hrs.

Traces the life span of human development from age 3 through grade 8. Students will gain empathy and respect for the diversity present in the classroom through the study of physical, social, moral, psychomotor, emotional, and cognitive developmental theories. Field experience required.

ED 231 Human Development: MS/HS—3 cr. hrs.

Traces the life span of human development from grades 5-12. Students will gain empathy and respect for the diversity present in the classroom through the study of physical, social, moral, psychomotor, emotional and cognitive developmental theories. Field experience required.

ED 300 Psychology of Learning: ECE/ELEM—3 cr. hrs.

Gives future teachers deep knowledge of how people learn, focusing on children from age 3 through grade 8. Learning, motivation, intelligence, and assessment are explored through perspectives including behaviorist, constructivist, and cognitive science. Students will use their emerging knowledge of learning theories to make developmentally sound instructional decisions, both theoretically and in practice, in a concurrent field experience.

ED 301 Psychology of Learning: MS/HS—3 cr. hrs.

Gives future teachers deep knowledge of how people learn, focusing on children from grades 5 through grade 12. Learning, motivation, intel-

ligence, and assessment are explored through perspectives including behaviorist, constructivist, and cognitive science. Students will use their emerging knowledge of learning theories to make developmentally sound instructional decisions, both theoretically and in practice, in a concurrent field experience.

ED 330 Policies and Practices for Diverse Learners—3 cr. hrs.

Identifies and addresses population characteristics, incidence, and general educational placement options for the different categories of exceptional learners. Assessment practices and exemplary teaching techniques are also explored for multicultural and diversity issues. Law, policy, and IEP procedures are emphasized. Field experience required. (Prerequisite: ED 230 or ED 231.)

ED 400 ECE/ELEM Curriculum and Instruction—3 cr. hrs.

Introduces teacher candidates to an overview of the early childhood/elementary curriculum, instruction, and assessment cycle in various subject areas with an emphasis on the social studies. Curricular and instructional theories are examined. The course also provides students with an opportunity to develop curriculum, plan instruction, write clear and focused instructional objectives, and design lesson plans. A simulated work sample is prepared helping candidates demonstrate the relationship between curriculum, instruction, and assessment. Field experience required. (Prerequisites: ED 200, ED 230.)

ED 403 Language and Communication: Support and Strategies—3 cr. hrs.

Focuses on the linguistic and cultural relationships between language and learners including the assessment and evaluation of applied linguistics, the structures and function of spoken and written languages. Students practice numerous assessments and language intervention strategies designed as supports for learning, language disabilities, and cultural linguistic differences. (Prerequisites: ED 330 or ED 502.)

ED 404 School, Parent, and Community Relations—3 cr. hrs.

Emphasizes developing knowledge, understanding, and communication skills to discover and apply the resources of communities and families to meet the needs of students in their classroom and school. Special attention is given to understanding the concept of "family" as a social structure and to appreciating the historical, cultural and social forces which shape families, school, and community. (Junior or senior status required.)

ED 405 Behavior Support: Consultative and Collaborative—3 cr. hrs.

Analyzes and plans toward productive behavior in academic and social settings. Students will

participate in developing support systems for behavior in the classroom (PreK-transition) by learning alternative forms of intervention as well as collaborative and consultative techniques. (Prerequisites: ED 330 or ED 502.)

ED 406 Assessment, Evaluation, and Diagnosis of Exceptional Learners and English Language Learners—3 cr. hrs.

Establishes principles and criteria for assessment, evaluation, and diagnosis based on formal, informal, and standardized measures. Students participate in the administration, interpretation, and design of measurements for groups and individuals. (Prerequisites: ED 330 or ED 502.)

ED 408 Methods and Materials for Teaching Diverse Learners—3 cr. hrs.

Student learns to select, modify, and evaluate curricular materials for individuals and groups of exceptional learners, taking into account the learners' abilities, learning rates, and styles of learning. Students are also given field practice time to work with exceptional individuals using the methods and materials discussed in class. (Prerequisites: ED 330 or ED 502, plus 12 hours in special education or ESOL.)

ED 410 Linguistics—3 cr. hrs.

Examines and applies the major concepts, theories, and research related to the nature and acquisition of language as a system. This includes a focus on the components of a language system, including phonology, morphology, syntax, semantics, pragmatics, semiotics, discourse varieties, aspects of social and academic language, rhetorical registers, and writing conventions. (Prerequisite for the ESOL program. Also listed as ENG 410.)

ED 411 Assessment—3 cr. hrs.

Examines various theories and current practices in employing discrete and holistic assessment to inform instruction and measure student learning. Formative and summative techniques in traditional and performance-based approaches, and the aggregation and desegregations of student data to inform instructional practices in diverse classrooms are some of the topics explored.

ED 414 Children's and Adolescent Literature and Library—3 cr. hrs.

Examines various genres of literature, pre-primary through grade 8. Includes book selection appropriate to age and interest level. The course uses literature to enrich integrated school curriculum and demonstrates techniques for increasing reading motivation and teaching through print and technological media.

ED 424 Computers and Educational Technology—3 cr. hrs.

Explores the impact of computer technology on today's schools. Emphasis is placed on developing skills for integrating technology to facilitate learning.

ED 425 Intercultural and Civil Rights Education—3 cr. hrs.

Includes the content of comparative education and global education. Emphasis on multicultural education, civil rights, student and teacher rights in the context of school law and discrimination awareness with emphasis on school applications.

ED 426 Classroom Relationships and Management: ECE/ELEM—3 cr. hrs.

Emphasizes problem solving, analytical reasoning, and communication including information literacy in the secondary classroom as a means of creating a positive learning environment. Offers insights and practical strategies for working with students from diverse backgrounds and learning styles and for establishing effective classroom relationships, procedures, and routines that encourage students' intellectual, personal, and moral development. This course offers practical strategies for engaging students in the active process of constructing social order, building self-esteem, encouraging positive social interactions, active engagement in learning, and building relationships. Field experience required. (Prerequisite: ED 300, ED 330 or concurrent.)

ED 427 Classroom Relationships and Management: MS/HS—3 cr. hrs.

Emphasizes problem solving, analytical reasoning, and communication including information literacy in the secondary classroom as a means of creating a positive learning environment. Offers insights and practical strategies for working with students from diverse backgrounds and learning styles and for establishing effective classroom relationships, procedures, and routines that encourage students' intellectual, personal, and moral development. This course offers practical strategies for engaging students in the active process of constructing social order, building self-esteem, encouraging positive social interactions, active engagement in learning, and building relationships. Field experience required. (Prerequisite: ED 300, ED 330 or concurrent.)

ED 442 ECE/ELEM Reading and Language Arts Methods—3 cr. hrs.

Develops reading and language arts skills, including speaking, listening and writing from age 3 through grade 8. Includes an emphasis on reading readiness, emergent literacy, assessment, methods, materials, recent research, and theoretically sound practices for improvement and instruction of reading and language arts skills. All coursework will be evenly distributed between early childhood and elementary authorization levels. Field experience required. (Prerequisite: ED 400.)

ED 445 ECE/ELEM Mathematics and Science Methods—3 cr. hrs.

Provides opportunities for future teachers to

explore trends, practices, materials, and resources for teaching mathematics and science to children ages 3 through grade 8. The course includes content-specific methods, materials, and assessments appropriate to an integrated elementary curriculum. Field experience required. (Prerequisites: ED 400, ED 426, ED 442.)

ED 447 ECE/ELEM Art, Music, and Physical Education Methods: 3 cr. hrs.

Provides opportunities for pre-service teachers to explore trends, practices, materials, and resources for teaching art, music, and physical education in the early childhood/elementary classroom. Students are expected to integrate curriculum through developmentally appropriate assessments and teaching practices. Students will have the opportunity to demonstrate skills/concepts through public presentations. Field experience required. (Prerequisites: ED 400, ED 426, ED 442, MUS 100, and FA 207.)

ED 450 Models of Teaching and Literacy Development—3 cr. hrs.

Introduces secondary students to the basic principles of curriculum planning and a variety of instructional and assessment models. Current theory and practice about reading and writing in middle and high school classrooms are explored. Students acquire various methods for integrating reading and writing into content-area planning and instruction and for improving and assessing literacy skills in ethnically and linguistically diverse classrooms. Field experience required. (Prerequisites: ED 200, ED 231, ED 301, ED 330.)

ED 452 MS/HS Content Methods: Language Arts—3 cr. hrs.

Focuses on the design of effective language arts curriculum, instruction, and assessment. Students will learn content-specific instructional and assessment methods and will plan and teach lessons that integrate these methods with existing understanding of their content-area, how people learn, and the diverse communities in which they work. Coursework will address both middle school and high school authorization levels. Field experience required. (Prerequisites: ED 200, ED 231, ED 301, ED 330, ED 427, ED 450.)

ED 453 MS/HS Content Methods: Math—3 cr. hrs.

Focuses on the design of effective math curriculum, instruction, and assessment. Students will learn content-specific instructional and assessment methods and will plan, teach, and assess lessons that facilitate the learning of important knowledge, skills, and dispositions related to math. Coursework will address both middle school and high school authorization levels. Field experience required. (Prerequisites: ED 200, ED 231, ED 301, ED 330, ED 427, ED 450.)

ED 454 MS/HS Content Methods: World Language—3 cr. hrs.

Focuses on the design of effective world language curriculum, instruction, and assessment. Students will learn content-specific instructional and assessment methods. Integrating these methods with existing understandings of their content-area, how people learn, and the diverse communities in which they work, students will plan and teach lessons that facilitate the learning of important knowledge, skills, and dispositions related to the world language. Coursework will address both middle school and high school authorization levels. Field experience required. (Prerequisites: ED 200, ED 231, ED 301, ED 330, ED 427, ED 450.)

ED 455 Dual Student Teaching—9 cr. hrs.

Designed for students in art, music, health, and PE leading to K-12 authorization. (Prerequisite: 12 hours of 400-level education courses at the University of Portland.) Fee: \$55 per credit.

ED 456 MS/HS Content Methods: Social Studies—3 cr. hrs.

Focuses on the design of effective social studies curriculum, instruction, and assessment. Students will learn content-specific instructional and assessment methods and will plan and teach lessons that integrate these methods with existing understandings of their content-area, how people learn, and the diverse communities in which they work. Coursework will address both middle school and high school authorization levels. Field experience required. (Prerequisites: ED 200, ED 231, ED 301, ED 330, ED 427, ED 450.)

ED 457 MS/HS Content Methods: Science—3 cr. hrs.

Focuses on the design of effective science curriculum, instruction, and assessment. Students will learn content-specific instructional and assessment methods and will plan, teach, and assess lessons that facilitate the learning of important knowledge, skills, and dispositions related to science. Coursework will address both middle school and high school authorization levels. Field experience required. (Prerequisites: ED 200, ED 231, ED 301, ED 330, ED 427, ED 450.)

ED 464 Special Education Practicum: ECE/ELEM—3 cr. hrs.

Student teaching in a public school special education resource room or self-contained classroom in elementary school. Schedule negotiable. Supervision provided by school district special educators and University supervisor. (Prerequisite: Completion of special education coursework.) Fee: \$55 per credit.

ED 466 Practicum—1-4 cr. hrs.

Opportunity to blend study and practice in a specialized area such as a field placement. Regardless of setting, the practicum is under

the direction of a university instructor. Student is expected to develop a proposal for study which must be approved by instructor, associate dean, and the dean. May be repeated up to 9 hours. Fee: \$55 per credit.

**ED 468 Special Education Practicum
ELEM/MS—3 cr. hrs.**

Student teaching in a public school special education resource room or self-contained classroom in elementary school or middle school. Schedule negotiable. Supervision provided by school district special educators and University supervisor. (Prerequisite: Completion of special education coursework.) Fee: \$55 per credit.

**ED 469: Special Education Practicum:
MS/HS – 3 cr. hrs.**

Student teaching in a public school special education resource room or self-contained classroom in middle school or high school. Schedule negotiable. Supervision provided by school district special educators and University supervisor. (Prerequisite: Completion of special education coursework.) Fee: \$55 per credit.

**ED 470 ECE/ELEM Student Teaching—
3 cr. hrs.**

Provides student teachers opportunities to apply professional and pedagogical principles in a classroom and school community. Student teachers assume major responsibilities of the wide range of teaching duties under the direction of qualified personnel and will produce a work sample demonstrating acquired professional knowledge, skills, and dispositions. (Prerequisites: ED 400, ED 426, ED 442.) Fee: \$55 per credit.

ED 471 MS/HS Student Teaching—3 cr. hrs.

Provides student teachers opportunities to apply professional and pedagogical principles in a classroom and school community. Student teachers assume major responsibilities of the wide range of teaching duties under the direction of qualified personnel and will produce a work sample demonstrating acquired professional knowledge, skills, and dispositions. (Prerequisites: ED 427, ED 450.) Fee: \$55 per credit.

**ED 472 ECE/ELEM Student Teaching—
3 cr. hrs.**

Provides student teachers opportunities to apply professional and pedagogical principles in a classroom and school community. Student teachers assume major responsibilities of the wide range of teaching duties under the direction of qualified personnel and will produce a work sample demonstrating acquired professional knowledge, skills, and dispositions. (Prerequisites: ED 445, ED 447, ED 470.) Fee: \$55 per credit.

ED 473 MS/HS Student Teaching—3 cr. hrs.

Student teachers apply professional and pedagogical principles in a classroom and school community. Students assume all teaching responsibilities for an extended period of time under the direction of qualified personnel and

will produce a work sample demonstrating acquired professional knowledge, skills, and dispositions. (Prerequisites: ED 445, ED 447, ED 470.) Fee: \$55 per credit.

**ED 475 MS/HS Student Teaching:
Advanced—3 cr. hrs.**

Student teachers continue to apply professional and pedagogical principles in a classroom and school community. Students assume all teaching responsibilities for an extended period of time under the direction of qualified personnel. A work sample is required. (Prerequisite: ED 471.) Fee: \$55 per credit.

**ED 476 ECE/ELEM Student Teaching:
Advanced—3 cr. hrs.**

Student teachers continue to apply professional and pedagogical principles in a classroom and school community. Students assume all teaching responsibilities for an extended period of time under the direction of qualified personnel. A work sample is required. (Prerequisites: ED 450 and content methods, ED 471.) Fee: \$55 per credit.

ED 480 Elements of Reading (K-12)—3 cr. hrs.

Studies components of the reading process and the various operations performed while reading. Students develop empathy and respect for the learner of reading while exploring the stages of reading and the particular operations and strategies necessary in the ability to be a reader. Required for reading endorsement. (Prerequisites: ED 442 or ED 450, and permission of instructor.)

**ED 481 Reading, Language, and Cultural
Diversity in Schools—3 cr. hrs.**

Introduces students with no previous coursework in linguistics or cultural studies to the broad areas of language and culture relevant to K-12 classrooms. Introduces theories, materials, and methods (including the writing of lesson plans) for reading/language instruction for diverse classrooms. Students develop empathy and respect for students with language and cultural differences, and for students with learning problems related to language. Required for reading and endorsement, ESOL. Field experience arranged by instructor may be required.

ED 482 Content Area Literacy—3 cr. hrs.

Reviews current theory, knowledge, and practice about reading and written communication for students in K-12 classrooms. Integrates pedagogical knowledge of literacy development of theory into practice. Students learn various methods for facilitating the use of reading and writing skills in the content area classroom. An emphasis is placed on teaching for diversity and developing empathy and respect for all learners. Field experience required.

ED 483 Diagnosis and Instruction of Learning Problems Related to Reading and Language Differences (K-12)—3 cr. hrs.

Studies theories, strategies, assessment methods, case studies of assessment, diagnosis, and instruction of reading-related learning problems which exist in K-12 classrooms. Focuses on working with individual learners' problems in reading and the language arts related to diverse learners. Required for reading endorsement. Field experience required. (Prerequisites: ED 480, ED 450 or ED 442, and permission of instructor.)

ED 486 Seminar for Student Teachers: MS/HS—3 cr. hrs.

Provides pre-service educators opportunities to examine accomplishments and share concerns regarding their teaching performance in the middle and high school classrooms. Students will acquire information about transition to the profession, professional development plans, and information about initial and continuing licensure.

ED 487 Seminar for Student Teachers: ECE/ELEM—3 cr. hrs.

Provides pre-service educators opportunities to examine accomplishments and share concerns regarding their teaching performance in the early childhood/elementary classrooms through participation in group discussion. Students will acquire information about transition to the profession, professional development plans, and information about licensure.

ED 490 Directed Study—credit arranged.

ED 491-492 Seminars—credit arranged.

ED 495-496 Workshops—credit arranged.

ED 499 Senior Thesis—3-6 cr. hrs.

Research, study, or original work under the direction of a faculty mentor, leading to a scholarly thesis document with a public presentation of results. Requires approval of thesis director, department chair, dean, and the director of the honors program, when appropriate. (Prerequisites: Senior standing; 3.0 G.P.A. in the thesis area or good standing in the honors program.)

Graduate Courses

ED 502 Policies and Practices for Diverse Learners—3 cr. hrs.

Identifies and addresses population characteristics, incidence, and general educational placement options for the different categories of exceptional learners. Assessment practices and exemplary teaching techniques are also explored for multicultural and diversity issues. Law, policy, and IEP procedures are emphasized. Field experience required. (Prerequisite: human development course.)

ED 503 Language and Communication: Support and Strategies—3 cr. hrs.

Focuses on the linguistic and cultural relationships between language and learners including

the assessment and evaluation of applied linguistics, and the structures and function of spoken and written languages. Students practice numerous assessments and language intervention strategies designed as supports for learning, language disabilities, and cultural linguistic differences. (Prerequisite: ED 330 or ED 502.)

ED 504 School, Parent, and Community Relations—3 cr. hrs.

Emphasizes developing knowledge, understanding, and communication skills to discover and apply the resources of communities and families to meet the needs of students in their classroom and school. Special attention is given to understanding the concept of "family" as a social structure and to appreciating the historical, cultural, and social forces which shape families, school, and community.

ED 505 Behavior Support: Consultative and Collaborative—3 cr. hrs.

Analyzes and plans toward productive behavior in academic and social settings. Students will participate in developing support systems for behavior in the classroom (PreK-transition) by learning alternative forms of intervention as well as collaborative and consultative techniques. (Prerequisites: ED 330 or ED 502.)

ED 506 Assessment, Evaluation, and Diagnosis of Exceptional Learners and English Language Learners—3 cr. hrs.

Establishes principles and criteria for assessment, evaluation, and diagnosis based on formal, informal, and standardized measures. Students participate in the administration, interpretation, and design of measurements for groups and individuals. (Prerequisites: ED 330 or ED 502.)

ED 508 Methods and Materials for Teaching Diverse Learners—3 cr. hrs.

Student learns to select, modify, and evaluate curricular materials for individuals and groups of exceptional learners, taking into account the learners' abilities, learning rates, and styles of learning. Students also are given field practice time to work with exceptional individuals using the methods and materials discussed in class. (Prerequisites: ED 330 or ED 502, plus 12 hours in special education or ESOL.)

ED 510 Linguistics—3 cr. hrs.

Examines and applies the major concepts, theories, and research related to the nature and acquisition of language as a system. This includes a focus on the components of a language system, including phonology, morphology, syntax, semantics, pragmatics, semiotics, discourse varieties, aspects of social and academic language, rhetorical registers, and writing conventions. (Also listed as ENG 510. Corequisite for the ESOL program.)

ED 514 Children's and Adolescent Literature and Library—3 cr. hrs.

Examines various genres of literature, pre-primary through grade eight. Includes book selection appropriate to age and interest level. The course uses literature to enrich integrated school curriculum and demonstrates techniques for increasing motivation and teaching through print and technological media.

ED 515 Readings in Education Administration—1-4 cr. hrs.

Opportunity to create, under the guidance of an instructor, an in-depth, selective education administration bibliography to enrich personal knowledge and to augment professional career goals. Reading logs and reflective journal assignments and for three or more credits a literature review is required. May be taken as a standard class or as an independent study.

ED 516 Readings in Catholic Education—1-4 cr. hrs.

An exposure to the core Church documents concerning Catholic education beginning with Vatican II. In addition to reading in-depth research related to Catholic education, reading logs and reflective journal assignments and for three or more credits a literature review is required. May be taken as a standard class or as an independent study.

ED 518 Exploration in Life Span Personal and Professional Development—3 cr. hrs.

Provides early career Catholic school teachers opportunities for developing personal understanding and professional experience in mastering the skills of a reflective practitioner in a school/classroom setting. New teachers reflect on what it means to be a Catholic educator and how to model the virtues of and teach the values of the faith. Opportunities afforded to learn personal strengths, to share teaching experiences, and to explore concerns regarding teaching performance. Young teachers receive support while they explore and reflect on teaching practices and develop a philosophy of education that integrates Catholic values.

ED 519 Dimensions of Adult Learning—3 cr. hrs.

The purpose of this course is to introduce principles of adult learning and teaching to higher education instructors. Through an introduction to philosophy education theories of learning behavior, models of teaching, strategies of critical thinking and metacognition, and the purposes and methods for assessment of learning, students will formulate their own knowledge base relative to their own goals as higher education instructors.

ED 524 Computers and Educational Technology—3 cr. hrs.

Explores the impact of computer technology on today's schools. Emphasis is placed on develop-

ing skills for integrating technology to facilitate learning.

ED 525 Intercultural and Civil Rights Education—3 cr. hrs.

Includes the content of comparative education and global education. Emphasis on multicultural education, civil rights, student and teacher rights in the context of school law and discrimination awareness with emphasis on school applications.

ED 530 Dimensions of Education—3 cr. hrs.

Introduces the responsibilities of teaching through the lens of social, cultural, philosophical, economic, and legal perspectives. Emphasis is on understanding the linking of theory and practice and developing a pre-service professional knowledge skills and dispositions especially related to lifelong learning and written and oral communication skills.

ED 531 Theories of Development and Learning—3 cr. hrs.

Students examine behavioral, social, cognitive, biological, and cultural perspectives on human learning and development across the life span. Those multiple theories are fused to the practice of applying research about how children learn and develop to the design and implementation of inclusive pedagogy. An array of instructional practices aimed at accommodating the varied needs of diverse learners are employed by the instructor and practiced by the student in the context of a tutoring experience.

ED 532 Assessment and Evaluation in Inclusive Classrooms—3 cr. hrs.

Students explore current assessment and evaluation methods used in diverse PK-12 classrooms. Using criteria from multiple perspectives, students will study and create traditional and performance-based strategies for analyzing and reporting individual and group performances. Course content is tied to a concurrent field experience at one of four levels of licensure: early childhood, elementary, middle, or high school.

ED 533 Methods of Teaching and Learning—3 cr. hrs.

Focuses on the design and implementation of effective curriculum and instruction through the mastery of planning skills and instructional methods. Students will plan and teach a unit of instruction that incorporates their understanding of the needs and cultures of a diverse body of learners. The level of desired licensure (early childhood, elementary, middle, or high school) will determine the specific content of the course. Taught in conjunction with field experience.

ED 534 Classroom Management and Organization—3 cr. hrs.

Promotes the development of a theoretical framework for generating educational practices

that encourage the intellectual, personal, and moral development of students from diverse cultural backgrounds. Students learn practical strategies for engaging students in the active process of constructing social order, building self-esteem, encouraging positive social interaction, active engagement in learning, solving human relations problems, and establishing effective classroom procedures and routines. Content is parallel to the field experience required at one of four levels of licensure: early childhood, elementary, middle, or high school.

ED 535 Literacy Across the Curriculum—3 cr. hrs.

Emphasizes how children develop various types of literacy. Theory of development of literacies will be emphasized along with actual application of skills in the classroom. The course will focus upon how literacy development is related to language, cognitive, moral, and physical development of learners. Diagnosis of skill development will also be emphasized. Instruction emphasis will be determined by the focused interests of students enrolled in the class. This course is taught in conjunction with a field experience.

ED 536 Student Teaching Seminar—3 cr. hrs.

Provides pre-service educators opportunities to examine accomplishments and share concerns regarding their teaching performance in the early childhood/elementary classrooms through participation in group discussion. Students will acquire information about transition to profession, professional development plans, and information about licensure.

ED 537 Research in Schools—3 cr. hrs.

Examines educational research and statistical methods (both qualitative and quantitative) in light of current research on effective teaching and school practices. Students locate, read, and critique the results of current educational research and apply research techniques to classroom and school issues. Students will be expected to identify and describe an important research-appropriate educational issue and/or problem and develop a research proposal.

ED 538 Master of Arts in Teaching Capstone Project—3 cr. hrs.

Students will develop a research project which addresses the student's application and integration of research course content, professional knowledge, and the School of Education's conceptual framework and is intended to translate theory and research into practice. The project is completed independently in consultation with a project advisor. Dissemination of the research will include a written paper and an oral component.

ED 540 Student Teaching—3 cr. hrs.

Student teachers apply professional and pedagogical principles in a classroom and school

community. Students assume major responsibilities of the wide range of teaching duties under the direction of qualified personnel at a designated level of authorization (early childhood, elementary, middle, or high school).

ED 541 Student Teaching—3 cr. hrs.

Student teachers apply professional and pedagogical principles in a classroom and school community. Students assume major responsibilities of the wide range of teaching duties under the direction of qualified personnel at a designated level of authorization (early childhood, elementary, middle, or high school).

ED 542 Student Teaching—Advanced—3 cr. hrs.

Student teachers continue to apply professional and pedagogical principles in a classroom and school community. Students assume all teaching responsibilities for an extended period of time under the direction of qualified personnel. A work sample is required.

ED 544 Human Resource Development and Management—3 cr. hrs.

Explores interpersonal dynamics and those performance competencies that relate to human resource management in early childhood, elementary, middle school, and high school. Issues addressed range from hiring, supervising, and evaluating of personnel to personnel processes and systems, including empowering stakeholders, staff development, labor relations and collective negotiations, school-community relationships and partnerships.

ED 545 Leadership and Organizational Change—3 cr. hrs.

Focuses on perspectives and skills in leading and navigating schools through multi-level and systemic change. Change theory, the building of learning communities, and transformational leadership represent the core knowledge bases upon which students build their own mental models of administrative leadership. The course emphasizes using a local school as a center of inquiry and change. The particular school is aligned with the appropriate authorization level of early childhood, elementary, middle school, and high school.

ED 546 Policy, Ethics, and the Law—3 cr. hrs.

Examines legal foundation of educational policy by focusing on constitutional and statutory provisions governing schools and the changing roles of federal, state, and local levels of government. Analysis, through selected case studies at various levels of schooling, of research, trends, and emerging issues in the politics of educational governance equip the graduate student with skills and understandings in interacting with local boards, teacher groups, administrators, parents, and other citizen groups within local

school systems in ethically responsible ways.

ED 547 Resource Allocation, Finance, and Management—3 cr. hrs.

Provides skills and techniques for effectively and efficiently managing and evaluating fiscal operations on the local school level, including field-based and/or simulated experiences in budget development, implementation, and monitoring. Examines strategies for resource allocation and finance at various levels of schooling. Includes an analysis of current national, state, and district-based sources of revenue and also the identification and development of alternative revenue sources to support local school development.

ED 548 Supervision for Instructional Improvement—3 cr. hrs.

Familiarizes candidates with the benefits and challenges of supervision and coaching for instructional improvement. Theories of planning, analysis, and evaluation in conjunction with supervision as well as models of supervision will be explored and practiced. The relationship of the supervisor to curriculum development, staff development, and teacher evaluation will also be addressed.

ED 549 IAL Leadership Practicum—3 cr. hrs.

This capstone course is an integrative experience that is anchored in a partnership among the student, his/her advisor-instructor, and a field-based mentor-administrator. It is tailored to the appropriate levels of authorization. Students are required to design an integrative field-based experience that demonstrates their abilities to lead the development, implementation, and/or the institutionalization of a school-wide change initiative using the skills, knowledge, and experiences gained from course work. Field experiences will be supplemented with monthly class seminars, on-site dialogues with the instructor-advisor and field-based mentor/administrator, and more frequent electronic communication between the student and instructor-advisor. The student must demonstrate the dynamic relationship between theory and practice and, in so doing, develop a portfolio that describes his/her personal theory-of-action for leadership. A leadership portfolio will be maintained and submitted at the end of the practicum. The portfolio will be assessed to determine the extent to which the student completed a set of leadership competencies.

ED 550 Personal and Professional Growth and Development—3 cr. hrs.

Offers opportunities for life-long learning by developing personal understanding and mastery as a reflective practitioner and teacher leader. Students make explicit their values, goals, and preferred learning/leadership/teaching styles in order to deepen their knowledge of

students. As a final outcome, students develop a personal and professional plan to guide their growth which applies theory to practice.

ED 551 Social and Cultural Foundations—3 cr. hrs.

Examines social and cultural forces that affect schools and the experiences of students and teachers. This course encourages practitioners to value, embrace, and affirm the cultural, racial, class, and gender diversity of both their local and global communities and will help them to design and implement instructional practices that empower all students.

ED 552 Leadership for Sustaining the Vision—3 cr. hrs.

Assess your personal leadership attributes and craft a personal leadership development plan that leads to building an achievement-oriented district. Consider research which informs visions of current and future public and private schooling in a diverse and democratic society. Practice the art and science of leading toward and sustaining a vision through nurturing relationships, motivating stakeholders, and collaborating with others.

ED 553 Leadership for Instructional Improvement—3 cr. hrs.

Examine best practices and sound educational research that lead to achievement for all students. Learn strategies to create a culture of high expectations with academic and behavioral foci through leadership practices, staff development, policy development, and the allocation of time, funds, and human resources.

ED 554 Leadership for Effective Data Driven Decision Making—3 cr. hrs.

Explore the uses of data-based research and technology in leadership, business, and student learning in an era of information and communication expansion. Discern meaningful uses of technology and data to advance learning and organizational development. Explore the data-based management principles related to finance and other operational services such as nutrition, transportation, maintenance, communication.

ED 555 Teacher as Researcher—3 cr. hrs.

Introduces research as a means to improve instructional and school-based decision-making. Various qualitative research techniques will be applied to classroom or school observation. As an extension of reflective practice, students will be expected to produce a qualitative research-based proposal.

ED 556 Leadership in the Socio-Political Context—3 cr. hrs.

Examine effective strategies for collaborating with the boards of education, legislature, community, business, religious, and service organization leaders to create broad-based support for education and children within a diverse com-

munity. Learn how to effectively interact with parents, teachers, and other administrators to support an educational vision and address student and family conditions that affect learning. Practice effective strategies for media relations.

ED 557 Leadership and Moral Imperative for Inclusive Practice—3 cr. hrs.

Explore ethical decision-making, hone political understandings and skills, learn to capitalize on diversity through inclusive practices, and develop a personal mantle of moral responsibility. Through case methodology, learn to act with integrity and justice while helping every student achieve.

ED 558 Educational Research for Improved Student Learning—3 cr. hrs.

Examines educational research and statistical methods in light of current research on effective teaching and schooling practices. The course is developed to enhance practicing educators' understanding and application of research findings in the classroom. Students will be expected to develop a project which applies course knowledge.

ED 559 CAL Leadership Practicum—3 cr. hrs.

This practicum will be conducted at the district level. It will involve a field experience that will provide the candidate with opportunities to participate in district leadership decision-making, policy design and implementation, uses of data and technology in communication, human resources, building positive community relations, and conflict management. Through action research, participants will synthesize knowledge in these areas and enhance skills and dispositions while interning in district-level functions.

ED 562 Professional Development Process: Portfolio—3 cr. hrs.

Serves as a capstone experience in which students produce a professional portfolio demonstrating skills related to the 10 standards for continuing licensure in Oregon. Simultaneously students develop a continuing professional development plan.

ED 563 Master of Arts Capstone Project—3 cr. hrs.

Serves as a capstone in which students design and conduct a classroom, school, or community-based research project written in formal academic style that addresses the student's integration of the professional knowledge and the School of Education's conceptual framework in the non-thesis graduate program. The project is completed independently in consultation with a project advisor. (Prerequisite: Students must be eligible to graduate in the subsequent academic term.)

ED 564 Special Education Practicum: ECE/ELEM—3 cr. hrs.

Student teaching in a public school special education resource room or self-contained classroom in elementary school. Schedule negotiable. Supervision provided by school district special educators and University supervisor. (Prerequisite: Completion of special education coursework.) Fee: \$55 per credit.

ED 565 Teacher Internship—3 cr. hrs.

The course provides experiences with intern teaching in a K-12 school classroom under the direction of a mentor and a University supervisor. This course may be repeated. Fee: \$55 per credit.

ED 566 Practicum—1-4 cr. hrs.

Opportunity to fuse theory and practice in a specialized area (e.g. ESOL, special education, reading, etc.) in a field placement. The practicum is under the direction of a university instructor. Students are expected to demonstrate acquired knowledge skills and dispositions related to the specialized area of study. A professional work sample is required. The course may be repeated as required up to 9 hours. Fee: \$55 per credit.

ED 568 Special Education Practicum ELEM/MS—3 cr. hrs.

Student teaching in a public school special education resource room or self-contained classroom in elementary school or middle school. Schedule negotiable. Supervision provided by school district special educators and University supervisor. (Prerequisite: Completion of special education coursework.) Fee: \$55 per credit.

ED 569 Special Education Practicum: MS/HS—3 cr. hrs.

Student teaching in a public school special education resource room or self-contained classroom in middle school or high school. Schedule negotiable. Supervision provided by school district special educators and University supervisor. (Prerequisite: Completion of special education coursework.) Fee: \$55 per credit.

ED 570 Curriculum Development and Implementation—3 cr. hrs.

Examines the spectrum of curriculum reform issues and tensions confronting today's schools and classroom. Students will develop a critical perspective that reflects the complexity of political, social, and pedagogical pressures and trends impacting teaching and learning.

ED 571 Enhancing Classroom Relationships—3 cr. hrs.

Offers practical classroom-based strategies for ensuring active engagement in learning positive social interactions, and responsible contributions to the classroom as learning community. Teachers examine and apply new techniques in their classrooms and assess them as members of a peer critical learning group. Helps teachers formulate a theoretical or research-based foundation that will guide them

in developing classroom relationships and management.

ED 573 Quality Teaching and Peer Consultation—3 cr. hrs.

Introduces systematic and objective processes for identifying, analyzing, and refining effective instructional practices providing the practitioner with skills and experiences in observing peers as well as an understanding of his or her teaching actions.

ED 574 The Teacher as Leader: Challenges and Opportunities—3 cr. hrs.

Develops new understandings about the role of teacher as constructivist leader in today's schools. This keystone course focuses on new role opportunities and expectations for teachers as participatory decision-makers in school-based change initiatives. Using their schools as laboratories, teacher leaders test assumptions and develop a professional theory-of-action for their roles as emerging teacher leaders.

ED 575 Transforming Schools and Systemic Change—3 cr. hrs.

Identifies and analyzes current educational reform initiatives and evaluates them based on theoretical and research-based (Best Practices) models of change. Students are required to engage in formal inquiry and dialogue about the challenges confronting their own schools as dynamic units of change. Key concepts include school growth and renewal, effective schooling, and professionalism.

ED 578 Improving the Instructional Process—3 cr. hrs.

Provides insights into models of teaching and learning with focus on distinct learning activities, environment, evaluation, and assessment. Emphasis is placed on expanding personal repertoires to become competent in the selection and use of appropriate and effective teaching strategies.

ED 580 Elements of Reading (K-12)—3 cr. hrs.

Studies components of the reading process and the various operations performed while reading. Students develop empathy and respect for the learner of reading while exploring the stages of reading and the particular operations and strategies necessary in the ability to be a reader. Required for reading endorsement. (Prerequisites: ED 442/450 or ED 535, and permission of instructor.)

ED 581 Reading, Language, and Cultural Diversity in Schools—3 cr. hrs.

Introduces students with no previous coursework in linguistics or cultural studies to the broad areas of language and culture relevant to K-12 classrooms. Introduces theories, materials, and methods (including the writing of lesson plans) for reading/language instruction for diverse classrooms. Students develop empathy

and respect for students with language and cultural differences, and for students with learning problems related to language. Advanced study of issues related to reading, language, and cultural diversity is required. Required for reading endorsement and ESOL. Field experience arranged by instructor may be required.

ED 582 Content Area Literacy—3 cr. hrs.

Reviews current theory, knowledge, and practice about reading and written communication for students in K-12 classrooms. Integrates pedagogical knowledge of literacy development of theory into practice. Students learn various methods for facilitating the use of reading and writing skills in the content area classroom. An emphasis is placed on teaching for diversity and developing empathy and respect for all learners. Field experience required.

ED 583 Diagnosis and Instruction of Learning Problems Related to Reading and Language Differences (K-12)—3 cr. hrs.

Studies theories, strategies, assessment methods, case studies of assessment, diagnosis, and instruction of reading-related learning problems which exist in K-12 classrooms. Focuses on working with individual learners' problems in reading and the language arts related to diverse learners. Required for reading endorsement. Field experience required. (Prerequisites: ED 480 or ED 580, or ED 442, and permission of instructor.)

ED 584 Administration and Evaluation of Reading Programs—3 cr. hrs.

Increased understanding of reading program management as it applies to the development, implementation, and improvement cycle at the department, building, and district level. Includes evaluation and role development. In order to develop an understanding for the total school reading instructional program, students integrate into practice theoretical content knowledge of reading, theoretical knowledge of diverse learners, and pedagogical knowledge of reading. An appropriate and required field experience allows for integration of theory into practice. Required for Reading Endorsement in Oregon, elective for Reading Endorsement in Washington. (Prerequisites: ED 480 or ED 580, ED 481 or ED 581, ED 483 or ED 583, and permission of instructor.)

ED 590 Directed Study—credit arranged.

ED 591-592 Seminar—credit arranged.

ED 595-596 Workshop—credit arranged.

ED 598 M.Ed. Capstone Project—3 cr. hrs.

Serves as a capstone in which students design and conduct a classroom, school, or community based research project written in formal academic style that addresses the student's integration of the professional knowledge and the School of Education's conceptual framework in the non-thesis graduate program. The project is

completed independently in consultation with a project advisor. (Prerequisite: Students must be eligible to graduate in the subsequent academic term.)

ED 599 Thesis—3-6 cr. hrs.

Students develop a research thesis with a major professor and two other committee members for the master of arts degree.

ED 599x Thesis in Progress—0 cr. hrs.

Registration for any graduate student who has received the grade of IP in Thesis 599 is required while the thesis is in progress. Fee: \$40.

Electrical Engineering

EE 111 Introduction to Multimedia Processing—2 cr. hrs.

This course will examine how speech, music, and images can be represented as digital signals that can be readily manipulated using computers. The course introduces mathematical models used to represent these signals and software tools used to perform manipulations such as signal creation, filtering, and analysis. Several applications, such as speech filtering, music compression, and image enhancement, will be explored. The various areas of electrical engineering will also be introduced by examining a commercial system such as digital TV. (Corequisite: MTH 201.)

EE 231 Logic Design—3 cr. hrs.

Number systems and data representation. Boolean algebra and logic devices. Simplification of Boolean functions. Design and analysis of LSI and MSI combinational logic circuits. Hierarchical construction. Design and analysis of synchronous sequential circuits, including registers, counters, and random access memory (RAM). Design and simulation of combinational circuits are integrated with the course.

EE 261 Electrical Circuits—3 cr. hrs.

An overview of circuit analysis. Circuit elements and concepts. Ohm's and Kirchhoff's laws. Simple resistive circuits. Review of matrix algebra. Node-voltage and mesh-current analysis using matrix equations. Superposition principle. Thevenin and Norton equivalent circuits and the maximum power transfer theorem. Capacitance and inductance. Natural and step responses of first- and second-order circuits. Review of complex algebra. Sinusoidal steady-state circuits and the phasor concept. Impedance and admittance. Analysis techniques of sinusoidal steady-state circuits using phasors. A circuit simulation software such as PSPICE is also introduced. (Corequisites: EE 271, MTH 202, and PHY 205.)

EE 262 Signals and Systems—3 cr. hrs.

Introduction to signals and systems. Time-domain analysis of linear time-variant continuous-time and discrete-time systems. Laplace transform analysis of continuous-time systems

and its applications. Z-transform analysis of discrete-time systems and its applications. Fourier series and Fourier transform of continuous-time signal and their applications. Sampling theorem. Fourier analysis of discrete-time signals and its applications. MATLAB software is incorporated throughout the course. (Prerequisite: EE 261.)

EE 271 Electrical Circuits Laboratory—1 cr. hr.

Measurement experience with a variety of basic electrical instruments. The student engineer will verify many of the principles of electrical circuit theory. (Corequisite: EE 261.) Fee: \$20.

EE 301 Electromagnetic Fields—3 cr. hrs.

Lumped vs. distributed electrical circuits. Transient response of lossless transmission lines. Sinusoidal steady-state waves on lossless transmission lines. Smith chart and impedance matching techniques and networks. Review of vector calculus. Maxwell's equations and solution of wave equations. Uniform plane electromagnetic waves in a simple unbounded lossless medium. (Prerequisites: EE 261, MTH 301, PHY 205.)

EE 332 Digital Systems Design—3 cr. hrs.

Introduction to digital systems. TTL and CMOS 74-series logic families. Register-transfer level (RTL) combinational logic circuit using 74-series MSI digital functions. Overview of programmable logic device (PLD) architectures. RTL combinational circuit design using ABEL hardware description language and PLDs. Sequential circuit design principles and state machine design using ABEL and PLD. Introduction to logic circuit testing. (Prerequisite: EE 231. Corequisite: EE 373.)

EE 333 Computer Organization—3 cr. hrs.

Introduction to computer system hardware including Arithmetic and Logic Unit (ALU), main memory, cache memory, I/O devices, busses and interfaces, control unit, addressing techniques, micro-computer architecture. (Prerequisite: EE 231.)

EE 351 Electronic Circuits I—3 cr. hrs.

Basic concepts of electronic circuit analysis and design. Physical operation and modeling of diodes, Bipolar Junction Transistors and MOS-FETs. Small-signal analysis of electronic circuits. Amplifier biasing and bias-point stability. Use of SPICE as a design tool. (Prerequisite: EE 262.)

EE 352 Electronic Circuits II—3 cr. hrs.

Continuation of EE 351. A more systems-oriented view of electronic circuits is presented. Topics include single-stage, multistage, and differential amplifiers, frequency response, and basic concepts of feedback. Use of SPICE as a design tool. This course presents the theoretical electronic design and analysis issues which are applied in the required companion laboratory

course, EE 371. (Prerequisite: EE 351. Corequisite: EE 371.)

EE 371 Electronic Circuits Laboratory—1 cr. hr.

Required electronics laboratory companion course to the EE 352 Electronic Circuits II lecture course. Students perform various electronic laboratory experiments which directly apply the electronics theory learned in EE 352. Students design, simulate, assemble, and test electronic circuits, including single-stage and multi-stage amplifiers. Students are required to perform rigorous DC and AC measurements on their laboratory electronic circuits and correlate their measurements to their corresponding theoretical electronic analysis values. Students are also required to perform rigorous written reporting of their laboratory results. (Corequisite: EE 352.) Fee: \$20.

EE 373 Digital Logic Laboratory—1 cr. hr.

Familiarization with the laboratory equipment. Basic gate operations. Combinational logic design using SSI, MSI, and LSI logic devices. Logic design with programmable logic devices. Sequential logic circuits. MSI counters. (Corequisite: EE 332.) Fee: \$20.

EE 402 Microwave and Optical Transmission—3 cr. hrs.

Review of Maxwell's equations and the wave equation. Uniform plane waves in a lossy medium. Wave polarization. Reflection and transmission of electromagnetic waves at planar boundaries. Normal incidence. Antireflection coatings and radomes. Oblique incidence. Brewster angle. Total internal reflection. Theory of parallel-plate waveguides. Rectangular and circular waveguides. Dielectric slab waveguides. (Prerequisite: EE 301.)

EE 403 Communication Systems—3 cr. hrs.

Introductory survey of communication systems. Modeling of signals and systems. Analog and digital modulation techniques. Introduction to source coding and error correcting codes. (Prerequisite: EE 262.)

EE 420 Energy Conversion—3 cr. hrs.

Principles, applications, and control of modern electromagnetic and electromechanical devices. Physical principles are used to develop mathematical models of various devices (including actuators, transformers, and motors) to aid in the process of analysis, selection, and design. Applications include power systems, industrial manufacturing processes, robotics, and consumer products. An introduction to power electronic control systems for electromechanical devices is presented. (Prerequisite: EE 261.)

EE 421 Electric Power Systems—3 cr. hrs.

Introduction to the modeling, design, and operation of modern power generation, transmission, and distribution systems. Topics include complex power, three-phase systems, compen-

sation, and power flow. (Prerequisite: EE 261.)

EE 423 Power Electronics and Applications—3 cr. hrs.

Electronic conversion and control of electrical power. Includes semiconductor switching devices, power converter circuits, control of power converters, and applications in electric utilities, motor drives, and power supplies. (Corequisite: EE 351.)

EE 424 Power System Applications—3 cr. hrs.

Investigation into the principles and applications of selected energy conversion and power system technologies. Device measurements and control. Extensive literature search and laboratory experimentation culminating in a formal written report and oral presentation. (Prerequisite: EE 420 or EE 423.)

EE 433 Microprocessor Interfacing and Communications—3 cr. hrs.

Introduction to microprocessors and microcontrollers. RISC microcontroller instruction set architecture and assembly language programming. Timers and interrupt handling. Parallel input/output device interfacing. Serial communications using UART, Inter-IC (I^2C) bus, and synchronous serial interface. I/O port expansion. Analog-to-digital converter interface. A PIC18F452 8-bit RISC microcontroller-based embedded system consisting of keypad and LCD display is implemented through a series of laboratory assignments. (Prerequisite: EE 231.)

EE 434 ASIC Design—3 cr. hrs.

Introduction to ASIC (application-specific integrated circuits) design flow. Synthesis of combinational and sequential logic. Synthesis of hardware description language constructs. Post-synthesis design tasks. FPGA (field programmable gate array) architectures. Design prototyping with FPGAs. (Prerequisite: EE 435 or EE 436.)

EE 435 Verilog Digital Systems Modeling—3 cr. hrs.

Introduction to Verilog-based design process. Hierarchical modeling methodology. Basic Verilog language structures for modeling digital hardware functions. Modules and ports. Gate-level modeling. Data flow modeling. Behavioral modeling. Tasks and functions. Useful modeling techniques in digital system design. Component timing and delay modeling. Logic synthesis with Verilog HDL. (Prerequisite: EE 231 or equivalent.)

EE 436 VHDL-Based Digital Systems Design—3 cr. hrs.

Hardware design environment. Introduction to VHDL. Design methodology based on VHDL. Basic concepts in VHDL. Structural specification of hardware. Design organization and parameterization. Utilities for high-level description. Data flow description in VHDL. Behavioral description of hardware. (Prerequisite: EE 231 or equivalent.)

EE 437 Advanced Computer Architecture—3 cr. hrs.

Design and analysis of parallel computers including shared memory multiprocessors and scalable, distributed memory multiprocessors. Bus support for snoop-based caching protocols is developed along with coherence conditions. These techniques are extended to the scalable computer with distributed memory through caching directories. Scalable interconnection networks are studied including trees, meshes, and hypercubes. Two programming models, shared memory and message passing illustrate the design challenges for parallel applications. (Prerequisite: EE 333.)

EE 438 Introduction to Digital VLSI Design—3 cr. hrs.

Introduction to digital CMOS VLSI chip design using computer-aided design (CAD) tools including Tanner's L-EDIT software and PSPICE. Topics include MOS transistors, CMOS gate logic design simulation and layout, scalable design rules, speed and power considerations, full-custom VLSI design, semi-custom VLSI design using Standard Cells, floor planning, and advanced layout techniques. Students are required to complete a modest-sized CMOS integrated circuit design project through layout, simulation, and verification. (Prerequisites: EE 231 and EE 351.)

EE 439 Microprocessor System Design—3 cr. hrs.

Microprocessor-based design procedure. Introduction to 80x86 instruction set architecture and assembly language programming. 80186 microprocessor architecture, interfacing signals, and bus timing. ROM and SRAM memory subsystem design. Parallel I/O and 8255A interfacing. Keyboard and printer interfacing. Direct memory access. Introduction to USB. Micro-computer system bus structures. High-speed design considerations. Hot-swap system design methods. (Prerequisite: EE 433.)

EE 443 Computer Vision—3 cr. hrs.

Introduction to computer vision. Computer vision system components and lighting techniques. Binary image processing: image filtering, histogram equalization, thresholding, and edge detection. Image analysis and representation: region segmentation and low-level image description. Camera model and stereo vision. (Prerequisite: Senior standing.)

