Let us know how access to this document benefits you.
Follow this and additional works at: https://pdxscholar.library.pdx.edu/oaa_bulletin

Recommended Citation
https://pdxscholar.library.pdx.edu/oaa_bulletin/5

This Bulletin is brought to you for free and open access. It has been accepted for inclusion in Bulletin by an authorized administrator of PDX Scholar. For more information, please contact pdxscholar@pdx.edu.
# Table of Contents

- **Catalog Quick Reference** 5
- **Welcome to Portland State University** 17
  - Tuition, Fees, and Aid; Student Services; Campus Services; School of Extended Studies; Office of International Affairs
- **Undergraduate Studies** 37
  - University Studies; University Honors; Military Science
- **Graduate Studies** 58
- **College of Liberal Arts and Sciences** 76
  - Anthropology; Applied Linguistics; Biology; Black Studies; Chemistry; Chicano/Latino Studies; Communication; Conflict Resolution; Economics; English; Environmental Science and Management Programs; Foreign Languages and Literatures; Geography; Geology; History; Interdisciplinary Studies; International Studies; Judaic Studies; Mathematics and Statistics; Native American Studies; Philosophy; Physics; Preprofessional Programs; Psychology; Science Education; Sociology; Speech and Hearing Sciences; Women’s Studies
- **School of Business Administration** 198
- **Graduate School of Education** 217
- **Maseeh College of Engineering and Computer Science** 243
  - Civil and Environmental Engineering; Computer Science; Electrical and Computer Engineering; Engineering and Technology Management; Mechanical and Materials Engineering
- **School of Fine and Performing Arts** 278
  - Architecture; Art; Music; Theater Arts
- **School of Social Work** 306
  - Child and Family Studies; Social Work
- **College of Urban and Public Affairs** 318
  - School of Community Health; Hatfield School of Government; Toulan School of Urban Studies and Planning
- **Directories** 358
- **Index** 378
Portland State University, operating from a solid base of liberal and professional arts and science, encourages innovative curricula both on the undergraduate and the graduate levels through its degree, certificate, and preprofessional programs.

**Major academic units**

**COLLEGE OF LIBERAL ARTS AND SCIENCES**
www.clas.pdx.edu

**SCHOOL OF BUSINESS ADMINISTRATION**
www.sba.pdx.edu

**GRADUATE SCHOOL OF EDUCATION**
www.ed.pdx.edu

**MASEEH COLLEGE OF ENGINEERING AND COMPUTER SCIENCE**
www.cecs.pdx.edu

**SCHOOL OF FINE AND PERFORMING ARTS**
www.fpa.pdx.edu

**SCHOOL OF SOCIAL WORK**
www.ssw.pdx.edu

**COLLEGE OF URBAN AND PUBLIC AFFAIRS**
www.upa.pdx.edu

Bachelor of Arts and Bachelor of Science degrees are available in a wide variety of fields from the academic colleges and professional schools. The Bachelor of Music degree is available for those seeking a professional music degree. Additionally, specialist certificate programs, minors, preprofessional programs, and secondary education programs supplement the major studies and provide many diverse opportunities. Master’s degrees are offered in numerous disciplines, and the University offers 13 doctoral degrees, including degrees in applied psychology, biology, chemistry, civil engineering, computer science, education, electrical and computer engineering, mathematics education, mathematical sciences, social work and social research, and four interdisciplinary degrees in which approximately a dozen departments participate.

See pages 8-10 for a list of the programs offered at PSU and consult the index for further information about these programs.
## Academic calendar

<table>
<thead>
<tr>
<th>Event Type</th>
<th>FALL 2009</th>
<th>WINTER 2010</th>
<th>SPRING 2010</th>
<th>SUMMER 2010</th>
<th>FALL 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>International admission application</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>priority filing dates</td>
<td>March 1</td>
<td>July 1, 2009</td>
<td>Nov. 1, 2009</td>
<td>Feb. 1</td>
<td>March 1</td>
</tr>
<tr>
<td><strong>Graduate admission application</strong></td>
<td>April 1</td>
<td>Sept. 1, 2009</td>
<td>Nov. 1, 2009</td>
<td>Feb. 1</td>
<td>April 1</td>
</tr>
<tr>
<td><strong>Undergraduate admission application or</strong></td>
<td>June 1</td>
<td>Oct. 1, 2009</td>
<td>Feb. 1</td>
<td>May 1</td>
<td>Feb 1</td>
</tr>
<tr>
<td><strong>re-enrollment—priority filing dates</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Undergraduate advance tuition deposit</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>May 1</td>
</tr>
<tr>
<td>deadline</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Advance registration begins</strong></td>
<td>May 11</td>
<td>Nov. 9, 2009</td>
<td>Feb. 15</td>
<td>May 3</td>
<td>May 10</td>
</tr>
<tr>
<td><strong>Classes begin (day and evening)</strong></td>
<td>Sept. 28</td>
<td>Jan. 4</td>
<td>March 29</td>
<td>June 21</td>
<td>Sept. 27</td>
</tr>
<tr>
<td><strong>Last day to enroll in classes, add a class,</strong></td>
<td>Oct. 9</td>
<td>Jan. 15</td>
<td>April 9</td>
<td>varies</td>
<td>Oct. 8</td>
</tr>
<tr>
<td><strong>or make section changes</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Last day to drop without course recorded as W</strong></td>
<td>Oct. 11</td>
<td>Jan. 17</td>
<td>April 11</td>
<td></td>
<td>Oct. 10</td>
</tr>
<tr>
<td><strong>Last day of refund period</strong></td>
<td>Oct. 25</td>
<td>Jan. 31</td>
<td>April 25</td>
<td>varies</td>
<td>Oct. 24</td>
</tr>
<tr>
<td><strong>Last day to make changes in grading option</strong></td>
<td>Nov. 15</td>
<td>Feb. 21</td>
<td>May 16</td>
<td>varies</td>
<td>Nov. 14</td>
</tr>
<tr>
<td><strong>Last day to withdraw from a class</strong></td>
<td>Nov. 15</td>
<td>Feb. 21</td>
<td>May 16</td>
<td>varies</td>
<td>Nov. 14</td>
</tr>
<tr>
<td><strong>Final examinations</strong></td>
<td>Dec. 7-12</td>
<td>March 15-20</td>
<td>June 7-12</td>
<td>Aug. 11-13</td>
<td>Dec. 6-11</td>
</tr>
<tr>
<td><strong>Term ends</strong></td>
<td>Dec. 12</td>
<td>March 20</td>
<td>June 12</td>
<td></td>
<td>Dec. 11</td>
</tr>
<tr>
<td><strong>§Commencement days</strong></td>
<td></td>
<td></td>
<td></td>
<td>June 12 or 13</td>
<td>Aug. 14</td>
</tr>
<tr>
<td><strong>Holidays</strong></td>
<td>Nov. 11</td>
<td>Nov. 26-27</td>
<td>Jan. 18</td>
<td>May 31</td>
<td>July 4</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Nov. 11</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>Nov. 25-26</td>
</tr>
</tbody>
</table>

†Advance registration beginning dates are tentative. Refer to the annual Registration Guide or www.pdx.edu/registration for information on registration dates, deadlines and procedures.

‡For eight-week courses.

§The annual commencement day is in June, and there is a summer ceremony in August. There are no ceremonies in fall or winter.
# Programs of study

<table>
<thead>
<tr>
<th>Program</th>
<th>Minor</th>
<th>Certificate</th>
<th>Bachelor’s</th>
<th>Master’s</th>
<th>Doctorate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Administration of Justice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Anthropology</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>2</td>
</tr>
<tr>
<td>Applied Linguistics: Teaching English as a Second Language</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Architecture</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business Administration:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td>Chemistry:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>3</td>
</tr>
<tr>
<td>Chicano/Latino Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Child and Family Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Civil Engineering:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Communication Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>4</td>
</tr>
<tr>
<td>Community Development</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Applications</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Engineering</td>
<td></td>
<td></td>
<td>7</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Conflict Resolution</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Contemporary Turkish Studies</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dance</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>1,3,5</td>
</tr>
<tr>
<td>Education (6)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Elementary Education; Secondary Education; Specialist Program options: Counseling; Curriculum and Instruction; Media/Librarianship; Policy, Foundations, and Administrative Studies; Special Education. Educational Leadership options: Administration; Curriculum and Instruction; Postsecondary Education; Special and Counselor Education.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Minor: M
- Certificate: C
- Bachelor’s: B
- Master’s: M
- Doctorate: D
<table>
<thead>
<tr>
<th>Minor</th>
<th>Certificate</th>
<th>Bachelor’s</th>
<th>Master’s</th>
<th>Doctorate</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electrical Engineering</td>
<td>■</td>
<td>■</td>
<td>7</td>
<td>7</td>
</tr>
<tr>
<td>Electrical and Computer Engineering</td>
<td>■ 4</td>
<td>■</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>Engineering Management: Options: Project Management, Technology Management</td>
<td>■</td>
<td>1</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>English: Writing</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>Environmental Engineering</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>Environmental Management</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>Environmental &amp; Resource Economics</td>
<td>■ 4</td>
<td>■</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>Environmental Sciences and Resources: Options: Biology; Chemistry; Civil Engineering; Economics; General; Geography; Geology; Physics</td>
<td>■ 4</td>
<td>■</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>European Studies</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>Film</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>Foreign Languages: Undergraduate options: Chinese, French, German, Japanese, Russian, Spanish, combination of two or more of these languages; Certificate: Teaching Japanese as a Foreign Language; Graduate options: French, German, Spanish.</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>Foreign Literatures and Languages</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>Geography</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>3,5</td>
</tr>
<tr>
<td>Geology: Undergraduate option: Environmental Geology minor. Graduate option: Geohydrology</td>
<td>■ 4</td>
<td>■</td>
<td>■</td>
<td>3</td>
</tr>
<tr>
<td>Gerontology</td>
<td>■ 4</td>
<td>■</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>Health Care Management</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>Health Studies: Undergraduate options: Community Health Education; Health Sciences; Physical Activity/Exercise; School Health M.P.H.: Health Promotion.</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>History</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>Infant and Toddler Mental Health</td>
<td>■ 4</td>
<td>■</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>Interdisciplinary Film Studies</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>Interdisciplinary Studies</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>International Business Studies</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>International Development Studies</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>International Economics</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>International Management</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>International Studies: African Studies; Canadian Studies; East Asian Studies; European Studies; International Development Studies; Latin American Studies; Middle East Studies.</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>Judaic Studies</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>Latin American Studies</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>Liberal Studies</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>Management of New Product Development</td>
<td>■ 4</td>
<td>■</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>Manufacturing Engineering</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td></td>
<td>Minor</td>
<td>Certificate</td>
<td>Bachelor’s</td>
<td>Master’s</td>
</tr>
<tr>
<td>------------------------------------------------</td>
<td>------</td>
<td>-------------</td>
<td>------------</td>
<td>----------</td>
</tr>
<tr>
<td>Mathematics</td>
<td>■</td>
<td>■ 4</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>Mathematics Education</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mechanical Engineering:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Materials Science and Engineering</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Middle East Studies</td>
<td>■</td>
<td></td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>Music:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Jazz minor; Graduate options: Conducting, Jazz, Performance</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td></td>
</tr>
<tr>
<td>Native American Studies</td>
<td>■</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Philosophy</td>
<td>■</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physics</td>
<td>■</td>
<td></td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>Political Science</td>
<td>■</td>
<td></td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>Psychology</td>
<td>■</td>
<td></td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>Public Administration:</td>
<td>■</td>
<td></td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>M.P.A. option: Health Administration; M.P.H. option: Health Administration and Policy</td>
<td>■</td>
<td></td>
<td>■</td>
<td></td>
</tr>
<tr>
<td>Public Management</td>
<td>■ 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science:</td>
<td>■</td>
<td></td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>OPTIONS: Biology; Chemistry; Environmental; General; Geology</td>
<td>■</td>
<td></td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>Social Science</td>
<td>■</td>
<td></td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>Social Work</td>
<td>■</td>
<td></td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>Sociology</td>
<td>■</td>
<td></td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>Software Engineering</td>
<td>■ 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>(Oregon College of Engineering and Computer Science)</td>
<td>■ 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Speech and Hearing Sciences</td>
<td>■</td>
<td></td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>Statistics</td>
<td>■</td>
<td></td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>Sustainability</td>
<td>■ 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Systems Engineering</td>
<td>■ 4</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Systems Science:</td>
<td>■</td>
<td></td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>OPTIONS: Anthropology; Business Administration; Civil Engineering; Economics; Engineering Management; General; Mathematics; Mechanical Engineering; Psychology; Sociology.</td>
<td>■ 4</td>
<td></td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>Theater Arts</td>
<td>■</td>
<td></td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>Urban Design</td>
<td>■</td>
<td>■ 4</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>Urban Studies and Planning:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Graduate option: Regional Planning</td>
<td>■</td>
<td>■ 4</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>Women’s Studies:</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>OPTIONS for minor: Sexuality, Gender &amp; Queer Studies; Women’s Studies</td>
<td>■</td>
<td>■</td>
<td>■</td>
<td>■</td>
</tr>
<tr>
<td>Writing:</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>OPTIONS: Book Publishing, Creative Writing, Technical Writing</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Preprofessional Programs:** agriculture; chiropractic; clinical laboratory science; cytotechnology; dentistry; forestry; law; medicine; naturopathic medicine; nuclear medicine technology; nursing; occupational therapy; optometry; osteopathy; pharmacy; physical therapy; physician assistant; podiatry; radiation therapy; veterinary medicine.

1 Departments participating in multidisciplinary doctoral program of systems science.
2 Offered by Department of Applied Linguistics as Teaching English to Speakers of Other Languages (TESOL).
3 Departments participating in multidisciplinary doctoral program of environmental sciences and resources.
4 Graduate certificate.
5 Departments participating in multidisciplinary doctoral program of urban studies.
6 M.A./M.S. offered by Graduate School of Education. M.A.T./M.S.T. offered in cooperation with appropriate department.
7 M.S., M.Eng., and Ph.D. in Electrical and Computer Engineering.
General graduate admission requirements

University requirements for admission to graduate certificates or degrees. To be admitted to Portland State University for the purpose of pursuing graduate work, applicants must satisfy minimum University requirements and be accepted by the department in which the graduate work is proposed. University graduate admission eligibility is based on having been awarded a baccalaureate degree from a regionally accredited institution, having achieved a minimal accepted GPA, and recommendation from the appropriate department. Any applicant whose native language is not English and who has not received a baccalaureate, master’s, or doctoral degree from a regionally accredited U.S. institution or an equivalently accredited institution in Australia, English-speaking Canada, Ireland, New Zealand, or the United Kingdom must pass the Test of English as a Foreign Language (TOEFL); the International English Language Testing System exam (IELTS) may be substituted for the TOEFL.

Portland State University will not confer active admission status to any graduate student pending an expected baccalaureate degree without formal written notification from the Registrar of the conferring institution confirming that all requirements for the degree have been met and stating the date the degree will be conferred. If admitted on this basis, an official transcript showing the degree will be required during the term of admission or the admission will be canceled.

Departmental requirements. A department may have additional admission requirements based on previous academic achievement, scores on Graduate Record Examinations or other tests, letters of recommendation, a portfolio, or an autobiographical statement. Information regarding departmental requirements can only be obtained directly from the specific department. Admission is selective and meeting minimum requirements does not guarantee admission. The number of students admitted to a particular program is limited to the resources available.

Admission Statuses

All admitted graduate certificate and degree students will be assigned one of the following admission statuses:

Regular status. Students who meet the University requirements and are fully accepted by their departments as potential degree candidates are given Regular status. To be considered for admission with Regular status, the applicant must have a cumulative undergraduate GPA of 2.75 or higher. Applicants who have already earned 9 or more letter-graded graduate credits must have a cumulative graduate GPA of 3.00 or higher; this GPA supersedes the undergraduate GPA. A student who has Regular status is eligible to be a graduate assistant.

University Conditional status. Students who do not meet GPA requirements for Regular status are given University Conditional status if they are fully accepted by their departments (see Department Conditional status below). To be considered for admission with University Conditional status, the applicant must have a minimum cumulative undergraduate GPA of 2.50. After completing 9 letter-graded graduate credits with a GPA of 3.00 or higher, students with University Conditional status will automatically be given Regular status.

Students admitted on University Conditional status who do not achieve a GPA of 3.00 or higher after completing 9 letter-graded graduate credits will have their admission canceled. A student who has University Conditional status is not eligible to be a graduate assistant.

Department Conditional status. Department Conditional status may be imposed on a student who has a deficiency in departmental requirements. These conditions may include GPA requirements or additional coursework and may be more rigorous than University Conditional status or other University standards. Department Conditional status can only be removed by the department with a Request for Change of Status form (GO-7). Students who do not fulfill the requirements of their Department Conditional status can have their admission canceled by the department. A student who has Departmental Conditional status is eligible to be a graduate assistant.

Both University Conditional and Department Conditional status. Students who have both University Conditional status and Department Conditional status are subject to all of the policies stated above. University Conditional status and Department Conditional status are converted to Regular status independent of each other, and usually not at the same time. A student who has both University Conditional status and Department Conditional status is not eligible to be a graduate assistant.

Other Admission Categories

Certificate. All students working in a planned program leading only to a postbaccalaureate (not graduate) certificate are given certificate admission. Certificate students may be admitted to other categories of graduate study and concurrently pursue a postbaccalaureate certificate.

Postbaccalaureate. Students not currently working toward a degree but who wish to register for more than 8 graduate credits may be admitted to postbaccalaureate status. A postbaccalaureate student wishing to be admitted to a graduate certificate or degree program must apply in the same way as any other applicant and must meet the general University requirements and be fully accepted by the department. A postbaccalaureate student may find departmental enrollment limitations on many courses. Courses completed in a postbaccalaureate status are not automatically applied toward a graduate degree; each course must be evaluated and recommended by the department and is considered pre-admission credit to which all pre-admission limits and requirements apply. (See section on pre-admission and transfer credit, page 60.)

Departmental Request for Special Admission. In cases when a student does not meet minimum University admission requirements, departments may choose to submit a Graduate Admission – Special Approval Request (GO-20 form). This process may only be initiated by a department (not a student).

Exceptional admission procedures for foreign students. In situations beyond the control of a foreign applicant, when transcripts and documents are not available to confirm completion of a baccalaureate degree in a foreign university, the Dean of Graduate Studies may employ a special admissions procedure. Upon referral by the Admissions staff responsible for foreign student admission and recommendation of the admitting department, a special panel consisting of three faculty may be appointed to review the materials available and interview the applicant. The panel shall consist of one member of the admitting department, one member of the Graduate Council, and a representative of the Office of Graduate Studies. The panel will evaluate the educational background and preparation of the applicant and review documents including letters and written testimony of persons who serve as references or are cognizant of the circumstances of the applicant’s situation. The panel may determine that an equivalency of a baccalaureate degree was earned and, if so, may recommend that the student be admitted in regular or conditional status; or it may determine that an equivalency of a baccalaureate degree was not earned, and, if so, it may recommend that specific additional preparation be required in order to meet the admission standard. The dean of Graduate Studies shall make a final determination based upon the recommendation and the evidence presented.
Summary of procedures for master’s degrees

The following outline summarizes the Portland State University procedural requirements for master’s degrees. Additional requirements may be imposed by specific programs. Additional information can be found in the Office of Graduate Studies (OGS) section and on the applicable forms; additional requirements may be imposed by specific programs.

1. Apply for admission about six months prior to the beginning of the term for which admission is requested. Check with the specific department about the deadlines. Note that you must apply to the university and department separately.

2. Prior to registration, become familiar with general regulations and procedures for the master’s degree as described in the Bulletin.

3. Prior to first term registration, meet with faculty advisor assigned by program director and plan a preliminary program of study.

4. If graduate courses taken while an undergraduate at PSU and not used in the bachelor’s degree are to be considered for use in the graduate program, the Reservation of Graduate Credit form (GO-10) must be filed in OGS no later than the term following admission to a graduate degree program; students are encouraged to file this form before graduation with the baccalaureate degree. (Applicable only for courses completed at PSU, limited to 12 credits maximum.) Reserved credits are also subject to all pre-admission limits and requirements.

5. If pre-admission credits (courses taken at a regionally accredited institution before the term of formal admission to the PSU graduate degree program) or transfer credit (courses taken at any time from another regionally accredited institution) are to be included in the master’s program of study, the proposed Pre-admission and Transfer Credit form (GO-21) must be filed in OGS for approval. It is strongly suggested that this form be submitted early in the student’s program; it must be approved before the GO-12 can be approved.

6. If admitted with University Conditional and/or Department Conditional status, meet all conditions. Departments must submit a Request for Change of Status form (GO-7) to remove Department Conditions status. University Conditional status will typically be removed after completion of the first 9 letter-graded graduate credits after admission with a 3.00 GPA or higher. University and Department Conditional status are converted to Regular status independent of each other, and usually not at the same time. Students must be in Regular status in order to graduate.

7. For an MA or MAT degree, meet the second language requirement. This requirement must be met before the Appointment of Final Oral Examination Committee form (GO-16M) or Graduate Degree Program form (GO-12) can be approved or before any final exam may be taken. (For detailed information about “Options for Meeting the Graduate Second Language Requirement for MA and MAT students,” see page 67 in the Bulletin.)

8. Submit a Graduate Degree Program form (GO-12), planned with and approved by the faculty adviser and signed by the department chair or department graduate committee chair, to OGS no later than the first week of the term of graduation. Deadlines are available on the OGS website, http://www.gsr.pdx.edu.

9. Submit the Application for Awarding of Master’s or Doctoral Degree form in OGS no later than the first week of the term of graduation. Deadlines are available on the OGS website, http://www.gsr.pdx.edu.

10. A minimum enrollment of one graduate credit is required during the term in which oral or written exams are taken. A thesis student must be registered for at least one credit in every term in which the student is working on any phase of thesis, including data development or collection, writing, revision, defense, and finalization through acceptance by OGS.

11. If thesis is to be submitted:
   a. Adviser submits the Appointment of Final Oral Examination Committee form (GO-16M) approximately two weeks before the end of the term preceding the term of the defense; see the OGS website at http://www.gsr.pdx.edu for specific dates. The chair of the thesis committee must be regular, full-time PSU instructional faculty, tenured or tenure-track, assistant professor or higher in rank; the other committee members may include adjunct and fixed-term faculty. Two of the committee members (the chair and one other member) must be from the student’s department; the third member may be from the student’s department or may be PSU faculty from another department or OHSU faculty. If it is necessary to go off campus for any additional committee member with specific expertise not available among PSU faculty, a CV for that proposed member must be presented with the GO-16M form; that member must be in addition to the required three PSU faculty members. All committee members must have master’s degrees. No defense shall be valid without a thesis committee approved by OGS.
   b. The thesis defense must take place at least five weeks prior to the end of the term of anticipated graduation and all members must receive a complete copy of the thesis at least two weeks prior to the defense date. For summer term graduation, deadlines apply to the regular eight-week Summer Session dates.
   c. Student must check with the faculty adviser and thesis committee chair to assure completion of requirements prior to final defense.
   d. The final thesis must be submitted to OGS no later than three weeks prior to the close of the term of application for graduation. For details about thesis formatting, submission, and specific deadlines, see the OGS website at www.gsr.pdx.edu. Required formatting revisions must be made before graduation.

12. In the case of a non-thesis final oral examinations, the committee shall consist of at least two members of the student’s department, including the student’s adviser. At the discretion of the department, a faculty member from another department may be added; that member would be selected by the adviser, the department chair, or the departmental graduate committee chair, according to department policy. For MAT and MST students, one member of the committee is required to be added from the Graduate School of Education or a faculty member with pedagogical expertise in the student’s discipline. The oral examination must be scheduled no less than two weeks before the end of the term.

13. If there are any changes in a GO-12 form, a Change in Graduate Degree Program form (GO-13) must be filed.

14. Schedule and pass final master’s examinations, if required, at least two weeks before date of graduation.

15. An Incomplete or In-Progress grade in any course, excluding thesis (see #17 below), which is on the approved program (GO-12) must be removed before graduation.

16. All M (Missing) grades in PSU graduate courses that could potentially be letter graded must be removed before graduation, even if the courses are not listed on the student’s approved GO-12.

17. Adviser is responsible for the completion of the Recommendation for the Degree form (GO-17M), which is due in OGS after end of term grades are posted. IP (In-Progess) grades for required thesis credits are changed on the GO-17M form, eliminating the need for the Supplemental Grade Report for these courses. Outstanding grades for all other required courses must be submitted by the instructor directly to the Office of Admissions, Registration, and Records.

18. The Dean of Graduate Studies certifies that all requirements for the degree have been met and recommends the awarding of the degree.

19. The degree is awarded in the Student Information System by the Registrar’s Office, which causes a diploma to be produced. Diplomas are available in the Office of Degree Requirements (104 Neuberger Hall) approximately one full term after the degree is awarded. (Please note that commencement is not the same as graduation.)
The following outline summarizes the Portland State University procedural requirements for doctoral degrees. Additional information is in the Office of Graduate Studies (OGS) section and on the applicable forms; additional requirements may be imposed by specific programs.

**PRE-CANDIDACY FOR DEGREE**

1. After admission to a specific program, each student is assigned to a faculty adviser by the program director. A preliminary course of study is developed in consultation with the adviser.
2. In some programs the student may be required to pass preliminary examinations.
3. Upon satisfactory completion of 9 credits of coursework and not later than six months prior to the completion of the comprehensive examinations, an advisory committee consisting of at least three members is appointed by the program director.
4. Second language examinations, if required, must be passed before the comprehensive examination. Notice of passing of the examination is sent to the Dean of Graduate Studies.
5. For the residency requirement, each doctoral student must register for and successfully complete three consecutive terms of 9 or more graduate credits applicable to the degree after admission to the doctoral program at PSU. Summer term may be included (i.e., spring, summer, fall 2009) or excluded (i.e., spring 2009, fall 2009, winter 2010) in calculating consecutive terms.
6. A program of study is prepared by the advisory committee in consultation with the student. The student’s program is recommended to the program director; after approval, copies are distributed to the student, adviser, program director, and Dean of Graduate Studies. All coursework on the program of study, with the possible exception of seminar and internships, must be completed before a student can be advanced to candidacy.
7. The comprehensive examinations are scheduled and administered in accordance with established rules of the program. The results of the examination are sent to the Dean of Graduate Studies. For students entering a doctoral program with a master’s degree, a maximum of five years will be allowed from admission to completion of all required comprehensive examinations. For students entering with a bachelor’s degree, a maximum of two additional years will be added to this limit, for a maximum of seven years from admission to completion of all comprehensive examinations.
8. After passing the comprehensive examination and identifying a dissertation topic, a dissertation committee is appointed and the student must pass a proposal defense. The dissertation committee must be approved by OGS using the Appointment of Doctoral Dissertation Committee form (GO-16D). The dissertation committee must consist of five to seven PSU faculty members: the dissertation adviser, a minimum of three and a maximum of five regular members, and the Graduate Office Representative. The chair of the dissertation committee and the Graduate Office Representative must be regular, full-time PSU instructional faculty. Tenured or tenure-track, assistant professor or higher in rank; the other three to five committee members may include adjunct or fixed-term faculty and/or one member of the OHSU faculty. If it is necessary to go off-campus for one committee member with specific expertise not available among PSU faculty, a curriculum vita (CV) for that proposed member must be presented with the GO-16D form. This off-campus member may substitute for one of the three to five regular committee members. All committee members must have doctoral degrees. No proposal defense shall be valid without a dissertation committee approved by OGS.
9. The proposal meeting must take place in a formal meeting of the entire approved dissertation committee; the student will make an oral presentation of the written proposal. The doctoral program recommends the student for advancement to candidacy once the dissertation proposal has been approved. If the student has not satisfied the residency requirement, a plan for doctoral residency compliance must also accompany the request for candidacy.
10. After proposal approval, the student submits a Human Subjects Research Review Committee (HSRRC) application to the Office of Research and Sponsored Projects if human subjects are involved in the research in any way. A student cannot be advanced to candidacy until HSRRC approval is granted.
11. The student is informed by the Dean of Graduate Studies of advancement to candidacy for the doctoral degree. The candidate has a minimum of four months and a maximum of five years from the effective date of advancement to candidacy to complete all requirements for graduation, including defense of the dissertation and its final acceptance by the Office of Graduate Studies. Candidates must be continuously enrolled during that period.

**CANDIDACY FOR THE DEGREE**

1. Ph.D. students must register for a minimum of 27 hours of dissertation (603) credits before graduation; Ed.D. students must register for a minimum of 18 hours of dissertation (603) credits before graduation. A minimum continuing enrollment of one graduate credit is required through the term a student graduates. Doctoral programs may set higher minimums.
2. Under direction of the chair of the dissertation committee, and in consultation with the members of the dissertation committee, the candidate prepares a preliminary draft of the dissertation. The draft is revised and corrected as directed by the dissertation committee until it meets the approval of the committee.
3. The candidate files the Application for Awarding of the Master’s or Doctoral Degree form with the Office of Graduate Studies no later than the first week of the anticipated term of graduation. Deadlines are available on the OGS website, http://www.gsr.pdx.edu.
4. After preparation of the written dissertation, the candidate’s dissertation committee will conduct a dissertation defense. A dissertation defense may be scheduled only during the regular academic terms; no later than five weeks prior to the close of the term of application for graduation in which the degree will be granted (i.e., must be completed four weeks before the beginning of finals week).
5. For summer term graduation, deadlines apply to the regular eight-week Summer Session dates. The student must deliver a final draft of the dissertation to all members of the approved committee no later than two weeks before the dissertation defense. All committee members or alternates approved in advance by the Dean of Graduate Studies must be present for the dissertation defense.
6. The final dissertation must be submitted to the Office of Graduate Studies not later than three weeks prior to the close of the term of application for graduation. For details about formatting, submission, and specific deadlines, as well as information about microfilming and copyright of the dissertation and National Research Council Survey of Earned Doctorates, see the Office of Graduate Studies website at www.gsr.pdx.edu.
7. All M (Missing) grades in PSU graduate courses that could potentially be letter graded must be removed no later than two weeks before graduation, even if the courses are not listed on the student’s approved doctoral program of study.
8. The doctoral program completes the Recommendation for the Degree form (GO-17D) which is forwarded to OGS no later than the last week of the term of graduation. In-progress grades for 603 dissertation credits are changed on this form, eliminating the need for the Supplemental Grade Report for these courses.
9. The Dean of Graduate Studies certifies that all requirements for the degree have been met and recommends the awarding of the degree.
10. The degree is awarded in the Student Information System by the Registrar’s Office, which causes a diploma to be produced. Diplomas are available in the Office of Degree Requirements (104 Neuberger Hall) approximately one full term after the degree is awarded. (Please note that commencement is not the same as graduation. Doctoral students must be certified by OGS in order to participate in the PSU Spring and Summer Commencement ceremonies.)
Key to course descriptions

1. Course prefix/Subject. These letters indicate the department or academic unit which offers the course.

2. Course numbering system. Courses throughout the Oregon University System (OUS) are numbered as follows:
   - 0-99: Noncredit courses or credit courses of a remedial, terminal, or semiprofessional nature not applicable toward degree requirements.
   - 100-299: Courses on the lower-division level.
   - 300-499: Courses on the upper-division level.
   - 4xx/5xx: Master's level graduate courses which are also offered as courses for undergraduates.
   - 5xx: Graduate courses offered in support of master's degree level instructional programs. Ordinarily employed for units whose majors have access to master's programs or for courses populated by master's students.
   - 5xx/6xx: Graduate courses offered in support of doctoral degree level instructional programs which are also offered as courses for master's level students.
   - 6xx: Graduate courses offered in support of doctoral degree level instructional programs. Ordinarily employed for units whose majors have access to doctorate programs or for courses populated by doctorate students.
   - 7xx: Postbaccalaureate courses which may not be applied toward an academic degree.
   - 8xx: In-service courses with limited application toward advanced degrees and no application toward undergraduate degrees.

   In addition, the following number system is generally in effect in all OUS institutions: 100 to 110 and 200 to 210 courses are survey or foundation courses in the liberal arts and sciences in the disciplines covered. The following numbered courses are repeating courses (they may be taken for more than one term under the same number), with credit being granted according to the amount of work done: 199/299/399, Special Studies; 401, 501, 601, 801, Research; 402, 502, 602, 802, Independent Study; 403 Honors Thesis; 503 Thesis/603 Dissertation; 404, 504, 604, 804, Cooperative Education/Internship; 405, 505, 605, 805, Reading and Conference; 406, 506, 606, 806, Problems/Projects; 407, 507, 607, 807, Seminar; 408, 508, 608, 808, Workshop; 409, 509, 609, 809, Practicum; and 410, 510, 610, 810, Selected Topics. Other repeating numbers are assigned to activity courses, such as art, music, and physical education. Certain senior level courses are taught concurrently with their graduate-level counterparts. Hence this course may be offered for either graduate or undergraduate credit. (See quarterly Schedule of Classes for specific offering.) In the graduate credit course, additional work appropriate to the graduate level of study will be assigned.

3. Course title. The official title of the course is listed next to the course number. A subtitle may be used as part of an omnibus course title.

4. Credits. The numeral or words in parentheses indicate the number of credits granted for one term of study in a particular course. Where approved departmental combinations of courses are listed together, the first number in parentheses refers to the first course number and so on respectively. Example: Art 373, 374, 375 Creative Sculpture (3, 3, 3).

5. Maximum credits. This designation, which appears in descriptions of activity courses, such as art, music, and physical education, means that students may continue to earn credit in this course for more than one term up to specified limits.

6. Prerequisites. Students are responsible for making sure prerequisites have been met. Prerequisites are automatically enforced in departments at the time of registration. Recommended prerequisites are at the discretion of the instructor.

Art 489/589 Metal Sculpture (3)
Bronze or aluminum sculpture cast by the lost wax process. Welded metal sculpture fabrication using gas, electric, and heliarc welding methods. Experimental materials, methods, and concepts optional, consistent with the facilities and circumstances. Maximum: 12 credits. Prerequisite: 12 credits in elementary sculpture or consent of instructor.
University Housing

If you have any questions about on-campus housing, contact the University Housing Office.

Location  The Broadway Building, Suite 210
           625 SW Jackson Street
Call      503-725-4375
Email     housing@pdx.edu
Web       www.pdx.edu.housing
Hours     9:00am-5:00pm, Mon., Tues., Wed., Fri.
           10:00am-5:00pm Thurs.

HOUSING OPTIONS
University Housing offers ten different building options. Units include traditional furnished double-occupancy residence halls, sleepers, studios, and a very limited number of one- and two-bedroom apartments.

UNIT DEFINITIONS
Sleeper: a small single room with a community bath and community kitchen.
Studio: an efficiency apartment with its own kitchen and bath.
Two-bedroom: limited and only available to families with children.
Suites: double or single occupancy, furnished rooms that share kitchen and bath space with the adjacent unit.
Furnished double: a majority of our units; they are usually a one-room unit furnished with 2 sets of beds, desks, desk chairs and dressers and are occupied by roommates assigned to each other by the University Housing office.

UTILITIES
The rates for University Housing include all utilities, plus high speed internet and telephone service in all of our buildings. Most buildings also include cable service.

FINE PRINT
PSU students must take a minimum number of credit hours to be eligible for housing (8 for undergraduate, 4 for graduate). The University Housing Contract is a legally binding agreement; please read the contract Terms and Conditions before signing anything. You can find the contract, as well as the Terms and Conditions on the University Housing website. Once you’ve determined that University Housing is the right fit for you submit your contract as quickly as possible. Priority is based on date of contract receipt.

RESIDENCE LIFE
University Housing and Residence Life work together to further students’ personal growth and academic development. We have three Living Learning Communities that explore individual values while encouraging appreciation for interpersonal skills and social responsibility. All LLC contracts are Academic Year (9 month) contracts.

RUSSIAN IMMERSION
The Russian Immersion program on the fifth floor of Stephen Epler Hall is an intensive Living Learning Community open to all students who are intermediate to advanced speakers of Russian (approximately third-year level Russian or above). Residence here is also very appropriate for students from Russian families and native speakers. It is a small community of students whose goals are to expand their opportunities to speak Russian beyond the classroom and to share in related activities that are coordinated by the participants with the Russian-speaking Teaching Assistant and Resident Assistant.
# University Housing

## University Housing Building Descriptions

(Housing fees are charged to your PSU student account at the beginning of each academic term.) Rates may change without notice.

<table>
<thead>
<tr>
<th>Building</th>
<th>Year Built</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Blackstone</td>
<td>1931</td>
<td>This historic, five-story structure offers 17 sleepers, 14 studios, 20 one-bedroom and six two-bedroom units. It is located on the Park Blocks.</td>
</tr>
<tr>
<td>Broadway</td>
<td>2004</td>
<td>This environmentally friendly modern building has 282 non-smoking, double occupancy furnished and unfurnished studios, a large computer lab and retail outlets at street level.</td>
</tr>
<tr>
<td>Joseph C. Blumel Hall</td>
<td>1986</td>
<td>This nine story, L-shaped building offers 189 double occupancy, unfurnished one-bedroom units.</td>
</tr>
<tr>
<td>King Albert</td>
<td>1931</td>
<td>This historic building has 64 generously sized studios and is home to The Meetro, an on-campus coffee house.</td>
</tr>
<tr>
<td>Montgomery Court</td>
<td>1916</td>
<td>Located centrally on campus, this historic building was the first all-women’s residence in Portland. Today, it houses the Women’s Resource Center, Resident Housing Association, Housing Facilities and a large student lounge. Floors 2-4 are furnished sleeper units that include mini-fridges.</td>
</tr>
<tr>
<td>Ondine</td>
<td>1969</td>
<td>This landmark building includes 287 furnished double- and single-occupancy studio suites, recently renovated lounge space and a cafeteria on the ground floor.</td>
</tr>
<tr>
<td>Parkway</td>
<td>1932</td>
<td>This historic building is a five story structure, also located on the Park Blocks. It offers 13 sleepers, 10 studios, 24 one-bedroom and seven two-bedroom units. Sleepers share a community kitchen.</td>
</tr>
<tr>
<td>St. Helens</td>
<td>1928</td>
<td>This residence facility is directly across from the King Albert. It includes 35 studios, and 15 one-bedroom units.</td>
</tr>
<tr>
<td>Stephen Epler</td>
<td>2003</td>
<td>This modern, environmentally friendly building is made up of 130 non-smoking studios with a private bathroom and kitchenette. The first level contains classrooms and office space.</td>
</tr>
<tr>
<td>Stratford</td>
<td>1927</td>
<td>This historic building includes 21 studios and ten one-bedroom units.</td>
</tr>
</tbody>
</table>

## Room Types and Proposed 2008-2009 Rate Ranges

<table>
<thead>
<tr>
<th>Type</th>
<th>Studio 1</th>
<th>Studio 2</th>
<th>One-Bedroom 1</th>
<th>One-Bedroom 2</th>
<th>Two-Bedroom 1</th>
<th>Two-Bedroom 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sleepers</td>
<td>$1,370-2,035</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studios</td>
<td>$2,060-2,095</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One- and two-bedrooms</td>
<td>$2,620-3,635</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Unfurnished single- and double-occupancy studios</td>
<td>$1,510-2,340</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Furnished single- and double-occupancy studios</td>
<td>$1,610-2,440</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>FYE single- and double-occupancy studios</td>
<td>$3,045-4,005</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single- and double-occupancy one-bedrooms</td>
<td>$1,560-2,605</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single-, double- and triple-occupancy extended one-bedrooms</td>
<td>$1,315-2,755</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single- and double-occupancy studio suites</td>
<td>$1,205-1,860</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>First Year Experience single- and double-occupancy studios</td>
<td>$2,625-3,400</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single- and double-occupancy studio suites</td>
<td>$1,205-1,860</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studios</td>
<td>$1,260-1,605</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single- and double-occupancy studio suites</td>
<td>$1,610-2,440</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Russian Immersion double-occupancy studios</td>
<td>$1,775</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single- and double-occupancy studio suites</td>
<td>$1,205-1,860</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studios</td>
<td>$1,760-2,075</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single- and double-occupancy studio suites</td>
<td>$1,205-1,860</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single- and double-occupancy studio suites</td>
<td>$1,775</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studios</td>
<td>$2,035-2,110</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single- and double-occupancy studio suites</td>
<td>$1,775</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Studios</td>
<td>$2,020-2,095</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Single- and double-occupancy studio suites</td>
<td>$1,335-3,635</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For more specific and up-to-date information about buildings, rates, and eligibility check us out on the Web at [www.housing.pdx.edu](http://www.housing.pdx.edu). Rates may change with out notice.
Welcome to Portland State University

Engaged with the Community
Portland State University is a nationally recognized leader in community engagement, combining academic rigor in the classroom with community-based learning. With a student body of 27,000, Portland State is selected by more students than any other Oregon University. The university's urban setting and focus on community partnerships, acts as a "living laboratory" that successfully prepares tomorrow's forward thinking leaders with the experience needed to succeed.