EE 451 Advanced Analog Electronics—3 cr. hrs.

Analysis and design of advanced MOS analog electronic circuits and analog VLSI integrated circuits. Topics include advanced MOS semiconductor device models, active loaded single-stage, multistage, and differential amplifiers, operational amplifiers, switched-capacitor filters, deviations from ideality in real amplifiers and operational amplifiers via second-order

effects, stability, and noise analysis. Use of PSPICE as a design tool. A brief introduction to nanoelectronics is also included. (Prerequisite: EE 352.)

EE 462 Digital Signal Processing—3 cr. hrs.

Properties and applications of continuous and discrete signals. Z-Transform and Fast-Fourier Transform, digital filter design, applications of digital signal processing. (Prerequisite: EE 262.)

EE 480 Senior Design Project Preparation—3 cr. hrs.

Selection of and preparation for a senior capstone project in electrical or computer design. Electrical design projects incorporating both analog and digital aspects and computer design projects incorporating both software and hardware aspects are encouraged. Students working as members of a design team prepare a formal proposal and a preliminary design to meet performance specifications. Written and oral reports on the design project are required. (Prerequisite: Senior standing.)

EE 481 Senior Design Project—3 cr. hrs.

A continuation of EE 480, this course provides practical design experience in a team environment. Requirements include the final design, implementation, testing, and evaluation of a relatively complex electrical or computer system to meet specifications. Written and oral reports on the design project are required. Successful completion of a comprehensive examination based on the EE curriculum is a graduation requirement as part of this course. (Prerequisite: EE 480.)

EE 490 Directed Study—1-3 cr. hrs.

Selected study, project, or research in electrical engineering for upper-division students. Must be arranged between the student and an individual faculty member and subsequently approved by the dean of engineering. No more than three of the technical elective hours taken at the University may be satisfied with individualized study.

EE 491-492 Seminars—credit arranged.**Graduate Courses****EE 502 Microwave and Optical Transmission—3 cr. hrs.**

Review of Maxwell's equations and the wave equation. Uniform plane waves in a lossy medium. Wave polarization. Reflection and transmission of electromagnetic waves at planar boundaries. Normal incidence. Antireflection coatings and radomes. Oblique incidence. Brewster angle. Total internal reflection. Theory of parallel-plate waveguides. Rectangular and circular waveguides. Dielectric slab waveguides.

EE 503 Communication Systems—3 cr. hrs.

Introductory survey of communication systems. Modeling of signals and systems. Analog and digital modulation techniques. Introduction to source coding and error correcting codes. A spe-

cial project will be assigned.

EE 520 Energy Conversion—3 cr. hrs.

Principles, applications, and control of modern electromagnetic and electromechanical devices. Physical principles are used to develop mathematical models of various devices (including actuators, transformers, and motors) to aid in the process of analysis, selection, and design. Applications include power systems, industrial manufacturing processes, robotics, and consumer products. An introduction to power electronic control systems for electro-mechanical devices is presented.

EE 521 Electric Power Systems—3 cr. hrs.

Introduction to the modeling, design, and operation of modern power generation, transmission, and distribution systems. Topics include complex power, three-phase systems, compensation, and power flow.

EE 523 Power Electronics and Applications—3 cr. hrs.

Electronic conversion and control of electrical power. Includes semiconductor switching devices, power converter circuits, control of power converters, and applications in electric utilities, motor drives, and power supplies.

EE 524 Power System Applications—3 cr. hrs.

Investigation into the principles and applications of selected energy conversion and power system technologies. Device measurements and control. Extensive literature search and laboratory experimentation culminating in a formal written report and oral presentation.

EE 533 Microprocessor Interfacing and Communications—3 cr. hrs.

Introduction to microprocessors and microcontrollers. RISC microcontroller instruction set architecture and assembly language programming. Timers and interrupt handling. Parallel input/output device interfacing. Serial communications using UART, Inter-IC (I^2C) bus, and synchronous serial interface. I/O port expansion. Analog-to-digital converter interface. A PIC18F452 8-bit RISC microcontroller-based embedded system consisting of keypad and LCD display is implemented through a series of laboratory assignments.

EE 534 ASIC Design—3 cr. hrs.

Introduction to ASIC (application-specific integrated circuits) design flow. Synthesis of combinational and sequential logic. Synthesis of hardware description language constructs. Post-synthesis design tasks. FPGA (field programmable gate array) architectures. Design prototyping with FPGAs.

EE 535 Verilog Digital Systems Modeling—3 cr. hrs.

Introduction to Verilog-based design process. Hierarchical modeling methodology. Basic Verilog language structures for modeling digital

hardware functions. Modules and ports. Gate-level modeling. Data flow modeling. Behavioral modeling. Tasks and functions. Useful modeling techniques in digital system design. Component timing and delay modeling. Logic synthesis with Verilog HDL.

EE 536 VHDL-Based Digital Systems Design—3 cr. hrs.

Hardware design environment. Introduction to VHDL. Design methodology based on VHDL. Basic concepts in VHDL. Structural specification of hardware. Design organization and parameterization. Utilities for high-level description. Data flow description in VHDL. Behavioral description of hardware.

EE 537 Advanced Computer Architecture—3 cr. hrs.

Design and analysis of parallel computers including shared memory multiprocessors and scalable, distributed memory multiprocessors. Bus support for snoop-based caching protocols is developed along with coherence conditions. These techniques are extended to the scalable computer with distributed memory through caching directories. Scalable interconnection networks are studied including trees, meshes, and hypercubes. Two programming models, shared memory and message passing illustrate the design challenges for parallel applications.

EE 538 Introduction to Digital VLSI Design—3 cr. hrs.

Introduction to digital CMOS VLSI chip design using computer-aided design (CAD) tools including Tanner's L-EDIT software and PSPICE. Topics include MOS transistors, CMOS gate logic design simulation and layout, scalable design rules, speed and power considerations, full-custom VLSI design, semi-custom VLSI design using Standard Cells, floor planning, and advanced layout techniques. Students are required to complete a modest-sized CMOS integrated circuit design project through layout, simulation, and verification.

EE 539 Microprocessor System Design—3 cr. hrs.

Microprocessor-based design procedure. Introduction to 80x86 instruction set architecture and assembly language programming. 80186 microprocessor architecture, interfacing signals, and bus timing. ROM and SRAM memory subsystem design. Parallel I/O and 8255A interfacing. Keyboard and printer interfacing. Direct memory access. Introduction to USB. Microcomputer system bus structures. High-speed design considerations. Hot-swap system design methods.

EE 543 Computer Vision—3 cr. hrs.

Introduction to computer vision. Computer vision system components and lighting techniques. Binary image processing: image filtering, histogram equalization, thresholding, and edge detection. Image analysis and representation:

region segmentation and low-level image description. Camera model and stereo vision.

EE 551 Advanced Analog Electronics—3 cr. hrs.

Analysis and design of advanced MOS analog electronic circuits and analog VLSI integrated circuits. Topics include advanced MOS semiconductor device models, active-loaded single-stage, multistage, and differential amplifiers, operational amplifiers, switched-capacitor filters, deviations from ideality in real amplifiers and operational amplifiers via second-order effects, stability, and noise analysis. Use of PSPICE as a design tool. A brief introduction to nanoelectronics is also included.

EE 562 Digital Signal Processing—3 cr. hrs.

Properties and applications of continuous and discrete signals. Z-Transform and Fast-Fourier Transform, digital filter design, applications of digital signal processing.

EE 590 Directed Study—credit arranged.

EE 591-592 Seminars—credit arranged.

EE 599 Thesis—credit arranged.

EE 599x Thesis in Progress—0 cr. hrs.

Registration for any graduate student who has received the grade of IP in Thesis 599 is required while the thesis is in progress. Fee: \$40.

Engineering

EGR 110 Introduction to Engineering—2 cr. hrs.

An exploration of the engineering profession, including careers, aspects of engineering education, and case studies. Introduction of ethical and social issues related to technology. Development of engineering design methodology utilizing a semester-long project. Study of oral, written, and graphical communication of technical material in conjunction with the project. Fee: \$20.

EGR 211 Engineering Mechanics-Statics—3 cr. hrs.

Quantitative description of forces, moments, and couples acting upon engineering structures. The free-body diagram is used to understand the equilibrium of a whole physical system through isolation of each component particle or body. (Prerequisites: MTH 201, PHY 204.)

EGR 212 Engineering Mechanics-Dynamics—3 cr. hrs.

Dynamics mathematically describes the motions of bodies under the action of forces. The first part introduces kinematics which deals with the geometry of motion without considering applied forces. The second part, kinetics, relates the forces on bodies to the resulting motions. (Prerequisites: MTH 202, EGR 211.)

EGR 213 Introduction to Dynamics—1 cr. hr.

Mathematical description of the motion of bodies. Introduction of kinematics without considering applied forces. (Prerequisite: EGR 211.)

EGR 221 Materials Science—3 cr. hrs.

Provides a fundamental understanding of the principles of materials science as they apply to typical engineering materials. Includes consideration of atomic bonding, crystal structures, phase transformations, and mechanical properties. (Prerequisite: CHM 207.)

EGR 270 Materials Laboratory—1 cr. hr.

Provides hands-on experience with the standard methods of processing and evaluating typical engineering materials. Includes experiments in tensile testing, heat treatment, microscopic examination, strain hardening, and impact testing. (Prerequisite: EGR 221.) Fee: \$20.

EGR 322 Strength of Materials—3 cr. hrs.

Behavior of deformable body systems under various external loadings is presented. Analysis of stress, deformation, strain, failure, fatigue, and creep are included. Mathematical, graphical, and energy methods are utilized. (Prerequisite: EGR 211.)

EGR 351 Engineering Economics—3 cr. hrs.

Economic analysis for choice among alternatives; present worth analysis, annual worth, rate of return and benefit-cost ratio analysis; effects of depreciation, sources of funds, inflation and income tax; analysis of decision under risk and uncertainty. Discussion of unemployment rate and inflation, financial markets, as well as the use of monetary and fiscal policies to regulate the economy. (Prerequisite: Sophomore standing.)

EGR 360 Analysis of Engineering Data—2 cr. hrs.

This course offers an overview of basic probability and statistical procedures used in the analysis of engineering data. Methods for displaying engineering data, commonly used probability distributions for discrete and continuous random variables, and statistical tools such as estimation and simple linear regression are presented. Students design and conduct experiments and interpret results by using appropriate statistical analysis. (Prerequisite: MTH 202.)

EGR 404 Automatic Control Systems—3 cr. hrs.

Linear system theory applied to the modeling, measurement, and control of continuous-time processes. Topics include the nature and effects of feedback, transfer functions, continuous-time state variables, matrix formulation, responses in the time-domain and frequency-domain, system stability, and the design of compensation networks such as PID controllers. Computer simulation of control systems. Laboratory demonstrations of position and speed control of servosystems. Applications in process control, manufacturing, and robotics. (Prerequisite: MTH 321.)

EGR 422 Composite Materials—3 cr. hrs.

An overview of the different types of composite

materials; processing and performance characteristics of fibers, particulates, and matrix materials and their interactions in the resulting composites; micromechanics and macromechanics of fiber-reinforced composites at the lamina and laminate levels; fatigue and fracture behavior of composites; design of laminates using analytical and computer techniques. A project is required as part of the course. (Prerequisites: EGR 221, EGR 322.)

EGR 425 Welding Engineering—3 cr. hrs.

Review of different types of welding power sources, processes, and types of electrodes/wires. Basic welding metallurgy, weld joint design, and NDE techniques. A project on weldment analysis is required. (Prerequisite: EGR 221.)

EGR 481 Capstone Project—2 cr. hrs.

Students are required to do projects including literature search, analysis, and written and oral presentations. These projects are a culminating experience in the Engineering Management program. Interdisciplinary projects between engineering and business, as well as other disciplines appropriate to the project, are encouraged and may include feasibility studies, business plans, marketing strategies, entrepreneurial ideas, etc. Course to be taken in Fall semester. (Prerequisite: Senior standing.)

EGR 482 Capstone Project—2 cr. hrs.

Students are required to do projects including literature search, analysis, and written and oral presentations. These projects are a culminating experience in the Engineering Management program. Interdisciplinary projects between engineering and business, as well as other disciplines appropriate to the project, are encouraged and may include feasibility studies, business plans, marketing strategies, entrepreneurial ideas, etc. Course to be taken in Spring semester. (Prerequisite: Senior standing.)

EGR 490 Directed Study—1-3 cr. hrs.

Selected study, project, or research in engineering for upper-division students. Must be arranged between the student and an individual faculty member, and subsequently approved by the dean of engineering. No more than three of the technical elective hours taken at the University may be satisfied with individualized study.

EGR 491-492 Seminars—credit arranged.

EGR 499 Senior Thesis—3-6 cr. hrs.

Research, study, or original work under the direction of a faculty mentor, leading to a scholarly thesis document with a public presentation of results. Requires approval of thesis director, department chair, dean, and the director of the honors program, when appropriate. (Prerequisites: Senior standing; 3.0 G.P.A. in the thesis area or good standing in the honors program.)

Graduate Courses

EGR 504 Automatic Control Systems—3 cr. hrs.

Linear system theory applied to the modeling, measurement, and control of continuous-time processes. Topics include the nature and effects of feedback, transfer functions, continuous-time state variables, matrix formulation, responses in the time-domain and frequency-domain, system stability and the design of compensation networks such as PID controllers. Computer simulation of control systems. Laboratory demonstrations of position and speed control of servosystems. Applications in process control, manufacturing, and robotics. A special project will be assigned.

EGR 522 Composite Materials—3 cr. hrs.

An overview of the different types of composite materials; processing and performance characteristics of fibers, particulates, and matrix materials and their interactions in the resulting composites; micromechanics and macromechanics of fiber-reinforced composites at the lamina and laminate levels; fatigue and fracture behavior of composites; design of laminates using analytical and computer techniques. A project is required as part of the course.

EGR 525 Welding Engineering—3 cr. hrs.

Review of different types of welding power sources, processes, and types of electrodes/wires. Basic welding metallurgy, weld joint design, and NDE techniques. A project on weldment analysis is required.

EGR 590 Directed Study—credit arranged.

EGR 591-592 Seminars—credit arranged.

English

ENG 101 English as a Second Language for Foreign Students: Advanced—3 cr. hrs.

Advanced ESL reading and writing; study skills; vocabulary; sentence structure; writing of paragraphs and short essays to prepare students for college writing.

ENG 107 College Writing—3 cr. hrs.

Course aimed at the development of writing skills with emphasis on instruction and practice in writing the college essay and the library research paper. Restricted to students with 59 or fewer credit hours. Students with 60 or more credit hours who are not exempted from ENG 107 take ENG 311. (Prerequisites: ENG 101 for students who need this preparatory course.)

ENG 112 Introduction to Literature—3 cr. hrs.

Introduction to literary genres and the tools of literary interpretation and criticism promoting reader understanding and enjoyment. Recommended as preparation for upper-division literature courses. A writing-embedded course.

ENG 225 Introduction to Literary Studies—3 cr. hrs.

This course provides English and foreign language majors with an introduction to literary research and literacy theory, applying both to specific works of literature. It also provides students with an introduction to effective use of the academic library and of online resources as a part of the research process. It exposes students to classical and contemporary theories of literature underlying the acts of reading and interpreting. Required of English majors; optional for foreign language majors. Can be taken concurrently with a 300-level English course.

ENG 290 Directed Study—credit arranged.**ENG 311 Advanced Writing—3 cr. hrs.**

The writing and editing of various kinds of essays in a workshop setting, plus an examination of the writing process itself and the reading of fine essays.

ENG 320 Anglo-Saxon and Medieval Literature—3 cr. hrs.

From Beowulf to 1500, readings from key poets, playwrights, and prose writers from the Anglo-Saxon and medieval periods examined in the context of linguistic, social, and literary history. In addition to Beowulf, readings will include selections from *The Canterbury Tales*, *Sir Gawain and the Green Knight*, hagiographies (saints' lives), and *The Book of Margery Kempe*.

ENG 323 Chaucer—3 cr. hrs.

What happens when a woman with five husbands, a man too drunk to sit on his horse, and a hotel manager with a gambling streak get together? Chaucer's *Canterbury Tales*. This course will introduce you to the above characters in addition to a gallery of equally colorful and unforgettable men and women in Chaucer's writing. Wending our way alongside these chatty narrators we will take frequent rest stops to survey the terrain of Chaucer's late medieval English world and his own reading list of literary sources. In addition, we will look ahead and try to figure out what it is about Chaucer's writing that has proved to be so influential for so long. Like the many different characters that populate Chaucer's texts, our questions about them will be numerous and varied as we examine issues such as gender, language, violence, religion, science, exploration, economics, and nation-building.

ENG 324 Renaissance British Literature (1500-1600)—3 cr. hrs.

Readings from the greatest playwrights, poets, and prose writers of the British Renaissance, set within a framework of the changing ideas and fascinating cultural tapestry of the period. Authors studied include More, Marlowe, Spenser, Jonson, Shakespeare, Webster, Donne, Wroth, Herbert, Lanier, and Milton.

ENG 325 Eighteenth Century British Literature—3 cr. hrs.

Readings in the fiction, poetry, drama, and essays of the wittiest, most pungently satirical and most artfully artificial era in all of British literature (1660-1770), set against the cultural and economic background. Particular attention paid to the origins of the English novel. Works by Dryden, Behn, Wycherley, Congreve, Pope, Finch, Astell, Manley, Swift, Gay, Defoe, Johnson, Burney, Haywood, Barker, and others.

ENG 326 Shakespeare: Representative Plays—3 cr. hrs.

Introduction to Shakespeare's works including analysis and discussion of several of the comedies, histories, and tragedies with attention given to the cultural background and the interesting particulars of the Elizabethan theater.

ENG 337 Modern World Novel—3 cr. hrs.

Examination of the remarkable achievement in form as well as the modernist search for meaning in great world novelists like Conrad, Hesse, Camus, Faulkner, Achebe, Joyce, Kazantzakis, Solzhenitsyn, Mishima.

ENG 338 Modern World Drama—3 cr. hrs.

Discussion of masterpieces of twentieth-century theatre by dramatists including Ibsen, Chekhov, Shaw, Pirandello, O'Neill, Ionesco, Beckett, Shaffer.

ENG 341 Studies in the Short Story—3 cr. hrs.

Appreciation for the short story and its practitioners from around the world. Readings reflect the history of the genre, notable figures, fictional techniques, and representative themes.

ENG 342 Studies in Poetry—3 cr. hrs.

Intensive practice in reading lyric poetry in English (plus a few snippets from English narrative epics) in the framework of the history of the genre, with attention paid to representative forms, subjects, themes, and kinds of poetry from the beginnings of modern English to the present.

ENG 344 Romantic Literature—3 cr. hrs.

Works of Wordsworth, Coleridge, Byron, Shelley, Clare, and Keats examined in the context of political, social, and literary history of the early nineteenth century.

ENG 345 Victorian Literature—3 cr. hrs.

Works of Tennyson, Browning, Arnold, Dickens, Hardy, and Wilde examined in the context of the political, social, and literary history of the late nineteenth century.

ENG 346 Modern British Literature—3 cr. hrs.

A survey of representative authors and texts from 1900 to 1945, including Conrad, Forster, Ford, Lawrence, Joyce, Shaw, Woolf, Mansfield, and the war poets, with special focus on the Great War's aesthetic, social, and historical repercussions on literature and culture.

ENG 350 History and Politics in Fiction—3 cr. hrs.

Examination of novels and plays that turn upon

historical and political events. Emphasis given to the characteristics of fiction as opposed to the requirements of history and to fiction as a means of interpreting political events.

ENG 351 Satire—3 cr. hrs.

Explorations in the themes, forms, and theories of satire, past and present, examining how great writers have turned malice and moral indignation into witty, funny, or biting fiction, poetry, and drama. Readings drawn from authors such as Orwell, Houellebecq, Heller, West, Voltaire, Swift, Atwood, Pope, Jonson, Horace, and Juvenal.

ENG 352 Film and Literature—3 cr. hrs.

Investigating a century of imaginative synergy between the medium of film and the medium of literature, this course explores connections, divisions, and adaptations between these two vehicles for narrative and ideas. Readings and viewings will exemplify how history, genre, and artistic form influence the translations of pictures and words.

ENG 355 Nineteenth-Century American Literature—3 cr. hrs.

A survey of the transformation of American cultural and literary expression from romanticism in the early decades to realism and naturalism in the decades following the Civil War. Possible inclusions are Irving, Bryant, Poe, Thoreau, Hawthorne, Stowe, Melville, Whitman, Dickinson, Howells, James, Twain, Crane, and Chopin.

ENG 356 American Modernism(s)—3 cr. hrs.

Investigation of the multiple American artistic responses to twentieth-century modernity. Possible inclusions are Pound, H.D., Eliot, Stevens, Williams, Hughes, Hurston, Wright, Faulkner, Cather, Hemingway, and O'Neill.

ENG 363 The Literature of Nature and the Out-of-Doors—3 cr. hrs.

Study of British and American authors from Wordsworth to Lewis Thomas who have celebrated, defended, and popularized themes and subjects from nature and natural history.

ENG 370 American Women Writers—3 cr. hrs.

A survey of women writers from America's beginnings to present day with attention to the historical and social context of writers and works.

ENG 371 African American Writers—3 cr. hrs.

Study of important works of African American literature from the slave narratives of the nineteenth century to the prose and poetry of the twentieth century.

ENG 372 Multi-Ethnic American Literature—cr. hrs.

A comparative study of representative works by American writers of African, Asian, Latin American, American Indian, and Jewish descent, within a historically situated understanding of

issues, such as cultural continuity, immigration, assimilation, civil rights, and citizenship, affecting the lives of ethnic Americans. Readings drawn from authors including Anzaldúa, Cahan, Castillo, Cisneros, Douglass, Erdrich, Hurston, Hwang, Kingston, Morrison, Mukherjee, Silko, and Roth, as well as key theorists of ethnicity.

ENG 375 Studies in Irish Writers—3 cr. hrs.

This survey of Irish fiction, drama, and poetry from 1900 to today explores issues of identity, nationalism, gender, history, and faith through works by heavyweights Joyce and Yeats, but also by Lady Gregory, Sean O'Casey, Edna O'Brien, Roddy Doyle, Colm Toibin, Brian Friel, Seamus Heaney, Eavan Boland, and Marina Carr, among others.

ENG 380 Empire, Colonialism, and Independence: Postcolonial Literature and Culture—3 cr. hrs.

Historically framed survey of representative authors from former British colonies in Asia, Africa, and the Caribbean. Introduction to key theorists of postcolonialism from Said to Spivak and discussion of key concepts such as imperialism, racism, hybridity, mimicry, decolonialization, neo-colonialism, nationalism(s), and immigration. (Also listed as SJP 403.)

ENG 406 Writing Workshop: Poetry—3 cr. hrs.

Elements of poetry for beginning and intermediate poets who wish to receive guidance for their own work and who wish to read the work of both contemporary poets and fellow students; an opportunity for writing, reading, and discussing poetry. (Prerequisite: Successful completion of an English or American literature course from the 300 level or permission of instructor.)

ENG 409 Writing Workshop: Fiction—3 cr. hrs.

Principles and techniques necessary to the short story writer. Analysis of professional fiction as well as guidance for original work of beginning and intermediate writers. Limited to juniors and seniors. (Prerequisite: Successful completion of an English or American literature course from the 300 level or permission of instructor.)

ENG 410 Linguistics—3 cr. hrs.

Examines and applies the major concepts, theories, and research related to the nature and acquisition of language as a system. This includes a focus on the components of a language system, including phonology, morphology, syntax, semantics, pragmatics, semiotics, discourse varieties, aspects of social and academic language, rhetorical registers, and writing conventions. (Also listed as ED 410.)

ENG 417 Composition Theory and Practice—3 cr. hrs.

Study of relevant research and theory from composition, rhetoric, linguistics, and psychology applicable to practice. Required course for writing assistants. (Prerequisite: 3.0 in writing courses, including ENG 107.)

ENG 426 Shakespeare's History Plays—3 cr. hrs.

Studies in the two tetralogies of Shakespeare's English plays with emphasis on sources, English history, the political meaning of the plays, and the dramatic intentions of the author. (Prerequisite: Successful completion of an English or American literature course from the 300 level or permission of instructor.)

ENG 430 International Literature of Peace and Justice—3 cr. hrs.

The impact of language on human life, especially its importance in creating and sustaining peace or violence. Works of contemporary writers. (Prerequisite: Successful completion of English or American literature course from the 300 level or permission of instructor. Also listed as SJP 404.)

ENG 447 British Literature Since 1945—3 cr. hrs.

Survey of representative works published since World War II, with an emphasis on historical and cultural contexts. Authors may include Bowen, Greene, Spark, Stoppard, Pinter, McEwan, Byatt, Barker, Lively, Weldon, and Ishiguro.

ENG 457 Contemporary American Literature—3 cr. hrs.

An intensive investigation of recent movements in American literature, including various aspects of postmodernism. Possible inclusions are Ginsburg, Kerouac, Bishop, Roethke, Plath, Lowell, Nabokov, Morrison, Dillard, Barth, Pynchon, Kushner, and Spiegelman. (Prerequisite: Successful completion of an English or American literature course from the 300 level, or permission of instructor.)

ENG 460 Contemporary American Poetry—3 cr. hrs.

Class will survey contemporary American poetry, both lyric and narrative, and examine diverse voices, languages, and styles as well as common post-modern concerns. Course materials will include essays on modern and post-modern poetics, a sampling of poems from the 1950s-1980s by Lowell, Bishop, Wilbur, Ginsberg, O'Hara, Snyder, and others, and books by such contemporary American poets as Clifton, C.K. Williams, Glück, Doty, Oliver, Rita Dove, Dunn, Addonizio, Levine, Simic, and Hudgins. (Prerequisite: Successful completion of an English or American literature course from the 300 level, or permission of instructor.)

ENG 461 Oregon and Northwest Writers—3 cr. hrs.

Selections from the prose and poetry of past and present Northwest writers. Includes works of Berry, Doig, Kesey, LeGuin, Lopez, Roethke, and Stafford. (Prerequisite: Successful completion of an English or American literature course from the 300 level, or permission of instructor.)

ENG 471 American Romanticism—3 cr. hrs.

An intensive investigation of figures associated with the flowering of a distinct American romanticism occurring in the mid-19th century. Possible inclusions are Emerson, Thoreau, Fuller, Poe, Stowe, Sedgwick, Hawthorne, Melville, and Whitman. (Prerequisite: Successful completion of an English or American literature course from the 300 level, or permission of instructor.)

ENG 472 American Realism and Naturalism—3 cr. hrs.

An intensive investigation of the major literary figures and the artistic response to the United States' emergence as a world power in the years 1865-1914. Possible inclusions are Dickinson, Howells, Twain, Crane, James, Chopin, Norris, Adams, Wharton. (Prerequisite: Successful completion of an English or American literature course from the 300 level, or permission of instructor.)

ENG 476 Faulkner—3 cr. hrs.

Important works of Nobel prize-winning American William Faulkner. Attention to his broadly human themes played out in narrow southern settings, and to his experimental techniques. Works studied include *Go Down, Moses*, *The Sound and the Fury*, *As I Lay Dying*, *Light in August*, *The Hamlet*, *Absalom!*, *Absalom!* (Prerequisite: Successful completion of an English or American literature course from the 300 level, or permission of instructor.)

ENG 477 Hemingway and Fitzgerald—3 cr. hrs.

The hollow glitter of "the jazz age" and the stoic tragedy of "the lost generation" come alive. Examination of two of America's best known writers as spokesmen for their age and as innovators in the art of fiction writing. (Prerequisite: Successful completion of an English or American literature course from the 300 level, or permission of instructor.)

ENG 482 Modernism in British Fiction—3 cr. hrs.

Major British and Irish writers of the early twentieth century who responded to the dramatic historical and philosophical changes that mark the period, and who developed new fictional techniques to express those responses. Readings drawn from such authors as Conrad, Woolf, Joyce, Lawrence, Richardson, Forster, Mansfield. (Prerequisite: Successful completion of an English or American literature course

from the 300 level, or permission of instructor.)

ENG 490 Directed Study—credit arranged.

ENG 491-492 Seminars—credit arranged.

ENG 495-496 Workshops—credit arranged.

ENG 497 English Internship—1-3 cr. hrs.

Academic internships are available for qualified students (3.0 G.P.A.; 3.25 G.P.A. in English). Internships provide English majors with job experience pertinent to the study of English. The internship may be taken for one to three credit hours, and the credit can apply to the English major.

ENG 499 Senior Thesis—1-3 cr. hrs.

Research, study, or original work under the direction of a faculty mentor, leading to a scholarly thesis document with a public presentation of results. The Senior Thesis is taken in conjunction with an approved upper division English class. Requires approval of thesis director, department chair, dean, and the director of the honors program, when appropriate. (Prerequisites: Senior standing; good standing in the thesis area or the honors program.)

ENG 510 Linguistics—3 cr. hrs.

Examines and applies the major concepts, theories, and research related to the nature and acquisition of language as a system. This includes a focus on the components of a language system, including phonology, morphology, syntax, semantics, pragmatics, semiotics, discourse varieties, aspects of social and academic language, rhetorical registers, and writing conventions. (Also listed as ED 510.)

Environmental Studies

ENV 383 Environmental Geoscience—3 cr. hrs.

This course focuses on the interrelationships between the inanimate Earth and all life forms, with special emphasis on environmental interactions between the Earth and human beings. Specific topics include the environmental significance of natural resources (including energy, minerals, soil, and water), natural hazards (including earthquakes, mass wasting, subsidence, and volcanoes), ocean processes (including basins and coastlines), and waste management (including burial, movement, remediation).

ENV 384 Remote Sensing and Geographic Information Systems—3 cr. hrs.

This course focuses on environmental applications of multispectral remote sensing (RS) and its integration into geographic information systems (GIS). Specific RS topics include sensor systems, digital image processing, and automated information extraction. Specific GIS topics include spatial database management systems, data analysis, and environmental modeling. Special emphasis will be placed on biological applications (e.g., vegetation mapping, habitat

identification, wildfire regeneration, and field data mapping). Three hours of lecture per week. (Also listed as BIO 384.)

ENV 385 Environmental Microbiology—3 cr. hrs.

Morphology, physiology, and ecology of microorganisms, emphasizing their role in environmental processes such as nutrient cycling, bioremediation, waste treatment, and food production. Three hours of lecture per week. (Prerequisites: CHM 207-208. Also listed as BIO 385.)

ENV 386 Environmental Chemistry—3 cr. hrs.

This course takes the perspective of environmental chemistry to address topics including: energy forms, the atmosphere, the hydrosphere, the biosphere, transport of materials, chemical transformations, and modeling. (Prerequisite: CHM 208. Also listed as CHM 386.)

ENV 387 Environmental Laboratory—1 cr. hr.

This course will bring together environmental analysis techniques from chemistry, microbiology, and ecology. Permission of instructor required. Fee: \$60.

ENV 400 Integrating Seminar in Environmental Studies—3 cr. hrs.

A project-oriented seminar in which student teams with varying backgrounds in environmental studies develop action plans to deal with regional environmental issues.

ENV 493 Environmental Research—1-3 cr. hrs.

Faculty-directed student research. Before enrolling, a student must consult with an environmental studies faculty member to define the project.

ENV 497 Environmental Internship—1-6 cr. hrs.

Practical field experience working with governmental agencies, corporations, or environmental organizations. Students will be required to do appropriate readings and an appropriate report.

Fine Arts

FA 125 Basic Design—3 cr. hrs.

A course designed to involve students in the creative process while concentrating on the fundamental concepts of design through a series of exercises using a variety of art media.

FA 203 Development of the Fine Arts in Europe—3 cr. hrs.

Western culture through the study of art forms from Roman-Hellenistic times to the Renaissance. (Salzburg only.)

FA 207 Introduction to Fine Arts—3 cr. hrs.

Presentation, analysis, and discussion of selected expressions in film, music, visual art, theatre, and architecture designed to acquaint the student with the influences, developments, and interrelations of the fine arts in the history of Western civilization and contemporary life. Fee: \$50.

FA 215 Introduction to Photography—2 cr. hrs.

A comprehensive introduction to aesthetic as well as technical aspects of photography, with emphasis on developing the students' creative potential. Study of the fundamentals of black and white film and print processing, and the basics of photographic composition. Course includes lectures, slide presentations, field trips, and weekly assignments. Students must furnish a 35mm SLR camera. Film and paper will be purchased in bulk collectively. May be taken a second time using color negative film. May not be audited.

FA 216 Photography Laboratory—1 cr. hr.

Practical application of the aesthetic and technical options studied in FA 215. Students will develop one roll of BW film, make a contact sheet, and at least two 8"x10" enlargements per week, with emphasis on correct exposure and contrast of prints. Taken concurrently with FA 215. May be taken a second time developing color enlargements. May not be audited. Fee: \$75.

FA 226 Painting I—2 cr. hrs.

Studio supervision in basic design and painting techniques. Class is conducted by a series of seminar conferences and projects with the requirement of a terminal creative project. Students are expected to provide all necessary materials. May not be audited.

FA 228 Ceramics I—2 cr. hrs.

Introduction to both wheel and hand-building techniques using cone 6 clay. Glazing and firing procedures and the use of clay as both a functional and expressive medium will be demonstrated. May not be audited. Fee: \$20.

FA 242 Drawing I—2 cr. hrs.

Studio training in the observation of objects. Basic drawing of inanimate objects in graphite and ink. Course also includes application of the principles of object drawing to sketching. May not be audited.

FA 244 Sculpture I—2 cr. hrs.

Introductory studio course examines historical and contemporary issues relevant to creating a personal visual vocabulary and communicating through sculptural forms. Classes will be structured around presentations, demonstrations, ongoing group discussions, critiques, and studio work in various media. May not be audited.

FA 246 Printmaking—2 cr. hrs.

Introduction to the art of printmaking. A studio course in which students will make prints using a variety of techniques. May not be audited.

FA 290 Directed Study—credit arranged.**FA 304 Development of the Fine Arts in Europe—3 cr. hrs.**

Western culture through the study of art forms from the Renaissance to the twentieth century. (Salzburg only.)

FA 315 Black and White Photography II—3 cr. hrs.

Students will expand their knowledge of traditional black and white photographic processes by getting hands-on experience with a range of materials like infrared and technical-pan films, cold and warm tone fiber base papers, and selenium toning procedures, while completing a series of images with a common theme. Multiple exposures, blurred images, paper negatives, and solarizations will also be introduced. May be repeated for a maximum of 6 credit hours. May not be audited. (Prerequisites: FA 215 and FA 216, or permission of instructor.) Fee: \$75.

FA 317 Creative Photography—3 cr. hrs.

Students will learn a range of alternative photographic processes, such as making and using a pinhole camera; using plastic panoramic, 4-in-1, and "Holga" cameras; and making enlarged negatives to use with 19th century processes like cyanotypes (blue prints). Three Polaroid processes, image and emulsion transfers, and SX-70 images are also introduced. May be repeated for a maximum of 6 credit hours. May not be audited. (Prerequisites: FA 215 and FA 216, or permission of instructor.) Fee: \$75.

FA 318 Photoshop—2 cr. hrs.

Digital photographic techniques utilizing Photoshop software. May not be audited. (Prerequisites: FA 215, FA 216.)

FA 325 3-D Design—3 cr. hrs.

Helps the student to build his/her own unique language as an expressive tool for art making. The creation of 3-D objects will be made from a variety of materials such as wood, clay, found objects, and maché. Enhances skills in perception, balance, and composition.

FA 327 Painting II—2 cr. hrs.

Studio supervision in advanced design and painting techniques. Class is conducted by a series of seminar conferences and projects with the requirement of a terminal creative project. Students are expected to provide all necessary materials. May be repeated for a maximum of 6 credit hours. May not be audited. (Prerequisite: FA 226 or permission of instructor.)

FA 329 Ceramics II—2 cr. hrs.

Advanced methods of forming and glazing pots. Individual exploration of clay is encouraged. May be repeated for a maximum of 6 credit hours. May not be audited. (Prerequisite: FA 228 or equivalent, or permission of instructor.) Fee: \$20.

FA 343 Drawing II—2 cr. hrs.

Advanced studio training in figure drawing and mixed media in graphite and ink. Course also includes application of the principles of object drawing and sketching to outdoor settings. May be repeated for a maximum of 6 credit hours. May not be audited. (Prerequisite: FA 242 or permission of instructor.)

FA 344 Figure Drawing—2 cr. hrs.

Advanced studio training in the techniques of drawing the human form, including the use of live models. May not be audited. (Prerequisite: FA 242 or permission of instructor.)

FA 345 Sculpture II: Stone Carving—2 cr. hrs.

This advanced studio class focuses entirely on stone carving. Skills and concepts learned in FA 244 will be strengthened while furthering a personal visual vocabulary using stone. May be repeated for a maximum of 6 credit hours. May not be audited. (Prerequisite: FA 244 or permission of instructor.)

FA 350 Survey of Art Masterpieces I—3 cr. hrs.

Study art in its cultural context from ancient times to the early Renaissance. Topics include Paleolithic art and artifacts; the art and architecture of the ancient civilizations of Egypt, the Near East, Greece and Rome; plus works and issues arising from the Christian tradition and its dialogue with the ancient world. Visual resources include slides and video. No prerequisite.

FA 351 Survey of Art Masterpieces II—3 cr. hrs.

Study works of art and architecture from the High Renaissance to Postmodernism. Emphasis is on individual artists, art movements, and significant works studied in their cultural context. Beyond the High Renaissance, topics include the Baroque and Rococo, Neoclassicism, Realism, Impressionism, Cubism, and the many trends of the modern and postmodern periods. Visual resources include slides, video and a museum visit. No prerequisite, but both FA 350 and 351 complement overseas study of the arts and architecture, either before or after the experience.

FA 490 Directed Study—credit arranged.**FA 491-492 Seminars—credit arranged.****FA 493-494 Research—credit arranged.****FA 495-496 Workshops—credit arranged.****FA 497 Internship—credit arranged.**

French

FRN 101-102 Elementary French—2 sems., 6 cr. hrs.

Acquisition of vocabulary and structures necessary to execute basic communicative tasks. Elementary readings and simple compositions. One additional hour per week of lab work in the language learning center required. Courses must be taken in sequence.

FRN 201-202 Intermediate French—2 sems., 6 cr. hrs.

Intensive review and further development of oral and written proficiency skills. Short oral presentations on cultural topics. One additional hour per week of lab work in the language

learning center required. (Prerequisite: One year of college French, two years of high school French, or equivalent.)

FRN 205 Accelerated Intermediate*French—6 cr. hrs.**

This course will offer the students an opportunity to immerse themselves in the French language and strengthen their linguistic skills.

This course follows FRN 102 and will build on the concepts covered at the introductory level.

This intensive class substitutes for FRN 201-202, thus making it possible to complete the language requirement in the B.A. core curriculum. For those students who are interested in advancing to literature and culture classes, this class will offer a thorough review of grammar concepts, and opportunity to converse in French and introduction to the literature of France and the French-speaking world.

FRN 290 Directed Study—credit arranged.**FRN 301 Advanced French Conversation—3 cr. hrs.**

Advanced review and expansion of grammar and idiomatic expressions to prepare students for the 400-level courses. A broad variety of activities and reading materials are used to develop conversational proficiency and improve accuracy in oral and written expression. (Prerequisite: Two years of college French, four years of high school French, or equivalent.)

FRN 302 Advanced French Conversation and Composition—3 cr. hrs.

Continued review and expansion of grammar, vocabulary, and idiomatic expressions. A broad variety of activities and reading materials are used to develop conversational proficiency and improve accuracy in oral and written expression. Weekly compositions on a variety of topics. (Prerequisite: FRN 301.)

FRN 403-404 Survey of French Literature—2 sems., 6 cr. hrs.

Representative works and authors from the Middle Ages to the twentieth century. Reading, discussion, and text analysis. Papers and reports. Taught in French. (Prerequisite: FRN 302 or equivalent.)

FRN 411 French Phonetics—3 cr. hrs.

Systematic study of the pronunciation, articulation, and intonation of Modern French. Exercises in phonetic transcription. French songs, radio broadcasts, and laser disks. Taught in French. (Prerequisite: FRN 302 or permission of instructor.)

FRN 417 Advanced French Grammar and Conversation—3 cr. hrs.

Thorough review and continued study of the essentials of French grammar. Application of the new, more complex structures in conversation. Taught in French. (Prerequisite: FRN 302 or permission of instructor.)

FRN 418 Advanced French Vocabulary and Conversation Workshop—3 cr. hrs.

Extensive practice in speaking the language with emphasis on the acquisition and use of new vocabulary and more complex idiomatic phrases.

FRN 421 Advanced French Culture and Civilization—3 cr. hrs.

Study of the social, artistic, philosophical, and political currents of France and other French-speaking countries. Taught in French. (Prerequisite: FRN 302 or permission of instructor.)

FRN 422 Spoken French—3 cr. hrs.

Study of the phonology, syntax, and lexicon of colloquial French in order to improve comprehension. Taught in French. (Prerequisite: FRN 302 or permission of instructor.)

FRN 423 Contemporary France—3 cr. hrs.

Study and discussion of the main social and cultural issues in France from the 1960s to the present. Exploration and evaluation of current events covered in the French media. The material used will come from French cultural texts, newspapers, radio and television, as well as movies, advertising, and songs. Taught in French. (Prerequisite: FRN 302 or permission of instructor.)

FRN 490 Directed Study—credit arranged.**FRN 491-492 Seminars—credit arranged.****FRN 497 French Internship—1-3 cr. hrs.**

Academic internships are available for qualified students (3.0 GPA; 3.25 GPA in French). Internships provide students with job experience pertinent to the study of French. The internship may be taken for one to three credit hours.

Geography

GEO 301 Cultural Geography—3 cr. hrs.

A survey of global cultures and interrelationships between environment and culture. Focus on language, religion, migrations, and cultural transformation in an increasingly interdependent world. (Also listed as SJP 469.)

German

GRM 100 Conversational German for Salzburg Program—3 cr. hrs.

Con conversationally oriented program intended especially for students going on to the Salzburg program, but open to anyone who has not studied German before.

GRM 101-102 Elementary German—2 sems., 6 cr. hrs.

Acquisition of vocabulary and structures necessary to execute basic communicative tasks. One additional hour per week of lab work in the Language Learning Center required.

GRM 105 Accelerated Elementary German—6 cr. hrs.

This class provides students with the opportunity to learn a full year of German in six weeks with the advantage of intensive study, which

promotes greater retention. It provides a solid foundation for second-year German at the University of Portland or for students going to Salzburg who did not take German 101-102.

GRM 113-114 Advanced Elementary German—2 sems., 6 cr. hrs.

Continued development of vocabulary, structures, and speaking strategies, partially through cultural assignments in Salzburg. (Prerequisite: GRM 100 or equivalent. Salzburg only.)

GRM 201-202 Intermediate German—2 sems., 6 cr. hrs.

Review and further development of proficiency skills. One additional hour per week of lab work in the Language Learning Center required. (Prerequisite: Full year of college German, two years of high school German, or equivalent.)

GRM 207 Accelerated Intermediate German—6 cr. hrs.

This course will offer the students an opportunity to immerse themselves in the German language and strengthen their linguistics skills.

This course follows GRM 102 or GRM 105 and will build upon the concepts covered at the introductory level. When this course is offered at the University's Salzburg, Austria campus additional opportunities for immersion in German and Germanic culture in Austria, Germany, and the surrounding countries will be provided.

GRM 290 Directed Study—credit arranged.**GRM 301-302 German Conversation and Composition—2 sems., 6 cr. hrs.**

Broad variety of activities and reading materials are used together with partner, group, and individualized approaches to develop conversational proficiency, improve accuracy in writing and speaking, and expand active and passive vocabulary. Conducted in German.

GRM 303 Introduction to German Cultural Studies: Contemporary German Identity—3 cr. hrs.

Examines the social and cultural developments, which frame the ongoing discussion concerning German identity in modern German-speaking countries through the lenses of various disciplines such as literature, history, politics, the arts, and media. Topics may include national identity, unity, globalization, German language in the world, and "Germanness" outside of Germany.

GRM 304 Contemporary German Culture—3 cr. hrs.

Examines the social and cultural developments in contemporary German-speaking countries via media (e.g. newspapers, online environments, popular music, current film). Emphasis will be placed on synthesizing and analyzing media to arrive at a reading of German-speaking cultures in context, which examines all levels of cultural production.

GRM 311 Austrian Traditions, Traditional Austria—3 cr. hrs.

This course provides students with a broad context for understanding Austrian social, political, and cultural traditions in customs, art, literature, film and music from 1740 to 1945. The course focuses in particular on the creative tension between the conservative values of primarily rural Austria and the avant-garde movements associated with the big city of Vienna.

GRM 312 The Austrian Image: Dream or Reality?—3 cr. hrs.

Analysis of contemporary literature, film, and music will help students to understand how Austria's cultural history defines its present. Students will also be encouraged to explore their own preconceptions about Austrian culture, including a chance to revisit *The Sound of Music*. When the course is taught in Salzburg, students will have the opportunity to interview Austrians about their perceptions of their own culture. When the course is taught at home, students can explore these issues via the internet and through e-mail correspondence.

GRM 403-404 Survey of 20th-Century German Literature—2 sems., 6 cr. hrs.

Exploration of major 20th-century writers in Germany, Austria, and Switzerland. Conducted in German.

GRM 406 Understanding Contemporary Germany through Film—3 cr. hrs.

An exploration of German history, culture, language, and the German psyche via German film. Cinematic samples representing each major period of German history from the 1920s to the present will be explored to gain an understanding of the prevailing zeitgeist and the artistic means used in portraying it. Conducted in German.

GRM 408 German Play Reading and Performance—3 cr. hrs.

Contemporary German plays will be read in a "reader's theater" format, discussed in the context of current social/cultural events, and performed in German. Emphasis upon expanding vocabulary and improving pronunciation, intonation, and expression. Conducted in German.

GRM 421 Advanced German Culture—3 cr. hrs.

Exploration of Germany's historical development and contemporary German culture. Conducted in German.

GRM 422 Advanced Austrian Culture—3 cr. hrs.

Cultural and historical exploration of Austria. Students will research and discuss topics relevant to contemporary Austria. Conducted in German.

GRM 491-492 Seminars—credit arranged.**GRM 497 German Internship—1-3 cr. hrs.**

Academic internships are available for qualified students (3.0 GPA; 3.25 GPA in German).

Internships provide students with job experience pertinent to the study of German. The internship may be taken for one to three credit hours.

GRM 499 Senior Thesis—1-3 cr. hrs.

Research, study, or original work under the direction of a faculty mentor, leading to a scholarly thesis document with a public presentation of results. Requires approval of thesis director, department chair, dean, and the director of the honors program, when appropriate. (Prerequisites: Senior standing, 3.0 GPA in the thesis area or good standing in the honors program.)

Health and Physical Education

HPE 108 Life Skills for Student Athletes—1 cr. hr.

Recognizes the unique demands of college student athletes and assists them in acquiring skills which will allow them to respond to those challenges. Course content will reflect issues relevant to adjustment to college life; social, academic, and athletic performance demands.

HPE 109 Personal Fitness—1 cr. hr.

Development of personal fitness goals in strength, muscular endurance, flexibility, and cardio-respiratory endurance using a variety of exercise techniques, anaerobic and aerobic activities, and run/walk programs.

HPE 110 Beginning Weight Training—1 cr. hr.

Introduction to weight training techniques for the development of muscular strength and endurance. The course includes the development of an individualized program.

HPE 115 Swimming Skill Improvement—1 cr. hr.

Development of swimming techniques focusing on stroke improvement and achievement of personal goals.

HPE 116 Swim Conditioning—1 cr. hr.

Development of fitness for swimming using a variety of training techniques to achieve individual goals.

HPE 117 Water Aerobics—1 cr. hr.

Development of strength, endurance, flexibility, balance, and feelings of well-being through aerobics in the water.

HPE 204 Introduction to Athletic Training—3 cr. hrs.

Designed to provide a working knowledge of the prevention, care, treatment, and rehabilitation of athletic injuries. Basic principles of taping and use of modalities will be presented. (Prerequisite: SCI 103 or equivalent.)

HPE 210 Lifetime Health and Fitness—2 cr. hrs.

Study of routes leading to personal health and fitness. Course will cover issues concerning

nutrition, exercise, psychological and physiological health, CPR, and first aid. (Prerequisite: HPE 204.)