Distinguished programs and faculty
Many of Portland State's disciplinary programs are nationally ranked in the top 20 in the United States, and U.S. News and World Report has ranked Portland State's curriculum among the best in the nation for the past seven years. The innovative University Studies program, a four-year general education program with promotes community-based learning, interdisciplinary teaching and learning and engagement in real world problems, has established Portland State as a national model for other colleges and universities, seeking to adapt...

Vision, Mission, Values and Priorities
Our vision is to be an internationally recognized urban university known for excellence in student learning, innovative research, and community engagement that contributes to the economic vitality, environmental sustainability, and quality of life in the Portland region and beyond.

The mission of Portland State University is to enhance the intellectual, social, cultural, and economic qualities of urban life by providing access throughout the life span to a quality liberal education for undergraduates and an appropriate array of professional and graduate programs especially relevant to metropolitan areas. The University conducts research and community service that support a high quality educational environment and reflect issues important to the region. It actively promotes the development of a network of educational institutions to serve the community.

Portland State values learning and discovery, access to learning, a climate of mutual respect, openness and reflection, community and civic engagement. Engagement among faculty, students and the community contributes to learning and scholarship that is globally relevant and regionally focused. Sustainability is an important programmatic focus.

The following themes guide our efforts and direct our resources:

- Provide Civic Leadership through Partnerships.
- Improve Student Success.
- Achieve Global Excellence.
- Enhance Educational Opportunity.
- Expand Resources and Improve Effectiveness.
their curriculum to better engage with their own communities.

Portland State professors are prized for their knowledge, research, achievements, and ability to engage students. Faculty come to Portland State from colleges and universities around the world. Though diverse in culture, background, language, and ethnicity, they come to Portland unified in their commitment to be part of the University’s exceptional approach to learning, engagement, and research.

PSU’s motto, "Let knowledge serve the city," inspires faculty research locally and around the world. Many professors conduct research that addresses some of society’s most perplexing challenges—providing students with firsthand knowledge and opportunities for involvement and collaboration in their communities. Faculty use their expertise to serve the region through their work with businesses, not-for-profits, and governmental agencies and by holding key posts in professional, cultural, and civic groups.

Research: Globally relevant, regionally focused

With stellar professors, increased funding, and new and renovated facilities, research at PSU continues to expand. Funding for research projects has increased 160% over the past decade, and with grants from agencies such as the National Science Foundation, as well as federal, state, and private sources, faculty are continuing to gain prominence for their expertise in sustainability, engineering and nanotechnology.

Professors at Portland State are researching and developing tools and techniques that are globally relevant, having applications ranging from the healthy integration of human and natural systems, to medicine, energy generation, and new computer architectures. This research helps foster partnerships around the world and turn students into globally ready citizens.

Green: It’s more than our school color

At Portland State University, students have the opportunity to do more than study sustainability, they engage directly with the campus itself. Each new building or major renovation on campus over the past eight years has received at least a Leadership in Energy and Environmental Design (LEED) Silver certification. The new buildings include such sustainable design features as ecoroofs, rainwater harvesting, and geothermal heating and cooling systems.

Working with like-minded sustainable businesses, individuals, and organizations, faculty and students are performing valuable research on alternative energy sources such as solar panels; aggressive waste reduction and recycling programs; sustainable building practices; and much more. Many of the University’s 125 bachelor’s, master’s, and doctoral degrees encourage students to consider issues that integrate economic, social, and environmental viewpoints. Armed with this knowledge and experience, they will join a generation of leaders building a more sustainable world, one idea at a time.

Portland: The community is our campus

Portland State University’s prized location in the middle of a major city guarantees students are always within easy reach of something exciting. Parks, museums, cafes, theaters, shopping, acclaimed restaurants, and professional sports are all close by.

Since its establishment in 1946 to meet the educational needs of GI’s home from World War II battlefields, Portland State found its first home in Vanport, a former federal housing project along the Columbia River. The campus moved to Lincoln Hall in Portland’s South Park Blocks in 1952 and now encompasses 50 city blocks, yet still retains a park-like beauty within its urban setting.

The Park Blocks, a natural gathering area for students and faculty, provide a place to talk or study. West of the Park Blocks, PSU’s Urban Center stands at the busiest public transportation hub in the city. It’s the only location in the city where TriMet’s bus system, Portland Streetcar, and, in 2009, its MAX light rail line come together. Bicycling to campus is not considered an alternative transportation method, but a main way students get to campus. With Portland State’s new Initiative for Bicycle and Pedestrian Innovation, along with research and design integrating safer bike paths in urban cities, Portland State continues to meet the educational and sustainable needs of the Portland metropolitan region.

With urban sophistication, small town accessibility, and the many outdoor activities, Portland and Portland State offer a great living and learning experience.

Leadership


Accreditation

Portland State University is accredited by the Northwest Commission on Colleges and Universities, the official accrediting agency for the region.

Various schools and departments within the University also are accredited by special agencies. The undergraduate and graduate programs and the accounting program of the School of Business Administration are accredited by The Association to Advance Collegiate Schools of Business International. The Graduate School of Education teacher education programs are accredited by the National Council for Accreditation of Teacher Education and by the Oregon Teacher Standards and Practices Commission. The counseling program is accredited by the Council for Accreditation of Counseling and Related Educational Programs.

The School of Social Work program is accredited by the Council on Social Work Education. The Maseeh College of Engineering and Computer Science undergraduate programs in civil, computer, electrical, and mechanical engineering and computer science are accredited by the Engineering Accreditation Commission/Accreditation Board for Engineering and Technology. The computer science program is accredited by the Computing Accreditation Commission Accreditation Board for Computing and Technology.

In the College of Liberal Arts and Sciences, the Department of Communication training program in speech pathology is accredited by the Education and Training Board, American Board of Examiners, through the American Speech-Language-Hearing Association. The speech and hearing clinics have accreditation in both speech pathology and audiology by the Professional Service Board, American Board of Examiners, in speech pathology and audiology through the American Speech-Language-Hearing Association. The Department of Chemistry is accredited by the American Chemical Society.

In the College of Urban and Public Affairs, the Master of Urban and Regional Planning degree is accredited by the Planning Accreditation Board; the Master of Public Administration degree is accredited by the National Association of Schools of Public Affairs and Administration; and the Master of Public Health degree is accredited by the Council on Education for Public Health.

In the School of Fine and Performing Arts
the Department of Music is accredited by the National Association of Schools of Music. Programs in the Department of Art are accredited by the National Association of Schools of Theater.

Tuition, fees, and aid

All students registered for coursework on or after the first day of the term have a financial obligation in the form of an accounts receivable. The financial obligation is the maximum load enrolled after the start of the term.

All tuition and fees may be paid at the Cashier Windows located in Neuberger Hall lobby, or in accordance with the instructions received with the monthly billing statement. Specific deadlines are available at www.pdx.edu. Tuition and fees must be paid in full each term; however, students may elect to pay in installments by making a one-third payment at the beginning of the term with the balance due by the term’s end (Revolving Charge Account Plan). First-time participants must sign an agreement which is available on the Web at www.pdx.edu.

Tuition and fee schedules/Regular tuition schedule. Note: The 2009-2010 tuition and fee schedules have not been set by the Oregon State Board of Higher Education. Students should consult the tuition and fee listing at www.pdx.edu for up-to-date information and applicable tuition and fees.

Students who enroll incur an accounts receivable obligation and are financially responsible for all classes and credits in which they are registered on or after the first day of the term. All classes dropped are subject to the refund schedule. Students are required to pay for any tuition, fees and charges remaining on their account.

Tuition and fee calculation (Non-admitted)—9 credits or fewer. Non-admitted part-time students enrolling in courses numbered 499 or below pay undergraduate tuition and fees. Students enrolling in courses numbered 500 and above pay graduate tuition and fees.

For students enrolling in classes both for undergraduate and graduate credit, the instructional fee for each is combined and added to the single building, technology, and incidental fee to arrive at the total charge.

When courses are added, tuition is calculated upon the difference between the original credit-hour payment and total credits. When credits exceed 8, tuition policy for 9 credits or more applies.

All non-admitted part-time students, taking 1 to 8 credits pay tuition and fees according to the level of the course(s) in which they enroll. Courses numbered 499 or below are assessed at the undergraduate rate; courses numbered 500 and above are assessed at the graduate rate. Part-time students enrolled in 4 or less hours are not entitled to health services or insurance; however, students taking 5-8 hours will be billed health services and insurance as part of their tuition and fees. Residency and admission requirements are waived for students in this category.

Tuition and fee calculation (Admitted) – One credit or more. Admitted students taking one credit or more are assessed tuition and fees according to their undergraduate/graduate and residency status. The level of courses in which students enroll is immaterial.

Self-support, Extended Studies, and noncredit. Enrollment in these courses may not be combined with regular PSU credit courses for fee calculations. Self-support courses have fees that are assessed in addition to any other tuition paid to the University.

Senior citizen fee schedule. Senior citizens are defined as persons age 65 or older who do not wish to earn course credit. Senior citizens who are Oregon residents are authorized to attend classes on a space-available basis without payment of tuition. Charges for special materials, if any, must be paid.

Incidental and Health Service fee privileges are not provided and the University does not maintain any records of enrollment. The registration receipt may be used to obtain a library card.

Late fees. Late payment fees apply on the last day of the term. A late fee of $100 is charged the last Saturday of finals week to accounts with unpaid current term tuition.

Other special fees. Special fees and fines are subject to change. Up-to-date information on special fees and clarification of charges can be obtained from the Student Accounts Department, 179 Neuberger Hall, 503-725-3440.

Revolving Charge Account Plan (RCAP). An installment payment option is available (except to students who owe the University money from previous terms or who are receiving financial aid).

Students may elect to pay installments on their account balance. The balance is subject to interest at the rate of 12 percent per annum. First-time participants must sign an agreement which is available at the Student Accounts Window, Neuberger Hall lobby or on the Web at www.pdx.edu.

In the event of withdrawal, any refunds due are applied to the outstanding balance, and any remaining balance due remains payable.

Failure to pay in full may also result in denial
of registration, graduation, and transcripts as well as additional assessment for collection charges and attorney’s fees.

**Excess Tuition Assessment.** After the start of the quarter, the timing of some drop and add activity may result in a refund penalty charge which may not be appropriate for the credit load. Complete the Request for Return of Excess Tuition Paid form. This form can be acquired and submitted at the Admissions, Registration and Records window in the Neuberger Hall lobby. (This does not apply to credits in Extended Studies or other self-support courses.) The adjustment will be reflected on the billing statement.

**Basic Health Insurance.** The nonrefundable basic health insurance will be deducted before calculating the refund amount.

**Graduate Assistants.** Graduate assistants (GAs) are fully funded graduate students appointed to assistantships while working toward an advanced degree. Appointments must be for at least .15 FTE per quarter. GAs are exempt from the payment of the instruction fee on the first 9 credit hours per quarter. (Employing department will provide a tuition credit.) All GAs must register for a minimum of 9 graduate credits. Hours in excess of 9 per quarter are assessed at the normal rate and must be approved by the department head and dean of Graduate Studies. GAs are responsible for paying the tuition, fees, and Technology fees.

This schedule of tuition and fees is determined by the Oregon State Board of Higher Education. No reduction in the total charge is made to those students who do not intend to use specific resources or fees. Fees are subject to change.

Self-support courses have fees that are assessed in addition to any other tuition paid to the University.

Students may access their individual financial account balances on the Web at www.pdx.edu.

**Withdrawals and fee refunds.** Complete withdrawal or dropping one or more classes can be accomplished before classes begin via Web access with a 100 percent reversal of charges. After classes begin, withdrawals and class drops are accomplished via Web access, or Special Registration Form at the Registration windows in the Neuberger Hall lobby, with the applicable tuition percentage charge remaining due and payable. Refund consideration is automatic; no special request is necessary.

Fees for the purchase of a student health insurance plan are nonrefundable. Refunds of special course fees must be approved by departments. Art, speech, and music special activity course fee refunds are subject to the schedule for complete withdrawal listed on this page.

Complete withdrawal or dropping coursework does not cancel a student’s obligation to pay a student loan, balance of Revolving Charge Account Plan (RCAP), or any other financial obligation owed the University.

Students with such outstanding obligations will have any refund due them applied against the obligation.

1. **Official withdrawals.** Students receiving financial aid who need to completely withdraw from classes during a term should officially withdraw (see the instructions in the Schedule of Classes). By using the official withdrawal procedures, students will have tuition refunds calculated by the Student Accounts Department.

Students receiving financial aid who completely withdraw up to the 60 percent point of a term, will be identified. Financial aid staff will use the federal Return of Title IV Funds formula to calculate the percentage of financial aid earned versus the percentage of aid that must be returned to federal aid program accounts. In some cases, the Return of Title IV Funds calculation may take all of a student’s tuition refund to repay federal aid accounts. In addition, students may be responsible for repayment of federal financial aid program funds. Funds are returned to the financial aid programs from which they were awarded, starting with the loan programs.

Students who are considering withdrawing from a term should contact staff in the Office of Admissions, Registration and Records.

2. **Unofficial withdrawals.** Students who stop attending without officially withdrawing from Portland State University are considered to have unofficially withdrawn. Students who unofficially withdraw may receive all X or M grades at the end of a term. A grade of X is defined as no basis for grade or non-attendance. A grade of M designates a missing grade. Students who receive financial aid for a term and unofficially withdraw are identified at the end of each term. Each student receiving financial aid who has unofficially withdrawn must provide proof of attendance for the term(s). Students who provide proof of attendance may be subject to the Return of Title IV Funds policy. Students who fail to provide proof of attendance will have all financial aid received repaid to federal accounts (including PLUS loans) and a university accounts receivable will be established.

Refund calculations are based on total tuition and fees. Special fees are nonrefundable. Refunds are computed from the date of official withdrawal or drop; they are not based on when attendance in class ceased.

Students who are delayed in withdrawal process for reasons beyond their control may petition for an earlier drop date via a Deadline Appeals petition obtained at the

**Registration window.** Allow four to six weeks between withdrawal/ drop and receipt of refund. Action cannot begin until the two-week Add period has passed.

**Refund schedule for complete or partial withdrawal**

Prior to the second week of the term, students receive a 100 percent refund:

- in the second week of the term, students receive a 70 percent refund;
- in the third week of the term, students receive a 40 percent refund; and
- in the fourth week of the term, students receive a 20 percent refund.

There is no refund after the close of the 28th calendar day following the start of classes. This schedule applies to all students, whether making a complete withdrawal or just reducing hours. The appropriate percentage is applied to the difference between the initial official tuition and fees figure and the figure applicable to the reduced load.

**Financial aid**

**Neuberger Hall Lobby**

503-725-3461

e-mail: askfa@pdx.edu

www.pdx.edu/finaid

The professional staff in the Office of Student Financial Aid is ready to help students to determine the level of their financial need and to plan for the most efficient use of their financial resources for education.

**Eligibility**

To assist the student in financial planning and in determining eligibility for assistance, the following expenses are taken into consideration: tuition and fees, books and supplies, room and board, transportation, child care costs and personal/miscellaneous expenses. Specific allowable student expense budgets are shown at www.pdx.edu/finaid under Applying for Financial Aid. Note: All tuition and fee costs are subject to change by the Oregon State Board of Higher Education.

The Office of Student Financial Aid provides needy, qualified students with financial aid in the form of loans, grants, and employment. In order to make the best use of available funds, awards normally consist of a “package” of two or more of these forms of financial aid.

Underlying the awarding of financial aid at PSU is the nationally accepted philosophy that parents are the primary source responsible for helping dependent students to meet educational costs. The amount of the contribution expected from parents is related directly to a family’s financial strength as reflected by adjusted gross income, number of dependents, allowable expenses, and assets. Both dependent and independent students also have a responsibility to make a reasonable contribution toward their costs from earnings and savings. Financial aid resources serve to supplement these primary
Federal Stafford Loan programs. Parents of baccalaureate students may receive consideration for financial assistance through the student's ID card, the PSU OneCard. To ensure timely receipt of funds, students should activate their PSU OneCard upon receipt of the card and select one of the three disbursement methods: a paper check delivered via U.S. mail, an electronic deposit to an existing bank account, or disbursement to the optional OneAccount, an FDIC insured bank account that allows students to use their PSU OneCard as a debit card.

Federal Work-Study is earned on a monthly basis and paychecks are issued at the end of each month. Students may authorize a direct deposit of their Work-Study pay to their bank account, or pick up their paychecks from the cashier window in Neuberger Hall lobby.

Aid Disbursement Policy. Financial aid can be disbursed to a student's account as early as ten days prior to the start of a term. Our ability to disburse aid prior to the census date will be based on the student’s official aid eligibility for a term. Financial aid for a term is adjusted to reflect the student's enrolled credits as of the census date. When a reduction in aid is required due to a student's enrollment level on the census date, the reduction usually creates a balance due on the student's PSU account. If there is a tuition refund because of dropped credits, the tuition refund will be returned to the student loan account. If there is a tuition refund because of dropped credits, the tuition refund will be used to reduce the balance due on the student's account.

A student whose census date enrollment is less than half-time is not eligible for any federal student loans. In these cases, the entire loan amount for the term will be returned to the lender. The return of loan funds to the lender creates a bill on the student’s PSU account, but also reduces the outstanding principal balance due on the student loan. Any current term aid disbursed after the census date will be based on the student's enrollment on the census date, or their actual number of credits enrolled at the time of disbursement, whichever is less. Credits added after the census date cannot be used to increase aid eligibility.

Retroactive aid (aid for a term that has ended prior to disbursement) must be disbursed based on completed grades/credits, or census date registration, whichever is less. This includes retroactive grants and loans. Grades that are considered “complete” for disbursement purposes are: A, B, C, D, P, I or IP.

Withdrawals—Official/Unofficial. Please see the quarterly Registration Guide or visit www.pdx.edu/Registration for the university policy regarding dropping classes and tuition refunds.

Students who withdraw completely during the term and are receiving federal and/or state financial aid may have a percentage of their aid reversed, based upon a formula prescribed by the U.S. Department of Education. These students will have any unearned portion of their aid charged back to their PSU account, and may owe repayment directly to the U.S. Department of Education of any overpaid Federal grants.

Students receiving state or federal aid who receive all X, M, NP, W, or F grades for a term will be required to provide the Office of Student Financial Aid with proof of attendance. Students who do not submit proof of attendance by the specified deadline are subject to a return of funds calculation and some financial aid funds for that term will be cancelled and pulled back.

Award sources. Additional details on the federal aid programs are available in The Funding Education Beyond High School Guide, published annually by the U.S. Department of Education. Students can also find the Financial Aid Guide at www.pdx.edu/finaid under Forms and Publications. This guide gives a detailed explanation of the conditions for receiving aid, student rights and responsibilities, and other information of which aid applicants should be aware.

EDUCATIONAL GRANTS
Federal Pell Grants. This federally funded grant program is designed to provide assistance to eligible undergraduate students. The amount of the grant is determined by the federal government with the University acting as the disbursing agent. Eligibility is based upon financial need.

Federal Supplemental Educational Opportunity Grants. This is a federally funded grant program under which eligible applicants are selected for awards by Portland State University. Eligibility is based upon exceptional financial need and awards are limited to undergraduate students only.

Academic Competitiveness Grant (ACG). This federally funded grant program is available to select first and second year undergraduates. In addition to full-time enrollment, a student must be a Pell Grant eligible U.S. citizen, must have a high school graduation date after January 1, 2005, and must
have completed a rigorous high school curriculum. The second-year ACG grant has the additional requirement of a minimum 3.0 cumulative GPA at the end of the first year of college. The ACG grant is available for a maximum of 3 terms at the first-year level ($750/yr max) and a maximum of 3 terms at the second-year level ($1300/yr max). To be considered for these grants, a student must be a first-year student (0-45 credits) or a second-year student (46-90 credits).

National Science and Mathematics Access to Retain Talent Grant (SMART). This federally funded grant program is available to third and fourth year undergraduates. In addition to full-time enrollment, a student must be a Pell Grant eligible U.S. citizen, must have a cumulative GPA of 3.0 and a declared major in one of the following fields of study: Computer Science or Technology; Engineering; Life Sciences or Physical Sciences; Mathematics; specific Foreign Languages or specific Multidisciplinary Studies. The SMART grant is available for a maximum of 3 terms at the third-year level and a maximum of 3 terms at the fourth-year level (both $4000/yr max). To be considered for these grants, a student must be a third-year student (91-135 credits) or a fourth-year student (136-180 credits).

Oregon Opportunity Grants (Oregon residents). All Oregon resident undergraduate students needing financial aid will be considered for the Oregon Opportunity Grant awarded by the Oregon Student Assistance Commission. Awards are based upon financial need. Details about eligibility can be found at www.GetCollegeFunds.org. Awards are renewable for 12 terms provided satisfactory academic progress and financial need continue.

The Teacher Education Assistance for College and Higher Education (TEACH) Grant Program. This grant provides up to $4,000 per year in grants for graduate and undergraduate students who intend to teach full-time as a highly qualified teacher in high-need subject areas for at least four years at schools that serve students from low-income families. Graduate students are eligible for $4,000 per year ($8,000 total). Undergraduate students may receive up to $16,000 for undergraduate study and/or up to $8,000 for graduate study. Part-time students are eligible, but the maximum grant will be reduced.

Notice: If a student fails to complete the four-year teaching obligation, they must repay the grant with interest.

Oregon University System Supple-mental Tuition Grants. This is a state-funded program that provides tuition assistance to eligible Oregon resident undergraduates.

Athletic grants-in-aid and scholarships. Athletic grants-in-aid and scholarships are administered by the institution’s financial aid and athletic departments. Each head coach is responsible for selecting recipients based upon eligibility and athletic ability. The National Collegiate Athletic Association sets forth the eligibility and financial aid requirements for Portland State University men’s and women’s athletic teams.

Any prospective PSU student should contact the coach of the desired sport about availability of scholarships and the recruiting process. Each coach will then consider the prospective student’s athletic ability, eligibility, finances available, and the need of that particular sport. An athletic grant-in-aid request is then submitted to the director of Athletics for award to the prospective student.

EDUCATIONAL LOANS

Federal Perkins Loans. This federally funded loan program is available to undergraduate and graduate students who demonstrate exceptional financial need and who are enrolled at least half-time. This is a long-term, low-interest loan for which repayment commences nine months after the student is no longer enrolled on at least a half-time basis.

Federal Family Education Loan Program (FFELP). Loans are available to students and parents of dependent students through the Federal Family Education Loan Program (FFELP). Undergraduate and postbaccalaureate students can borrow the Stafford Loan; graduate students can borrow the Stafford Loan and the Graduate PLUS Loan; and parents of dependent students can borrow the Parent PLUS Loan. Student borrowers will select a lender at the time they accept their Stafford Loan. Graduate students and parents will select a lender at the time they apply for a Graduate PLUS or Parent PLUS Loan. Students must maintain at least half-time enrollment to be eligible for Stafford Loans, Graduate PLUS Loans or Parent PLUS Loans.

Stafford Loans. Loans are available to students through various lending institutions. Repayment begins six months after the student is no longer enrolled at least half-time. Loan origination and guarantee fees from 2%-4% are deducted from each disbursement made, depending on lender policy. Loans can be interest-subsidized and unsubsidized.

The interest rate for subsidized loans for undergraduates in the 2008-09 year is 6.0%. The interest rate for all other students and for all unsubsidized loans is 6.8%.

Subsidized loan eligibility is based upon the demonstration of financial need and in conjunction with other sources of student assistance. The federal government pays the interest while the student is in school. The student is responsible for interest on all loans once repayment begins.

Unsubsidized loans are not eligible for the federal government payment of interest while the student is in school. The student may pay interest-only while in school, or the interest will be added to the loan balance.

Annual loan maximums for dependent students for both Subsidized and Unsubsidized loans combined are: $3,500 for freshmen; $4,500 for sophomores; $5,500 for juniors, seniors and post-baccalaureates. The annual maximum of Subsidized loan for graduate students is $8,500.

Independent students may borrow additional Unsubsidized Stafford Loan up to: $4,000 for freshmen and sophomores; $5,000 for juniors, seniors and post-baccalaureates seeking a second undergraduate degree; $7,000 for post-baccalaureates taking pre-requisites for graduate admission; $12,000 for graduate students.

Parent PLUS Loans. These loans are available to parents of dependent students who wish to borrow funds to supplement their student’s other aid. The student and parent must submit the FAFSA. The parent must be a US citizen or permanent resident and must pass a credit check by the lender to be eligible for the loan. The Parent PLUS loan has a fixed interest rate of 8.5 percent. Repayment begins 60 days after the last disbursement of the year. The student must maintain at least half-time enrollment for each term that the Parent PLUS loan is disbursed.

After a student receives their financial aid award notification, the parent may go to the Parent’s Page at www.pdc.edu/finaid to submit a Parent PLUS Loan request (or a paper application can be obtained from the Office of Student Financial Aid). The maximum amount a parent can request in a Parent PLUS loan is the student’s cost of attendance minus any other financial aid and/or scholarships the student is awarded.

If the Parent PLUS loan is approved, the guarantor will mail the parent notification of how to complete and submit a promissory note. If the Parent PLUS loan is denied, the parent will receive notification from the guarantor explaining the reason(s), with information about how to dispute the outcome.

Graduate PLUS Loans. The Graduate PLUS Loan is a federal loan for independent students attending graduate school and has a fixed interest rate of 8.5 percent. Graduate PLUS Loans are not eligible for the federal government payment of interest while the student is in school. The student may pay interest-only while in school, or the interest will be added to the loan balance. To be eligible for this loan, a graduate student must be enrolled at least half-time, must be a US
citizen or eligible non-citizen and must pass a credit check by the lender. A 3% origina-
tion fee and up to 1% federal default fee
will be deducted from the loan amount
prior to disbursement. The maximum
amount a student can request in a Graduate
PLUS Loan is the student’s cost of atten-
dance minus any other financial aid and/or
scholarships the student is awarded.
Repayment is deferred while the student is
enrolled at least half-time. Students may
apply for the Graduate PLUS Loan by sub-
mitting an on-line application found at
www.pdx.edu/finaid under Types of Aid.
If the Graduate PLUS loan is approved,
the guarantor will mail the student notifica-
tion of how to complete and submit a
promissory note. If the Graduate PLUS
Loan is denied, the student will receive noti-
fication from the guarantor explaining the
reason(s), with information about how to
dispute the outcome.

Alternative Loans. Students who are not eli-
gible for federal financial aid or who need
additional funds to meet educational
expenses may wish to apply for a non-federal
alternative loan. Because alternative loans
are not guaranteed by the federal govern-
ment, they must be insured privately. This
extra cost is passed on to the borrower in
the form of higher fees and interest rates. In
addition, the lender will look at a student’s
credit history as well as other factors to
determine if the student is eligible for the
loan. A student may be denied by one lender
but approved by another lender because of
the different ways they interpret applicant
information. Students who are not consid-
ered “credit worthy” by the lender may be
offered the option of finding a credit-worthy
co-signer. Eligible students may borrow up
to the cost of attendance minus other finan-
cial aid, or the annual loan maximum as
determined by the lender. Additional infor-
mation about participating lenders and how
to apply is available at the Office of Student
Financial Aid or at www.pdx.edu/finaid
under Types of Aid.

Federal Work-Study
The Federal Work-Study Program is a need-
based program in which the federal govern-
ment pays from 50 to 100 percent of student
wages and the employer pays the remainder.
Work-Study is available to undergraduate and
graduate students. Employment opportunities
are on-campus and off-campus. On-campus
jobs are with nearly every academic and
administrative department. Off-campus jobs
are with government agencies and non-profit
groups; many are community service jobs
that involve directly serving the community,
while providing good work experience. The
America Reads program which tutors young
children in public schools is one of these pro-
grams. The Career Center lists openings for
on-campus and off-campus jobs.

Scholarships and awards
Portland State University has a number of
scholarships and awards which are adminis-
tered by individual academic departments, the
Scholarship Committee, or special committees
developed for specific scholarships.
Scholarships generally are awarded on the basis
of academic achievement, promise, and finan-
cial need. Additional information is available
on the Web at www.pdx.edu/finaid under
Types of Aid.

Satisfactory Academic Progress and Financial Aid
In accordance with the Higher Education
Act of 1965, as amended by Congress,
Portland State University has established a
satisfactory academic progress (SAP) policy
for students.

All students who wish to receive federal
student aid funds must make satisfactory
progress toward completion of their pro-
gram of study. Portland State University
monitors the following for all students:

- completion rate - the percentage of
  credits taken at PSU which have passing
  grades

- grade point average for PSU courses,
  according to student level

- maximum time frame (PSU courses plus
  accepted transfer credits). The maxi-
mum time frame for undergraduate stu-
ds is 150% of the credits required to
complete the degree being sought. The
maximum time frame for post-baccala-
ureate and graduate students is estab-
lished according to the degree or certifi-
cate being sought.

Students who do not meet all three com-
ponents of the Satisfactory Academic
Progress policy will have their eligibility for
financial aid suspended. Students whose eli-
gibility is suspended may submit a written
appeal.

The full policy is on-line at www.pdx.edu/
finaid under Forms and Publications. Printed
copies can be found at the Office of Student
Financial Aid in Neuberger Hall lobby.

Student Services
a well-rounded educational environment. The University Housing Office works with the department of Residence Life to create and maintain these communities. The Residence Life staff is a group of professionals that take an active role in creating activities and attending to each individual need as it arises. Combined with student Resident Assistants, residents have 24-hour access to staff for help with the smallest to the most complicated of issues.

**Child care resources**

**Helen Gordon Child Development Center**

1609 SW 12th Avenue
503-725-3092
www.hgcdc.pdx.edu
cdc@pdx.edu

The Helen Gordon Child Development Center is a University-operated service that provides a quality educational laboratory preschool/extended day program for children 6 months to six years of age. The center is accredited by the National Academy of Early Childhood Programs, a division of the National Association for the Education of Young Children. The center is open from 7:30 a.m. to 5:30 p.m. daily. Children of PSU students, faculty, and staff are eligible for enrollment in the program. Enrollment is based on the date of application.

As a laboratory preschool/extended day program, the center enables students from education, psychology, and related fields to complete course requirements through observation, practicum, or research activities at the center. Interested students should contact the center’s office.

**ASPSU Children’s Center**

126 Smith Memorial Student Union
503-725-2273
www.aspsucc.pdx.edu

The Children's Center provides child care for children (12 months to 9 years of age) of students, staff, and faculty on a part-time, flexibly scheduled basis. This facility is for short-hour care, and time may be scheduled in blocks of four hours or more per day. The Children's Center is fully licensed and staffed by professionals. Call 503-725-CARE for information and enrollment procedures.

**Student Parent Services**

124 Smith Memorial Student Union
503-725-5655
www.sps.pdx.edu

Student Parent Services (SPS) is a resource and referral, networking and educational center designed to help student parents manage their roles and responsibilities as both parents and students. SPS services include parent education, child care information, education and referral, childcare financial assistance, and community resource referral. SPS also provides individual consultation. SPS is funded through Incidental Fees and there is no charge for direct services. Student parents can use SPS by calling 503-725-5655 or dropping by the SPS office in room 124 SMSU.

**Health resources**

**Center for Student Health and Counseling**

University Center Building
1800 SW 6th Avenue
503-725-2800
Testing: 503-725-5301/
Dental: 503-725-2611
www.shac.pdx.edu

The Center for Student Health and Counseling (SHAC) provides high quality, accessible health and mental health services to students through four primary units: Student Health Service, Counseling and Psychological Services, Dental Services and the Testing Service. Each offers a range of services to students.

Payment of the health fee automatically enrolls students in a basic health insurance plan that provides partial payment for hospitalization, office visits, diagnostic work, ambulance service, surgeries, and pregnancy expenses. An optional supplementary insurance can be purchased to cover major medical care.

Students who are not enrolled for Summer Session may purchase basic or basic and extended insurance if the student was eligible the preceding spring term. In addition, if the student plans to return in fall term, he or she may use center services on a fee-for-service basis during the summer term.

Further information about all SHAC programs, including printable insurance claim forms and measles forms, is available at www.shac.pdx.edu.

**Student Health Service**

askshs@pdx.edu

The Student Health Service is staffed by physicians and nurses who are available for diagnosis, treatment, consultation, and referrals for illnesses and injuries. Women's health care is available for annual gynecological exams, pap smears, family planning counseling, and contraception. Specialized men’s health care is also available. Other services include x-ray, immunizations, and dispensary services to support the comprehensive delivery of primary care.

The Health Service also provides an after-hours nurse advice line for students. That number is published on the Web site. For that and other information visit us at www.shac.pdx.edu/hs.

**Dental Services**

The PSU dental service’s licensed professionals provide dental care with the student’s comfort and health in mind. Students who have paid the student health fee, are eligible to be seen. Typical services include: comprehensive and emergency exams, teeth cleaning, periodontal screening, sealants, fillings (amalgam and white), crowns, bridges, night guards, veneers, bleaching trays, extractions, root canal therapy, and nitrous oxide. Emergency time is held daily in the schedules to treat students with acute dental pain, swelling, or excessive bleeding.

The dental clinic provides dental treatment at greatly reduced rates for PSU students. If a student purchases the extended health insurance, it does not cover treatment done at the PSU dental clinic. If the dental service is unable to provide a student with care, we will refer them to a community dental service or provider where the student will be responsible for any fees incurred. If a student has private dental insurance, the clinic will assist you in filling insurance forms out. However, the clinic is in no way responsible for the determination of the insurance company in these matters, nor will we be able to contact them on behalf of the student.

For further information, please visit our Web site at: www.shac.pdx.edu/dental.

**Counseling and Psychological Services**

askcaps@pdx.edu

Counseling and Psychological Services provides assistance to students in the following areas:

- Crisis counseling
- Brief individual, couple, or group counseling
- Psychiatric assessment and treatment
- Career counseling including testing
- Assessment for learning disabilities
- Alcohol and other drug use assessment, education, and referral

**THE TESTING SERVICE** which coordinates national tests (LSAT, Praxis, MCAT, GRE, TOEFL), administers classroom make-up exams and accommodated testing, and administers other admissions, career, learning disability, and specialty tests. In addition, the Testing Service contracts with companies to administer licensure exams. The service is available to PSU students and, in many instances, members of the larger community. There are fees for testing that vary depending on the test.
For more information, please visit the Testing Web site: http://testing.pdx.edu.
In addition to the above services, a Health Promotion and Education unit provides health and mental health related programs and activities for PSU students. These include lectures and workshops; health and mental health related screening programs; an e-mail mental health advice service (shrinkrap@pdx.edu); and consultation services for faculty, students, and staff. Programs are widely advertised across campus.
For further information, please visit our Web site at: www.shac.pdx.edu/caps.

Employment resources

Career Center

402 University Services Building
503-725-4613
www.pdx.edu/careers

The Career Center offers assistance to Portland State University students (who are formally admitted and registered for classes) and alumni. Services and resources include:

- Individual career counseling.
- Workshops and individual assistance on career decisions, resume writing, interviewing, and job search strategies.
- An extensive career library and home page with information on careers, internships, employers, and job-search resources.
- An on-campus recruiting program in which students interview with employers.
- PSU CareerConnect, an on-line jobs database, with full-time professional level positions, internships, and part-time jobs for students (both on and off campus).
- Four annual career days or job fairs: Career Information Day in February, Part-time/Summer Job Fair in April, On-campus Job Fair in September, and Non-Profit Career Fair in October.
- Peace Corps office.

Workshops are offered regularly to assist students with career decision making, resume writing, interview preparation, and effective job seeking techniques. Individual counseling is available for students seeking assistance with career/major choice, resume writing and graduate school applications. Practice interviews with video-taped feedback may be scheduled.
The Career Center library contains career information as well as information on employers in both the public and private sectors. Also available are employer directories, information concerning employment trends, and job-seeking techniques.

For further information, contact the Career Center or visit the Web site: www.pdx.edu/careers.

Student employment

402E University Services Building
503-725-4958
www.pdx.edu/careers

Student Employment provides referrals to internships and part-time, temporary, and summer jobs off campus, and on-campus Federal Work-Study or student wage jobs. Many employment opportunities are degree-related and most jobs offer flexible hours, often within walking distance from campus. Referrals may be obtained by using PSU CareerConnect, an online career and job information service, or by stopping by the Student Employment office during office hours. Check PSU CareerConnect regularly, as job postings and employer interview schedules change daily.

Campus activities

Campus-centered activities, supported by the changing resources of the city, make for dynamic and contemporary choices for the Portland State student. Most students plan their schedules to allow time to take advantage of the numerous opportunities, which may include organized cultural affairs, outdoor activities, or a multitude of other experiences available on campus or in the community. A visit to the Littman Gallery on campus, with its local and traveling exhibits, a lunch hour listening to free-form jazz at a noon concert, a presentation at the Lunchbox Theater, or an impromptu forum at noon the Popular Music Board sponsors free noon concerts. These Tuesday and Thursday noon concerts are among the options open to PSU students.

Opportunities exist for all levels of student involvement at PSU. Below is a sampling of currently active programs and groups. New activities are initiated continuously according to student interests.

Athletics

www.goviks.com
email@goviks.com

The Department of Athletics sponsors 14 intercollegiate varsity athletic programs, six for men and eight for women. Men and women compete in basketball, cross country, and indoor and outdoor track and field. Other men’s programs are football and wrestling, while women compete exclusively in soccer, softball, and volleyball.

Portland State is a member of the National Collegiate Athletic Association (NCAA) and competes at the Division I level. The Vikings are a member of the Big Sky Conference in all sports except wrestling, which is in the Pac-10, and softball, which is a member of the Western Athletic Conference (WAC).

Football games are played at PGE Park in downtown Portland. Erv Lind Stadium is the home venue for PSU softball and the Tigard High School Soccer Complex serves as the backdrop for Viking soccer. Home tennis meets are held at the Eastmoreland Racquet Club and track and field events are held at Dunway Park. Indoor sports are played primarily at the Peter W. Stott Center, on campus, with selected events held at the Rose Quarter.

Free admission to all Portland State men’s and women’s intercollegiate home athletic events, with the exception of playoff games, is accorded to all PSU students who hold a valid ID card. Extra football reserved tickets are also available prior to each home game.

Music

Many musical organizations contribute to the cultural life of the University community. They include the PSU Piano Recital Series, the Florestan Trio (artists-in-residence at PSU), and Ensemble Viento (faculty woodwind quintet); the PSU Orchestra, Symphonic Band, and Jazz lab bands; University Chorus and Chamber Choir; Opera Workshop; and several chamber groups. Each year they provide a rich experience of music in performance during free noon concerts as well as occasional evening programs for the benefit of music scholars at the University.

The Music Committee works closely with the Department of Music to present weekly noon concerts. These Tuesday and Thursday programs are free and open to all. They feature exceptional student and professional performers in a variety of solo and ensemble literature. Each Wednesday and Friday at noon the Popular Music Board sponsors free performances by the Northwest’s finest rock and jazz musicians and hosts national musical acts as well.

Student rates are available for many other concerts, including those of the Friends of Chamber Music, Portland Symphonic Choir, Oregon Symphony Orchestra, and Portland Opera Association.

In short, music is a vital force at Portland State, providing extensive opportunities for participation to student performers and to all listeners.

Publications

Student publications include the Vanguard, the daily student newspaper; the Rearguard and The Spectator, alternative student press; and The Portland State University Review, the campus literary magazine. These publications strive to provide a service to the University community and to provide an opportunity to students to learn about the publications business.
Religious activities
The Campus Christian Ministry represents eight faiths: Baptist, Christian (Disciples of Christ), Episcopal, Lutheran, Methodist, Presbyterian, Roman Catholic, and United Church of Christ. There are also a variety of religious student organizations that invite participation in educational events.

The Center for the Study of Religion (CSR) arranges PSU classes, as well as lectures, symposia, and forums to increase public knowledge and understanding of the religious traditions of the world, while also supporting inter-faith dialogue in the quest for meaning and wisdom.

Special events
Conferences and programs bring noted authors, actors, and political figures to campus to lecture and/or participate in group discussions. These events are organized by students and faculty working together and are open to the entire metropolitan community.

Student committees, often with faculty consultation, plan and present continuing programs in film, poetry, photography, art exhibitions, and music. Student organizations provide a variety of co-curricular services. Film programs feature classics and new forms of expression, showing a caliber of excellence not often seen in popular theaters.

Special committees arrange for such events as foreign language theater and other programs in the performing arts which visit Portland State. PSU students work with representatives of the other Portland-area colleges and universities to bring the finest in cultural events to the community.

Student government—ASPSU
www.aspdu.pdx.edu
aspdu@pdx.edu
All students registered for at least one credit are members of the Associated Students of Portland State University (ASPSU). The ASPSU advocates for students’ interests, officially represents students before internal and external bodies, and is the vehicle through which students may participate in the governance of the University. Students may run for office, serving on the Student Senate or as president, vice president, or as a member of the Student Fee Committee. Students may also volunteer to work on specific-issue task forces or be appointed to a University-wide committee to represent the student body.

Student organizations
PSU is home to over 100 student organizations which offer many opportunities for involvement related to students’ interest area. Some organizations have existed for many years and receive substantial funding each year. Other organizations develop annually. All recognized organizations can be contacted via the Student Activities and Leadership Programs office.

Honorary, professional, social affiliations
Portland State has chapters of many honorary and professional organizations. Contact the department or school for current information on affiliated chapters.

Theater
Opportunities for extensive performance and production experience are available to students through productions by the Portland State Theater Arts Department. Studio theater, graduate theses, and Playback Theater (short pieces offered at noon and on weekend evenings) are student-directed.

All students, not just theater arts majors, are invited to audition for any departmental production. Tryouts are announced regularly in the Vanguard and on the department’s email list.

Faculty boards and committees
Students are encouraged to share in the policy-making processes of the University by becoming members of University boards and committees. Students should contact the Office of Student Affairs which solicits names of interested persons, or ASPSU for more information regarding the nomination process.

Student Affairs
349 Cramer Hall
503-725-5249
www.pdx.edu/studentaffairs

The personnel in the Division of Student Affairs provide support and assistance to students in dealing with the administration, faculty, staff, and other students.

The mission of Student Affairs is threefold: to provide programs that facilitate and enhance student learning through intentionally connecting parts of the student experience into a meaningful whole through collaborative partnerships with faculty and other institutional agents and by bridging organizational boundaries; to enrich and complement student learning by providing opportunities for involvement in meaningful activities within the University community and the larger urban community; and to provide services that facilitate student transition to the University and remove barriers to student success.

Within the unique setting of PSU as the major metropolitan university in Oregon, student services programs, organizations, and activities serve as focal points for student success, personal growth and development, multicultural understanding, community service, and leadership opportunities, as well as support the University’s teaching, research, and public service mission.

The vice provost for Student Affairs also serves as the administrator of numerous student services and activities including the Office of Admissions, Registration and Records, Office of the Dean of Students, Career Center, Center for Student Health and Counseling, Educational Equity Programs and Services, Undergraduate Advising and Support Center.

Dean of Students
433 Smith Memorial Student Union
503-725-4422
askdos@pdx.edu
www.pdx.edu/dos

The mission of the Office of the Dean of Students is to foster and celebrate student engagement, learning and success by:

- Helping students navigate Portland State University;
- Cultivating student responsibility and leadership;
- Promoting a diverse and respectful learning community;
- Providing leadership for specific programs and services; and
- Advocating on behalf of all students.

The Office is responsible for the following:

- Assist students to resolve problems and make connections with University processes or services and advise faculty/staff as they assist students in these efforts
- Partner and collaborate with others across the University to advance initiatives to enhance the student experience
- Student conduct
- Student Ambassador Program
- Commencement
- Academic Awards of Excellence and Commendation
- Fall and Winter Welcome Week
- Virtual Viking (electronic newsletter)
- Advise ASPSU Student Fee Committee
- Student Leadership Development
- National Student Employment Week
- Campus Recreation
- Multicultural Center
- Residence Life
- Student Activities and Leadership Programs
- Student Legal and Mediation Services
- Women’s Resource Center
Commencement
433 Smith Memorial Student Union
503-725-4422
commencement@pdx.edu
www.pdx.edu/commencement
Portland State University has two commencement ceremonies each year: a formal cap and gown ceremony at the end of the spring term and an informal ceremony held at the end of the summer session.

Spring Ceremony
The Spring Commencement Ceremony is a formal event held in the Rose Garden arena with approximately 2,000 students participating. As their names are read, each student crosses the stage to receive University-wide recognition and his or her diploma folder. Official diplomas are available later in the summer. The ceremony lasts approximately two hours and is a ticketed event. Students receive up to five tickets at no charge. Additional tickets may be purchased for $5.00. Students can register for the ceremony at www.pdx.edu/commencement.

Summer Ceremony
The Summer Commencement Ceremony is an informal event held in the Park Blocks. The ceremony lasts about 90 minutes. Students are encouraged to wear regalia and to participate. As their names are read, each student receives up to five tickets at no charge. Additional tickets may be purchased for $5.00. Students can register for the ceremony at www.pdx.edu/commencement.

The difference between Commencement and Graduation
“Graduation” and “Commencement” are terms of art at PSU. “Graduation” means actually fulfilling your degree requirements resulting in a diploma. In other words, “Graduation” is the technical attainment of credits to receive a degree.

“Commencement” is the symbolic ceremony marking the closing of your academic career where you receive commendation for your hard work at PSU. It is an opportunity for you, your family, friends, and the PSU community to celebrate your accomplishment.

Diploma. Student transcripts (official and unofficial) display PSU degree information once the graduation certification process is complete (four to six weeks after final grades are posted). Note that this is prior to the diploma being prepared. All degree recipients are notified by mail of diploma availability (either by picking it up in the Degree Requirements Office or by having it mailed). Diplomas are usually available at the end of the term following the graduation term.

Student Ambassador Program
433 Smith Memorial Student Union
503-725-8240
stamb@pdx.edu
www.ambassadors.pdx.edu
Student Ambassadors serve as representatives of the University and student body with visiting speakers, educators, and dignitaries, conducting campus tours, acting as liaisons between students, faculty, and administrators, performing volunteer community work, and serving as hosts and hostesses at official functions and VIP events. Ambassadors are selected on the basis of their academic excellence, strong written and communication skills, a commitment to problem solving, their ability to be a positive, productive team member, and demonstration of strong leadership skills within the University setting as well as in the community.

Student Conduct
433 Smith Memorial Student Union
503-725-4422
conduct@pdx.edu
www.pdx.edu/dos/conduct.html
The policies of the University governing the rights, freedoms, responsibilities and conduct of students are set forth in the Portland State University Code of Student Conduct and Responsibility, which has been issued by the president under authority of the Administrative Rules of the Oregon State Board of Higher Education. Students may consult these documents in the Office of the Dean of Students in 433 Smith Memorial Student Union or by visiting www.pdx.edu/dos/conduct.html. Observance of these rules, policies, and procedures helps the University to operate in a climate of free inquiry and expression and assists in protecting its academic environment and educational purpose.

Academic honesty
The policy governing academic honesty is part of the Code of Student Conduct and Responsibility. Academic honesty is a cornerstone of any meaningful education and a reflection of each student’s maturity and integrity. The Code of Student Conduct and Responsibility, which applies to all students, prohibits all forms of academic cheating, fraud, and dishonesty. These acts include, but are not limited to: plagiarism, buying and selling of course assignments and research papers, performing academic assignments (including tests and examinations) for other persons, unauthorized disclosure and receipt of academic information, and other practices commonly understood to be academically dishonest.

Campus Recreation
212 Peter Stott Center and 47 Smith Memorial Student Union
503-725-5127
campusrec@pdx.edu
www.campusrec.pdx.edu
Campus Recreation provides recreational sport, exercise, and adventure programs to Portland State students, faculty, staff and alumni.

The Campus Recreation program includes a rich and varied range of activities programmed to meet the needs of every user, including: aerobics, climbing center, GroupX fitness classes and personal training, intramural leagues and tournaments, outdoor program trips and gear rentals, adaptive sports, and over 30 unique student-run recreation clubs. Each program provides both structured and informal opportunities to participate in recreational activities. Subsidized by student-fees, students with valid identification can access most of these programs for free or a very nominal fee. For fall quarter, a user fee is required for use of the locker rooms or aquatic center.

Recreation hours in the Peter Stott Center where most of the programs take place change quarterly,  but are usually in the morning until 9:00 a.m. and after 4:00 p.m. In January of 2010, Campus Recreation will be moving into the new Student Rec Center, located conveniently on the Urban Plaza, in the heart of the campus. Open to every student, the new Rec Center will make recreation more accessible – you will be able to exercise on your time, around your personal lifestyle. Some highlights of the new building will include: sustainable and accessible operations, the Outdoor Program offices on the ground floor, an indoor court for soccer, two all-sport courts, new dance and exercise rooms, and a greatly expanded fitness area.

Any student taking 1 credit or more will have access to this great new campus resource with a valid school or other official identification.

Disability Resource Center
433 Smith Memorial Student Union
503-725-4150, TTY 503-725-6504
drc@pdx.edu
www.drc.pdx.edu
The mission of the Disability Resource Center is to collaborate with and empower Portland State University students with disabilities in order to coordinate support services and programs that enable equal access to an education and university life. To accomplish this goal, the DRC provides pre-admission and disability counseling, advocacy, educational training, and a variety of accommodations for equal
access to the educational process and campus at Portland State University.

The DRC serves students with temporary as well as permanent disabilities. Students who have disabilities that impact their ability to function in the classroom and want to use the services offered through the DRC must identify themselves to the DRC office. This is a requirement of the Americans with Disabilities Act (ADA).

Accommodations provided for students are determined on a case-by-case basis and depend on the nature of the disability and the documentation provided. For additional information please check our website or contact the DRC.

Student Rec Center
503-725-5127
campusrec@pdx.edu
www.campusrec.pdx.edu

The exciting new Student Rec Center is scheduled to open during Winter Quarter, 2010. A tentative opening date has been set for January 4th, 2010. The Student Rec Center is about one half of the new Academic and Student Rec Center and is located on the Urban Plaza in the heart of campus.

The facility will include a two-court gymnasium, a 1/8 mile, three lane running track, a synthetic floor gymnasium equipped with dasher boards for floor hockey and indoor soccer, a large cardiovascular and weight training facility, 2 multi-purpose group fitness suites, an aquatic complex including a lap pool and whirlpool spa, new locker rooms, a bouldering wall, and working space for student clubs and intramurals. The facility will also include a retail area and a lounge area. The Outdoor Program offices and gear rental will welcome you into the building on the ground floor. The facility will be open 7 days a week for recreational use.

This will be a place to make new friends, meet old ones, and release some of that tension you get from reading all those textbooks. You will get a state-of-the-art recreational facility, dedicated to recreational use only - the facility would be a unified home for the intramural, rec club, aquatic, fitness and activity, and outdoor programs. Additionally, you will get the staff to support these programs which will include group fitness classes, expanded intramurals (so you can find people to play with), more aquatics programming, and a place to really learn how to get outdoors.

Any student taking 1 credit or more will have access to this great new campus resource with a valid school or other official identification.

Residence Life
230 Broadway
503-725-2450

Residence Life staff steward the daily management of housing facilities and fostering a healthy, safe living environment that inspires academic achievement, personal growth, civic leadership and personal responsibility. Residence Life cultivates a rich living-learning environment in collaboration with the approximately 2,000 students who reside in University-owned facilities.

Student Activities and Leadership Programs
119 Smith Memorial Student Union
503-725-4452
leadership@pdx.edu
www.salp.pdx.edu

Student Activities and Leadership Programs (SALP) provides student with the opportunity to join, create, and/or participate in student organizations. SALP formally recognizes over 150 student organizations ranging in a diverse array of interest areas, including academic, honorary, arts and industry, Greek life, multicultural, political, service and advocacy, spiritual and student government. Participating in a student organization is the perfect way to gain out-of-class experience, to apply academic learning, and to connect to campus. For a complete listing of recognized organization and what they are doing, please visit the SALP Web site. Staff is available to help students find ways to connect, to help create new student organizations, and to provide resources, advising, and training to current student leaders.

Multicultural Center
228 Smith Memorial Student Union
503-725-5342
multicultural.pdx.edu
www.culture.pdx.edu

The Multicultural Center (MCC) is a uniquely central place on campus that welcomes all students, faculty, staff, and community members to share in dialogue and activities that further understanding among people of different cultures. The center offers a program space for events that promote appreciation for cultural diversity and serves as an informal gathering place for all members of the University’s extended family. Student organizations, academic units, and community groups collaborate to offer a rich array of educational and cultural activities open to all.

Women’s Resource Center
Lower Level of Montgomery Hall
503-725-5672
wrc@pdx.edu
www.wrc.pdx.edu

The center sponsors cultural, social, and academic events and programs. The center is a great place to stop by, check-out the library, find out about resources on campus, discuss current events, study, and meet new people. Volunteers are welcome to work on leadership projects for class credit.

Students who are dealing with domestic or sexual violence in their lives or who are supporting someone who is, are welcome to come speak to the Interpersonal Violence Advocate. The advocate is available to speak to students one-on-one about concerns or questions, and support and discussion groups are often offered.

The Returning Women Students program provides support, classes, mentoring, and information to women returning to college after an interruption in their formal education. The program is a resource for women both at the undergraduate and graduate level.

Undergraduate Advising and Support Center (UASC)
425 Smith Memorial Student Union
503-725-4005
askuasc@pdx.edu
www.pdx.edu/uasc

The Undergraduate Advising and Support Center (UASC) provides educational planning services and referrals to students to aid in the University's advising and retention efforts. Specific components are offered to meet the various needs of students.

Advising and Referral
askuasc@pdx.edu
www.pdx.edu/uasc/uasc_advising

Undergraduate Advising and Support Center (USC) advises students with University, general education (University Studies), and degree (B.A. and B.S.) requirements. All new students, both freshmen and transfer students, should attend a New Student Orientation where they will first learn about the PSU curriculum and meet with academic advisers. USC advisers can help students understand their transfer evaluations and teach them how to run a DARS degree audits. USC advisers also work with students who have not chosen a major or who want to change their major and with students who are struggling academically (e.g. on academic warning, probation, or dismissal). Students with declared majors are
provided appropriate referral to the advising available within the academic department.

**Academic Support Program**

425 Smith Memorial Student Union  
503-725-4005  
asp@pdx.edu  
www.pdx.edu/uasc/academic-support-program

The Academic Support Program (ASP) provides eligible PSU students who are struggling academically with additional support, mentoring and advising. The program offers a three-credit College Success course, study skills workshops, educational planning, and referrals to other PSU campus resources. The ASP also offers “ROADS to Success”, a program for conditionally admitted freshmen designed to assist in the transition to university life and the academic rigor of college.

**Community College Relations**

425 Smith Memorial Student Union  
503-725-9546  
cctransfer@pdx.edu  
www.pdx.edu/uasc/community-college-relations

The Community College Relations (CCR) office responds to the needs of students transferring to PSU from community colleges by providing advising and transition assistance. PSU recognizes that transfer students often have unique needs and situations. The office also acts as a liaison for community college personnel, providing information, updates, and assistance in the development of collaborative educational opportunities. CCR advisers provide advising at both Portland State and the local community college campuses, as well as via email and phone.

Co-admission programs, currently in place with Chemeketa, Clackamas, Clark, Clatsop, Mt. Hood, and Portland Community Colleges, help ease the transition from community college to the University. Co-admitted students have access to PSU academic advising, library privileges, and, if qualified, financial aid for both PSU and community college courses.

**Student-Athlete Advising**

224 Peter Stott Center, 503-725-2387  
Student athletes coming to PSU will be able to work directly with an adviser to assist them in academic advising and scheduling. Referral, advocacy, problem solving, and monitoring of progress for those with academic difficulty are also available.

**Veterans’ Services**

425 Smith Memorial Student Union  
503-725-3876  
www.pdx.edu/uasc/veterans-services

All veterans applying to Portland State University are encouraged to take advantage of the services and opportunities open to them. Veterans’ Services provides extensive academic counseling, and welcomes the opportunity to aid PSU veterans in any University-related problem they may encounter. The Veterans’ coordinator welcomes the chance to talk informally with veterans about any aspect of federal veterans’ benefits.

**Certification for VA Benefits.** Veterans intending to use their education and training eligibility at PSU should obtain proper certification forms from the Veterans’ Clerk in the Office of Admissions, Registration and Records (503-725-3411). This process should be started at least one month prior to registration.

Some programs at Portland State are approved for the training of veterans under Title 38, U.S. Code, Section 1501 (for disabled veterans), Section 1651 (Veterans’ Readjustment Benefits Act of 1966), and Section 1700 (Survivors and Dependents Educational Assistance).

**Tutoring.** For some veterans, tutorial funds are available. Basic requirements of the program are that the veteran be enrolled for at least 6 credits and be receiving VA educational benefits.

**Educational Equity Programs and Services**

425 Smith Memorial Student Union,  
503-725-4457  
www.eeps.pdx.edu

Educational Equity Programs provides services to all students to enhance student academic success through tutoring, skills workshops, and comprehensive support programs. Peer tutors, facilitated group tutoring, and study skills workshops are offered through the Skills Enhancement and Tutoring Center (SETC). Comprehensive academic support services for specific populations of students are available through programs that receive federal and institutional support. Students from populations traditionally under-represented in higher education, first generation students, and students from diverse backgrounds may apply to participate in programs that support students from entry into the university through graduation. This office also administers scholarships for students from diverse backgrounds and provides general advising, advocacy, and counseling for ethnically diverse students. Through its work in the Native American Student and Community Center, it provides a venue to help create an educational environment supportive of native students.

**Skills Enhancement and Tutoring Center**

425 Smith Memorial Student Union  
503-725-4448  
www.setc.pdx.edu

The Skills Enhancement and Tutoring Center (SETC) provides a variety of supportive instructional and tutorial services for students, including:

- Free one-on-one and group peer tutoring for PSU students who desire individualized academic assistance. We tutor in lower-division courses in math and statistics, the sciences, and world languages.
- Supplemental Instruction in designated courses. SI provides facilitated group learning opportunities for traditionally difficult courses.
- Workshops covering study strategies, graphing calculator usage, public speaking, and other valuable skills that college students should master.

Tutoring services are designed to assist students who wish to build on their current academic skills. Our services are used by freshmen through graduate students.

Those who wish to become tutors and meet certain requirements may apply at the center. This is a competitive process. All tutors are provided with training; the SETC is certified by the College Reading and Learning Association.

The peer tutoring program helps personalize the university experience, opens channels for cultural exchange, and presents a valuable opportunity for students to become involved in one another’s intellectual growth and social development.

Students who need tutorial assistance or who are interested in becoming a tutor are encouraged to contact the Program’s staff.

**Diversity Scholarship Programs**

425 Smith Memorial Student Union  
www.eeps.pdx.edu/drs.html

Students admitted to PSU who are recipients of the Diversity Scholarships are provided tuition waivers and support services through a special advising component of the Educational Equity Programs and Services unit. Applications are accepted in February for first-time freshmen and transfer or continuing college students with 30 or more college credits. Applications may be accepted throughout the year, depending on the availability of funds.

The recipients receive academic advising, advocacy, priority registration, one-on-one counseling, mentoring, and may participate in informational and social group activities. In addition, the students’ academic progress is monitored from term-to-term to promote academic success.
Student Support Services, Educational Opportunity Program (SSS/EOP)
458 Smith Memorial Student Union, 503-725-3815
www.sss-eop.pdx.edu
SSS/EOP is Portland State University’s federally funded academic and personal support services TRIO program for college students. It is designed to provide special assistance to those who have traditionally had limited access to a college education. Specifically, students who are low-income, who have a disability, or whose parents did not graduate from college can receive assistance from SSS/EOP if they have a need for academic support. The program provides counseling, skill development courses, and tutoring that is designed to help the student achieve his or her educational goals.

The program’s goal is to provide support services that will facilitate an increase in the retention and graduation rates of program eligible students who, historically, have a higher attrition rate than most students.

Students should consider applying for the Student Support Services/Educational Opportunity Program if they feel they will benefit from the additional academic and personal support the program provides. Only admitted PSU students can apply for participation in SSS/EOP. Applicants will be selected on the basis of their need for the educational services SSS/EOP provides and their desire to fully participate in the program’s activities. Students interested in SSS/EOP are invited to contact the SSS/EOP office. Student Support Services/EOP is a U.S. Department of Education Title IV TRIO program.

Native American Student Services
503-725-5348
www.nativestudents.pdx.edu
The Native American Student Services Program provides support for Native American and Alaskan Native students through advising, guidance, advocacy and referrals to appropriate campus-based and Portland Metro resources, especially services for Native American people. The program also connects students to opportunities for Native American cultural enrichment and social activities, both on campus and in the community. The coordinator serves as a liaison to Tribes, Native American organizations, and educational institutions for individual students and the University.

NATIVE AMERICAN STUDENT AND COMMUNITY CENTER
710 S.W. Jackson
503-725-9695
www.nativecenter.pdx.edu
The Native American Student and Community Center, opened in October of 2003, is located at the south end of campus at SW Jackson and Broadway. Its unique architecture and collection of artwork by local Native American artists serve as an inviting venue for many educational programs and cultural activities sponsored by campus and community groups. Student groups, academic departments, and programs on campus partner with local, regional, and national Native American and non-Native people to create an environment in the Center that is educationally and culturally enriching for the entire campus.

In addition to space available for lease (see website for leasing information), the building houses NA/AN student organizations, the Native Studies Program, a small computer lab, and a classroom where classes are taught each term by Native American Studies faculty.

Educational Talent Search: Project PLUS Program
633 S.W. Montgomery
503-725-4458
www.ubets.pdx.edu
A TRIO Program for students in middle and high school, Project Plus serves over 600 students at Cleveland, Franklin, Jefferson, Benson and Madison high schools and Hosford, Lane, Ockley-Green, and Tubman Leadership Academy for Young Women in the Portland Public School District. The program also provides services to students at Century, Glencoe, Liberty and Hillsboro high schools. The program is designed to increase the number of first-generation and income disadvantaged students continuing in, and graduating from, middle and secondary schools. It seeks to increase the number of these students enrolling in postsecondary education. Students in Project PLUS will have access to free services provided by professional role models and educational advisors in the areas of motivation, career and college information, leadership skills, technology skills, mentoring, and tutoring as needed. Students are assisted with the preparation of forms for college admissions and financial aid.

Ronald E. McNair Scholars Program
M302 Smith Memorial Student Union
503-725-9740
The Ronald E. McNair Scholars Program at Portland State University works with undergraduates who want to pursue PhDs. It introduces juniors and seniors who are first generation and low-income or members of under-represented groups to academic research and to effective preparation and strategies for getting into and graduating from PhD programs.

The McNair Scholars Program has academic-year activities and a full-time summer research internship. Scholars take academic and skills-building seminars and workshops during the year, and each scholar works closely with a faculty mentor on original research in the summer. Scholars present their research findings at the McNair Summer Symposium and at other conferences, and are encouraged to publish their papers in the McNair Journal and other scholarly publications.

The Ronald E. McNair Post-baccalaureate Achievement Program was established in 1986 by the U.S. Department of Education and named in honor of Challenger Space Shuttle astronaut Dr. Ronald E. McNair.

Upward Bound Program
633 S.W. Montgomery
503-725-4010
www.ubets.pdx.edu
The PSU Upward Bound Program supports student academic success in high school and develops the skills and motivation necessary for entry into post-secondary study among low-income and potential first-generation college students who are enrolled in high school.

To be eligible, students must:
- Be enrolled in 9th through 11th grade at Franklin, Grant, Jefferson, Madison, Marshall, or Benson High School in Portland.
- Come from a low-income family in which the parents did not graduate from a four-year college.
- Be in need of academic assistance.
- Have a desire to pursue higher education.

PSU’s Upward Bound Program offers:
- Preparation for postsecondary education
- Assistance from tutors during the academic year; instruction in math, science, and English language
- Individual and group counseling
- An intensive six-week nonresidential summer program (one week is a residential Outdoor Learning Lab)
- Assistance in completing college admissions and financial aid applications
- Special workshops, field trips and college visits
- Incentives: internships, awards, bus tickets, high school credit
Student Legal and Mediation Services
M340 Smith Memorial Student Union
503-725-4556
www.slmss.pdx.edu
slms@pdx.edu
SLMS is a full service law firm serving eligible Portland State University students. The goal of SLMS is to encourage students to fully participate in and complete their academic endeavors by helping to alleviate legal obstacles to degree or program completion. To this end SLMS provides advocacy and assistance, including legal advice and representation in some instances, to eligible credit carrying students. SLMS offers limited mediation services specializing in family law matters in cooperation with the Student Center for Dispute Resolution (SCDR). SLMS also seeks inform and educate students on pertinent legal topics and is available to give presentations to classes and groups.

Campus services

More than 23,000 students attend Portland State—each one with a special set of circumstances, concerns, interests, and aims. Finding the right people to answer questions and provide help and support is made easier by organizations and channels set up to respond to the various needs.

Accessibility
www.transportation.pdx.edu
Accessibility is the keynote of Portland State: the campus is on the edge of downtown Portland and within the freeway loop.

TriMet, the local transit agency, serves the three counties—Multnomah, Washington, and Clackamas—which make up metropolitan Portland. TriMet tickets and passes are available at Transportation and Parking Services, the Transportation and Information Center in the Urban Plaza, and at numerous other locations throughout the city. Park and Ride Stations, located throughout the suburban areas, allow commuters to park their cars and ride the bus or light rail train into the city. The campus is within Fareless Square, a large section of downtown Portland within which bus, light rail, and streetcar travel are free.

Wheelchair and bicycle paths, and parking areas for bicycles, are located throughout the campus. Automobile parking is also available in various locations throughout campus.

The campus also offers special permits for carpools.

For more detailed information on transportation, parking, or securing a permit, inquire at the Transportation and Parking Office, 503-725-3442.

Affirmative Action and Equal Opportunity Office
503-725-4417
www.afm.pdx.edu
afm@pdx.edu
It is the mission of the Affirmative Action and Equal Opportunity Office to: (1) promote a campus environment that supports and celebrates the diversity of the PSU community; (2) ensure a good faith affirmative action effort and equal opportunity in all aspects of employment, education and housing; and (3) ensure fair and equitable treatment for all PSU community members.

To accomplish this mission, the office provides the following services: discrimination complaint investigation and resolution; campus recruitment facilitation; Affirmative Action Plan development; and workshops, training, and consultations for students, staff, and faculty in anti-discrimination and diversity-related areas.

For more detailed information about our functions, anti-discrimination policies, and complaint procedures, contact the office by phone at 503-725-4417, TTY 503-725-6503. The Affirmative Action and Equal Opportunity Office is located in 122 Cramer Hall and is open Mondays through Fridays from 8 a.m. to 5 p.m.

Alumni Relations
503-725-4948
1803 SW Park
Simon Benson House
www.alumni.pdx.edu
psualum@pdx.edu
The Office of Alumni Relations enables Portland State’s 107,000 alumni to maintain a strong and continuing relationship with the University. The office works with the all-volunteer Alumni Board of Directors to run the PSU Alumni Association, a 501c3 not-for-profit corporation that benefits alumni and the University. While all PSU alumni are considered members of the Alumni Association, a new membership program provides extra benefits to alumni and support to the Association. The Association membership offers communications with alumni, special on-campus and community benefits, and advance notice and discounts to events.

Program offerings for all alumni include educational travel; PSU Weekend (an educational offering in the fall); the PSU Advocates program, which supports the University through advocacy; Outstanding Alumni awards program and PSU Salutes event; young alumni events and offerings; endowed alumni scholarships; and a variety of arts, cultural and athletic events.

Box Office/Ticketmaster
503-725-3307
The Box Office is located at the Broadway entrance to Smith Memorial Student Union. Tickets are for sale to PSU cultural events and activities, as well as to intercollegiate athletic home events. This office also serves as a Ticketmaster outlet where tickets to most major events and performances occurring in the metropolitan area may be purchased. For further information, please call 503-725-3307.

Campus Public Safety Office (CPSO)
Shattuck Hall - 1914 SW Park, Suite 148
503-725-4407 (for non-emergencies)
503-725-4404 (for emergencies)
Email: cpso@pdx.edu
Web site: www.pdx.edu/cpso
CPSO is open year-round, 24 hours a day
The Public Safety Office (CPSO) is responsible for the safety and security of persons, buildings, vehicles, and equipment on the campus. Their goal is to provide a safe environment on the University campus to facilitate the educational mission of the University. Public Safety strongly believes everyone has an important role in providing a safe learning environment. To accomplish this goal, everyone is responsible for using common sense, precautions and for practicing crime prevention strategies to reduce vulnerability and the opportunity for criminal activity around us.

Services Provided
Campus Public Safety provides a variety of services to the community; investigates crimes, enforce University rules and regulations, city ordinances, state and federal laws, assist in processing criminal complaints and filing of police reports, respond to medical emergencies, 24 hours public assistance, bicycle registration, responds to crimes in progress, crime report processing, 24 hour escort, blue light emergency phone, after hours building access, monitoring and responding to fire and burglary alarms, med-
ical assistance, crime prevention and security presentations, and lost and found
Lost and found
The Campus Public Safety Office strives to return lost items to their owners in a timely and efficient manner. In order to achieve this goal, they have developed a lost and found program which is searchable on their Web site, www.pdx.edu/cpso.

Information Center/Hub
1825 SW Broadway
503-725-4402
Located in the lobby of the Smith Memorial Student Union, the Information Desk provides both visitors and the campus community with answers to all kinds of questions. The “Info Hub” can provide class, building and event schedules. They have access to contact information for all campus buildings, programs and professors, as well as campus maps. The Hub is your one-stop specialty center on virtually all phases of community life at Portland State University. The Hub also provides students with Locker rentals. The operating hours are Monday–Friday, 8 a.m. to 5 p.m. during class sessions and Monday–Friday, 9 a.m. to 4 p.m. during academic year. Check the library’s Web site for more information.

Information Technologies
503-725-4441
www.oit.pdx.edu
help@pdx.edu
The Office of Information Technologies provides support for computing, voice and data communications, multimedia, classroom, and audiovisual services. The office of the chief information officer is located in room 18J, Smith Memorial Student Union. The office of the associate chief information officer for technical infrastructure services is found in LI.60, Fourth Avenue Building.

Computer Infrastructure Services (suite 90, Fourth Avenue Building) provides support for the academic and administrative functions of the University, including general and specialized applications and services by operating and maintaining all centralized computer systems, servers, and Web platforms.

Networking and Telecommunication Services (suite 84, Fourth Avenue Building) provides the University, including student housing, with telephone services, data connections, cable TV, the campus network, and all external connections including Internet/Internet-2 connections and support to other Oregon University System (OUS) facilities located in the Portland metropolitan area.

Information Systems (suite 83, Fourth Avenue Building) develops and supports those applications utilized campus-wide. Systems include the full suite of SungardHE Banner software (financial, human resources, student, and financial aid), myPSU portal, data warehouse, space and event scheduling, document imaging, degree audit and advising, and other Web applications.

User Support Services (Help Desk) (18 Smith Memorial Student Union) provides technical assistance for all faculty, staff, and students in the use of hardware and software. MyPSU can help issue accounts for Internet access, electronic mail, and MyPSU. Computer accounts are available to all employees and currently enrolled students upon request. USS staff also provides support for the technical needs of University labs. For more information, please check http://www.oit.pdx.edu.

Instructional Technology Services (1 Smith Memorial Student Union) provides support to faculty and students using technology in teaching, learning, and research. Classroom technologies are available in over 80 technology classrooms or through check out equipment available in 1 Smith Memorial Student Union. ITS also operates the PSU Distance Learning Center providing televised courses and using on-campus distance education classrooms and delivery of distance learning presentations.

Student general access computer labs are available to students with a current PSU computer account. Labs are located in the Millar Library, 226 Broadway Building and 96 Neuberger Hall. Other microcomputer labs, such as the University Studies Labs, 322 and 324 Cramer Hall, and the Instructional Computing Center (408C Neuberger) are available for student use when classes are not scheduled. In addition, most schools and colleges operate discipline computer labs. Check your academic departments regarding these labs as needed.

Library resources
503-725-5874
www.library.pdx.edu
The Portland State University Library (Millar Library) is located on the west side of the park blocks, across from Neuberger Hall and adjacent to the Stott Center. More than 1,500,000 volumes and over 35,000 electronic resources including databases and the full text of journals, conference proceedings and other published material are available.

Teaching and learning underscore the library's information services. A variety of classes and seminars on library research and information usage are available for students and faculty. Librarians are also available to collaborate with faculty to create customized classes, enhancing the student learning experience.

Research consultations with a subject specialist are available for students who need assistance with a project, thesis, or dissertation. Go to the Library Web site for more information and to make an appointment.

For reference assistance, go to the Research and Learning Center on the second floor (503-725-5874). Please see the library Web site for scheduled research assistance hours.

Ask-A-Librarian, a virtual reference service, is also available via the library's Web site.

Books and Reserve materials may be checked out at the Circulation area on the 1st floor. A valid PSU photo identification card or other PSU borrower's card is needed to check out materials. Electronic Reserves are also available via the library's Web site.

Student group study rooms and a student practice presentation room are available on a first-come, first-served basis. Keys may be checked out at the circulation desk.

The library's hours vary throughout the academic year. Check the library's Web site for current hours or call 503-725-3065.

Ombuds Office
503-725-5901 and 503-725-5902
www.ombuds.pdx.edu
The PSU Ombuds Office advocates for fairness and respectful treatment in the campus community. The Ombuds Office offers a confidential, impartial, independent, and informal alternative for the purpose of resolving university related problems and concerns. It provides a safe and private place for every voice at PSU to be heard. The Ombuds Office also serves the campus community by recommending revisions and reassessments of policies, practices, rules, and procedures which are unfair or unclear. The Ombuds Office is located in 169 Cramer Hall, with an auxiliary location in Smith Memorial Student Union M314, 3rd floor mezzanine. Also see www.ombuds.pdx.edu for additional information.

Smith Memorial Student Union
503-725-4522
www.aux.pdx.edu
Smith Union, 1825 SW Broadway, serves as the campus focal point for students, faculty, staff, and the University community. It is a gathering place for students to meet and plan activities, take advantage of recreational and social areas, attend events, seek help or information, or just relax and get food and refreshment.

The Smith Union ballroom and other meeting and conference rooms host a variety of activities, including conferences, lectures, meetings, dances, concerts, and other events involving the University and the metropolitan community. Most campus activities, other than credit classes, are scheduled by the Campus Event Scheduling Office, located in the 116 Smith Memorial Student Union.
Smith Union is home to many student organizations, including Associated Students of Portland State University (ASPSU), student publications, and a variety of other student clubs and boards. It also houses the Student Resource Center, Multicultural Center, the Offices of Student Affairs and Student Activities and Leadership Programs, IASC, disability, legal, and child care.

Smith Union provides diverse services and amenities to enhance campus life—Portland Teacher's Credit Union, Littman and White Galleries, Viking Bowl and Billiards (including video games), Parkway Commons, and University Market. Parkway Commons, Smith Union's food court, features Starbucks Coffee, Subway, Noah's Bagels, the Food For Thought Cafe, and others. University Market, located on the ground floor near the SW Montgomery Street entrance, stocks sundries, reading materials, and PSU memorabilia. Smith Union also offers areas for students to study or simply relax and admire the Park Blocks.

Transportation and Parking Services
503-725-3442
www.transportation.pdx.edu

Transportation and Parking Services sells faculty, staff, student, and guest parking permits, provides directions, and is responsible for the coordination of alternative transportation programs and parking on the PSU campus. Transportation and Parking Services is located in the lobby of Neuberger Hall off SW Broadway between SW Harrison and SW Hall Streets.

The Transportation and Information Center is located in the Urban Plaza off SW Sixth Avenue between SW Mill and SW Montgomery streets. TriMet passes, trip planning services, carsharing, Portland Streetcar passes and information are available at this location. TriMet, Portland's transit agency has many bus stops on campus and Zipcar, Portland’s carsharing company, has over 20 vehicles on or around campus. Zipcar membership is available to faculty, staff, and students.

Annual parking permits are available to faculty and staff and term parking permits are available to students and temporary staff. Term parking permits should be reserved in advance approximately four weeks prior to the start of the term. Reservations may be completed online at www.banweb.pdx.edu. Transit passes are sold at a discount to current University students and faculty and staff.

Daily parking is available at the University Center Garage off SW Harrison Street between Fifth and Sixth Avenues and at Parking Structure Three off SW Mill Street between 12th and 13th Avenues. Short-term parking is available in University parking structures, lots, and on streets throughout campus.

If you have any questions regarding transportation and parking, please call the office at 503-725-3442 or visit the Web site at http://www.transportation.pdx.edu.

University Place

503-221-0140
310 SW Lincoln

University Place, located at 310 SW Lincoln, provides 8,000 square feet of conference and meeting facilities; 235 guest accommodations; dining at the University Grill for faculty, staff, students, and visitors to campus; and LV’s Uptown Jazz Lounge. Please call 503-221-0140 for more information or visit www.pdx.edu/cgps/venue-uplace.com, www.lvuptown.com.

School of Extended Studies

Michael Burton, Vice Provost and Executive Director
Market Square Building
1515 S.W. Market St., 1st floor & 10th floor (Suite 1050)
503-725-3276
Registration: 503-725-4832
Accounts Payable/Receivable: 503-725-4819
www.extended.pdx.edu

Portland State University through the School of Extended Studies offers a wide range of continuing education and special learning activities, including the following: off-campus programs and courses for credit, degree completion programs, distance learning courses and programs, noncredit community programs, relicensure, certifications, and in-service programs for professionals in a range of fields, workshops, short courses, institutes, and summer programs.

Off-campus and other special educational programs operate through a number of departments across campus, reaching out to locations throughout the metropolitan area, state, region, country, and internationally. Programs use a range of formats, incorporating different degrees of face-to-face, distance delivery, and online participation.

Off-campus and other special educational programs directly support Portland State’s presidential initiatives, which focus attention on collaboration and community connections, internationalization, growth, and diversity. The School of Extended Studies, along with outreach conducted by other units on campus, has accomplished hundreds of collaborations and community connections. Improved delivery capacity through a greater number of locations and through online delivery has substantially increased enrollment at Portland State, drawing in students who would not have been able to attend a traditionally scheduled program. Special programs have also increased diversity on campus and the ability for students and faculty to work with diverse populations.

Distance Learning/Online Program Services
503-725-4822

Distance Learning provides support to Extended Studies and to PSU units to design, develop, deliver, and manage online courses and programs. This unit extends the reach of the University through a variety of programs such as Independent Study, Extended Campus, and online degree programs.

Extended Campus Programs
800-547-8887, x4822

The School of Extended Studies manages off-site degree programs which offer students access to degrees at four sites in the evening, weekends, or you may earn your degree fully online. PSU’s four Extended Campuses are located at:

PSU at Mt. Hood 503-491-7190
PSU at Rock Creek 503-614-7011
PSU Salem 503-315-4281
PSU Capital Center 503-725-5376
Independent Study
503-725-4865
University and high school credit courses are offered through correspondence and online. Start courses anytime and take between one and 18 months to finish. Catalog online: www.istudy.pdx.edu or call 503-725-4865

Professional Development Center (PDC)
503-725-4820
www.pdc.pdx.edu
PDC offers programs developed to meet the needs of the business and professional community. The center serves over 5,000 clients from over 600 companies and offers 250 individual courses to private, public, non-profit, and profit entities. Offerings include certificate programs, evening courses, daytime seminars, and customized in-house training. Courses and seminars are taught from a practical perspective and scheduled during times convenient for most working professionals.

Programs include:
- Business management†
- Contract/customized in-house training
- Corporate and executive education
- Human resource management/comprehensive human resource management†
- IT certification training†
- Internet strategy workshop series†
- Macromedia authorized training†
- Multimedia professional program†
- Project management/advanced project management†
- Seminars (business communication and management)
- Supervision and performance management†
- Tax practitioners institute
- Healthcare management certificate

†Indicates a certificate of completion offered.

Summer Session
503-725-8500
Approximately 1,200 courses are offered June-August for academic credit through the more than 40 departments that comprise PSU. Formal admission is not required for Summer Session and all students are charged in-state tuition, except non-residents taking 9 credit hours or more.

Summer Session offers the greatest possible flexibility in scheduling, with classes starting throughout the summer in formats that include two-day workshops through one-, two-, four-, and 11-week courses. Sequential courses are offered to enable students to complete a full year of courses (languages, science) in one term.

In addition to on-campus courses, there are several programs offered off campus and abroad. Students can choose from a variety of special events, including concerts, recitals, and lectures. Summer Session highlights include:
- Chamber Music for Strings
- Chamber Winds
- Deutsche Sommershule am Pazifik
- Programs in the Arts and Sciences
- International Visiting Professors
- Kodaly Certificate of Completion Program

The Summer Session is part of Extended Studies and is located in the Market Square Building, 1515 S.W. Market St., Portland, Oregon - 1st floor & 10th floor (Suite 1050). Open weekdays 8:00 a.m. to 5:00 p.m. throughout the year. A PSU Summer Session catalog is issued in early April. To obtain a copy contact the PSU Bookstore, visit www.pdx.edu/summer, or write to: PSU Summer Session P.O. Box 1491 Portland, Oregon 97207.