HPE 340 ECE/ELEM Physical Education—3 cr. hrs.

Provides future teachers the opportunities to explore and participate in the content knowledge of physical education and fitness/wellness programs at the early childhood and elementary levels. This course will demonstrate the value of an effective physical education program in developing holistic learners. Students will research and evaluate their effectiveness by critically reviewing and analyzing the resources for the teaching of physical education.

HPE 405 Kinesiology for Physical Educators—3 cr. hrs.

Students apply their knowledge of human anatomy to the study of movement with major emphasis placed upon the action of bones, joints, and muscles and the role of the nervous system in relation to body control. The applicable mechanical principles to gross motor activities are stressed. (Prerequisites: HPE 204, BIO 307, BIO 377.)

HPE 406 Medical Aspects of Athletic Injuries—3 cr. hrs.

Equips the student with the knowledge, procedure, and techniques an athletic trainer uses to perform joint evaluations, apply therapeutic modalities, and rehabilitate athletic injuries. Students will be expected to complete a project involving procedures used in specific athletic injuries. (Prerequisite: HPE 204.)

HPE 407 Sports Psychology for Physical Educators—3 cr. hrs.

Provides the student with knowledge and skill application germane to the psychological environment of sports and its implications.

HPE 408 Exercise Physiology for Physical Educators—3 cr. hrs.

Provides the student with a workable knowledge of human physiological response to exercise and other environmental stresses. Students will be involved in such practices as the use of graded exercise testing to determine physical fitness levels. (Prerequisites: HPE 204, BIO 308, BIO 378.)

HPE 491 Stress Management—3 cr. hrs.

Students will examine the nature and physiological impact of stress including stress emotions and personalities. Stress management techniques will be examined and practiced in the development of spirituality, coping strategies, and relaxation techniques.

Graduate Courses

HPE 504 Introduction to Athletic Training—3 cr. hrs.

Designed to provide a working knowledge of the prevention, care, treatment, and rehabilitation of athletic injuries. Basic principles of tap-

ing and use of modalities will be presented. (Prerequisite: 3 hours of biology.)

HPE 505 Kinesiology for Physical Educators—3 cr. hrs.

Students apply their knowledge of human anatomy to the study of movement with major emphasis placed upon the action of bones, joints, muscles and the role of the nervous system in relation to body control. The applicable mechanical principles to gross motor activities are stressed. Graduate students: research paper required. Admitted only with instructor's permission. (Prerequisites: HPE 504, 3 credit hours of human anatomy.)

HPE 506 Medical Aspects of Athletic Injuries—3 cr. hrs.

Equips the student with the knowledge, procedure, and techniques an athletic trainer uses to perform joint evaluations, apply therapeutic modalities, and rehabilitate athletic injuries. Students will be expected to complete a project involving procedures used in specific athletic injuries. Graduate students: research paper required. Admitted only with instructor's permission. (Prerequisites: HPE 504, 3 hours of biology.)

HPE 507 Sports Psychology for Physical Educators—3 cr. hrs.

Provides the student with knowledge and skill application germane to the psychological environment of sports and its implications. Graduate students: research paper required.

HPE 508 Exercise Physiology for Physical Educators—3 cr. hrs.

Provides the student with a workable knowledge of human physiological response to exercise and other environmental stresses. Students will be involved in such practices as the use of graded exercise testing to determine physical fitness levels. Graduate students: research paper required. Admitted only with instructor's permission. (Prerequisite: 3 credit hours of human physiology.)

HPE 510 Lifetime Health and Fitness—2 cr. hrs.

Study of routes leading to personal health and fitness. Course will cover issues concerning nutrition, exercise, psychological and physiological health, CPR, and first aid. (Prerequisite: HPE 504.)

History

Introductory Surveys

HST 210 United States: Early America—3 cr. hrs.

Survey of the American nation from colonial times to 1876. Offered annually.

HST 211 United States: Modern America—3 cr. hrs.

Survey of the American nation from 1876 to the present. Offered annually.

HST 220 Foundations of Western Civilization—3 cr. hrs.

Introduction to history through the study of Western civilization from classical times through the seventeenth century. Offered annually.

HST 221 Modern Western Civilization—3 cr. hrs.

Development of Western civilization from the seventeenth century to the present and its impact on the non-Western world. Offered annually.

HST 251 Modern East Asia—3 cr. hrs.

Survey of the historical development of China, Japan, and Korea from about 1400 to the present. Focuses especially on the cultural commonalities between these three countries, the influence of western contact on each, and their individual paths to modernization.

HST 255 Africa, the Middle East, and Asia—3 cr. hrs.

Course will examine the impact of imperialism and post-colonialism on the cultures and nations of Africa, the Middle East, and Asia over the last two centuries. Special emphasis will be placed on cultural traditions, resource extraction, industrial developments, and the diplomatic relations of this region with the larger world community.

Upper-Division Courses**HST 310 Colonial North America—3 cr. hrs.**

Study of the exploration and colonization of North America by Spain, France, and Britain. Emphasis will be placed on interactions with Native Americans, the development of unique societies and political institutions, and a comparison of the establishment of the independent nations of Canada, Mexico, and the United States.

HST 311 United States: The Young Republic—3 cr. hrs.

Development of the United States as a nation from the American Revolution to the Jacksonian era.

HST 312 Plains Indians History—3 cr. hrs.

This course will survey the major aspects of Plains Indian culture and history from the earliest archaeological evidence to the present day. Special emphasis will be given to traditional Plains Indian cultures and the interaction between Plains Indians and the U.S. culture and government in the nineteenth and twentieth centuries. (Also listed as SJP 420.)

HST 313 United States: Civil War Era—3 cr. hrs.

From the Jacksonian era through the Civil War to the emergence of a modern state.

HST 314 American Frontier—3 cr. hrs.

Course will examine the American frontier from 1500 to the present. Special emphasis will be placed on the migrations of many different peoples into the frontier, the development of resources and industries, and the construction of the mythic tales of the frontier.

HST 315 United States in the Progressive Era—3 cr. hrs.

This course will examine the United States from circa 1870 to 1920. Major emphasis will be given to reform movements, social developments, and economic change during this period, a time when the United States industrialized and became a world power.

HST 318 Cold War America—3 cr. hrs.

Study of the causes and effects of the Cold War in American domestic and foreign affairs. Emphasis will be placed on social, cultural, economic, and political movements within the United States, as well as America's role in world events after World War II. (Also listed as SJP 425.)

HST 320 The American Mind—3 cr. hrs.

Study of those characteristics of American culture, from the colonial period to the present, that have led to the development of a distinctive and unique individual called the American.

HST 321 The Religious Heritage of America—3 cr. hrs.

Examination in historical perspective of the beliefs, laws, and rituals found in America's main religious groups: Protestants, Catholics, and Jews. In addition, historical survey of religious movements indigenous or unique to America: Shakers, Mormonism, Christian Science, Pentecostalism, and the Black Church, plus American civil religion. (Also listed as THEP 468.)

HST 322 History of the Catholic Church in America—3 cr. hrs.

Study of the development of the Catholic Church in America, with emphasis on significant social, political, and cultural ideas and issues. (Also listed as THE 469.)

HST 325 American Military History—3 cr. hrs.

This course is designed to meet the American military history requirement for AFROTC commissioning but is open to anyone interested in military history. Special attention will be given to battle analysis and the lessons learned from battle, the evolution of American warfare 1775 to present, the professionalization of the American military, and the place of the military in American society.

HST 333 Medieval Europe—3 cr. hrs.

A broad study of the history of Medieval Europe, from St. Augustine to the Hundred Years' War, with special emphasis on politics and culture.

HST 335 Europe in the Age of Religious War—3 cr. hrs.

This course will examine European history from 1500 to 1688. This period runs from the Reformation to the birth of the modern state system. Special emphasis on intellectual, artistic, and cultural developments as well as the theological and military transformations in European life during this time.

HST 336 Europe in the Age of Enlightenment—3 cr. hrs.

Course covers the history of Europe between England's Glorious Revolution in 1688 and the French Revolution of 1789. Special focus on the personalities and ideas of the Enlightenment and their influence on European governments and politics.

HST 342 Europe in the Age of Nationalism—3 cr. hrs.

Study of the major personalities, institutions, and movements which shaped the modernization of Europe in the century after 1815, as the region changed under the impact of economic and political revolutions.

HST 343 Europe in the Age of Dictatorship—3 cr. hrs.

A broad study of the European continent from 1900 to the revolutions of 1989 and their aftermath, emphasizing the political, social, and cultural significance of the century's major events. (Also listed as SJP 426.)

HST 345 Spain from 1000 to 1700, Medieval and Early Modern Spain—3 cr. hrs.

This course will examine Spain's long centuries of contact and conflict between Christian and Muslim regions and its expansion abroad as a world power. Topics will include the nature of a frontier society, the development of the political systems of Castile and Aragon, Iberia's connections to the rest of Europe and to the Mediterranean world, cultural and artistic developments, the interactions among the three religious groups (Christians, Muslims, Jews), the expansion into the Atlantic and ultimately to the Americas, the growth and administration for the Spanish Empire in Latin America and the effect that the colonies had on Spain.

HST 346 Modern Germany—3 cr. hrs.

Study of the varying political forms of German life over the past two centuries with emphasis on the war and the Nazi dictatorship. (Also listed as SJP 424.)

HST 347 Modern France—3 cr. hrs.

Study of the major political, social, economic, and cultural forces since the Revolution of 1789 with emphasis on the intellectual ideas and governmental issues shaping modern France.

HST 351 History of Modern Japan—3 cr. hrs.

This course introduces students to the history of Japan since 1500. Emphasis on the political, social, intellectual, and cultural developments of Japan from the period of the three great unifiers in the 16th century through its quest to be a world power in the first half of the 20th century. Also included is an assessment of Japan's place in the world today and contemporary culture.

HST 352 The United States and the Pacific Rim—3 cr. hrs.

This course will focus on the historic social, economic, and political development and diplomatic relations of the United States and the nations of the Pacific Rim from roughly 1500 to the present. Major emphasis will be given to the geopolitical struggles over time between the United States and the Spanish and British empires, Japan, China, and Russia.

HST 353 Muslim World to 1600—3 cr. hrs.

Muslim world from the rise of Islam until the sixteenth century when the Ottoman Empire was at its height. Focus on cultural, political, and economic developments in the Middle East and Mediterranean basin.

HST 354 Colonial Latin America—3 cr. hrs.

Course will begin with a brief study of the main indigenous civilizations in Central America, then proceed to a study of Portuguese and Spanish exploration and rule until the colonies gained independence in the early 19th century.

HST 355 Roman Empire and China's Han Dynasty—3 cr. hrs.

These roughly contemporaneous empires share significant features in common. Students in this course will study these two empires side by side to better appreciate the features of both. Students will also examine the role of the Silk Road in connecting the two and in nourishing the diverse civilizations through which it passed.

HST 357 Technology, Resources, and Environment in World History—3 cr. hrs.

This course will examine the exploitation of natural resources in modern global society, from the beginnings of the Industrial Revolution to the modern day. Special emphasis is placed on the intersection of technology, culture, and the environment in modern life. (Also listed as SJP 422.)

HST 358 Disease and Medicine in World History—3 cr. hrs.

This course will examine the role disease, technology, environment, and culture have played in human history from ancient times to the 20th century. Areas of particular focus will include major epidemics, the rise of germ theory, and the intersection between economic development and human health. (Also listed as SJP 421.)

HST 359 The Modern City—3 cr. hrs.

Course examines the emergence of modern urbanization in various parts of the world from approximately 1800 to the present emphasizing similarities and differences in urban development across countries and cultures. Course addresses the built environment of cities as well as the political, social, and economic forces that have shaped urbanization and their effects.

HST 370 Early Modern Europe—3 cr. hrs.

Study of Europe from 1600 to approximately 1815 with emphasis on absolutism in France,

constitutionalism in England, the emergence of Prussia and Russia, the Enlightenment, and the French Revolution.

HST 372 Study of British History—3-6 cr. hrs.

Study of special topics in British history. (London Program.)

HST 391-392 Special Topics—variable credit

400-Level Electives

(Prerequisite: One history course at 200- or 300-level must be completed before taking a 400-level history course.)

HST 400 History and Historians—3 cr. hrs.

Comprehensive introduction to the study of history as a discipline, including consideration both of historiography (the writing of history) and methodology (the types of evidence and methods of analysis used to construct historical arguments). Students also identify senior thesis topics and conduct initial historiographical research. Required for history majors.

HST 401 Senior Seminar—3 cr. hrs.

Study of the advanced techniques of research and writing of a senior thesis based on original research. Includes public presentation of results. Required for history majors. (Prerequisite: HST 400.)

HST 420 Seminar in American History—3 cr. hrs.

In-depth seminar on history and historiography on a selected topic in American history. Designed for history major and minor students.

HST 430 Seminar in European History—3 cr. hrs.

In-depth seminar on history and historiography on a selected topic in European history. Designed for history major and minor students.

HST 450 Seminar in Non-Western History—3 cr. hrs.

In-depth seminar on history and historiography on a selected topic in non-Western history. Designed for history major and minor students.

HST 481-485 Special Topical Courses—1-3 cr. hrs.

Study of special topics in history.

HST 490 Directed Study—credit arranged.

HST 491-492 Seminars—credit arranged.

HST 495-496 Workshop—credit arranged.

HST 497 Internship—credit arranged.

HST 499 Senior Thesis—6 cr. hrs.

Research, study, or original work under the direction of a faculty mentor, leading to a scholarly thesis document with a public presentation of results. Requires approval of thesis director, department chair, dean, and the director of the honors program when appropriate. (Prerequisites: Senior standing, 3.0 in the thesis area, and/or good standing in the honors program.)

Mathematics

MTH 105-106 Mathematics for Elementary Teachers—2 sems., 6 cr. hrs.

Rational numbers and subsystems. Probability and statistics. Real numbers and geometry. Algebraic structures. Emphasis on problem solving. (Prerequisite: MTH 105 for MTH 106. Does not fulfill the core requirement.)

MTH 111 Precalculus I—3 cr. hrs.

Review of basic algebra, functions, graphing, logarithm, and exponential functions, systems of linear equations. (Does not fulfill the core requirement.)

MTH 112 Precalculus II—3 cr. hrs.

Review of exponential and logarithmic functions, their graphs, trigonometric and inverse trigonometric functions. Analytic geometry, sequences, and series. (Does not fulfill the core requirement.)

***MTH 115 Teaching Mathematics with Technology—3 cr. hrs.**

Two mathematical areas provide the content of the course: (1) Geometry and (2) Algebra and Modeling. Mathematical content and pedagogy are fully integrated using contemporary classroom technologies. (Does not fulfill the core requirement.)

MTH 121 Calculus for Business and Social Science—3 cr. hrs.

Introduction to differential and integral calculus with emphasis on applications to business and economics. (Prerequisite: MTH 111.)

MTH 141 Finite Mathematics—3 cr. hrs.

Matrices, systems of linear equations, linear programming. Sets and counting, probability. (Prerequisite: MTH 111.)

MTH 161 Elementary Statistics—3 cr. hrs.

Elementary statistical calculations and statistical thinking. Examples will be chosen from various disciplines. Topics include sampling, normal distribution, central limit theorem, hypothesis testing, and simple regressions.

MTH 201 Calculus I—4 cr. hrs.

The study of the differential and integral calculus with emphasis on applications in the natural and physical sciences. (Prerequisite: MTH 112 or permission of instructor.)

MTH 202 Calculus II—4 cr. hrs.

Techniques of integration, numerical integration, applications of integration, sequences and series, including Taylor series. (Prerequisite: MTH 201 or permission of instructor.)

MTH 290 Directed Study—credit arranged.

MTH 301 Vector Calculus—4 cr. hrs.

The study of functions in several variables: vectors, matrices, partial derivatives, gradients, optimization, and integration. Differentiation and integration of vector-valued functions, line integrals, surface integrals, curl, divergence,

Green's Theorem, and Stokes' Theorem. (Prerequisite: MTH 202.)

MTH 311 Discrete Structures—3 cr. hrs.

Topics may include: set theory, logic, methods of proof, combinatorics, recurrence relations, graphs, and Boolean algebra. (Prerequisite: MTH 201.)

MTH 321 Ordinary Differential Equations—3 cr. hrs.

Introduction to elementary ordinary differential equations with applications to physical processes—emphasis on first and second order equations, systems of linear differential equations, and Laplace transforms. (Prerequisite: MTH 202.)

***MTH 322 Partial Differential Equations—3 cr. hrs.**

Fourier series. Inner product spaces. Solutions to heat, wave, and Laplace's equations. Green's functions. (Prerequisite: MTH 321.)

MTH 341 Introduction to Linear Algebra—3 cr. hrs.

Systems of linear equations and matrices, determinants, vector spaces, linear transformations, eigenvalues and eigenvectors. (Prerequisite: MTH 202.)

***MTH 345 Number Theory—3 cr. hrs.**

An introduction to the study of the integers and related objects. Topics are taken from among the following: divisibility, primes and the Euclidean algorithm, the Euler phi-function, special primes and perfect numbers, congruences mod n , quadratic residues, continued fractions, quadratic forms, diophantine equations. (Prerequisite: MTH 311.)

†MTH 351 Numerical Methods in Computing I—3 cr. hrs.

Numerical techniques for computer-aided solution of non-linear equations, systems of equations, interpolation, numerical integration and differentiation, and solution of ordinary differential equations. (Prerequisite: CS 203, MTH 321 or MTH 341.) Fee: \$25.

MTH 387 Service Learning in Mathematics—1 cr. hr.

This seminar supports students as they work in local high school and middle school mathematics classrooms in the Outreach Excel Program. Students will discuss questioning strategies, ways to facilitate group work, how to deal with problems in the classroom, go over curriculum being used in the classroom, and learn how to interact with high school and middle school students. This is a pass/no pass course. May be repeated for credit.

MTH 390 Directed Study—credit arranged.

***MTH 401 Real Analysis I—3 cr. hrs.**

A rigorous treatment of properties of the real

numbers and functions of a single real variable. Topics include completeness, limits, continuity, differentiation, integration, and sequences. Additional topics may include series, an introduction to Euclidean or metric spaces. (Prerequisite: MTH 311.)

***MTH 402 Real Analysis II—3 cr. hrs.**

Topics may include sequences and series of functions, uniform convergence, Fourier series, the Riemann-Stieltjes integral, and functions in several variables. (Prerequisite: MTH 401.)

***MTH 404 Complex Variables—3 cr. hrs.**

Complex numbers and functions of a complex variable; limits, differentiability; Cauchy's theorem; power series, Laurent series, residue theorem with applications, maximum modulus theorem, Liouville's theorem; conformal mapping and applications. (Prerequisite: MTH 301, MTH 311.)

***MTH 431 Modern Geometry—3 cr. hrs.**

A foundations course in elementary geometry discussing the following: incidence geometries; finite, metric, and synthetic geometries; Euclidean, hyperbolic, and elliptical geometries; and some axiomatic theory. (Prerequisites: MTH 301, MTH 341.)

***MTH 435 Topology—3 cr. hrs.**

An introduction to fundamental concepts in point-set topology. Topics are taken from the following: open and closed sets, continuity, connectedness, compactness, separability, metric spaces. (Prerequisite: MTH 311.)

***MTH 441 Modern Algebra I—3 cr. hrs.**

The study of algebraic structures that are like the integers, polynomials, and the rational numbers. The integers and their properties. Groups: examples, properties, and counting theorems. Rings: examples and properties. Fields: roots of polynomials and field extensions. (Prerequisite: MTH 311, MTH 341.)

***MTH 442 Modern Algebra II—3 cr. hrs.**

Unique factorization in special rings. Field theory and the use of groups to understand field extensions: finite fields, Galois theory. Classical construction problems, solution of n -th degree polynomials. (Prerequisite: MTH 441.)

MTH 461 Applied Statistics I—3 cr. hrs.

Probability, discrete and continuous random variables, expectation, important probability distributions, introduction to sampling, estimation, and hypothesis testing. (Prerequisite: MTH 202, MTH 311.)

†MTH 462 Applied Statistics II—3 cr. hrs.

Topics from simple linear and multiple regression, analysis of variance and design of experiments, methods for categorical data, distribution-free methods. (Prerequisite: MTH 461.)

*Course offered in alternate years.

†Course offered on demand.

MTH 490 Directed Study—credit arranged.**MTH 491 Seminar in Mathematics—3 cr. hrs.**

Carries a title reflecting the subject or subjects studied and/or the nature of the class structure. May be repeated for credit.

MTH 499 Senior Thesis—3-6 cr. hrs.

Research, study, or original work under the direction of a faculty mentor, leading to a scholarly thesis document with a public presentation of results. Requires approval of the thesis director, department chair, dean, and the director of the honors program, when appropriate. (Prerequisites: Senior standing; 3.0 G.P.A. in the thesis area or good standing in the honors program.)

Graduate Courses

The Department of Mathematics does not offer graduate degree programs, but does offer courses that may apply toward graduate programs in education or engineering. The following courses are available and offered annually or in alternate years.

***MTH 501 Real Analysis I—3 cr. hrs.**

A rigorous treatment of properties of the real numbers and functions of a single real variable. Topics include completeness, limits, continuity, differentiation, integration, and sequences. Additional topics may include series, an introduction to Euclidean or metric spaces. (Prerequisite: MTH 311.)

***MTH 502 Real Analysis II—3 cr. hrs.**

Topics may include sequences and series of functions, uniform convergence, Fourier series, the Riemann-Stieltjes integral, and functions in several variables. (Prerequisite: MTH 501.)

***MTH 504 Introduction to Complex Variables—3 cr. hrs.**

Complex numbers and functions of a complex variable; limits, differentiability; Cauchy's theorem; power series, Laurent series, residue theorem with applications, maximum modulus theorem, Liouville's theorem; conformal mapping and applications. (Prerequisite: MTH 401.)

***MTH 535 Topology—3 cr. hrs.**

An introduction to fundamental concepts in point-set topology. Topics are taken from the following: open and closed sets, continuity, connectedness, compactness, separability, metric spaces. (Prerequisite: MTH 311.)

***MTH 541 Modern Algebra I—3 cr. hrs.**

The study of algebraic structures that are like the integers, polynomials, and the rational numbers. The integers and their properties. Groups: examples, properties, and counting theorems. Rings: examples and properties. Fields: roots of polynomials and field exten-

sions. (Prerequisite: MTH 311, MTH 341.)

***MTH 542 Modern Algebra II—3 cr. hrs.**

Unique factorization in special rings. Field theory and the use of groups to understand field extensions: finite fields, Galois theory. Classical construction problems, solution of n -th degree polynomials. (Prerequisite: MTH 541.)

MTH 561 Applied Statistics I—3 cr. hrs.

Probability, discrete, and continuous random variables, expectation, important probability distributions, introduction to sampling, estimation, and hypothesis testing. (Prerequisites: MTH 301, MTH 341.)

***MTH 562 Applied Statistics II—3 cr. hrs.**

Topics from simple linear and multiple regression, analysis of variance and design of experiments, methods for categorical data, distribution-free methods. (Prerequisite: MTH 561.)

MTH 590 Directed Study—credit arranged.**MTH 591 Seminar in Mathematics—3 cr. hrs.**

Mechanical Engineering

ME 111 Engineering Graphics—2 cr. hrs.

This course introduces graphical communication of engineering design using traditional sketches and drawings coupled with computer modeling. An introduction to engineering drawings, dimensioning, and tolerances will be provided. Three dimensional modeling will be introduced using commercial software. Visualization and manipulation of existing models will be performed by generating drawings, building assemblies, and photo rendition.

ME 301 Mechanical Engineering Analysis—2 cr. hrs.

Numerical methods applied to engineering problems: interpolation and curve fitting of experimental data, matrix analysis, and approximation methods in structural, thermal, and fluid systems. (Prerequisite: CS 201.)

ME 304 Computer Aided Engineering—3 cr. hrs.

This course builds on the concepts learned in strength of materials and introduces finite modeling (FEM). Topics include elasticity, Hooke's law, failure theories. FEM is introduced mathematically beginning with springs, trusses, and beams. A commercial FEM software package is used to model plane stress and three-dimensional geometry. Individual projects are used to introduce three dimensional analysis. (Prerequisite: EGR 322.) Fee: \$20.

ME 311 Mechanics of Fluids I—3 cr. hrs.

Basic properties of a fluid, problems in hydrostatics. The general equations of fluid motion. Boundary layer concepts. Application to a variety of laminar and turbulent incompressible flow situations. The technique of dimensional

*Course offered in alternate years.

†Course offered on demand.

analysis is introduced. (Prerequisite: EGR 212 or EGR 213.)

ME 312 Mechanics of Fluids II—2 cr. hrs.

Application of fluid mechanics principles to laminar and turbulent duct flows; head losses through pipes including minor losses; compressible flows; measurement and turbomachinery. (Prerequisite: ME 311.)

ME 331 Fundamental Thermodynamics—3 cr. hrs.

Classical treatment emphasizing the first and second laws of thermodynamics and their application to open and closed systems undergoing steady and unsteady processes. Tabular and graphical data, as well as ideal gas properties, are used in analytical work. (Prerequisite: MTH 202.)

ME 332 Applied Thermodynamics—2 cr. hrs.

Application of thermodynamic principles in analyzing power and refrigeration systems, non-reacting gas mixtures, psychrometrics, and combustion. (Prerequisites: CHM 207, ME 331.)

ME 336 Heat Transfer—3 cr. hrs.

Conduction, convection, and radiation heat transfer are studied in detail. Real engineering problems and systems involving more than one of these modes are analyzed. Numerical (computer) solutions are emphasized for the many problems for which analytical solutions cannot be found. (Prerequisite: ME 331.)

ME 341 Modern Manufacturing Processes—3 cr. hrs.

Manufacturing properties of engineering materials. Casting, forging, forming, and joining processes. Conventional and non-conventional material removal processes. Powder metallurgy and coatings. An introduction to the concept of intelligent processing of materials. (Prerequisites: EGR 221, EGR 322.)

ME 371 Motion Control Laboratory—1 cr. hr.

Experimental studies of motion control including control system hardware and software, stepper motors, servo motors, sensors, simulation, and data acquisition systems. (Prerequisite: CS 201.)

ME 374 Fluids Laboratory—1 cr. hr.

Experimental analysis of fluid mechanics principles including pressure losses through pipes and fittings, pump turbine characteristics, drag force measurements, compressible flows, boundary layers, etc. (Corequisite: ME 312.) Fee: \$20.

ME 376 Thermodynamics Laboratory—1 cr. hr.

Experimental studies of thermal systems including compressors, steam turbine power cycles, refrigeration, air-conditioning, Otto engine cycle, evaporative cooling towers, and heat exchangers. (Prerequisite: ME 332.) Fee: \$20.

ME 401 Machine Design—4 cr. hrs.

Theoretical and practical aspects of the design

of various machine components and simple systems. The design criteria are based on stress analysis, manufacturing issues, materials, and fatigue considerations. (Prerequisites: EGR 221, EGR 322.)

ME 403 Advanced Machine Design—3 cr. hrs.

Advanced topics in design of machinery. Topics include design considerations for fabrication and assembly, advanced materials issues, advanced fatigue analysis, failure modes, and effects analysis. Impact and elastic wave propagation. (Prerequisite: ME 401.)

ME 405 Kinematics and Mechanisms Design—3 cr. hrs.

Analysis and synthesis of planar mechanisms using both graphical and analytical methods. Topics include: displacement, velocity, acceleration, and dynamic force analyses of machinery. Linkage synthesis and gear train design are also covered. (Prerequisite: Junior standing.)

ME 407 Robotics—3 cr. hrs.

An introduction to the theory and applications of industrial robots. Topics include robot configuration, homogeneous transformation, kinematics and dynamics, motion trajectory, Jacobean and workspace analysis. Projects on Puma robot applications are required. (Prerequisite: Senior standing.)

ME 413 Applied Hydraulics and Hydraulic Systems—3 cr. hrs.

Applications of fluid power in mechanical systems. Pumps, motors, valves, cylinders, and accumulators. Application and design of various control circuits. Steady and unsteady flow in closed conduits. (Prerequisites: EGR 322, ME 311.)

ME 415 Turbomachinery—3 cr. hrs.

Dimensional analysis and similitude; applications of fluid flow and thermodynamics to the study of turbomachinery. Characteristics and performance of different types of compressors, turbines, and pumps. (Prerequisites: ME 311, ME 331.)

ME 421 Failure Analysis—3 cr. hrs.

Methods to identify and prevent failures in design and manufacturing. Topics include: applied fracture mechanics, non-destructive testing, root cause analysis, and forensic engineering case studies. (Prerequisites: EGR 221, EGR 322.)

ME 423 Applied Strength of Materials—3 cr. hrs.

Advanced considerations of stress, strain, and strength are employed for safe and proper design. Theories of failure, design for fatigue, and effects of dynamic loadings represent the current state of the art. (Prerequisite: EGR 322.)

ME 426 Experimental Stress Analysis—3 cr. hrs.

Review of theoretical and experimental techniques of strain and stress analysis with emphasis on electrical strain gauges, brittle coatings, grid methods, and photoelasticity techniques. A project is required involving stress analysis of a compo-

ment/structure utilizing one or more of the above techniques. (Prerequisite: EGR 322.) Fee: \$20.

ME 434 Heating, Ventilating, and Air Conditioning—3 cr. hrs.

Analysis and design necessary to plan and specify equipment for heating, refrigeration, and air conditioning systems. Includes heat transfer analysis of the structure, psychrometric analysis of inside and ventilating air, and thermodynamic and economic analysis of the necessary equipment. (Prerequisite: ME 332. Corequisite: ME 336.)

ME 436 Design of Thermal Systems—3 cr. hrs.

Review of the analysis and design of components of thermal systems such as heat exchangers, pumps and blowers, and drive units. Review of computer methods for analyzing systems. At least two design projects applying thermal systems design procedures will be completed. (Prerequisites: ME 332, ME 336.)

ME 443 Measurement and Test—3 cr. hrs.

The science of measurement as applied to engineering testing and manufacturing will be studied in this course. Topics include: measurement error, designing experiments, advanced data analysis, statistical process control (SPC), and inspection. (Prerequisite: Junior standing.)

ME 445 Computer Aided Manufacturing—3 cr. hrs.

Project oriented course that introduces rapid prototyping, computer numeric control, and programmable logic controllers. Topics include theory behind these concepts and devices, solid modeling, 3-D model data exchange, slicing and offsetting algorithms, and programming structures such as g-code and ladder logic. Each student will complete a project using the hardware and software in the laboratory. (Prerequisites: ME 111, ME 371.) Fee: \$30.

ME 453 Mechanical Vibrations—3 cr. hrs.

Analysis and prediction of the dynamic behavior and response of mechanical systems. Various types of oscillations and physical properties such as damping and stiffness are explained. (Prerequisites: EGR 212, MTH 321.)

ME 454 Noise and Vibration Control—3 cr. hrs.

Industrial application of noise control criteria, measurements, materials, and design. Vibration control is comprised of source identification, system isolation, and testing. Extensive laboratory program also includes spectral and signal analysis. (Prerequisite: Senior standing.) Fee: \$20.

ME 461 Biomedical Applications of Engineering—3 cr. hrs.

This course provides a broad overview of the field of bioengineering. A series of bioengineering topics will be covered in one or two weeks each. Topics include: cell biology, tissue and protein engineering, biomechanics, nervous tissues, muscles, biomaterials, medical devices

and implants, medical imaging, and medical simulation. Special emphasis will be given to medical technologies such as instrumentation (motion tracking, EEG, ECG, EMG), medical imaging (CT, MRI, PET), biomedical materials, implants, and software for simulating and visualizing biomedical data.

ME 462 Biomechanics and Ergonomics—3 cr. hrs.

Course will cover a variety of biomechanical analysis and instrumentation topics such as anthropometry, ergonomics, and kinesiology. Methods for measuring and computing force, torque, work, energy, and power will be covered. Laboratory exercises will be used to demonstrate instrumentation, including motion capture, force plates, EMG, ECG, heart rate monitors, accelerometers, and goniometers. An overview of medical imaging, finite element modeling, computer based motion analysis, and biofluid mechanics. (Prerequisite: EGR 212.)

ME 481 Mechanical Engineering Project I—2 cr. hrs.

Students are required to do design projects including literature search, engineering analysis, and written and oral presentations. These projects are a culminating experience in the mechanical engineering program. Group projects and construction of prototypes is encouraged, where feasible. (Prerequisite: Senior standing.)

ME 482 Mechanical Engineering Project II—2 cr. hrs.

Students are required to do design projects including literature search, engineering analysis, and written and oral presentations. These projects are a culminating experience in the mechanical engineering program. Group projects and construction of prototypes is encouraged, where feasible. (Prerequisite: Senior standing.)

ME 490 Directed Study—1-3 cr. hrs.

Selected study, project, or research in mechanical engineering for upper-division students. Must be arranged between the student and an individual faculty member and subsequently approved by the dean of engineering. No more than three of the technical elective hours taken at the University may be satisfied with individualized study.

ME 491-492 Seminars—credit arranged.

Graduate Courses

ME 503 Advanced Machine Design—3 cr. hrs.

Advanced topics in design of machinery. Topics include design considerations for fabrication and assembly, advanced materials issues, advanced fatigue analysis, failure modes, and effects analysis. Impact and elastic wave propagation.

ME 507 Robotics—3 cr. hrs.

An introduction to the theory and applications of industrial robots. Topics include robot configuration, homogeneous transformation, kine-

matics and dynamics, motion trajectory, Jacobean and workspace analysis. Projects on Puma robot applications are required.

ME 513 Applied Hydraulics and Hydraulic Systems—3 cr. hrs.

Application of fluid power in mechanical systems. Pumps, motors, valves, cylinders, and accumulators. Application and design of various control circuits. Steady and unsteady flow in closed conduits.

ME 515 Turbomachinery—3 cr. hrs.

Dimensional analysis and similitude; applications of fluid flow and thermodynamics to the study of turbomachinery. Characteristics and performance of different types of compressors, turbines, and pumps.

ME 521 Failure Analysis—3 cr. hrs.

Methods to identify and prevent failures in design and manufacturing. Topics include: applied fracture mechanics, non-destructive testing, root cause analysis, and forensic engineering case studies.

ME 523 Applied Strength of Materials—3 cr. hrs.

Advanced considerations of stress, strain, and strength are employed for safe and proper design. Theories of failure, design for fatigue, and effects of dynamic loadings represent the current state of the art.

ME 526 Experimental Stress Analysis—3 cr. hrs.

Review of theoretical and experimental techniques of strain and stress analysis with emphasis on electrical strain gauges, brittle coatings, grid methods, and photoelasticity techniques. A project is required involving stress analysis of a component/structure utilizing one or more of the above techniques. Fee: \$20.

ME 534 Heating, Ventilating, and Air Conditioning—3 cr. hrs.

Analysis and design necessary to plan and specify equipment for heating, refrigeration, and air conditioning systems. Includes heat transfer analysis of the structure, psychrometric analysis of inside and ventilating air, and thermodynamic and economic analysis of the necessary equipment.

ME 536 Design of Thermal Systems—3 cr. hrs.

Review of the analysis and design of components of thermal systems such as heat exchangers, pumps and blowers, and drive units. Review of computer methods for analyzing systems. At least two design projects applying thermal systems design procedures will be completed.

ME 543 Measurement and Test—3 cr. hrs.

The science of measurement as applied to engineering testing and manufacturing will be studied. Topics include: measurement error, designing experiments, advanced data analysis, statistical process control (SPC), and inspection.

ME 545 Computer Aided Manufacturing—3 cr. hrs.

Project oriented course that introduces rapid prototyping, computer numeric control, and programmable logic controllers. Topics include theory behind these concepts and devices, solid modeling, 3-D model data exchange, slicing and offsetting algorithms, and programming structures such as g-code and ladder logic. Each student will complete a project using the hardware and software in the laboratory. Fee: \$30.

ME 553 Mechanical Vibrations—3 cr. hrs.

Analysis and prediction of the dynamic behavior and response of mechanical systems. Various types of oscillations and physical properties such as damping and stiffness are explained.

ME 554 Noise and Vibration Control—3 cr. hrs.

Industrial application of noise control criteria, measurements, materials, and design. Vibration control is comprised of source identification, system isolation, and testing. Extensive laboratory program also includes spectral and signal analysis. Fee: \$20.

ME 561 Biomedical Applications of Engineering—3 cr. hrs.

This course provides a broad overview of the field of bioengineering. A series of bioengineering topics will be covered in one or two weeks each. Topics include: cell biology, tissue and protein engineering, biomechanics, nervous tissues, muscles, biomaterials, medical devices and implants, medical imaging, and medical simulation. Special emphasis will be given to medical technologies such as instrumentation (motion tracking, EEG, ECG, EMG), medical imaging (CT, MRI, PET), biomedical materials, implants, and software for simulating and visualizing biomedical data.

ME 562 Biomechanics and Ergonomics—3 cr. hrs.

Course will cover a variety of biomechanical analysis and instrumentation topics such as anthropometry, ergonomics, and kinesiology. Methods for measuring and computing force, torque, work, energy, and power will be covered. Laboratory exercises will be used to demonstrate instrumentation, including motion capture, force plates, EMG, ECG, heart rate monitors, accelerometers, and goniometers. An overview of medical imaging, finite element modeling, computer based motion analysis, and biofluid mechanics.

ME 590 Directed Study—credit arranged.

ME 591-592 Seminars—credit arranged.

ME 599 Thesis—credit arranged.

ME 599x Thesis in Progress—0 cr. hrs.

Registration for any graduate student who has received the grade of IP in Thesis 599 is required while the thesis is in progress. Fee: \$40.

Military Science and Leadership

MSL 101 Leadership and Personal Development—1 cr. hr.

Introduces cadets to the personal challenges that are critical for effective leadership. Cadets learn how the personal development of life skills such as critical thinking, goal setting, time management, physical fitness, and stress management relate to leadership, officership, and the Army profession. (Corequisite: MSL 121. MSL 131 optional.)

MSL 102 Introduction to Tactical Leadership—1 cr. hr.

Overviews leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback, and using effective writing skills. Cadets explore dimensions of leadership values, attributes, skills, and actions in the context of practical, hands-on, and interactive exercises. (Corequisite: MSL 122. MSL 132 optional.)

MSL 121 Leadership Laboratory—1 cr. hr.

Open only to (and required of) students in MSL 101. Series with different roles for students at different levels in the program. Learn and practice basic leadership and development skills. Build self-confidence and team-building leadership skills that can be applied throughout life. (Corequisite: MSL 101.)

MSL 122 Leadership Laboratory—1 cr. hr.

Open only to (and required of) students in MSL 102. Learn and practice basic leadership and development skills. Build self-confidence and team-building leadership skills that can be applied throughout life. (Corequisite: MS 102.)

MSL 131 Basic Course Physical Fitness—1 cr. hr.

Open to all students. Participate in and learn to lead a physical fitness program. Emphasis on the development of an individual fitness program and the role of exercise and fitness in one's life.

MSL 132 Basic Course Physical Fitness—1 cr. hr.

Open to all students. Participate in and learn to lead a physical fitness program. Emphasis on the development of an individual fitness program and the role of exercise and fitness in one's life.

MSL 201 Innovative Team Leadership—2 cr. hrs.

Explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework (trait and behavior theories). Cadets practice aspects of personal motivation and team building in the context of planning, executing, and assessing team exercises and participating in leadership labs. (Corequisites: MSL

221, MSL 231.)

MSL 202 Foundations Of Tactical Leadership—2 cr. hrs.

Examines the challenges of leading tactical teams in the complex contemporary operating environment (COE). The course highlights dimensions of terrain analysis, patrolling, and operation orders. Further study of the theoretical basis of the Army leadership framework explores the dynamics of adaptive leadership in the context of military operations. (Corequisites: MSL 222, MSL 232.)

MSL 221 Leadership Laboratory—1 cr. hr.

Open only to (and required of) students in MSL 201. Learn and practice basic leadership and development skills. (Corequisites: MSL 201, MS 231.)

MSL 222 Leadership Laboratory—1 cr. hr.

Open only to (and required of) students in MSL 202. Build self-confidence and team-building leadership skills that can be applied throughout life. (Corequisites: MS 202, MS 232.)

MSL 231 Basic Course Physical Fitness—1 cr. hr.

Open to all students. Series with different roles for students at different levels in the program. Participate in and learn to lead a physical fitness program. Emphasis on the development of an individual fitness program and the role of exercise and fitness in one's life. (Corequisites: MS 201, MS 221.)

MSL 232 Basic Course Physical Fitness—1 cr. hr.

Open to all students. Participate in and learn to lead a physical fitness program. Emphasis on the development of an individual fitness program and the role of exercise and fitness in one's life. (Corequisites: MSL 202, MS 222.)

MSL 240 Basic Leadership Internship—3 cr. hrs.

A five-week basic intern leadership training course conducted at Fort Knox, Kentucky. The student receives pay. Travel, lodging, and most meal costs are defrayed by the Army. The environment is rigorous. Military obligation incurred. Introduction to leadership and self and team development. Individual leads groups of 9-40 students to learn and apply principles of effective leadership. Develops communication skills to improve individual and group performance. Relates ethical values to effectiveness of a leader.

MSL 290 Directed Study—1-4 cr. hrs.

MSL 301 Adaptive Tactical Leadership—3 cr. hrs.

Challenges cadets to study, practice, and evaluate adaptive leadership skills as they are presented with challenging scenarios related to squad tactical operations. Cadets receive systematic and specific feedback on their leadership attributes and actions. Based on such feedback, as well as their own self-evaluations, cadets continue to develop their leadership and critical thinking abilities. (Corequisites: MSL 321, MSL 331.)

MSL 302 Leadership in Changing Environments—3 cr. hrs.

Uses increasingly intense situational leadership challenges to build cadet awareness and skills in leading tactical operations up to platoon level. Cadets review aspects of combat, stability, and support operations. They also conduct military briefings and develop proficiency in garrison operation orders. (Corequisites: MSL 322, MSL 332.)

MSL 321 Advanced Leadership Laboratory—1 cr. hr.

Open only to students in the associated MSL 301. Involves leadership responsibilities for the planning, coordination, execution, and evaluation of various training and activities with basic course students and for the ROTC program as a whole. Students develop, practice, and refine leadership skills by serving and being evaluated in a variety of responsible positions.

MSL 322 Advanced Leadership Laboratory—1 cr. hr.

Open only to students in the associated MSL 302. Students develop, practice, and refine leadership skills by serving and being evaluated in a variety of responsible positions.

MSL 331 Advanced Course Physical Fitness—1 cr. hr.

Required of students in MSL 301. Participate in and learn to plan and lead physical fitness programs. Develops the physical fitness required of an officer in the Army. Emphasis on the development of an individual fitness program and the role of exercise and fitness in one's life.

MSL 332 Advanced Course Physical Fitness—1 cr. hr.

Required of students in MSL 302. Participate in and learn to plan and lead physical fitness programs. Develops the physical fitness required of an officer in the Army. Emphasis on the development of an individual fitness program and the role of exercise and fitness in one's life.

MSL 340 Leadership Development & Assessment Course—3 cr. hr.

A five-week course conducted at Fort Lewis, Washington. Only open to (and required of) students who have completed MSL 301 and 302. The student receives pay. Travel, lodging, and most meal costs are defrayed by the Army. The national advanced leadership course environment is highly structured and demanding, stressing leadership at small unit levels under varying challenging conditions. Students improve communication skills to enhance group performance. Students apply ethics-based leadership skills that develop individuals and teams. Individual leadership performance is evaluated. Graded on a pass/no pass basis only.

MSL 390 Directed Study—1-4 cr. hrs.**MSL 401 Developing Adaptive Leaders—3 cr. hrs.**

Develops cadet proficiency in planning, executing, and assessing complex operations, functioning as a members of a staff, and providing performance feedback to subordinates. Cadets assess risk, make ethical decisions, and lead fellow ROTC cadets. Lessons on military justice and personnel processes prepare cadets to make the transition to Army officers. (Corequisites: MSL 421, MSL 431.)

MSL 402 Leadership in a Complex World—3 cr. hrs.

Explores the dynamics of leading in the complex situations of current military operations in the contemporary operating environment (COE). Cadets examine differences in customs and courtesies, military law, principles of war, and rule of engagement in the face of international terrorism. They also explore aspects of interacting with non-government organizations, civilians on the battlefield, and host nation support. (Corequisites: MSL 422, MSL 432.)

MSL 421 Advanced Leadership Laboratory—1 cr. hr.

Open only to students in the associated MSL 401. Involves leadership responsibilities for the planning, coordination, execution, and evaluation of training activities with the ROTC program as a whole. Students develop, practice, and refine leadership skills by serving and being evaluated in a variety of responsible positions.

MSL 422 Advanced Leadership Laboratory—1 cr. hr.

Open only to students in the associated MSL 402. Involves leadership responsibilities for the planning, coordination, execution, and evaluation of training activities with the ROTC program as a whole. Students develop, practice, and refine leadership skills by serving and being evaluated in a variety of responsible positions.

MSL 431 Advanced Course Physical Fitness—1 cr. hr.

Participate in and learn to plan and lead physical fitness programs. Develops the physical fitness required of an officer in the Army. Emphasis on the development of an individual fitness program and the role of exercise and fitness in one's life.

MSL 432 Advanced Course Physical Fitness—1 cr. hr.

Participate in and learn to plan and lead physical fitness programs. Develops the physical fitness required of an officer in the Army. Emphasis on the development of an individual fitness program and the role of exercise and fitness in one's life.

Music

MUS 001 Performance Attendance—0 cr. hrs.

Registration required for music majors (including music education students) each semester, except during the final semester of the professional year. Successful completion required for graduation.

MUS 100 Fundamentals of Music—3 cr. hrs.

Introduction to the basic concepts of music and the fundamentals of notation through a variety of activities. Prerequisite to ED 447 for elementary education majors. Open to all students.

MUS 101 Music Theory I—3 cr. hrs.

Detailed study of musical concepts and elements, with an emphasis on foundations. (Corequisite: MUS 103.)

MUS 102 Music Theory II—3 cr. hrs.

Continued study of concepts of music emphasizing the diatonic vocabulary. (Prerequisite: MUS 101. Corequisite: MUS 104.)

MUS 103 Aural Skills Development

Laboratory I—1 cr. hr.

Direct and computerized instruction in the development of pitch, interval, chord, and rhythm discrimination. This class is coordinated with MUS 101 through simultaneous enrollment. Open to all students. Required of music majors. (Corequisite: MUS 101.)

MUS 104 Aural Skills Development

Laboratory II—1 cr. hr.

This course continues to a more advanced level of the training begun in MUS 103. It is coordinated with MUS 102. (Prerequisite: MUS 103. Corequisite: MUS 102.)

MUS 105 The Joy of Music—Listening With Understanding—3 cr. hrs.

Representative works of all style periods are used to develop the student's ability to hear music with a deeper understanding of both the form and the content. Attention is given to melodic structure, harmonic practices, rhythmic patterns. Required of all music majors. Open to all students.

MUS 106 Music of the Non-Western World—3 cr. hrs.

A study of the music and musical idioms of a variety of non-Western cultures. With use of aural and visual examples, the student will develop both an understanding and an appreciation of the enriching role of music in diverse cultures of the world. Required of music majors. Open to all students.

MUS 186 Private Lessons—1 cr. hr.

First-year individual instruction, performance, and literature. Offered in the following disciplines: euphonium, french horn, trombone, trumpet, tuba, harpsichord, organ, piano, cello, double bass, classical guitar, harp, viola, violin, voice, bassoon, clarinet, flute, oboe, saxophone, percussion. May be repeated once for credit. See Performance Study Handbook for specific

requirements. (Prerequisite: Declared music major/minor, permission of instructor, or MUS 235.) Fee: \$240.

MUS 201 Music Theory III—3 cr. hrs.

Emphasis on chromatic harmony, analysis, listening, and creative work. (Prerequisite: MUS 102 or permission of instructor.)

MUS 202 Music Theory IV—3 cr. hrs.

Extensions of the common practice period. Introduction to twentieth century practice. (Prerequisite: MUS 201.)

MUS 203 Development of Music in Europe—1 cr. hr.

Survey of music history from Bach to Beethoven. (Salzburg only.)

MUS 230 Introduction to the Piano—1 cr. hr.

Basic class instruction at the piano emphasizing keyboard facility through literature, harmonizing melodies, sight reading, improvising. Required of music majors. Open to all students.

MUS 231 Keyboard Lab—1 cr. hr.

Continuation of individualized class instruction at the piano emphasizing keyboard facility through literature, harmonizing melodies, sight reading, improvising. Required of music majors. Open to all students. May be taken three times for credit. (Prerequisite: MUS 230 or permission of instructor.)

***MUS 232 The Basics of Playing Brass and Percussion Instruments—1 cr. hr.**

Study of the basic methods, principles, and techniques of playing brass and percussion instruments. Students will gain experience in teaching beginning level musicians in both small and large-class settings. Open to all students. Required of music education majors. Fee: \$25.

***MUS 233 The Basics of Playing Woodwind Instruments—1 cr. hr.**

Study of the basic methods, principles, and techniques of playing woodwind instruments. Students will gain experience in teaching beginning level musicians in both small and large-class settings. Open to all students. Required of music education majors. Fee: \$25.

***MUS 234 The Basics of Playing Stringed Instruments—1 cr. hr.**

Study of the basic methods, principles, and techniques of playing stringed instruments. Students will gain experience in teaching beginning level musicians in both small and large-class settings. Open to all students. Required of music education majors. Fee: \$25.

MUS 235 Group Voice Workshop—1 cr. hr.

Study of the basic methods, principles, and techniques of singing both solo and as a group in a safe environment, students will gain experience in teaching beginning level musicians in both small and large-class settings. Open to all students. Required of music education majors. (Prerequisite for MUS 186: Private Voice Lessons.)

MUS 236 Beginning Guitar—1 cr. hr.

Emphasis upon fundamental classical techniques, basic chords, strums and varied accompaniments, notation. Literature drawn from all historical periods including contemporary, folk, and flamenco sources.

MUS 237 Intermediate Guitar—1 cr. hr.

This course is designed to be a continuation of the beginning level of guitar. Emphasis will build up on those fundamental classical techniques, accompaniments and notations of the beginning level. Literature will come from modern, folk and flamenco sources. (Prerequisite: MUS 236 or permission of instructor.)

MUS 242/442 Guitar Ensemble—1 cr. hr.

An ensemble experience for guitar players of sufficient skill. Literature of all style periods will be performed. Enrollment by permission of instructor. (Prerequisite for MUS 442: 2 semesters of MUS 242.)

MUS 243/443 University Concert Band—1 cr. hr.

Ensemble for the reading and performing of all styles of band literature. Open to all University students with high school experience. May be taken 8 times for credit. (Prerequisite for MUS 443: 2 semesters of MUS 243.)

MUS 244/444 University Singers—1 cr. hr.

Repertoire includes music from all periods and styles. Open to all University students by audition. May be taken 8 times for credit. (Prerequisite for MUS 444: 2 semesters of MUS 244.)

MUS 245/445 University Community Orchestra—1 cr. hr.

Open to University students and members of Portland and suburban communities with permission of the director. Devoted to the performance of a wide variety of orchestral literature. Opportunities for solo performance. May be taken 8 times for credit. (Prerequisite for MUS 445: 2 semesters of MUS 245.)

MUS 246/446 Chapel Music Ensemble—1 cr. hr.

The ensemble of singers and players meets once per week with the express purpose of preparing music for the chapel services. It is open without audition to any University student regardless of major. Does not fulfill ensemble requirement for music majors/minors. (Prerequisite for MUS 446: 2 semesters of MUS 246.)

MUS 252/452 University Choral Union—1 cr. hr.

A mixed choir, open to all students without audition. Participants need not be music majors. Repertoire drawn from wide variety of musical styles. May be taken 8 times for credit. (Prerequisite for MUS 452: 2 semesters of MUS 252.)

MUS 253/453 University Jazz Ensemble—1 cr. hr.

Performance of contemporary literature for this

medium. Open to all University students with permission of the director. May be taken 8 times for credit. Does not fulfill ensemble requirement for music majors. (Prerequisite for MUS 453: 2 semesters of MUS 253.)

MUS 286 Private Lessons—1 cr. hr.

Second-year individual instruction, performance, and literature. See MUS 186 for particular disciplines. May be repeated once for credit. See Performance Study Handbook for specific requirements. (Prerequisite: MUS 186.) Fee: \$240.

MUS 290 Directed Study—credit arranged.

For the student who demonstrates the ability to do individual study and research in selected areas of the curriculum. Selection of the area must be made in consultation with and approval of the appropriate faculty to be involved.

***MUS 301 History of Musical Styles I—3 cr. hrs.**

A study of the people, events, and elements of musical performance-practice which contributed to the development of the various style trends before 1750. Open to all students, but substantial musical background recommended. Required for all music majors.

MUS 302 History of Musical Styles II—3 cr. hrs.

A continuation of Music 301. A further study of musical style trends and their practitioners with emphasis on the nineteenth and twentieth centuries. Open to all students, but substantial musical background recommended. Prior completion of Music 301 is suggested although not a prerequisite. Required for all music majors.

MUS 303 Music Appreciation—3 cr. hrs.

A survey of classical music, from the middle ages to the present, that examines landmark styles, genres, and composers. (Prerequisite: FA 207.) Fee: \$50.

MUS 304 Development of Music in Europe II—1 cr. hr.

Survey of music history from Beethoven to the present (Salzburg only).

***MUS 305 Analytical Techniques in Music—3 cr. hrs.**

Systematic techniques are introduced to allow the student to gain facility in the comprehension and analysis of musical forms, including melodic and harmonic structures. (Prerequisite: Two years of music theory or equivalent.)

***MUS 306 Studies in Counterpoint—3 cr. hrs.**

The study of linear structure in music beginning with the writing of tonal and modal melodies in 2-4 voices. The student will also examine contrapuntal techniques of all style periods. (Prerequisite: Two years of music theory or equivalent.)

***MUS 307 Scoring and Arranging—3 cr. hrs.**

A study of the basic techniques in effective scoring and arranging for various instrumental and vocal ensembles. (Prerequisite: Two years of music theory or permission of instructor.)

MUS 310 Fundamentals of Music Technology—3 cr. hrs.

Complete basic course in the understanding of electronic music. Topics include history, analog theory, methods of synthesis, digital theory, music instrument digital interface (MIDI), computers, audio recording, and digital sampling. Lab activities to be completed weekly. Open to all students with instructor approval. Fee: \$30.

MUS 331 Conducting Techniques—3 cr. hrs.

Techniques of conducting choral and instrumental ensembles with practical experience in laboratory situations. Required of all music majors and minors.

MUS 336 Diction for Singers—3 cr. hrs.

This course is intended to meet the needs of all voice students anticipating continued involvement in group or solo activities. Study will be divided between concentration on principles of voice production and articulation using the IPA for use with foreign languages, and those of body awareness and expression.

***MUS 338 Teaching Elementary School Music—2 cr. hrs.**

Philosophy, materials, and methods of teaching classroom music from kindergarten through elementary school.

***MUS 339 Teaching Middle School Music—2 cr. hrs.**

Philosophy, materials, and methods of teaching instrumental, general, and vocal music for grades 6-9.

MUS 340 Teaching Secondary School Music—2 cr. hrs.

Philosophy, materials, and methods of teaching instrumental, general, and vocal music for grades 10-12.

MUS 386 Private Lessons—1 cr. hr.

Third-year private instruction, performance, and literature. See MUS 186 for particular disciplines. May be repeated once for credit. See Performance Study Handbook for specific requirements. (Prerequisite: MUS 286.) Fee: \$240.

MUS 409 Studies in Composition—2-3 cr. hrs.

Contemporary techniques of composition as applied to vocal and instrumental media. Offered by special arrangement. May be repeated for a maximum of 12 credits. (Prerequisites: MUS 101-102, MUS 201-202.)

MUS 447 Chamber Music—1 cr. hr.

An ensemble that studies and rehearses chamber music. Repertoire is determined by the instruments played by students. May be repeated 8 times for credit. Registration by permission of instructor.

MUS 455 Musical Theatre Workshop—3 cr. hrs.

Study of theatrical singing and acting techniques as applicable to all varieties of musical theatre pieces. Students are expected to partici-

pate in various performances prepared by the class. Open to all students with instructor's permission. (Also listed as DRM 455.)

MUS 486 Private Lessons—1 cr. hr.

Fourth-year individual instruction, performance, and literature. See MUS 186 for particular disciplines. May be repeated once for credit. See Performance Study Handbook for specific requirements. (Prerequisite: MUS 386.) Fee: \$240.

MUS 490 Directed Study—credit arranged.

For the student who demonstrates the ability to do individual study and research in selected areas of the curriculum. Selection of the area must be made in consultation with and approval of the appropriate faculty to be involved.

MUS 491-492 Seminars in Music—credit arranged.**MUS 495-496 Music Workshops—credit arranged.**

Special seminars and workshops offered by the regular faculty and visiting lecturers as a supplement to the curriculum. Information concerning these offerings is available in the departmental office.

MUS 498 Senior Presentation/Recital—1 cr. hr.

All music majors are required to prepare and publicly present a creative project or recital during the last semester of their residency. Guidance in the preparation of this final event will be provided by various faculty members as assigned. Bachelor of music education majors must present the senior recital prior to the final semester of student teaching.

Graduate Courses**MUS 500 Research Techniques in the Performing Arts—3 cr. hrs.**

Intensive examination of research methods and resources and the principles of advanced scholarly writing in the performing arts. Must be taken within the first nine hours of graduate study. (Also listed as DRM 500.)

MUS 501 Seminar in Musical Styles and Analysis—3 cr. hrs.

Review of style characteristics and theoretical analysis techniques for the graduate student. Particular emphasis given to aural perception and analysis, and research using the major resource collections of musical literature. Required of all graduate students in music.

***MUS 506 Studies in Counterpoint—3 cr. hrs.**

Free approach to tonal polyphony leading to contemporary techniques employing unusual scale forms. Offered by special arrangement.

***MUS 507 Scoring and Arranging—3 cr. hrs.**

An advanced study of techniques in effective scoring and arranging for various instrumental and vocal ensembles at the graduate level.

MUS 509 Studies in Composition—2-3 cr. hrs. Contemporary techniques of composition as applied to vocal and instrumental media. Offered by special arrangement. May be repeated for a maximum of 9 units.

MUS 510 Fundamentals of Music Technology—3 cr. hrs.

A complete basic course in the understanding of electronic music. Topics include history, analog theory, methods of synthesis, digital theory, music instrument digital interface (MIDI), computers, audio recording, and digital sampling. Lab activities to be completed weekly. Open to all students with instructor approval. Fee: \$30.

***MUS 531 Advanced Conducting Techniques—3 cr. hrs.**

Techniques of conducting choral and instrumental ensembles with practical experience in laboratory situations. Offered in alternate years and/or by special arrangement.

MUS 541 Chamber Music Ensemble—1 cr. hr.

Devoted to the performance of small ensemble literature, for various combinations of voices and instruments.

MUS 542 Guitar Ensemble—1 cr. hr.

An ensemble experience for guitar players of sufficient skill. Literature of all style periods will be performed. Enrollment by permission of instructor. May be taken four times for credit.

MUS 543 University Concert Band—1 cr. hr.

Ensemble for the reading and performing of all styles of band literature. Open to all University students with the permission of the director. May be taken four times for credit.

MUS 544 University Singers—1 cr. hr.

Repertoire includes music from all periods and styles. Open to all University students by audition. May be taken four times for credit.

MUS 545 University Community Orchestra—1 cr. hr.

Open to University students and members of Portland and suburban communities with permission of the director. Devoted to the performance of a wide variety of orchestral literature. Opportunities for solo performance. May be taken four times for credit.

MUS 552 University Choral Union—1 cr. hr.

Participants need not be music majors. Repertoire drawn from wide variety of musical styles. May be taken four times for credit. (Prerequisite: permission of instructor.)

MUS 553 University Jazz Ensemble—1 cr. hr.

Performance of contemporary literature for this medium. Open to all University students with permission of the director. May be taken four times for credit.

MUS 555 Musical Theatre Workshop—3 cr. hrs.

Study of theatrical singing and acting techniques applicable to all varieties of musical theatre pieces. Students are expected to participate in various performances prepared by the class. In this combined undergraduate and graduate student pool, graduate students will be expected to take on more challenging pieces and to provide mentoring to those undergraduates who require it. (Also listed as DRM 555.)

MUS 586 Private Lessons—1 cr. hr.

Graduate level private instruction, performance, and literature. See MUS 186 for particular disciplines. May be repeated for credit with permission of graduate program director. See Performance Study Handbook for specific requirements. Fee: \$240.

MUS 590 Directed Study—credit arranged.

Maximum of six hours of directed study allowed.

MUS 591-592 Seminar—credit arranged.

Each calendar year a seminar especially for graduate students in music will be offered on a special topic and all students currently enrolled in the program are required to enroll.

MUS 595-596 Music Workshops—credit arranged.

MUS 599 Thesis—credit arranged.

Research document, or performance and related research document.

MUS 599x Thesis in Progress—0 cr. hrs.

Registration for any graduate student who has received the grade of IP in Thesis 599 is required while the thesis is in progress. Fee: \$40.

Nursing

NRS 101 Introduction to Nursing and Health Care—3 cr. hrs.

Introduces the learner to the discipline of nursing; its historical development, theoretical base, relationship to the health care system, practice and research processes, and legal and ethical boundaries. Provides opportunities to practice skills necessary for success in the nursing profession.

NRS 202 Nutrition—3 cr. hrs.

Focuses on health promotion, adapted diet, and meal planning activities for the individuals in their environment based on their adaptive state. Interrelates biochemical and physiological principles to human nutritional needs in health and illness.

NRS 203 Life Processes and Health Promotion Across the Life Span—3 cr. hrs.

Focuses on human growth and development and health promotion across the life span. This course explores theories of physical, cognitive, and psychosocial development and is a basis for

all clinical nursing courses. (Prerequisites or corequisites: NRS 101 and BIO 205.)

NRS 301 Nursing Theory and Knowing: Concepts and Issues—2 cr. hrs.

This course introduces the student to nursing as a distinct discipline of knowledge and a unique professional service. Theories of nursing care are studied in relation to their significance to the practice of professional nursing. Aesthetic, personal, ethical, and empirical ways of knowing are examined, and serve as a basis to explore and raise pertinent questions. (Prerequisite: Junior nursing student.)

NRS 310 Introduction to Community Nursing and Health Promotion of Populations—2 cr. hrs.

This course introduces nursing students to the concepts and theory of population nursing and community as client. During the course, students study the history of community health, the public health core competencies and assessment and provision of nursing care to populations. Students will learn and apply concepts of epidemiology, health promotion and disease and injury prevention for populations. Using Healthy People 2010 national objectives students will prioritize population health promotion and disease and injury prevention. (Corequisite: NRS 301.)

NRS 311 Communication in Nursing—2 cr. hrs.

Students learn the importance of assertive responsible communication as a nurse in the promotion of health. Students develop skills in building nurse-client and interdisciplinary team relationships. Methods of negotiation and conflict resolution, small group communication theory, communication aspects of leadership, ethical and legal issues in health care will be analyzed. Communication in diverse cultures will be evaluated. Students participate in numerous experiential opportunities that explore both effective communication and barriers to communication with clients and health care systems. (Corequisite: NRS 301.)

NRS 312 Introduction to Professional Nursing Practice—5 cr. hrs.

Students learn foundational knowledge about promoting and protecting the health of adult clients. Students acquire basic foundational nursing knowledge, nursing techniques, health issues, assessment and skills for the adult client with special focus on the elderly client. There is a strong focus on identification and interpretation of normal and abnormal human responses to illness and health threats. Students learn foundational nursing interventions for common problems of the adult client. Students begin to integrate nursing theory, nursing research, communication, teaching, collaboration, and critical thinking in the clinical laboratory and in

the clinical setting. Includes 45 hours of lab/clinical experience. (Corequisite: NRS 301.)

NRS 313 Pathophysiology—3 cr. hrs.

Focuses on the theoretical bases and manifestations of adaptation, both effective and ineffective, as viewed through the functional health patterns with an emphasis on the individual. (Prerequisite: BIO 205, 307, 308, 359, or permission of instructor.)

NRS 314 Nursing Inquiry and Knowing I: Concepts and Process—2 cr. hrs.

The course introduces the processes of nursing inquiry. The use of aesthetic, ethical, empirical, and personal dimensions of knowing are examined to explore the way theory-guided, evidenced-based findings are utilized in nursing practice. (Prerequisite: NRS 301. Corequisite: a clinical course.)

NRS 315 Pharmacotherapeutics—3 cr. hrs.

Principles of drug action, use, and therapeutics including dosage calculation. Drug therapy is presented as an integral component of nursing practice. Through simulation, application is made to selected actual and potential health problems. (Prerequisites: BIO 205, 307, 308, 359, or permission of instructor.)

NRS 321 Psychiatric Mental Health Nursing—4 cr. hrs.

This course focuses on the nursing care of clients with acute or chronic mental illnesses. Theoretical concepts and nursing knowledge basic to the promotion, maintenance, and restoration of mental health throughout the life span are addressed. Professional, legal, and ethical issues in psychiatric mental health nursing (PMHN) are examined. Students will apply course content in classroom and clinical settings. Includes 90 hours of clinical experience. (Prerequisites: NRS 311, 312. Corequisite: NRS 313.)

NRS 322 Physiological Nursing—6 cr. hrs.

Students learn the nursing management of adult clients experiencing physiological health care problems. Emphasis is placed on analysis and interpretation of normal and abnormal assessment data. Students learn to plan, implement and evaluate nursing care for adult clients experiencing illnesses across the continuum of care. Students will begin to utilize skills such as time management, resource utilization, evidenced based practice, interdisciplinary collaboration, and client advocacy. Includes 135 hours of clinical experience. (Prerequisite: NRS 312, 315. Corequisite: NRS 313.)

NRS 323 Multicultural Nursing—1 cr. hr.

Students will be introduced to culturally competent theoretical components of culture. Cultural beliefs and practices are examined in relation to health. (Prerequisite: NRS 301.)

NRS 401 Professional Role Transition—3 cr. hrs

Designed to facilitate the RN's success in professional nursing practice. This course is writing intensive and provides opportunities for self-appraisal of abilities, socialization into the University and practice in professional communication. The personal dynamics of career transitions are explored. Teaching strategies include guided, self-paced learning activities. Limited to RN learners.

NRS 414 Nursing Inquiry and Knowing II: Practice Applications—2 cr. hrs.

This senior level course is designed to integrate ways of knowing and theory-guided evidence to enhance nursing practice. There is an emphasis in the inter and intra relationships of theory, evidence, and practice. (Prerequisite: NRS 314. Corequisite: a clinical course.)

NRS 418 Nursing of Families—2 cr. hrs.

The nurse's role in family adaptation using family theories, systems theory, and nursing process within the context of functional health patterns. The concepts of family as client, the family as a unit of the community, and family influences on the individual are studied. (Corequisite: a clinical course.)

NRS 421 Advanced Physiological Nursing—6 cr. hrs.

Students learn the nursing management of adult clients experiencing complex multi-system physiological health care problems. The emphasis is on competent clinical reasoning in the planning, implementation and evaluation of the nursing care for multiple complex adult clients. Students show mastery in the areas of time management, resource utilization, evidenced based practice, interdisciplinary collaboration and client advocacy. Includes 135 hours of clinical experience. (Prerequisite: NRS 322.)

NRS 422 Maternal-Newborn Nursing—4 cr. hrs.

The application of theory and principles to the care of beginning and emerging families using functional health patterns. Includes 90 hours of clinical experience. (Prerequisites: NRS 313, 322. Prerequisite or corequisite: NRS 418.)

NRS 423 Care of the Child—4 cr. hrs.

The application of theory and principles to the care of the child and the growing family experiencing disruptions in adaptation. Content is organized by functional health patterns. Includes 90 hours of clinical experience. (Prerequisite: NRS 313, 322. Prerequisite or corequisite: NRS 418.)

NRS 424 Population and Community Nursing—4 cr. hrs.

This course prepares students to apply the concepts of population and community nursing. Factors and concepts that affect the health of populations, such as health care financing, social justice, social capital, and poverty will be explored. Students will work with identified

community partners to identify and meet community needs. Students will incorporate the values of professional nursing in practice. Includes 90 hours of clinical experience. (Prerequisites: NRS 310, 313, 321.)

NRS 429 Leadership in Professional Nursing—3 cr. hrs.

This course focuses on nursing leadership and client care management core competencies needed by the nurse to function in a complex environment across the health care continuum. Emphasis is on the theory and practice skills needed to coordinate patient care, work as a member of a team, and achieve quality, cost-effective outcomes. (Prerequisite: Graduating senior, concurrent with clinical course.)

NRS 436 Personal Preparation for Licensure—2 cr. hrs.

This course is designed to assist students to synthesize nursing knowledge and practice as a beginning baccalaureate nurse. Students will prepare to pass the NCLEX RN licensure exam. Students will be evaluated on accomplishment of the knowledge and theory of nursing practice. (Prerequisite: Graduating senior. Corequisite: NRS 498.)

NRS 490 Directed Study—credit arranged.**NRS 491 Seminar—credit arranged.****NRS 492 Nursing Electives—2 cr. hrs.**

In the semesters in which they are offered, these nursing courses involve topics deemed appropriate for the needs/interests of students. Offerings will cover a wide variety of topical areas providing students an opportunity to broaden and deepen their knowledge within and complimentary to nursing. (Some elective courses require prerequisites.)

NRS 498 Capstone Clinical Immersion—4 cr. hrs.

Students will be placed in a clinical immersion where they will practice with a preceptor in a one-to-one teaching strategy. Students will be evaluated in clinical by clinical faculty and preceptors on their accomplishment of the School of Nursing program outcomes. Includes 135 hours of clinical experience. (Prerequisite: Graduating Senior. Corequisite: NRS 436.)

Graduate Courses**NRS 500 Statistical and Quantitative Analysis—3 cr. hrs.**

Covers the statistical and quantitative tools for conducting basic research in the business environment. Topics include descriptive statistics, probability distribution, hypothesis testing, extensive treatment of multiple regression models. Microsoft Excel is the tool of analysis for the course. (Also listed as BUS 500.)

NRS 501 Theoretical Foundations for Advanced Nursing Practice Leadership—3 cr. hrs.

The purpose of this course is to analyze theories and frameworks that guide advanced nursing practice. Truth, human dignity, social justice, and care of vulnerable populations are explored as frames for advanced nursing practice.

NRS 507 Foundations of Community Health Nursing/Pre-licensure AE—6 cr. hrs.

This course focuses on concepts and theories of community health nursing. During this course, students study the history of community health nursing, the public health core functions, the US Health Care System, health care policy and economics, and provision of nursing care to aggregates. Students will apply concepts of epidemiology, health promotion, and disease prevention to individuals, families, groups, and communities. This course integrates basic and advanced community health nursing. Includes 90 hours of clinical experience. (For AEM UP students only. Prerequisites: NRS 511, 512, 515, 516, and 518. Corequisites: NRS 536 and 517.)

NRS 508 Nursing of Populations and Families: Theory and Issues—3 cr. hrs.

This course serves as the theoretical foundation for coordinating and providing nursing care to a variety of populations and families across multiple care settings. Various assessment tools and intervention strategies for population and family health will be examined in practice with populations and families sharing common health and illness phenomena.

NRS 510 Nursing of Families/Pre-licensure AE—2 cr. hrs.

Students will use family social science theory, family therapy theory, and nursing theories to explore how families experience and manage life and health transitions (i.e. acute, chronic, and end of life issues). Students will examine how families promote the health of their family and its members during health transitions, and what resources families use and need to promote and maintain balance and function during these health transitions. The nurses' role in family health and adaptation to illness is examined from the perspectives of family as client and family as context for individual family member's health. (For AEM UP students only. Corequisite: NRS 545.)

NRS 511: Physiological Nursing/Pre-licensure AE—4 cr. hrs.

This course focuses on the nursing management for adults experiencing physiological health care problems across practice settings. Students will utilize nursing theory, evidence, communication, teaching, collaboration, and critical reasoning into their nursing practice with client, family, and other members of the health care team. Students will demonstrate efficient time man-

agement, utilization of resources, and client advocacy. Includes 90 hours of clinical experience. (For AEM-UP students only. Corequisites: NRS 512, 515, 516, 518.)

NRS 512 Clinical Skills/Pre-licensure AE—2 cr. hrs.

This course introduces students to organizing strategies to guide the purposeful nursing assessment and delivery of safe and effective fundamental nursing therapeutics with adult clients who reflect the richness of our diverse society. Evidence-based assessment approaches and priorities of nursing assessment are blended with strategies that convey a valuing of the client's story and heritage. In this laboratory, seminar, and clinical course students will learn, practice, and gain beginning competency in the performance and evaluation of nursing interventions associated with basic client needs. Includes 90 hours of lab/clinical experience. (For AEM UP students only. Corequisite: NRS 511.)

NRS 513 Pathophysiology/Pre-licensure AE—3 cr. hrs.

Pathophysiology focuses on the theoretical bases and manifestations of responses to pathophysiology, both effective and ineffective, with an emphasis on the individual. (For AEM UP students only.)

NRS 515 Pharmacotherapeutics/Pre-licensure AE—3 cr. hrs.

Principles of pharmacokinetics, pharmacodynamics, and pharmacotherapeutics. Drug therapy is presented as an integral component of nursing practice. Application is made to clients with selected health and illness problems. (For AEM UP students only. Corequisite: NRS 511.)

NRS 516 Professional Role Development I/Pre-licensure AE—2 cr. hrs.

Using the nursing program outcomes, students will explore the discipline of nursing. Students will study the historical development, clinical reasoning, theoretical base, ways of knowing, and relationship of nursing to the health care system. Legal boundaries of nursing will be examined and applied to practice building. Students study communication theory and learn ways to communicate effectively as a nurse. (For AEM UP students only. Corequisite: NRS 511.)

NRS 517 Advanced Physiological Nursing/Pre-licensure AE—7 cr. hrs.

This course focuses on the provision of nursing care with adults and their families experiencing complex multi-system physiological health care problems across the trajectory of illness. The emphasis is on the integration of evidence, clinical decision-making, and nursing and scientific theories in the delivery of client-centered care to adults representing the diversity of our society. Students will develop mastery in the planning, implementation, and evaluation of interdisciplinary and nursing care with their clients.

Includes 135 hours of clinical experience. (For AEM-UP students only. Prerequisites: NRS 511, 512, 515, 516, 518. Corequisite: NRS 507, 536.)

NRS 518 Mental Health Nursing/Pre-licensure AE—3 cr hrs

This course focuses on the nursing care of clients with acute or chronic mental illnesses. Theoretical concepts and nursing knowledge basic to the promotion, maintenance, and restoration of mental health throughout the lifespan are addressed. Professional, legal, and ethical issues in psychiatric mental health nursing are examined. Includes 45 hours of clinical experience. (For AEM UP students only. Corequisite: NRS 511.)

NRS 519 Advanced Pathophysiology—3 cr. hrs.

This course is designed to provide students with the advanced pathophysiology base required for managing disease processes across the life span. Focus is on pathophysiological principles with application to selected clinical examples.

NRS 520 Health Assessment for Advanced Practice—4 cr. hrs.

Advanced health assessment techniques including history taking, physical exam, and other diagnostic modalities. Includes clinical reasoning, identification of risks and significant clinical symptoms, and documentation of findings. Application of techniques across the life span, with emphasis on family. Includes 45 hours of lab. (Prerequisites: NRS 519, NRS 575.)

NRS 521 Nursing of Families for Advanced Practice—2 cr. hrs.

Students explore theories that guide the practice of working with families. Various approaches and models from practice are analyzed for application to advanced nursing. The client in this course is the family. Students critique current research on the impact of health and illness on families. Students focus on advanced family nursing assessment and intervention strategies, including family interviewing, the use of selected sociometric assessment tools, family case history management, and advocacy.

NRS 522 Management of Adolescents and Adults with Acute Conditions—4 cr. hrs.

Integrates and analyzes knowledge and skills from prerequisites with pharmacotherapeutics, advanced assessment, and therapeutic intervention strategies to provide basis for clinical assessment and management of adolescent and adult clients with acute conditions. Includes 150 hours of precepted clinical experience. (Prerequisites: NRS 519, NRS 520, and NRS 575.)

NRS 523 Management of Pediatric Clients with Acute and Chronic Conditions—4 cr. hrs.

Students will conduct comprehensive assessments, provide anticipatory guidance and health education, identify, diagnose, and man-

age minor acute illnesses, and manage stable chronic conditions for a wide variety of clients from birth through adolescence. Includes 150 hours of precepted clinical experience. (Prerequisite: NRS 522 or permission of instructor.)

NRS 524 Leadership for Advanced Nursing Practice/Prelicensure AE—3 cr. hrs.

This course is designed to provide the advanced practice nurse with the leadership knowledge and skills needed to function effectively in complex environments as a visionary, socially responsible leader. Emphasis is on the use of best practices, self assessment, and multiple approaches to influence and impact health care delivery and policy. (For AEM UP students only.)

NRS 525 Management of Conditions Common to Women—3 cr. hrs.

Application of a holistic approach to the life events and diseases of women from puberty through menopause with an emphasis on prevention in the vulnerable periods of adolescence, pregnancy, and the climacteric. Precepted clinical experience will be with pregnant and older female clients. Includes 100 hours of precepted clinical experience. (Prerequisite: NRS 520, NRS 522, or permission of instructor.)

NRS 526 Grant Proposal Development—2 cr. hrs.

Guides students through all steps of a research or proposal writing project, including investigation of health problems related to advanced nursing practice. Students will disseminate their findings appropriately.

NRS 527 Management of Adolescents, Adults, and Older Adults with Chronic Physical and Affective Conditions—3 cr. hrs.

Applies holistic approach to assessment, differential diagnosis, and therapeutic intervention in both physical and affective conditions. Focus is on adolescents and adults, with specific time allotted to care of older adults. Includes 150 hours of precepted clinical experience. (Prerequisites: NRS 522, NRS 523, and NRS 525, NRS 533.)

NRS 528 Clinical Management Practicum—3 cr. hrs.

Final comprehensive clinical management experience allows students to apply knowledge gained throughout course of study. Students will engage in management of elderly and intensive experience with rural or urban underserved clients, or with clients of a different cultural group. Seminar sessions provided to discuss role issues. Includes 190 hours of precepted clinical experiences. (Prerequisites: All clinical courses.)

NRS 529 Practicum with Seminar/Pre-licensure AE—5 cr. hrs.

Students will demonstrate achievement of the University core competencies and School of Nursing program outcomes. Students will have a nursing practicum that includes an intensive

clinical experience working with an expert clinical preceptor. Provides the opportunity to integrate knowledge and skills to practice as a confident, competent beginning professional nurse. Includes 180 hours of clinical experience. (For AEM UP students only. Corequisite: NRS 563.)

NRS 530 Research Methodology for Evidence Based Nursing Care I—3 cr. hrs.

First of a two course sequence, this course explores the logic, methods of research, and statistical analysis for evaluating evidence based care in a variety of settings. This course examines a variety of research methodologies (qualitative and quantitative) and statistical analyses used in quality assurance, clinical research, epidemiology, and outcomes research.

NRS 531 Research Methodology for Evidence Based Nursing Care II—1 cr. hr.

This course is the second in a two-course sequence, which explores the logic, methods of research and statistical analysis for evaluating evidence based care in a variety of settings. (Prerequisite: NRS 530.)

NRS 533 Management of Conditions Common to Men—2 cr. hr.

This course is designed to provide advanced practice students with the background necessary to provide primary care to men. Students will be prepared to conduct comprehensive assessments; provide anticipatory guidance and health education; identify, diagnose, and manage minor illnesses; and manage stable chronic conditions. (Prerequisite: NRS 522 or permission of instructor.)

NRS 534 Role and Portfolio Development—2 cr. hrs.

This course focuses on the developing role of the clinical nurse leader in health care delivery systems. Content includes issues of advanced nursing practice including advocacy, social justice, ethics, and cultural care. Students will design a professional portfolio to guide professional development.

NRS 535 Complimentary and Alternative Therapies —2 cr. hrs.

Students will be introduced to several complimentary and alternative medicine (CAM) therapies (Oriental, Ayurveda, homeopathy, and naturopathic medicine; energy healing, herbal, and spiritual concepts of healing). In addition, there will be discussion and evaluation of how these practices are used by the general public, medicine and nursing to promote general health and treat common diseases. Demonstration and participation of several therapies will also be included. Additional discussion will be included to review quality assurance review and financial relevance of an integrative health-care approach to care.

NRS 536 Professional Role Development II/Prelicensure AE—1 cr. hr.

Course builds on content and outcomes from NRS 516 (Professional Role Development I). The course will expand the student's knowledge of communication theory with additional focus on interpersonal communication, assertive and responsible communication, and conflict resolution. Ethical and legal issues in nursing will be examined and applied to practice. (For AEM UP students only. Prerequisite: NRS 516.)

NRS 537 Mental Health Nursing—3 cr. hrs.

This course focuses on the diagnosis and treatment of emotional and behavioral problems encountered in primary care settings. Theoretical concepts and skills related to mental health and illness are analyzed from a holistic perspective. These concepts and skills restore mental health throughout the lifespan. Application to client management occurs in the clinical setting. Includes 150 hours of precepted clinical experience.

NRS 539 Teaching & Learning for Advanced Nursing Practice—3 cr. hrs.

Introduces principles of learning and teaching to prepare the advanced practice nurse to educate patients, nursing staff, and higher education students. Learning theory, educational philosophy, models of teaching, and the purposes and methods for assessment of learning will be introduced. Students will complete a teaching project/practicum.

NRS 543 Social and Health Policy—3 cr. hrs.

This course is designed to provide a conceptual understanding of the policy making process and the political context of contemporary health and social policy in the United States. The focus is on acquiring skills to assess policy dimensions of clinical practice issues, translate them into feasible policy, and advocate for them within the policy arena.

NRS 545 Nursing of Childbearing and Childrearing Families-Pre-licensure AE—6 cr. hrs.

This course is a synthesis of childbearing (maternal/newborn) and childrearing (pediatric/adolescent) families. The specialty didactic content will be presented separately with the following common elements: Students will integrate previous knowledge (such as physiology, pathophysiology, pharmacology, and communications) into their emerging specialized knowledge base in pediatric and maternity nursing. Normal physiology as well as disease processes will be studied within the family context. Disease prevention and health promotion will be addressed for the spectrum of both populations. Students will deliver family-focused nursing care to childbearing and childrearing families in acute care and community-based

settings. This course has a clinical component which will be either in maternity or pediatrics, not both. (For AEM UP students only. Prerequisite: NRS 517. Corequisite: NRS 510.)

NRS 546 Nursing Research-Pre-licensure AE—3 cr. hrs.

This course explores the logic and methods of research and statistical analysis for use in clinical practice. Quantitative and qualitative methodologies are included. Students will select, use, and interpret qualitative and quantitative (statistical) analysis for addressing clinical nursing problems. (For AEM UP students only.)

NRS 547 Organizational and Systems Leadership—3 cr. hrs.

In this course the student is prepared to play a central role in establishing interdisciplinary teams, participating in the work of the team and assuming leadership of the team when appropriate. The principles of practice management, including conceptual and practical strategies for balancing productivity with quality of care will be analyzed. Emphasis is placed on diagnosing organizations, ensuring patient safety, and improving health outcomes by facilitating organization-wide changes in clinical care delivery.

NRS 548 Translational Research—3 cr. hrs.

In this course the DNP student will gain competence in knowledge development activities such as the translation of research into practice. The mission of translational research is to translate new nursing research discoveries into clinical applications and to use the clinical observations to generate research foci for nursing research. It is the bridge from discovery to delivery. Through translational research students will identify a problem in patients, design a solution and generate evidence to improve practice.

NRS 553 Dimensions of Adult Learning—2 cr. hrs.

Introduces principles of adult learning and teaching to higher education instructors. Through an introduction to philosophy of education, theories of learning behavior, models of teaching, strategies of critical thinking, and metacognition, and the purposes and methods for assessment of learning, students will formulate their own knowledge base relative to their own goals as higher education instructors.

NRS 554 Curriculum Development in Nursing—2 cr. hrs.

This course focuses on conceptualizing and developing current, progressive nursing education programs through the application of the knowledge base and research related to health care, theories of learning, curriculum, evaluation, and measurement.

NRS 555 Course Design and Implementation in Nursing—2 cr. hrs.

This course focuses on designing and implementing the courses within the nursing curriculum.

Specific attention will be given to the selection and organization of content, the teaching strategies and methods that will enhance the student's learning, and the evaluation of learning. Strategies and methods will reflect current information systems and technology. Settings will include classroom, on-line, laboratory, and clinical settings.

NRS 556 Teaching in Nursing Practicum—4 cr. hrs.

This course focuses on the development of skills essential to the role of the nurse educator in the classroom and clinical venues. Includes practice in teaching in these multiple areas.

NRS 560 Advanced Clinical Practice I—1 cr. hr.

First of three guided practica courses for the nurse educator, in advanced clinical concepts and the role of nursing in providing evidenced based care to facilitate positive health outcomes. Students will develop advanced clinical nursing skills in medical-surgical, pediatrics, geriatrics, perinatal or community nursing. Includes approximately 90 clinical hours.

NRS 561 Advanced Clinical Practice II—2 cr. hrs.

Second of three guided practica courses for the nurse educator, in advanced clinical concepts and the role of nursing in providing evidenced based care to facilitate positive health outcomes. Students will develop advanced clinical nursing skills in medical-surgical, pediatrics, geriatrics, perinatal or community nursing. Includes approximately 90 clinical hours.

NRS 562 Advanced Clinical Practice III—1 cr. hr.

Third of three guided practica courses for the nurse educator, in advanced clinical concepts and the role of nursing in providing evidenced based care to facilitate positive health outcomes. Students will develop advanced clinical nursing skills in medical-surgical, pediatrics, geriatrics, perinatal or community nursing. Includes approximately 90 clinical hours.

NRS 563 Comprehensive Review Course/Pre-licensure AE—1 cr. hr.

The focus of this course is to provide a comprehensive review of knowledge and competencies necessary for entry into professional nursing practice. (For AEM UP students or permission of instructor. Corequisite: NRS 529.)

NRS 566 Resources Management in the Micro Environment—3 cr. hrs.

This course will provide students with the theories, practices, and research from management and human resources needed to effectively manage personal, personnel, and material resources in clinical microsystems. The effects of macro societal trends on health care fiscal management and health economics will be explored. Strategic implications and skill building to manage risk and increase productivity

and efficiency will be emphasized. (Prerequisite: NRS 501.)

NRS 567 Communication and Relationships—3 cr. hrs.

Students synthesize communication research and theory for application to practice by examining ways effective communication is used to promote positive health outcomes. Students will explore strategies to enhance their abilities to communicate effectively within the health care system. Specific content explored in this class is: therapeutic use of self, small group communication, power and persuasion, conflict resolution, negotiation and mediation, and learning-teaching theory. (Prerequisite: NRS 501.)

NRS 568 Information Knowledge Systems—3 cr. hrs.

This course will provide Clinical Nurse Leader students with an introduction to informatics in a microsystem environment. Three major areas that will be covered are introduction to informatics theory and concepts, clinical information systems, and consumer health informatics. (Prerequisite: NRS 501.)

NRS 569 Human Population Ecology—3 cr. hrs.

This course provides the nurses in advanced nursing with scientific methods such as epidemiology and biostatistics to study health events in groups of people. Population theories such as ecological theory, health behavior, and other substantive theories will be applied. Assessment tools and intervention strategies for health of selected populations who share common health and illness phenomena will be examined. (Prerequisite: NRS 501.)

NRS 570 Advanced Clinical Foundations—4 cr. hrs.

This course integrates principles of advanced pathophysiology and pharmacology as the base for nursing symptom management of disease processes and clinical application of pharmacology. The leading causes of morbidity and mortality across the lifespan will be used to show linkages between pathophysiology and pharmacotherapeutics. The course also includes a review of integrated health assessment building upon undergraduate skills. (Includes 45 hours of skills lab. Prerequisite: NRS 501.)

NRS 575 Advanced Pharmacotherapeutics—3 cr. hrs.

Advanced pharmacology and clinical application of drugs commonly prescribed by nurse practitioners in primary care settings, including drug selection, dosing, monitoring, evaluation, and client education. Examines nurse practitioner role as prescriber.

NRS 576 Advanced Pharmacology—2 cr. hrs.

Application of advanced knowledge of pharmacology in the care of clients across the life span.

Includes pharmacology, clinical use and dosing, monitoring parameters, outcome evaluation, and patient education for nurse educators.

NRS 581: Integrative Health I: Concepts of Health and Healing—3 cr. hrs.

This course is designed to explore conceptual understandings of integrative health care and its place within a conventional or allopathic health care system. Historical and cultural perspectives of nursing and healing are explored and the concepts of health and healing are analyzed for application to advanced nursing practice with a focus on integrative health.

NRS 582 Integrative Health II: Approaches to Care—3 cr. hrs.

Students will explore a variety of integrative health care approaches, including but not limited to oriental medicine, acupuncture, Ayurveda, naturopathy, homeopathy, chiropractic and osteopathy, to enhance patient care through the collaboration of allopathic and alternative health care practices. Emphasis in this course is on understanding the framework and beliefs that drive each integrative health care approach.

NRS 583 Integrative Health III: Nutrition and Herbal Therapy—3 cr. hrs.

The student will gain knowledge of the clinical indications, potential risks, and how to access evidence-based information about nutrition, commonly used herbs and dietary supplements. Exploration of various conceptual approaches to nutrition, herbal therapy, and botanical science will occur. Emphasis will be placed on evaluating and educating patients regarding nutrition and use of herbs and supplements. Students will develop competency in communicating with other health care professionals, documenting and the reporting of adverse events.

NRS 584 Integrative Health IV: Mind Body Connections—3 cr. hrs.

Students will explore the psychoneuroimmunology and other bodies of evidence that link mind and body in health and disease. Healing interventions such as massage, dance, yoga, meditation, art therapy, hypnosis, aromatherapy, music therapy, Tai Chi/Qi Gong, therapeutic touch, etc. will be explored.

NRS 589 Applied Research: Evaluation and Evidenced Based Practice—3 cr. hrs.

This graduate course will provide the framework and tools to evaluate the effectiveness of programs, appropriateness of research literature as the basis of evidenced based care, and effectiveness of health care interventions.

Emphasis will be on the conceptual, methodological, analytical, organizational, political, and ethical problems facing evaluators. Major content will be on research analysis and utilization, program evaluation, outcomes research, economic analysis, and the use of data to

include applied statistical applications using a software package readily available in practice. The course is predicated on students having a working knowledge of basic research and elementary statistics. (Prerequisites: NRS 500, 501. Prerequisite or corequisite: NRS 568.)

NRS 590 Directed Study—credit arranged.

NRS 591 Seminar—credit arranged.

NRS 592 Nursing Topical Electives—credit arranged.

In the semesters in which they are offered, topical electives will cover a variety of subject matter areas as deemed appropriate by the graduate faculty to augment the graduate curriculum in nursing.

NRS 593 Clinical Nurse Leader as Practice I—3 cr. hrs.

This course focuses on clinical outcomes management through the delivery of evidence-based nursing practice in the areas of illness/disease management, health promotion, and disease reduction/prevention management. The CNL candidate's clinical decision making skills are refined with incorporation of physiological, pharmacological, environmental, and demographic knowledge into nursing practice with a focus on symptom management and cost-effective care. Includes 100 hrs of clinical experience. (Prerequisites: NRS 501, 534, 567, 568, 569, and 570. Prerequisite or corequisite: NRS 589.)

NRS 595 Clinical Nurse Leader as Practice II—3 cr. hrs.

This clinical course assists the CNL candidate to advance his/her practice in the achievement of client outcomes of quality management, risk reduction, and patient safety. The course focuses on the application and refinement of care environment and horizontal leadership skills including team coordination, communication, nursing technology, informatics and resource management. Includes 100 hours of clinical experience. (Prerequisite: NRS 593.)

NRS 596 Clinical Nurse Leader Residency—6 cr. hrs.

The student refines his/her operationalization of the clinical nurse leader competencies and professional role during this comprehensive clinical management experience. The student's residency team of faculty and clinical mentors assists the student in the design of the clinical experience based on the portfolio and self reflection. Peer, faculty, and clinical mentor dialogue assist the CNL candidate to explore professional issues and assess experiences, particularly the implementation of the role. Performance indicators specific to the CNL competencies are demonstrated via the clinical preceptor's evaluation of the student's performance, demonstration of clinical competence, and self appraisal. Includes 300 hours of clinical experience. (Prerequisite: Completion of all courses of

the CNL curriculum and advancement to residency. Advancement to residency is achieved through a satisfactory review of the student's portfolio of learning and achievement.)

NRS 597 Practice Improvement Seminar—2 cr. hrs.

The student will develop and evaluate practice approaches that meet current and future needs. These approaches will be based on scientific findings in nursing and other clinical sciences, organizational, political and economic sciences.

NRS 598 Residency—3 cr. hrs.

This course provides a final comprehensive clinical management experience allowing the student to apply knowledge gained throughout the program of study. The DNP student will apply principles of practice management, including conceptual and practical strategies for balancing productivity with quality of care. The clinical experience will provide opportunities for management of elderly patients and an intensive clinical experience with rural or urban underserved patients or patients from a culture not the same as the student's. Course will include a practice improvement project and 300 hours of precepted clinical experience.

Philosophy

PHL 101 Latin I—3 cr. hrs.

Study of elementary Latin structures, vocabulary.

PHL 102 Latin II—3 cr. hrs.

Continued study of elementary Latin structures and vocabulary.

PHL 150 Introductory Philosophy—3 cr. hrs.

An introduction to philosophy as a distinctive mode of thinking with an overview of its historical development and its main issues in metaphysics, epistemology, logic, and socio-political philosophy.

PHL 191 The Creation of Self in Myth and Image—3 cr. hrs.

This course will be team-taught by a professor of philosophy and a professor of fine arts and will satisfy the core requirements for PHL 150 and FA 207. This course introduces students to philosophy and the fine arts, charting the emergence of various philosophical conceptions of the self and linking them to an assortment of artists' expressions of selfhood. It will integrate off-campus experiential opportunities in film, music, theater, and the visual arts with foundational readings and discussions. This course is designed to be the first step toward developing the students' capacity to critically reflect on their evolving sense of personal identity. (Restricted to honors students.)

PHL 220 Ethics—3 cr. hrs.

A study of the meaning of language used in moral discourse, and of the normative principles of moral behavior, the question of good and right, conscience and obligation, the applica-

tions of the above to individuals and to society, the moral agent and moral responsibility, moral relativism, teleological and deontological moral systems. (Prerequisite: PHL 150.)

PHL 284 Austrian Philosophy from Bernard Bolzano to the Vienna Circle—1 cr. hr.

This course covers one of the most significant and most influential periods of the history of Austrian philosophy. The most important philosophical problems of this period will be discussed on the basis of the theories of the following Austrian philosophers and their schools: Bernard Bolzano, Franz Brentano, Alexius Meinong, Ernst Mach, Ludwig Wittgenstein, Karl Popper, Rudolf Carnap, and the Vienna Circle. (Salzburg only.)

PHL 285 Bioethics—3 cr. hrs.

A study of the intersection of science, ethics, law, and medicine as the human good is pursued for the person as patient or subject of society. Contemporary issues explored include the human genome project, cloning as somatic cell nuclear transfer, genetic engineering, reproductive technologies, the delivery of health care, and end of life issues. (Satisfies University requirement for ethics.)

PHL 288 Ethical Inquiry—3 cr. hrs.

The distinction between metaethics and moral philosophy; the moral philosophies of Aristotle, Aquinas, Kant, J. S. Mill, J. P. Sartre, and how they apply to various moral problems. Substitutes for PHL 220. (Restricted to honors students.)

Upper-Division Requirements

PHL 331 Asian Philosophy—3 cr. hrs.

This course explores the nature and source of reality in classical and contemporary Asian philosophies such as Hinduism, Buddhism, Confucianism, and Taoism. It focuses on metaphysical aspects of these traditions, such as the origin and nature of ultimate reality, the nature of the self in relation to reality, freedom and causality in human existence, idealism and realism, and methodological approaches to apprehending reality.

PHL 332 Philosophy of Mind—3 cr. hrs.

This course explores a set of conceptual problems involving the nature of the mind and of psychological explanations of behavior. These range from classical discussions of the “mind-body problem” to contemporary debates concerning mental representation, mental content, innate ideas, the nature of concepts, artificial intelligence, and the plausibility of psychophysical reductionism. The course will also cover some of the major theories relevant to such questions such as psychoanalysis, phenomenological psychology, behaviorism, functionalism, and externalism.