Office of International Affairs

Gil Latz, Vice Provost
101 East Hall
503-725-4094
www.intl.pdx.edu

The Office of International Affairs houses Education Abroad, International Student and Scholar Services, International Special Programs, the Institute for Asian Studies, the Confucius Institute, the Middle East Studies Center, and the Waseda-Oregon Transnational Program. It is the former administrative office for the International Studies Bachelor of Arts Program of the College of Liberal Arts and Sciences. Information on International Studies can be found on page 159.

Institute for Asian Studies

Acting Director: Gil Latz
306 East Hall, 503-725-8571
www.ias.pdx.edu

The mission of the Institute is to prepare PSU students for professional careers and leadership roles in Asia-related fields by providing a comprehensive academic program in Asian studies. The institute coordinates Asian studies curriculum across the University and facilitates the development of faculty expertise in their fields of specialization and in related areas. It promotes links between the University and community by sponsoring Asia-related programs and by collaborating with Portland metropolitan area civic organizations in cultural and educational endeavors. It houses the Center for Japanese Studies (www.cjs.pdx.edu/), which supports research on Japan and the Japanese-American experience and provides a forum for related academic activities and the exchange of ideas through a variety of curricular and outreach programs. It also houses the Confucius Institute which provides educational resources and services to students, faculty, the Portland Metropolitan Community, and Portland Public Schools in Chinese language, culture, history, politics, economics, sociology, philosophy and allied areas of scholarship and interest.

Middle East Studies Center

Acting Director: Jean Campbell
322 East Hall, 503-725-4074
www.mesc.pdx.edu

The Middle East Studies Center (MESC) was the first federally supported undergraduate program in the United States for Arabic language and area studies. Dating from 1960, the center’s mandate today is to support the academic study of the Middle East at PSU and to provide Oregon’s community with information on the peoples, cultures, languages, and religions of the region in an open and objective atmosphere. MESC is one of PSU’s oldest and flourishing institutional bridges between the campus—it’s resources and expertise—and the community. MESC also serves as a regional information center providing support to business, media, and educational institutions throughout the Northwest.

MESC works with and supports PSU’s Contemporary Turkish Studies Program and the Harold Schnitzer Family Program in Judaic Studies. Nationally, MESC belongs to Middle East-related organizations that
Internet online access. This includes a number of rare books and is bolstered by private donations over the years. The collection is a specialized resource owing its existence to the federal Foreign Language and Area Studies Acquisition Program, augmented through private donations over the years. The collection includes a number of rare books and is available to the public through local and Internet online access.

Several scholarships are available to students in support of Middle East and area studies, including: the Elizabeth Ducey Scholarship Fund, the Patricia and Gary Leiser Scholarship in Middle Eastern Languages, and the Noury Al-Khaledy Scholarship in Arabic Studies.

Community outreach
MESC supports PSU’s mission as an urban university with a strong commitment to community outreach, through:
- Educator workshops on teaching about the Middle East at the precollege level
- Free, public lending library of educational resources housed in the Global and Multicultural Resource Center, 121 Sixth Avenue Building
- Referral of speakers for schools and community groups
- Sponsorship of public lectures, conferences, and cultural events including concerts, dance performances, films, and art exhibits
- Collaborating with educational organizations and institutions and community groups on special events and projects.

IE3: Global Internships
207 East Hall, 503-725-8256
The IE3 Global Internship program, administered by the Oregon University System, enables PSU students to acquire international experience for credit as part of their degree.

An IE3 Global Internship is a supervised, practical, international work experience. Ranging from 10 weeks to nine months of full-time work, the internship integrates academic credit on the home campus with on-the-job experience, allowing students to gain valuable skills while working toward their degrees.

The benefits gained from an international internship are numerous: personal growth, a better understanding of world affairs, competitive advantage in the job market, proficiency in a foreign language, an understanding of foreign cultures, knowledge of professional practices in another country, maturity and confidence, and professional contacts for future career development.

IE3 offers internships throughout the world in private-sector companies, government agencies, and non-profit organizations. The latest information on available internships can be found on the IE3 Web site: http://ie3global.oregonstate.edu.

International Student and Scholar Services
Director: Judy Van Dyck
Assistant Director: Christina Luther
101 East Hall, 503-725-4094
International Student and Scholar Services staff work with admitted international students, visiting scholars, and international faculty. The office is a central source of information on the services and programs available to these groups. The office works closely with sponsoring agencies, diplomatic missions, and other government agencies to resolve academic, financial, and immigration issues.

Services and programs offered to international students, scholars and faculty include:
- An intensive orientation program for all incoming international students and faculty.
- Provision of technical immigration assistance for students, visiting scholars, exchange students and scholars.
- Assistance to various departments at PSU in meeting the legal requirements for employment for visiting scholars and faculty.
- Opportunities to live in American homes and visit with American families through a host family network.
- Monitoring compliance with the mandatory international student insurance program.
- Three scholarship programs specifically for international students.
- Sponsorship of a wide variety of educational and social events for international students and scholars with University and community groups, including a mentoring program which matches new international students with returning students.
- Weekly or quarterly workshops on issues affecting internationals, such as insurance, work permission, taxes, etc.

IE3 offers internships throughout the world in private-sector companies, government agencies, and non-profit organizations. The latest information on available internships can be found on the IE3 Web site: http://ie3global.oregonstate.edu.

International Student and Scholar Services
Director: Judy Van Dyck
Assistant Director: Christina Luther
101 East Hall, 503-725-4094
International Student and Scholar Services staff work with admitted international students, visiting scholars, and international faculty. The office is a central source of information on the services and programs available to these groups. The office works closely with sponsoring agencies, diplomatic missions, and other government agencies to resolve academic, financial, and immigration issues.

Services and programs offered to international students, scholars and faculty include:
- An intensive orientation program for all incoming international students and faculty.
- Provision of technical immigration assistance for students, visiting scholars, exchange students and scholars.
- Assistance to various departments at PSU in meeting the legal requirements for employment for visiting scholars and faculty.
- Opportunities to live in American homes and visit with American families through a host family network.
- Monitoring compliance with the mandatory international student insurance program.
- Three scholarship programs specifically for international students.
- Sponsorship of a wide variety of educational and social events for international students and scholars with University and community groups, including a mentoring program which matches new international students with returning students.
- Weekly or quarterly workshops on issues affecting internationals, such as insurance, work permission, taxes, etc.

IE3 offers internships throughout the world in private-sector companies, government agencies, and non-profit organizations. The latest information on available internships can be found on the IE3 Web site: http://ie3global.oregonstate.edu.

International Student and Scholar Services
Director: Judy Van Dyck
Assistant Director: Christina Luther
101 East Hall, 503-725-4094
International Student and Scholar Services staff work with admitted international students, visiting scholars, and international faculty. The office is a central source of information on the services and programs available to these groups. The office works closely with sponsoring agencies, diplomatic missions, and other government agencies to resolve academic, financial, and immigration issues.

Services and programs offered to international students, scholars and faculty include:
- An intensive orientation program for all incoming international students and faculty.
- Provision of technical immigration assistance for students, visiting scholars, exchange students and scholars.
- Assistance to various departments at PSU in meeting the legal requirements for employment for visiting scholars and faculty.
- Opportunities to live in American homes and visit with American families through a host family network.
- Monitoring compliance with the mandatory international student insurance program.
- Three scholarship programs specifically for international students.
- Sponsorship of a wide variety of educational and social events for international students and scholars with University and community groups, including a mentoring program which matches new international students with returning students.
- Weekly or quarterly workshops on issues affecting internationals, such as insurance, work permission, taxes, etc.

International International Internships
207 East Hall, 503-725-8256
The IE3 Global Internship program, administered by the Oregon University System, enables PSU students to acquire international experience for credit as part of their degree.

An IE3 Global Internship is a supervised, practical, international work experience. Ranging from 10 weeks to nine months of full-time work, the internship integrates academic credit on the home campus with on-the-job experience, allowing students to gain valuable skills while working toward their degrees.

The benefits gained from an international internship are numerous: personal growth, a better understanding of world affairs, competitive advantage in the job market, proficiency in a foreign language, an understanding of foreign cultures, knowledge of professional practices in another country, maturity and confidence, and professional contacts for future career development.

IE3 offers internships throughout the world in private-sector companies, government agencies, and non-profit organizations. The latest information on available internships can be found on the IE3 Web site: http://ie3global.oregonstate.edu.

International Student and Scholar Services
Director: Judy Van Dyck
Assistant Director: Christina Luther
101 East Hall, 503-725-4094
International Student and Scholar Services staff work with admitted international students, visiting scholars, and international faculty. The office is a central source of information on the services and programs available to these groups. The office works closely with sponsoring agencies, diplomatic missions, and other government agencies to resolve academic, financial, and immigration issues.

Services and programs offered to international students, scholars and faculty include:
- An intensive orientation program for all incoming international students and faculty.
- Provision of technical immigration assistance for students, visiting scholars, exchange students and scholars.
- Assistance to various departments at PSU in meeting the legal requirements for employment for visiting scholars and faculty.
- Opportunities to live in American homes and visit with American families through a host family network.
- Monitoring compliance with the mandatory international student insurance program.
- Three scholarship programs specifically for international students.
- Sponsorship of a wide variety of educational and social events for international students and scholars with University and community groups, including a mentoring program which matches new international students with returning students.
- Weekly or quarterly workshops on issues affecting internationals, such as insurance, work permission, taxes, etc.

International International Internships
207 East Hall, 503-725-8256
The IE3 Global Internship program, administered by the Oregon University System, enables PSU students to acquire international experience for credit as part of their degree.

An IE3 Global Internship is a supervised, practical, international work experience. Ranging from 10 weeks to nine months of full-time work, the internship integrates academic credit on the home campus with on-the-job experience, allowing students to gain valuable skills while working toward their degrees.

The benefits gained from an international internship are numerous: personal growth, a better understanding of world affairs, competitive advantage in the job market, proficiency in a foreign language, an understanding of foreign cultures, knowledge of professional practices in another country, maturity and confidence, and professional contacts for future career development.

IE3 offers internships throughout the world in private-sector companies, government agencies, and non-profit organizations. The latest information on available internships can be found on the IE3 Web site: http://ie3global.oregonstate.edu.

International Student and Scholar Services
Director: Judy Van Dyck
Assistant Director: Christina Luther
101 East Hall, 503-725-4094
International Student and Scholar Services staff work with admitted international students, visiting scholars, and international faculty. The office is a central source of information on the services and programs available to these groups. The office works closely with sponsoring agencies, diplomatic missions, and other government agencies to resolve academic, financial, and immigration issues.

Services and programs offered to international students, scholars and faculty include:
- An intensive orientation program for all incoming international students and faculty.
- Provision of technical immigration assistance for students, visiting scholars, exchange students and scholars.
- Assistance to various departments at PSU in meeting the legal requirements for employment for visiting scholars and faculty.
- Opportunities to live in American homes and visit with American families through a host family network.
- Monitoring compliance with the mandatory international student insurance program.
- Three scholarship programs specifically for international students.
- Sponsorship of a wide variety of educational and social events for international students and scholars with University and community groups, including a mentoring program which matches new international students with returning students.
- Weekly or quarterly workshops on issues affecting internationals, such as insurance, work permission, taxes, etc.

International International Internships
207 East Hall, 503-725-8256
The IE3 Global Internship program, administered by the Oregon University System, enables PSU students to acquire international experience for credit as part of their degree.

An IE3 Global Internship is a supervised, practical, international work experience. Ranging from 10 weeks to nine months of full-time work, the internship integrates academic credit on the home campus with on-the-job experience, allowing students to gain valuable skills while working toward their degrees.

The benefits gained from an international internship are numerous: personal growth, a better understanding of world affairs, competitive advantage in the job market, proficiency in a foreign language, an understanding of foreign cultures, knowledge of professional practices in another country, maturity and confidence, and professional contacts for future career development.

IE3 offers internships throughout the world in private-sector companies, government agencies, and non-profit organizations. The latest information on available internships can be found on the IE3 Web site: http://ie3global.oregonstate.edu.

International Student and Scholar Services
Director: Judy Van Dyck
Assistant Director: Christina Luther
101 East Hall, 503-725-4094
International Student and Scholar Services staff work with admitted international students, visiting scholars, and international faculty. The office is a central source of information on the services and programs available to these groups. The office works closely with sponsoring agencies, diplomatic missions, and other government agencies to resolve academic, financial, and immigration issues.

Services and programs offered to international students, scholars and faculty include:
- An intensive orientation program for all incoming international students and faculty.
- Provision of technical immigration assistance for students, visiting scholars, exchange students and scholars.
- Assistance to various departments at PSU in meeting the legal requirements for employment for visiting scholars and faculty.
- Opportunities to live in American homes and visit with American families through a host family network.
- Monitoring compliance with the mandatory international student insurance program.
- Three scholarship programs specifically for international students.
- Sponsorship of a wide variety of educational and social events for international students and scholars with University and community groups, including a mentoring program which matches new international students with returning students.
- Weekly or quarterly workshops on issues affecting internationals, such as insurance, work permission, taxes, etc.
such as the Council on International Educational Exchange (CIEE), School for International Training (SIT), and IFSA-Butler.

The office also seeks to facilitate teaching and other opportunities abroad for faculty and to develop bilateral exchanges with universities abroad which will provide exchange opportunities for both faculty and students.

The University supports a long-standing tradition that study of other cultures and places is an essential component of modern education.

Advisers in the Office of International Affairs provide guidance and assistance for students who seek to enrich their university education through education abroad. PSU offers over 100 programs in more than 40 countries. Because these programs offer residence credit and home campus registration, participating students who are eligible for financial aid at PSU may apply it, in most cases, to these study programs.

PSU has been working with its own faculty to develop a variety of short-term overseas experiences for students. The length of these programs range from two weeks to five weeks, and they are offered throughout the academic year. PSU faculty members have taken students to the Caribbean, Ghana, Kenya, Nicaragua, Mexico, Italy, Guatemala, Suriname, India, and Costa Rica. As these programs vary from year to year, please contact the Office of International Affairs for more information.

Education Abroad opportunities are subject to change throughout the year. For the most current listing of programs available, please visit our Web site at www.oia.pdx.edu, or come to our office in East Hall, room 101.

**Fulbright Program**

Adviser: Debra Z. Clemans
101 East Hall
clemansd@pdx.edu

Portland State participates in the International Educational Exchange Program authorized by the Fulbright-Hays Act. Awards available include those offered by the U.S. government, foreign governments, universities, and private donors. Grants are available to qualified graduating seniors and graduate students for advanced research, to qualified faculty for lecturing and research, and to teachers for teacher exchange programs.

**Grants for Graduate Study Abroad.** Fulbright opportunities are announced annually about May 1, and applications should be prepared as soon as possible. The deadline for submission of application materials to the Fulbright adviser is September 24, 2008 for the 2009-2010 academic year. The Fulbright program adviser disseminates information about grant opportunities and assists in processing grant applications.

**University Lecturing/Advanced Research.** The Office of International Affairs provides information to faculty on grants for university lecturing or advanced research. Application deadline is August 1.

**Opportunities Abroad for Teachers.** The U.S. Department of State sponsors teaching positions abroad and summer seminars for teachers and professors through its Opportunities Abroad for Teachers program. Interested persons should apply by October 15 directly to the U.S. Department of State. Interviews for Oregon-area applicants are arranged by the Fulbright adviser at PSU and are held on campus in early December.

**Boren Programs**

David L. Boren Scholarships (NSEP)
Adviser: Debra Clemans
101 East Hall
clemansd@pdx.edu

Scholarships to undergraduate and graduate students are available through this federally funded program for the purpose of helping more Americans learn the languages and cultures of countries and regions that are deemed critical to U.S. national security. It aims to build a base of future leaders and professionals who can help the United States make sound decisions and deal effectively with global issues and to enhance and increase the faculty who can educate U.S. citizens toward achievement of these goals. This scholarship includes a service requirement once a student has completed his or her degree. Applications are due early in winter term each year. Interviews are held on the PSU campus prior to NSEP deadlines. Those interested should contact the NSEP adviser listed above for more information on requirements and application details.
Admission Requirements

U.S. Citizens and Immigrants (Domestic Applicants)

Application
Domestic students must submit the following information to the Office of Admissions, Registration and Records.

1. Application form and nonrefundable fee. Students may apply online, or obtain the application form at www.pdx.edu/admissions/apply. The application may also be obtained from the PSU Office of Admissions, Registration and Records and at the counseling offices in most Oregon high schools and community colleges. To assure consideration for admission, the application should be submitted by the priority filing dates listed and must be accompanied by a nonrefundable $50 application fee (fees subject to change without notice). The application and the nonrefundable $50 application fee are valid for one calendar year.

2. Admission validation. To validate admission, the student must register for classes during the initial term of admission. If the student does not register for this term, the application can be updated to one of the next three consecutive terms without repaying the fee. After this time period the student must submit a new application along with another $50 fee.

3. Official transcripts. Transcripts must be submitted directly from each high school or college attended. Transfer students who have earned fewer than 30 credits of college transfer coursework are also required to submit official high school transcripts. To be considered “official,” transcripts must be received by PSU in the sealed original envelope or through approved electronic means from the issuing school. Since all official transcripts submitted become the property of PSU and cannot be copied or returned to the student, students are encouraged to obtain unofficial copies of their transcripts from prior institutions for advising or personal purposes.

4. Official scores of College Board Scholastic Aptitude Test or American College Test. Freshman applicants who have graduated from an accredited and/or standard high school within three years of Portland State enrollment must submit scores on the College Board Scholastic Aptitude Test (SAT) or American College Test (ACT) that include a standardized writing examination. Similarly, transfer applicants with fewer than 30 earned credits must also submit standardized test scores. Portland State requires the writing portion of either ACT or SAT I as part of its admission process. The applicant is responsible for seeing that test scores are submitted directly to PSU from the testing board. For more information on these examinations, contact the College Board, 1947 Center Street, Berkeley, CA 94704; The American College Testing Program, Iowa City, IA 52240; or PSU Testing Services, 310 UCB, 503-725-5301, www.testing.pdx.edu. Note: High school graduates before 1975 are not required to provide the ACT or SAT.

5. Altered transcripts and falsified applications. Students who knowingly submit altered transcripts or falsified applications jeopardize their admission status and may have their admission rescinded and/or their
Admission Requirements—Entering Freshmen
To be admitted as freshmen, students need to fulfill each of the requirements (or alternatives to each) as specified in items 1-4 below.

1. High school graduation requirement. Must have graduated from a standard or accredited high school. Students who have not graduated from high school or from a standard or accredited high school may meet entry requirements through alternative testing. Alternative testing includes successful completion of the Test of General Education Development (GED) with a minimum overall score of 460 and a minimum score of 410 on each of the five subtests (if taken before January 2001, an average score of 46 and a minimum score of 40 on each subject test is required). Students from non-accredited or non-standard high schools, or home-school students may meet the high school graduation requirement with a minimum score of 1,000 on the critical reading and math portions of the Scholastic Aptitude Test (SAT) or 21 on the American College Test (ACT) and an average of 470 or above (940 total) on two College Board SAT Subject Tests (Math Level I or II, and one additional subject test of the student’s choice). An examination in a second language is strongly recommended to qualify the applicant for admission by meeting the language proficiency requirements. Students who do not take an SAT Subject test in a second language must prove language proficiency through another approved process.

2. Subject requirements. Applicants must satisfactorily (grade of C- or above) complete at least 14 units (one year equal to one unit) of college preparatory work in the following areas. Graduates of Oregon high schools may also use the Proficiency-based Admission Standards System (PASS) option to substitute for English, mathematics, science, social science, and second language subject requirements.

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

b. Mathematics (3 units). Shall include first-year algebra and two additional years of college preparatory mathematics selected from geometry (deductive or descriptive); advanced topics in algebra (through Algebra II), trigonometry, analytical geometry, finite mathematics, advanced applications, calculus, and probability and statistics, or courses that integrate topics from two or more of these areas. One unit is strongly recommended in the senior year. (Algebra and geometry taken prior to ninth grade will be accepted if posted on HS transcript.)

c. Science (2 units). Shall include a year each in two fields of inquiry based college preparatory science such as biology, chemistry, physics, or earth and physical science. Science courses that are "inquiry based" provide students the opportunity to apply scientific reasoning and critical thinking to support conclusions or explanations with evidence from their investigations. It is strongly recommended that one year be taken as a laboratory science and that a total of three years of science be taken.

d. Social Studies (3 units). Shall include analysis of societal issues and events. It is strongly recommended that study includes knowledge and use of geographic information, patterns of United States history, patterns of human history, structures and systems of US Government, and analysis of economic systems.

e. Second Language (2 units). Shall include demonstrated proficiency equivalent to two years of the same high school-level second language. Students may demonstrate proficiency by meeting one of the following options:
   - Pass with a C- or better, the third year of a high school-level second language
   - Pass with a C- or better, the third year of a high school-level second language
   - Pass with a D- or better two quarters or two semesters of college-level second language
   - Pass an approved proficiency exam **American Sign Language qualifies as a second language.

Students failing to meet the Second Language Proficiency requirement at the time of admission may be admitted, but will not be able to earn an undergraduate degree at Portland State University until the second language requirement has been completed. Students must provide official high school or college transcripts to demonstrate the Second Language Proficiency Requirement has been met.

The second language requirement only applies to applicants graduating from high school in 1997 or later. For a complete list of proficiency options available for meeting the second language requirements, please contact the University's Office of Admission, Registration & Records, or view the OUS Second Language policy at www.ous.edu/stucoun/prospstu/files/lang02.pdf.

Alternatives to the subject requirements. (Any one of the following.)
I. Score an average of 470 or above (1410 total) on the SAT II subject exams (English Composition, Math Level I or II, and a third test of the student’s choice).
II. Take make-up coursework for specific subject requirements missed in high school and achieve a passing grade. Note: Satisfactory completion of Math 95 or its equivalent (Intermediate Algebra) fulfills in total the subject requirement in mathematics.

3. Grade point average requirement. High school students with a cumulative grade point average of at least 3.00 in all graded subjects taken toward high school graduation or students who have scored 1000 SAT combined (critical reading and math) or 21 ACT composite score are eligible for admission. Students who do not meet the 3.00 GPA or 1000 SAT/21 ACT requirement may be admitted based on a combination of GPA and test scores, as seen on this website: www.pdx.edu/admissions/minimum-admission-requirements-freshman. Note that effective fall 2010 admission requirements will change. Alternative admission solely on the basis of standardized test scores will no longer apply.

4. Writing Component of SAT/ACT.
Students must take and submit scores for the writing component of the SAT and/or ACT. No minimum score is required.

Admission Requirements—Transfer Students
To be admitted as a transfer student, applicants must have a minimum GPA of 2.25 in 30 quarter credit hours of transferable college work. Applicants who present a transferable associate’s degree or an Oregon Transfer Module (OTM) will be admitted with a minimum cumulative GPA of 2.00. Students who have accumulated fewer than 30 transferable credits of college work must also meet the freshman admission requirements.

Writing proficiency requirement. Beginning fall 2010, to be admitted as a transfer student, applicants must satisfactorily complete Writing 121 or the equivalent with a C- or better.

Second language proficiency requirement. All students must meet the second language proficiency requirement described above in 2e.
Undergraduate Studies

Transfer Evaluations. A copy of the transfer evaluation is enclosed with the admission notification. Transfer evaluations are not provided to postbaccalaureate students or to students who have not submitted official transcripts.

Academic Probation/Disqualification from Other Institutions. Academic probation/disqualification will not affect the admissibility of a student whose complete academic record meets the minimum admission requirements in effect at the time of application.

Disciplinary Disqualification. A student who has been disqualified from another institution for disciplinary reasons must be eligible to re-enroll at that institution to be considered for admission to Portland State University. Students with extenuating circumstances may petition for a waiver of this policy.

Admission Appeals

Students who do not meet admission requirements may file an appeal for additional consideration. Admission appeal information is available online at www.pdx.edu/admissions/special-appeals Contact the Office of Admissions, Registration and Records at PO, Box 751, Portland, OR 97207-0751, 105 Neuberger Hall, by email at admissions@pdx.edu, or phone 503-725-3511.

International Students

Application

Applicants who are not U.S. citizens or immigrants are considered for admission as international students. Candidates for admission are given priority if complete applications are filed by:
- March 1 for fall term
- July 1 for winter term
- November 1 for spring term
- February 1 for summer term

Applications will be considered for all terms subject to department and/or University restrictions and/or course availability. Graduate-level applicants should contact the appropriate academic department for specific departmental application information.

International applicants should submit the following information to the Office of Admissions, Registration and Records. All documents submitted become the property of PSU and cannot be photocopied, returned, or forwarded to third parties.

1. Application Form and $50 Nonrefundable Application Fee. The application and nonrefundable application fee are valid for one academic year only. The $50 fee cannot be waived.

2. Admission Validation. To validate admission, the student must register for classes during the initial term of admission. If the student does not register for this term, the application can be updated to one of the next three consecutive terms without repaying the fee. After this time period, the student must submit a new application along with another $50 fee.

3. Official Transcripts. To be considered official, transcripts must arrive in the Office of Admissions, Registration and Records in a sealed envelope from the issuing school. Applicants whose admission will be based on high school/secondary school graduation should submit official transcripts of their final four years of high school/secondary school study. Transfer students must submit official transcripts from each college or university attended, regardless of whether or not they feel their prior academic study may be relevant to their PSU study. Transfer students with fewer than 30 quarter credits of college/university coursework are also required to submit transcripts from their final four years of high school/secondary school. Credits from accredited schools outside the U.S. will be transferred to PSU according to established international transfer credit guidelines and policies. See Academic Credit section of this Bulletin for more information. Students who knowingly submit altered or falsified academic records or other application documents jeopardize their admission status and may have their admission rescinded and/or registration canceled.

4. Proof of English Language Proficiency (as described below).

5. Evidence of Adequate Financial Resources for Educational and Living Expenses. (International applicants residing in the United States on visas other than F-1 or J-1 student visas are not required to submit proof of financial resources.)


7. Intensive English Language Program. Persons seeking English language training only, who do not wish to continue toward university-level academic study, may apply for admission to the Intensive English Language Program (IELP). However, persons who want to study English before beginning academic study are eligible for conditional undergraduate or postbaccalaureate admission without minimum English language proficiency test scores. The IELP provides non-credit classes only; therefore, no university-level academic credit will be offered. Students must have earned the equivalent to a U.S. high school diploma for admission consideration. Prospective students must be in legal U.S. immigration status at the time of application. Contact the Department of Applied Linguistics, 503-725-4088 or www.ielp.pdx.edu for additional IELP requirements.

Admission Requirements for International Students

Applicants must demonstrate an appropriate level of academic preparation. PSU offers conditional admission to undergraduate applicants who do not have the required level of English language proficiency.

Freshman: completion of U.S. academic (university preparatory) high school or secondary school equivalent as determined by the Office of Admissions, Registration and Records with a minimum 3.00 GPA.

Transfer: completion of 30 transferable college quarter credits, excluding ESL courses, with a 2.25 GPA or higher at a U.S. regionally accredited college/university or equivalent as determined by the Office of Admissions, Registration, and Records. Transfer students who present a transferable associate’s degree or an Oregon Transfer Module (OTM) will be admitted with a minimum cumulative 2.00 GPA.

English Language Proficiency Requirement. Admitted students who meet the English language proficiency requirement may enroll in academic classes. Those who do not meet this requirement will be restricted to ESL classes until the requirement has been met. Applicants may demonstrate English language proficiency by submitting qualifying TOEFL or IELTS scores. See minimum qualifying scores below.

Test of English as a Foreign Language (TOEFL).

Paper-Based Test (PBT) .......................... 525
Computer-Based Test (CBT) .................. 197
Internet-Based Test (IBT) ...................... Overall Score .......................... 71

Subsection Scores
Reading .......................................... 16
Listening ...................................... 16
Speaking ..................................... 14
Writing ...................................... 14

Information on the international TOEFL is available at www.toefl.org. Information on the PSU institutional TOEFL is available from PSU Testing Services, 503-725-4428 or www.testing.pdx.edu.

International English Language Testing System (IELTS). A minimum overall band score of 6.5 with minimum 6.0 on each individual band score. Information on the IELTS is available at www.ielts.org.

Residency Classification

In Oregon, as in all other states, tuition at publicly supported four-year universities is higher for nonresident students than for resident students. The rules used in determining residency are based on the time of application.

To determine residency for admission purposes, the student must demonstrate intent to establish or maintain residence in Oregon for a minimum of one year prior to the first term of study. To establish Oregon residency for tuition purposes, the student must meet one of the following requirements:

1. Oregon Residency for Academic Purposes.
2. Oregon Residency for Nonresidential Tuition Purposes.

Contact the Office of Admissions, Registration and Records for more information.

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

Residency Classification Appeals
Any person may appeal an institutional residency classification decision within ten (10) days of the date of mailing or other notification of the decision. The appeal to the OUS Interinstitutional Residency Committee (IRC) must be in writing and filed with the institutional residency officer.

The decision of the IRC may be appealed to the Chancellor for Academic Affairs in writing within ten (10) days of notification of the IRC decision. The decision of the Chancellor is final.

Further Information
Persons interested in further information on or assistance with residency classification should contact the institutional residency officer at the institution where residency classification is sought. At PSU: www.pdx.edu/admission/residency-requirements.

Admission to professional programs and schools
Admission to Portland State University does not automatically admit students to its professional programs and schools. Standards for admission and evaluation of transfer credits often exceed general University requirements. Students should check this catalog under the appropriate academic unit to determine if a unit has special admission requirements.

Undergraduate students returning to PSU after an absence
Former Portland State University students who have attended another college or university since leaving PSU and who wish to enroll after an absence must submit an Admission Update Request form found at the Office of Admissions, Registration and Records. Official transcripts must be submitted from each institution attended since leaving PSU.

Transfer credit policies
Accredited colleges and universities. The Office of Admissions, Registration and Records evaluates credits from accredited colleges and universities. Portland State University accepts college-level credits earned in academic degree programs at colleges and universities accredited by regional accrediting associations as well as in Transfer Credit Practices of Designated Educational Institutions. All courses are evaluated to be either equivalent or parallel to PSU courses. Equivalent means that the catalog course description is substantially equal to that in the Portland State University Bulletin. Parallel means that the course is in a discipline which is offered by Portland State, even though PSU does not offer the specific course.

Unaccredited institutions and foreign colleges and universities. Departmental representatives, working through the Office of Admissions, Registration and Records, are authorized to evaluate credits transferred from unaccredited institutions or foreign colleges and universities after a student has been admitted to PSU. International students requesting transfer of credit from foreign institutions must supply catalogs and/or documentation of course content from those institutions before consideration of transfer evaluation can be made. Work from unaccredited schools is evaluated in accordance with the institutions and policies listed in Transfer Credit Practices, published by the American Association of Collegiate Registrars and Admissions Officers. Credit given for a particular course will not exceed credit given for the equivalent or corresponding PSU course.

Co-admission programs. Portland State University has established co-admission programs with Chemeketa Community College, Clackamas Community College, Clark College, Clatsop Community College, Mt. Hood Community College, and Portland Community College. Each co-admission program allows students to concurrently enroll at both PSU and the community college campus. In addition, the program provides for PSU academic advising and, if qualified, financial aid for both PSU and the community college courses. Applicants should contact Clackamas Community College at 503-657-6958, ext. 2770, Clark College at 360-992-2107, Clatsop Community College at 503-338-2411, Mt. Hood Community College at 503-696-6996, Portland Community College–Sylvania at 503-977-4519, Chemeketa Community College at 503-399-5006, or the Office of Admissions, Registration and Records at 503-725-3511 for more information.

Associate degree transfers. Students who upon admission have completed an Associate of Arts-Oregon Transfer (AAOT) degree at an accredited Oregon community college or another PSU-approved associate degree, have met all lower-division general education requirements. The student must still fulfill any outstanding upper-division general education requirements. The transfer A.A. may not satisfy all requirements for admission to professional schools. Please check with each school for specific admission requirements.

Vocational and technical schools.
Portland State University grants up to 12 credits for courses which are deemed vocational-technical. These credits are transferred to PSU as general elective credits.

Oregon Transfer Module (OTM)
Consistent with OUS transfer policy, students may earn an OTM at Portland State. Transfer students who present an earned OTM from another Oregon institution will be granted a minimum of 45 quarter credit hours toward their general education graduation requirements. See www.pdc.edu/admissions/otm.

Correspondence credit. A maximum of 60 correspondence credits is acceptable in transfer from schools recognized as institutions of higher education.

Community and junior colleges. The number of lower-division credits to be accepted in transfer from regionally accredited junior colleges and the Oregon community colleges is limited to 124.

National Student Exchange Program.
Portland State is a member of the National Student Exchange Program, which enables sophomores, juniors, and seniors to attend one of 174 institutions in other areas of the nation for up to one academic year. Students pay in-state tuition at host school or current PSU tuition. Call 503-725-3511 or go online to www.pdx.admissions/nse for information.

College courses completed before high school graduation. College courses taken before a high school diploma is received are accepted in transfer provided the student receives grades of D- or above in the courses and the grades are posted on a college transcript.

Health science professions. Students who have completed preprofessional programs at PSU may transfer up to 48 credits of their professional health science work from schools accredited by a regional association and/or as indicated in Transfer Credit Practices. The health science students may not receive a bachelor’s degree from PSU and from the professional school when both degrees are based essentially on the same credits completed by the student. The residence credit requirement is satisfied by completing 45 of the last 60 credits at PSU, after admission to PSU and prior to formal enrollment in the qualifying professional program. The student must be within 48 credits of receiving a bachelor’s degree from PSU at the time of matriculation into the professional program.
Postbaccalaureate status
Students seeking admission who have earned an accredited baccalaureate degree, who have not been admitted to a graduate degree program may be admitted and enroll at the post baccalaureate level. These students are admitted to Portland State to earn a second bachelor's degree, certificate, complete prerequisites for admission to graduate school, or take other academic credit. PSU students who have completed an undergraduate degree who wish to complete a second undergraduate degree or take more credits during fall, winter or spring terms must be admitted to postbaccalaureate status. Postbaccalaureate students are subject to all academic policies.

Student orientation programs
503-725-5555
www.pdx.edu/orientation
The Office of Admissions, Registration and Records coordinates an orientation program for all undergraduate students new to PSU. This includes students coming to PSU directly from high school, students returning to college after an absence, and students transferring from other institutions of higher education.

After admission to PSU, each undergraduate student receives an invitation to an orientation program to the start of fall term during the month of September. This is a week of activities, social events in which new students are introduced to PSU faculty, professional staff, and students. The week begins with New Student Week which is available online at www.pdx.edu/orientation. New Student Week is part of the orientation program that takes place the week prior to the start of fall term during the month of September. This is a week of activities, information sessions, open houses, and social events in which new students are invited to attend and encouraged to participate. For further information write to orientation@pdx.edu or view the Web site at www.pdx.edu/orientation.

Student Records, Registration and Enrollment

Student Records
The University Student Records Policy, in accordance with the federal Family Educational Rights and Privacy Act of 1974 as amended, governs the collection, use, and disclosure of student records with the goal of ensuring their privacy. Generally it provides the right to nonrelease of confidential information except as directed by the student in a transcript request, or as provided by law; the right to inspect educational records maintained by the University; the right to correction of errors, a hearing if necessary, and the right to file a complaint with the U.S. Department of Education. Copies of the full Student Records Policy are available from the Office of Student Affairs and the Office of Admissions, Registration and Records online at www.pdx.edu/registration/student-records-privacy.

Retention of student documents. All documents submitted to PSU become the property of the University and may not be copied or returned to a student. Transcripts from other institutions cannot be copied.

Release of student information. Please note: The privacy laws do not permit the University to discuss a student's academic or University information with anyone other than the applicant. All inquiries must originate with the applicant.

Part-time students/non-admitted students
Part-time and non-admitted students are subject to the same rules as full-time students with regard to Academic Standards (academic warning, probation, dismissal) and registration deadlines (drop, add, tuition refunds, grade option changes etc.). Tuition payment is required by published deadlines. The Online Class Schedule is available at www.sa.pdx.edu/soc.

Part-time status is defined as enrollment in fewer than 12 credit hours for undergraduates, and fewer than 9 credits for graduate students. Credit work taken as a part-time student is acceptable in most degree programs, subject to University regulations. A fully admitted student may earn most University degrees as a part-time student and some degrees may be earned by taking courses exclusively at night. Part-time students should meet regularly with an adviser for academic planning and information on up-to-date requirements and University policies.

A student may take a maximum of 8 credits in fall, winter and spring terms without applying for formal admission. A Quick Entry form is used to add the student to the registration system. There is a one time, non-refundable fee. Non-admitted students do not qualify for financial aid nor do they receive transfer evaluations. Non-admitted students are allowed to preregister after admitted students. Students may apply online, or obtain a Quick Entry form at www.pdx.edu/admissionsapply.

Students who wish to take 9 or more credits in fall, winter, or spring terms must be formally admitted to the University. Students who plan to earn a degree at PSU should be admitted formally as soon as possible.

Enrollment process
Registration. Students who have been formally admitted or who have filed a Quick Entry form may register for classes online at www.pdx.edu during the preregistration period for a given term. Registration dates are determined by student class level and admissions status and are listed under the term Priority Registration Schedule. A current, detailed listing of term course offerings can be found in the online Class Schedule at www.sa.pdx.edu/soc. Detailed instructions for registration, priority registration dates, drop and add deadlines and academic calendar can be found online at www.pdx.edu/registration/academic-calendar or in the current Registration Guide, available at the PSU Bookstore or University Market. The schedule is available approximately six weeks before the beginning of classes for winter and spring, and available in May for the following fall term.

The academic regulations which govern drops and withdrawals are described in detail under “Grading System for undergraduates” on page 45. The academic calendar, contains deadlines related to adding and dropping classes, making grade changes, withdrawing from classes, and refund percentages. These deadline dates are important as they determine the extent of financial obligations incurred by registration activity and they determine if and how a course registration will be recorded on a student's transcript. Students who withdraw or drop may be entitled to certain refunds of fees paid. See the online Class Schedule at www.pdx.edu/registration/course-registration or the Registration Guide for more information.

Non-attendance. Although it is the student's responsibility to drop courses they do not wish to attend, the University reserves the right to drop students who do not attend classes or do not have the proper prerequisites. Non-attendance does not cancel the tuition charges nor prevent the course and grade (F, NP, X, or M) from appearing on the student's academic record. Note:
Students receiving state or federal aid who receive all X, M, NP, W, or F grades for a term will be required to provide the Financial Aid Office with proof of attendance. Students who do not submit proof of attendance within the specified period of time are subject to having all of their federal and state funds returned.

Senior citizen enrollment
Senior citizens (persons 65 or older) not enrolled as regular students, may audit classes on a space-available basis at no charge other than for special materials, if any. The University does not maintain any records of senior citizen enrollments, but the registration receipt may be used to obtain a library card. Contact the Senior Adult Learning Center, 113A Urban and Public Affairs Building.

Undergraduate programs
Portland State University is committed to providing for its students maximum opportunities for intellectual and creative development within the context of its urban and international mission. Students earning a baccalaureate degree will complete a rigorous program of study leading to mastery of the chosen field of study at the undergraduate level. In addition, Portland State University is committed to providing the foundation for continued learning after completing the baccalaureate degree. This foundation includes the capacity to engage in inquiry and critical thinking, to use various forms of communication for learning and expression, to gain an awareness of the broader human experience and its environment (local, national, and international), along with an ability to appreciate the responsibilities of individuals to themselves, each other, and community.

Undergraduate students at Portland State University may work toward a Bachelor of Arts, a Bachelor of Science, or a Bachelor of Music degree with one or more majors. See the “Programs of Study” chart on pages 8-10 for majors leading to a baccalaureate degree.

Students working toward a bachelor's degree must complete the (1) University requirements, (2) University Studies (general education) requirement, (3) Bachelor of Arts, Bachelor of Music, or Bachelor of Science requirements, and (4) requirements for a major. Students majoring in Liberal Studies or the Honors Program do not need to meet the general education requirement. Specific requirements for a baccalaureate degree are detailed on page 43. Students pursuing supplementary programs must complete additional requirements as specified in the curricula of these programs.

Students working toward a bachelor’s degree may wish to supplement their major coursework with:

A certificate program, a concentration of courses in one of the following specialty fields: black studies, Canadian studies, Chicano/Latino studies, contemporary Turkish studies, criminology and criminal justice, European studies, food industry management, international business studies, Latin American studies, Middle East studies, post baccalaureate accounting, teaching English as a second language, teaching Japanese as a foreign language, or women’s studies. A certificate program is only available upon graduation or as a postbaccalaureate.