PHL 333 Philosophy of Religion—3 cr. hrs.

The philosophy of religion explores a broad

range of metaphysical issues concerning the nature of God (or a god) and religious experience. The course focuses on some major areas of debate such as arguments for the existence of a god, whether such a god should be conceived as a person, the problem of evil, the relevance of religious experience to philosophical discussions of religion, the social function of religion, the relationship between philosophical and theological discourse, and the relationship of faith and reason.

PHL 334 The Problem of Being—3 cr. hrs.

This course studies some of the major topics and approaches in the history of philosophical reflection on Being and ontology from the beginnings of metaphysical speculation in the pre-Socratics through the contemporary period. These include discussions of potency and act, essence and existence, causality, the ontological foundations of logic, the nature of language, and the question of God. The course may take up these discussions from a variety of different approaches.

PHL 335 Self and Identity—3 cr. hrs.

Discussions concerning the nature of personal identity and self-consciousness engage a range of metaphysical issues such as problems of identity over time, what makes someone a person, the nature of self-consciousness, the relationship of the self to a body, the relation of self and freedom, and the development of the self in the context of society and socio-political relations. The course may also extend to consider the metaphysical assumptions and implications of discussions and images of self and personal identity in neuroscience, psychology, sociology, art, or politics.

Electives

PHL 410 Philosophy of Education—3 cr. hrs.

Inquiry into the epistemological, ethical, and metaphysical presuppositions of education. The student will be acquainted with major philosophies (religious, traditionalist, progressive Western, and Communist) and philosophers (Plato, Vives, Rousseau, Pestalozzi, Herbart, Froebel, Montessori, Dewey) of education.

PHL 412 Philosophy of Law—3 cr. hrs.

The basic philosophical principles of justice and law in the Western legal traditions: morality and law; natural and positive law; Roman law and common law traditions; logic, language, and symbols of law; Marxian concept of law; legal education. (Also listed as SJP 409.)

PHL 413 Socio-Political Philosophy—3 cr. hrs.

Analysis of some major topics in contemporary socio-political thought, e.g., freedom, social justice and structural violence, equality, the relation between rights and obligations,

sovereignty, authority, legitimacy, and consent. (Also listed as SJP 443.)

PHL 414 Philosophy and Feminism—3 cr. hrs.

An investigation of the philosophical underpinnings of various feminist theories and their implications for philosophical inquiry from De Beauvoir to Irigaray. (Also listed as SJP 432.)

PHL 415 Philosophy of Sports—3 cr. hrs.

Utilizing the philosophic method and the classic metaphysical positions dealing with problems of mind-body, this course will investigate the implications of these ideas for contemporary attitudes toward sports and the body in such areas as play behavior, the nature of competition, ethical problems related to cheating, children's sports, rights of women, and drugs in sports.

PHL 421 Logic—3 cr. hrs.

Introduction to traditional and symbolic logic; an examination of the philosophical bases of both; some applications to philosophy and other sciences; exercises in some logical skills.

PHL 422 Philosophy of Science—3 cr. hrs.

An analysis of fundamental concepts of science: fact, law, observation, theory, explanation, truth, discovery, progress, methods of scientific reasoning, science and pseudo-science, moral implications of scientific research, science and society.

PHL 423 Philosophy of Language—3 cr. hrs.

Some questions we will consider are: What is truth? How can a sequence of sounds or marks on paper mean anything? To what extent does our language control how we see the world? How can we understand an infinite number of sentences when we only know a few thousand words? Are some theories incommensurable with others?

PHL 430 Advanced Ethics—3 cr. hrs.

An inquiry into current issues and debates in the field of ethics. The course will consider the relationship of ethical debates to other areas of philosophy. Investigation may focus on issues such as autonomy, internalism, moral realism, and/or the relationship between moral philosophy and problems in social and political philosophy.

PHL 431 Ethics and Peace—3 cr. hrs.

An ethical analysis of the traditional arguments for "just war" theory, contemporary moral arguments for pacifism, and the moral conditions for peace.

PHL 432 War and Peace in Ancient Greece—3 cr. hrs.

An inquiry into: a) the social-economic and philosophical reasons for Greek warfare, b) the development of peace movements in fifth and fourth-century Greece, and c) the links between peace and women's movements in Greece as mirrored in Thucydides' *Milan Dialogue*, Plato's *Republic V*, Aristotle's *Politics VII*, and Aristophanes' *Lysistrata*.

PHL 433 Heidegger and Ecological Ethics—3 cr. hrs.

A study of Heidegger's hermeneutical phenomenological ontology and its implications for ecological ethics.

PHL 434 Environmental Ethics—3 cr. hrs.

An inquiry into our obligations to the non-human world and the philosophical basis of that obligation. (Also listed as SJP 410.)

PHL 435 Bioethics—3 cr. hrs.

This course will explore the foundations of science, ethics, law, and medicine and from that foundation explore contemporary issues in the intersection of those fields including the influence of culture on science, medicine, law, and ethics, professional codes, the concept of informed consent, issues at the beginning of life, cloning, stem cell research, reproductive technologies, genetics, biomedical research and technology, the global AIDS epidemic, and justice in the distribution of health care.

PHL 437 The Sublime in Nature—3 cr. hrs.

Description and analysis of the aesthetic experience of the infinite in nature discussed by 18th century thinkers as Burke and Kant and expressed in landscape paintings of 19th century Europe and the U.S.A.; Buddhist attitudes toward nature as expressed in landscape art of Sung dynasty China and Japanese Zen art.

PHL 438 Philosophy of Art (Aesthetics)—3 cr. hrs.

Designed to develop greater aesthetic awareness, perception, and critical judgment, this course will investigate works of music and visual art in Western culture. The focus of investigation will be on the metaphysical nature of beauty and several universal themes.

PHL 451 Philosophy and Psychology—3 cr. hrs.

A study of the relationship between philosophy and contemporary psychology; a critical examination of the philosophical presupposition underlying key personality theories: e.g., Freudian psychoanalysis, Jungian analysis, Skinnerian behaviorism, phenomenological psychology, and existential psychoanalysis.

PHL 452 Minds, Brains, and Machines—3 cr. hrs.

What is it to have thoughts? What determines what thoughts are about? Can computers think? Is the human brain a computer? If so, what kind? This course will survey recent research into intentionality and mental representation.

PHL 453 Externalist Theories of Mental Content—3 cr. hrs.

Are the contents of our thoughts determined solely by factors "within the head" or are they also determined by factors external to the thinking subject? This course will examine the thesis that our thoughts have content only by virtue of things in and/or relations to the external world.

Also explores some of the consequences of this view regarding the compatibility of externalism and authoritative self-knowledge and externalist attempts to overcome Cartesian skepticism.

PHL 469 Great Philosophers—3 cr. hrs.

This course is devoted to an intensive study of the work of a single philosopher. Different philosophers will be featured in different semesters.

PHL 471 Ancient Philosophy—3 cr. hrs.

The origins of Western philosophy and its development up to Plotinus, including the pre-Socratics, Plato, Aristotle, Hellenistic schools (Epicureans, Stoics, Skeptics), and Neoplatonism.

PHL 472 Medieval Philosophy—3 cr. hrs.

The major philosophers from Augustine through late scholasticism with particular attention to Augustine, Anselm, Aquinas, Bonaventure, Scotus, and Ockham. Taught biennially. (Prerequisite: PHL 220 or equivalent.)

PHL 473 Modern Philosophy—3 cr. hrs.

Philosophical figures and topics from the Renaissance through Kant: the scientific revolution, continental rationalism (Descartes, Leibniz), British empiricism (Locke, Hume, Berkeley), and Kant's transcendental philosophy.

PHL 474 Hegel and 19th-Century Philosophy—3 cr. hrs.

An examination of nineteenth-century philosophy focusing upon the work of Hegel. The course traces the roots of Hegelianism in German idealism, the British Economists, and romanticism, and its influences on subsequent involvements including Marxism, existentialism, and American pragmatism. (Also listed as SJP 411.)

PHL 475 Contemporary Analytic Philosophy—3 cr. hrs.

A study of the relationships between minds, language, and reality as considered by Frege, Russell, Wittgenstein, the Vienna Circle, Quine, and Kripke.

PHL 476 Contemporary Continental Philosophy—3 cr. hrs.

An exploration of: a) transcendental and existential phenomenology (Husserl, Heidegger, Sartre, Merleau-Ponty, etc.); b) critical theory (Habermas, Marcuse, etc.); c) postmodernism and poststructuralism (Lyotard, Derrida, Foucault, etc.)

PHL 477 Philosophy of History—3 cr. hrs.

Introduction to traditional and contemporary problems of historical explanation and interpretation, the relation between objective truth and man's historicity; discussion of philosophers of history (Augustine, Vico, Herder, Hegel, Comte, Marx, Dilthey, Spengler, Berdyaev, Collingwood, and others) with the questions of meaning and laws of history, and different approaches to historiography.

PHL 478 Japanese Philosophy—3 cr. hrs.

Study of the main ideas which have helped form the Japanese attitude toward nature, human relations, and art; The Seventeen-Article Constitution of Prince Shotoku (604 A. D.); Neo-Confucianism of the Tokugawa Period (1603-1868); Bushido (The Way of the Warrior); Zen and its influence on the arts and on the 20th century philosopher Nishida Kitaro.

PHL 479 Existentialism—3 cr. hrs.

A survey of existential philosophers including Sartre, De Beauvoir, Marcel, and Merleau-Ponty; a critical study of their reflections on the nature and meaning of human existence, freedom, and authenticity.

PHL 480 Confucianism—3 cr. hrs.

A study of Confucius' Analects, Doctrine of the Mean, The Great Learning, Book of Mencius, and Sung Dynasty Neo-Confucianism, Ming Dynasty philosopher Wang Yang-Ming; influence of Confucianism in the contemporary Orient.

PHL 490 Directed Study—credit arranged.

PHL 491-492 Seminars—credit arranged.

PHL 495-496 Workshops—credit arranged.

PHL 499 Senior Capstone—1-6 cr. hrs.

Research, study, or original work under the direction of a faculty mentor, leading to a scholarly thesis document with a public presentation of results. Requires approval of thesis director and department chair.

Physics

PHY 201-202 General Physics—2 sems., 6 cr. hrs.

Mechanics; thermodynamics; electricity and magnetism; wave motion, sound, and optics; modern physics. (Prerequisite: MTH 112.)

Corequisite: PHY 271-272.)

PHY 204 General Physics Lecture & Lab—4 cr. hrs.

Vectors, kinematics, Newtonian mechanics, statics, dynamics, and simple harmonic motion. This course includes a lab component. (Corequisite: MTH 201.) Fee: \$60.

PHY 205 General Physics Lecture & Lab—4 cr. hrs.

Electricity and magnetism; Maxwell's equations, circuits, light, and radiation. This course includes a lab component. (Prerequisites: MTH 201, PHY 204. Corequisite: MTH 202.) Fee: \$60.

PHY 208 Integrated Physics/Math Lecture & Lab—4 cr. hrs.

Vectors, kinematics, Newtonian mechanics, statics, dynamics, and simple harmonic motion. This course is integrated with MTH 201 and includes a lab component. (Corequisite: MTH 201.) Fee: \$60.

*A student who withdraws from the affiliated lecture course after mid-semester may, with permission of the instructor, continue in this lab course.

PHY 209 Integrated Physics/Math Lecture & Lab—4 cr. hrs.

Electricity and magnetism; Maxwell's equations, circuits, light, and radiation. This course is integrated with MTH 202 and includes a lab component. (Prerequisites: MTH 201, PHY 204 or PHY 208. Corequisite: MTH 202.) Fee: \$60.

PHY 270 Special Physics Lab and Research—1-3 cr. hrs.

For special lower division projects or research. Content, credit, and fee to be arranged.

***PHY 271-272 General Physics Lab—2 sems., 2 cr. hrs.**

Laboratory course to accompany PHY 201-202. One three-hour laboratory each week. Fee: \$60 per semester.

PHY 290 Directed Study—credit arranged.**PHY 306 Modern Physics—3 cr. hrs.**

Special relativity, quantum theory, atomic and nuclear physics. (Prerequisites: PHY 204-205, MTH 201-202. Corequisite: PHY 376.)

***PHY 312 Mechanics—3 cr. hrs.**

Kinematics and dynamics of classical particles and systems of particles in stationary and moving frames of reference. The equations of Lagrange and Hamilton are introduced. (Prerequisites: PHY 201-202 or PHY 204-205. Corequisite: MTH 321.)

***PHY 317 Introduction to Laser Technology—3 cr. hrs.**

Optics; gaussian beams; atomic theory; laser theory and exposition; applications. (Prerequisites: PHY 201-202 or PHY 204-205, MTH 201.)

***PHY 321 Electrodynamics—3 cr. hrs.**

Electric and magnetic fields and their interaction with matter; Maxwell's equations. (Prerequisites: PHY 201-202 or PHY 204-205. Corequisite: MTH 321.)

***PHY 322 Optics—3 cr. hrs.**

Geometrical and physical optics, imaging and aberrations; interference, diffraction, and polarization; applications to instrumentation and lasers. (Prerequisites: PHY 201-202 or PHY 204-205, MTH 202.)

PHY 356 Mathematical Methods for Physicists—3 cr. hrs.

Ordinary differential equations, complex variables and matrices are developed and illustrated through applications in physics with emphasis on examples from the fields of vibrations and waves. (Prerequisite: MTH 202.)

PHY 370 Special Physics Laboratory and Research—1-3 cr. hrs.

For special upper division projects or research. Content, credit, and fee to be arranged.

PHY 371 Analog and Digital Electronics—2 cr. hrs.

Instruction in electronic circuits and computer software for use in data acquisition and instrument control. (Prerequisite: PHY 356 or MTH 321.) Fee: \$120.

PHY 372 Advanced Laboratory—1-3 cr. hrs.

Laboratory work in atomic and nuclear physics; electricity and magnetism; physical optics; laser physics; and undergraduate experimental research. Minimum of one credit required of physics majors. Fee: \$60 per credit.

†PHY 376 Modern Physics Lab—1 cr. hr.

Laboratory course to accompany PHY 306. Experiments in acoustic waves, optics, photo electric effect. One three-hour laboratory each week. Fee: \$60.

***PHY 411 Introduction to Quantum Mechanics—3 cr. hrs.**

Experimental basis for the quantum theory and the fundamental ideas of non-relativistic and relativistic quantum mechanics. (Prerequisites: PHY 201-202 or PHY 204-205, MTH 321-322, PHY 306.)

***PHY 412 Introduction to Quantum Mechanics II—3 cr. hrs.**

Continuation of PHY 411. Topics to include perturbation theory, angular momentum, and scattering theory with application to atomic, solid state, and particle physics. (Prerequisite: PHY 411.)

***PHY 422 Solid State Physics—3 cr. hrs.**

Lattices and crystal structures; classification properties are discussed. Several field trips are made. (Prerequisites: PHY 201-202 or 204-205, MTH 321.)

***PHY 441 Thermal and Statistical Physics—3 cr. hrs.**

Fundamentals of statistical mechanics, entropy, partition functions, kinetic theory. Applications to classical and quantized systems. Thermodynamics developed from the basis of statistical mechanics. (Prerequisites: PHY 201-202 or PHY 204-205, MTH 322.)

PHY 470 Special Physics Laboratory and Research—1-3 cr. hrs.

For special upper-division projects or research. Content, credit, and fee to be arranged.

PHY 471 Advanced Laboratory—1-3 cr. hrs.

Laboratory work in atomic and nuclear physics; electricity and magnetism; physical optics; laser physics; and undergraduate experimental research. Minimum of one credit required of physics majors. Fee: \$60 per credit.

PHY 472 Advanced Laboratory—1-3 cr. hrs.

Laboratory work in atomic and nuclear physics; electricity and magnetism; physical optics; laser physics; and undergraduate exper-

**Course not offered every year.*

†A student who withdraws from the affiliated lecture course after mid-semester may, with permission of the instructor, continue in this lab course.

imental research. Minimum of one credit required of physics majors. Fee: \$60 per credit.

PHY 490 Directed Study—credit arranged.
PHY 491-492 Physics Seminar—credit arranged.

PHY 499 Senior Thesis—3-6 cr. hrs.

Research, study, or original work under the direction of a faculty mentor, leading to a scholarly thesis document with a public presentation of results. Requires approval of thesis director, department chair, dean, and the director of the honors program, when appropriate. (Prerequisites: Senior standing; 3.0 G.P.A. in the thesis area or good standing in the honors program.)

Political Science

Introductory Courses

POL 200 Introduction to United States Politics—3 cr. hrs.

Introduction to the national politics of the United States. Emphasis on the constitutional framework, formal and informal political institutions, the evolving conception of individual freedom and civil rights, the role of the people in a democracy, and an overview of the United States political system.

POL 201 Introduction to International Relations—3 cr. hrs.

This course introduces the students to the world of international conflict and cooperation. A broad framework is presented to understand how global forces and events influence our lives directly and indirectly. Special attention is given to the major actors in the international system including nations and non-governmental actors. The basic political traditions of western civilization are examined and an attempt is made to understand how they influence individual and collective roles within the global system.

POL 202 Modern Foreign Governments—3 cr. hrs.

This course is an introduction to the various forms of political life throughout the globe. There is an emphasis on parliamentary government, democratic and authoritarian forms of governance, and the history of these forms. Countries from Europe, Asia, Africa, Latin America, and North America will be examined.

POL 270 Development of European Political Systems—3 cr. hrs.

Historical study of political systems from the French Revolution to World War II. (Salzburg only.)

POL 288 Introduction to International Relations—3 cr. hrs.

The major themes of the course are security and power, economics and development, and technology and environment. These three themes will be broken down into smaller units and examined from different perspectives. Political power is examined from a national and

global perspective. (Substitutes for POL 201. Restricted to honors students.)

POL 290 Directed Study—credit arranged.
POL 292 University Mock Trial Team—1 cr. hr.

Collegiate mock trial competitions. Students are instructed in the how and why of case preparation as an advocate for either side; role playing as witnesses and trial attorney; understanding and using the rules of evidence; actual trial advocacy; research and delivering arguments.

Political Theory and Methodology

POL 300 Political Inquiry & Analysis—3 cr. hrs.

This course is an introduction to research in political science. Emphasis will be given to comparative design, case selection, measurement, graphing, survey research, research writing and essay, and political science research sources.

POL 312 Western Political Theory—3 cr. hrs.

An introduction to basic concepts and fundamental political issues associated with the great works of classical and modern political theory. Among the works examined in this course are those of Plato, Aristotle, Augustine, Aquinas, Machiavelli, Hobbes, Locke, Rousseau, Burke, and Marx.

POL 314 American Political Thought—3 cr. hrs.

A survey of selected writings representative of American political theory from the colonial period to the present. This course focuses on colonial and revolutionary political thought; the theories and debates of the era of constitution making; Federalist and Jeffersonian political thought; Jacksonian democratic thought; theories of slavery, abolitionism, and reconstruction; the theory of Social Darwinism; progressive political thought and the philosophy of pragmatism; theories of post World War II realism; New Left political thought; and the contemporary political theories of conservatism, liberalism, and communitarianism.

POL 316 Politics and Literature—3 cr. hrs.

This course focuses on fiction as a vehicle for exploring themes of morality in political theory. We will analyze democracy, class, and the market as institutions with overarching moral and political positions. The voice of morality introduces important philosophical and political issues of rebellion, suggests boundaries between the private and public spheres, and contains visions of utopia. Students address moral theories and their implications for the individual in society.

POL 318 Politics and Film—3 cr. hrs.

In this course, film is a vehicle for exploring political issues. Representation, mobilization, and rebellion are the three themes that will be the focus in films, discussion, and reading. We

examine each theme with the American case then evaluate the same theme in other countries. Through this comparative perspective, students gain a richer understanding of the American political system as well as the relevance of these themes in other country contexts. Readings will accompany the films and provide a theoretical framework for the discussion of representation, mobilization and rebellion.

American Politics

POL 320 United States Urban Politics—3 cr. hrs.

The influence of historical, political, and sociological forces on the development of urban America. Focus on poverty, race and ethnicity, crime, education, transportation, and urban sprawl. Special emphasis given to the possibilities for and constraints on public policy, and the capacity of city governments to serve their citizens.

POL 333 Public Administration—3 cr. hrs.

A study of public administration and the modern state in the American political system. The focus of this course is on the development and context of the American administrative state, bureaucratic structure, politics and processes, and the role played by administrative organizations in policy implementation and governmental regulation. This course also examines the relationship of the administrative branch to other institutions of government, and it explores the question of administrative accountability in a democratic society.

POL 335 American Public Policy—3 cr. hrs.

A study of the public policy process in the United States. This course analyzes the nature of public policy making, the process of agenda setting, and the dynamics of policy creation, adoption, implementation, and evaluation. Special emphasis is given to domestic issues and policies to illustrate the workings of the policy process. (Also listed as SJP 468.)

POL 344 Civil Liberties—3 cr. hrs.

Focusing on United States Supreme Court cases from 1937 to the present covering the 1st through the 14th amendments.

POL 345 Constitutional Law—3 cr. hrs.

Covering the history of the United States Constitution using mainly Supreme Court cases from the beginning of the republic into the 20th century.

International Relations

POL 351 International Law and Organizations—3 cr. hrs.

Course examines the different approaches to economic and political cooperation and integration, including some select institutional examples of global interdependence, such as the European Community, the United Nations, the Organization of American States, the North Atlantic Treaty Organization, the Roman Catholic

Church, and Amnesty International. (Also listed as SJP 464.)

POL 356 Building World Peace—3 cr. hrs.

Introduces the student to the systematic study of world peace, beginning with the causes of war and war's effects on communities and the environment. Negative peace will be studied, that is, diplomacy, negotiations and conflict resolution, disarmament, and international law. Positive peace will also be considered, that is, the study of human rights, nonviolence, international organizations, and the role of the individual in world peace. (Also listed as SJP 462.)

POL 358 Politics of the European Union—3 cr. hrs.

Examines European integration from a political and economic perspective. The course concentrates on patterns of representative institutions with special attention given to parties, elections, and governments. Finally, the course examines the process and institutions of European integration.

Comparative Politics

POL 372 Politics of Modern Europe—3 cr. hrs.

A comparative study of the major countries of Southern, Central, and Northern Europe. Institutions and parties, participation and representation in Great Britain, France, Italy, Spain, Serbia, Germany, Poland, Hungary, and Romania will be examined.

POL 373 Politics of Latin America—3 cr. hrs.

This course approaches the study of Latin American politics with a general introduction to its historical background and political geography. In addition, the general pattern of religion and society, economics, and politics will be examined. Then, special attention will be given to the patterns of power and politics in modern Mexico, Brazil, Argentina, Cuba, Nicaragua, and Chile. (Also listed as SJP 473.)

POL 374 Politics of Asia—3 cr. hrs.

This course is a comparative study of the countries of Asia. Students will focus on issues of politics, culture, and economics from a national and regional perspective. Cases include the South and Central Asian countries of India, Pakistan, and Afghanistan, and the Asian Pacific countries of China, Vietnam, Thailand, Cambodia, North Korea, South Korea, Indonesia, and the Philippines. (Also listed as SJP 466.)

POL 378 States and the Market—3 cr. hrs.

This course will examine the relationship between politics and economics from a cross-national perspective. What are the differences between a market and command economy and what are the consequences in terms of policy? How does democracy, authoritarianism, or the transition towards democracy affect the types of

economic policies adopted by particular countries? Special attention will be given to the international context within which countries develop economic policies and political relationships. Lectures, readings, and class discussion will address these themes through theoretical framework and comparative cases.

POL 379 Business in a Political World—3 cr. hrs.

This course explores the relationship between business and politics across countries. Students examine the relevance of different political regimes, institutions, and policies for business and industry organizations. Through historical and contemporary cases, the student will leave class with an understanding of the debates as well as substantial comparative knowledge about particular economic policies and the process of business organization in different countries.

POL 391-392 Special Topics—variable credit

These courses involve special topics in different areas of political science and are offered periodically.

American Politics

Prerequisite: POL 200 or permission of instructor.

POL 405 Law and the American Judiciary—3 cr. hrs.

The role of the law in the United States. Focus on the nature of the court systems at the national, state, and local level, on the nature of the law, on the influence and pressures which shape legal doctrine, and the philosophical and socio-economic issues which arise when analyzing legal doctrines and decisions.

POL 415 Congress and the Legislative Process—3 cr. hrs.

An analysis of the role, structure, and politics of the American Congress. This course focuses on the creation, evolution, and powers of the United States Congress, congressional elections, the relationship between legislators and constituents, the organization and workings of Congress, changes in the legislative process, and congressional interaction with interest groups, the media, the executive branch, and the Courts. Special attention is also given to the role of Congress in the policy process.

POL 419 The United States Presidency—3 cr. hrs.

An examination of the presidency in the American political system. This course examines the founding, development, and institutionalization of the presidency, the growth of presidential power, presidential selection, the role of the president in the executive branch, and the interactions between the president, the media, and the other institutions of government. Attention is also given to characteristics and strategies of presidential leadership and the role of the president in the policy process.

International Relations

Prerequisite: POL 201 or 202 or permission of instructor.

POL 453 Great Powers and Their Foreign Policies—3 cr. hrs.

An examination of the basic foreign policy patterns of Germany, France, Britain, Russia, Japan, China, and the U.S.A. Different approaches and theories for understanding the formulation of foreign policy will be analyzed. Comparisons are made for the formulation of policies and the use of power. Issues of morality and public policy are also addressed.

POL 455 Foreign Policies of Latin America—3 cr. hrs.

The nations of the Latin American region have experienced dramatic changes since the 1980s. Dramatic pressures and heightened political risks are causing important shifts in the traditional foreign policies of these nations. This course examines the changing global forces affecting regional integration and economic development for Mexico, Brazil, Argentina, and Chile, and the domestic responses to these foreign policy changes. (Also listed as SJP 467.)

Comparative Politics

Prerequisite: POL 201 or POL 202 or permission of instructor.

POL 470 Comparative Immigration—3 cr. hrs.

This course explores the politics of migration and immigrant populations. National and international constraints and opportunities structure the position and status of immigrants. Class will compare the economic, political, and social organization of immigrant groups across countries. Through comparative cases students evaluate the effects of national factors such as immigration policy, housing, education, and economic policies, and international factors like war and globalization affecting the causes and consequences of migration.

POL 472 Culture, Community, and Political Organization—3 cr. hrs.

This course develops the theoretical and empirical links between culture, community, and political organization. Students will study the debates and country evidence concerning culture and democracy by addressing questions like whether or not all countries can become democratic. Within democracies, certain communities are much more influential than others. Class will look at cases within the U.S. but also from a cross-national perspective to uncover systematically the connections between culture, organization, and influence.

POL 490 Directed Study—credit arranged.

Individual study under the direction of a member of the political science department, with the

approval of the chairman.

POL 491-492 Seminars—credit arranged.

POL 495-496 Workshop—credit arranged.

POL 497 Political Internship—1-6 cr. hrs.

Practical field experience working with legislative, executive, and judicial branches of government. Internships are individually arranged and may be done at the national, state, or local levels of government. Students will be required to supplement their field experience with appropriate readings arranged with the instructor prior to registration along with a required research project in the area of the internship. Credit varies on the amount of time allocated for the internship.

POL 499 Senior Thesis—3-6 cr. hrs.

Research, study, or original work under the direction of a faculty mentor, leading to a scholarly thesis document with a public presentation of results. Requires approval of thesis director, department chair, dean, and the director of the honors program, when appropriate. (Prerequisites: Senior standing; 3.0 G.P.A. in the thesis area, or good standing in the honors program.)

Psychology

Not all courses are offered annually. Contact psychology faculty for the current schedule of offerings. PSY 101 is a prerequisite for all upper division psychology courses.

PSY 101 General Psychology—3 cr. hrs.

Introduction to the principles of human behavior and the methods used to understand behavior, psychological development, and functioning.

PSY 214 Research Methods: Design—3 cr. hrs.

Principles and methods of research on human behavior. Scientific method as an approach to problem identification, analysis, and solution. How to evaluate methods and findings. How to design studies relevant to a given problem. (Prerequisite: MTH 161 or permission of instructor. Also listed as SOC 214 and SW 214).

PSY 215 Research Methods: Analysis—3 cr. hrs.

Introduction to psychological and sociological research with emphasis on quantitative methods. Topics include sampling, hypothesis testing, statistical analysis, and computer usage. (Prerequisite or corequisite: PSY 214 or SOC 214 or permission of instructor. Also listed as SOC 215.)

PSY 310 Behavioral Neuroscience—3 cr. hrs.

Structure and function of the nervous system, with implications for both normal and abnormal development and behavior. How the function of the brain is related to behavior.

PSY 315 Evolutionary Psychology—3 cr. hrs.

In this course we will examine the evolutionary

basis of human behavior and cognition. The ways in which natural and sexual selection have shaped human nature will be explored. Selected topics include evolutionary explanations of human mating systems, jealousy, interpersonal and sexual attraction, warfare, sexual orientation, and cognition. A special emphasis will be placed on exploring the evolutionary basis of male-female differences.

PSY 320 Psychology of Learning—3 cr. hrs.

A systematic study of the learning process emphasizing topical, research, and theoretical orientations. Topics covered include major theories of learning and memory, Pavlovian conditioning, appetitive and aversive conditioning, biological influences on learning, stimulus and cognitive control of behavior, and memory processes: storage, encoding, retrieval, and forgetting. (Prerequisite: PSY 214 or permission of instructor.)

PSY 330 Cognition—3 cr. hrs.

Examines the higher mental processes of attention, learning, memory, language, concept formation, problem solving, and reasoning. Students will participate in simulations of classic experiments in cognitive psychology. (Prerequisite: PSY 214 or permission of instructor.)

PSY 340 Sensation and Perception—3 cr. hrs.

Experimental study of sensation and perception emphasizing human visual and auditory processes and the methods of experimental psychology. The student will gain laboratory experience by participating in experiments and by designing, carrying out, and writing up an original study. (Prerequisite: PSY 214 or permission of instructor.)

PSY 350 Social Psychology—3 cr. hrs.

Psychological behavior of an individual as a member of a group; the influence of culture and society on attitudes, personality, and behavior; the dynamics of group interaction. (Also listed as SOC 350.)

PSY 355 Perspectives on the Body and Human Sexuality—3 cr. hrs.

Provides students with varying perspectives about human sexuality and how body image, body change (i.e., disability, illness, aging) and body variations fit within the context of human sexuality. Students will explore the social construction of gender, body image, and sexuality as well as the consequences that differing meanings of "body" and "sex" can have on individuals in our society. Attention will be given to strategies of interventions with individuals who present with sexual or body image/change issues. (Prerequisite: PSY 101 or SOC 101. Also listed as SW 355, SOC 355.)

PSY 360 Life Span Development—3 cr. hrs.

Examines psychosocial aspects of human development from birth through death. Focuses on

major psychological, social, and cognitive topics as relevant to the stages of the life span.

PSY 365 Moral Development—3 cr. hrs.

Focuses on issues related to moral development. Using the writing of various psychologists, novelists, and philosophers, this course will address such issues as moral reasoning, meaning, and purpose.

PSY 370 Personality—3 cr. hrs.

Examines diverse perspectives on human personality. The focus is on asking what we know when we know a person. This involves analyzing basic assumptions, postulates, and research related to major personality theories including: trait, psychoanalytic, humanistic, cultural, biological, and cognitive.

PSY 375 The Self—3 cr. hrs.

This course will examine the social self; competing needs for uniqueness and similarity; the meaning of self-identity and self-concept; individual coping strategies; attributional analyses; social influence and defining gender. (Also listed as SOC 375.)

PSY 380 Abnormal Psychology—3 cr. hrs.

Examination of problem behavior, its causes, its treatment, and its social and legal ramifications. Emphasis is given to personal and societal understanding of abnormality as well as to psychological and medical considerations.

PSY 391-392 Seminars—credit arranged.

PSY 400 History of Psychology—3 cr. hrs.

Psychological ideas and theories from their philosophical origins to the present. Discussion of five main schools of psychology and how they influence current thought in psychology.

PSY 401-402 Internship I & II—1 or 2 semesters—variable credit

Practical field experience working within a human service organization. Internships are individually arranged and may be done in a wide array of settings. Students will be required to supplement their experience with a classroom seminar. This course may be taken twice. Limited to majors and minors. (Also listed as SOC 401-402.)

PSY 430 Psychology of Language—3 cr. hrs.

Study of the nature of language, how humans use language, how humans learn language, the psychological factors in language use, and the neural basis of language. Students will study the knowledge and processes that underlie a person's ability to produce and understand language.

PSY 450 Cross Cultural Psychology—3 cr. hrs.

Explores relationships between cultural variables and human behavior. The development of cross cultural psychology and research methodologies used by cross cultural researchers is examined. Theories that reflect the cultural, social, and developmental perspectives on be-

havior are considered.

PSY 455 Health Psychology—3 cr. hrs.

Considers the implications of combined medical, psychological, and pastoral care models on health and recovery. Special attention given to influences in health of personality, social context, belief and meaning, and mind-body connection.

PSY 460 Adolescent Development—3 cr. hrs.

Explores adolescent development from a variety of psychological perspectives. Covers basic changes of adolescence, the contexts in which adolescents develop, and issues of psychosocial development.

PSY 461 Introduction to Gerontology—3 cr. hrs.

This course introduces the student to the field of gerontology and the different ways in which social workers and other helping professionals are involved with the growing aging population. The course examines the aging process and its impact upon the individual, the family, and society. Students will examine the demographics of aging, as well as physical and psychological changes associated with aging. The course also will cover social, cultural, political, and economical issues for older adults in our society. (Prerequisite: introductory course in sociology or psychology or permission of instructor. Also listed as SOC 461, SW 461.)

PSY 463 Children, Youth, and Society—3 cr. hrs.

This course is about child and youth development as embedded in social and cultural contexts. The particular emphasis will be on early childhood through the transition into adulthood, and on thinking about childhood and youth as social phenomena. The course is reading/discussion intensive and involves a community-based learning project. (Also listed as SOC 463 and SJP 463.)

PSY 464 Cultural Variations in Aging—3 cr. hrs.

This course considers how culture and life experience influence and shape the aging process. How do different age cohorts position themselves in life and how does that affect the rest of society? Students gain an understanding of key issues in cultural variations in aging and an ability to demonstrate this knowledge of their own lives as well as aging services. (Also listed as SOC 464, SW 464.)

PSY 470 Psychology of Aggression—3 cr. hrs.

Major theories which account for aggressive behavior or violence. Emphasis given to personality, social, biological, and environmental determinants of aggression and violence. (Also listed as SJP 465.)

PSY 480 Survey of Psychotherapy—3 cr. hrs.

Review of major theories and techniques of psychotherapy; issues in the contemporary practice of psychotherapy.

PSY 482 Group Counseling—3 cr. hrs.

Introduction to group dynamics, contemporary models of group counseling, and the development of group skills.

PSY 490 Directed Study—credit arranged.

Guided inquiry for superior students by arrangement with the psychology faculty.

PSY 491-492 Seminars—credit arranged.**PSY 494 Research—1-3 cr. hrs.**

Participate directly in the research process with a faculty member. Before enrolling a student must consult with a faculty member to define project. (Prerequisites: PSY 214 and PSY 215.)

PSY 498 Senior Seminar—3 cr. hrs.

A capstone seminar for psychology majors designed to help the student integrate major contemporary psychological methods, theories, and research findings. Restricted to senior psychology majors. (Prerequisites: PSY 214 and PSY 215.)

PSY 499 Senior Thesis—1-6 cr. hrs.

Research, study, or original work under the direction of a faculty mentor, leading to a scholarly thesis document with a public presentation of results. Requires approval of thesis director, department chair, dean, and the director of the honors program, when appropriate. (Prerequisites: Senior standing; 3.0 G.P.A. in the thesis area or good standing in the honors program; PSY 214 and PSY 215.)

Religion

RELI 500 Research Methods in Religious Studies—1 cr. hr.

Writing and research as ways of exploring and learning. An orientation to techniques of research and writing in religious studies, generation of bibliography, library use, mechanics of academic style, research cycle and communication tactics. (Taken on a pass/fail basis.)

RELI 501 Studies in Old and New Testament—3 cr. hrs.

An introduction to scholarly issues concerning the historical context, history of composition, and pastoral application of the Old and New Testament.

RELI 502 Studies in Theology—3 cr. hrs.

A survey of the methods, issues, and patterns of questioning typical of theological inquiry.

RELI 503 Biblical and Theological Foundations—3 cr. hrs.

Claiming the biblical and theological traditions in the contemporary world through critical skills in exegesis and hermeneutics.

RELI 504 Issues of Religion and Culture—3 cr. hrs.

This colloquium integrates the diverse topics of our graduate programs by addressing the intersection of the Church and society. Theology as a faithful challenge to the Church and the world.

RELI 512 Prophets of Israel—3 cr. hrs.

Traces the development of prophecy from pre-Israelite to contemporary times. Focusing on the prophetic writings of the Hebrew and Christian Scriptures specifically, the course affords students the opportunity to explore selected biblical texts from a historical, social, cultural, literary and theological perspective. The course also invites students to assess critically selected prophetic texts from a hermeneutical perspective, e.g., the function and appropriateness of metaphorical language, images of God imbedded in the prophetic texts, the use of power, etc. Stressing the importance of the prophetic message for the contemporary life, the course invites reflection on the critique of selected biblical readings, and emphasizes the role that both the prophetic persona and prophetic imagination play in the process of the systemic change and personal global transformation.

RELI 515 Synoptic Gospels—3 cr. hrs.

It is commonly held that the first three gospels draw on a fund of traditions about Jesus not shared by the Gospel of John. For this reason Matthew, Mark, and Luke are also known as the "synoptic gospels"—gospels that should be "seen together." This course explores their relationship to one another and examines theories about their creation. The course also discusses the individual theologies of these three major gospels, their Jewish and Hellenistic backgrounds, and literary forms, such as the parable.

RELI 516 Johannine Literature—3 cr. hrs.

The Gospel of John and the Johannine letters.

RELI 517 Letters of Paul—3 cr. hrs.

Paul's life and theology as reflected in his letters.

RELI 518 Book of Revelation and General Epistles—3 cr. hrs.

How to interpret the Book of Revelation and the Epistle of James, Hebrew, Jude, and 1 and 2 Peter.

RELI 522 Christology—3 cr. hrs.

An introduction to systematic reflection on the mystery of Jesus the Christ. The course will be divided into three parts: Biblical Christology, Classical (Patristic, Doctrinal and Medieval) Christology, and Contemporary Christology.

RELI 530 Theological Ethics—3 cr. hrs.

Analysis of several contemporary Catholic ethicists, including Curran, O'Connell, Regan and McCormick, who have influenced the development of Catholic ethics. A critical examination of ethical issues such as natural law, human freedom, conscience, authority and the moral and rational capacity.

RELI 535 Church and Social Justice—3 cr. hrs.

The issues of justice from a church perspective as they affect society locally, nationally, and internationally.

RELI 540 Contemporary Ecclesiology—3 cr. hrs.

Contemporary trends in the post-Vatican II Church: critical issues assessed in light of Church teaching, conciliar directions and contemporary life.

RELI 545 Human Development in Theological Perspective—3 cr. hrs.

Explores several different approaches to human development including faith and moral development as well as the process of socialization and the social roots of knowledge as these influence the fields of religious education and theology.

RELI 550 Theology of Ministry—3 cr. hrs.

Theological foundations for ministry in the church, including historical roots and contemporary experience. Attention will be given to both the theory and practice of ministry. Skills of theological reflection will provide the method of inquiry and direction for collaborate pastoral response.

RELI 551 Introduction to Pastoral Counseling—3 cr. hrs

Foundations of theological models, methodology, and practice crucial to pastoral counseling. Special attention given to counseling theory and related pastoral issues with emphasis on theological reflections and evaluative methods.

RELI 554 Foundations of Religious Education—3 cr. hrs.

Investigation of the philosophical and theological foundations of Christian religious education. Such issues as anthropology, epistemology, hermeneutics, the political nature of education, and the centrality of the Kingdom of God for Christian religious education will be systematically explored. Special emphasis will be placed on contemporary perspectives, especially that of Thomas H. Groome and his approach of Shared-Christian Praxis.

RELI 558 Practicum—3 cr. hrs.

A field-based experience involving demonstrated competence in ministry. (Prerequisite: permission of instructor.)

RELI 562 Liturgical and Sacramental Spirituality—3 cr. hrs.

The iteration of liturgical celebration, personal spirituality, and Christian living.

RELI 569 Liturgical Pastoral Theology—3 cr. hrs.

An advanced course in liturgical theology designed to study the nature of liturgy and how it is experienced today in light of historical and theological tradition. Special emphasis is given to the roots of the liturgical movement and ecumenism in the 20th century and their impact on contemporary worship.

RELI 573 Contemporary Christian Spirituality—3 cr. hrs.

A contemporary exploration of human relationships—self, community, world and God, through the lens of Christian spirituality.

Citizen Science (Interdisciplinary)*

In an increasingly complex and changing world, all citizens need to develop scientific understandings and the habits of mind to thoughtfully guide its future. All courses will help students foster and develop scientific curiosity, help them to become aware of and open to new ideas, yet become more informed skeptics regarding new and unproven ideas in science as well as pseudoscience. These courses will help students use scientific knowledge and ways of thinking for personal and societal purposes.

SCI 103 Human Biology—3 cr. hrs.

An introduction to the structure and function of the human body. (No prerequisites.)

SCI 106 Chemistry in Context—3 cr. hrs.

An introductory science course that applies chemical principles to society. Relevant issues are used to introduce the chemistry and the science is set in its political, economic, social, and international context. Current topics dealing with acid rain, global warming, protecting the ozone layer, etc. will be studied and discussed. Hands-on experience will be stressed. (No prerequisites.)

SCI 109 Powerful Ideas in Physical Science—3 cr. hrs.

Major principles and concepts in physical sciences will include measurement, motion, electricity, magnetism, waves, periodicity, bonding, kinetic theory, concentrations, and equilibrium. Emphasis is on useful applications with computer and laboratory activities. (No prerequisites.)

SCI 110 Earth Systems Science—3 cr. hrs.

This course develops a holistic view of planet Earth by considering global interactions between atmosphere, hydrosphere, biosphere, and geosphere. An Oregon perspective is developed by examining how plate tectonics, earthquakes, and volcanoes have shaped the active continental margin in the Pacific Northwest. (No prerequisites.)

SCI 111 Natural Hazards in the Pacific Northwest—3 cr. hrs.

Geological catastrophes (e.g., earthquakes, meteorite impacts, and flooding) are important processes in shaping the Earth. This course will acquaint students with the scientific principles governing these catastrophes. (No prerequisites.)

*In addition to the courses listed under this heading, courses in biology, chemistry, and physics can be used to fulfill science core requirements.

SCI 160 Nutrition, Health, and Disease—3 cr. hrs.

This course will focus on the science of nutrition as it relates to healthy living and its role in the disease process. Interactions between diet, exercise, aging, and human physiological systems will be explored.

SCI 162 Introduction to Marine Science—3 cr. hrs.

Survey of biological, chemical, physical, and geological principles in the study of oceanography. (No prerequisites.)

SCI 163 Astronomy—3 cr. hrs.

Introductory study of observations and the application of scientific principles in their interpretation. Deduction of models for the solar system, our local galaxy, and the visible Universe. (No prerequisites.)

SCI 182 Environmental Science—3 cr. hrs.

Survey of the principles and methods of science as applied to the problems of maintenance of environmental quality and preservation of plant and animal organisms within an ecosystem. (No prerequisites.)

Social Justice

SJP 200 Perspectives of Social Justice—3 cr. hrs.

This course introduces students to issues of social justice. Through a disciplinary framework, students explore theories and factors that underlie social integrity, economic prosperity and human rights. By engaging in a community-based learning project, students will explore the power of participation in affecting change.

SJP 305 Social Work: Service and Social Justice—3 cr. hrs.

This course provides students with an introduction to the history and development of professional social work, including basic principles and values, areas of practice, and work opportunities. The course provides an overview of generalist practice as well as social work programs, services, and agencies and their impact on specific populations. The theoretical foundations for work with groups, organizations, and individuals will be examined with an emphasis on exploring the values and belief systems that affect practice in the field. (Also listed as SW 305.)

SJP 320 Foundations of Education—3 cr. hrs.

Examines the relationship between schools and the larger society and analyzes the historical traditions, philosophical perspectives, and social practices that interact in American education. The course is designed to help students understand the ways in which schools affect the lives of individuals and to help students value the diversity of the communities in which they work. This course will also focus on writing and other communication skills. Field experience

required. (Also listed as ED 200.)

SJP 400 Social Justice Leadership Capstone—3 cr. hrs.

This course serves as a capstone to the social justice minor program. The course will address social justice from a local, national, international, and global perspective. Students will design, plan and implement a social justice project that will engage other students. Through participation, mentoring, reading, and reflection students will develop their leadership capacities.

SJP 402 Christian Social Ethics—3 cr. hrs.

Contemporary American Christian thought on the nature of morality and society. An attempt to reveal the dynamics of faith that call us to do justice. Special consideration given to the development of pacifism in American churches. (Also listed as THE 423.)

SJP 403 Empire, Colonialism and Independence: Postcolonial Literature and Culture—3 cr. hrs.

Historically framed survey of representative authors from former British Colonies in Asia, Africa, and the Caribbean. Introduction to key theorists of postcolonialism from Said to Spivak and discussion of key concepts such as imperialism, racism, hybridity, mimicry, decolonization, neo-colonialism, nationalism(s), and immigration. (Also listed as ENG 380.)

SJP 404 International Literature of Peace and Justice—3 cr. hrs.

The impact of language on human life, especially its importance in creating and sustaining peace or violence. Works of contemporary writers. (Also listed as ENG 430.)

SJP 407 Women, Theology, and Globalization—3 cr. hrs.

What does globalization have to do with theology? What happens when the experience of women in diverse cultures becomes the starting point for theological reflection? We will explore these questions as we study the texts of contemporary women theologians in the Christian tradition from Latin America, Africa, Asia, and varied contexts within North America. Through analysis of theological method, we will learn to recognize the principles of Liberation Theology at work in new contexts. Ultimately, we will develop the skills to critically evaluate the effects and challenges of globalization from the perspective of the Gospel in women's experience. This course invites both men and women to hear the Gospel in new contexts. (Also listed as THE 458.)

SJP 408 Theological Implications of the Holocaust—3 cr. hrs.

Explores contemporary Christian and Jewish theology reflections on the Nazi genocide campaign to eliminate the Jews of Europe. Special emphasis on the documents of the churches until now, on the Austrian and German efforts

to cope with this part of recent history, and on the illumination of the development of early anti-Judaism of the Christian cultures to the racist anti-semitism of the Nazis. (Salzburg only. Also listed as THE 434.)

SJP 409 Philosophy of Law—3 cr.hrs.

The basic philosophical principles of justice and law in the Western legal traditions: morality and law; natural and positive law; Roman law and common law traditions; logic, language, and symbols of law; Marxian concept of law; legal education. (Also listed as PHL 412.)

SJP 410 Environmental Ethics—3 cr.hrs.

An inquiry into our obligations to the nonhuman world and the philosophical basis of that obligation. (Also listed as PHL 434.)

SJP 411 Hegel and 19th-Century Philosophy—3 cr. hrs.

An examination of nineteenth-century philosophy focusing upon the work of Hegel. The course traces the roots of Hegelianism in German idealism, the British Economists, and romanticism and its influences on subsequent involvements including Marxism, existentialism, and American pragmatism. (Also listed as PHL 474.)

SJP 412 Poets, Prophets, Divas, and Divines—3 cr. hrs.

This course offers students the opportunity to trace the development of prophecy and the prophetic tradition as it unfolds in the biblical text and world and in our world today. Various prophets and their writings are studied in order to understand the person and personality of a prophet, prophetic imagination and creativity, the role of religious experience, the search for divine justice and compassion. Central to the course is the study of the prophets' vision of hope and transformation for all times. Students are invited to explore how they can be shakers and movers, history-makers and hearers, and prophetic leader of a new day. (Also listed as THE 405.)

SJP 413 Catholic Social Teaching: A Living Tradition of Thought and Action—3 cr. hrs.

By examining the relationship between Catholic social teaching and social action this course considers the theological perspectives, socio-historical contexts, key principles within this tradition such as the dignity of the human person and the common good, approaches to moral argument and methods of social analysis that have shaped the Catholic tradition of thought and practice. (Also listed as THE 425.)

SJP 420 Plains Indians History—3 cr. hrs.

This course will survey the major aspects of Plains Indians culture and history from the earliest archaeological evidence to the present day. Special emphasis will be given to traditional Plains Indian cultures and the interaction between Plains Indians and the U.S. culture and

government in the nineteenth and twentieth centuries. (Also listed as HST 312.)

SJP 421 Disease and Medicine in World History—3 cr. hrs.

This course will examine the role disease, technology, environment and culture have played in human history from ancient times to the 20th century. Areas of particular focus will include major epidemics, the rise of the germ theory, and the intersection between economic development and human health. (Also listed as HIS 358.)

SJP 422 Technology, Resources and Environment In World History—3 cr. hrs.

This course will examine the exploitation of natural resources in modern global society, from the beginnings of the Industrial Revolution to the modern day. Special emphasis is placed on the intersection of technology, culture, and the environment in modern life. (Also listed as HST 357.)

SJP 424 Modern Germany—3 cr. hrs.

Study of the varying political forms of German life over the past two centuries with emphasis on the war and the Nazi dictatorship (Also listed as HST 346.)

SJP 425 Cold War America—3 cr. hrs.

Study of the causes and effects of the Cold War in American domestic and foreign affairs. Emphasis will be placed on social, cultural, economic, and political movements within the United States, as well as America's role in world events after World War II. (Also listed as HST 318.)

SJP 426 Europe in the Age of Dictatorship—3 cr. hrs.

A broad study of the European continent from 1900 to the revolutions of 1989 and their aftermath, emphasizing the political, social, and cultural significance of the century's major events. (Also listed as HST 343.)

SJP 432 Philosophy and Feminism—3 cr. hrs.

An investigation of the philosophical underpinnings of various feminist theories and their implications for philosophical inquiry from De Beauvoir to Irigaray. (Also listed as PHL 413.)

SJP 441 Cultural Diversity and Cultural Competence—3 cr. hrs.

Course addresses the pluralistic nature of American society and the world through analyses of the social psychology of prejudice and discrimination. Students learn to apply critical thinking to an understanding of cultural differences. The course also covers various theories and strategies of culturally competent social intervention. (Also listed as SOC 325, SW 325.)

SJP 442 Communication Across Barriers—3 cr. hrs.

Exploration of barriers to effective communication between members of differing sexes, races,

and generations. Consideration of causes of problems and effective strategies for solutions. (Also listed as CST 411, SOC 411.)

SJP 443 Socio-Political Philosophy—3 cr. hrs.

Analysis of some major topics in contemporary socio-political thought, e.g., freedom, social justice and structural violence, equality, the relation between rights and obligations, sovereignty, authority, legitimacy, and consent. (Also listed as PHL 413.)

SJP 445 Social Class and Inequality—3 cr. hrs.

Examination of inequality in the distribution of wealth, power, and prestige. Focus will be on stratification within societies and on the nature, extent, and significance of inequality of wealth and power between societies. (Also listed as SOC 435.)

SJP 447 International Marketing Management—3 cr. hrs.

Applies marketing principles to the contexts of international and global business. Topics include strategies, risks, and benefits of marketing across national and cultural boundaries. Also examines consequences and ethical considerations of globalization. (Prerequisite: BUS 200. Also listed as BUS 443.)

SJP 448 Income Inequality—3 cr. hrs.

Examines the determinants of incomes in market economies, including education, training, experience, hours worked, discrimination, inheritance, unions, and government transfers. Studies causes of change in the extent of inequality and social impacts of inequality. Analyzes government policies to reduce inequality, including anti-poverty policies. (Prerequisite: ECN 121 or permission of instructor. Also listed as ECN 425.)

SJP 458 Literature and Culture of Contemporary Mexico—3 cr. hrs.

This course looks at contemporary Mexican culture and society through the study of fictional works by contemporary Mexican authors. A variety of literary genres will be read, analyzed, and discussed. Themes to be covered include the search for a Mexican identity, cultural variations among Mexicans, gender, race, and ethnicity in the construction of identity, urban and rural views of the nation, and the impact of globalization, migration, and transculturation in Mexico. (Prerequisite: SPN 202. Also listed as SPN 316.)

SJP 462 Building World Peace—3 cr. hrs.

Introduces the student to the systematic study of world peace, beginning with the causes of war and war's effects on communities and the environment. Negative peace will be studied, that is, diplomacy, negotiations, and conflict resolution, disarmament, and international law. Positive peace will also be considered, that is, the study of human rights, nonviolence, international organizations, and the role of the individual in world peace. (Also listed as POL 356.)

SJP 463 Children, Youth, and Society—3 cr. hrs.

This course is about child and youth development as embedded in social and cultural contexts. The particular emphasis will be on early childhood through the transition into adulthood, and on thinking about childhood and youth as social phenomena. The course is reading/discussion intensive and involves a community-based learning project. (Also listed as PSY 463 and SOC 463.)

SJP 464 International Law and Organizations—3 cr. hrs.

Course examines the different approaches to economic and political cooperation and integration, including some select institutional examples of global interdependence, such as the European Community, the United Nations, the Organization of American States, the North Atlantic Treaty Organization, the Roman Catholic Church, and Amnesty International. (Also listed as POL 351.)

SJP 465 Psychology of Aggression—3 cr. hrs.

Major theories which account for aggressive behavior or violence. Emphasis given to personality, social, biological, and environmental determinants of aggression and violence. (Also listed as PSY 470.)

SJP 466 Politics of Asia—3 cr. hrs.

This course is a comparative study of the countries of Asia. Students will focus on issues of politics, culture, and economics from a national and regional perspective. Cases include the South and Central Asian countries of India, Pakistan, and Afghanistan, and the Asian Pacific countries of China, Vietnam, Thailand, Cambodia, North Korea, South Korea, Indonesia, and the Philippines. (Also listed as POL 374.)

SJP 467 Foreign Policies of Latin America—3 cr. hrs.

The nations of the Latin American region have experienced dramatic changes since the 1980s. Dramatic pressures and heightened political risks are causing important shifts in the traditional foreign policies of these nations. This course examines the changing global forces affecting regional integration and economic development for Mexico, Brazil, Argentina, and Chile, and the domestic responses to these foreign policy changes. (Also listed as POL 455.)

SJP 468 American Public Policy—3 cr. hrs.

A study of the public policy process in the United States. This course analyzes the nature of public policy making, the process of agenda setting, and the dynamics of policy creation, adoption, implementation, and evaluation. Special emphasis is given to domestic issues and policies to illustrate the working of the policy process. (Also listed as POL 335.)

SJP 469 Cultural Geography—3 cr. hrs.

A survey of global cultures and interrelationships between environment and culture. Focus on language, religion, migrations, and cultural transformation in an increasingly interdependent world. (Also listed as GEO 301.)

SJP 473 Politics of Latin America—3 cr. hrs.

This course approaches the study of Latin American politics with a general introduction to its historical background and political geography. In addition, the general pattern of religion and society, economics, and politics will be examined. Then, special attention will be given to the patterns of power and politics in modern Mexico, Brazil, Argentina, Cuba, Nicaragua, and Chile. (Also listed as POL 373.)

SJP 480 Intercultural Communication—3 cr. hrs.

Course provides an introduction to the dynamics of intercultural communication. Content includes the importance of understanding one's own culture, the culture similarities and differences in communication, relationships, and the workplace, and the ability to adapt to various cultures. (Also listed as CST 430.)

SJP 481 Negotiation and Conflict Management—3 cr. hrs.

An intensive study of orientations toward managing disputes and of specific processes and techniques currently in use. Course includes consideration of both organizational and interpersonal disputes and also focuses on the role of the mediator. (Also listed as CST 412.)

SJP 482 International Welfare: Health Systems in Mexico—3 cr. hrs.

Students will spend six weeks with a Mexican family while learning advanced Spanish and participating in health-related social service experiences in Morelia, Mexico and surrounding villages. The focus will be on issues impacting the mental, physical, and spiritual well-being of individuals and communities in Mexico and the service systems designed to address these issues. (Prerequisite: Two years of college-level Spanish or equivalent required. Also listed as SOC 405, SPN 381, SW 405.)

SJP 484 Violence, Poverty and the Environment—3 cr. hrs.

This course is designed to engage students in a critical analysis of the social phenomenon of violence and poverty as they are influenced by the environment. Through classroom and experiential learning, students will have an opportunity to thoroughly study the topic in a way that will enable them to assess the societal consequences of environmental changes and their effect upon violence and poverty as well as to develop a sense of personal values toward the implications for equity and social justice. Students will also consider strategies for social

change, social equity, and social justice as part of this course. (Also listed as SOC 466, SW 466.)

SJP 485 Rhetoric of Social Justice—3 cr. hrs.

This class covers the rhetoric of social justice through the lens of U.S. social movements. From the founding of the United States, to abolition, suffrage, labor rights, and civil rights groups of Americans have joined together to create messages in order to change the fabric of our cultural norms. We will acquaint ourselves with some of the rhetorical theories, research and issues that deal with social movement message making. These issues will include an examination of the available means and limits of rhetorical influence within the context of social movements other topics. (Also listed as CST 485.)

SJP 491-492 Seminar—credit arranged.

Social Work

Not all courses are offered annually. Contact social work faculty for the current two-year schedule of offerings.

SW 214 Research Methods: Design—3 cr. hrs.

Principles and methods of research on human behavior. Scientific method as an approach to problem identification, analysis, and solution. How to evaluate methods and findings. How to design studies relevant to a given problem. (Prerequisite: MTH 161 or permission of instructor. Also listed as PSY 214, SOC 214.)

SW 275 Urban Plunge—1 cr. hr.

A 48-hour immersion into the inner city in which students observe and/or work with programs striving to meet the needs of the urban poor. The plunge takes place on two of the first ten days of January prior to the beginning of the spring semester. Three-hour workshop in November prior to the Plunge, two follow-up reflection sessions in January, and a reflection paper. (Also listed as SOC 275.)

SW 276 Rural Plunge—1 cr. hr.

Five days living and working with migrant and seasonal workers. After orientation sessions, students will take part in a variety of opportunities including refinishing some of the huts where migrant farm workers will live, serving meals, and bringing food to people in the labor camps. Each evening there will be a reflection session for the participants. Topics include the role and influence of the Church in this area, the problems that "undocumented workers" face, and conflicts between growers and the workers. (Also listed as SOC 276.)

SW 277 Border Plunge—1 cr. hr.

A five-day service-immersion program in the U.S.-Mexico border area. Participants will meet with resource persons on both sides of the border to discuss issues of immigration policy, free trade and global economic issues, U.S.-Mexican

relations, public health, the environment, and the role of the church in social change. In addition, students will provide service to a neighborhood center in Mexico which supplies daily meals to low-income children and families. Course includes a pre-trip orientation, daily reflection sessions during the program, and a reflection paper. This program will take place during spring break. (Also listed as SOC 277.)

SW 305 Social Work: Service and Social Justice—3 cr. hrs.

This course provides students with an introduction to the history and development of professional social work, including basic principles and values, areas of practice, and work opportunities. The course provides an overview of generalist practice as well as social work programs, services, and agencies and their impact on specific populations. The theoretical foundations for work with groups, organizations, and individuals will be examined with an emphasis on exploring the values and belief systems that affect practice in the field. (Prerequisite: PSY 101 and SOC 101 or permission of instructor. Also listed as SJP 305.)

SW 313 Social Welfare Policy—3 cr. hrs.

Utilizes a focus on the history and process of social welfare in the United States and other countries to help the students learn how social welfare policy is organized and developed. Students also learn strategies and techniques to analyze current policy and influence future policy. (Prerequisite: SW 305. Also listed as SOC 313.)

SW 325 Cultural Diversity and Cultural Competence—3 cr. hrs.

Course addresses the pluralistic nature of American society and the world through analyses of the social psychology of prejudice and discrimination. Students learn to apply critical thinking to an understanding of cultural differences. The course also covers various theories and strategies of culturally competent social intervention. (Prerequisite: SW 305. Also listed as SOC 325, SJP 441.)

SW 343 Human Behavior and the Social Environment—3 cr. hrs.

This course analyzes human behavior in the social environment from a life span developmental approach. The content of this course is designed to increase the student's potential for effective social work interventions with individuals, groups, families, social systems, and communities. Students will examine the effects of social structures, social policies, and cultural patterns on individuals at all stages of life. Students will study the effects of poverty, gender roles, discrimination, spirituality, and sexual orientation on the human growth and development of individuals from childhood to old age. A systems approach is combined with an eco-

logical perspective to analyze social conditions and to identify problem areas in society. (Prerequisite: SW 305, SW 214. Also listed as SOC 343.)

SW 355 Perspectives on the Body and Human Sexuality—3 cr. hrs.

Provides students with varying perspectives about human sexuality and how body image, body change (i.e., disability, illness, aging) and body variations fit within the context of human sexuality. Students will explore the social construction of gender, body image, and sexuality as well as the consequences that differing meanings of "body" and "sex" can have on individuals in our society. Attention will be given to strategies of interventions with individuals who present with sexual or body image/change issues. (Prerequisite: PSY 101 or SOC 101. Also listed as PSY 355, SOC 355.)

SW 386 Interviewing and Counseling—3 cr. hrs.

The purpose of this course is to learn interviewing and counseling skills that are fundamental to effective social work practice and to other helping professions. Upon completion of this course, students will understand basic theories, concepts, and skills behind relationship building, active listening, and the interviewing process. Students will understand how issues of diversity affect the helping relationship and will be able to apply this knowledge to affect change with various populations, problems, and settings. (Prerequisite: SW 305, SW 214 or permission of instructor.) Fee: \$25.

SW 391-392 Seminars—credit arranged.

SW 401-402 Internship I & II—3 cr. hrs.

Practical field experience working within a human service organization. Internships are individually arranged and may be done in a wide array of settings. Students will be required to supplement their experience with a classroom seminar. Social work majors may only take one semester of this course.

SW 405 International Welfare: Health Systems in Mexico—3 cr. hrs.

Students will spend six weeks with a Mexican family while learning advanced Spanish and participating in health-related social service experiences in Morelia, Mexico and surrounding villages. The focus will be on issues impacting the mental, physical, and spiritual well-being of individuals and communities in Mexico and the service systems designed to address these issues. (Prerequisite: Two years of college-level Spanish or equivalent required. Also listed as SOC 405, SPN 381, SJP 482.)

SW 461 Introduction to Gerontology—3 cr. hrs.

This course introduces the student to the field of gerontology and the different ways in which social workers and other helping professionals

are involved with the growing aging population. The course examines the aging process and its impact upon the individual, the family, and society. Students will examine the demographics of aging, as well as physical and psychological changes associated with aging. The course also will cover social, cultural, political, and economical issues for older adults in our society. (Also listed as SOC 461, PSY 461.)

SW 464 Cultural Variations in Aging—3 cr. hrs.

This course considers how culture and life experience influence and shape the aging process. How do different age cohorts position themselves in life and how does that affect the rest of society? Students gain an understanding of key issues in cultural variations in aging and an ability to demonstrate this knowledge of their own lives as well as aging services. (Also listed as SOC 464, PSY 464.)

SW 465 Violence and the Individual—3 cr.hrs.

This course investigates the phenomenon of violence as it affects individuals. Students will learn about theories of the motivation and impact of violence in America. Individual, structural, and cultural aspects of violence are presented in an analytic framework. (Also listed as SOC 465.)

SW 466 Violence, Poverty, and the Environment—3 cr. hrs.

This course is designed to engage students in a critical analysis of the social phenomenon of violence and poverty as they are influenced by the environment. Through classroom and experiential learning, students will have an opportunity to thoroughly study the topic in a way that will enable them to assess the societal consequences of environmental changes and their effect upon violence and poverty as well as to develop a sense of personal values toward the implications for equity and social justice. Students will also consider strategies for social change, social equity, and social justice as part of this course. (Also listed as SOC 466, SJP 484.)

SW 480 Theory & Methods of Social Work Practice I—3 cr. hrs.

This course provides undergraduate students with a base for the application of social work theory in micro practice settings. It offers content on generalist social work practice knowledge, values, and skills as applied to work with individuals, families, and groups. This practice course focuses on essential phases of the problem-solving process that can be utilized with diverse populations across various practice settings. Course also focuses on social work values, ethics, and issues relevant to sensitive social work practice with populations-at-risk. Social work majors only. (Prerequisites: All SW courses (except 482 and 483) all lower division Universi-

ty and CAS requirements. Corequisite: SW 483.)

SW 481 Theory & Methods of Social Work Practice II—3 cr. hrs.

This course provides undergraduate students with a base for the application of social work theory in macro practice settings. It offers content on generalist social work practice knowledge, values, and skills as applied to work with groups, organizations, communities, and societies. This practice course focuses on essential phases of the problem-solving process that can be utilized with diverse populations across various practice settings. Course also focuses on social work values, ethics, and issues relevant to sensitive social work practice with populations-at-risk. Social work majors only. (Prerequisites: All SW courses (except 482 and 483) all lower division University and CAS requirements. Corequisite: SW 483.)

SW 482 Social Work Practicum I—6 cr. hrs.

Intensive supervised field experience in selected social work agencies. Students spend 16 hours per week in the field. Social work majors only. (Prerequisite: All SW courses except 480 and 481; all lower-division University and CAS requirements. Corequisite: SW 480.)

SW 483 Social Work Practicum II—6 cr. hrs.

Intensive supervised field experience in selected social work agencies. Students spend 16 hours per week in the field. Social work majors only. (Prerequisites: All SW courses except 480 and 481; all lower-division University and CAS requirements. Corequisite: SW 481.)

SW 490 Directed Study—credit arranged.

SW 491-492 Seminars—credit arranged.

SW 494 Research—1-3 cr. hrs.

Participate directly in the research process with a faculty member. Before enrolling a student must consult with a faculty member to define the project.

SW 499 Senior Thesis—3-6 cr. hrs.

Research, study, or original work under the direction of a faculty mentor, leading to a scholarly thesis document with a public presentation of results. Requires approval of thesis director, department chair, dean, and the director of the honors program, when appropriate. (Prerequisites: Senior standing; 3.0 G.P.A. in the thesis area, or good standing in the honors program.)

Sociology

Not all courses are offered annually. Contact sociology faculty for the current two-year schedule of offerings. SOC 101 is a prerequisite for all upper division sociology courses.

SOC 101 Introduction to Sociology—3 cr. hrs.

An introduction to the theories, scientific methods, and basic findings of sociology concerning group behavior, society, culture, social institutions, and social change.

SOC 214 Research Methods: Design—3 cr. hrs.

Principles and methods of research on human behavior. Scientific method as an approach to problem identification, analysis, and solution. How to evaluate methods and findings. How to design studies relevant to a given problem. (Prerequisite: MTH 161 or permission of instructor. Also listed as PSY 214, SW 214.)

SOC 215 Research Methods: Analysis—3 cr. hrs.

Introduction to psychological and sociological research with emphasis on quantitative methods. Topics include sampling, hypothesis testing, statistical analysis, and computer usage. (Prerequisite or corequisite: SOC or PSY 214 or permission of instructor. Also listed as PSY 215.)

SOC 275 Urban Plunge—1 cr. hr.

A 48-hour immersion into the inner city in which students observe and/or work with programs striving to meet the needs of the urban poor. The plunge takes place on two of the first ten days of January prior to the beginning of the spring semester. Three-hour workshop in November prior to the Plunge, two follow-up reflection sessions in January, and a reflection paper. (Also listed as SW 275.)

SOC 276 Rural Plunge—1 cr. hr.

Five days living and working with migrant and seasonal workers. After orientation sessions, students will take part in a variety of opportunities including refinishing some of the huts where migrant farm workers will live, serving meals, and bringing food to people in the labor camps. Each evening there will be a reflection session for the participants. Topics include the role and influence of the Church in this area, the problems that “undocumented workers” face, and conflicts between growers and the workers. (Also listed as SW 276.)

SOC 277 Border Plunge—1 cr. hr.

A five-day service-immersion program in the U.S.-Mexico border area. Participants will meet with resource persons on both sides of the border to discuss issues of immigration policy, free trade and global economic issues, U.S.-Mexican relations, public health, the environment, and the role of the church in social change. In addition, students will provide service to a neighborhood center in Mexico which supplies daily meals to low-income children and families. Course includes a pre-trip orientation, daily reflection sessions during the program, and a reflection paper. This program will take place during spring break. (Also listed as SW 277.)

SOC 301 Social Problems—3 cr. hrs.

Introduction to the major social problems of contemporary society, their nature, causes, and possible solutions; theories of deviancy.

SOC 305 Sociology of Crime and Justice—3 cr. hrs.

A systematic and in-depth review of criminal justice in America from a sociological perspective. Course evaluates the historical development of policing, the judiciary, and corrections, and examines the culture and organizations of criminal justice institutions. Significant attention is paid to examining public policy issues in criminal justice.

SOC 310 General Anthropology—3 cr. hrs.

Views the variety of lifestyles and belief systems with which humans live and have lived.

SOC 313 Social Welfare Policy—3 cr. hrs.

Utilizes a focus on the history and process of social welfare in the United States and other countries to help the students learn how social welfare policy is organized and developed. Students also learn strategies and techniques to analyze current policy and influence future policy. (Also listed as SW 313.)

SOC 325 Cultural Diversity and Cultural Competence—3 cr. hrs.

Course addresses the pluralistic nature of American society and the world through analyses of the social psychology of prejudice and discrimination. Students learn to apply critical thinking to an understanding of cultural differences. The course also covers various theories and strategies of culturally competent social intervention. (Also listed as SJP 441, SW 325.)

SOC 343 Human Behavior and the Social Environment—3 cr. hrs.

This course analyzes human behavior in the social environment from a life span developmental approach. The content of this course is designed to increase the student's potential for effective social work interventions with individuals, groups, families, social systems, and communities. Students will examine the effects of social structures, social policies, and cultural patterns on individuals at all stages of life. Students will study the effects of poverty, gender roles, discrimination, spirituality, and sexual orientation on the human growth and development of individuals from childhood to old age. A systems approach is combined with an ecological perspective to analyze social conditions and to identify problem areas in society. (Also listed as SW 343.)

SOC 350 Social Psychology—3 cr. hrs.

Psychological behavior of an individual as a member of a group; the influence of culture and society on attitudes, personality, and behavior; the dynamics of group interaction. (Also listed as PSY 350.)

SOC 355 Perspectives on the Body and Human Sexuality—3 cr. hrs.

Provides students with varying perspectives about human sexuality and how body image, body change (i.e., disability, illness, aging) and

body variations fit within the context of human sexuality. Students will explore the social construction of gender, body image, and sexuality as well as the consequences that differing meanings of “body” and “sex” can have on individuals in our society. Attention will be given to strategies of interventions with individuals who present with sexual or body image/change issues. (Prerequisite: PSY 101 or SOC 101. Also listed as PSY 355, SW 355.)

SOC 360 Criminology—3 cr. hrs.

Criminology is the body of knowledge regarding delinquency and crime as social phenomena. Includes the development of a body of general and verified principles and of other types of knowledge regarding this process of law, crime, and reaction to crime. Focus is on the adult offender.

SOC 375 The Self—3 cr. hrs.

This course will examine the social self; competing needs for uniqueness and similarity; the meaning of self-identity and self-concept; individual coping strategies; attributional analyses; social influence and defining gender. (Also listed as PSY 375.)

SOC 380 Sociological Theory—3 cr. hrs.

Comprehensive study of sociological theories from the late nineteenth century to the present; the relationship between theory and research. Required of majors in sociology.

SOC 391-392 Seminars—credit arranged.

SOC 401-402 Internship I & II—1 or 2 semesters—variable credit

Practical field experience working within a human service organization. Internships are individually arranged and may be done in a wide array of settings. Students will be required to supplement their experience with a classroom seminar. This course may be taken twice. Limited to majors and minors. (Also listed as PSY 401-402.)

SOC 405 International Welfare: Health Systems in Mexico—3 cr. hrs.

Students will spend six weeks with a Mexican family while learning advanced Spanish and participating in health-related social service experiences in Morelia, Mexico and surrounding villages. The focus will be on issues impacting the mental, physical, and spiritual well-being of individuals and communities in Mexico and the service systems designed to address these issues. (Prerequisite: Two years of college-level Spanish or equivalent required. Also listed as SJP 482, SPN 381, SW 405.)

SOC 408 Juvenile Delinquency—3 cr. hrs.

Analysis of theories and research concerning the nature, extent, course, and control of delinquent behavior. (Prerequisite: SOC 214.)

SOC 410 Sociology of Corrections—3 cr. hrs.

Overview of the correctional process demonstrated through the use of an actual case record.

Highlights the role and function of law enforcement, legal services, and the court. Stresses the rehabilitation function of correctional institutions and probation and parole.

SOC 411 Communication Across Barriers—3 cr. hrs.

Exploration of barriers to effective communication between members of differing sexes, races, and generations. Consideration of causes of problems and effective strategies for solutions. (Also listed as CST 411, SJP 442.)

SOC 422 Sociology of Gender—3 cr. hrs.

Examination of historical and recent changes and role expectations for men and women. Included is an analysis of real vs. perceived differences and biological vs. socially induced differences. Discussion focuses on the consequences of gender roles and work and family including responses to changing gender roles.

SOC 423 Sociology of Sport—3 cr. hrs.

Examines the significance, from a sociological perspective, of the growing interest and participation in sports activities in the U.S. and around the world. The history of the growth of sport, the influence of sports play in the socialization of children, and the tie between the American education system and sports will all be examined. Issues regarding sports participation and race, class, and gender will also be considered.

SOC 434 Urban Society—3 cr. hrs.

Topics include the origin and development of cities; the social-psychological consequences of living in the urban environment; the social problems associated with urbanization in both industrial and third world cities; and the future of cities.

SOC 435 Social Class and Inequality—3 cr. hrs.

Examination of inequality in the distribution of wealth, power, and prestige. Focus will be on stratification within societies and on the nature, extent, and significance of inequality of wealth and power between societies. (Also listed as SJP 445.)

SOC 444 Sociology of Deviant Behavior—3 cr. hrs.

Study of behavior which differs from cultural expectations. This course is concerned with social deviance and will consider the history of the concept of deviance, the legal aspects, social aspects, deviant subcultures, self images, social organization, causes of deviance, and strategies for response.

SOC 446-447 Criminal Justice Practicum I-II—2 sems., 6 cr. hrs.

Supervised in-service experience in some aspect of the criminal justice system. This might include work in corrections, police activities, court room procedures, or legislative internship. Criminal justice track students only.

SOC 461 Introduction to Gerontology—3 cr. hrs.

This course introduces the student to the field of gerontology and the different ways in which social workers and other helping professionals are involved with the growing aging population. The course examines the aging process and its impact upon the individual, the family, and society. Students will examine the demographics of aging, as well as physical and psychological changes associated with aging. The course also will cover social, cultural, political, and economical issues for older adults in our society. (Also listed as SW 461, PSY 461.)

SOC 463 Children, Youth, and Society—3 cr. hrs.

This course is about child and youth development as embedded in social and cultural contexts. The particular emphasis will be on early childhood through the transition into adulthood, and on thinking about childhood and youth as social phenomena. The course is reading/discussion intensive and involves a community-based learning project. (Also listed as PSY 463 and SJP 463.)

SOC 464 Cultural Variations in Aging—3 cr. hrs.

This course considers how culture and life experience influence and shape the aging process. How do different age cohorts position themselves in life and how does that affect the rest of society? Students gain an understanding of key issues in cultural variations in aging and an ability to demonstrate this knowledge of their own lives as well as aging services. (Also listed as SW 464, PSY 464.)

SOC 465 Violence and the Individual—3 cr. hrs.

This course investigates the phenomenon of violence as it affects individuals. Students will learn about theories of the motivation and impact of violence in America. Individual, structural, and cultural aspects of violence are presented in an analytic framework. (Also listed as SW 465.)

SOC 466 Violence, Poverty, and the Environment—3 cr. hrs.

This course is designed to engage students in a critical analysis of the social phenomenon of violence and poverty as they are influenced by the environment. Through classroom and experiential learning, students will have an opportunity to thoroughly study the topic in a way that will enable them to assess the societal consequences of environmental changes and their effect upon violence and poverty as well as to develop a sense of personal values toward the implications for equity and social justice. Students will also consider strategies for social change, social equity, and social justice as part of this course. (Also listed as SW 466, SJP 484.)

SOC 481 Marriage: Social and Ethical Dimensions—3 cr. hrs.

An inquiry into the theological, philosophical, psychological, and social aspects of marriage, with specific emphasis on commitment and the bond of love. The moral problems of abortion, divorce, and homosexuality in the modern context will be addressed. (Also listed as THEP 481.)

SOC 490 Directed Study—credit arranged.

Guided inquiry for superior students by special arrangement with the sociology faculty.

SOC 491-492 Seminars—credit arranged.**SOC 493-494 Research—1-3 cr. hrs.**

Participate directly in the research process with a faculty member. Before enrolling, a student must consult with a faculty member to define the project.

SOC 498 Senior Project Seminar—3 cr. hrs.

Advanced analysis, integration, application, and criticism of the field of sociology. Students will complete a senior project. Sociology majors only. (Prerequisites: SOC 214 and SOC 380, or permission of instructor.)

SOC 499 Senior Thesis—1-6 cr. hrs.

Research, study, or original work under the direction of a faculty mentor, leading to a scholarly thesis document with a public presentation of results. Requires approval of thesis director, and department chair. (Prerequisites: Senior standing; 3.0 G.P.A. in the thesis area, or good standing in the honors program, SOC 214, and SOC 380.)

Spanish

SPN 101-102 Elementary Spanish—2 sems., 6 cr. hrs.

Basic essentials of the language with an emphasis upon the audio-lingual skills, reading, and writing. Language laboratory is used in the acquisition of these fundamental skills. Students with more than 2 years of high school Spanish are not permitted to take SPN 101. (Please note: SPN 102 is a continuation of SPN 101. Prerequisite for SPN 102: SPN 101 or equivalent.)

SPN 105 Accelerated Beginning Spanish—6 cr. hrs.

This course is designed for students who must complete the language requirement and who have not taken Spanish before or have completed 2 years of high school Spanish. This course will provide a comprehensive overview of the material taught in the first year of Spanish (SPN 101-102). Students will practice verb conjugations and usage, gain proficiency skills and learn key grammatical concepts.

SPN 201-202 Intermediate Spanish—2 sems., 6 cr. hrs.

The purpose of these courses is to prepare students to use Spanish at an intermediate to

advanced level and especially to discuss more intellectual topics. This preparation gives the student the confidence and skills to use Spanish in a variety of social contexts, and provides a bridge experience to upper-division course work in Spanish. Objectives are to increase oral proficiency, improve reading and writing skills, and to increase knowledge and awareness of the geography and cultures of the Spanish-speaking world through cultural readings, short stories, and class lectures and discussions. (Please note: SPN 202 is a continuation of SPN 201. Prerequisite for SPN 202: SPN 201 or equivalent.)

***SPN 205 Accelerated Intermediate Spanish—6 cr. hrs.**

Course will offer students an opportunity to immerse themselves in the Spanish language and strengthen their linguistic skills. Follows SPN 102 and will build on the concepts covered at the introductory level. This intensive class substitutes for SPN 201-202, thus making it possible to complete the language requirement in the B.A. core curriculum. For those students who are interested in advancing to literature and culture classes, this class will offer a thorough review of grammar concepts, an opportunity to converse in Spanish and an introduction to the literature of Spain and Latin America.

SPN 290 Directed Study—credit arranged.

SPN 301 Advanced Spanish Conversation and Composition—3 cr. hrs.

Extensive review of Spanish grammar and its application in oral and written activities. Frequent writing assignments commenting on articles and other cultural readings.

SPN 302 Advanced Spanish Conversation and Culture—3 cr. hrs.

Analysis and discussion of issues related to Spanish and Latin American cultures. Small group discussions, class presentations, and writing activities that examine cultural issues and situations.

SPN 303 Introduction to Literary and Film Analysis—3 cr. hrs.

This course introduces advanced students in Spanish to the terminology, methods, and approaches to studying literary genres and film from Spain and Latin America. Students will read literary texts and view films, keeping in mind the creative tools and structures writers and film directors employ to create their literary and visual works. Class time will be used to examine and discuss the creative techniques used in literary and cinema works assigned for homework. Students will come to understand and appreciate artistic expression in the works of Spanish-speaking writers and film directors of Spain and Latin America.

SPN 304 Survey of Spanish Literature—3 cr. hrs.

Introduction to modern literature of Spain including poetry, prose, fiction, short stories, and plays. Introductory work in literary analysis and interpretation. Lectures and films on the art, history, politics, and culture of Spain to contextualize the readings and trace the major artistic and social trends that have shaped modern Spanish literature.

SPN 305 Spanish For Business Purposes—3 cr. hrs.

Introduction to the vocabulary and business etiquette of Spanish-speaking countries. Practice with writing reports and letters in Spanish, and discussion of social and cultural issues related to business practices.

SPN 306 Advanced Spanish Grammar—3 cr. hrs.

Intense review of Spanish grammar which will benefit those who have a high proficiency in the language and need a thorough review of concepts in order to enhance writing, reading, oral, and speaking skills. Of special benefit to education majors who seek a Spanish endorsement and will be teaching the language at the elementary or secondary level.

SPN 315 Survey of Latin-American Literature and Civilization—3 cr. hrs.

An introduction to the literatures and cultures of Latin America from pre-Columbian times to the present. Students will read a variety of works from different periods, regions, and genres, and discuss them in class in the context of the historical moment in which they were produced.

SPN 316 Literature and Culture of Contemporary Mexico—3 cr. hrs.

This course looks at contemporary Mexican culture and society through the study of fictional works by contemporary Mexican authors. A variety of literary genres will be read, analyzed, and discussed. Themes to be covered include the search for a Mexican identity, cultural variations among Mexicans, gender, race, and ethnicity in the construction of identity, urban and rural views of the nation, and the impact of globalization, migration, and transculturation in Mexico. (Prerequisite: SPN 202. Also listed as SJP 458.)

SPN 380 Spanish for the Medical and Social Service Professions—3 cr. hrs.

Course is designed for students in professional programs who need a thorough review of Spanish language skills complemented with specific vocabulary, expressions, and cultural issues as related to their area of study. One semester may focus on terminology used in the nursing profession, another term on terminology related to social work. Course is offered in the Morelia program.

SPN 381 International Welfare: Health Systems in Mexico—3 cr. hrs.

Students will spend six weeks with a Mexican family while learning advanced Spanish and participating in health-related social service experiences in Morelia, Mexico and surrounding villages. The focus will be on issues impacting the mental, physical, and spiritual well-being of individuals and communities in Mexico and the service systems designed to address these issues. (Prerequisite: Two years of college-level Spanish or equivalent required. Also listed as SJP 482, SOC 405, SW 405.)

SPN 382 Mexican Customs and Traditions—3 cr. hrs.

History and culture are expressed by Mexican individuals and perceived by foreigners through customs and traditions. The goal of this course is to enable students to understand the importance and value that Mexicans place on their social activities and public festivities. Mexican customs and traditions with the values behind them are contrasted and compared with those that are typical of the U.S. society. Guided tours to relevant historical sites supplement the materials studied in class. (Morelia, Mexico.)

SPN 407 Don Quixote—3 cr. hrs.

Literary analysis of Cervantes's great masterpiece. Primary readings from the text complemented with secondary sources. Small group discussions, class presentations, and written assignments.

SPN 408 Golden Age of Spanish Literature—3 cr. hrs.

Literary, social, and political study of richest period of Spanish literature, including Lope, Tirso, Calderon, and Quevedo.

SPN 410 Nineteenth- and Twentieth-Century Spanish Novel—3 cr. hrs.

A broad overview of the development of fiction in Spain from Romanticism to Realism and Modernism to Postmodernism. Literary analysis of specific narrative devices writers employ to convey their ideas. Lectures and films on nineteenth and twentieth century Spanish society to situate writers in distinct historical periods.

SPN 412 Present Day Spanish Literature—3 cr. hrs.

A survey of contemporary authors with special focus on Spain's literary production during the last decade to gain insights into Spanish culture today. Readings in fiction, poetry, and theatre, as well as nonfiction to examine the social, political, and historical trends which have defined Spain since 1975.

SPN 416 Contemporary Latin American Novel—3 cr. hrs.

Examines the development of Latin American novel in the twentieth century with emphasis on the process of literary innovation that led to the emergence of the "New Latin American

Narrative" associated with magical realism and the "Boom," the resurgence of the historical novel, and the latest postmodern narratives.

SPN 421 Advanced Latin American Culture and Civilization—3 cr. hrs.

Through the study of different representations such as literature, painting, popular art, film, and music, the class addresses questions of cultural unity and national identity; ethnic and racial heritage and diversity; social and cultural institutions, struggle for social change and the controversial role of the United States in the politics of Latin America. By focusing on different regions and historical periods, the course will aim to show a picture of the complex and diverse reality of the Latin American world and its challenges for the future.

SPN 422 Hispanic Women Writers—3 cr. hrs.

This course will examine the writings of women authors from Spain and Latin America, from the Renaissance to the present day. Different genres will be read, analyzed, and discussed during the semester.

SPN 424 Latin American Short Story—3 cr. hrs.

This course will examine the contributions of well-known authors of Latin America to the short story. Various works will be read, discussed, and analyzed.

SPN 480 The Three Cultures of Medieval Spain—3 cr. hrs.

This course examines the medieval period in Spain when Jews, Muslims, and Christians actively participated in the political, economic, and cultural affairs of the Iberian Peninsula. Students will read literary and historic texts, discuss material in class, and complete essays and exams.

SPN 482 Cultural Perspectives of Modern Spain—3 cr. hrs.

This course provides a comprehensive view of Post-Franco Spain. Readings will include literary, social, political, and cultural texts. Class discussions and essays will focus on the significant transformation that Spain has experienced since the end of the dictatorship.

SPN 484 Hispanic Issues in Cinema—3 cr. hrs.

This course introduces students to the major directors of Latin America and Spain and examines the various cultural and/or national issues that these artists explore in their films. The course introduces basic tools of analysis necessary for studying films. Once students acquire rudimentary skills to understand the technical aspects of film, they will view a number of different Spanish language films that present current issues that relate to various Spanish-speaking countries. Time will also be spent on viewing films that explore Hispanic issues from the perspective of German, North American, and English directors.

SPN 490 Directed Study—credit arranged.

SPN 491-492 Seminars—credit arranged.

SPN 497 Spanish Internship—1-3 cr. hrs.

Academic internships are available for qualified students (3.0 G.P.A.; 3.25 G.P.A. in Spanish). Internships provide Spanish majors with job experience pertinent to the study of Spanish. The internship may be taken for one to three credit hours, and the credit can apply to the Spanish major.

SPN 499 Senior Thesis—3-6 cr. hrs.

Research, study, or original work under the direction of a faculty mentor, leading to a scholarly thesis document with a public presentation of results. Requires approval of thesis director, department chair, dean, and the director of the honors program, when appropriate. (Prerequisites: Senior standing; 3.0 G.P.A. in the thesis area, or good standing in the honors program.)

Theology

THE 101 An Introduction to Religion and Theology—3 cr. hrs.

Study of the basic characteristics of religion and theology as exemplified in major religions of the world. The intent is not to compare religions but to understand and appreciate religion in the experience of many cultures and civilizations.

THE 205 Biblical Tradition and Culture—3 cr. hrs.

Offers students the opportunity to deepen their knowledge of the sources and applications of the defining documents of the biblical tradition—the Old and New Testaments.

Through theological study of these sources, students will learn how the sources have contributed to the shaping of our world culturally and historically. Students will also be given the opportunity to learn how to read and interpret biblical literature in its own and in present-day contexts, and thus be able to retrieve from the biblical sources what is pertinent to the shaping of our culture and communal lives today. (Prerequisite: THE 101.)

Upper-Division Electives Prerequisite: *THE 101 and THE 205 must be successfully completed before taking upper-division theology electives.*

Bible

THE 404 Sages and Singers, Songwriters and Storytellers—3 cr. hrs.

This course offers students the opportunity to study the wisdom writings of ancient biblical and contemporary gurus to discover how wisdom is a gift that can be received from God, creation, and daily interaction in human life and affairs. The course invites personal and group reflection aimed at the celebration of life and the exploration of contemporary situations in need of wise decision-making.

THE 405 Poets, Prophets, Divas, and Divines—3 cr. hrs.

This course offers students the opportunity to trace the development of prophecy and the prophetic tradition as it unfolds in the biblical text and world and in our world today. Various prophets and their writings are studied in order to understand the person and personality of a prophet, prophetic imagination and creativity, the role of religious experience, the search for divine justice and compassion. Central to the course is the study of the prophets' vision of hope and transformation for all times. Students are invited to explore how they can be shakers and movers, history-makers and hearers, and prophetic leader of a new day. (Also listed as SJP 412.)

THE 407 Theology and Controversy in the Letters of Paul—3 cr. hrs.

Within twenty five years of Jesus' death, Christianity had spread throughout the Roman Empire. A Jewish convert, Paul of Tarsus (St. Paul), was responsible for founding many of these new churches. Serving as both missionary and theologian, he articulated for the first time many of Christianity's basic beliefs and presided over some of Christianity's earliest theological controversies. In his wake, Paul left behind a series of letters to his churches. In this course we will examine his letters as a way of gaining access to the concerns, the theology, and the growing pains of some of the very first Christians on record.

THE 412 Jesus' Ministry in the Gospels—3 cr. hrs.

Christianity, the world's largest religion, began with the ministry of Jesus of Nazareth. Our most important sources of information on Jesus' ministry are the first four writings of the New Testament, the Gospels. This course examines the theology and history contained in the gospels for the purpose of gaining a better understanding of who Jesus was and how his message was received and developed by the early church. Note: This course will focus primarily on Matthew, Mark, and Luke (the "synoptic gospels") or on John in alternating semesters.

THE 415 Ancient Views on Marriage, Divorce, and Sexuality—3 cr. hrs.

During the first century of Christianity, the Roman Empire was a complex marketplace of ideas on sexual morality. It is out of this bewildering mixture of Roman, Greek, Jewish, and Christian perspectives that the Church's first statements on marriage, divorce, and sexuality arose—statements that would shape western society for centuries to come. This course explores the roots, the development, and the legacy of early Christian theology on sexual practices and gender relations. It covers such matters as polygamy, serial marriage, prostitu-

tion, concubines, sexual immorality, the role and authority of women in religion, virginity, and celibacy.

THE 416 The Second Coming of Christ, in the New Testament and Beyond—3 cr. hrs. Many of Jesus' followers expected him to return within fifty years after his death. At this "second coming" Jesus would banish evil, mete out punishment and reward, and transform God's aging creation into the glorious Kingdom of Heaven. We find these ideas throughout the New Testament—in the Gospels, in the Epistles, and especially in the book of Revelation. This course examines the Jewish roots of Christian "apocalyptic" theology, and discusses the ethical implications of living in an "end time" community, both then and now. Aside from writings in the New Testament, attention will be given to the Old Testament book of Daniel, the Dead Sea Scrolls, and modern apocalyptic movements.

THE 417 Trickery, Gender, Power, and Politics in The Bible—3 cr. hrs.

The course offers students the opportunity to explore questions and issues around gender as presented in the biblical text. Content focuses on the historical and cultural background of women and men in biblical times, and how those cultural attitudes have influenced culture, decisions, and worldviews down through the ages. Students are invited to participate in critical theological reflection of selected text to discover how these texts speak to life today and how some texts need to be re-appropriated in light of ongoing transformation that leads ultimately to life and liberation not only for women but for all people, regardless of gender, race, or class.

THE 419 Biblical Spirituality: Saints and Sinners on a Journey With God—3 cr. hrs. What does it mean to be "holy?" Who are "holy people?" What is meant by the sacredness of all creation? Do sinners go to Heaven? Are there any saints among us today? How does God talk to people today? These and other questions are explored in the context of the Jewish and Christian scriptures, and in lives of various biblical characters. Students are invited to walk in the company of saints and sinners as they reflect on such themes as revelation, the "spirit," creation, identity and the search for self, the heart, compassion, sacred spaces and sacred places, the role of dreams in divine self-communication, prayer, and a contemplative, mystical understanding toward life.

Theological Ethics

THE 420 Christian Personal Values—3 cr. hrs.

The ethical question, "who is the good person?", is founded on the premise that being a Christian makes one a certain type of person with certain values. An historical study of various philosoph-

ical and theological descriptions of the nature of the good person.

THE 422 Modern Catholic Ethics—3 cr. hrs. Analysis of several contemporary Catholic ethicists, including Curran, O'Connell, Regan, and McCormick, who have influenced the development of Catholic ethics. A critical examination of natural law, human freedom, conscience, authority, and the moral and rational capacity.

THE 423 Christian Social Ethics—3 cr. hrs. Contemporary American Christian thought on the nature of morality and society. An attempt to reveal the dynamics of faith that calls us to do justice. Special consideration given to the development of pacifism in American churches. (Also listed as SJP 402.)

THE 425 Catholic Social Teaching: A Living Tradition of Thought and Action—3 cr. hrs.

By examining the relationship between Catholic social teaching and social action this course considers the theological perspectives, socio-historical contexts, key principles within this tradition such as the dignity of the human person and the common good, approaches to moral argument, and methods of social analysis that have shaped the Catholic tradition of thought and practice. (Also listed as SJP 413.)

THE 426 Christian Marriage: Tradition and the Modern Context—3 cr. hrs.

Inquiry into the theological, philosophical, psychological, and social aspects of Christian marriage with specific emphasis on commitment and the bond of love. The moral problems of abortion, divorce, and homosexuality, special to the modern context, will be discussed.

THE 427 Theological Environmental Ethics—3 cr. hrs.

This course will be an in-depth investigation into the field of environmental ethics and will entail three major components: 1) The course will explore the history of environmental ethics with special emphasis given to major historical contributors such as John Muir and Aldo Leopold; 2) The course will probe the writings and positions of major contemporary eco-ethicists such as Callicott, Hargrove, and Rolston; 3) The course will explore the impact environmental ethics has had on Christian ethical reflection and propose a foundation for Christian environmental responsibility.

THE 428 Ecology in Theological Perspective—3 cr. hrs.

Explores contemporary Christian theology and its response to environmental and ecological issues. The course will investigate the nature of our current ecological crisis and the emerging theological insights by Christians deeply concerned about our global environment. Special emphasis will be given to the God-world relationship, biblical and ethical considerations, as well as ecological issues germane to the Northwest.

THE 434 Theological Implications of the Holocaust—3 cr. hrs.

Explores contemporary Christian and Jewish theology reflections on the Nazi genocide campaign to eliminate the Jews of Europe. Special emphasis on the documents of the churches until now, on the Austrian and German efforts to cope with this part of recent history, and on the illumination of the development of early anti-Judaism of the Christian cultures to the racist anti-Semitism of the Nazis. (Salzburg only. Also listed as SJP 408.)

Liturgy**THE 435 Theology of Christian Worship—3 cr. hrs.**

Exploration of liturgy as Christian worship, considering ritual symbolism as language (word and action) of worship, and worship as Christian faith in dialogue with God. A critical evaluation of contemporary liturgical reforms in ecumenical perspective.

THE 438 The Catholic Mass: Yesterday, Today, and Tomorrow—3 cr. hrs.

A historical and theological examination of the Catholic Mass (Lord's Supper) in Church teaching and ecumenical perspective. Special emphasis to be given to the intrinsic nature of its parts in Word and Eucharist, to devout and active participation by the faithful, and to its significance as source and summit of Christian spirituality in contemporary time and culture.

THE 439 Catholic Worship Today—3 cr. hrs.

Biblical and theological study of Catholic liturgy in light of the historical tradition, the liturgical movement, and the Second Vatican Council. Special emphasis given to contemporary reforms and their impact on Catholic life today.

Spirituality and Ministry**THE 441 Responding to God: An Introduction to Spiritual Practice—3 cr. hrs.**

The primary purpose of this course is to facilitate the development of a set of skills and understandings drawn from the Christian tradition that will aid students in enriching their awareness of and responses to God's presence in their lives. Students will engage in a variety of spiritual practices, such as *lectio divina*, meditation, and contemplation. Students will also explore key concepts informing these practices, such as discernment, freedom, desire, surrender, and gratitude. This course will require the learning of factual material, commitment to self-reflection, and active participation in spiritual practice.

THE 442 Introduction to Christian Spirituality—3 cr. hrs.

In this course students will read dialogically and critically selected texts in the genre of Christian spirituality. They will construct their own

hermeneutical strategies to dialogue with and interpret these texts in light of the following context: Christian spiritual themes; explicit and implied images of God and ways of communicating with God. Students will also read critically to elicit from the texts and from their own experiences suggestions about ways of being in fruitful relationships with themselves, others and the world in light of the incarnation. This course will also require a commitment to self-reflection and to active participation in an ongoing conscious engagement with oneself, others, the world, and the texts at hand.