A minor in advertising management, anthropology, arabic, architecture, art history, biology, black studies, business administration, chemistry, Chinese, civic leadership, classical studies, communication studies, community development, community health, computer applications, computer science, creative industries studies, criminology and criminal justice, dance, design management, drawing/painting/printmaking, economics, electrical engineering, elementary education, English, environmental engineering, environmental geology, environmental studies, film studies, French, geographic information systems/sciences, geography, geology, German, graphic design, history, history and philosophy of science, international economics, international studies, Japanese, jazz studies, judaic studies, law and legal studies, linguistics, mathematics, mathematics for middle school teachers, music, music history, Native American studies, philosophy, photography, physics, political economy, political science, psychology, real estate development, Russian, sculpture, secondary education, sexuality, gender and queer studies, sociology, space and planetary science, Spanish, special education, sustainability, sustainable urban development, theater arts, time arts, Turkish, women’s studies, and writing. A minor is only granted with a baccalaureate degree.

A nondegree preprofessional program in chiropractic, clinical laboratory science, dental hygiene, dentistry, law, medicine, naturopathic medicine, nursing, occupational therapy, optometry, pharmacy, physical therapy, physician assistant, podiatry, radiation therapy, teacher education, and veterinary medicine.

Veterans’ certification requirements
503-725-5523

Some programs at Portland State University are approved for the training of veterans. Veterans considering enrollment to PSU are expected to meet admission requirements. (Please see Veterans’ Services under Student Services for instruction in how to apply.)

Academic credit. After admission, credit may be granted for some types of military service courses on the college level where equivalency to Portland State courses can be shown. Veterans should provide transcripts from appropriate military schools and a copy of VA form DD214 to the veteran’s certification section of Admissions, Registration and Records office upon application to PSU.

Satisfactory progress standards. In order to maintain satisfactory progress, the student veteran must complete the following credits:

Certified for: Undergraduate: Graduate:
Full time 12 credits 9 credits
Three-quarter time 9 credits 7 credits
One-half time 6 credits 5 credits

The cumulative GPA at Portland State University required to maintain satisfactory progress is 2.00. One hundred and eighty (180) credits are required to graduate with a baccalaureate degree (the total is greater in some programs). Incompletes, No Pass, withdrawals, and audits do not count toward credits completed and may result in a VA overpayment.

For reporting purposes, the last date of attendance is the same as the date of official withdrawal from class or classes, date of student notification of a change in credits to the Veterans’ certification office, or the date of determination of unsatisfactory progress, whichever is earliest. This date determines the amount of overpayment, if any, incurred by a student not maintaining satisfactory progress standards.

Courses may be dropped during the drop periods, but student veterans are still responsible for reporting any changes in credits which affect the rate of VA certification. The number of credits completed is checked against the number of credits for which the veteran is certified each term by the Veterans’ certification office.

Failure to maintain satisfactory progress standards at Portland State University will result in the termination of G.I. benefits.

Please contact Veterans’ Services, 503-725-3876, 425 Smith Memorial Student Union, for more information.

Degree Requirements

To earn a baccalaureate degree a student must complete (1) University requirements, (2) University Studies (general education) requirements, (3) specific requirements for the Bachelor of Arts, Bachelor of Music, or Bachelor of Science Degree, and (4) requirements for a major.

Students bear final responsibility for ensuring that the courses taken are applicable toward satisfying their degree requirements.

1. University Requirement
   - Minimum number of credits (lower-division plus upper-division): 180 (180-205 in engineering)
   - Minimum number of upper-division credits (300- and 400-level): 72
2. University Studies (General Education Requirement. Not required for Liberal Studies or the Honors Program.)

The purpose of the general education program at Portland State University is to enable students to acquire and develop the knowledge, abilities, and attitudes which form a foundation for lifelong learning. This foundation includes the capacity and the propensity to engage in inquiry and critical thinking, to use various forms of communication for learning and expression, to gain an awareness of the broader human experience and its environment, and appreciate the responsibilities of persons to themselves, to each other, and to community.

To accomplish this purpose all freshmen entering with fewer than 30 prior university credits are required to complete the following program (See current Registration Guide or www.pdx.edu/unst/ for course descriptions and capstone offerings):

- **Freshman Inquiry.** One year-long course which must be taken in sequence (UnSt 100-level)..........................15 credits
  - **Sophomore Inquiry.** Students are required to choose three Sophomore Inquiry courses, each linked to a different University Studies cluster for a total of 12 credits (UnSt 200-level).................................12 credits
  - **Upper-Division Cluster (Junior and Senior Years).** Students are required to select three courses (for a total of 12 credits) from one upper-division cluster (300 to 400-level courses designated with a U) which is directly linked to one of the three Sophomore Inquiry classes they have taken previously. ........................12 credits

**Note:** Students may not use any course to satisfy both cluster and major requirements. Cluster courses must be taken outside of the major department. This includes courses that might be cross-listed elsewhere with the major prefix.

- **Senior Capstone.** This 6-credit capstone course (UnSt 421) is the culminating general education course for seniors. Students join an interdisciplinary team, develop a strategy to address a problem or concern in the community, and implement this strategy over one, two, or three quarters of work. ............................6 credits

**ATTENTION TRANSFER STUDENTS:**
The following placement within University Studies is based on total credits accepted at term of admission to PSU.

- Transfer students who have earned fewer than 30 quarter credits of transfer work are required to complete all of the University Studies program requirements, including the entire sequence of Freshman Inquiry.
- Transfer students who have earned 30-89 quarter credits of transfer work are required to complete the University Studies program beginning with Sophomore Inquiry as follows: 30-64 credits; three courses; 65-74 credits, two courses; and 75-89 credits, one course. (The upper-division cluster must be linked to one of these Sophomore Inquiry classes.)
- Transfer students who have earned 90 or more credits of transfer work are required to complete the University Studies program beginning with an Upper-Division Cluster. It is recommended that they complete the Sophomore Inquiry course directly linked to the Upper-Division Cluster they choose.

**ATTENTION CO-ADMITTED STUDENTS:**
Contact the Community College Relations Office, 503-725-8387, for placement rules regarding University Studies.

3. Requirements for Bachelor of Arts, Bachelor of Music, Bachelor of Science Degrees

Courses taken to satisfy BA/BS requirements may also be used to meet any other requirements if they conform to the regular qualification for those requirements.

- **For the Bachelor of Arts degree:** Students must complete 28 credits to include a minimum of 12 credits in the arts and letters academic distribution area, with a minimum of 4 credits in the area of fine and performing arts; a minimum of 12 credits in the science and/or social science distribution areas; a minimum of 4 credits in the science distribution area; and 4 credits in a foreign language numbered 203 or higher (conducted in the target language). See foreign language requirements listed below.

**Foreign language requirement.** The B.A. language requirement is not defined in credits, but in terms of competence: for graduation, a student must demonstrate competence equivalent to that normally attained after two years of college study. Students with no previous knowledge of a foreign language are advised to complete two years in a language.

Students who already possess sufficient competence (or who wish to prepare themselves outside of formal classes) may meet the B.A. language requirement in any of the following ways: (1) Completion in any foreign language of 203 or its equivalent with a passing grade; (2) completion in any foreign language of a course that has 203 or higher as a prerequisite; (3) Demonstration of proficiency in a foreign language equivalent to that attained after two years of college study. There are three ways to demonstrate equivalency proficiency:

- a) In French, German, or Spanish, by passing the CLEP examination with a score high enough for second-year level credit (see page 48);
- b) in other languages regularly taught by the Department of Foreign Languages and Literatures, by passing a departmental examination with a score high enough for second-year level credit; or
- c) in any language for which the Department of Foreign Languages and Literatures has a qualified tester by passing a non-credit departmental examination. English satisfies the B.A. language requirement for students whose official transcripts demonstrate that their secondary education was completed in a language other than English. Such students may not enroll in first- or second-year courses in the language in which they received their secondary education. (See page 129).

- **For the Bachelor of Music degree:** Students must complete the program of music and applied music as prescribed by the Department of Music.

- **For the Bachelor of Science degree:** Students must complete 28 credits to include a minimum of 12 credits in the science academic distribution area (excluding mathematical sciences/statistics) a minimum of 12 credits in the arts and letters and/or the social sciences distribution areas, and 4 credits in mathematical sciences/statistics. A minimum of 8 of the 12 credits in the science distribution area must be in coursework with its integrated or associated laboratory or field work. Unless otherwise specified, only courses within the science distribution area that have an explicit indication of lab or field work as part of the catalog description will satisfy the B.S. degree requirement for lab/field work.

**ACADEMIC DISTRIBUTION AREAS**

- **The arts and letters academic distribution area consists of undergraduate courses from the following:** Applied Linguistics, Architecture, Art, Arts and Letters, Black Studies (BSt 221, 351, 352, 353, 421, 424, 425, 426, 427 only), Communication Studies, English, Foreign Languages and Literatures, Music, Philosophy, Speech and Hearing Sciences, Theater Arts, Writing.

- **The science academic distribution area consists of undergraduate courses from the following:** Biology, Chemistry, Environmental Studies, Geology, Mathematics/Statistics, Physics, Science.

- **The social science academic distribution area consists of undergraduate courses from the following:** Anthropology, Black Studies (except BSt 221, 351, 352, 353, 421, 424, 425, 426, 427), Chicano/Latino Studies, Child and Family Studies, Criminal Justice (CCJ 220 and 330 only), Economics, Geography, History, International Studies, Native American Studies, Political Science, Psychology, Social Science, Sociology, Urban Studies and Planning, Women’s Studies.

4. Major Requirements

For major program requirements see description in this Bulletin.

**GENERAL LIMITATIONS**

- **Maximum number of credits transferred from regionally accredited two-year institutions:** 124
- **Maximum number of correspondence credits** (transferred from schools recognized as institutions of higher learning): 60
- **Maximum number of credits graded P (pass)** that may be counted for graduation: 45
- **Maximum number of Physical Education activity credits** (or other credits in the college catalog) that may be counted for graduation: 12
Postbaccalaureate studies

Second baccalaureate degree. A candidate for a second baccalaureate degree must complete the following:

1. Residence credit after earning first degree: if the first degree was from Portland State University, 36 credits; if the first degree was from another college or university accredited by a recognized regional association, 45 credits. Restriction: At least 25 of the last 45 credits must be for differentiated grades. Credits earned by participation in the Oregon State Inter-institutional Program at the Malheur Field Station, some Oregon State System Programs of Study Abroad, and some National Student Exchange programs also count as residence credit.

Admitted postbaccalaureate students must maintain a cumulative GPA of 2.00 on all work taken at PSU. Failure to do so will result in academic warning, probation, or dismissal.

Postbaccalaureate students who do not hold a degree from a university in the U.S., English-speaking Canada, Great Britain, Ireland, Australia, or New Zealand must satisfy the Wr 323 requirements before graduation from PSU.

Certificate candidates holding a baccalaureate degree. A candidate for a certificate holding a baccalaureate degree must complete the following:

- If the first degree is from Portland State University, credits in residence needed to complete the certificate requirements.
- If the first degree is from another accredited college or university, 30 credits in residence at Portland State University, including that work needed to complete the certificate requirements.

Postbaccalaureate students who do not hold a degree from a university where the language of instruction is English must satisfy the Wr 323 requirements before completion of a certificate program.

Catalog eligibility and degree requirements

To earn an undergraduate degree, a student must meet the degree and major requirements published in an annual PSU Bulletin (catalog) for which the student is eligible and which is still valid at the time of the student's graduation. This applies to a first bachelor's degree, subsequent bachelor's degrees and to certificates earned by undergraduate and postbaccalaureate students.

Catalog eligibility rules: Students may select the requirements of the PSU catalog in effect during the year they first enrolled at any accredited, postsecondary institution, or any subsequent year, regardless of whether the student was enrolled or not, as long as the student graduates within seven years of the year selected.

Seven-year rule: The requirements in any Bulletin (catalog) are valid for seven years. Specifically, a catalog is valid through the summer term following the seventh academic year after issuance of the catalog. Example: The 2009-2010 catalog requirements will expire at the end for summer term 2016.

Double major

Students with two or more majors must satisfy the University Studies general education requirements for the first major only. When a double major includes a liberal studies major, the University Studies general education requirements are to be satisfied for the departmental major.

Assessment

Students at Portland State University participate in assessment activities within their programs of study. Assessment activities may include standardized testing, placement tests, surveys, portfolios of student work, group or individual interviews, or classroom research. Results are used to inform the process of teaching and learning, the design and implementation of programs and curricula, and efforts to describe and improve the student experience at Portland State University.

Incoming students to PSU may be required to take a writing assessment and, based on the results of that assessment, take an assigned writing course.

Academic credit

A credit is the basic unit of measurement of educational accomplishment. One credit normally connotes 10 hours of lecture-recitation or 20 or more hours of laboratory, studio, or activity work. The majority of courses at Portland State University involve three or four hours per week of lecture-recitation. PSU is on the quarter-system calendar. Semester credits transferred from other accredited United States schools may be converted to PSU's credits by multiplying by 1.5.

The 1.5 multiplication rules apply only to semester credits transferred from U.S. schools. Semester credits transferred from accredited schools outside the United States will be converted according to established international transfer credit guidelines and policies.

A student should enroll for an average of 15 credits per term in order to be graduated within the normal 12 terms. Employed students should make sure they are not overloading themselves. They may want to plan to spend more than 12 terms to complete degree requirements. Undergraduate students desiring to take more than 21 credits must obtain approval as follows:

22-25 credits: Obtain approval of adviser on Consent for Overload form online at www.pdx.edu/registration/forms or from the Registration window, Neuberger Hall lobby.

26 or more credits: Obtain approval of adviser on Consent for Overload form online at www.pdx.edu/registration/forms or from the Registration window, Neuberger Hall lobby.
Grading System for Undergraduates

The undergraduate grading system applies only to undergraduate courses.

The undergraduate grading system gives students the choice of taking certain courses designated by departments for either differentiated (A, B, C, D, F) or undifferentiated (pass or no pass) grades.

The following grading scale is employed at the undergraduate level:

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

Evaluation of a student’s performance is determined by the following grades:

- A—Excellent
- B—Good
- C—Satisfactory
- D—Inferior
- F—Failure
- P—Pass
- NP—No pass

The following marks are also used:

- I—Incomplete
- IP—In Progress (UnSt 421 only)
- W—Withdrawal
- Au—Audit
- X—No basis for grade
- M—Missing grade/No grade received

Pass/No Pass Grading Options. The online Class Schedule identifies courses as offered under the differentiated or undifferentiated option. Students electing the undifferentiated grade option when it is offered are graded pass or no pass. In the majority of instances, a pass grade is equated to a C- grade or better (some departments accept only C or better). Check with the department. Pass/No Pass grades are not used in computing a student’s GPA. A maximum of 45 credits graded P may be applied toward Portland State’s baccalaureate degree. Students elect grade options for specific courses during the registration period.

Grading options may not be changed after the seventh week of the term. The undifferentiated grade option may not be used to repeat a course previously taken for differentiated grade or for major requirements in some departments.

Incompletes. A student may be assigned a mark of I by an instructor when all of the following four criteria apply:

Quality of work in the course up to that point is C- level or above.

Essential work remains to be done.

“Essential” means that a grade for the course could not be assigned without dropping one or more grade points below the level achievable upon completion of the work.

Reasons for assigning an I must be acceptable to the instructor. The student does not have the right to demand an I. The circumstances must be unforeseen or be beyond the control of the student. An instructor is entitled to insist on appropriate medical or other documentation.

Consultation must have occurred and a formal agreement must be reached between instructor and student. A written record of the remaining work and its completion date should be kept by both instructor and student. The instructor may specify the highest grade that may be earned. This should not exceed the level of achievement displayed during the normal course period.

The deadline for completion of an Incomplete can be no longer than one year. The instructor may set a shorter deadline which shall be binding. An agreement to a longer period must be by petition to the Scholastic Standards Committee.

Failure to make up the incomplete by the end of one calendar year will result in the mark of I automatically changing to a grade of F or NP depending on the grading option chosen by the student at registration. The instructor, department chair, or dean may set earlier deadlines.

For graduating students, incompletes awarded in fall term 2006 or later will be automatically changed to a grade of F or NP prior to conferral of the degree. The faculty of record must file supplemental grade changes no later than 30 days after the degree is awarded. Grades of F or NP will remain on the academic record after the degree is awarded and cannot be removed.

In cases where a student’s inability to complete the work by the deadline is due to extraordinary circumstances such as catastrophic injury or illness, petition can be made to the Scholastic Standards Committee who will review the case to determine appropriate action.

Drops and withdrawals. The student must initiate drop/withdrawals from a course. It is the student’s responsibility to withdraw properly by the deadline dates published in the online Class Schedule. To avoid having to pay special deposit fees, students should refer to departmental policies.

A student may drop with no record of the course on the transcript up to the end of the second week of the term. As a courtesy, students are advised to notify the instructor concerned of the intended drop.

A student may withdraw for any reason before the end of the seventh week. A student withdrawing in the third through the seventh week will have a “W” recorded on the transcript.

A student cannot withdraw after the seventh week without approval of the Deadline Appeals Committee. A “W” is recorded if the petition is allowed.

Deadline dates for drops and withdrawals are found in the academic calendar published online at www.pdx.edu/registration/academic-calendar or in the annual Registration Guide. Date of withdrawal is the date it is received by Registration.

No Basis for Grade. If a student, to the best of the instructor’s knowledge, has never attended class, the name on the grading register may be assigned an X grade. An auditor may also be assigned an X for insufficient attendance only.

Non-Completion of Course. A student who has participated in a course but who has failed to complete essential work or attend examinations, and who has not communicated with the instructor, will be assigned a D, F, NP or whatever grade the work has earned. Students who withdraw from all courses in any given term must notify the Office of Financial Aid on or before the date of complete withdrawal.

Grade Point Average (GPA). The Office of Admissions, Registration and Records computes current and cumulative GPAs on student grade reports and transcripts, according to the following scale: A = 4, B = 3, C = 2, D = 1, F = 0. A plus grade increases the points by 0.33, a minus decreases it by 0.33 (e.g., B- = 2.67).

Cumulative grade point averages include all credits and points earned at PSU. Separate GPAs are calculated for undergraduate courses and for graduate courses. For further details on academic standing, see the quarterly Schedule of Classes.

GPA repeat policy. This policy only applies to undergraduate duplicate courses. Credit and GPA are retained on the first A, A-, B+, B, B-, C+, C, C-, and all grades in subsequent attempts count in GPA. The first PSU grade of D or F may be forgiven if repeated at PSU for a differentiated grade (not P/NP). In this case, credit is retained on the last grade received. Both grades are retained on the transcript. If repeated more than once, each subsequent grade will be retained on the transcript and counted in the GPA.

Term and Latin Honors

Term honors list. Portland State University recognizes and honors the academic accomplishments of our undergraduate students each term by awarding placement on the Dean’s List and the President’s List. High achieving students, as indicated by grade point averages, are placed on the Dean’s or the President’s List according to the criteria
established by the Council of Deans. Dean’s List and President’s List awards are only given to undergraduate students who have not yet earned a baccalaureate degree. The awards are given at the end of each term and are not recalculated based on grade changes or the removal of incomplete grades. The award is acknowledged through a letter from the respective dean’s office and with a notation on the student’s academic transcript.

President’s List and dean’s list

Full-time. Students who have a term GPA of 4.00 are placed on the President’s List, and students who have a term GPA of 3.75-3.99 are placed on the Dean’s List.

Part-time. Admitted undergraduate students with a cumulative GPA of 3.50 or better, carrying 12 credits or more (excluding AU and P/NP credits).

Latin honors at graduation

Latin honors designations are conferred at the baccalaureate level to students who have earned the requisite PSU GPA and who have earned a minimum of 72 credits from PSU, with at least 60 of those credits taken for differentiated grades (A-F). The GPA calculation is based on PSU credit and utilizes the current PSU repeat policy. The award levels are as follows:

- **Cum Laude** — 3.70-3.79
- **Magna Cum Laude** — 3.80-3.89
- **Summa Cum Laude** — 3.90-4.00

Grade requirements for graduation. In order to earn a bachelor’s degree, a student must earn 180 credits (more required in some programs) with grades of A, B, C, D, or P.

Credit by examination

Undergraduate students may obtain Credit by Examination in four basic ways:

- **Examinations in Portland State University courses** approved for Credit by Examination and administered by Portland State departments or schools.
- **Examinations approved by Portland State and available through the College-Level Examination Program (CLEP),**
- **Advanced Placement Program,**
- **International Baccalaureate**

CREDIT BY EXAMINATION

I. Portland State University Courses

Prerequisites for Credit by Examination (PSU courses)

- 1. Students must be formally admitted to Portland State, and
- 2. Be currently registered or have completed one Portland State course.
Credit for CLEP Examinations is awarded as follows:

### CLEP Examinations Approved at Portland State University

<table>
<thead>
<tr>
<th>EXAMINATION</th>
<th>CREDITS APPROVED</th>
<th>PASSING SCORE</th>
<th>NOTES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>Fulfills 9 credits of non-major requirements or 9 lower division credits</td>
<td>50</td>
<td>Closed to students with more than 90 credit hours</td>
</tr>
<tr>
<td>Natural Science</td>
<td>Fulfills 9 credits of non-major requirements</td>
<td>50</td>
<td>Closed to students with more than 90 credits</td>
</tr>
<tr>
<td>Social Science/History</td>
<td>Fulfills 9 credits of non-major requirements or 9 lower division credits</td>
<td>50</td>
<td>Closed to students with more than 90 credits</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SUBJECT/EXAMINATION</th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts and Letters</td>
<td>12</td>
<td>50</td>
<td>Satisfies FR 101, 102, 103†</td>
</tr>
<tr>
<td>French</td>
<td>12</td>
<td>59</td>
<td>Satisfies FR 201, 202, 203†</td>
</tr>
<tr>
<td>German</td>
<td>12</td>
<td>50</td>
<td>Satisfies Ger 101, 102, 103†</td>
</tr>
<tr>
<td>German</td>
<td>12</td>
<td>60</td>
<td>Satisfies Ger 201, 202, 203†</td>
</tr>
<tr>
<td>Spanish</td>
<td>12</td>
<td>50</td>
<td>Satisfies Span 101, 102, 103†</td>
</tr>
<tr>
<td>Spanish</td>
<td>12</td>
<td>63</td>
<td>Satisfies Span 201, 202, 203‡</td>
</tr>
<tr>
<td>Science</td>
<td>0</td>
<td>49</td>
<td>Waives Bi 251, 252, 253</td>
</tr>
<tr>
<td>Biology</td>
<td>8</td>
<td>50</td>
<td>Satisfies 251, 252</td>
</tr>
<tr>
<td>Calculus</td>
<td>4</td>
<td>50</td>
<td>Satisfies Math 111</td>
</tr>
<tr>
<td>Pre-Calculus</td>
<td>4</td>
<td>50</td>
<td>Satisfies Math 112</td>
</tr>
<tr>
<td>General Chemistry</td>
<td>12</td>
<td>50</td>
<td>Satisfies Ch 201, 202, 203 or Ch 221, 222, 223</td>
</tr>
<tr>
<td>American Government</td>
<td>8</td>
<td>50</td>
<td>Satisfies PS 101, 102</td>
</tr>
<tr>
<td>Introductory Psychology</td>
<td>8</td>
<td>50</td>
<td>Satisfies Psy 200, 204</td>
</tr>
<tr>
<td>Introductory Microeconomics</td>
<td>4</td>
<td>50</td>
<td>Satisfies Ec 201</td>
</tr>
<tr>
<td>Introductory Macroeconomics</td>
<td>4</td>
<td>50</td>
<td>Satisfies Ec 202</td>
</tr>
<tr>
<td>Sociology</td>
<td>0</td>
<td>50</td>
<td>Waives prerequisite for upper division courses</td>
</tr>
</tbody>
</table>

1. Language Exam credit is limited to either First or Second year, depending on score. NOte: Credits and course equivalencies in the table may change.  

Guidelines governing Credit by Examination (PSU courses)

1. Not all courses in all departments are open to challenge. Each academic unit decides which of its courses are available to undergraduates for credit by examination. The determination by the department is final. No courses numbered 199, 299, 399, or 401 to 410 inclusive are eligible for credit by examination.

2. Students should contact the appropriate departments, college, or schools to determine the availability of particular courses for credit by examination.

3. The examinations administered vary according to the departments, college, or schools which administer them, and may include midterm and/or final examinations in current courses or special examinations designed for students “challenging” courses whether or not the courses are currently being offered.

4. Credit earned by examination may not be received in a course which:
   - a. Duplicates credit previously earned by a student, or
   - b. Is more elementary, as determined by departmental, college, or school regulations, than a course in which the student has already received credit.

5. A student may attempt to acquire credit by examination only once for any course.

6. A student who has taken but not passed a course may subsequently attempt credit in that course by examination. Only one such attempt is permitted. In the event of failure, results will not be recorded on a student’s academic record. Should an examination not be passed, credit can be obtained by repeating the course.

7. In assigning grades for credit by examination, the departments, college, or schools determine whether to use an undifferentiated (P for pass or NP for no pass) or a differentiated grade, from A (excellent) to F (failing).

8. Credit by examination does not count toward residence credit.

9. Credit by examination is not governed by the GPA Repeat Policy.

Application for Credit by Examination (PSU courses) and cost

1. Students wishing to take examinations for Portland State courses may obtain an application with detailed instructions from the Office of Admissions, Registration and Records (Neuberger Hall lobby).

2. The fee for credit by examination is currently $80 per course examination. Fee subject to change.

II. CLEP Examinations

CLEP (College-Level Examination Program) includes nationally normed examinations. CLEP has (1) subject matter examinations, and (2) general examinations.

Eligibility for CLEP. CLEP subject or general examinations may be taken prior to entering the University. If the individual passes a CLEP examination, the University accepts the amount of credit indicated in the CLEP table, but only after admission is granted and the student is (or has been) enrolled in Portland State courses.

Qualifications for CLEP Transfer. Students who have taken CLEP examinations prior to entering Portland State may transfer such credit if they have passed the examination with scores at or above the minimum accepted by PSU and provided the University has approved the examinations for credit.

Application for credit before coming to PSU. Students may request an official transcript be sent to Portland State University, Office of Admissions, Registration and Records. The request should be sent to College Examinations Entrance Board, Attention: CLEP Transcript Service, Princeton, NJ 08540. The transcript request should include Social Security number, date and place of test and fee. Fees are set by the Educational Testing Services and are subject to change. Phone request number is (609) 771-7865.

Where to apply for CLEP Examinations. Admitted students planning to take CLEP examinations should apply for them at least one month in advance with the Testing Office of PSU’s Student Health and Counseling Center or with other recognized CLEP testing centers. The Testing Office supplies descriptive brochures and other information on CLEP examinations.

The PSU Testing Office also supplies information and administers CLEP examinations to nonadmitted or nonenrolled students (www.testing.pdx.edu/clep.php). Fees for CLEP examinations are set by the Educational Testing Services and are subject to change.
<table>
<thead>
<tr>
<th>AP Exam</th>
<th>Exam Score</th>
<th>PSU Credit Offered*</th>
<th>Courses Satisfied*</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>English</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>English Language &amp; Composition</td>
<td>3+</td>
<td>4</td>
<td>WR 121</td>
</tr>
<tr>
<td>English Literature &amp; Composition</td>
<td>3+</td>
<td>4</td>
<td>ENG 100</td>
</tr>
<tr>
<td><strong>Foreign Languages</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French, German, Italian or Spanish</td>
<td>3</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Latin: Vergil</td>
<td>3+</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese or Japanese</td>
<td>3</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>15</td>
<td></td>
</tr>
<tr>
<td><strong>Foreign Literatures</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>French Literature</td>
<td>3+</td>
<td>4</td>
<td>upper division French credits (unassigned)</td>
</tr>
<tr>
<td>Latin Literature</td>
<td>3+</td>
<td>4</td>
<td>LAT 202</td>
</tr>
<tr>
<td>Spanish Literature</td>
<td>3+</td>
<td>4</td>
<td>upper division Spanish credits (unassigned)</td>
</tr>
<tr>
<td><strong>History &amp; Social Sciences</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Human Geography</td>
<td>3+</td>
<td>4</td>
<td>GEOG 230</td>
</tr>
<tr>
<td>Government &amp; Politics: United States</td>
<td>4+</td>
<td>4</td>
<td>PS 101</td>
</tr>
<tr>
<td>Government &amp; Politics: Comparative</td>
<td>4+</td>
<td>4</td>
<td>PS 204</td>
</tr>
<tr>
<td>History (European)</td>
<td>3+</td>
<td>8</td>
<td>HST 101,102</td>
</tr>
<tr>
<td>History (US)</td>
<td>3+</td>
<td>8</td>
<td>HST 201, 202</td>
</tr>
<tr>
<td>History (World)</td>
<td>3+</td>
<td>8</td>
<td>lower division history (unassigned)</td>
</tr>
<tr>
<td>Macroeconomics</td>
<td>3+</td>
<td>4</td>
<td>EC 202</td>
</tr>
<tr>
<td>Microeconomics</td>
<td>3+</td>
<td>4</td>
<td>EC 201</td>
</tr>
<tr>
<td>Psychology</td>
<td>3+</td>
<td>4</td>
<td>lower division psychology, unassigned</td>
</tr>
<tr>
<td><strong>Science &amp; Mathematics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>4+</td>
<td>12</td>
<td>lower division biology, unassigned</td>
</tr>
<tr>
<td>Calculus AB</td>
<td>3</td>
<td>4</td>
<td>MTH 251</td>
</tr>
<tr>
<td></td>
<td>4+</td>
<td>8</td>
<td>MTH 251, 252</td>
</tr>
<tr>
<td>Calculus BC</td>
<td>3</td>
<td>8</td>
<td>MTH 251, 252</td>
</tr>
<tr>
<td></td>
<td>4+</td>
<td>12</td>
<td>MTH 251, 252, 253</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4+</td>
<td>15</td>
<td>CH 221,222,223,227,228,229</td>
</tr>
<tr>
<td>Computer Science A</td>
<td>4+</td>
<td>4</td>
<td>lower division CS, unassigned</td>
</tr>
<tr>
<td>Computer Science AB</td>
<td>3</td>
<td>4</td>
<td>lower division CS, unassigned</td>
</tr>
<tr>
<td></td>
<td>4+</td>
<td>8</td>
<td>lower division CS, unassigned</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>3+</td>
<td>4</td>
<td>lower division ESR, unassigned</td>
</tr>
<tr>
<td>Physics B</td>
<td>4+</td>
<td>15</td>
<td>PH 201,202,203,214,215,216</td>
</tr>
<tr>
<td>Physics C – Electricity &amp; Magnetism</td>
<td>4+</td>
<td>4</td>
<td>PH 222,215</td>
</tr>
<tr>
<td>Physics C – Mechanics</td>
<td>4+</td>
<td>4</td>
<td>PH 221,214</td>
</tr>
<tr>
<td>Statistics</td>
<td>4+</td>
<td>4</td>
<td>STAT 243</td>
</tr>
<tr>
<td><strong>Humanities</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art History</td>
<td>4+</td>
<td>8</td>
<td>ARH 205, 206</td>
</tr>
<tr>
<td>Music Theory</td>
<td>4+</td>
<td>8</td>
<td>MUS 111,112,114,115</td>
</tr>
<tr>
<td>Studio Art: 2-D Design</td>
<td>4+</td>
<td>4</td>
<td>ART 115</td>
</tr>
<tr>
<td>Studio Art: 3-D Design</td>
<td>4+</td>
<td>4</td>
<td>ART 199</td>
</tr>
<tr>
<td>Studio Art: Drawing</td>
<td>4+</td>
<td>4</td>
<td>ART 131</td>
</tr>
</tbody>
</table>

*Credits and course equivalencies are subject to change.*
Relation between CLEP and Advanced Placement (AP) Program. Students cannot acquire duplicate credit through CLEP in the subjects for which they have acquired Advanced Placement credit. To the extent that a student's high school does not offer Advanced Placement work, CLEP becomes a supplement or substitute for Advanced Placement credit.

III. Advanced Placement Program

Students who complete college-level work in high school under the Advanced Placement Program sponsored by the College Entrance Examination Board and who receive creditable scores in examinations administered by that board may, after admission to PSU, be granted credit toward a bachelor's degree in comparable college courses. Students may request their official transcript by writing to the Advanced Placement Program, PO Box 6671, Princeton, NJ 08541-6671.

Credit awarded for Advanced Placement.

The amount of credit a student may receive for Advanced Placement Examinations and the scores required for the award of credit vary according to department as described on page 48 under individual department headings. The amount of credit awarded is governed by the Oregon University System, and the exact course equivalency is determined by the PSU department. Important: Any student with a score of four or five (or three in mathematics) must arrange an interview with the department chair for purposes of further guidance.

IV. International Baccalaureate

The IB exams are evaluated in much the same way as Advanced Placement exams.

- Submit an official IB transcript directly from IB North America, 475 Riverside Dr., 16th floor, New York, NY, 10115. Additional student records, where needed, will be requested.
- Credit will be awarded for higher level exams only. Credit will not be awarded for subsidiary level exams, the theory of knowledge, or extended essays.
- Credit will be awarded only for a score of 5 or higher.

Credit for International Baccalaureate (IB) examinations is awarded only for a score of 5 or higher, as follows:

<table>
<thead>
<tr>
<th>IB Exam</th>
<th>Credit</th>
<th>PSU Course</th>
<th>Equivalency*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arts-Visual</td>
<td>8</td>
<td>Art 115, 131</td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>15</td>
<td>Biology 251, 252, 253</td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>12</td>
<td>Chemistry (LD)</td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>8</td>
<td>Economics 201, 202</td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>4</td>
<td>Geography 230</td>
<td></td>
</tr>
</tbody>
</table>

*Credits and course equivalencies in this table may change.

Graduation & Commencement Application Process

Graduation means that a student has been certified by the University as having met all degree requirements. Certification occurs approximately 4-6 weeks after final term grades are posted. At that time the degree is entered on the graduate's transcript. The degree statement on the transcript serves as evidence of degree awards.

Receiving Diplomas. Diplomas are generally available at the end of the term following the graduation term. All degree recipients are notified by mail when diplomas are available, either for office pick-up or mailing.

All financial obligations to the University must be met before a diploma or official transcript can be released.

Filing an Application for Degree

503-725-3511

To earn a degree, students must be admitted to PSU and file an application for degree with the Degree Requirements unit within the Office of Admission, Registration & Records. The undergraduate degree application form is online at www.pdx.edu/registration/forms. The deadline to file the undergraduate degree application is at the end of the first week of the term immediately preceding the graduation term. Example: If graduating at the end of spring term, the undergraduate application must be submitted by the end of the first week of winter term. The deadline to submit a graduate degree application is at the end of the first week of the graduation term.

Students are encouraged to meet with their academic advisors to review their progress towards a degree prior to submitting a degree application. General University degree requirements are certified by the Degree Requirements unit in the Office of Admission, Registration & Records, 104 Neuberger Hall. Final approval of the requirements for the major rests with the department, college, or school offering the major program. Students bear final responsibility for ensuring that they have taken all courses required to complete their degree major requirements. All University degree, general education, and major requirements must be satisfied before a degree will be awarded.

Commencement is a ceremony. It is an opportunity for students, along with their family, friends, and the PSU community to celebrate their accomplishments. Except for doctoral students (who must be graduated to participate), the commencement ceremonies are open to all students who have applied for degree clearance and have registered for the commencement ceremony within the specified deadlines. Participation in commencement does not mean that a student has graduated, nor do students receive diplomas on that day.

Portland State has two commencement ceremonies each year: a formal cap-and-gown ceremony at the end of spring term and an informal (no keynote speaker) ceremony held at the end of summer session in the park blocks.

To register for the commencement ceremonies go to www.pdx.edu/commencement. An application for degree must be filed with the Office of Admission, Registration & Records prior to registering for the ceremony.

Appeals and grievances

Grievances and requests for exceptions to University policies and requirements may be filed with committees which deal with specific student concerns.

Academic Appeals Board

This board hears appeals from students who claim to have received prejudiced or capricious academic evaluation and makes recommendations on cases to the Provost. In such cases the student should first consult with the instructor. If the grievance is not resolved, the student should then contact the department chair, then the dean of the college or school. If the grievance is still not resolved, the student may then appeal by writing a letter to the Academic Appeals Board. Appeals may be filed in the Office of
Student Affairs, 433 Smith Memorial Student Union.

Academic Requirements Committee
This committee develops policies and adjudicates petitions regarding academic regulations such as credit loads, transfer credit, and graduation requirements for all undergraduate degree programs. It also develops and recommends policies and adjudicates student petitions regarding initial undergraduate admissions, including entering freshmen.

Deadline Appeals Board
A student may petition this board to be exempted from published registration deadlines for the current term. Petitions may be submitted before or after the deadline date and must include documentation of the reason for missing the deadline.

Petition forms may be obtained online at www.pdx.edu/registration/forms or from the Office of Admissions, Registration and Records in the Neuberger Hall lobby. For further information students may call 503-725-3511.

Scholastic Standards Committee
This committee develops and recommends academic standards with a view to maintaining the reputation of the undergraduate program of the University. It advises the Office of Admissions, Registration and Records in academic matters concerning transfer students or students seeking readmission after having had scholastic deficiencies. It assists undergraduate students who are having difficulty with scholastic regulations and adjudicates student petitions that request the waiving of regulations on suspensions (academic readmission).

University Studies
117 Cramer Hall
725-5890
www.pdx.edu/unst
asknurst@pdx.edu

Please see page 43 for University Studies (general education) baccalaureate requirements.

The faculty of PSU have designed a four-year program of study required of all students (not required for Liberal Studies or Honors Program) planning to graduate from PSU. This nationally recognized program offers students a clear opportunity to acquire the foundation for the academic and problem solving skills needed to succeed in the 21st century. University Studies offers students a program of connected educational opportunities.

The purpose of the University Studies program is to facilitate the acquisition of the knowledge, abilities, and attitudes that will form a foundation for lifelong learning among its students. This foundation includes the capacity and the propensity to engage in critical thinking, to use various forms of communication for learning and expression, to gain an awareness of the broader human experience and its environment, and to appreciate the responsibilities of persons to themselves, each other, and their communities.

University Studies begins with Freshman Inquiry, a year-long course introducing students to different modes of inquiry and providing them with the tools to succeed in advanced studies and their majors. At the sophomore level, students choose three different courses, each of which leads into a thematically linked, interdisciplinary cluster of courses at the upper-division level.

Students are required to complete 12 credits from one of these clusters. Finally, all students are required to complete a capstone course which consists of teams of students from different majors working together to complete a project addressing an issue in the Portland metropolitan community.

University Studies courses transfer to other institutions. For more information or assistance visit the University Studies Office in 117 Cramer Hall or call 503-725-5818.

Freshman Inquiry
See Web or current schedule of classes for course descriptions.

Freshman Inquiry consists of a year-long course developed by a team of faculty from different disciplines. Freshman Inquiry has a maximum class size of 40 students. Each class is also divided into three small-group, peer mentor sessions led by specially selected upper-division students. Class material is introduced and explored during the full class sessions and then assignments are developed and discussed in the peer mentor sessions.

While the themes and content of the Freshman Inquiry courses differ, the overall objectives are the same. Each of these classes builds a foundation of communication skills for learning and expression. Writing is the core, but communication also includes emphasis on improving oral, quantitative reasoning, and graphic/visual modes of communication. Freshman Inquiry is also designed to help students learn and effectively use current information technologies. Students will also learn how disciplines from the sciences, social sciences, humanities, and professional schools approach problems in different ways and how they work together to improve understanding of complex issues.

When students complete Freshman Inquiry they will be expected to be able to apply writing, quantitative reasoning, speech, and visual/graphic skills to problems requiring analysis and discovery. Freshman Inquiry will expand awareness of academic potential and prepare students to move on to increasingly rigorous and sophisticated levels of inquiry.

Sophomore Inquiry
See page 51 for course descriptions or current Schedule of Classes.

At the sophomore level, students complete 12 credits of coursework in Sophomore Inquiry. Students select three Sophomore Inquiry classes, each representing one of 26 different themes or clusters. Sophomore Inquiry classes are structured similarly to those in Freshman Inquiry with a main class and smaller mentor inquiry workshops, except at this level the mentor classes are led by graduate students. Mentor inquiry workshops focus on weekly learning modules on study skills, writing, technology training, group dynamics, ePortfolio presentation and speech and oral communication.

Sophomore Inquiry classes maintain an interdisciplinary approach to their individual topics, and continue to emphasize the four University Studies goals of inquiry and critical thinking, communication, the diversity of human experience, and ethics and social responsibility. Each Sophomore Inquiry class also provides an introduction to important concepts, questions, and concerns that will be explored in greater depth in the upper-division cluster courses to which it is linked.

Upper-Division Cluster
See page 51 for cluster descriptions and current Schedule of Classes for course descriptions.

After their Sophomore Inquiry coursework, students select one of three clusters represented in their Sophomore Inquiry classes. From a list of courses approved for the selected cluster, students pursue a program of 12 upper-division credits offered by various departments across campus. These classes allow students to explore an aspect of the cluster’s theme in greater depth, while continuing to investigate the four University Studies goals in relation to the cluster topic.

Students might choose a cluster to broaden their perspective, allowing them the opportunity to take classes of interest outside their major, or students can choose a cluster to complement their major area of study. In either event, Upper-Division Cluster courses may not be used to fulfill a
and interdisciplinary perspectives on the study of the African continent and its peoples. The course examines how an understanding of the African experience, far from being exotic or distant, reaches to the core of academic struggle and intellectual debate.

**American Studies Cluster**

American Studies is an established interdisciplinary field both in the United States and in several other countries, including England and Japan. This cluster uses Americanist materials ranging from literature, through landscapes, to art, music, and court cases, to explore both the tensions and the traditions of American culture and society.

**Sophomore Inquiry: American Studies.**

This course introduces students to the interdisciplinary field of American Studies, provides a focus through which to explore sources in the humanities, social sciences, natural sciences, and performing arts, and offers an opportunity to acquire a variety of skills important in college and the work world. As the interdisciplinary study of American Culture, the course focuses on a comparison of voices or perspectives as a way of knowing American artifacts, policies, and places. Although the focus of each class may differ, they will all use their subjects as a laboratory for learning the methods and perspectives of American Studies. In the process, students will become familiar with something of the culture, character, and environment of the United States. Each class will focus on several main texts or projects during class, and students will do an additional project either outside class and/or in their mentor sections.

**Archaeology Cluster**

Through the study of archaeology, students grapple with fundamental questions about what it means to be human, how we came to be the way we are, and what we might expect from the future. The field draws on research interests, methods, and explanatory approaches from multiple disciplines, including: anthropology, history, black studies, geography, biology, and geology.

**Sophomore Inquiry: Archaeology.**

This course surveys the varieties of current archaeological approaches to the past, the kinds of questions we ask, and samples some of the most important answers.

**Asian Studies Cluster**

An interdisciplinary approach to understanding the diversity of cultures and societies in Asia, including both the continuities and discontinuities between past and present. History, religion, art, anthropology, geography, literature, political science, and economics provide complementary ways of grasping the complexities of contemporary Asian worlds.

**Sophomore Inquiry: Asian Studies.**

This course introduces students to the study of diverse cultures and societies in Asia through history, literature, anthropology, and geography. Contemporary issues related to the political, cultural, and economic transformation of Asia in the twentieth century are discussed in light of tradition and its place in Asian societies as well as the powerful forces of modernity.

**Classic Greek Civilization Cluster**

The theme of this cluster is: What made the Greek civilization of the classical period what it was? Greek civilization was composed of several distinct features and the cluster provides a variety of courses which enable students to attain an overall view of the classical period and the influence of the Greeks on later cultures.

**Sophomore Inquiry: Classic Greek Civilization.**

This course will investigate the history, art, archaeology, culture, and philosophies of Greece in the Classical period (600-100 B.C.). We examine Greek culture in terms of its influence on modern American culture and also focus on the differences between the two societies as a means of getting a more objective look at ourselves. Greek approaches to modern issues such as diversity, democracy, education, and poverty are explored and their lessons for today's society considered.

**Community Studies Cluster**

This cluster explores the nature of the communities we live in, whether defined spatially (such as a neighborhood) or as a set of ties based on sharing a common interest. Building community has become a central debate in a number of social sciences, including sociology, political science, economics, and psychology. In a culture emphasizing individualism and individual rights, how can needs for community and responsibility to others be balanced? Thus, in this cluster, students have the opportunity to gain practical as well as theoretical experience with building communities.

**Sophomore Inquiry: Understanding Communities.**

This course addresses sociocultural issues of communities embedded in their spatial, political, and economic contexts. Specific themes that may be explored include (a) community and identity (community formation and change; conflict and cooperation within and between communities; balancing individualism and community; social control), (b) historical development and current conditions of the American city, and (c) balancing individual rights with community responsibility.
Environmental Sustainability Cluster
This cluster creates a bridge between the scientific approach to analyzing and solving environmental problems, the socioeconomic concerns involved in formulating and administering environmental policy, and the historic and philosophical basis of humanity’s relationship to ecosystems. With the common goal of defining, characterizing, and understanding environmental sustainability, the cluster identifies how each participating discipline can creatively contribute and thus, enable students to direct their own courses of study toward this end.

Sophomore Inquiry: Environmental Sustainability. A sustainable human society is one that satisfies its needs without jeopardizing the opportunity of future generations to satisfy theirs. This course introduces students to the study of environmental sustainability, and to the ways in which a wide variety of disciplines address environmental issues.

European Studies Cluster
Although it has had immense cultural, political, and economic influence on the rest of the world, Europeans themselves have long debated the nature and meaning of Europe, struggling over issues such as self-identity, politics, ethnicity, class, gender, and religion. The cluster in European Studies proposes an in-depth study of European history, politics, society, and the arts in order to convey the complexity of the European scene, past and present.

Sophomore Inquiry: European Studies. Sophomore Inquiry classes in this cluster will take an interdisciplinary approach to investigating the meaning of Europe, examining the history of its development, and its contemporary relevance. Courses may analyze the historic impact of national, ethnic, religious, and class identities, or the various art forms (art, drama, and/or literature) produced by European cultures, emphasizing the arts as a forum for the portrayal of ethical issues within human experience. Courses will concentrate on teaching students to read closely history and the arts, and critically analyze both by investigating the different social, political, intellectual, and religious contexts, as well as the ideologies and symbolisms imbedded in the arts, history, and culture of Europeans.

Family Studies Cluster
The theme of this cluster is a broad exploration of family issues from diverse perspectives, which are relevant to the non-traditional PSU student. From this foundation students may pursue study of human development and multiple perspectives on families in the context of varied academic disciplines, including history, sociology, public health education, psychology, speech communication, and black studies.

Sophomore Inquiry: Family Studies. This introductory course in contemporary family issues is designed to provide a broad exploration of the family, emphasizing the current social, cultural, and political forces affecting urban families. Specific topics to be explored include: gender roles, work and family issues, poverty, teen parents, and the impact of race and culture on the family experience. A central focus throughout this course will be on the strength of contemporary families facing external challenges.

Freedom, Privacy, and Technology Cluster
The aim of this cluster is to provide the knowledge that will enable those who complete the cluster to face thoughtfully the question of the appropriate use of and limitations upon modern technology. One important feature of the cluster is that it brings together actual sciences with humanistic and social science disciplines.

Sophomore Inquiry: Freedom, Privacy, and Technology. Privacy and freedom are highly valued, and are to some extent protected by the U.S. Constitution. Recent rapid advance in science and technology, combined with compelling motives to use this technology to control and exploit aspects of human life that have heretofore been left to chance or to individual choice, may urge the questions about what uses of technology should be encouraged or permitted.

Global Environmental Change Cluster
Students are barraged on a daily basis with news stories of El Nino, global warming, CO2 increasing, greenhouse effects, ozone hole, etc. This cluster will introduce some of the scientific concepts and issues of natural global cycles and how the systems have changed in the past. We will discuss the physical, chemical, and biological changes of the earth’s environment in the past, present, and future. The past will concentrate on the physical, chemical, and biological changes that are recorded in the rock, ice, and sediment record. The present will concentrate on recent changes on the oceans and atmosphere, and discuss the human dimension. The future will discuss the merits and limits of global models.

Sophomore Inquiry: Global Environmental Change. This course will provide enough content and description of the global system for students to have a conceptual framework to do further study. This course will include a variety of exercises, including homework problems, writing exercises, group exercises and likely one or more mid-term exams. There will be some use of mathematics and graphical information, including use of Excel as an analytical tool. Having the computer in the classroom will allow analysis to take place in a group setting.

Healthy People/Healthy Places Cluster
Healthy people/healthy places Sophomore Inquiry and cluster courses will examine the nature and state of healthy individuals in their various environments. A dynamic approach will be used to study the places in which people live and interact, such as the community, the workplace, and the natural environment. Topics will focus on ways to solve and prevent problems that may affect the health and wellbeing of the individual, the local environment, and/or the global community. Individual behavior change, social policies, community development, and social responsibility may be emphasized.

Sophomore Inquiry: Healthy People/Healthy Places. This Sophomore Inquiry course will examine the nature and state of healthy individuals, populations, social units, and natural environments. Students will examine our state of health, including environmental, social, physical, psychological, intellectual, and spiritual health. Specific units will focus on necessary measures for improvement of current deficiencies and prevention of future problems that may affect the health and wellbeing of the individual, and the local and global community. Individual behavior change, social policies, community development, and social responsibility will be emphasized.

Knowledge, Rationality, and Understanding Cluster
Knowledge, rationality, and understanding are at once the chief goals of the academic enterprise and the subject of much current academic discussion. This study of their nature and the methods of achieving them has both theoretical interest and a practical benefit. Logic, science, and certain mathematical disciplines aim to discover rational methods of achieving knowledge and understanding. Assessments of these methods call upon the disciplines of epistemology, psychology, and philosophy of science.

Sophomore Inquiry: Knowledge, Rationality, and Understanding. An introduction to the cluster knowledge, rationality, and understanding, the course deals briefly with the nature of these, with the techniques of achieving them and with general criticisms of the techniques. Its main aim is to promote the kind of critical inquiry that has been so successful in advancing modern science, both physical and social.
Latin American Studies Cluster
With Hispanics now the largest minority group in the United States, and Brazil’s economy surpassing that of Russia, Latin America is attracting considerable attention in the United States. While its people struggle to preserve the region’s artistic, literary, and cultural heritage, Latin America also is experiencing rapid political and economic change. This cluster explores the rich diversity of peoples, histories, and cultures that together define Latin America.

Sophomore Inquiry: Latin American Studies. This course inquires into the colonial origins and development of Latin American society and culture, and the nineteenth century roots of political and economic dilemmas that confront the peoples of Mexico, the Caribbean, Central America, and South America. A variety of scholarly and literary sources are used to provide the student with a varied and balanced view of the rest of the hemisphere.

Leadership for Change Cluster
This cluster explores the varying theoretical frameworks of leadership studies by exposing students to a variety of leadership classes offered across the academic disciplines. The courses in the cluster will help students to understand and work with different forms of leadership within an organizational and/or community context. Students will grapple with the fundamental question of what it means to be a leader.

Sophomore Inquiry: Student Leadership for Change. This course will provide a foundation of leadership theory and will examine models of leadership in relation to the theory and concepts of change. There will be opportunities for practice, application, and documentation of leadership, and reflection on individual responsibility for and potential in leadership roles.

Media Studies Cluster
The media have become core social institutions in the dissemination of information, news, entertainment, culture, politics, social interpretation, and other spheres of everyday life. In recent years, mass communication has taken on new electronic formats and has expanded worldwide to bring more and more people and places in contact with one another, shrinking our sense of time and space. The media studies cluster serves to unify a common subject under different disciplinary and intellectual approaches, looking at both applied and interpretive aspects of image creation and symbolic exchange within and across cultural and territorial boundaries.

Sophomore Inquiry: Media Studies. Introduction to Media Studies examines the social significance of media content, media institutions, and social changes deriving from uses of communication in different social, political, and cultural contexts. Critical approaches to this course include the study of: (1) systems of representation and their constitution; (2) structural characteristics of mass production and distribution of media products; and (3) the social impacts of mass media through changing technological forms.

Medieval Studies Cluster
This cluster is made up of courses that, taken together, present to students a broad, interdisciplinary view of medieval Europe, approximately the period from 400 to 1500 C.E. The cluster strives to distinguish the medieval cultural system(s) from those that preceded it and those that followed it.

Sophomore Inquiry: Medieval Studies. The medieval studies Sophomore Inquiry courses introduce students to medieval life, thought, and culture in Europe and the Mediterranean Basin, from roughly 800 to 1450 C.E. All medieval studies inquiry courses are interdisciplinary in their approach and emphasize appreciation for the uniqueness of medieval culture through the analysis of literary and historical narratives, images and material life, mythologies and allegory, and religious life. Exact content will vary according to course.

Middle East Studies Cluster
The Middle East is a region of great ethnic and cultural diversity and intense nationalist rivalry. Its near monopoly of world energy supplies and geopolitical location have long made it a focus of international capital flow, labor migration, and world power competition. This cluster addresses key issues facing Middle Eastern societies in the 21st century, issues which face the United States as well: ethnicity, transnational culture, migrant labor, the politics of energy, and distribution of wealth in the context of both regional and world power structures.

Sophomore Inquiry: The Original Melting Pot: Middle East Ethics, Politics, and Culture. This course introduces students to the distinctive cultural histories of the ethnic groups of the region and their relationships from Roman times to the present, examining at the same time larger political, economic, and cultural patterns at work in the region in the same period. Specific contemporary issues such as transnational culture, migrant labor, distribution of wealth are also addressed. Selections of scholarly and literary sources are used to introduce the student to both professional views and those of the region's people themselves.

Morality Cluster
This cluster studies morality (i.e., moral learning, beliefs, values, feelings, and behavior) from the perspective of philosophy, psychology, and other academic disciplines. The aim of these courses is not just the practical moral one of improving moral thought and behavior but the more intellectual one of coming to understand better this central aspect of our human nature.

Sophomore Inquiry: Morality. This course focuses attention on the psychology of moral development, as well such philosophical questions as whether there are any objective moral standards. There will also be stress on the distinctions between philosophical questions about morality, scientific questions about morality, and moral questions themselves, as well as some effort to introduce students to the relevant methods of scientific inquiry on the one hand, and philosophical inquiry on the other hand.

Nineteenth Century Cluster
The advent of the 19th century marks the beginning of the modern age. No field of inquiry was exempt from change: politics, society, religion, philosophy, psychology, science, music, and the literary and visual arts. In this cluster, students study the ideas that emerged and evolved in various intellectual disciplines during this dynamic century which even now shape the world we inhabit.

Sophomore Inquiry: The Nineteenth Century: Revolution and Evolution. This course takes an interdisciplinary approach to the study of the development of the 19th century through its three phases: (1) Revolution, Romanticism, and Nationalism; (2) Realism, Evolution, Socialism, and More Revolution; and (3) Imperialism, the Bureaucratic State, Individualism, and Decadence.

Popular Culture Cluster
Popular culture is a vital area of study that offers new insights into our history, beliefs, diversity, emotional make-up, and socio-economic relations. Study of popular culture is an interdisciplinary approach aimed at understanding how culture links the individual and society. This cluster of courses will enable students to see everyday life with new eyes by teaching them the habits of critical thinking and query into what they would otherwise take for granted.

Sophomore Inquiry: Introduction to Popular Culture. In this course, students begin to study popular culture through observation, reflection, description, and critical thinking in order to gain a deeper understanding of the popular myths surrounding everyday life. Students focus on several forms of popular culture and engage in discussion and interpretation individually and in group work.
Professions and Power Cluster
One of the least understood elements in the making of the modern world is the role of professions like law, medicine, engineering, education, architecture, and accounting. The people who work in such occupations form a major leadership class in society. As a group and as individuals, they play critical roles in preserving the public health, defining justice and who can obtain it, designing safe buildings, bridges, and roads, educating us for life’s challenges, and regulating of our economic and financial systems. In short, they often make life-and-death decisions that affect each of us. Courses in this cluster examine the critical responsibilities professions and professionals have in our society and culture, the special training they require, the ethical dilemmas they face as a consequence of their roles, why they enjoy and how they protect their elite status, who can join their ranks, and why we are so dependent on them.

Sophomore Inquiry: Professions in the Making of the Modern World. This course is about how and why professions have become among the most important forces in modern society. Those who practice medicine, law, architecture, engineering, and experts in science, economics, and other key areas of knowledge have immense influence in our lives. We examine the sources of their power and authority in society, the ethics that govern their activities, the nature and extent of their knowledge, and who joins their ranks.

Renaissance Studies Cluster
The Renaissance, dating from approximately 1300 to 1700, saw the transition from the late medieval to the early modern world. It was the age of exploration and discovery, of the Reformation and Counter-Reformation; it saw an explosion of artistic and literary creativity. This cluster offers a broad, interdisciplinary view of the period.

Sophomore Inquiry: The Renaissance. This course examines the life and thought of this vibrant period of Western history as reflected in great works of literature and art.

Science in the Liberal Arts Cluster
The theme of this cluster is “science-in-the-making” or the ongoing process of active scientific inquiry—the processes of problem-posing, problem-solving, and persuasion. This thematic emphasis is applied to scientific inquiry in general, to the study of general natural science concepts, and to the analysis of scientific issues in political, economic, social and ethical contexts.

Sophomore Inquiry: Natural Science Inquiry. This course is designed to provide a methodological and interdisciplinary perspective on science and engage students in the collaborative scientific investigation of problems of the sort they might encounter as attentive citizens. Through the use of collaborative inquiry students learn that the modern sciences, as well as the questions they address, require teamwork both within
and between specific disciplines. The course features methods of scientific investigation, analysis and graphical presentation of data, and scientific writing. The major course project deals with a real-world scientific problem in the Portland area.

**Sexualities Cluster**
This cluster will explore human sexualities from a variety of disciplinary and topical perspectives. While we tend to speak of sexuality in the singular, it actually encompasses a broad array of behaviors and beliefs which differ quite radically across cultures and time. Bodily sex, reproductive functions, and erotic expressions are all part of what we call “sexuality” and can be viewed from multiple vantage points, for example historically, cross-culturally, biologically, and through literature or the arts. All of the courses begin with the presumption that sexed bodies and expressions of desire are both socially constructed and highly contested. Furthermore, sex and sexuality are interwoven with other social categories, such as gender, race, class, and nationality. This topic will enable a complex exploration of the constitutive work of sexuality in the formation of social institutions and power relations. Finally, this is a theme which lends itself to interdisciplinary education, cutting across the divides between the arts, humanities, social sciences, and physical sciences.

**Sophomore Inquiry: Sexualities.** This course will look at sexuality with its multiple meanings as body, desire, identity, and reproduction from a variety of different perspectives. We will consider sex and sexual bodies as historical constructions and explore the debates about the role of biology and culture in shaping desires, practices, and identities. We will then look at specific examples in which sexualities are regulated by societies. Finally, we will explore the interweaving of sex, race, class, and nationality.

**Women’s Studies Cluster**
The field of women’s studies originated as an interdisciplinary effort to uncover women’s experience past and present. Today, the field focuses on gender as a category of analysis and explores the impact of gender on all areas of social life. Although feminist scholarship is diverse in terms of methods and theoretical frameworks, its common basis lies in this focus on gender difference and issues of inequality organized around gender. This focus is central to all courses in this cluster.

**Sophomore inquiry: Introduction to Women’s Studies.** In this course students analyze the varieties of women’s experience in contemporary American society, consider how gender relations may be changing, and investigate the social, political, economic, and cultural forces that shape our lives as women and men. Feminist thinking within and across academic disciplines frames the exploration of these topics. Attention is paid to relations of inequality organized along lines of race, ethnicity, class, and sexual orientation as well as gender.

---

**University Honors**

**Honors Program Building**
1632 SW 12th
503-725-4928
www.honors.pdx.edu

**B.A. or B.S.—any University major**

The University Honors Program is intended for those students who plan to go on to graduate or professional school; it therefore offers highly motivated applicants the chance to develop undergraduate degree programs that reflect their particular interests.

Limited to 200 participants, the Honors Program offers a foundation course in the theory and methods of the human, natural, and social sciences, opportunities for independent study, honors colloquia and the production of a baccalaureate thesis. Students are also allowed the chance to take part in the Washington, D.C., internship program provided by the Program. Honors Program classes are small, and students work closely with advisers both in the program and in the academic departments of the University to plan their work toward the degree.

Students may major in any undergraduate degree program offered at Portland State. Requirements for majors are set by departments; students meet general education requirements through their work in the Honors Program.

**Eligibility and admission.** The program seeks students who will strive for academic excellence. Students who have combined SAT scores (CR and MTH) of 1200 or more and whose high school grade point averages were 3.50 or better are eligible to apply. The qualities sought in Honors Program students, however, are not always reflected in test scores; GPAs, transcripts and other factors, including letters of recommendation, a writing sample, and an interview are also considered.

Part-time students, transfer students, and students returning after an absence from formal education also may apply. However, because of the program's own curricular structure and the unique directions that most degree programs take, students who have completed more than 60 quarter hours of college work are not usually considered for admission.

**Graduation requirements.** Honors Program students are graduated after completing requirements for their majors, the liberal and general education requirements of the Honors Program, and the specific requirements of their individualized programs.

Students complete a core component of work in the Honors Program, typically around 45 credit hours, which satisfies their general and liberal education requirements. While individual core programs will vary to some extent, students will complete 10 courses in Honors. These will include the core course, “Studies,” at least two courses designated as colloquia, and the two-quarter thesis project (8 credit hours).

**Studies.** A foundation course in the theory and methods of the social sciences, humanities, and sciences. “Studies” examines the politics, art, ideas, and scientific practice of major periods in Western culture, beginning with the period that has been called the “foundation of the natural sciences,” the 17th century. Originally developed under a grant from the National Endowment for the Humanities, the course remains open to all Portland State students.

In the second year of “Studies” students work together with Program faculty to examine the organization of knowledge in three periods—the ancient Greek, the early modern, and the 19th and 20th centuries, examining in which knowledge is deeply rooted in the social and political movements of its contemporary surround. Throughout the year students continue the development of the writing and research tools fundamental to the later baccalaureate thesis.

Professors of classical studies, science studies, history, humanities, and interdisciplinary social science serve as faculty, and written work focuses on primary texts studied in the course. Students are encouraged to form study groups to supplement their classroom work.

Further information and course descriptions are available from the Honors Program Office, located in the Honors Program Building, 1632 S.W. 12th Avenue.

**Departmental honors.** Some departments throughout the University offer a departmental honors option. Students should contact their major department to find out if this option is available and, if so, what the requirements are.
Courses

Courses with an asterisk (*) are not offered every year.

Hon 199
Studies I-VI
(5, 5; 4, 4)
Studies I-III comprise 15 credits (12 hours lecture, 3 hours recitation); Studies IV-VI comprise 12 credits (lecture only, no recitation).

Hon 199
Special Studies (Credit to be arranged.)
Consent of instructor.

Hon 399
Special Studies (Credit to be arranged.)

Hon 401
Research (Credit to be arranged.)
Consent of instructor.

Hon 403
Thesis (Credit to be arranged.)

Hon 404
Cooperative Education/Internship (Credit to be arranged.)

Hon 405
Reading and Conference (Credit to be arranged.)
Consent of instructor.

Hon 407
Seminar (Credit to be arranged.)
Consent of instructor. Reading and discussion of an area to be chosen by instructor, with a seminar paper required.

Hon 410
Selected Topics (Credit to be arranged.)
Consent of instructor.

Military Science

13 Extended Studies Building
503-725-3215
http://www.armygold.pdx.edu

The department of military science entails the study of techniques, psychology, and practice used with the training of officers and soldiers. Military Science encompasses six major branches as follows:

Military Organizations – Develops optimal methods for the administration and organization of military units, as well as the military as a whole.

Military Education and Training – Studies the methodology and practices involved in training soldiers, NCOs (non-commissioned officers, i.e. sergeants), and officers.

Military History – Military activity has been a constant process over thousands of years, and the essential tactics, strategy, and goals of military operations have been unchanging throughout history.

Military Geography – Military geography encompasses much more than protestation to take the high ground, it studies the obvious, the geography of theatres, also the additional characteristics of politics, economics, and other natural features of locations.

Military Technology and Equipment – Military technology is not just the study of various technologies and applicable physical sciences used to increase military power. It may also extend to the study of production methods of military equipment, and ways to improve performance and reduce material and/or technological requirements for its production.

Military Strategy and Doctrine – Military strategy is in many ways the centerpiece of military science. It studies the specifics of combat, and attempts to reduce the many factors to a set of principles that govern all interactions of the field of battle.

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

Program

GOLD is a two-year program that provides on-campus military science instruction in two parts: the Basic Course and the Advanced Course. For this training, you are paid as a Staff Sergeant (E-6). Both Courses are fully accredited and applicable towards fulfilling academic requirements for a baccalaureate degree.

Basic Course (Phase I & 2). This is an intensive two-week pre-commissioning phase. This course is oriented on leader development and individual/small-unit training in a physically and mentally demanding environment. You will be evaluated on both proficiency in land navigation and your communication skills. Each student is provided practical experience in a variety of leadership positions.

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

You also get to learn about the citizen-solder and his or her social contributions, duties, and responsibilities. Through your personal involvement, you get to see whether this role appeals to you.

You must join the Army National Guard and complete Army Initial Entry Training to be eligible for the Advanced Course. Advanced Course (Pre-commissioning Phase). This is an intensive two-week pre-commissioning training phase. Course oriented on squad and platoon tactical training in a field environment. Students plan, organize, and conduct small unit operations and training in a variety of leadership positions. Located at various Army installations. This training is presented in a challenging, 24-hour-a-day world.

The Advanced Course is a two-year pre-commissioning phase that integrates classroom instruction, military training, and practical experience to progressively develop your leader skills, qualities, and character. In April, you will enroll in the state’s Officer Candidate School (OCS) at the Oregon Military Academy and train as an Officer Candidate with your OCS class during the summer. Summer training consists of 2 annual summer camps (15 days each). Further leadership development will occur in 300 level Military Science and Army Physical Fitness classes. We will continuously assess your performance and provide you the essential feedback and reinforcement you need to become a leader in business, the community, and the Army National Guard.

Eligibility For The Basic Course. This course is open to any student enrolled at PSU. Eligibility For The Advanced Course. You must meet these requirements to be accepted into the Advanced Course:

- Be of good moral character and behavior.
- Be in good health as evidence by a current Chapter II physical.
- Have completed Initial Entry Training (IET).
- Be in good health as evidence by a current Chapter II physical.
- Must have either 60 Semester Hours or 90 Quarter Hours from an accredited college or university towards a degree to start. (IAW AR 350-51)
- Have an Army GT score of 110
- Be of good moral character and behavior.
- Although you do not have to participate in the Basic Course to enter the Advanced Course, it is encouraged.
Courses

MS 111
Basic Leadership Skills Credits: (1)
Teaches basic leadership skills based on military training doctrine. Students will be introduced to the BE-KNOW-DO method of leadership and learn how to apply it to small group leadership situations.

MS 112
Roles of the Army (1)
A study of the Total Army, its’ concept and role in society. Examines missions, organization, personnel, and history of the Regular Army, National Guard, and Reserves.

MS 131
Basic Army Physical Fitness Training (1)
The course is designed to introduce students to the basics of physical fitness training as designed by the Army. It is instructed by an Army Master Physical Fitness Instructor. Participants will train to pass (score of 180 or above) the Army Physical Fitness Test, which is a combination of push-ups, sit-ups, and a 2-mile run. Students will train to be able to compete in a 5k run.

MS 132
Intermediate Army Physical Fitness Training (1)
The course is designed to introduce students to a more advanced level of physical fitness training as designed by the Army. It is instructed by an Army Master Physical Fitness Instructor. Participants will train to pass (score of 240 or above) the Army Physical Fitness Test, which is a combination of push-ups, sit-ups, and a 2-mile run. Students will train to be able to compete in a 10k run.

MS 133
Advanced Army Physical Fitness Training (1)
The course is designed to introduce students to an advanced level of physical fitness training as designed by the Army. It is instructed by an Army Master Physical Fitness Instructor. Participants will train to pass (score of 270 or above) the Army Physical Fitness Test, which is a combination of push-ups, sit-ups, and a 2-mile run. Students will train to be able to compete in a 10 mile run.

MS 212
Leadership and Management (2)
Introduction to fundamental leadership and management, including problem analysis, decision-making, planning, management control, and interpersonal skills. Topics such as professional ethics, team development, and oral communication skills are taught based on the Army doctrine of BE-KNOW-DO. Students will be able to apply these skills to large group leadership situations.

MS 213
Basic Military Skills (2)
The course teaches basic military skills in first aid, wireless communications, land navigation, weapons systems, and small group leadership techniques.

MS 311
Military Leadership (3)
This course studies Army Command and Control along with small unit leadership fundamentals. The Junior Officer’s role and responsibilities in the leadership process are fully examined. Topics such as professional ethics, soldier/team development, and Army written and oral communication skills are addressed.

MS 312
Military Operations (3)
The course studies the principles of war and the employment of military forces in accordance with US Army doctrine, organization, equipment, and training.
MS 313
Small Unit Tactics (3)
The course studies the fundamentals, techniques, and procedures of a light infantry squad and platoon tactics. Develops leadership skills in planning, organizing, and conducting small unit operations.

MS 411
Army Training Management (3)
The course studies both the Army's training philosophy and its training system. The class focuses on the Junior Officer's role and responsibilities in the process of battle planning, establishment of unit training programs, and execution of military instruction. Restrictions: Freshman may not be enrolled in this class.

MS 412
Military Law & Administration (3)
The course focuses on Military Justice, Army Personnel Management, and Army Logistics and Supply. Students study the Junior Officer's role and responsibilities in military law enforcement, officer and enlisted personnel management, resource management, and service support. Restrictions: Students in their freshman and sophomore year(s) may not be enrolled in this class.

MS 413
Personal & Career Development (3)
An in-depth examination of the Second Lieutenant on the Total Army and preparation for officer commissioning in the Army National Guard. This course will help to provide students with the critical information on various topics. These topics include, but are not limited to, officer specialty selection, unit assignment, promotion and mobilization, career planning, and professional development. The course will also help students to balance their personal/family life, civilian employment, and military service.

---

Pre-college programs

Challenge Program
503-725-3430
Sally Hudson, Coordinator

The Challenge Program is a cooperative program between Portland State University and metropolitan area high schools. It provides high school seniors an opportunity to take regular college courses on their own campuses.

Students who have a cumulative grade point average of 3.00 or above after the completion of six high school semesters (or the equivalent in high school credits) are eligible to enroll in the Challenge Program. School district staff members review transcripts of high school students who wish to enroll in Challenge courses and select those students who have demonstrated substantial academic achievement. Students may enroll for a maximum of two classes per quarter.

The Challenge Program currently offers introductory college courses in English, foreign languages, history, and mathematics. Course content is identical to that offered to Portland State University students on the home campus. College-level texts and materials are used.

Students who successfully complete their Challenge Program coursework are entitled to a regular Portland State University transcript. The credit earned by the student can be transferred to many colleges and universities regionally and nationally.

---

PSU LINK
503-725-3430
Sally Hudson, Coordinator

Portland State University is committed to serving the needs of the metropolitan area by providing an academic environment for intellectually gifted students. The Leap Into New Knowledge (LINK) Program makes it possible for selected gifted high school students to attend the University for part-time advanced study in a particular academic discipline. The program is designed to serve those students who have exhausted all coursework in a particular discipline at their high schools. To qualify for the program, students must be recommended to the University by their school district and must successfully complete the LINK admissions process. First opportunity goes to high school seniors. If there is space available after seniors have been accommodated, other qualified applicants may be accepted into the program. Applications are due May 31 for the next academic year. These can be downloaded from the Web site at http://challenge-link.clas.pdx.edu.
Portland State University graduate programs offer a variety of opportunities for advanced study and research, including preparation for academic or other professional careers, continuation and improvement of skills for in-service professionals, and personal intellectual enrichment and professional development. More than 5,000 graduate students are enrolled in the University’s colleges and schools, and over 1,500 graduate degrees are awarded annually in the more than 70 master’s and the 17 doctoral programs.

The Office of Graduate Studies oversees the University’s graduate programs in the interest of ensuring quality instruction and research and promoting the highest achievement of graduate students. It is the principal resource concerning advanced degree requirements, degree status, petition procedures, thesis or dissertation preparation, and final oral examinations.

Graduate governance. All matters of graduate study are subject to the policies and procedures established by the Faculty Senate upon recommendation of the Graduate Council. The Graduate Council develops and recommends University policies and regulations for graduate studies, recommends standards for graduate courses and programs, and adjudicates petitions regarding graduate policies. The dean of Graduate Studies is responsible for conducting the affairs of the Office of Graduate Studies and for certifying to the registrar candidates who have fulfilled the requirements for advanced degrees.

Student responsibility. The student is responsible for knowing all regulations and procedures required by the University and the advanced degree program being pursued. In no case will a regulation be waived or an exception granted because of ignorance of the regulation or of the assertion that the student was not informed by the adviser or other authority. The student should be familiar with information published in the Portland State University Bulletin, including the section on Graduate Studies and the section listing the requirements for the degree and the offerings and requirements of the major department. The department chair appoints a faculty adviser for each graduate student to assist in developing the course of study, determining deficiencies, planning the program, and clarifying special regulations. Departments can be expected to have additional degree requirements beyond those listed in the Bulletin.

A graduate student may petition the Graduate Council for the waiver of a University graduate academic regulation or degree requirement. The petition process is an option in unusual cases with extenuating circumstances. A petition is not a remedy for poor advising on the part of an academic unit or poor planning by the student. The responsibility of initiating the petition rests with the student. Petition forms are available from the Office of Graduate Studies and on the Graduate Studies Web site, www.gsr.pdx.edu. The decision of the Graduate Council is final. The University reserves the right to require the withdrawal of any student who fails to accept responsibilities, as evidenced by conduct or scholastic achievement.

Application

Domestic application documents. In order to expedite the graduate admission process for domestic applicants, Portland State University requires that the applicant send two complete (but different) application
packets, one packet to the Admissions Office and the other directly to the department. Complete application materials are available from the individual academic departments. Incomplete packets sent either to the Admissions Office or to the department will seriously delay completion of the graduate admission process. Questions about the admission process should be directed to the department. Once the department recommendation for admission has been received, a student may call the PSU Office of Admissions at 725-3511 to determine the status of the University admission application.

1. The application packet sent to the Admissions Office must include:
   a. the University application form;
   b. the application fee;
   c. one official transcript from every college or university attended (except PSU), including junior colleges and community colleges;
   d. the measles immunization form.

2. The application packet sent to the department must include:
   a. the departmental application form;
   b. a copy of each transcript (or official transcripts, if required by the department);
   c. other departmental requirements, which may include recommendations, resume, personal statement, essay, test scores, portfolio, and/or departmental checklist.

The department evaluates the file and recommends admission or denial of the applicant to the Office of Admissions. Some departments evaluate admission applications periodically, and other departments wait until the application deadline before evaluating all applications.

Upon admission, the student will be assigned to a departmental or school faculty adviser. The University application form and the non-refundable application fee are valid for one calendar year. To validate admission, a student must register and pay for at least one credit at PSU in the term for which she/he was admitted. If the student does not validate admission for the admission term, the admission will be cancelled unless the student contacts the Admissions Office and requests that the admission be updated to another term within the year. If the student does not validate admission within one calendar year, the admission will be cancelled, and the student must submit a new application and new application fee.

Foreign application documents. All applicants who have attended schools outside the United States must present the following:

1. A complete and accurate chronological outline of all previous university-level education.

2. Official transcripts and/or degree certificates from all colleges and universities attended. An official transcript and/or degree certificate is a verification of an applicant’s academic record issued in the original language directly from the original, issuing source. These documents must arrive at the Office of Admissions in an unopened envelope sealed at the originating institution with the university stamp or signature on the closed envelope flap. An official translation must be submitted for any official transcript and/or degree certificate that is in a language other than English. For additional information about official transcripts, degree certificates, and translations, contact International Admissions in Neuberger Hall at 503-725-3511.

3. A minimum score on the Test of English as a Foreign Language, which is administered by the Educational Testing Service at testing centers established throughout the world. Students who cannot obtain a TOEFL bulletin and registration form locally should write, well in advance, to:
   Test of English as a Foreign Language,
   Box 889, Princeton, NJ 08540.

   The minimum acceptable TOEFL scores are 550 for the Paper-based test or sub-scores of 18 reading, 18 listening, 16 speaking, and 16 writing for the Internet-based test. The International English Language Testing System exam (IELTS) may be substituted for the TOEFL; minimum acceptable score is 7.0. Native speakers of English are not required to take the TOEFL exam. Foreign applicants who have received a baccalaureate, master’s, or doctoral degree from a regionally accredited institution, having achieved a minimal accepted GPA, and recommendations from the appropriate department. Any applicant whose native language is not English and who has not received a baccalaureate, master’s, or doctoral degree from a regionally accredited U.S. institution or an equivalently accredited institution in Australia, English-speaking Canada, Ireland, New Zealand, or the United Kingdom must pass the Test of English as a Foreign Language (TOEFL); the International English Language Testing System exam (IELTS) may be substituted for the TOEFL. Portland State University will not confer active admission status to any graduate student pending an expected baccalaureate degree without formal written notification from the Registrar of the conferring institution confirming that all requirements for the degree have been met and stating the date the degree will be conferred. If admitted on this basis, an official transcript showing the degree will be required during the term of admission or the admission will be canceled.

Departmental requirements. A department may have additional admission requirements based on previous academic achievement, scores on Graduate Record Examinations or other tests, letters of recommendation, a portfolio, or an autobiographical statement. Information regarding departmental requirements can only be obtained directly from the specific department. Admission is selective and meeting minimum requirements does not guarantee admission. The number of students admitted to a particular program is limited to the resources available.

Admission Statuses

All admitted graduate certificate and degree students will be assigned one of the following admission statuses:

Regular status. Students who meet the
University requirements and are fully accepted by their departments as potential degree candidates are given Regular status. To be considered for admission with Regular status, the applicant must have a cumulative undergraduate GPA of 2.75 or higher. Applicants who have already earned 9 or more letter-graded graduate credits must have a cumulative graduate GPA of 3.00 or higher; this GPA supersedes the undergraduate GPA. A student who has Regular status is eligible to be a graduate assistant.

University Conditional status. Students who do not meet GPA requirements for Regular status are given University Conditional status if they are fully accepted by their departments (see Department Conditional status below). To be considered for admission with University Conditional status, the applicant must have a minimum cumulative undergraduate GPA of 2.50. After completing 9 letter-graded graduate credits with a GPA of 3.00 or higher, students with University Conditional status will automatically be given Regular status. Students admitted on University Conditional status who do not achieve a GPA of 3.00 or higher after completing 9 letter-graded graduate credits will have their admission canceled. A student who has University Conditional status is not eligible to be a graduate assistant.

Department Conditional status. Department Conditional status may be imposed on a student who has a deficiency in departmental requirements. These conditions may include GPA requirements or additional coursework and may be more rigorous than University Conditional status or other University standards. Department Conditional status can only be removed by the department with a Request for Change of Status form (GO-7). Students who do not fulfill the requirements of their Department Conditional status can have their admission canceled by the department. A student who has Departmental Conditional status is eligible to be a graduate assistant.

Both University Conditional and Department Conditional status. Students who have both University Conditional status and Department Conditional status are subject to all of the policies stated above. University Conditional status and Department Conditional status are converted to Regular status independent of each other, and usually not at the same time. A student who has both University Conditional status and Department Conditional status is not eligible to be a graduate assistant.

Other Admission Categories Certificate. All students working in a planned program leading only to a postbaccalaurate (not graduate) certificate are given certificate admission. Certificate students may be admitted to other categories of graduate study and concurrently pursue a postbaccalaurate certificate.

Postbaccalaurate. Students not currently working toward a degree but who wish to register for more than 8 graduate credits may be admitted to postbaccalaurate status. A postbaccalaurate student wishing to be admitted to a graduate certificate or degree program must apply in the same way as any other applicant and must meet the general University requirements and be fully accepted by the department. A postbaccalaurate student may find departmental enrollment limitations on many courses. Courses completed in a postbaccalaurate status are not automatically applied toward a graduate degree; each course must be evaluated and recommended by the department and is considered pre-admission credit to which all pre-admission limits and requirements apply. (See section on pre-admission and transfer credit, page 62.)

Departmental Request for Special Admission. In cases when a student does not meet minimum University admission requirements, departments may choose to submit a Graduate Admission – Special Approval Request (GO-20 form). This process may only be initiated by a department (not a student).