THE 445 Human Development in Theological Perspective—3 cr. hrs.

Explores several different approaches to human development, including faith and moral development as well as the process of socialization and the social roots of knowledge as these influence the fields of religious education and theology.

THE 448 Theological Dimensions of Suffering and Death—3 cr. hrs.

This course will survey issues of suffering and death from the biblical, systematic, and ethical perspective of theology as well as from the psychosocial, legal, and professional ethics of the profession of health care, nursing in particular. A clear focus will be exploration of the universal experience of loss and the many dimensions of grief employed in dealing with loss.

THE 449 Theology of Death and Bereavement—3 cr. hrs.

Judeo-Christian theologies of death and their impact on a contemporary religious understanding of death and bereavement. Particular attention given to pastoral liturgical research on the role of religion and religious ritual in the grieving process.

Systematic Theology**THE 450 Grace, Sin, and the Human Condition—3 cr. hrs.**

What does it mean to be human in light of the mystery of Christ? This course will examine how Christian thinkers have sought answers to the deepest questions of human existence through the ages. As they examine the nature of human freedom through the traditional categories of creation, sin, grace, and eschatology, students will be challenged creatively to employ the riches of the Roman Catholic tradition in articulating the meaning and destiny of their own humanity.

THE 451 Philosophical Theology—3 cr. hrs.

Introduction to the classical and contemporary discussion of the interaction between human reason and religious faith (Christian tradition) including arguments for and against the existence of God. Emphasis on the philosophical foundations of modern theologies.

THE 453 Religion and Science—3 cr. hrs.

Historical development of conflicts, especially over the theory of evolution, and the variety of positions presented today by theologians, scientists, and philosophers.

THE 454 God and the Theological Imagination—3 cr. hrs.

How the traditional idea of God was developed and why it no longer seems adequate to either religious or cultural experience. How Christian theology might imaginatively reformulate the idea of God in order to serve Christian faith and action more adequately.

THE 455 Christology—3 cr. hrs.

The study of how the Church has come to understand what it believes and proclaims about Jesus the Christ. This course is founded on the question that Jesus poses to his disciples in every age: "Who do you say that I am?" Ultimately, the naming of Jesus as the Christ is a confession of faith. Students will come to understand what this means in Catholic history and tradition by examining the faith experiences of communities past and present in relation to their own experience of faith. To this end, students will build upon the skill of critical theological reflection developed in their core courses in order now to systematically reflect upon the doctrine of Christ in it Biblical, classical, and contemporary historical perspectives.

THE 456 Literary Catholicism—3 cr. hrs.

This course will explore the Catholic theological tradition, primarily as it finds expression in six novels whose writing is influenced by that tradition.

THE 457 Foundations of Catholic Theology—3 cr. hrs.

An examination of elements of theological reflection in the Roman Catholic Tradition, with emphasis on theological method and the development of doctrine. From the starting point of an experience of faith that is personal and communal, historical and eschatological, students will explore the interrelationships among such theological categories as Revelation, Scripture and Tradition, Grace, Christology, and Ecclesiology.

THE 458 Women, Theology, and Globalization—3 cr. hrs.

What does globalization have to do with theology? What happens when the experience of women in diverse cultures becomes the starting point for theological reflection? We will explore these questions as we study the texts of contemporary women theologians in the Christian tradition from Latin America, Africa, Asia, and varied contexts within North America. Through analysis of theological method, we will learn to recognize the principles of Liberation Theology at work in new contexts. Ultimately, we will develop the skills to critically evaluate the

effects and challenges of globalization from the perspective of the Gospel in women's experience. This course invites both men and women to hear the Gospel in new contexts. (Also listed as SJP 407.)

History of Christianity**THE 460 The Emergence of Christianity, 100-800—3 cr. hrs.**

The first great epoch of Christianity after the apostles witnessed the break with Judaism, the formation of the Christian Bible, antagonism and eventual cooperation of the Roman state. The age of martyrs gave way to an era of bold self-definition that articulated essential doctrines, matured spiritual practices, and formed the profoundly spiritual theology of the Church Fathers. Eventually it also witnessed the growth of monasticism, the rise of the papacy, the conversion of Europe, and the challenge of Islam. Through historical vignettes, reading of select texts, and profiles of representative figures, we will track the growth of undivided Christianity in the first millennium. The course will attend to institutional features, theological understanding, ethical works, and mystical teachings.

THE 461 Revelation, Reason, Reform: Movements in Medieval and Reformation Christianity, 800-1600—3 cr. hrs.

The second great epoch of Christianity witnessed its ascent to dominance in the West (our course's focus) and its impetus to self-renewal. The grandeur of the medieval cathedrals and the *Summa* of Thomas Aquinas contrast with the Church's East-West split, the Crusades, the Inquisition, the decline of the papacy, and the tumult of the Reformation. But Christian spiritual dynamism continued unabated in Roman Catholicism, magisterial Protestantism, and the newly emerging free churches. Historical vignettes, depth reading of selected important texts, and profiles of representative figures will track the diverse growth of Christianity in the West into middle of the second millennium. The course will note institutional features, theological-intellectual aspects, moral outlook and expressions, and spiritual practices.

THE 462 The Drama of Modern Christianity, 1600-2000: Crossroads of Faith and Enlightenment—3 cr. hrs.

The third great epoch of Christianity in the West was born out of the exhaustion of Europe's religious wars and the rise of scientific perspectives. The Enlightenment and the rise of democracy challenged Christian faith in ways that still affect its views of God, Christ, creation, and the world. Views of biblical revelation and the role of the Church have especially been in ferment. Christianity has become a world movement inhabiting a vast diversity of cultures, while America particularly has offered a

diverse marketplace of traditional churches, evangelical groups, and experimental communities. Historical vignettes, depth reading of selected important texts, and profiles of important or representative figures will track the further diverse growth of Christianity up to the present. The course will note institutional features, theological-intellectual aspects, moral outlook and expressions, and spiritual practices.

THE 463 Mystic, Thinker, Teacher: The Life and Work of Augustine of Hippo—3 cr. hrs.

Besides being the most provocative teacher in the history of Western Christianity, only Saint Augustine of Hippo (354-430) remains a force in contemporary thought. Besides his ranking importance in Christian theology for more than fifteen hundred years, his thinking still informs fields as diverse as psychology, political science, and philosophy. This course will track the life and thought while situating it in the context of late Roman antiquity and Christianity's growing domination. Alongside our focus on Augustine as a person, philosopher, theologian, and mystic, particularly in his classic *Confessions*, special attention will be paid to his interpretation of the Bible. We will also note Augustine's influence in medieval, Reformation (Protestant and Catholic), and modern periods.

THE 465 Christianity, A Concise History Through Twenty Centuries—3 cr. hrs.

Christianity is a spiritual movement of faith centered on the crucified and raised Jesus of Nazareth. We will trace its history from origins as an obscure Jewish sect, a brash but fledgling group challenging the Roman Empire, through mature self-definition in the Middle Ages, to the challenges of Islam's rise, the Reformation, and the Enlightenment. After 1000 C.E., our course will narrow its focus to the West, and conclude by studying Christianity in America. Select profiles and primary reading of representative figures will complement the survey of major epochs, person, themes, and events. The course will attend to the development of historical institutional features, theological-intellectual themes, moral outlook and expression, and spiritual practices.

THE 469 History of the Catholic Church in America—3 cr. hrs.

Study of the development of the Catholic Church in America with emphasis on significant social, political, and cultural ideas and issues. (Also listed as HST 322.)

THE 488 Sexual Ethics—3 cr. hrs.

The course will examine how sexual issues have changed since the turn of the century. A discussion of how one's religious values shape one's views on sexual issues, such as premarital sex, abortion, and reproductive technology. An evaluation of opposing positions on sexual ethical issues. (Restricted to honors students.)

THE 490 Directed Study—credit arranged.

Guided inquiry for superior juniors and seniors who wish to pursue a particular subject area in theology more intensely than course offerings permit. By special arrangement with members of the theology faculty.

THE 491 Special Offerings

THE 492 Seminar—credit arranged.

THE 495-496 Workshops—credit arranged.

THE 499 Senior Thesis—3-6 cr. hrs.

Research, study, or original work under the direction of a faculty mentor, leading to a scholarly thesis document with a public presentation of results. Requires approval of thesis director, department chair, dean, and the director of the honors program, when appropriate. (Prerequisites: Senior standing; 3.0 G.P.A. in the thesis area, or good standing in the honors program.)

Theological Perspectives (THEP)

THE 101 and 205 must be successfully completed before taking THEP courses.

Theological perspectives courses integrate theology with another University core discipline. They may be used to fulfill:

- a.) the upper-division theology requirement of the University core, or
- b.) the University core distribution requirements of both upper-division theology and the companion subject, or
- c.) a CAS upper-division elective, after completion of all University core theology requirements.

THEP 468 (HST) The Religious Heritage of America—3 cr. hrs.

Examination in historical perspective of the beliefs, laws, and rituals found in America's main religious groups: Protestants, Catholics, and Jews. In addition, historical survey of religious movements indigenous or unique to America: Shakers, Mormonism, Christian Science, Pentecostalism, and the Black Church, plus American civil religion. (Also listed as HST 321.)

THEP 481 (SOC) Marriage: Social and Ethical Dimensions—3 cr. hrs.

An inquiry into the theological, philosophical, psychological, and social aspects of marriage, with specific emphasis on commitment and the bond of love. The moral problems of abortion, divorce, and homosexuality in the modern context will be addressed. (Also listed as SOC 481.)

THEP 482 (SCI) Theology in Ecological Perspective—3 cr. hrs.

Explores contemporary Christian theology and its response to environmental and ecological issues. The course will investigate the nature of our current ecological crisis and the emerging theological insights by Christians deeply concerned about our global environment. Special emphasis will be given to the God-world relation-

ship, biblical and ethical considerations, as well as ecological issues germane to the Northwest.

THEP 483 (CST) Grace in the Wilderness: Conflict in the Bible—3 cr. hrs.

Offers students the opportunity to explore the topic of conflict through a biblical, theological, and social scientific lens. Using biblical text, related topical readings, and conflict theory, the course examines intrapersonal conflict, interpersonal conflict, and conflict between humans and God. The course also provides students the opportunity to explore a variety of conflict mediation and negotiation skills aimed at developing just and transformative relationships for life in a complex world. (Also listed as CST 483.)

THEP 484 Early Christians and the Art of Persuasion—3 cr. hrs.

This course explores the ways in which ancient Greeks and Romans envisioned the field of rhetoric—the art of persuasion—and used it in public life. It then applies this knowledge to the interpretation of the New Testament. The course covers the rhetorical theory of Plato and Aristotle, Cicero, and Quintilian, and the New Testament writings of Paul, the Gospels, and Revelation.

THEP 485 Historical and Theological Perspectives on the Holocaust—3 cr. hrs.

This course will examine the origins and implementations of the holocaust, as well as the larger context of European and German history using both an historical and theological perspective.

THEP 491 Special Offerings

THEP 492 Seminar—credit arranged

Graduate Courses

Bible

THE 504 Sages and Singers, Songwriters and Storytellers—3 cr. hrs.

This course offers students the opportunity to study the wisdom writings of ancient biblical and contemporary gurus to discover how wisdom is a gift that can be received from God, creation, and daily interaction in human life and affairs. The course invites personal and group reflection aimed at the celebration of life and the exploration of contemporary situations in need of wise decision-making.

THE 505 Poets, Prophets, Divas, and Divines—3 cr. hrs.

This course offers students the opportunity to trace the development of prophecy and the prophetic tradition as it unfolds in the biblical text and world, and in our world today. Various prophets and their writings are studied in order to understand the person and personality of a prophet, prophetic imagination and creativity, the role of religious experience, the search for divine justice and compassion. Central to the

course is the study of the prophets' vision of hope and transformation for all times. Students are invited to explore how they can be shakers and movers, history-makers and hearers, and prophetic leader of a new day.

THE 507 Theology and Controversy in the Letters of St. Paul—3 cr. hrs.

Within twenty-five years of Jesus' death, Christianity had spread throughout the Roman Empire. A Jewish convert, Paul of Tarsus (St. Paul) was responsible for founding many of these new churches. Serving as both missionary and theologian, he articulated for the first time many of Christianity's basic beliefs and presided over some of Christianity's earliest theological controversies. In his wake, Paul left behind a series of letters to his churches. In this course we will examine his letters as a way of gaining access to the concerns, the theology, and the growing pains of some of the very first Christians on record.

THE 512 Jesus' Ministry in the Gospels—3 cr. hrs.

Christianity, the world's largest religion, began with the ministry of Jesus of Nazareth. Our most important sources of information on Jesus' ministry are the first four writings of the New Testament, the Gospels. This course examines the theology and history contained in the gospels for the purpose of gaining a better understanding of who Jesus was and how his message was received and developed in the early church. Note: This course will focus primarily on Matthew, Mark, and Luke (the "synoptic gospels") or on John in alternating semesters.

THE 515 Ancient Views on Marriage, Divorce, and Sexuality—3 cr. hrs.

During the first century of Christianity, the Roman Empire was a complex marketplace of ideas on sexual morality. It is out of this bewildering mixture of Roman, Greek, Jewish, and Christian perspectives that the Church's first statements on marriage, divorce, and sexuality arose—statements that would shape western society for centuries to come. This course explores the roots, the development, and the legacy of early Christian theology on sexual practices and gender relations. It covers such matters as polygamy, serial marriage, prostitution, concubines, sexual immorality, the role and authority of women in religion, virginity, and celibacy.

THE 516 The Second Coming of Christ, in the New Testament and Beyond—3 cr. hrs.

Many of Jesus' followers expected him to return within fifty years after his death. At this "second coming" Jesus would banish evil, mete out punishment and reward, and transform God's aging creation into the glorious Kingdom of Heaven. We find these ideas throughout the New Testament—in the Gospels, in the Epistles, and espe-

cially in the book of Revelation. This course examines the Jewish roots of Christian “apocalyptic” theology, and discusses the ethical implications of living in an “end time” community, both then and now. Aside from writings in the New Testament, attention will be given to the Old Testament book of Daniel, the Dead Sea Scrolls, and modern apocalyptic movements.

THE 517 Trickery, Gender, Power, and Politics in The Bible—3 cr. hrs.

The course offers students the opportunity to explore questions and issues around gender as presented in the biblical text. Content focuses on the historical and cultural background of women and men in biblical times, and how those cultural attitudes have influenced culture, decisions, and worldviews down through the ages. Students are invited to participate in critical theological reflection of selected text to discover how these texts speak to life today and how some texts need to be reappropriated in light of ongoing transformation that leads ultimately to life and liberation not only for women but for all people, regardless of gender, race, or class.

THE 519 Biblical Spirituality: Saints and Sinners on a Journey With God—3 cr. hrs.

What does it mean to be “holy?” Who are “holy people?” What is meant by the sacredness of all creation? Do sinners go to Heaven? Are there any saints among us today? How does God talk to people today? These and other questions are explored in the context of the Jewish and Christian scriptures, an in lives of various biblical characters. Students are invited to walk in the company of saints and sinners as they reflect on such themes as revelation, the “spirit,” creation, identity and the search for self, the heart, compassion, sacred spaces and sacred places, the role of dreams in divine self-communication, prayer, and a contemplative, mystical understanding toward life.

Theological Ethics

THE 520 Christian Personal Values—3 cr. hrs.

The ethical question, “who is the good person?” is founded on the premise that being a Christian makes one a certain type of person with certain values. An historical study of various philosophical and theological descriptions of the nature of the good person.

THE 522 Modern Catholic Ethics—3 cr. hrs.

Analysis of several contemporary Catholic ethicists, including Curran, O’Connell, Regan, and McCormick who have influenced the development of Catholic ethics. A critical examination of natural law, human freedom, conscience, authority, and the moral and rational capacity.

THE 523 Christian Social Ethics—3 cr. hrs.

Contemporary American Christian thought on

the nature of morality and society. An attempt to reveal the dynamics of faith that calls us to do justice. Special consideration given to the development of pacifism in American churches.

THE 525 Catholic Social Teaching: A Living Tradition of Thought and Action—3 cr. hrs.

By examining the relationship between Catholic social teaching and social action this course considers the theological perspectives, socio-historical contexts, key principles within this tradition such as the dignity of the human person and the common good, approaches to moral argument, and methods of social analysis that have shaped the Catholic tradition of thought and practice.

THE 526 Christian Marriage: Tradition and the Modern Context—3 cr. hrs.

Inquiry into the theological, philosophical, psychological, and social aspects of Christian marriage with specific emphasis on commitment and the bond of love. The moral problems of abortion, divorce, and homosexuality, special to the modern context, will be discussed.

THE 527 Theological Environmental Ethics—3 cr. hrs.

This course will be an in-depth investigation into the field of environmental ethics and will entail three major components: 1) The course will explore the history of environmental ethics with special emphasis given to major historical contributors such as John Muir and Aldo Leopold; 2) The course will probe the writings and positions of major contemporary eco-ethicists such as Callicott, Hargrove, and Rolston; 3) The course will explore the impact environmental ethics has had on Christian ethical reflection and propose a foundation for Christian environmental responsibility.

THE 528 Ecology in Theological Perspective—3 cr. hrs.

Explores contemporary Christian theology and its response to environmental and ecological issues. The course will investigate the nature of our current ecological crisis and the emerging theological insights by Christians deeply concerned about our global environment. Special emphasis will be given to the God-world relationship, biblical, and ethical considerations as well as ecological issues germane to the Northwest.

Liturgy

THE 535 Theology of Christian Worship—3 cr. hrs.

Exploration of liturgy as Christian worship, considering ritual symbolism as language (word and action) of worship and worship as Christian faith in dialogue with God. A critical evaluation of contemporary liturgical reforms in ecumenical perspective.

THE 538 The Catholic Mass: Yesterday, Today, and Tomorrow—3 cr. hrs.

A historical and theological examination of the Catholic Mass (Lord's Supper) in Church teaching and ecumenical perspective. Special emphasis to be given to the intrinsic nature of its parts in Word and Eucharist, to devout and active participation by the faithful, and to its significance as source and summit of Christian spirituality in contemporary time and culture.

THE 539 Catholic Worship Today—3 cr. hrs.

Biblical and theological study of Catholic liturgy in light of the historical tradition, the liturgical movement, and the Second Vatican Council. Special emphasis given to contemporary reforms and their impact on Catholic life today.

Spirituality and Ministry**THE 541 Responding to God: An Introduction to Spiritual Practice—3 cr. hrs.**

The primary purpose of this course is to facilitate the development of a set of skills and understandings drawn from the Christian tradition that will aid students in enriching their awareness of and responses to God's presence in their lives. Students will engage in a variety of spiritual practices, such as *lectio divina*, meditation, and contemplation. Students will also explore key concepts informing these practices, such as discernment, freedom, desire, surrender, and gratitude. This course will require the learning of factual material, commitment to self-reflection, and active participation in spiritual practice.

THE 542 Introduction to Christian Spirituality—3 cr. hrs.

In this course students will read dialogically and critically selected texts in the genre of Christian spirituality. They will construct their own hermeneutical strategies to dialogue with and interpret these texts in light of the following context: Christian spiritual themes; explicit and implied images of God and ways of communicating with God. Students will also read critically to elicit from the texts and from their own experiences suggestions about ways of being in fruitful relationships with themselves, others and the world in light of the incarnation. This course will also require a commitment to self-reflection and to active participation in an ongoing conscious engagement with oneself, others, the world, and the texts at hand.

THE 545 Human Development in Theological Perspective—3 cr. hrs.

Explores several different approaches to human development, including faith and moral development as well as the process of socialization and the social roots of knowledge as these influence the fields of religious education and theology.

THE 548 Theological Dimensions of Suffering and Death—3 cr. hrs.

This course will survey the issues of suffering and death from the biblical, systematic, and ethical perspective of theology as well as from the psychosocial, legal, and professional ethics of the profession of health care, nursing in particular. A clear focus will be exploration of the universal experience of loss and the many dimensions of grief employed in dealing with loss.

THE 549 Theology of Death and Bereavement—3 cr. hrs.

Judeo-Christian theologies of death and their impact on a contemporary religious understanding of death and bereavement. Particular attention given to pastoral liturgical research on the role of religion and religious ritual in the grieving process.

Systematic Theology**THE 550 Grace, Sin, and the Human Condition—3 cr. hrs.**

What does it mean to be human in light of the mystery of Christ? This course will examine how Christian thinkers have sought answers to the deepest questions of human existence through the ages. As they examine the nature of human freedom through the traditional categories of creation, sin, grace, and eschatology, students will be challenged creatively to employ the riches of the Roman Catholic tradition in articulating the meaning and destiny of their own humanity.

THE 551 Philosophical Theology—3 cr. hrs.

Introduction to the classical and contemporary discussion of the interaction between human reason and religious faith (Christian tradition) including arguments for and against the existence of God. Emphasis on the philosophical foundations of modern theologies.

THE 553 Religion and Science—3 cr. hrs.

Historical development of conflicts, especially over the theory of evolution, and the variety of positions presented today by theologians, scientists, and philosophers.

THE 554 God and the Theological Imagination—3 cr. hrs.

How the traditional idea of God was developed and why it no longer seems adequate to either religious or cultural experience. How Christian theology might imaginatively reformulate the idea of God in order to serve Christian faith and action more adequately.

THE 555 Christology—3 cr. hrs.

The study of how the Church has come to understand what it believes and proclaims about Jesus the Christ. This course is founded on the question that Jesus poses to his disciples in every age: "Who do you say that I am?" Ultimately, the naming of Jesus as the Christ is a confession of faith. Students will come to under-

stand what this means in Catholic history and tradition by examining the faith experiences of communities past and present in relation to their own experience of faith. To this end, students will build upon the skill of critical theological reflection developed in their core courses in order now to systematically reflect upon the doctrine of Christ in its Biblical, classical, and contemporary historical perspectives.

THE 556 Literary Catholicism—3 cr. hrs.

This course will explore the Catholic theological tradition, primarily as it finds expression in six novels whose writing is influenced by that tradition.

THE 557 Foundations of Catholic Theology—3 cr. hrs.

An examination of elements of theological reflection in the Roman Catholic Tradition, with emphasis on theological method and the development of doctrine. From the starting point of an experience of faith that is personal and communal, historical and eschatological, students will explore the interrelationships among such theological categories as Revelation, Scripture and Tradition, Grace, Christology, and Ecclesiology.

THE 558 Women, Theology, and Globalization—3 cr. hrs.

What does globalization have to do with theology? What happens when the experience of women in diverse cultures becomes the starting point for theological reflection? We will explore these questions as we study the texts of contemporary women theologians in the Christian tradition from Latin America, Africa, Asia, and varied contexts within North America. Through analysis of theological method, we will learn to recognize the principles of Liberation Theology at work in new contexts. Ultimately, we will develop the skills to critically evaluate the effects and challenges of globalization from the perspective of the Gospel in women's experience. This course invites both men and women to hear the Gospel in new contexts.

History of Christianity

THE 560 The Emergence of Christianity, 100-800—3 cr. hrs.

The first great epoch of Christianity after the apostles witnessed the break with Judaism, the formation of the Christian Bible, antagonism and eventual cooperation of the Roman state. The age of martyrs gave way to an era of bold self-definition that articulated essential doctrines, matured spiritual practices, and formed the profoundly spiritual theology of the Church Fathers. Eventually it witnessed the growth of monasticism, the rise of the papacy, the conversion of Europe, and the challenge of Islam. Through historical vignettes, reading of select texts, and profiles of representative figures, we

will track the growth of undivided Christianity in the first millennium. The course will attend to institutional features, theological understanding, ethical works, and mystical teachings.

THE 561 Revelation, Reason, Reform: Movements in Medieval and Reformation Christianity, 800-1600—3 cr. hrs.

The second great epoch of Christianity witnessed its ascent to dominance in the West (our course's focus) and its impetus to self-renewal. The grandeur of the medieval cathedrals and the *Summa* of Thomas Aquinas contrast with the Church's East-West split, the Crusades, the Inquisition, the decline of the papacy, and the tumult of the Reformation. But Christian spiritual dynamism continued unabated in Roman Catholicism, magisterial Protestantism, and the newly emerging free churches. Historical vignettes, depth reading of selected important texts, and profiles of representative figures will track the diverse growth of Christianity in the West into middle of the second millennium. The course will note institutional features, theological-intellectual aspects, moral outlook and expressions, and spiritual practices.

THE 562 The Drama of Modern Christianity, 1600-2000: Crossroads of Faith and Enlightenment—3 cr. hrs.

The third great epoch of Christianity in the West was born out of the exhaustion of Europe's religious wars and the rise of scientific perspectives. The Enlightenment and the rise of democracy challenged Christian faith in ways that still affect its views of God, Christ, creation, and the world. Views of biblical revelation and the role of the Church have especially been in ferment. Christianity has become a world movement inhabiting a vast diversity of cultures, while America particularly has offered a diverse marketplace of traditional churches, evangelical groups, and experimental communities. Historical vignettes, depth reading of selected important texts, and profiles of important or representative figures will track the further diverse growth of Christianity up to the present. The course will note institutional features, theological-intellectual aspects, moral outlook and expressions, and spiritual practices.

THE 563 Mystic, Thinker, Teacher: The Life and Work of Augustine of Hippo—3 cr. hrs.

Besides being the most provocative teacher in the history of Western Christianity, only Saint Augustine of Hippo (354-430) remains a force in contemporary thought. Besides his ranking importance in Christian theology for more than fifteen hundred years, his thinking still informs fields as diverse as psychology, political science, and philosophy. This course will track the life and thought while situating it in the context of late Roman antiquity and Christianity's growth.

ing domination. Alongside our focus on Augustine as a person, philosopher, theologian, and mystic, particularly in his classic *Confessions*, special attention will be paid to his interpretation of the Bible. We will also note Augustine's influence in medieval, Reformation (Protestant and Catholic), and modern periods.

THE 565 Christianity, A Concise History Through Twenty Centuries—3 cr. hrs.

Christianity is a spiritual movement of faith centered on the crucified and raised Jesus of Nazareth. We will trace its history from origins as an obscure Jewish sect, a brash but fledgling group challenging the Roman Empire, through mature self-definition in the Middle Ages, to the challenges of Islam's rise, the Reformation, and the Enlightenment. After 1000 C.E., our course will narrow its focus to the West, and conclude by studying Christianity in America. Select profiles and primary reading of representative figures will complement the survey of major epochs, person, themes, and events. The course will attend to the development of historical institutional features, theological-intellectual themes, moral outlook and expression, and spiritual practices.

THE 569 History of the Catholic Church in America—3 cr. hrs.

Study of the development of the Catholic Church in America with emphasis on significant social, political, and cultural ideas and issues.

Applied Pastoral Ministry

THE 580 Theology and Practice of Ministry—3 cr. hrs.

An examination of the theology, history, spirituality, and practice of ministry in the Church. Two-thirds of the course will be experiential learning of local ministries via guest speakers, on-site visits, and interviews of pastoral ministers. One-third will be analysis of the historical, theological, and spiritual roots of ministry drawn into reflection on the dimensions of ministry today and in the future. The course will be flexible enough to accommodate a one-credit pastoral ministry module, should one be offered.

THE 581 Theology and Ministry in the Church—3 cr. hrs.

A continuation of the academic work begun in THE 580, which will comprise two-thirds of the course. The final third will be a supervised field education placement in a local ministry. The written work of this course will synthesize the academic content and the ministerial experience in a research/reflection paper. The course will be flexible enough to accommodate a one-credit pastoral ministry module should one be offered. (Prerequisite: THE 580.)

THE 582 Applied Pastoral Ministry—3 cr. hrs.

Students enrolled in this course will spend two-thirds of their time working at their supervised pastoral ministry assignment and becoming skilled in the various modes of doing theological reflection on their work via written verbatims, journaling, case studies, and/or critical incidents under the guidance of their supervisor. The remaining third will be a weekly seminar devoted to analyzing the present and future of pastoral ministry in the Church. The course will include a day of reflection and be flexible enough to accommodate a one-credit pastoral ministry module should one be offered. (Prerequisite: THE 581.)

THE 590 Directed Study—credit arranged.

THE 591-592 Seminar—credit arranged.

THE 595-596 Workshops—credit arranged.

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*Vice President for Informa-
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Sciences*

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Director*

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Professor, Aerospace Studies
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Rev. Robert C. Antonelli,
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*Director, Institutional
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Assistant Vice President for

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Paul J. Luty
Director, Physical Plant

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*Associate Vice President for
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*Director, Marketing and
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Director, University Events

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*Associate Vice President for
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Amy E. Cavanaugh, M.S.

Director, Career Services
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*Director, International Student
Services and Adult Programs*

Kirk Mustain

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Michael E. Walsh, M.Ed.

Director, Residence Life

Jeromy Koffler, M.A.

Director, Student Activities

Harold Burke-Sivers, M.T.S.

Director, Safety and Security
Paul R. Myers, Ph.D.

*Director, University Health
Center*

Thomas J. Frieberg, M.P.S.

*Director, Moreau Center for
Service and Leadership*

Brenda C. Greiner

*Director, Shepard Freshman
Resource Center*

Information Services

Paul A. Erdmann

Director, Technical Support
TBA

*Director, Administrative
Systems*

Jenny B. Walsh, M.S.

Director, Web Services

Faculty

As of June 1, 2007

The final date in a listing indicates the year of first appointment to the University of Portland faculty. More than one date indicates a break in service.

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B.A., University of Montana, Missoula, 1965;
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B.A., University of Oregon, 1990; M.B.A., Uni-
versity of Portland, 1996; Ph.D., Arizona State
University, 2003. At Portland, 2003—

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B.A., University of Tehran, 1973; M.B.A., West-
ern Illinois University, 1975; Ph.D., University
of Oregon, 1982. At Portland, 1982—

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ton State University, 1985; Ph.D., *ibid*, 1988. At
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B.A., Portland State University, 1964; M.A., Uni-
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University, 1973. At Portland, 1979—

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B.S., Oregon State University, 1963; M.S., *ibid*,
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ibid, 1983; Ph.D., Texas A&M University, 1987.
At Portland, 1995—

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Associate Professor, Business Administration
B.A. Reed College, 1979; M.A., University of
Michigan; Ph.D., University of Oregon, 1990. At
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Franz Chair in Entrepreneurship³
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B.A. University of Nebraska at Kearney, 1970;
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Assistant Professor, Chemistry
B.S., Portland State University, 1982; M.S.,
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1995. At Portland, 1999—

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1968; Ph.D., University of Strasbourg, 1970. At
Portland, 1999—

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Professor, Education
B.A., University of Oregon, 1971; M.A., Wash-
ington State University, 1973; Ed.D., University
of Georgia, 1977. At Portland, 1986—

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Professor, English
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1979—

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Adjunct Instructor, Theology
M.A., University of Salzburg, 1979
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At Portland (Salzburg), 2002—

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²On leave

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⁴Special faculty status

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Raymond R. Bard, Ph.D.

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A.B., University of Notre Dame, 1945; S.T.L., Catholic University of America, 1950; S.T.D., *ibid*, 1952. At Portland, 1969—

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A.B., University of Notre Dame, 1951; M.A., *ibid*, 1957; Ph.D., St. Louis University, 1963. At Portland, 1962—

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Trudie M. Booth, M.A.

Lecturer, French
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Genevieve Brassard, Ph.D.

Assistant Professor, English
B.A., San Francisco State University, 1995; M.A., University of Connecticut, 1997; Ph.D., University of Connecticut, 2004. At Portland, 2005—

Barbara J. Breen, Ph.D.

Assistant Professor, Physics
B.S., Georgia Institute of Technology, 1997; Ph.D., *ibid*, 2003. At Portland, 2006—

Arthur C. Brown, Ph.D.

Visiting Assistant Professor, Biology
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A.B., University of Notre Dame, 1951; S.T.L., Angelicum (Rome), 1957; S.T.D., *ibid*, 1960; M.S.L.S., Catholic University of America, 1965. At Portland, 1964—

Cheri Buck-Perry, M.A.

Visiting Instructor, English
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Deborah Burton, Ph.D.

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Russell A. Butkus, Ph.D.

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B.S., Oregon State University, 1968; M.S., Stanford University, 1970; Ph.D., *ibid*, 1972. At Portland, 2004—**Karen Cameron, M.S.N.**

Instructor, Nursing

B.S.N., University of Portland, 1996; M.S.N., Oregon Health Sciences University, 2000. At Portland, 2002—

Michael Cameron, Ph.D.

Assistant Professor, Theology

B.A., Central Bible College, 1977; Bethany Theological Seminary, 1981; Ph.D., University of Chicago Divinity School, 1996. At Portland, 2002—

Philip Cansler, D.M.A.

Associate Professor, Music

B.M., Washburn University, Kansas, 1976; M.M., University of Oregon, 1977; D.M.A., *ibid*, 1984. At Portland, 1980—**Kevin Cantrell, Ph.D.**

Associate Professor, Chemistry

B.S., Furman State University, 1992; M.S., Oregon State University, 1998; Ph.D., *ibid*, 2001. At Portland, 2001—**James B. Carroll, Ph.D.**

Associate Professor, Education

B.A., University of California, Davis, 1976; M.F.A., Washington State University, 1978; Ph.D., *ibid*, 1990. At Portland, 1997—**Peter B. Chamberlain, Ph.D.**

Assistant Professor, Engineering

B.S., Oregon State University, 1996; M.S., University of Utah, 2000; Ph.D., *ibid*, 2003. At Portland, 2004—**H. Beng Chang, M.S.T.**

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Arjun Chatrath, D.B.A.

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B.A., University of Delhi, 1985; M.B.A., University of Notre Dame, 1989; D.B.A., Cleveland State University, 1994. At Portland, 1997—

Lori Chorprenning, M.S.N.

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Associate Professor, Education

B.S., Minot State University, 1975; M.A., University of Montana, 1980; Ph.D., University of Minnesota, 1994. At Portland, 1998—

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B.S.E., St. John College, 1966; M.S.E., University of Dayton, 1971; Ph.D., Catholic University of America, 1987. At Portland, 1996—

Sally H. Hood Cisar, Ph.D.

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Adjunct Professor, Business Administration

B.B.A., Northwestern University, 1941; M.A., University of Oregon, 1948; L.L.D. (honoris causa), University of Portland, 1972. At Portland, 1988—

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B.A., Idaho State University, 1960; M.Ed., University of Idaho, 1964; M.B.A., University of Portland, 1976; Ph.D., University of Oregon, 1968. At Portland, 1989—

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B.S.N., University of Illinois at Chicago, 1969; M.S., University of Oregon, 1974; M.N., Oregon Health Sciences University, 1983; Ph.D., University of Oregon, 1984. At Portland, 1985—

Todd Easton, Ph.D.

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Maria Elva Echenique, M.A.

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Instructor, Nursing
B.S.N., University of Portland, 2002; M.S., *ibid*,
2004. At Portland, 2004—

Rev. Stephen C. Rowan, Ph.D.

Professor, English³
B.A., Fairfield University, 1966; S.T.B., St.
Mary's Seminary & University, 1968; M.A., the
University of British Columbia, 1975; Ph.D.,
ibid, 1985. At Portland, 2007—

¹Part-time²On leave³Administrative personnel primarily⁴Special faculty status

W. Stephen Royce, Ph.D.

Associate Professor, Psychology
A.B., Stanford University, 1971; M.S., University of Oregon, 1974; Ph.D., *ibid*, 1976. At Portland, 1977—

Rev. H. Richard Rutherford, C.S.C., Drs. Theol.

Professor, Theology
B.A., University of Notre Dame, 1961; S.T.L., Gregorian University, 1965; Drs. Theol., Catholic University of Nijmegen, Netherlands, 1970. At Portland, 1976—

Bart I. Rylander, Ph.D.

Assistant Professor, Engineering
B.S., Washington State University, 1982; B.A., *ibid*, 1983; M.S., University of Massachusetts, 1987; Ph.D., University of Idaho, 2001. At Portland, 2000—

Sr. Joan Saalfeld, S.N.J.M., Ph.D.

Associate Professor Emerita, English⁴
B.A., Marylhurst College, 1964; M.A., Portland State University, 1971; Ph.D., University of Denver, 1976. At Portland, 1977—

Stephanie A. Salomone, M.A.

Visiting Assistant Professor, Mathematics
B.A., University of Michigan, 1997; M.A., Boston College, 1999. At Portland 2005—

Alejandro Santana, Ph.D.

Assistant Professor, Philosophy
B.A., California State University, Fresno, 1990; B.A., *ibid*, 1992; M.A., University of California, Irvine, 2001. Ph.D., *ibid*. At Portland, 2003—

Ruby F. Schendel, Ph.D.

Assistant Professor Emerita, Education⁴
B.A., San Francisco State University, 1956; M.A., University of Toledo, 1976; Ph.D., *ibid*, 1989. At Portland, 1980—

John W. Schouten, Ph.D.

Associate Professor, Business Administration
B.A., University of Utah, 1981; Ph.D., *ibid*, 1990. At Portland, 1991—

Bernhard R. Schratzberger, Ph.D.

Adjunct Instructor, Mathematics
Ph.D., University of Salzburg, 1998
At Portland, (Salzburg), 1997—

Arthur A. Schulte, Jr., Ph.D., L.L.D.

Pamplin Professor Emeritus, Business Administration⁴
Ph.B., Comm., University of Notre Dame, 1952; M.B.A., University of Denver, 1959; Ph.D., University of Oregon, 1964; LL.D. (honoris causa), University of Portland, 1990. At Portland, 1958—

James W. Seal, Ph.D.

Associate Professor, Business Administration
B.S., University of Southern Mississippi, 1969; M.S., *ibid*, 1970; Ph.D., University of Illinois, 1977. At Portland, 1977—

Heidi E. K. Senior, M.L.I.S.

Senior Librarian, Clark Memorial Library
B.A., University of Oregon, 1991; M.L.I.S., *ibid*, 1997. At Portland, 1997—

James D. Shand, Ph.D., J.D.

Adjunct Assistant Professor, History
B.A., San Luis Rey College, 1956; M.A., University of California, Los Angeles, 1962; Ph.D., Loyola University, 1967; J.D., Northwestern School of Law at Lewis and Clark, 1980. At Portland, 1985—

Elayne J. Shapiro, Ph.D.

Associate Professor, Communication Studies
B.A., University of Illinois, 1967; M.A., University of Minnesota, 1973; Ph.D., University of Minnesota, 1993. At Portland, 1987—

Rev. Charles D. Sherrer, C.S.C., Ph.D.

Professor Emeritus, English⁴
A.B., University of Notre Dame, 1958; S.T.B., Gregorian University, 1960; S.T.L., *ibid*, 1962; M.A., University of Notre Dame, 1965; Ph.D., University of North Carolina at Chapel Hill, 1969. At Portland, 1963-64; 1969-74; 1982—

Casey Shillam, M.S.N.

Instructor, Nursing
B.S.N., Oregon Health Sciences University, 2002. M.S.N., *ibid*, 2004. At Portland, 2006—

Frances J. Simmons, M.S.

Instructor, Nursing
B.S.N., University of California, Chico, 1970; M.S., University of Colorado, 1973. At Portland, 1989—

Jeffrey S. Smith, Ph.D.

Assistant Professor, Psychology
B.S., Georgia College, 1993; M.S., *ibid*, 1995; Ph.D., Emory University, 2003. At Portland, 2006—

Michael D. Snow, Ph.D.

Tyson Distinguished Professor, Biology
B.A., Sacramento State College, 1967; Ph.D., Washington State University, 1974. At Portland, 1970—

James W. Sollars, Ph.D.,

Adjunct Assistant Professor, History
B.A., Seattle Pacific College, 1964; M.A., Colorado State University, 1968; Ph.D., University of Washington, 1972. At Portland, 1986—

Diane L. Sotak, M.L.S.

Senior Librarian, Clark Memorial Library
B.S., University of Michigan, 1988; M.L.S., Syracuse University, 1996. At Portland, 2001—

Br. Donald J. Stabrowski, C.S.C., Ph.D.

Professor, History and Political Science³
B.A., St. Edward's University, 1963; M.A., Indiana University, 1967; M.S., *ibid*, 1969; M.A., University of Notre Dame, 1979; Ph.D., *ibid*, 1985. At Portland, 1988—

¹Part-time²On leave³Administrative personnel primarily⁴Special faculty status

Harold M. Stauffer, Ed.D.

Professor Emeritus, Education⁴
B.S., State Teachers College, 1937; M.A., University of Nebraska, 1951; Ed.D., Teachers College, Columbia University, 1956. At Portland, 1962–

James G. Stemler, Ph.D.

Adjunct Assistant Professor, Sociology³
B.S., Indiana University, 1969; M.A., West Virginia University, 1972; Ph.D., University of Cincinnati, 1980. At Portland, 1975–

Debra L. Stephens, Ph.D.

Associate Professor, Business Administration
B.A., University of Texas at Austin, 1975; M.A., University of Chicago, 1981; Ph.D., *ibid*, 1983. At Portland, 1997–

Nora G. Stevens, Ed.D.

Lecturer, Biology
B.A., Walla Walla, 1994; M.S., California Polytechnic State, 2001; Ed.D., Auburn University, 2006. At Portland, 2007–

Suzie Stragnell, M.S.

Instructor, Nursing
B.S.N., University of Utah, 1976. M.S., Oregon Health Sciences University, 2005. At Portland, 2006–

Mojtaba B. Takallou, Ph.D.

Associate Professor, Engineering
B.S., California State University, Fresno; 1977; M.S., Oregon State University, 1980; Ph.D., *ibid*, 1986. At Portland, 1985–

Agnes Tenney, Ph.D.

Associate Professor Emerita, Chemistry⁴
A.B., Regis College, Mass., 1968; Ph.D., Indiana University, 1975. At Portland, 1977–

Peter R. Thacker, Ed.D.

Assistant Professor, Education
B.A., Antioch College, 1971; M.A.T., Lewis and Clark College, 1981; Ed.D., Harvard University, 1990. At Portland, 2004–

Bret W. Tobalske, Ph.D.

Associate Professor, Biology
B.S., Southern Illinois University Carbondale, 1988; M.A., University of Montana, 1991; Ph.D., *ibid*, 1994. At Portland, 1999–

Lara Trout, Ph.D.

Assistant Professor, Philosophy
B.A., Rockhurst College, 1991; M.A., Marquette University, 1995; Ph.D., Pennsylvania State University, 2005. At Portland, 2005–

Mark W. Utlaut, Ph.D.

Professor, Physics
B.S., University of Colorado, 1974; Ph.D., University of Chicago, 1980. At Portland, 1988–

Margaret A. Vance, Ed.D.

Professor Emerita, Music⁴
B.M. in Education, University of Nebraska, 1947; M.M., *ibid*, 1951; Ed.D., Teachers College, Columbia University, 1956. At Portland, 1966–

Tammy VanDeGrift, Ph.D.

Assistant Professor, Engineering
B.A., Gustavus Adolphus College, 1999; M.S., University of Washington, 2001; Ph.D., *ibid*, 2005. At Portland, 2005–

Jacqueline Van Hoomissen, Ph.D.

Assistant Professor, Biology
B.S., University of Portland, 1997; Ph.D., University of Georgia, 2002. At Portland, 2002–

Steven R. Vegdahl, Ph.D.

Associate Professor, Engineering
B.S., Stanford University, 1976; Ph.D., Carnegie-Mellon University, 1982. At Portland 1996–

Linda Veltri, M.S.N.

Instructor, Nursing
B.A., Whitworth College, 1978; B.S.N., *ibid*, 1996; M.S.N., Gonzaga University, 2002. At Portland, 2003–

Becky A. Vernelson, M.N.

Adjunct Instructor, Nursing¹
B.S., South Dakota State University, 1970; M.N., University of California, Los Angeles, 1972. At Portland, 1978–

Diane Vines, Ph.D.

Associate Professor, Nursing
B.S., Vanderbilt University, 1967; M.A., New York University, 1973; Ph.D., Boston University, 1986. At Portland, 2006–

Paul E. Wack, Ph.D.

Professor Emeritus, Physics⁴
A.B., Creighton University, 1941; M.S., University of Notre Dame, 1942; Ph.D., *ibid*, 1947. At Portland, 1949–

Jacqueline M. Waggoner, Ed.D.

Assistant Professor, Education
B.S., Portland State University, 1973; M.S., *ibid*, 1975; Ed.D., *ibid* and University of Oregon, 1983. At Portland, 2004–

Patricia J. Wall, Ed.D.

Visiting Associate Professor, Education
B.S., Oregon State University, Ed.M., *ibid*, 1981; Ed.D., *ibid* 1986. At Portland, 2003–

Hildgund Walterskirchen, M.A.

Adjunct Instructor, Music¹
B.M., Mozarteum, Salzburg, 1968. M.A., University of Salzburg, 1977. At Portland (Salzburg), 1975–

Karen Ward, Ph.D.

Assistant Professor, Engineering
B.S., University of Oregon, 1978; M.S., Oregon Graduate Institute of Science and Technology, 1992; Ph.D., *ibid*, 2001. At Portland, 2005–

¹Part-time²On leave³Administrative personnel primarily⁴Special faculty status

Joanne Rains Warner, D.N.S.Professor, Nursing³

B.A., Augustana College, 1972; M.A., University of Iowa, 1976; D.N.S., Indiana University, 1990. At Portland, 2005—

Matthew D. Warshawsky, M.A.

Assistant Professor, Spanish

B.A., Swarthmore College, 1992; M.A., Ohio State University, 1998. At Portland, 2002—

Rev. Ronald J. Wasowski, C.S.C., Ph.D.

Associate Professor, Chemistry

B.S., University of Notre Dame, 1970; M.Th., *ibid*, 1973; M.A., University of California at Los Angeles, 1978; Ph.D., *ibid*, 1983. At Portland 1998—**Bruce N. Weitzel, Ph.D.**

Visiting Assistant Professor, Education

B.S., Portland State University, 1969; M.S., *ibid*, 1971; Ph.D., Michigan State University, 1980. At Portland, 2004—**Karl Wetzel, Ph.D.**Professor Emeritus, Physics⁴B.S., Georgetown University, 1959; M.S., Yale University, 1960; Ph.D., *ibid*, 1965. At Portland, 1969—**Rev. Arthur F. Wheeler, C.S.C., Ph.D.,**Associate Professor, History³B.S.F.S., Georgetown University, 1973; M.A., University of Notre Dame, 1976; Ph.D., *ibid*, 1979; M.Div., *ibid*, 1983. At Portland, 1987—**Lawrence Wheeler, M.A.**Adjunct Instructor, Performing & Fine Arts¹B.A., Portland State University, 1976; M.A., *ibid*, 1978. At Portland, 1983—**Beverly Wilson, D.N.S.**

Associate Professor, Nursing

B.S.N., Delta State University, 1981; M.S.N., University of Mississippi, 1985; D.N.S., Louisiana State University, 2003. At Portland, 2007—

Kaye Wilson-Anderson, D.N.S.

Associate Professor, Nursing

B.S.N., Delta State University, 1981. D.N.S., Louisiana State University Health Sciences Center, 2003. At Portland, 2007—

Anne Marie Wolf, Ph.D.

Assistant Professor, History

B.A., University of Notre Dame, 1989; M.A., New York University in Madrid, 1992; Ph.D., University of Minnesota, 2003. At Portland, 2003—

Teri Moser Woo, M.S.

Instructor, School of Nursing

B.S.N., Oregon Health Sciences University, 1984; M.S., *ibid*, 1993. At Portland, 2004—**Warren J. L. Wood, Ph.D.**

Assistant Professor, Chemistry

B.S., Willamette University, 2000; Ph.D., University of California, 2005. At Portland, 2007—

Aaron Wooton, Ph.D.