Exceptional admission procedures for foreign students. In situations beyond the control of a foreign applicant, when transcripts and documents are not available to confirm completion of a baccalaureate degree in a foreign university, the dean of Graduate Studies may employ a special admissions procedure. Upon referral by the Admissions staff responsible for foreign student admission and recommendation of the admitting department, a special panel consisting of three faculty may be appointed to review the materials available and interview the applicant. The panel shall consist of one member of the admitting department, one member of the Graduate Council, and a representative of the Office of Graduate Studies. The panel will evaluate the educational background and preparation of the applicant and review documents including letters and written testimony of persons who serve as references or are cognizant of the circumstances of the applicant’s situation. The panel may determine that an equivalency of a baccalaureate degree was earned and, if so, may recommend that the student be admissible in regular or conditional status; or it may determine that an equivalency of a baccalaureate degree was not earned, and, if so, it may recommend that specific additional preparation be required in order to meet the admission standard. The dean of Graduate Studies shall make a final determination based upon the recommendation and the evidence presented.

Enrollment

Validation of Admission. Students must register for a minimum of 1 credit during their term of admission; failure to do so will result in cancellation of admission.

Graduate grading system. The following grading scale is employed at the graduate level:

- A = 4.00
- B+ = 3.33
- B = 3.00
- C+ = 2.33
- C = 2.00
- D+ = 1.33
- D = 1.00
- F = 0.00
- X = No basis for grade
- W = Withdrawn
- IP = In progress
- AU = Audit
- I = Incomplete

Incompletes. A student may be assigned an I grade by an instructor when all of the following four criteria apply:

1. Quality of work in the course up to that point is C level or above.
2. Essential work remains to be done. “Essential” means that a grade for the course could not be assigned without dropping one or more grade points below the level achievable upon completion of the work.
3. Reasons for assigning an I must be acceptable to the instructor. The student does not have the right to demand an I. The circumstances must be unforeseen or be beyond the control of the student. An instructor is entitled to insist on appropriate medical or other documentation.
4. A written agreement, signed by both the student and the instructor, should include a statement of the remaining work to be done to remove the I grade, and the date, not to exceed one year from the end of the term of enrollment for the course, by which work must be completed in order to earn credit toward the degree. The instructor may specify the highest grade which may be awarded upon completion; the grade awarded should not exceed the level of achievement attained during the
regular course period. To remove an Incomplete, the instructor must file a supplementary grade report with Registration and Records within one year (e.g., by the end of fall 2009 for a course registered for fall 2008). An Incomplete grade becomes part of the permanent transcript record after the one-year deadline expires, unless a waiver is approved by petition to the Graduate Council.

Withdrawals. Withdrawal from a course must be initiated by the student. It is the student's responsibility to withdraw properly by the published deadlines dates.

A student may withdraw with no record on the transcript up to the end of the second week of the term. As a courtesy, students are advised to notify the instructor concerned of the intended or completed withdrawal. A student who withdraws after the second week will have a W recorded on the transcript. A student may withdraw for any reason during the third or fourth week, but withdrawing between the fifth and seventh weeks requires instructor approval. A student wishing to withdraw after the seventh week must petition the Deadline Appeals Board. A W is recorded if the petition is approved. Reasons for withdrawal beyond the seventh week must be beyond the student's control, and medical reasons must be documented. Instructor's comments are required on the petition.

Refunds are automatic and are calculated from the date of official course load reduction. The refund is 100 percent only if withdrawal occurs within the first week of the term. The above deadlines refer to Fall, Winter and Spring terms. For deadlines during Summer Session, consult the Summer Session website at http://www.summer.pdx.edu.

If a student, to the best of the instructor's knowledge, has never attended class, the name on the grading register may be assigned an X grade (no basis for grade). An auditor may also be assigned an X for insufficient attendance.

A student who has participated in a course but has failed to complete essential work or attend examinations, and who has not communicated with the instructor, will be assigned the appropriate grade based on coursework completed.

Missing Grade. A student will not be certified for graduation who has any M (Missing) grades in PSU graduate courses that could potentially be letter graded, even if the courses are not applied to the student's degree.

Repeat of graduate courses. If a graduate course is repeated, the grades awarded both times are included in the GPAs; however, credit toward the number of credits required for the degree is counted only once. Repeating courses to raise the GPA is not acceptable. If a course offered as a 400/500 level course is taken at the 400 level, the same course cannot be taken again for credit at the 500 level.

Audit. Graduate students may take any course for which they have the prerequisites and which is open to them on the basis of their admission category on an audit (no-credit) basis. The tuition and fees for auditing courses are the same as for taking the courses for credit, but a student's load (total credit hours) does not include audit enrollments. Audited courses cannot be used to meet any requirement for degrees or certificates or for required registration for graduate assistants or for scholarship students. Students cannot receive financial aid for audited courses.

Courses taken more than once on an audit basis cannot be repeated for graduate credit. During the add-drop period a student registered for a course for audit may change to credit status or vice versa through the official methods; thereafter the change cannot be made.

Correspondence credit. Under no circumstance will graduate credit earned through correspondence study be acceptable toward an advanced degree.

Academic load. Full-time enrollment for graduate students is 9-16 credits. Graduate students must seek approval of registration in excess of 16 credits. A student registering for 17 to 19 credits must obtain the approval of the department chair or faculty adviser. A student registering for 20 credits or more must obtain the approval of the department chair and the dean of Graduate Studies. A graduate assistant registering for more than 16 credits must obtain approval from the department chair and the dean of Graduate Studies. Overload approval forms may be obtained from the departments or the Office of Graduate Studies.

Minimum enrollment. The University requires that graduate students who are involved in activities requiring faculty time or the use of University facilities register every term, including those working on any aspects of research, project, thesis, or dissertation. A minimum of one graduate credit is required when taking any comprehensive or final examination. A minimum of one graduate credit of registration is required when engaged in any phase of research, such as developing or collecting data, or any aspects of a project, thesis or dissertation until its final approval by the Office of Graduate Studies.

The student's department can require additional registration in any given term in relation to the number of time required of faculty or the use of University facilities during the term.

Residency requirements. Residence credit is defined as credit taken at PSU after formal admission to a graduate degree program. Residency requirements are intended to ensure that students work in close association with other graduate scholars in the intellectual environment of PSU.

In a master's program, to meet the residency requirement a student must earn a minimum of two-thirds of the credits applied to the degree after formal admission to a master's degree program at PSU.

In a doctoral program, to meet the residency requirement a student must register for and satisfactorily complete a minimum of three consecutive terms in full-time residence (minimum 9 graduate credits applicable to the degree program each term) after admission to the doctoral program at PSU.

Credit distribution and limitations. Courses applied to any graduate certificate or degree program must be at the 500 or 600 level. Courses at the 700 and 800 level are not acceptable in any graduate certificate or degree programs, with the exception of 800-level courses in the master's degree programs in the Graduate School of Education as well as some M.A.T./M.S.T. programs; these programs may allow a maximum of 6 credits at the 800 level.

At the master's level, a minimum of 12 credits in a 45-credit program must be taken in residence in 500, 500/600, or 600 course level categories. The remainder of the required credits may be 400/500 courses taken at the 500 level.

Limitations are placed on the number of 501, 502, 503, 504, 505, 508, and 509 credits that can be applied to master's degrees. In a 45-credit program, the limits are as follows: a maximum of 12 credits in 501, 502, and 505 combined; a maximum of 9 credits in 504, 508, and 509 combined; a range of 6 to 9 credits in 503. Courses numbered 60x are included in these limitations.

Joint Campus courses. Graduate students at PSU may take graduate courses at other institutions in the Oregon University System and register for these courses through the PSU Office of Admission, Registration and Records. These courses are recorded on the student's PSU transcript as joint campus courses (JC 510/610). To register for joint campus courses, students must have approval from their advisor, department, and PSU, as well as approval from the course instructor at the OUS institution at which the course is being offered. The student must be a matriculated graduate stu-
student in a PSU graduate certificate or degree program and be registered for PSU credit during the same term the JC 510/610 course is taken. Joint campus courses are considered transfer credits for which all transfer credit limitations apply (see below). Forms for joint campus courses are available in the Office of Admissions, Registration and Records in the lobby of Neuberger Hall. Self-support courses and courses offered by Extended Studies and Summer Session are ineligible for this program.

**Pre-admission and transfer credit.**
Courses taken at any institution, including PSU, before the term of formal admission to a PSU graduate degree program are pre-admission credits. Courses taken at any other institution at any time are transfer credits. For all graduate certificate and degree programs, pre-admission and transfer credits must be graduate credit taken at a regionally accredited institution and applicable to a graduate degree program without qualification at the originating institution. Pre-admission and transfer credits cannot be correspondence credit.

A master's student must earn a minimum of two-thirds of the credits applied to the degree after formal admission to the graduate degree program at PSU and must earn a minimum of two-thirds of the credits applied to the degree at PSU. Departments may have stricter limitations. Pre-admission and transfer credits for master's degrees must meet all the following requirements: must be letter-graded B- or higher (pass or similar grading methods are not acceptable); must not be used for any other degree at any institution; must be no older than seven years old at the time the master's degree is awarded; and must total no more than one third of the required credits for a master's degree program. For master's degrees, the application of eligible pre-admission and/or transfer credits must be approved by the student's department and the Office of Graduate Studies using the GO-21 form. It is strongly suggested that this form be submitted early in the student's program, but it must be submitted before the Office of Graduate Studies can review the Graduate Degree Program form (GO-12), which is due in the first week of the anticipated term of graduation. (The M.S.W. program has specific transfer credit allowances resulting from accreditation requirements and inter-institutional agreements, but a minimum of 36 credits applied to the M.S.W. must be taken at PSU.)

For graduate certificates, two-thirds of the required credits, or 15 credits, whichever is higher, must be taken at PSU. Individual programs may set higher minimums. Transfer credits for graduate certificates must be letter-graded B- or higher (pass or similar grading methods are not acceptable) and must be no older than seven years old at the time the graduate certificate is awarded.

Transfer credits from other institutions must be approved by the graduate certificate program and the Office of Graduate Studies using a GO-11GC form. Although pre-admission limits do not apply, reserved credit limits do apply (see below). Students are encouraged to apply for and be admitted to graduate certificate programs as early as possible.

For doctoral degrees, pre-admission and transfer limits are at the discretion of the individual doctoral programs. Pre-admission and transfer courses approved for use by the doctoral program are added to the student's doctoral program of study.

Approved graduate transfer courses from other institutions are not entered on PSU transcripts and are not considered in the computation of PSU cumulative graduate GPA. However, transfer courses are included in the approved program of study for all graduate certificate and degree programs and are used to calculate the program GPA, which must be 3.0 or higher in order to graduate.

Pre-admission and transfer credits from foreign institutions are subject to the same requirements and limitations. Requests for foreign pre-admission and transfer credits must include additional documentation to facilitate verification of eligibility; contact the Office of Graduate Studies for details.

**Reservation of coursework for graduate credit.**
Graduate-level course work taken while working toward a student's first bachelor's degree can be reserved for use in a PSU graduate program. Only credits earned at PSU can be reserved for graduate credit. Reserved graduate credit is limited to 12 completed graduate credits letter-graded B- or higher earned within the last 45 credits prior to awarding of the student's first bachelor's degree and not used to fulfill the requirements for any bachelor's degree. Such courses are pre-admission credits and subject to all pre-admission requirements and limitations. Departments may have stricter limitations.

Reserved credits must be approved by the student's department, Degree Requirements, and the Office of Graduate Studies using a GO-10 form. It is strongly suggested that this form be submitted before awarding of the bachelor's degree, but it must be submitted before the Office of Graduate Studies can review the Graduate Degree Program form (GO-12), which is due in the first week of the anticipated term of graduation. As reserved credits are by definition pre-admission credits, a GO-21 form must also be submitted.

**Dual master's degrees.** A graduate student may work concurrently toward the completion of the requirements for two PSU master's degrees in complementary disciplines. Dual master's degrees allow for an overlap of the credits required for two master's degrees. The credits to be accepted for both degrees must be approved by the departments involved and may not exceed one-third of the required credits for a degree. If the two master's programs have different total credit requirements, the one-third limit is determined by the smaller total credit requirement.

Students working toward dual master's degrees must be admitted to the second degree program no later than the term prior to the term in which the student graduates from the first degree program. Overlapping credits used in dual master's degrees must be approved by the student's departments and the Office of Graduate Studies using a Dual Degree Memo before the student graduates from the first master's degree program. Students are limited to one use of the dual master's degree allowance at PSU.

**Course Overlap between Degrees and Certificates.** In specific circumstances, coursework (not a project, thesis/dissertation, or other culminating activity) can be shared between programs. There are limits on the use of eligible graduate courses between graduate programs.

- A graduate course that has been used to meet the requirements for a bachelor's degree or any undergraduate program cannot be applied to any graduate program (degree or certificate).
- Graduate courses can be applied to two master's degrees only under the Dual Degree option (see above).
- Graduate courses can be applied to a master's degree and a doctoral degree.
- Graduate courses can be applied to a master's degree and a graduate certificate.
- Graduate courses can be applied to a doctoral degree and a graduate certificate.
- Graduate courses cannot be applied to two graduate certificates.
- Graduate courses can be applied to more than one doctoral program (at the discretion of both doctoral programs), but the following items must be completed at Portland State for each doctoral degree: comprehensive exams of any kind, residency, research, and dissertation.

**Leave of absence.** A student admitted to a graduate program and in good standing may petition for leave of absence for up to one calendar year. Leave of absence status assures the student a continuation of the student's admission in the program during the period of the leave of absence. Application for leave of absence, endorsed by the department chair or program director, must be filed in
the Office of Graduate Studies not later than the Friday of the second week of the term for which the application is made. A leave of absence is granted only to graduate students in good standing and does not constitute a waiver of the time limit for completion of the graduate degree at PSU, nor does it extend the regular one-year limit for completion of a course.

A student may petition for a second leave of absence from a graduate program, but approval is required from the department chair or program director and graduate committee of the college or school as well as the Office of Graduate Studies. Students who have not enrolled for three terms (excluding summer) must submit a re-enrollment request.

Re-enrollment. Admitted graduate students who fail to enroll for credits for consecutive three terms (excluding summer) must submit a Graduate Re-Enrollment Request to their department; if this request is supported by their department, the request is signed and forwarded to the Office of Graduate Studies for processing. A GPA of at least 3.00 in all graduate work taken subsequent to admission to the PSU graduate program is a prerequisite for re-enrollment.

Students submitting the Graduate Re-Enrollment Request who have enrolled in coursework elsewhere since PSU admission must also submit one sealed, official transcript to the Office of Admissions from each institution attended subsequent to PSU graduate admission.

To ensure timely registration, the completed Graduate Re-Enrollment Request should be received by the Office of Graduate Studies no later than three weeks prior to registration.

Cancellation of admission to graduate program. If a student does not validate admission by registering and paying for at least one credit at PSU in the term of admission, that admission will be cancelled unless the student contacts the Admissions Office and requests that the admission be updated to another term within the calendar year. If the student does not validate admission within one calendar year, the admission will be cancelled and the student must submit a new application and a new application fee.

A student with validated admission to a graduate certificate or degree program who during a one-year period (1) does not have an approved leave of absence and (2) does not successfully complete a graduate course in the approved program of study for the degree or does not make satisfactory progress toward the degree (as determined by the department) may have admission to the degree program canceled. For further information, students are urged to contact individual departments for departmental policies and practices.

Academic Standing
All admitted graduate certificate and degree students are expected to maintain good academic standing during the course of their graduate program at PSU. Good academic standing is defined as maintaining a cumulative graduate GPA of at least 3.00 in all graduate credit earned at PSU (based on 9 or more graduate credits) and a term graduate GPA of 2.67 or higher (based on 6 or more graduate credits) during each term of enrollment. All graduate students, especially those in a conditional admission status, are expected to keep in close communication with their departments and to avail themselves of departmental advising.

Academic probation. An admitted student is placed on probation if:
1. The student's cumulative graduate GPA at Portland State University, based on the completion of 9 letter-graded graduate credits after admission to the graduate level at PSU, is below 3.00 at the end of any term, or
2. The student's term graduate GPA, based on a minimum of 6 letter-graded graduate credits, is below 2.67 for a given term.

While on academic probation the student will not be permitted to 1) graduate, 2) receive or continue to hold a graduate assistantship, 3) change majors (GO-19 form), 4) be advanced to doctoral candidacy, 5) receive approval of the master's degree program (GO-12 form), or 6) register for more than a total of 9 credits in any term.

Removal of academic probation occurs if the cumulative graduate GPA is brought to 3.00 within the next 9 graduate credits in letter-graded courses in the case of probation due to a low cumulative GPA, or both cumulative and term GPA of 3.00 or above in the case of probation due to a low term GPA.

Disqualification. Disqualification occurs if:
1. The student on academic probation for low cumulative GPA fails to achieve a cumulative graduate GPA of 3.00 or higher within the next 9 graduate credits in letter-graded courses; or
2. The student on probation for a term GPA below 2.67 does not receive at least a 3.00 term GPA and does not achieve a 3.00 cumulative GPA within the next 9 credits of letter-graded graduate coursework; or
3. The student becomes subject to academic probation for a second time.

A student who is disqualified may not register for any graduate courses at PSU.

Readmission after disqualification. Readmission for a student on academic disqualification is not automatic. A student may request readmission after a mandatory disqualification period of one calendar year by filing a graduate petition for readmission to the Graduate Council through the Office of Graduate Studies. To be readmitted, the student must meet all current admission requirements, with the exception of the graduate GPA.

If the student's graduate program has recommended readmission, the Graduate Council may grant readmission, with or without additional academic requirements, or may recommend continued disqualification. If the Graduate Council approves the petition for readmission, the student must raise the PSU cumulative graduate GPA to 3.00 or better within the first 12 letter-graded graduate credits after readmission. If the student fails to raise the cumulative graduate GPA to a minimum 3.00, she or he will be disqualified again. If the Graduate Council does not approve the petition for readmission, the student will remain in academic disqualification. The decision of the Graduate Council is final.

Graduate courses completed at any institution while a student is under disqualification at PSU will not be applied toward a graduate program at PSU.

Academic Honesty
Graduate policy on academic honesty and integrity. Graduate students have a primary, unique relationship and responsibility to the faculty upon whose recommendations graduate degrees are awarded. A major feature of the graduate student's responsibilities to the faculty is the adherence to academic honesty. The Graduate Policy on Academic Honesty and Integrity assumes that the student is honest, that all coursework and examinations represent the student's own work, and that all documents supporting the student's admission and graduation are accurate and complete. Academic honesty is a requirement for all graduate activities. Any violation of academic honesty and integrity is grounds for academic action. In addition, a student found in violation of this policy may be subject to disciplinary sanction as provided in the University Student Conduct Code.

Violations of the policy include but are not limited to:
1. Cheating in examinations and course assignments. The willful use or provision to others of unauthorized materials in written or oral examinations or in course assignments.
2. Plagiarism. The appropriation of language, ideas, and products of another author or artist and representation of them as one's own original work; failure to provide proper identification of source data; use of purchased or borrowed papers in graduate courses without complete identification of the source.
3. Selling or offering to sell course assignment materials. Selling or offering to sell material to another person; knowing, or under circumstances having reason to know, that the whole or a substantial part of the material is intended to be submitted in fulfillment of a course requirement.

4. Academic fraud. Furnishing false or incomplete information to the University with the intent to deceive; forging, altering, or misusing University documents or academic forms which serve as the basis for admission, course study, or graduation; misrepresenting a person’s identity to an instructor or other University official.

Graduate Council Procedures for allegations of violation of graduate policy on academic honesty and integrity. Allegations of violation of the graduate policy on academic honesty and integrity not resolved within the department (or appropriate academic unit) shall be submitted to the dean of Graduate Studies. At this point in the process, the dean is empowered to attempt to resolve the case and not forward the case to the Graduate Council. If the dean, with appropriate consultation, and the student concur in the case’s disposition, such disposition will be imposed. If the dean is unable to resolve the case, the dean shall provide formal written notification to the student of:

- the charges;
- the student’s right to request a formal hearing to contest the charges;
- the student’s right to waive the formal hearing by utilizing the student petition process (see paragraph below); and
- the requirement that the student’s request for a formal hearing or to file a petition be submitted in writing to the dean within 10 business days of the date of this written notification. If the student does not respond within this time period, the dean shall refer the matter to the Graduate Council for decision by default, based upon the information and records in the file, without further participation by the student. Upon referral to the Graduate Council, the council chair shall review the file and submit a written determination for final consideration by the council.

If the petition option is selected by the student, the student will complete a written petition to the dean of Graduate Studies that includes the student’s own written statement, with attached supporting documentation, and the specific action requested of the Graduate Council. The Office of Graduate Studies shall request a written statement from the faculty member(s) and/or administrative personnel who have advanced the case of alleged violation of academic honesty and integrity. Consistent with existing Office of Graduate Studies procedures for the review of student petitions, at least two members of the Graduate Council will review the petition independently and each will submit their decision to approve or deny the student’s requested action. Then, the Graduate Council chair will review both the student’s petition and the decisions made by the Graduate Council members. The Graduate Council chair will approve or deny the student’s request, or invoke an alternative disposition, indicating the findings of fact and evidence used to arrive at the decision. The Graduate Council chair’s decision is final. It is reported to the dean of Graduate Studies, who provides written notification to the student of the chair’s decision.

If the student requests a formal hearing instead of exercising the petition option (see paragraph above), the dean shall refer the matter to the Graduate Council chair, who will convene a hearing panel under the following procedures. The Graduate Council chair shall appoint a hearing panel from among its members and designate one of the appointed members to serve as the panel chair. The hearing panel will be comprised of at least three but no more than five members. If there are graduate student members serving on the Graduate Council, the council chair shall invite one graduate student member to serve on the hearing panel. The council chair, in consultation with the panel chair, shall notify all involved parties of the date, time, and place for the hearing and provide a list of hearing panel members, in advance of the hearing, to permit objections to be heard regarding the appointment of any particular panel member(s). Prior to the hearing, all involved parties are encouraged to submit written arguments and corroborating documents to the hearing panel chair. The dean, with assistance from the original complainant, and with advice and assistance from the Oregon Department of Justice, shall advance the case before the hearing panel. The student shall have the right to be represented (at the student’s own expense) by counsel. The dean may elect to have the Department of Justice present the matter. At the panel hearing, all involved parties shall be given the opportunity to present further oral and written arguments and to have witnesses called. Opportunity shall be provided for witness cross-examination. Testimony shall be presented upon oath or affirmation and a verbatim record of the hearing kept.

The hearing panel shall deliberate in private and produce a written decision, including the findings of fact and evidence relied upon to reach its decision. The administration has the burden of proving the allegations. Findings shall be based upon a preponderance of the evidence. If the hearing panel concludes that a violation of graduate policy on academic honesty and integrity occurred, the following constitute academic actions which the hearing panel may take:

- denial or rescinding of credit for the course in which the violation occurred;
- academic probation for a period of one calendar year;
- academic disqualification for a period of one to three calendar years;
- denial or rescinding of the award of the graduate degree.

In the event that the hearing panel is unable to reach a consensus decision, the hearing panel will submit its majority and minority report at the next scheduled Council meeting for deliberation and vote by the entire Graduate Council. A consensus decision, reached by the hearing panel and ratified at a subsequent council meeting, is final.

Upon receipt of the Graduate Council’s decision, or the council chair’s decision in the case of a petition, the dean of Graduate Studies will impose whatever academic sanction is included in the decision. If an academic sanction is imposed, the dean will also forward all materials gathered in the case to the Office of Student Affairs, which may choose to act under the auspices of the Student Conduct Code.

Tuition, fees, and aid

Basic Graduate Fees

The basic fees associated with graduate study at PSU are listed at www.pdx.edu. The admission application fee is required and is nonrefundable. For many of the graduate degree programs, the applicant is required to submit a recent test score on one or more of the designated standardized tests. The graduate tuition fees depend on the total number of credits in enrolled classes, resident or nonresident status in the state of Oregon, and the student’s status as graduate assistant or nongraduate assistant. Further details on graduate fees are available by contacting the Office of Admissions, Registration and Records in Neuberger Hall.

Tuition and fees may be paid in full at the time of registration; however, the University offers a deferred tuition plan which allows for a partial payment at registration with the balance due in two installments.

Financial Assistance

Graduate assistantships. The University offers graduate assistantships for teaching, research, and administrative support on a competitive basis for students working toward graduate degrees at PSU. To qualify and to remain eligible for an appointment, a
student must be admitted with Regular or Department Conditional status and be in good academic standing in a graduate degree program at PSU. (Students admitted only to a graduate certificate program are not eligible for a graduate assistantship.) Graduate assistants must be registered for and satisfactorily complete a minimum of 9 graduate academic credits applicable to the degree each term. The assistantship is in effect, except Summer Session, with term and cumulative GPAs of 3.00 or higher, and must show satisfactory academic progress in fulfilling the requirements of the degree program. The student’s department chair or graduate coordinator may allow up to 4 undergraduate credits within the 9 credits if the undergraduate credits are needed as prerequisites for graduate courses or are important to the student’s plan of study. Any request for a student to take more than 4 undergraduate credits per term must be approved by the dean of Graduate Studies.

Graduate assistants who do not meet continuation requirements (i.e., satisfactory completion of a minimum of 9 graduate academic credits applicable to the degree, with term and cumulative GPAs of 3.00 or higher) will have their assistantship canceled by the Office of Graduate Studies. Satisfactory completion of a graduate course is defined as a letter grade of B- or higher, P, or IP. Grades of C+ and below, NP, I, X, W, and M are not successful completion of a graduate course. Audits (AU) cannot be used to meet the 9-credit requirement.

Graduate assistants are provided a salary on a regular periodic basis as compensation for the service provided and receive a partial remission of the instructional fee portion of tuition each term of appointment. Students wishing to apply for graduate assistantships must correspond directly with the appropriate academic department. The Office of Graduate Studies does not award graduate assistantships.

PSU Laurels. The PSU Laurels Graduate Tuition Remission Program provides remission of the instructional fees at in-state rates to academically qualified students on a competitive basis with preference given to Oregon residents. The tuition remissions are available to admitted graduate students, both full time and part time, at Portland State University. The PSU Laurels is a merit program; financial need is also a consideration for some of the awards. Information is available from the Office of Graduate Studies.

Scholarships. Portland State University has a limited number of scholarships available to graduate students. Scholarships are awarded to students in attendance at the University on the basis of academic achievement, promise, and financial need. A computerized data base of scholarships, both national and local, is available on the second floor of the library. Requests for information on scholarships related to specific departments should be made to the specific department involved.

Educational loans and work. Graduate students may apply for educational loans through the Federal Perkins Student Loan program, the Federal Direct Stafford Loan program, the Federal Unsubsidized Stafford Loan program, and the federal College Work-Study Program. Details and application materials are available from the Office of Student Financial Aid in the lobby of Neuberger Hall. Priority consideration for Federal Perkins Student Loan and federal College Work-Study will be given to those who have completed the application process earliest, while funds are available.

WICHE. Under the Western Interstate Commission for Higher Education (WICHE) Regional Graduate Program agreement, residents of Alaska, Hawaii, Idaho, Montana, Nevada, New Mexico, Utah, Washington, and Wyoming admitted to the following programs pay resident fees: the master’s and doctoral programs in environmental sciences and resources; the master’s program in education: special education with a focus in visually impaired learners; master’s and doctoral programs in urban studies; or the doctoral program in public administration and policy. Applications are available through the Office of Graduate Studies.

Graduate programs

The graduate programs offered by Portland State University are listed below.

GRADUATE CERTIFICATES
A graduate certificate program is a linked series of approved graduate-level courses which constitute a coherent body of study with a specific defined focus within a discipline. It is designed for a postbaccalaureate participant and reflects the educational mission of the University. Each graduate certificate program is approved by the Graduate Council and the Faculty Senate with a minimum number of credits and a specific set of courses which must be completed; a final project or portfolio may be required to provide for integration of the sequence of course materials.

To be admitted to a graduate certificate program, students must meet all departmental and University admission requirements (see pages 60–62). For further information on admission, as well as other aspects of a specific graduate certificate program, the appropriate department should be contacted directly.

Graduate certificate students must remain in good academic standing (see page 63) and must achieve a cumulative GPA of 3.00 or higher in all courses to be used for the graduate certificate.

Although grades of C+, C, and C- are below the graduate standard, they may be counted as credit toward a graduate certificate with the specific written approval of the program. Grades of D or F indicate clearly unacceptable work and carry no graduate credit. Certificates may be awarded at the end of any term when the requirements have been met. Students must apply for award of the certificate in the Office of Graduate Studies no later than the first week of the term in which completion is expected.

Courses completed up to seven years prior to the certificate award date may be used to satisfy graduate certificate requirements (i.e., a course started in the fall term of 2003 will be beyond the seven-year limitation at the close of fall term 2010). A student cannot graduate from a graduate certificate who had an M (Missing) grade in a PSU graduate course that could potentially be letter graded, even if the course is not applied to the program of study.

For graduate certificates only, transfer credit is defined as any eligible letter-graded (B- or higher) graduate course taken at another accredited institution. Two-thirds of the credits required for a graduate certificate, or 15 credits, whichever is higher, must be taken at PSU. Individual programs may set higher minimums. See the section on Course Overlap between Degrees and Certificates for use of coursework in certificate programs.

The following graduate certificate programs are currently offered: Applied Statistics; Earth and Space Sciences for K-12 Educators; Engineering Geology; Environmental and Resource Economics; Environmental Geology; Geographic Information Systems; Hydro-Geology; Mathematics for Middle School; Mathematics Teachers (College of Liberal Arts and Sciences); Addictions Counseling; Children’s and Young Adult Literature; Infant/Toddler Mental Health; Marriage, Couples, and Family Counseling; Student Affairs in Higher Education; Teaching Adult Learners (Graduate School of Education); Gerontology; Public Management; Real Estate Development (College of Urban and Public Affairs); Analog and Microwave Circuit Design; Communication Systems; Computer Architecture and Design; Computer Security; Design Automation; Digital Design; Digital Signal Processing; Energy Systems; Image Processing; Integrated Circuit Test, Verification, and Validation; Lasers and Optoelectronics; Management of New Product Development; Software Engineering; Systems Engineering.
Fundamentals (Maseeh College of Engineering and Computer Science); Food Marketing and Logistics (School of Business Administration); Computational Intelligence; Computer Modeling and Simulation; Sustainability (Interdisciplinary Studies); Hydrology (College of Liberal Arts and Sciences and Maseeh College of Engineering and Computer Science); Transportation (College of Urban and Public Affairs and Maseeh College of Engineering and Computer Science); and Urban Design (College of Urban and Public Affairs and School of Fine and Performing Arts).

Application materials and program requirements are available from the departments offering these programs.

**MASTER OF ARTS AND MASTER OF SCIENCE (M.A. AND M.S.)**

The University offers programs leading to the Master of Arts and the Master of Science. These programs are designed to develop a mastery of subject matter in a chosen discipline and to provide training and experience in research.

Candidates for the Master of Arts and Master of Science degrees must earn a minimum of 45 credits in approved graduate courses; many programs have higher minimums, up to 90 credits. A thesis may be required, depending on the program. The Master of Arts degree requires a demonstrated proficiency in a second language. Second language proficiency is not required for the Master of Science degree.

To be admitted to a M.A. or M.S. degree, students must meet all departmental and University admission requirements (see pages 60-62). For further information on admission, as well as other aspects of a specific degree program, the appropriate department should be contacted directly.

The following M.A. and M.S. degrees are currently offered: Anthropology (M.A. only); Biology; Chemistry; Civil and Environmental Engineering; Computer Science (M.S. only); Communication; Conflict Resolution; Criminology and Criminal Justice (M.S. only); Economics; Education (with options in Counseling; Curriculum and Instruction; Educational Policy, Foundations, and Administrative Studies; Media/Librarianship; Special Education); Electrical and Computer Engineering (M.S. only); Engineering and Technology Management (M.S. only); Environmental Sciences and Resources (M.S. only); English (M.A. only); Financial Analysis (M.S. only); Foreign Languages (M.A. only) with options in French, German, Spanish, and Japanese; Foreign Literature and Language (M.A. only); Geography; Geology (with an option in Geohydrology); Health Studies; History (M.A. only); Interdisciplinary Studies; Mathematics; Materials Science and Engineering; Mechanical Engineering; Physics; Political Science; Psychology; Sociology; Speech and Hearing Sciences; Statistics; Systems Science (M.S. only); TESOL (M.A. only); Theater Arts; Writing (Technical and Professional, Book Publishing).

**MASTER OF ARTS IN TEACHING AND MASTER OF SCIENCE IN TEACHING (M.A.T. AND M.S.T.)**

The Master of Arts in Teaching and Master of Science in Teaching degrees are designed to combine coursework in the major discipline with coursework in education. To this end, the programs are developed and administered within flexible guidelines to match the needs of students with varying backgrounds and professional plans. All M.A.T. degrees require a demonstrated proficiency in a second language. Second language proficiency is not required for the M.S.T. degree.

A minimum of 45 graduate credits is required. The program of study includes the following:

1. At least 24 graduate credits must be devoted to selected courses in academic fields which strengthen the candidate's scholarship in a teaching field and related area. This minimum may be higher at the department's discretion. At least 12 credits in residence at PSU at the 500, 500/600, or 600 level must be completed successfully. The remainder of the required courses may be 400/500 courses taken for the 500-level number.
2. At least 9 credits of courses in education are required.
3. A final written examination covering the academic teaching field and professional education courses is required.
4. A final oral examination is required of all students except in music and math.

To be admitted to a M.A.T. or M.S.T. degree, students must meet all departmental and University admission requirements (see pages 60-62). For further information on admission, as well as other aspects of a specific degree program, the appropriate department should be contacted directly.

The following M.A.T. and M.S.T. degrees are currently offered: General Arts and Letters; Environmental Science; Foreign Languages (French, German, and Spanish); Science; General Social Science; Mathematics; and Music.

**PROFESSIONAL DEGREES**

PSU offers a variety of degrees which are designed to prepare students for work in professional fields. The programs are designed to develop a mastery of the subject matter in a chosen discipline and to provide practical training and experience in the field.

To be admitted to a professional degree program, students must meet all departmental and University admission requirements (see pages 60-62). For further information on admission, as well as other aspects of a specific degree program, the appropriate department should be contacted directly.

The following professional degrees are currently offered: Master of Architecture (M.Arch.); Master of Business Administration (M.B.A.), in Health Care Management and Business Administration with options in Management of Innovation and Technology, Finance, and International Business; Master of Education (M.Ed.); Master of Engineering (M.Eng.), in Civil and Environmental Engineering, Civil Engineering Management, Electrical and Computer Engineering, Manufacturing Engineering, Mechanical Engineering, Project Management, Systems Engineering, Technology Management; Master of Environmental Management (M.E.M.); Master of Fine Arts (M.F.A.), in Contemporary Art Practices and Creative Writing; Master of International Management (M.I.M.); Master of Music (M.M.), with options in Performance, Conducting, and Jazz Studies; Master of Public Administration (M.P.A.), with an option in Health Administration; Executive Master of Public Administration (M.P.A.E.); Master of Public Health (M.P.H.), a joint program with Oregon Health Sciences University and Oregon State University, with options in Health Promotion and Health Management and Policy; Oregon Master of Software Engineering (M.S.E); Master of Social Work (M.S.W.); Master of Urban and Regional Planning (M.U.R.P.); Master of Urban Studies (M.U.S.).

**DOCTOR OF PHILOSOPHY (PH.D.)**

The Doctor of Philosophy degree is awarded for scholastic achievement based upon the candidate's proven comprehensive knowledge in a specialized field of study and for creative scholarship through independent research. Judgment of such attainments is based upon a dissertation which is grounded in independent research and the passing of prescribed written and oral examinations.

To be admitted to a Ph.D. program, students must meet all departmental and University admission requirements (see pages 60-62). For further information on admission, as well as other aspects of a specific degree program, the appropriate department should be contacted directly.

The following Ph.D. degrees are currently offered: Applied Psychology; Biology; Chemistry; Civil and Environmental Engineering; Computer Science; Electrical and Computer Engineering; Environmental Sciences and Resources (with options in Biology, Chemistry, Civil Engineering,
Economics, Geography, Geology, and Physics; Mathematics Education; Mathematical Sciences; Mechanical Engineering; Public Administration and Policy; Social Work and Social Research; Sociology and Social Inequality; Systems Science (with options in Anthropology, Business Administration, Civil Engineering, Economics, Engineering Management, Mathematics, Mechanical Engineering, Psychology, and Sociology); Technology Management; and Urban Studies.

DOCTOR OF EDUCATION (ED.D)
The Doctor of Education degree is granted in recognition of mastery of theory, practice, and research in education. The Ed.D. in educational leadership program prepares highly qualified professional educators for positions in teaching, supervision, and administration in elementary and secondary education, in community and four-year colleges and universities, and in other educational institutions, both public and private.

To be admitted to the Ed.D. program, students must meet all departmental and University admission requirements (see pages 60-62). For further information on admission, as well as other aspects of a specific degree program, the Graduate School of Education should be contacted directly.

The following Ed.D. degrees are currently offered: Educational Leadership; Administration: Postsecondary Education; Curriculum and Instruction; Special and Counselor Education.

Degree requirements

MASTER’S DEGREE
Language requirement. The language requirement for M.A. and M.A.T. students must be met before the student’s program (GO-12) or committee can be approved and before final exams can be taken.

Options for meeting the graduate second language requirement for M.A. and M.A.T. students. The Department of Foreign Languages and Literatures has determined that the graduate second language requirement can be met in the following ways:

1. Equivalent coursework: Students who have passed a course equivalent to PSU level 203 or higher in a second language will be deemed to have met the language requirement. The Office of Graduate Studies will certify completion upon evaluation of the student’s academic record if the requirement was completed at PSU. If the requirement was completed at a different institution, the Department of Foreign Languages and Literatures will issue a certificate of completion. M.A. and M.A.T. students are responsible for making their academic records available in the first term of admission and requesting evaluation and certification.

2. Students who do not meet the requirement under 1. above should make an appointment with the Department of Foreign Languages and Literatures during the first term after their admission to make an individualized plan for the completion of their language requirement. Options include preparing for and passing one of these evaluations:
   a. Oral proficiency interview (mandatory for M.A. TESOL students if they do not take a course at level 203 or above)
   b. A written test (mandatory for M.A. TESOL students if they do not take a course at level 203 or above), such as
      i. The Graduate Student Foreign Language Test
      ii. The CLEP exam
   iii. A special exam, administered by the Department of Foreign Languages and Literatures
   c. Coursework after admission: taking a course at level 203 or above in residence or abroad
   d. Special reading courses, if available.

The Department of Foreign Languages and Literatures will teach and test only in languages in which it has expertise. However, off-campus arrangements may be possible with the cooperation of other institutions and the approval of the chair of the PSU Department of Foreign Languages and Literatures. Certification of having passed a second language examination from an institution other than Portland State University must be approved by the Department Chair of Foreign Languages and Literatures at Portland State University prior to acceptance as fulfillment of the University’s master’s degree second language competency requirement.

A student whose native language is not English may meet the second language requirement in English, except for students in the M.A. in Foreign Literature and Language, who are required to demonstrate fluency in two foreign languages other than English at the time of admission and are not required to demonstrate additional competency except as necessary to complete their degree requirements.

For M.A. TESOL students only, a student whose native language is not English will meet the written requirement (2.b., above) by achieving a TOEFL score of 600 or higher and will meet the oral requirement (2.a., above) by passing a LING 500-level course with a grade of B or better.

Coursework and program of study. Prior to the completion of 18 credits, the student prepares a program of study in consultation with the faculty adviser. The purpose of the planned program of study is to present an organized, individualized plan for coursework, practica, and research activities consistent with the requirements for the proposed degree and approved by the faculty adviser. Successful completion of the program of study should demonstrate a high level of academic and professional performance required in the graduate specialization.

A student must be in Regular status in order to have a program of study approved (GO-12 form) or to have a thesis committee appointed (GO-16M form). A University Conditional status will be automatically converted for Regular status upon the completion of 9 letter-graded graduate credits with a GPA of 3.00 or higher after admission. Department Conditional status can only be removed by the academic department with a Request for Change of Status form (GO-7). For detailed information about Regular, University Conditional, and Departmental Conditional statuses, see page 60.

Pre-admission and transfer credits must be approved with a GO-21 form, and reserved credits must be approved with a GO-10 form, before these credits can be applied to a master’s degree program of study (GO-12 form). For detailed information about pre-admission, transfer, and reserved credits, see pages 63-64.

A student must have a B average (3.00 GPA) on the courses applied to the program of study (i.e. courses listed on the GO-12 form), as well as a minimum 3.00 GPA in all graduate-level courses taken at PSU. Departments may establish a more rigorous standard. Although grades of C+, C, and C- are below the graduate standard, they may be counted as credit toward a master’s degree with the specific written approval of the department if taken at PSU after the term of formal admission to the graduate program. Grades of D or F indicate clearly unacceptable work and carry no graduate credit. The grades of P/NP are used by only a limited number of departments which have received special authorization and may be counted as credit toward a graduate degree in resident credit only. Audited courses cannot be used to meet any requirement for master’s degrees.