Assistant Professor, Mathematics

B.Sc., University of Southampton, England, 1998; Ph.D., University of Arizona, 2004. At Portland 2005—

Anita Lee Malen Wynne, Ph.D.Professor Emerita, Nursing⁴

B.S., San Diego State University, 1972; M.S., University of Colorado, 1974; Ph.D., University of Oklahoma, 1982; F.N.P., Gonzaga University, 1996. At Portland, 1981—

Zia A. Yamayee, Ph.D.Professor, Engineering³B.S.E.E., Kabul University 1972; M.S.E.E., Purdue University, 1976; Ph.D., *ibid*, 1978. At Portland, 1996—**Gerhard Zecha, Ph.D.**Adjunct Professor, Philosophy¹

Ph.D., University of Salzburg, 1968. At Portland, (Salzburg), 1968-75, 1976—

Loretta E. Zimmerman, Ph.D.Professor Emerita, History⁴B.A., Newcomb College, 1957; M.A., Tulane University, 1961; Ph.D., *ibid*, 1964. At Portland, 1967—¹Part-time²On leave³Administrative personnel primarily⁴Special faculty status

Degrees Conferred

August 4, 2006

GRADUATE SCHOOL

Master of Arts

Mark L. Arnett
 Program: Music
 Carre Lynn Joyce
 Program: Education
 Caitlin Marie Luccio
 Program: Education
 Annette Louise Mosey
 Program: Communication
 Eva Elizabeth Wolff
 Program: Music

Master of Education

Pretzel Ann Hecita Baletto
 Conor Thomas Boyle
 William Edward Burns
 Steven Allen Colkitt
 Tracie Lynn Crowley
 Jaclyn Marie Duenas
 Stephanie Faye Englert
 Eric Daniel Freeman
 Tal Joselyn Grinfas-David
 Russell Jeremy Hobson
 Aaron Charles Howard
 Thomas E. Kuntz
 Michael David Leone
 Archie C. Lillico
 Jo-Ellen Lyslo
 William Joe Martin
 Matthew Michael Matz
 Sherilyn Sue Mooney
 Sheryl Lyn Nash
 Caitlin Rebecca O'Connor
 Christian Ramos Ong
 Norma Artida Quinene
 Silvino Jesse Ungacta Quinene
 Garland Dean Rodgers
 Leo William Bryan Schlacht
 Lynn Susan Schlacht
 Vijay K. Sharma
 Melissa Ann Hernandez Terlaje
 Catherine Leong Tumanda

Master of Arts in Teaching

Katherine M. Cahill
 Andrea Catherine Casey
 Mary Phyllis Gallagher
 David Peter Heineck
 LaShell Rena Holton
 Todd Christian Lowe
 Quinn S. Martin
 Sarah Lynn Tobin
 Leah Kathleen Welton

Master of Science

Kelly McKenna Doane
 Program: Nursing: Family Nurse Practitioner
 Suzanne Murphy Frieberg
 Program: Nursing: Family Nurse Practitioner
 Emily Louise Hatten
 Program: Nursing: Family Nurse Practitioner
 Lisa Renee Hodggers
 Program: Nursing: Family Nurse Practitioner
 Braden Jesse Kenschuh
 Program: Management Communication
 Elizabeth Ann Martin-Calder
 Program: Management Communication
 Cheryl Elizabeth Taylor-Mosley
 Program: Nursing: Family Nurse Practitioner
 Claudia Stevens Peterson
 Program: Nursing: Family Nurse Practitioner

Master of Business Administration

Edward Bryan Abel
 Eric David Kaleihiwa Carter
 Jason Matthew Dhanens
 Emmalyn Marie Johnson
 Howard Edward Jones
 Joseph George O'Leary
 Mark E O'Neill
 Benjamin David Olson
 Lisa Kay Phelps
 Reen Matthew Presnell
 Andrew Edinger Rohr
 Michele Andrea Snead
 Benjamin Lawrence Waibel
 Justin Douglas Ward
 Aminta Yindepit

COLLEGE OF ARTS AND SCIENCES

Bachelor of Arts

Macon Louis Benoit
 Major: History
 Second Major: Political Science
 Laura Catherine Casey
 Major: Spanish
 Stacy Renée Driscoll
 Major: Drama
 Timothy Holland Hulseman
 Major: English
 Megan Anne Lafrenz
 Major: Social Work
 Ingrid H. McVanner
 Major: English
 Minor: Sociology
 Vickilee Gayle Powell
 Major: Social Work
 Sarah Danielle Reese*
 Major: English

Minor: Education
 Pamela Michelle Singleton‡
 Major: Communication
 Donald L. Wilson II
 Major: General Studies

Bachelor of Science

Brett William Arnold
 Major: Organizational Communication
 Anna Marie Conley
 Major: General Studies
 Jessica Inez Esparza
 Major: Life Science
 David James Harrington
 Major: Life Science
 Charles H. McCoy III
 Major: Environmental Science
 Minor: Biology
 Megan Christine Murphy
 Major: Life Science
 Jill Suzanne Ownbey
 Major: Life Science
 Reyan Patrick Ellasar Pulido
 Major: General Studies
 Tamara Lee Schaffner
 Major: Organizational Communication
 Manasi Sharma
 Major: Biology
 Minor: Political Science
 John David Staeheli
 Major: Biology
 Alexandra Kristine Stiles
 Major: Biology
 Minor: Spanish
 Micaela Kristine Wanner
 Major: Organizational Communication

SCHOOL OF NURSING

Bachelor of Science in Nursing

Jessica E. Agate
 Sarah Jane Anderson
 Heather Leigh Aspelund
 William Kent Baldwin
 Maria Ann Bartholomaus
 Haylie Lynn Braaten
 Alexandra Marie Caley
 Allyson Claire Coleman
 Tabitha Dawn Compher
 Susan Elizabeth Cook*
 Christina Marie Cournia
 Kathryn Jane Crabtree
 Tim Daily
 Kristin Johanna Daniels*
 Dara Jennifer Davey
 Jennifer Ann Downey
 Nova Elfa-Espinosa
 Thomas Granville Fine
 Michelle L. Foster
 Kimberly Marie Frey
 Kimberly Paige Gardner*

Craig Ryan Gillespie
 Megan Maria Gorman
 Amanda Maye Gran
 Melissa Ann Gutierrez
 David James Harrington*
 Robert Samuel Dale Hein
 Rachel J. Herron*
 Staci Raelene Holtby‡
 Erica Ann Hood‡
 Joanna Kristine McCabe
 Melissa Michelle Johnson
 Sarah Jane Kaser
 Elizabeth Erin Kelley*
 Lyubov Paula Kravets
 Jenni Kuker
 Keven Q. Kulju*
 Trisha Lynn Looney‡
 Julie Young Mac Laughlin
 Shannon Elizabeth Mack*
 Erin Patricia McLaughlin*
 Rachel Christina McLaughlin
 Jessica Anne McNamara
 Erika Marie-Rojo Meyer*
 Aven Christine Middlesworth‡
 Erin Elizabeth Miller‡
 Katharine Theresa Mitchell
 Sally C. Moyce Smithers‡
 Megan Ann Mullen*
 Martha Christina Narasimhan-Narayan‡
 Danielle Rae Parmantier
 Emma Kealaonapua Perry
 Janelle Amber Pomeroy*
 Lindsay Alexandra Pond
 Holly Joy Prinslow
 Katherine Marie Raleigh
 Natalie Anne Ranallo
 Susan Elisabeth Reese
 Bethany Hope Reyman
 Rachel Elizabeth Roberts*
 Dominique Nichole Rodriguez‡
 David Edward Schultze
 Katie Lorraine Sinnott
 Jamie Lynn Smith*
 LeAnn Renee Stanley
 Sarah Valgean Strom
 Amber Renee Stuckart
 Leanna Jo Sturges
 Kristin Elise Sullivan
 Samantha Summerhays
 Lori Lee Tewksbury
 Gordon Anthony VanDomelen
 Katie Ann Waldriff‡
 McKenzie Jan Weiler
 Pauline Elizabeth Weintraub*
 Sacha Nichol Wiken
 Patrick Charles Wood
 Second Major: Biology

DR. ROBERT B. PAMPLIN, JR.
SCHOOL OF BUSINESS ADMINISTRATION

Bachelor of Business Administration

John-Paul Bachmeier
 Major: Finance
 Joseph Micah Buck
 Major: Accounting
 Katie Suzanne Conner
 Major: Global Business
 Tyler J. Godfrey
 Major: Marketing and Management
 Karen Hunt
 Major: Finance
 Minor: Economics
 Tolgonay Mambetkarimova
 Major: Marketing and Management
 James Francis Redpath
 Major: Finance
 Cristin Mackenzie Sammis
 Major: Marketing and Management
 Ashley Elena Schmitz
 Major: Finance

SCHOOL OF ENGINEERING

**Bachelor of Science in
 Mechanical Engineering**

John Stuart Bender
 Tyler Broderick Fife
 Norbert Mihaly Reman
 Brandon Michael Schneider

Bachelor of Science in Civil Engineering

Jessica Jenna Nalomeli Mc Kinnon
 Major: Civil Track
 Richard James Olson
 Major: Civil Track

Bachelor of Science in Computer Science

Jeffrey Kyle Gibbs
 Tobias Uwe Scherft

December 15, 2006

GRADUATE SCHOOL

Master of Arts

Phuc Dinh Nguyen
 Program: Music

Master of Education

Afshin Navarro Camacho Amoui
 Victor Perez Balajadia
 Emmanuel Alvarez Balmeo
 Marissa Joy Concepcion Castro
 Geraldine Flores Diaz
 Joy Lucille Hunt
 Vivian Quiel Killingbeck
 Lanee Aguon Lim
 Ann Marie Sablan Trusso

Master of Business Administration

Jennifer Christy Anderson
 Timothy Craig Anderson
 Chanchanit Bandhumasuta
 Pakorn Boonphoapichart
 Beau J. Burggraff
 Chien-Hui Chen
 Christopher Brian Hewett
 Elizabeth Myhre Ipsen
 Kannika Itthisathidkulchai
 Andy Zhi Jie Li
 Chosaya Mahaparn
 Vithan Ngamsirikul
 Kevin M. Sherry
 Nicholas Christopher Dawes Stevenson
 Supara Udompetcharaporn
 Spencer Thomas Velott

COLLEGE OF ARTS AND SCIENCES

Bachelor of Arts

Anna Kathleen Capacci
 Major: Psychology
 Minor: English
 Robert James Cervantes
 Major: Political Science
 Minor: Spanish
 Elizabeth McElmeel Clare Corbin
 Major: English
 Rebekkah Lynne Crim
 Major: Drama
 Second Major: English
 McKenzie Marie Cullen*
 Major: History
 Minor: German
 Jocela mae Cunningham
 Major: Psychology
 Alexander Lee Darbut
 Major: History
 Minor: Political Science
 Michael Josiah Doyle
 Major: General Studies
 Sarah B. Freeland
 Major: Political Science
 Minor: Spanish
 Miguel A. Guante
 Major: Spanish
 Jessica Leigh Hallwyler
 Major: Psychology
 Minor: Communication
 Jeremiah Ronald Hartley
 Major: Political Science
 Karl Martin Henwood
 Major: History
 Brian Mathias O'Donnell
 Major: English
 Second Major: Political Science
 Jordan Janelle Sehestedt
 Major: History
 Second Major: German Studies
 Kristin Jean Somerville

Major: English
Second Major: German Studies

Bachelor of Science

Justin Scott Ackley
Major: Organizational Communication
Allison Livia Buti
Major: Biology
Minor: Chemistry
Yekaterina N Gidenko
Major: Environmental Science
John Louis Hoeck III
Major: Organizational Communication
Marissa Anne Lee
Major: General Studies
Kristen Marie Nicklawsky
Major: Life Science
Karen Elizabeth O'Neil
Major: Life Science
Michelle L. Ploof
Major: Organizational Communication
Kate Elizabeth Snow#
Major: Life Science
Minor: Sociology
Lara Kathryn Street†
Major: Physics
Minor: Mathematics
Krystle Lynn Sumner
Major: Biology
Thao Thanh Vo
Major: Chemistry: Biochemistry

SCHOOL OF NURSING

Bachelor of Science in Nursing

Bonaventure Semi Chienku
Breanne Maria Green
Deborah Irene Joyaux
Jean Marie Rossetto
Zdravka Valentina Zivko

DR. ROBERT B. PAMPLIN, JR.

SCHOOL OF BUSINESS ADMINISTRATION

Bachelor of Business Administration

Gary Alan Bernet
Major: Marketing and Management
Vance Hikaru Johnson
Major: Finance
Molly Catharine Keenan
Major: Finance
Second Major: Political Science
Meaghan Kathleen Keough
Major: Marketing and Management
Cheryl Ann Krahn
Major: Finance
Denise Hoang Thi Nguyen
Major: Accounting
Sarah Christine Sweeney
Major: Accounting

SCHOOL OF ENGINEERING

**Bachelor of Science in
Mechanical Engineering**

Ryan Robert McFadyen
Christopher Adam Villeneuve

**Bachelor of Science in
Electrical Engineering**

Julie G. Barton-Smith
Major: Electrical Track
Abdullah Abdul Rahman BinSaeed
Major: Electrical Track
Dustin Donald Buscho
Major: Electrical Track
Jessica Lynn Rice
Major: Electrical Track

Bachelor of Science in Civil Engineering

John Christopher Feider*
Major: Civil Track

Bachelor of Science in Computer Science

Dustin James Digman
Minor: Business Administration
Philip Dean Johnston II

SCHOOL OF EDUCATION

**Bachelor of Science in
Secondary Education**

Joseph Dominic Cioeta

May 6, 2007

GRADUATE SCHOOL

Master of Arts

Georgeann Boras
Program: Pastoral Ministry
Michael Robert Caldwell
Program: Pastoral Ministry
Dennis Allan Desmarais
Program: Pastoral Ministry
Kathleen May DeWilde
Program: Education
Timothy Shawn Dooley
Program: Pastoral Ministry
Steven P. Gallagher
Program: Pastoral Ministry
Allan Richard Halbert
Program: Music
Pauline Ann Schulze
Program: Pastoral Ministry

Master of Fine Arts

Jason Allen England
Program: Drama
Scott Allen Walker
Program: Drama

Master of Education

Lizette Marie Belisle-Lynch
Constance Marie Birkbeck

Paul Orion Blastic
 Janice G. Bogner
 Karen Ann Brown
 Anne Murphy Burlison
 Jonalyn Purugganan Ceria
 Catherine Steiwer-Whitehouse Contreras
 Sarah Nicole Cresswell
 Kirsten Lea Crumpacker
 Sven Conway Gerhard Danzinger
 Sara Dyan Deboy
 Dylan Joseph Andre Dellezay
 Serena Lawson Dinsmore
 Gurdeep Singh Dulai
 Arief Ebrahim
 Karen Kay Hill
 Lyle Wayne Kadatz
 Zenovia Iris Lazaruik
 Michelle Elizabeth Lenius
 Lezley Ann Lischynski
 Nadia Marie Love
 Sarah Michele Marsden
 Sharilyn Jeanne McCoy
 Robbie Lee McGinty
 Leanne Daune McMillan
 Mi Joung Nam
 Andrew Jerome Nichols
 Trudy Oatway
 Barbara Katherine Petryshen
 Kenneth John Pyra
 Kara Elise Rohrer
 David Andrew Sloan
 Kimberly Renée St. André-Brady
 Melissa Marjorie Stalnaker
 Sara Christina Tackett
 Robert James Tait
 Julie Guillergan Tejano

Master of Arts in Teaching

Katie Ilene Agalzoff
 Bryan Shane Alford
 Jill D. Altman
 Daniel Larry Bailey
 Nathaniel Lucas Buck
 Samuel Raymond Busick
 Daniel Michael Caccavano
 Amy C. Cakebread
 Cassandra Marie Chavez
 Elizabeth Akiko Murrell Louisa Dawson
 Carolyn Anne Dishman
 Adrean Monique Edwards
 Selma Ferhatbegovic Craft
 Jessica M. Freese
 Jason Michael Galbraith
 Christopher Thomas George
 Heather Elizabeth Gergen
 Ellen Lucille Harris
 Erik Christian Hegg
 Sara Elaine Jaeger
 Robert Maxwell Kalchthaler
 Emily L. Kearns
 Donald Jay Kinney

Mark Edward Louie
 Todd Lenox McIlraith
 Scott Christopher Merrin
 Diana Marie Mitchell
 Kate Percin Moffenbeier
 Ashley Elizabeth Anne Moschetti
 Nicholas Daniel Murchison
 Kaitlin Kristine Nelson
 Jessica Elizabeth Newton
 Konrad Thomas Reinhardt
 Megan Kathleen Riegler
 Dawn Chapman Schlegel
 Eric Louis Schwindt
 Lindsey Marie Shaw
 Lisa Marie Simmonds
 Marian Jean Smith
 Susan Joy Stein
 Maram Amin Sweis
 Christina L. Wallace
 Zachary S. Zahm

Master of Science

Terry L. Beach
 Program: Clinical Nurse Leader
 Sharon Lee Cochran Kimball
 Program: Clinical Nurse Leader
 Kimberly Eve Kirkpatrick
 Program: Clinical Nurse Leader
 Valorie Jeanne Orton
 Program: Clinical Nurse Leader
 Laural Elaine Ritchey
 Program: Clinical Nurse Leader
 Collette C. Sajko
 Program: Clinical Nurse Leader
 Judy Ann Stenstrom
 Program: Clinical Nurse Leader
 Janet (Nan) Trump
 Program: Clinical Nurse Leader

Master of Business Administration

Sami Ali AlRashed
 Laila M. Al-Ahmad
 Yazid Abdullah Almoby
 Scott Douglas Barnett
 Caryn Nichole Binder
 Susan Boen
 Kerry Dean Cakebread
 Cassandra Mae Eisele
 Linsey Elizabeth Forni
 Kevin James Kakalow
 Lindsey Brooke Kimble
 Shu-Wei (Frank) Lin
 Janis Loceniaks
 You Lu
 Ryoichi Matsushita
 JoLee Ann Sturgell
 Natthawut Wacharuk
 Rong 'Sarah' Wang
 Alisa Wangvorawudhi

Master of Engineering

Berhanu Kebede Tesema

COLLEGE OF ARTS AND SCIENCES**Bachelor of Arts**

Garrett Jeffrey Apland

Major: History

Second Major: German Studies

Minor: Education

Drew Robert Arentsh

Major: Philosophy

Minor: Sociology

Anne Marie Ashburn

Major: Political Science

Minor: Communication

David Mark Auxier#

Major: German Studies

Nicole Elaine Auxier

Major: Music

Jessica L. Baldassin†

Major: Sociology

Second Major: Psychology

Natalia Camille Barbie-Cantrell†#

Major: Music

Second Major: Sociology

Renee St. Marie Barbour

Major: Mathematics

Amy May Barker

Major: Spanish

Minor: Psychology

Second Minor: English

Walker Lee Bassett

Major: Philosophy

Emma Benzar##

Major: Spanish

Trevor James Brandt†

Major: Psychology

Second Major: German Studies

Minor: Theology

Daniel Joseph Brasch*#

Major: Spanish

Second Major: Life Science

Courtney Shea Breslauer

Major: Environmental Ethics & Policy

Minor: Philosophy

Anthony Edward Brownen

Major: Sociology

Caitlin Elizabeth Busch

Major: English

Brent William Kamakoa Carter

Major: Philosophy

Minor: Communication

Emily Nicole Christiansen*

Major: Political Science

Second Major: German Studies

Darcy Marie Cinq-Mars

Major: Political Science

Second Major: German Studies

Emily Anne Conrad

Major: Political Science

Michael John Coogan

Major: Political Science

Meredith Lauren Cook

Major: Political Science

Andrea Michelle Cooper

Major: Political Science

Minor: Sociology

Darren Lee Cooper

Major: General Studies

Megan Elizabeth Craine

Major: Psychology

Minor: Sociology

Second Minor: Theology

Third Minor: Philosophy

Eileen Margaret Crosby

Major: Psychology

Minor: Sociology

Daniel Thomas Curtin

Major: Political Science

Minor: Philosophy

Vanessa Ann Curwen

Major: Communication

Minor: German

Kyle Harris Dachsels

Major: History

Second Major: Philosophy

Allison Rae Dale†

Major: Social Work

Lindsay Ann Davis

Major: History

Kerry Frances Dunn

Major: Psychology

Minor: Sociology

Mark D. Ebner

Major: Political Science

Minor: Social Justice

Second Minor: History

Louis David Edelman#

Major: Political Science

Second Major: History

Ashley Elizabeth Edwards

Major: Communication

Chelsea Kristine Egbert§

Major: Philosophy

Minor: Spanish

Second Minor: Social Justice

Whitney Jacqueline Egbert#

Major: Political Science

Second Major: Drama

David Linman Exley

Major: History

Minor: Education

Kevin Michael Field

Major: Philosophy

Jason Frederick Flamiatos*

Major: Spanish

Nicole L. Forbes

Major: Political Science

Minor: Environmental Ethics & Policy

Garret Mitchell Forshee

Major: Social Work

Matthew Douglas Gabica	Given Joshua Kutz
Major: Political Science	Major: Sociology
Danielle L. Gende	Minor: Spanish
Major: History	Sabrina Lore Landworth
Ruth Leslie Gilliam	Major: Spanish
Major: Spanish	Second Major: Communication
Second Major: Social Work	Julie Ann Lane
Erin Marie Glueckert	Major: Communication
Major: Psychology	Minor: Fine Arts
Minor: Philosophy	Caitlyn Marin Larimore
Lara Michele Grenko	Major: Drama
Major: German Studies	Minor: Spanish
Second Major: Political Science	Second Minor: English
Timothy Andrew Haines	Sun Ok Lee
Major: Political Science	Major: General Studies
Minor: Economics	Emily Jo Magnuson
Katherine Sumi Hamaoka	Major: Environmental Ethics & Policy
Major: General Studies	Second Major: Drama
Daniel Patrick Hannon	Lesia R. Marcuson
Major: History	Major: Social Work
Luke Andrew Harkness	Allison Kathleen McGillivray
Major: Political Science	Major: History
Minor: History	Minor: Social Justice
Danielle Renee Harrington	Second Minor: Spanish
Major: Spanish	Jamie Lynne McGinnity
Minor: History	Major: Spanish
Kenneth Robert Hatcher	Danielle May McGruer
Major: History	Major: Political Science
Christy Henry*	Second Major: French Studies
Major: Philosophy	Jessica Katherine McGuire
Eric Jon Hohmeister	Major: Psychology
Major: History	Minor: Sociology
Patrick Ian Holahan	Elizabeth F.O. McKeet†
Major: Drama	Major: Social Work
Patricia Jeanne Howard	Erin Patricia McNeilly
Major: Psychology	Major: Social Work
Second Major: Theology	Teresa Jean Mealy
Minor: Business Administration	Major: Environmental Ethics & Policy
Second Minor: Social Justice	Minor: Environmental Science
Margo Helen Hubers-Drake*	Daniel Bayard Mero
Major: Drama	Major: Communication
Second Major: Spanish	Minor: Philosophy
Minor: Philosophy	Jared Royce Miller
Linsey Ann Hull*	Major: Political Science
Major: Social Work	Minor: Philosophy
Shannon Caitheleann Hunt	Anthony Enrico Miroglio
Major: English	Major: Philosophy
Second Major: Spanish	Second Major: History
Christina Maria Jamros	Stephanie Frances Mitchell
Major: Philosophy	Major: History
Jessica Ashland Johnson	Rachel Lynn Munyon
Major: English	Major: English
Minor: Philosophy	Stephanie Ann Nellor
Second Minor: French	Major: Psychology
Regina Marie Joshi	Second Major: French Studies
Major: Social Work	Jennifer Eve Nordstrom†
Lauren Ellen Kanikeberg	Major: Social Work
Major: Spanish	Megan Ann Olmstead
Minor: Political Science	Major: Political Science
Jacob Michael Kellogg*	Jennifer Robyn Ortez
Major: Philosophy	Major: Psychology

Second Major: German Studies	Tabitha Ann Marie Snow
Karina Maria Pacheco	Major: Sociology
Major: Social Work	Minor: Theology
Emilyanne Marie Palm	Ashley Nicole Sogge
Major: Social Work	Major: Political Science
Rebecca Leslie Palmer	Second Major: Spanish
Major: Communication	William Ernest Stabler
Minor: Fine Arts	Major: Sociology
Lisa Michelle Penor	Minor: Political Science
Major: Philosophy	Alex Israel Strom
Second Major: French Studies	Major: Philosophy
Hannah M. Peoples	Cassedy Marie Sullivan
Major: French Studies	Major: Environmental Ethics & Policy
Second Major: Political Science	Minor: Biology
Kyle Raymond René	Carolyn Yumiko Taira
Major: Drama	Major: Drama
Second Major: English	Lena Alexandria Teplitsky†#
Cole Warren Revell	Major: English
Major: English	Second Major: German Studies
Kristina Louise Rodgers	Minor: Education
Major: Psychology	Meghan Elizabeth Thivierge
Minor: Sociology	Major: Social Work
Taren Elizabeth Rokstad*	Second Major: Spanish
Major: Communication	Jennifer Anne Tierney
Minor: Psychology	Major: Drama
Second Minor: Fine Arts	Second Major: English
John Theodore Rosinbum#	Alejandra Torres
Major: History	Major: Environmental Ethics & Policy
Minor: Spanish	Second Major: Spanish
Derek Paul Rubino*	Minor: Philosophy
Major: Political Science	Laura Ciot Trolese
Jennifer Dugan Rupp	Major: Mathematics
Major: Social Work	Blair Theresa Tyler
Lance Everett Russell	Major: Psychology
Major: Political Science	Blythe Alexandra Van Gordon*##
Michelle Cristina Samson	Major: English
Major: Spanish	Minor: French
Emily Eileen Scheuer	Marcelino Mauro Vera Ramirez
Major: Social Work	Major: Spanish
Minor: Spanish	Ian Daniel Wanner
Jill Kathleen Schommer	Major: General Studies
Major: History	Kate Talbot Warren
Minor: French	Major: French Studies
Christopher Dumont Scott	Minor: History
Major: Philosophy	David Benjamin Weiss†
Minor: Business Administration	Major: History
Krista Lynn Scott†	Benjamin Charles Welch
Major: Political Science	Major: Social Work
Kendall Rose Shepherd	Valerie R Wen
Major: History	Major: Sociology
Minor: Theology	Second Major: Psychology
Lisa Sin	Minor: Social Justice
Major: Social Work	Timothy George Wigington†
Christine Rose Siri	Major: Spanish
Major: English	Second Major: Political Science
Megan McDonough Skiles	Ashly Dalene Will
Major: Psychology	Major: Drama
Minor: Sociology	Melissa Ann Williams
Nikola Kathryn Skinner	Major: Psychology
Major: Political Science	Minor: Spanish
Minor: Economics	Lindsey Crittenden Wilson†

Major: Psychology
 Second Major: Sociology
 Ariel Christine Woodruff†
 Major: English
 Emily Michelle Yeager*#
 Major: German Studies
 Megan Marie Zabala
 Major: Psychology
 Second Major: Spanish
 Patrick Garnette Zerr
 Major: Psychology
 Minor: Sociology
 Jeanette Nicole Zimmer#*
 Major: English
 Second Major: Spanish
 Minor: Mathematics

Bachelor of Science

Tyler Hayden Afflixio
 Major: Organizational Communication
 Michael Anthony Salvatore Agosta
 Major: Chemistry: Biochemistry
 Second Major: Biology
 Corinne Renae Alexander
 Major: Organizational Communication
 Minor: Education
 Kenneth Courtney Anderson†
 Major: Mathematics
 Megan Marie Armand
 Major: Organizational Communication
 Steven Anthony Ault*
 Major: Biology
 Minor: Chemistry
 Afaf Sharen Azar*
 Major: Biology
 Second Major: Psychology
 Minor: Chemistry
 Ashley Cristine Ballard
 Major: Biology
 Minor: Chemistry
 Second Minor: Psychology
 Kelly Anne Barton#
 Major: Life Science
 Second Major: Psychology
 Jill Erin Becker
 Major: Chemistry: ACS
 Rachel Rose Beebe*
 Major: Environmental Science
 Minor: Biology
 Kerry Kathleen Bell
 Major: General Studies
 Eric Eugene Benedetti
 Major: Biology
 Robert Wayne Benim*#
 Major: Mathematics
 Emma Benzar*#
 Major: Biology
 Minor: Chemistry
 Isaac Allen Brauner
 Major: Biology
 Minor: Chemistry

Charmaine Yvonne Brown
 Major: Biology
 Minor: Chemistry
 Michael Barry Caparoso*
 Major: Mathematics
 Amy Lynne Card†
 Major: Biology
 Lauren Mae Cartier
 Major: Organizational Communication
 Minor: French
 Monica Hoi Wun Choy
 Major: Theatre Management
 Amity King Yee Chu*
 Major: Chemistry: Biochemistry
 Minor: Spanish
 Second Minor: Biology
 Jinah Euphrasia Chung
 Major: Chemistry: Biochemistry
 Erin Eileen Crotty
 Major: Life Science
 Minor: Spanish
 Eric James Davis
 Major: Chemistry: Biochemistry
 Minor: Biology
 Jennifer Rose DiMartino*
 Major: Organizational Communication
 Second Major: Spanish
 Kristen Noelle Dutra
 Major: Organizational Communication
 Minor: Spanish
 Kari Lynn Evans†
 Major: Biology
 Mary Anne Faber§
 Major: Life Science
 Sarah Marie Fassnidge
 Major: General Studies
 Jason Frederick Flamiatos*
 Major: Biology
 Minor: Chemistry
 Wendy J. Gallagher
 Major: Biology
 Anna Joy Gayvert*
 Major: Life Science
 Minor: Psychology
 Patrick Michael Geraghty*
 Major: Life Science
 Andrea Catherine Ghena†#
 Major: Biology
 Minor: Chemistry
 Leanne Camille Goolsby
 Major: General Studies
 Minor: English
 Kyrion George Gray
 Major: Life Science
 Minor: Theology
 Second Minor: Environmental Science
 Rachael Leigh Gray
 Major: Chemistry: Biochemistry
 Khanh Nguyen-Van Ha†
 Major: Biology
 Minor: Fine Arts

Second Minor: Chemistry	Major: Life Science
Merle David Hamilton*	Huy Minh Nguyen
Major: Physics	Major: Biology
Daniel Heath Hoffman	Minor: Chemistry
Major: General Studies	Abraham John Olson#
Minor: Computer Science	Major: Physics
Christopher Simon Jackson	Minor: Mathematics
Major: Organizational Communication	Christina Angela Palmer
Danielle Elizabeth Johnson	Major: Organizational Communication
Major: Life Science	Eillen Rose Peralta
Minor: German	Major: Organizational Communication
Corey Ray Kaleshnik	Minor: Philosophy
Major: Biology	Patricia Anne Persons
Minor: Chemistry	Major: Biology
Deena Wai San Kam	Justen W. Pettigrew
Major: Environmental Science	Major: Life Science
Donna Danbee Kang	Dominic Charles Porcelli
Major: Biology	Major: Organizational Communication
Minor: Chemistry	Jessica Lynn Rasmussen
Scott David Kennel	Major: Biology
Major: Biology	Minor: French
Christina Ann Kujat	Katherine Elizabeth Rexroat#
Major: Life Science	Major: Life Science
Minor: HPE: Sport Exercise & Fitness	Minor: Psychology
Second Minor: Psychology	Thomas Charles Riley
Andie Rebecca Lesowske †	Major: Physics
Major: Biology	Stephanie Amanda Ritter
Minor: Chemistry	Major: Physics
Matthew McAllister Lindmark	Joshua Ryan Roberts
Major: Mathematics	Major: Organizational Communication
Minor: Physics	Adele Michiko Rockett
Matthew Ray Loucks	Major: Biology
Major: Organizational Communication	Minor: Chemistry
Minor: Entrepreneurship	Kristen Leann Rohde
William Brendan Madden	Major: Life Science
Major: Biology	Minor: HPE: Sport Exercise & Fitness
Minor: Psychology	Megan Anne Ross
Brittany Louise Marshall	Major: Biology
Major: Organizational Communication	Minor: Chemistry
Stephanie Anne Martin	Daniel Joseph Rust
Major: Organizational Communication	Major: Life Science
Minor: English	Second Major: Philosophy
Ryan Greg Massoud	Daniel Christian Sackman*
Major: Biology	Major: Life Science
Minor: Chemistry	Michelle Cristina Samson
Erin Marie McClellan	Major: Organizational Communication
Major: Organizational Communication	Sidonie Clarissa Schnabler
Second Major: Spanish	Major: Organizational Communication
Jamie Lynne McGinnity	Michelle Lee-ann Siderius
Major: Biology	Major: Organizational Communication
Rebecca Elizabeth Meierbachtol	Second Major: Spanish
Major: Life Science	Jacqueline Marie Siegel
Jennifer Suzanne Mitchell	Major: Chemistry
Major: Biology	Sarguni Singh
Minor: Theology	Major: Biology
Nicole R. Murray#	Minor: English
Major: Chemistry: Biochemistry	Megan Etta Sprang
Second Major: Biology	Major: Organizational Communication
Timothy Andrew Newby	Minor: Spanish
Major: Chemistry: Biochemistry	Lindsay Marie Toyo Suda
Melissa Anne Newcombe ‡	Major: Biology

Minor: Spanish
 Caitlin Nicole Sullivan
 Major: Organizational Communication
 Rosanne Therese Sziebert
 Major: Mathematics
 Minor: History
 Jordan Kieffer Tabayoyon
 Major: Biology
 Anne Catherine Toledo†
 Major: Biology
 Piper Lee Trawick
 Major: Biology
 Alexander William Trethewy
 Major: Biology
 Jennifer Helen Tuttle
 Major: Biology
 Lauren Anne VanDomelen
 Major: Organizational Communication
 Minor: Education
 Erin Elizabeth Waid
 Major: Biology
 Ryan Matthew Warren
 Major: Organizational Communication
 Sarah Nicole Webber*#
 Major: Biology
 Minor: Chemistry
 Robert Eugene White III
 Major: Biology
 Minor: Chemistry
 Allison Marie Winkler
 Major: Biology
 Piper Elise Woodruff
 Major: Life Science
 Emily Michelle Yeager*#
 Major: Biology
 John Anton Zimmer
 Major: Life Science
 Minor: Business Administration

SCHOOL OF NURSING

Bachelor of Science in Nursing

Kimberly Jane Agren
 Minor: Biology
 Misbah Akhtar
 William Linskey Anderson
 Janelle Akemi Ando
 Minor: History
 Nicole Elaine Auxier
 Jennifer Wood Black
 Danielle Erin Bowie
 Emilie Elizabeth Brooks
 Minor: Biology
 Ashley Marie Brown
 Analisa Carina Brox
 Minor: Biology
 Carmelita Romana Hunt Calozo
 Cori Lynn Campbell
 Evan David Campbell
 Loretta Crozier Campbell
 Naomi Jean Caneff

Tori Beth Carrigan
 Kimberly Grace Carter
 Meredith Margaret Davis
 Sheena Marie Davis
 Jessica Ann Marie Faustino Dizon
 Minor: Sociology
 Jennifer K. Do
 Jenna Marie Dullanty
 Second Major: Spanish
 Christine Marie Duncan
 Chrysta Nicole Fields*
 Rachel Joy Francetich
 Marti Marlene Franke
 Kathryn Margaret Gannon
 Carly Tucker Gerson
 Joshua Brandon Goldstein‡
 Tiffany Rose Griffin
 Molly Kathleen Hackenbruck
 Kathryn Rose Hamreus
 Minor: Spanish
 Jennifer Nicole Herr
 Jennifer Sue Hickman
 Whitney Reneé Horn
 Heather Anne Huff
 Elsa Lynne Hume
 Kerry Alison Irvin
 Minor: Biology
 Jessica Nicole Jensen*
 Reuntaé Hokuokalani Roller Juliano
 Allison Dawn Kahle‡
 Minor: Spanish
 Stephanie Jo Karr
 Laurie Kathleen Kremers*
 Mary Elizabeth Kuebrich‡
 Minor: Spanish
 Alison Marie Lajoie
 Amy Kathryn Lewis*
 Kristin Lee McKay
 Jordan Taaffe McMullen
 Lisa Marie Miller
 Madisen Leinani Minkel
 Katherine Elizabeth Montler
 Mercedes Mary Moyes
 Carolyn Marie Murdoch
 Andrea Renee Murillo
 Minor: Spanish
 Elena Teresa Murillo
 Katherine Mary Murphy
 Katherine Elizabeth Murray
 Theresa Estrella Nera
 Danielle Lynn Nordquist
 Svetlana V. Perepechaeva*
 Corrine Christine Pilcher
 Rebecca Ellen Risinger
 David K. Rupp
 Rebecca Ann Sameck†
 Karena Dorothy Schneider*
 Kyoung Youn Suyu Seo
 Kathryn Marie Shine
 Second Major: English
 Deborah Ruth-Sylvia Shwalb

Angela Christine Smith
 Minor: Biology
 Michelle Ann Smith
 Nathaniel William Smith
 Allison Marie Sparrow
 Amanda Lee Steele†
 Agnes Tam
 Douglas Alexander Taylor
 Anne Elizabeth Cho Urquhart*
 Andrea Noelle Valicoff*
 Katrina Marie VanSooy†
 Noelle Christine Weidert†
 Minor: Spanish
 Sarah Elizabeth Wiklund
 Eric David Williams
 Jessica Anne Williams*
 Kandis Susan Wirtz†
 Paige Jacqueline Wordent
 Leila Jane Surri Yarnell
 Nicole Eiko Mew Kien Young

DR. ROBERT B. PAMPLIN, JR.
SCHOOL OF BUSINESS ADMINISTRATION

Bachelor of Business Administration

Nathan Andrew Appel
 Major: Finance
 Andrey Arbuzov
 Major: Finance
 Brittany E. Ashworth
 Major: Global Business
 KayLynne Thrasilla Bauman*
 Major: Global Business
 Ashley Marie Bernard*
 Major: Marketing and Management
 Mercy Tin-Ngoi Berning
 Major: Global Business
 Minor: Economics
 George William Bevis II
 Major: Finance
 Stefan Andre Biscigliat†
 Major: Finance
 Minor: Philosophy
 Second Minor: Entrepreneurship
 Meghan Ashley Booth
 Major: Marketing and Management
 Minor: Fine Arts
 James Phillip Bridge
 Major: Marketing and Management
 Erik Eldon Brown*
 Major: Accounting
 Trevor Ellis Brown†
 Major: Finance
 Second Major: Accounting
 Kelli Renae Burgers†
 Major: Accounting
 Second Major: Finance
 Kayce Lee Campbell*
 Major: Marketing and Management
 Sarah Nicole Carroll†
 Major: Accounting

Kendall Rose Cartier†
 Major: Global Business
 Second Major: Spanish
 I-Jui (Ray) Chang
 Major: Marketing and Management
 Adam Ian Coates
 Major: Marketing and Management
 Julia Lynn Coleman
 Major: Accounting
 Jacquelyn Sue Collins
 Major: Accounting
 Second Major: Finance
 Maureen Anne Coughlin
 Major: Finance
 Brian Whitfield Cox
 Major: Finance
 Colin Geoffrey Davis†
 Major: Accounting
 Second Major: Finance
 Minor: Economics
 Julian O'neill Davis
 Major: Marketing and Management
 Andrew William Davison
 Major: Marketing and Management
 Anthony Joseph DeBlauw*
 Major: Global Business
 Second Major: Spanish
 Jacob Kyle Easterly
 Major: Finance
 Justin Gregory Ehlers
 Major: Marketing and Management
 Rebecca Emmick
 Major: Marketing and Management
 Nicholas Alexander Finke
 Major: Finance
 Minor: Entrepreneurship
 Erin Michelle Forbes
 Major: Accounting
 Trisha Renae Faunce Frame
 Major: Marketing and Management
 Kirk Farrell Gallagher
 Major: Finance
 Jessica Katelyn Gockel
 Major: Marketing and Management
 Whitney Paige Grant*
 Major: Marketing and Management
 Jennifer Greene
 Major: Accounting
 Minor: Spanish
 Jacqueline Marie Gualco†
 Major: Finance
 Kelly Marie Hamlyn
 Major: Finance
 Second Major: Marketing and Management
 Christopher Donald Iverson
 Major: Finance
 Luke Gerard Jaeger
 Major: Global Business
 Alexander Lewis Jansen*
 Major: Finance
 Minor: Economics

Jacob Jonas Kathan
 Major: Global Business
 Minor: Spanish
 Amanda Kaur
 Major: Accounting
 Luke Jonathan Kautzer†
 Major: Finance
 Second Major: Marketing and Management
 Minor: Economics
 Joseph Charles Klobes
 Major: Marketing and Management
 Matthew Russell Knister
 Major: Accounting
 William Christopher Martin Kohler
 Major: Accounting
 Rebecca Kelly Kreger
 Major: Global Business
 Minor: German
 Timothy James Leybold
 Major: Finance
 Cameron T. Luiz
 Major: Finance
 John T. Marty
 Major: Finance
 Murphy Anne McClenahan‡
 Major: Finance
 Minor: Entrepreneurship
 Kristen Irene Millios
 Major: Marketing and Management
 Jacquelyn Marie Berrissoul Morales
 Major: Global Business
 Minor: Spanish
 Joshua A. Morin
 Major: Accounting
 Second Major: Finance
 Nicholas Kazuo Muranaka
 Major: Finance
 Melissa Ann Mygrant
 Major: Finance
 Tara Colleen O'Boyle*
 Major: Finance
 Minor: Spanish
 Miranda Jane Pearce*
 Major: Global Business
 Minor: French
 Eillen Rose Peralta
 Major: Marketing and Management
 Shane Allan Pfaff
 Major: Accounting
 Ana Michele Plantenberg
 Major: Accounting
 Danielle René Price
 Major: Accounting
 Second Major: Finance
 Kelsey LeAnn Rhodes
 Major: Finance
 Minor: Entrepreneurship
 Nickolas Ryan Roberts
 Major: Finance
 Second Major: Marketing and Management
 Minor: Entrepreneurship

Nicole LeeAnne Rowe
 Major: Marketing and Management
 Minor: Education
 Cody Pierce Sandell
 Major: Finance
 Christopher Ryan Sanders
 Major: Accounting
 Lisa Anne Sari
 Major: Marketing and Management
 Minor: English
 Michael Paul Schroeder
 Major: Marketing and Management
 Scott William Schubel
 Major: Accounting
 Chase Alan Schwatka
 Major: Finance
 Lauren Elizabeth Seidelman†
 Major: Finance
 Minor: Economics
 Brady Stewart Sherburne
 Major: Accounting
 Chamrong Sieng
 Major: Marketing and Management
 Minor: Economics
 Suruchi Singh
 Major: Accounting
 Stephen David South#
 Major: Marketing and Management
 Minor: German
 William Lane Stansberry
 Major: Finance
 Benjamin Zachary Sullivan
 Major: Finance
 Second Major: Accounting
 Mary Celeste Sweigert
 Major: Marketing and Management
 Madelyn Marie Sykes
 Major: Global Business
 Second Major: Spanish
 Patrick Tak
 Major: Accounting
 Adam Daniel Teuscher
 Major: Accounting
 Nicholas Benjamin Thom
 Major: Finance
 Kevin Martin Thornton
 Major: Accounting
 Jason Michael Velotta
 Major: Finance
 Adam Hansen Walls
 Major: Marketing and Management
 Ashley Nichole Williams
 Major: Marketing and Management
 Kristina Ann Wilson
 Major: Marketing and Management
 Ashley Micheale Winters
 Major: Marketing and Management
 Jacquelyn Ann Zabell
 Major: Accounting

Nicholas Paul Zubach
Major: Finance
Minor: Economics

SCHOOL OF ENGINEERING

Bachelor of Science in Mechanical Engineering

Eben David Allen*
Minor: Mathematics
David Mark Auxier*#
Kevin Daniel Beavers
Christopher Michael Campbell
Dany Salim Chaaya
Adam Michael Craig
Kelsi Lynn Craig
Brendan Michael Curran
Richard Monk Faber‡
Minor: Physics
Michael Knapp Haugen*
Jay Howard Hedberg
John Michael Herboth
Mariah Knight
John Thomas Lehman II
Aaron Cleo Lloyd
James Raymond Morris
Ryan Luis Orozco
Tyler Oliver Pierce
Micah Jared Rolfe
Minor: Business Administration
William Dana Rossi*
Raymond Theodore Schlanser III†
Minor: Physics
Luke Aaron Stager
Minor: Music
Michael William Sweeney
Dana Shubin Troy
Andrew Robert Vanasche
Brice Dwain Erik Virell
Todd Nisaku Yoshioka
Minor: Business Administration

Bachelor of Science in Electrical Engineering

Steven Orla Arlint
Major: Electrical Track
Kevin Masayuki Atebara*
Major: Electrical Track
Joseph Reid Baird†
Major: Electrical Track
Michael Jeffry Braun
Major: Electrical Track
Kirk Chen
Major: Electrical Track
Minor: Mathematics
Joshua David Eby
Major: Electrical Track
Geoffrey Eugene Friason
Major: Computer Track
Kristin Ashley Glanville†
Major: Electrical Track

Grant Fitzgerald Hay
Major: Environmental Track
Minor: Mathematics
Jeffrey Dean Hayes
Major: Electrical Track
Minor: Mathematics
Graham Johnson Linn†
Major: Electrical Track
Marc Kenji Miyaki
Major: Electrical Track
Brandon Lee Pearsall
Major: Electrical Track
Srija Pidaparthy
Major: Electrical Track
Ethan Edward Prevost*
Major: Electrical Track
Minor: French
Benjamin Josiah Quint
Major: Computer Track
Minor: Entrepreneurship
Lucas Daniel Raynor
Major: Electrical Track
Minor: Mathematics
Cole Tyler Russell
Major: Electrical Track
Ian Joseph Tagge*
Major: Electrical Track
Aaron David Taylor*
Major: Electrical Track
Eric Robert Yost†
Major: Computer Track
Minor: Mathematics

Bachelor of Science in Civil Engineering

Michael Paul Caretti*
Major: Civil Track
Jessica Maureen Carroll
Major: Civil Track
Shane Christopher Deckert
Major: Civil Track
Minor: Spanish
Jennifer Marie Flakus
Major: Environmental Track
Eric Charles Joachim*
Major: Civil Track
Luisa Marie Martini
Major: Environmental Track
Margaret Quinn McCord
Major: Environmental Track
Minor: Chemistry
Brandon James McGoldrick
Major: Civil Track
Nicollette Rose Pullen
Major: Civil Track
Minor: Business Administration
Cynthia Janine Sundborg
Major: Civil Track

**Bachelor of Science in
Engineering Management**

Daniel Ray Nitahara

Minor: Entrepreneurship

Bachelor of Science in Computer Science

Andrew Ladd Elliott

Minor: Mathematics

William Vincent French

Minor: Mathematics

Matthew Owen Heye

Robert Louis Insley†#

Minor: Mathematics

Adam Michael Russell

Minor: Mathematics

Brian David Toole

Peter Joseph Wolf

SCHOOL OF EDUCATION**Bachelor of Arts in Education**

Francisca Alvarez†

Lori Marie Baalman

Molly Brooke Brumfield*

Second Major: Spanish

Laura Marie Buckels

Kristine Kathleen Danielson

Keegan Blake Davis

Monika Clare Dempsey

Minor: Spanish

Leslie Yukiko Fukuyama

Katherine Rose Hairston

Amanda Marie Hans

Kristen Mariko Higo†

Mary Margaret Jacoby

Second Major: Spanish

Kathleen Johanna Keegan-Boes

Kathryn Suzanne Klena*

Jennifer Emma Kuk

Meredith Claire Larson

Maria Nicole Marcotte

Minor: English

Ryan Christopher Moore

Desirée Catherine Murdoch

Lindsay Michelle Owens

Kristin Whalen Pomada#

Second Major: Spanish

Meghan Anne Reed

Lucia Frances Ries

Kelly A Roundtree

Nikole Widmark Spencer

Megan Ann Stewart

Amanda Rose Vincent

Sarah Jane Walton

Second Major: Spanish

Angela Elizabeth Weisner

Minor: History

Shalayne Akemi Yamamoto§

Nicole Michelle Zipp†

**Bachelor of Science in
Secondary Education**

Caitlin Fournier Adelman

Second Major: English

Gregory James Arte*

Minor: History

Allison Ann Brown

Second Major: English

Steven Andrew Ho'onani Cup Choy

Lee Daniel Durbetaki

Second Major: German Studies

Stephen Sheppard DuVal

Courtney Ann Giddings

Minor: Mathematics

Andrew Dylan Gorder

Brendan Paul Robinson

Second Major: History

John Theodore Rosinbum#

Kevin Leon Schiedler‡

Minor: Mathematics

Blythe Alexandra Van Gordon**

Jeremy Scott Welburn

Minor: Mathematics

Bachelor of Music Education

Elizabeth Ann Laskowski

Minor: Spanish

Keely Lauren Wright*

§*Summa Cum Laude*†*Magna Cum Laude*#*Honors Program*‡*Maxima Cum Laude***Cum Laude*

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