A grade of IP (In Progress) may be used for 501 Research and for 506 Project when a student is progressing in an acceptable manner toward completion of the work; final grades for 501 and 506 credits are assigned by the instructor with a Supplemental Grade Report. An IP grade must be used for 503 Thesis when a student is progressing in an acceptable manner; final grades for 503 or committee can be approved and must be met before the student’s program requirement for M.A. and M.A.T. students available in the first term of admission and possible with the cooperation of other institutions and the approval of the chair of the PSU Department of Foreign Languages and Literatures. Certification of having passed a second language examination from an institution other than Portland State University prior to acceptance as fulfillment of the University’s master’s degree second language competency requirement.

Successful completion of the program of study should demonstrate a high level of academic and professional performance required in the graduate specialization.

A student must be in Regular status in order to have a program of study approved (GO-12 form) or to have a thesis committee appointed (GO-16M form). A University Conditional status will be automatically converted for Regular status upon the completion of 9 letter-graded graduate credits with a GPA of 3.00 or higher after admission. Department Conditional status can only be removed by the academic department with a Request for Change of Status form (GO-7). For detailed information about Regular, University Conditional, and Departmental Conditional statuses, see page 60.

Pre-admission and transfer credits must be approved with a GO-21 form, and reserved credits must be approved with a GO-10 form, before these credits can be applied to a master's degree program of study (GO-12 form). For detailed information about pre-admission, transfer, and reserved credits, see pages 63-64.

A student must have a B average (3.00 GPA) on the courses applied to the program of study (i.e. courses listed on the GO-12 form), as well as a minimum 3.00 GPA in all graduate-level courses taken at PSU. Departments may establish a more rigorous standard. Although grades of C+, C, and C- are below the graduate standard, they may be counted as credit toward a master’s degree with the specific written approval of the department if taken at PSU after the term of formal admission to the graduate program.

Grades of D or F indicate clearly unacceptable work and carry no graduate credit. The grades of P/NP are used by only a limited number of departments which have received special authorization and may be counted as credit toward a graduate degree in resident credit only. Audited courses cannot be used to meet any requirement for master’s degrees.

A grade of IP (In Progress) may be used for 501 Research and for 506 Project when a student is progressing in an acceptable manner toward completion of the work; final grades for 501 and 506 credits are assigned by the instructor with a Supplemental Grade Report. An IP grade must be used for 503 Thesis when a student is progressing in an acceptable manner; final grades for 503 or committee can be approved and must be met before the student’s program requirement for M.A. and M.A.T. students available in the first term of admission and possible with the cooperation of other institutions and the approval of the chair of the PSU Department of Foreign Languages and Literatures. Certification of having passed a second language examination from an institution other than Portland State University prior to acceptance as fulfillment of the University’s master’s degree second language competency requirement.

Successful completion of the program of study should demonstrate a high level of academic and professional performance required in the graduate specialization.

A student must be in Regular status in order to have a program of study approved (GO-12 form) or to have a thesis committee appointed (GO-16M form). A University Conditional status will be automatically converted for Regular status upon the completion of 9 letter-graded graduate credits with a GPA of 3.00 or higher after admission. Department Conditional status can only be removed by the academic department with a Request for Change of Status form (GO-7). For detailed information about Regular, University Conditional, and Departmental Conditional statuses, see page 60.

Pre-admission and transfer credits must be approved with a GO-21 form, and reserved credits must be approved with a GO-10 form, before these credits can be applied to a master's degree program of study (GO-12 form). For detailed information about pre-admission, transfer, and reserved credits, see pages 63-64.

A student must have a B average (3.00 GPA) on the courses applied to the program of study (i.e. courses listed on the GO-12 form), as well as a minimum 3.00 GPA in all graduate-level courses taken at PSU. Departments may establish a more rigorous standard. Although grades of C+, C, and C- are below the graduate standard, they may be counted as credit toward a master’s degree with the specific written approval of the department if taken at PSU after the term of formal admission to the graduate program. Grades of D or F indicate clearly unacceptable work and carry no graduate credit. The grades of P/NP are used by only a limited number of departments which have received special authorization and may be counted as credit toward a graduate degree in resident credit only. Audited courses cannot be used to meet any requirement for master’s degrees.

A grade of IP (In Progress) may be used for 501 Research and for 506 Project when a student is progressing in an acceptable manner toward completion of the work; final grades for 501 and 506 credits are assigned by the instructor with a Supplemental Grade Report. An IP grade must be used for 503 Thesis when a student is progressing in an acceptable manner; final grades for 503 or committee can be approved and must be met before the student’s program requirement for M.A. and M.A.T. students available in the first term of admission and possible with the cooperation of other institutions and the approval of the chair of the PSU Department of Foreign Languages and Literatures. Certification of having passed a second language examination from an institution other than Portland State University prior to acceptance as fulfillment of the University’s master’s degree second language competency require-
grades for 503 credits are assigned by the instructor on the Recommendation for the Degree form (GO-17) and posted to the student's transcript after approval of the thesis and certification for graduation by the Office of Graduate Studies.

All coursework submitted for the master's degree program approved by the department must be completed within the seven years prior to the awarding of the degree (e.g., a course started in the fall term of 2003 will be beyond the seven-year limitation at the close of fall term 2010).

The final program of study (GO-12 form) must be received in the Office of Graduate Studies no later than the first week of the anticipated term of graduation. For specific deadlines dates, see the Office of Graduate Studies website at www.gsr.pdx.edu.

Degree application. Students must file an Application for Awarding of Master's or Doctoral Degree with the Office of Graduate Studies by the first Friday of the anticipated term of graduation. The application is available on the Graduate Studies website, www.gsr.pdx.edu. A $20 charge will be applied to the student's PSU account after the application is processed by the Office of Graduate Studies. A student with any M (Missing) grades in PSU graduate courses that could potentially be letter graded will not be certified for graduation, even if the courses are not applied to the student's degree program.

Validation of out-of-date graduate credits. A PSU course more than seven years old at the time of graduation, but no more than ten years old at the time of graduation, may be used toward master's degree requirements after a successful validation exam (for example, a course taken in fall 2000 may be validated for a graduation term no later than fall 2010). A separate validation examination must be given for each course, in accordance with the full requirements listed on the GO-15 form, available in the Office of Graduate Studies. Departments are expected to limit validation examinations to those courses that are current and relevant in the discipline and meet the current requirements of the master's degree program. Validated courses are limited to one third of the program requirements (i.e., 15 credits total in a 45-credit program). Each examination attempted, regardless of result, has a fee of $50.00, which will be credited to the department giving the exam. Payment must be arranged in advance of the exam through the Office of Graduate Studies and Cashiers.

In very unusual cases, with the specific agreement of both the student's department and the department most equivalent to the original course department, a student may validate a graduate course from another regionally accredited institution, in accordance with the full requirements listed on the GO-15 form.

Human Subjects Research Review Committee. All research involving human subjects conducted by faculty, staff, or students in any program at PSU must have prior approval of the Human Subjects Research Review Committee. This policy, established by the Office of the President of Portland State University, applies to all research under the auspices of the University, including surveys and questionnaires, whether supported by grant, contract, gift, University, or personal funds. Even if a student's research is exempt from full Human Subjects Research Review Committee review, the student must still file an application with the HSRRC. The decision to waive review is made by the HSRRC chair or a designated member of that committee. HSRRC applications may be obtained from the Office of Research and Sponsored Projects. The student should allow a minimum of six weeks for the approval process. A student cannot have a thesis committee appointed until HSRRC approval is granted.

Final examination. If a final examination is required by the student's department, it shall be taken after successful completion of any required second language examination and after at least 30 credits have been completed. The examination is not a re-examination over coursework but rather a test of the candidate's ability to integrate material in the major and related fields, including the work in any thesis or research project. A minimum of one graduate credit of registration is required when taking any final oral or written examination.

Oral examinations. In the case of a non-thesis oral examination, the committee shall consist of at least two members of the student's department, including the student's adviser. At the discretion of the department, a faculty member from another department may be added; that member would be selected by the adviser, the department chair, or the departmental graduate committee chair, according to department policy. For M.A.T. and M.S.T. students, one additional member of the committee is required to be a faculty member from the Graduate School of Education or a faculty member with pedagogical expertise in the student's discipline.

Non-thesis final oral examinations (including final project presentations) may be scheduled only during the regular academic terms and no fewer than two weeks before the close of the term of application for graduation (i.e., must be completed one full week before the beginning of finals week). With approval of the examination committee and the department, oral exams may be scheduled during the last two weeks of the term, but this will result in graduation in a subsequent term. For summer term graduation, deadlines apply to the regular eight-week Summer Session dates (i.e., oral exams must be completed by the end of the sixth week of Summer Session).

Passing of the final oral examination requires a majority approval. In case of failure of the final oral examination, the department has the option of disqualifying the student from the master's program or permitting the student to appear for re-examination after a period of at least three months. The result of the second examination is final.

Written examinations. If a final written examination is required, it must be scheduled only during the regular academic terms; for summer term, this applies to the regular eight-week Summer Session dates. The student must pass all sections of the examination. If the student fails the entire examination or any section thereof, the department may dismiss the student from the degree program, or permit the student to repeat the entire examination, or the section that was failed, after a minimum of three months. The result of the second examination is final.

Thesis. The presentation of a thesis as partial fulfillment of the requirements for the master's degree is required in certain departments and is an option in others. Each school, college, and department defines the nature of research and scholarship accepted for a thesis, but in all cases a high level of resourcefulness, productivity, and mature perception of the discipline is expected. The quality of the culminating work must meet University standards and reflect those of other leading universities. Although the thesis is not required to show original results, it must reveal independent investigation, including the knowledge and application of the accepted methods of scholarship and research methodology. The thesis represents the independent work of the student and must be developed under the direction of the thesis adviser.

The thesis committee must be approved by the Office of Graduate Studies using the GO-16M form in advance of the thesis.
defense. The committee must consist of at least three and not more than five faculty members. The chair of the thesis committee must be regular, full-time PSU instructional faculty, tenured or tenure-track, assistant professor or higher in rank; the other committee members may include adjunct or fixed-term faculty. Two of the committee members (the committee chair and one other member) must be from the student's department; the third member may be from the student's department or may be PSU faculty from another department or OHSU faculty. If it is necessary to go off campus for one additional committee member with specific expertise not available among PSU faculty, a CV for that proposed member must be presented with the GO-16M form; that member must be in addition to the required three PSU faculty members. All committee members must have master's degrees.

Students must be registered for at least one graduate credit in every term in which they are working on any phase of their thesis, including data development or collection, writing, revision, defense, and finalization through approval by the Office of Graduate Studies. Students must register for at least 6 to 9 credit of 503 Thesis in their department. (Since students must be continuously enrolled while working on the thesis, they frequently accumulate more than 9 credits of 503 Thesis. However, a maximum of 9 credit of 503 Thesis may be applied to the program of study.) IP (In Progress) is the interim grade reported until the thesis is finished and approved by the student's thesis committee. Final grades for thesis credits are not recorded until the thesis has been approved by the Office of Graduate Studies.

A thesis defense may be scheduled only during the regular academic terms, no later than five weeks prior to the close of the term of application for graduation in which the degree will be granted (i.e., must be completed four weeks before the beginning of finals week). For summer term graduation, deadlines apply to the regular eight-week Summer Session dates. Later completion will result in graduation in a subsequent term. The student must deliver a final draft of the thesis to all members of the approved committee no fewer than 14 days before the thesis defense.

All committee members (approved by the GO-16M form) or alternates approved in advance by the Office of Graduate Studies must be present for the thesis defense; one committee member (not the Chair) may participate via speaker phone. The student's oral presentation should not exceed 60 minutes. The thesis defense is open to the University and may be open to the public at the department's discretion.

Pursing of the thesis defense requires a majority approval. In case of failure of the thesis defense, the department has the option of disqualifying the student from the master's program or permitting the student to appear for re-examination after a period of at least three months. The result of the second defense is final.

The final thesis must be submitted to the Office of Graduate Studies not later than three weeks prior to the close of the term of application for graduation. For details about thesis formatting, submission, and specific deadlines, see the Office of Graduate Studies website at www.gsr.pdx.edu.

Thesis in absentia. With the written approval of the department or program chair, the Dean of Graduate Studies may authorize the thesis to be prepared in absentia. The student must register for at least one graduate credit at PSU at the beginning of each term and conduct the research under the direction of the thesis adviser.

DOCTORAL DEGREE

Preliminary examination. Early in the doctoral program the student may be required to take preliminary examinations. The scope and content of the examination, and the standard of performance, shall be determined by the doctoral program.

Advisory committee. An advisory committee for the doctoral degree student must consist of at least three faculty members representative of the student's field of study. When a student enters the doctoral program, a faculty adviser will be designated by the program director to advise the student and to meet in regular consultation concerning the program of studies and research. The additional members of the advisory committee will be appointed after successful completion of 9 credits and not later than six months prior to the completion of the comprehensive examinations.

Language requirement. For the Ph.D. degree, the student may be required to demonstrate competency in at least one second language. This requirement is determined by the governing unit of the student's program, department, or school. Any second language requirement must be completed before the comprehensive examinations.

Residency requirement. A minimum of three consecutive terms must be spent in full-time residence, with registration for and successful completion of 9 or more graduate credits applicable to the degree each term, after admission to the doctoral program at PSU. Summer term may be included (i.e., spring, summer, fall 2009) or excluded (i.e., spring 2009, fall 2009, winter 2010) in calculating consecutive terms.

Coursework and doctoral program of study. The doctoral program of study includes coursework, research, internships, and/or seminar credits according to the requirements of the individual doctoral program. A minimum 27 credits of 603 Dissertation is required for all Ph.D. students; a minimum of 18 credits of 603 Dissertation is required for all Ed.D. students. A minimum of three academic years of satisfactory graduate study beyond the bachelor's degree is required (equivalent to 81 quarter credits minimum) for all doctoral degrees.

For doctoral degrees, pre-admission and transfer limits are at the discretion of the individual doctoral programs. Pre-admission and transfer courses approved for use by the doctoral program are added to the student's doctoral program of study. A student must have a B average (3.00 GPA) on the courses applied to the program of study, as well as a minimum 3.00 GPA in all graduate-level courses taken at PSU. Doctoral programs may establish a more rigorous standard. Although grades of C+, C, and C- are below the graduate standard, they may be counted as credit toward a doctoral degree with the specific written approval of the doctoral program if taken at PSU after the term of formal admission.

Grades of D or F indicate clearly unacceptable work and carry no graduate credit. The grades of IP/NP are used by only a limited number of departments which have received special authorization and may be counted as credit toward a graduate degree if taken after admission to the doctoral program. Audited courses cannot be used to meet any requirement for doctoral degrees.

A grade of IP (In Progress) may be used for 601 Research and for 606 Project when a student is progressing in an acceptable manner toward completion of the work; final grades for 601 and 606 credits are assigned by the instructor with a Supplemental Grade Report. An IP grade must be used for 603 Dissertation when a student is progressing in an acceptable manner; final grades for 603 Dissertation credits are assigned by the instructor on the Recommendation for the Degree form (GO-17D) and posted to the student's transcript after approval of the dissertation and certification for graduation by the Office of Graduate Studies.

All coursework on the program of study, with the possible exception of seminar and internships, must be completed before a student can be advanced to doctoral candidacy. All coursework on the program of study must be completed before graduation.
For students entering a doctoral program with a master’s degree, a maximum of five years will be allowed from admission to completion of all required comprehensive examinations. For students entering with a bachelor’s degree, a maximum of two additional years will be added to this limit, for a maximum of seven years from admission to completion of all comprehensive examinations. Failure to meet this time limit will result in cancellation of admission to the doctoral program.

**Comprehensive examination.** Before advancement to candidacy and not less than one academic year before all requirements for the doctoral degree are expected to be completed, the student must pass a series of comprehensive examinations in the field of specialization. The examinations may be written, oral, or both. The comprehensive examinations may not be taken until the language requirement, if any, and substantially all the coursework for the degree have been completed. If the student fails the entire comprehensive exam or any section thereof, the doctoral program may disallow the student from the degree program or permit the student to repeat the entire examination, or the section that was failed, after a minimum of three months. The results of the second examination are final.

A maximum of three years will be allowed from the completion of comprehensive examinations to advancement to candidacy. Failure to meet this time limit will result in cancellation of admission to the doctoral program.

**Dissertation proposal.** After passing the comprehensive examination and identifying a dissertation topic, a dissertation committee is appointed and the student must pass a proposal defense. The dissertation committee will take the place of the advisory committee and the faculty advisor is superseded by the dissertation adviser. The dissertation committee must be approved by the Office of Graduate Studies using the Appointment of Doctoral Dissertation Committee form (GO-16D).

A doctoral student must be in Regular status in order to have a dissertation committee appointed. A University Conditional status will be automatically converted for Regular status upon the completion of 9 letter-graded graduate credits with a GPA of 3.00 or higher after admission. Departmental Conditional status can only be removed by the doctoral program with a Request for Change of Status form (GO-7). For detailed information about Regular, University Conditional, and Departmental Conditional statuses, see page 60.

The dissertation committee must consist of five to seven PSU faculty members: the dissertation adviser, a minimum of three and a maximum of five regular members, and the Graduate Office Representative. The chair of the dissertation committee and the Graduate Office Representative must be regular, full-time PSU instructional faculty, tenured or tenure-track, assistant professor or higher in rank; the other three to five committee members may include adjunct or fixed-term faculty and/or one member of the OHSU faculty. If it is necessary to go off-campus for one committee member with specific expertise not available among PSU faculty, a curriculum vitae (CV) for that proposed member must be presented with the GO-16D form. This off-campus member may substitute for one of the three to five regular committee members. All committee members must have doctoral degrees.

No proposal defense shall be valid without a dissertation committee approved by the Office of Graduate Studies. The GO-16D form should be submitted to the Office of Graduate Studies a minimum of six weeks in advance of the estimated date of the dissertation proposal meeting. The student must deliver a draft of the dissertation proposal to all members of the approved committee no fewer than 14 days before the proposal defense.

All appointed committee members, or alternates approved in advance by the Office of Graduate Studies, must be present for the proposal defense; one regular committee member (not the Chair or Graduate Office Representative) may participate via speaker phone. The proposal defense must be a formal meeting of the entire approved dissertation committee at which the student will make an oral presentation of the written proposal for discussion, evaluation, and suggested modification. The final proposal submitted to the committee for approval should be sufficiently detailed and clear to provide a blueprint for the study to follow. The proposal is expected to include the following:

1. General nature and present status of knowledge of the problem.
2. The theoretical and empirical framework within which the proposed problem exists.
3. The significance of the proposed research and its likely contributions.
4. The research methodology to be used.

The doctoral program recommends the student for advancement to candidacy once the dissertation proposal has been approved.

**Human Subjects Research Review Committee.** After proposal approval, the student submits a Human Subjects Research Review Committee (HSRRC) application to the Office of Research and Sponsored Projects if human subjects are involved in the research in any way. A student cannot be advanced to candidacy until HSRRC approval is granted. The student should allow a minimum of six weeks for the approval process. All research involving human subjects conducted by faculty, staff or students in any program at PSU must have prior approval of the Human Subjects Research Review Committee. This policy, established by the Office of the President of Portland State University, applies to all research under the auspices of the University, including surveys and questionnaires, whether supported by grant, contract, gift, University, or personal funds. Even if a student’s research is exempt from full Human Subjects Research Review Committee review, the student must still file an application with the HSRRC.

**Advancement to Candidacy.** A student is advanced to candidacy after successful defense of the dissertation proposal and the recommendation of the doctoral program and after HSRRC approval has been granted. If the student has not satisfied the residency requirement by the time of advancement to candidacy, a plan for doctoral residency must accompany the program’s recommendation for advancement. The Dean of Graduate Studies retains final approval authority for advancement to candidacy.

A doctoral candidate has a minimum of four months and a maximum of five years from the effective date of advancement to candidacy to complete all requirements for graduation, including defense of the dissertation and its final approval by the Office of Graduate Studies (within this time frame, doctoral programs may have stricter requirements). Candidates must be continuously enrolled during that period. Failure to meet the five-year limitation will invalidate passing of the comprehensive examinations and remove the student from candidacy. Advancement to a second period of candidacy requires the passing of the regular, or a special, comprehensive examination. Approvals for a second period of candidacy are required from the doctoral program and the Dean of Graduate Studies; the maximum time limit (which will be less than five years) will be determined by the doctoral program and the Dean of Graduate Studies.

**Dissertation preparation.** With guidance of the dissertation committee, the candidate prepares a dissertation setting forth the results of original and independent investigation. The dissertation must constitute a contribution to knowledge, significantly enlarging, modifying, or reinterpreting what was previously known. Until the degree is granted, the student enrolls for the number of credits appropriate to the amount of University services utilized, as determined by the dissertation adviser, with a minimum
of one credit each term. Ph.D. students must register for a minimum of 27 credits of 603 Dissertation before graduation; Ed.D. students must register for a minimum of 18 credits of 603 Dissertation before graduation. Continuous enrollment of a minimum 1 graduate credit is required through the term a student graduates, even if this results in more than 27 (18) credits of 603 Dissertation at the time of graduation.

**Degree application.** Students must file an Application for Awarding of Master's or Doctoral Degree with the Office of Graduate Studies by the first Friday of the anticipated term of graduation. The application is available on the Graduate Studies website, www.gsr.pdx.edu. A $20 charge will be applied to the student’s PSU account after the application is processed by the Office of Graduate Studies. A student with any M (Missing) grades in PSU graduate courses that could potentially be letter graded will not be certified for graduation, even if the courses are not applied to the student’s degree program.

**Dissertation defense.** After preparation of the written dissertation, the candidate’s dissertation committee will conduct a dissertation defense. A dissertation defense may be scheduled only during the regular academic terms, no later than five weeks prior to the close of the term of application for graduation in which the degree will be granted (i.e., must be completed four weeks before the beginning of finals week). For summer term graduation, deadlines apply to the regular eight-week Summer Session dates. Later completion will result in graduation in a subsequent term. The student must deliver a final draft of the dissertation to all members of the approved committee no fewer than 14 days before the dissertation defense.

The dissertation defense, which is open to the public, is the culminating experience in the doctoral studies. The candidate is expected to prepare an oral presentation on the research methodology and results. The oral presentation should not exceed 60 minutes. Following the oral presentation, the candidate must defend the dissertation as a worthy contribution to knowledge in its field and must demonstrate a mastery of the field of specialization as it is related to the dissertation. The questioning and discussion are for the purpose of: (1) further enlightenment of the candidate and the committee of the significance and limitations of the research, and (2) demonstration that the candidate has met the high expectations of the University for the awarding of the doctoral degree.

All committee members or alternates approved in advance by the Dean of Graduate Studies must be present for the dissertation defense; one regular committee member (not the Chair or Graduate Office Representative) may participate via speaker phone. For dissertation approval, there may be no more than one dissenting vote on the dissertation defense. If the dissertation defense is not satisfactory, the advisory committee may recommend that the Dean of Graduate Studies permit the candidate to have a second defense after a minimum of three months. The results of the second defense are final.

The final dissertation must be submitted to the Office of Graduate Studies not later than three weeks prior to the close of the term of application for graduation. For details about formatting, submission, and specific deadlines, as well as information about microfilming and copyright of the dissertation, see the Office of Graduate Studies website at www.gsr.pdx.edu.

**Time limitations.** For students entering a doctoral program with a master’s degree, a maximum of five years will be allowed from admission to completion of all required comprehensive examinations. For students entering with a bachelor’s degree, a maximum of seven years from admission to completion of all comprehensive examinations. Failure to meet this time limit will result in cancellation of admission to the doctoral program.

A maximum of three years will be allowed from the completion of comprehensive examinations to advancement to candidacy. Failure to meet this time limit will result in cancellation of admission to the doctoral program.

A doctoral candidate has a minimum of four months and a maximum of five years from the effective date of advancement to candidacy to complete all requirements for graduation, including defense of the dissertation and its final approval by the Office of Graduate Studies (within this time frame, doctoral programs may have stricter requirements). Candidates must be continuously enrolled during that period. Failure to meet the five-year limitation will invalidate passing of the comprehensive examinations and remove the student from candidacy.
Advancement to a second period of candidacy requires the passing of the regular, or a special, comprehensive examination. Approvals for a second period of candidacy are required from the doctoral program and the Dean of Graduate Studies; the maximum time limit (which will be less than five years) will be determined by the doctoral program and the Dean of Graduate Studies.

Dissertation in absentia. With the written approval of the doctoral program chair, the Dean of Graduate Studies may authorize the dissertation to be prepared in absentia. The student must register at PSU at the beginning of each term and conduct the research under the direction of the dissertation adviser.

MASTER OF ARTS, MASTER OF SCIENCE PROGRAM IN INTERDISCIPLINARY STUDIES

This program is designed to provide highly motivated students the opportunity to develop, with an advising committee, an individualized, interdisciplinary program for graduate study, in which approved courses in the humanities, sciences, social sciences, and the professional schools are combined to create a cohesive program not otherwise available on campus. Such a program will involve a minimum of two and a maximum of three academic disciplines. The program is also designed to respond to faculty-driven initiatives in emerging fields of study, providing an avenue for faculty from different disciplines to collaborate in graduate education in areas of intellectual interest where specific graduate programs do not yet exist.

Admission to the program. Admission applications are available in the Office of Graduate Studies. Students must meet all requirements for regular University admission. Admission will be selective, based on completed graduate coursework (if applicable), appropriate undergraduate coursework, grades, particular departmental requirements, letters of recommendation, and a statement of purpose regarding the intended fields of study. In addition, each student must obtain the consent of an eligible tenured or tenure-track faculty adviser in each of the two or three appointed departments, indicating willingness to serve on the student’s advisory and final examination committee and acceptance of the general plan of study and intended outcome. One of these faculty members will be designated as chair. One faculty adviser (in a two-department program) or two faculty advisers (in a three-department program) should have experience as chair of a master’s or doctoral committee in which the degree was granted within the past three years. Each faculty member may chair only two M.A./M.S. interdisciplinary studies committees at any one time.

Admission decisions will be made by a committee composed of the coordinator of Graduate Studies, the senior academic adviser in Liberal Arts and Sciences, and a representative from each of the departments or programs (not the proposed adviser), designated by the department chair. This committee may choose to include additional departmental or Graduate Council members in assessment of individual application files, if appropriate.

Degree requirements. The degree is intended to allow students, in collaboration with graduate advisers, to structure a coherent program from the approved graduate courses of at least two, and no more than three, separate academic disciplines. Changes to the advising committee or the plan of study after admission must be approved in advance by the Office of Graduate Studies.

The program requires 54 approved graduate credits and a culminating activity (thesis or project). If two departments or programs participate, 48 credits are required in the two programs with a minimum of 20 in each, and an additional 6 credits of Thesis (IST 503) or Project (IST 506). If three departments or programs participate, 48 credits are required in the three programs with a minimum of 15 in each, and an additional 6 credits of Thesis (IST 503) or Project (IST 506).

The following additional requirements apply to both options:

- All university requirements apply.
- All courses in each department must be approved by the faculty adviser in that department.
- All credits must be 500- or 600-level.
- Students earning the M.A. degree must meet the current Second Language Requirement for M.A./M.A.T. students before any final examination can be given and before a Graduate Office Representative for the thesis/project committee can be approved.
- Of the 54 credits applied to the degree, students must take a minimum of 36 credits at Portland State after admission to the graduate degree program.
- A maximum of 12 credits total of 501 (Research), 502 (Independent Study), and 505 (Reading and Conference) combined may be applied toward the 54 required credits. No 508 (Workshop) or 510 (Experimental) credits can be applied to the degree. A maximum of 6 credits of 509 (Pacticum) and/or 504 (Internship) combined may be applied toward the degree. A total of 16 credits of 501, 502, 504, 505, and 509 combined may be applied toward the degree. (Courses numbered at the 600-level still must fit within these limits.)
- All students will be required to pass a final oral examination. For both thesis and project students, this will be a presentation of an oral examination on the thesis or project, in keeping with University requirements for master’s final oral examinations, and including a representative from a different department selected by the Office of Graduate Studies to complete the final oral examination committee.

Systems Science

Harder House
1604 SW 10th Avenue
503-725-4960
www.sysc.pdx.edu/

M.S. Ph.D.

Systems science is the study and application of general methods of problem solving and general principles governing systems of widely differing types. Systems concepts and techniques are used extensively for both applied and research purposes. In industry and government, considerable demand exists for professionals who are skilled in modern methods of decision making and systems design and who are capable of managing complex social and technical systems. In mathematics, engineering, business administration, and the natural and social sciences, systems theorists continue to make important contributions to the growth of knowledge within academic disciplines and to the application of knowledge across disciplinary boundaries. Indeed, the most exciting research in science and engineering today is outside the boundaries of traditional disciplines and is done at centers and institutes that study systems described as complex, artificial, adaptive, nonlinear, or intelligent. Such research can be viewed as the continuation and contemporary form of systems science, which crystallized after World War II around general systems theory, cybernetics, operations research, systems dynamics, systems engineering, and systems analysis.

The core curriculum includes courses in artificial life, computer simulation, discrete multivariate modeling, dynamical systems, game theory, information theory, neural networks, systems approach, system dynamics, systems theory, and other areas.

Doctor of Philosophy in systems science. There are the options for the Ph.D. in systems science.

Core option: The student pursues interdisciplinary studies with a strong emphasis on systems coursework. Examples of study
topics appropriate for inclusion in such a program are: intelligent systems; information, structure and dynamics; organization, decision making and optimization; modeling and simulation; systems philosophy; systems approach; and related topics in the study of complex systems. To accommodate broader student interests, the Core option includes a Multidisciplinary track as well (see Program documents on web).

**Departmental option**: The student undertakes advanced academic preparation primarily in a single department or school. Discipline-oriented studies, augmented by systems coursework, lead to dissertation research that incorporates systems ideas and methods. This option has historically been available in the College of Liberal Arts and Sciences, the Maseeh College of Engineering and Computer Science, and the School of Business Administration.

Both of the options facilitate the design of curricula which are individually tailored to the needs and interests of the students.

**Master of Science in systems science**

The Systems Science M.S. program emphasizes the systems theories and methodologies taught in the current Systems Science Ph.D. program. Students choose a combination of systems science courses plus approved courses in associated disciplines. Concentration areas include (but are not limited to) the faculty research areas described in the document entitled Systems Science Research at PSU. Upon completion of the program, students will understand a wide variety of systems ideas, be able to use them in modeling and analysis, be able to tap methods and ideas from a variety of disciplines, and will gain expertise in problem solving and in being integrative thinkers.

**Graduate certificates**

The Systems Science program offers graduate certificates in two specialty areas: computational intelligence and computer modeling and simulation. Please see the Graduate Studies section on for graduate certificate requirements.

**Admission requirements**

**Master of Science in systems science**

Admission is based on the applicant’s academic transcript, two letters of recommendation, a statement of interests and objectives, and other background material considered individually by an admissions committee, in line with general University admission policies. GRE scores are recommended but not required. Students admitted to the Ph.D. program (either option) need not apply separately for admission to the master’s program, but must complete and submit a GO-19D form to the program.

**Doctor of Philosophy in systems science**

Students with high academic standing and with a baccalaureate and/or master’s degree may apply for admission to the doctoral program. D. Applicants should have a combined GRE score of at least 1150 (quantitative plus verbal) taken within the last five years. (This is used to indicate student’s national ranking.) For applicants to the SYSC: SBA departmental option, a GMAT score of at least 550 may be submitted instead of a GRE score. The Admissions Committee will consider exceptions to the five-year requirement if the GMAT score or both GRE scores are in the 90th percentile or higher.

In considering an applicant for admission, the admissions committee for Systems Science seeks evidence of demonstrated intellectual capacity, undergraduate and/or graduate training in an appropriate discipline (or disciplines), adequate preparation in mathematics (including calculus, statistics, and computer programming), and the potential to pursue advanced study and research for the Ph.D. Students are admitted to the program in Fall, Winter, and Spring terms. Prospective applicants should call or email the Systems Science Program for the information packet. It is also available online at www.sysc.pdx.edu. The Office of Admissions must receive: (1) the completed Application to Doctoral Program form, (2) the application fee, (3) one copy of all undergraduate and graduate transcripts to be sent by the institutions to Portland State University, and (4) TOEFL if a foreign student. The applicant must arrange for Systems Science to receive: (1) the completed Application to Doctoral Program form, (2) one copy of all undergraduate and graduate transcripts to be sent by the institutions, (3) GRE aptitude or GMAT scores, (4) three letters of recommendation from faculty and/or professionals acquainted with the applicant’s abilities and record, (5) statement of the student’s expectations of the program, and (6) TOEFL score of 575 or other evidence of English competency if a foreign student.

Each applicant who has received formal notice of admission to the Systems Science Doctoral Program should contact the Program office for initial advising. Adviser(s) will be appointed to assist and consult with the admitted student regularly in planning the program of study and research. A comprehensive examination committee is appointed for each student to give required oral and written examinations. A dissertation committee supervises the research and preparation of the dissertation.

**Degree requirements**

**Master of Science in systems science.** A discussion of general requirements for master’s degrees is on page 67. In addition, students must meet the requirements below and submit the necessary Graduate Studies Office forms. All students will be required to complete 24 credits of graded courses (pass/no pass are not applicable) listed under Systems Science in the PSU catalog numbered SySc 510-599 or SySc 610-699. Up to 3 credits of SySc 507 (with a Pass grade) may be included to satisfy the 45 credit hour requirement. Note: There is a seven-year limit on courses for the master’s degree. This is not true for the Ph.D. The master’s program has two options:

**Thesis option:** An additional 12 credits of Systems Science courses (numbered as above) and/or approved courses from other departments (see document entitled, Approved Resource Courses for the Master of Science Program in Systems Science); and 9 thesis credits. A student selecting the thesis option must form a thesis committee of at least three faculty members (one of whom must be a Systems Science core faculty), and pass an oral thesis defense.

**Non-Thesis option:** An additional 21 credits of Systems Science courses (numbered as above) and/or approved courses from other departments (see document entitled, Approved Resource Courses for the Master of Science Program in Systems Science). Up to 4 credits of Systems Science by-arrangement credits may be used to satisfy this requirement. A student selecting the non-thesis option will be required to pass two written comprehensive exams, each of which covers a minimum of 16 credit hours of coursework. The comprehensive exam requirement is to be successfully completed within 5 years of admission to the master’s program. One of the examiners must be a Systems Science core faculty member. Students admitted to the Ph.D. program who pass their comprehensive exams meet this requirement automatically. Ph.D. students who do not pass their comprehensive exams meet this requirement if they pass at least two of their written exams, one of which must be a core systems science exam.

**Doctor of Philosophy in systems science.** A discussion of general requirements for doctoral degrees is on page 69. Minimum requirements specific to the Ph.D. in systems science include 72 course credit hours, organized as follows:

- **Systems component.** Students in both the core and departmental options are required to complete 16 credits of systems science coursework as the minimum systems component of the program. All students must satisfy the first 8 credits by taking two of the following courses: SySc 511, SySc 512, SySc 513, SySc 514.
Any combination of two of the courses, except SySc 512 and 514 is acceptable. SySc 511 and 512 explore systems concepts in more mathematical terms than SySc 513 and 514. Consequently, students taking SySc 511 and 512 should have stronger mathematical background.

To fulfill the remaining 8 credits of the systems component, students must take two systems science courses numbered 515 through 599 or 610 and above or, approved 510 courses. These elective courses are either advanced systems science courses or integrative courses. The integrative courses have emerged from the interdisciplinary nature of the program. They are taught jointly by faculty from Systems Science and participating departments, and the topics covered illustrate specific applications of systems concepts.

**Additional coursework requirements.**

Beyond the systems component described above, additional graduate courses are required to meet the 72 credit hour program minimum for advancement to candidacy. Participating departments may have additional or more specific requirements. Core option students are required to take 3 credits of SySc 507 (offered at 1 credit per term) and an additional 9 credits in Systems Science beyond the 16 credit core requirement cited earlier. Design of the student's comprehensive exam and anticipated dissertation research should guide course selection.

Courses taken to satisfy the systems core and additional coursework requirements must be at the 500 or 600 level. Credit for graduate work done elsewhere (with a grade of B or better) may also be approved. However, at least 27 credits of coursework (not including dissertation credits) must be taken at Portland State University.

Decisions to transfer credits for core option students are made by the program director upon recommendation of the student's advisor(s); decisions for departmental option students are made by the department/school. There is no specific time limitation on when courses were taken; however, the student must be expected to be familiar with, and may be examined on, material being given in current courses equivalent to those included in the comprehensive examination proposal.

**Enrollment.**

Students are required to be enrolled continuously, except if a leave of absence is formally requested and approved by the Program director. Failure to take courses for a year, or failure to maintain continued progress after coursework is completed, will result in a student being dropped from the program.

**Language requirement.**

Foreign language competency may be required of departmental option students in some departments which also determine the level of competency and testing procedures. (Consult the appropriate department for further information.) There is no foreign language requirement for the core option. If required, the foreign language examination must be successfully completed before the student is allowed to take the comprehensive examinations.

**Comprehensive examinations.**

Written and oral comprehensive examinations are required in appropriate areas to demonstrate the breadth and depth of the student's academic competence and expertise in research techniques pertinent to his/her intended dissertation area. Written exams cover four distinct areas, each including a minimum of 16 course credit hours. See the Systems Science Ph.D. Program Supplemental Rules for more details (available on the web).

**Advancement to candidacy.**

All students must establish competency in appropriate research methodology before beginning their dissertation research. After this and all other requirements have been met, the student prepares a proposal for independent research leading to a significant and original contribution to knowledge in the systems field. When the proposal is accepted, the student is advanced to candidacy and then focuses exclusively on research. Students must register for at least 27 credits of dissertation research after advancement to candidacy.

**Dissertation.**

Completed research is presented in a dissertation which must be approved and successfully defended in a final oral examination. After Advancement to Candidacy, but prior to this examination, core students are required to present their research at the SySc 507 Seminar, a pre-announced 50-minute formal presentation. The student can anticipate approximately four to five years of full-time study beyond the baccalaureate degree in order to satisfy the program requirements. Detailed additional information on requirements and procedures are contained in the document, “Systems Science Ph.D. Program Supplemental Rules,” and should be obtained by visiting our Web site: www.sysc.pdx.edu or contacting the Systems Science Ph.D. Program.

**Courses**

Courses with an asterisk (*) are not offered every year.

**SySc 501**

Research (Credit to be arranged.)

Research which is normally not part of the thesis.

**SySc 503**

Thesis (Credit to be arranged.)

All aspects of the thesis including research and its writing.

**SySc 505**

Reading and Conference (Credit to be arranged.)

Scholarly examination of literature including discussion between student and professor.

**SySc 507**

Seminar (Credit to be arranged.)

Discussion of recent and current research and/or presentation of progress and final reports.

**SySc 508**

Workshop (Credit to be arranged.)

**SySc 510**

Selected Topics (Credit to be arranged.)

**SySc 511**

Systems Theory (4)

Surveys fundamental systems concepts and central aspects of systems theory. The course begins with an overview of the systems paradigm and the systems field as a whole. Topics then include introductions to set and information-theoretic multivariate relations and structures, discrete dynamic systems; model representation and simulation; decision analysis, optimization, game theory; artificial intelligence, complex adaptive systems. Readings drawn from mathematics, the natural and social sciences, and the professional disciplines (e.g., engineering, business). Course content derives both from “classical” general systems theory, cybernetics, and operations research as well as from contemporary systems research, which is organized around the themes of nonlinear dynamics, complexity, and adaptation. Prerequisites: graduate standing, calculus, probability, computer programming.

**SySc 512**

Quantitative Methods of Systems Science (4)

An introduction to the quantitative representation and investigation of systems with a focus that emphasizes tools more than applications. Topics include linear dynamics, optimization, and uncertainty. The level of presentation assumes familiarity and facility with calculus. Notions from linear algebra unify the topics and those notions will be presented. Required coursework includes both calculations to be done on a computer and calculations to be done by hand. Prerequisites: one year of calculus, probability and familiarity with computers, graduate standing.

**SySc 513**

Systems Approach (4)

Provides practitioner-oriented definition of systems, including: importance of observer dependence and context; and ideas of meta-systems, subsystems; notion of value system and associated optimization/sub-optimization; aspects of life-cycle project management; the underlying notions of inquiring systems; and key aspects of learning (human) organizations. Qualitative tools for the systems practitioner, including graphical tools, basic ideas of modeling/simulation and structural modeling. Also, the multiple perspectives aspect of the systems approach. Prerequisite: graduate standing.

**SySc 514**

System Dynamics (4)

Introduces concepts and a methodology for analyzing the behavioral dynamics of systems that consist of complex “webs” of feedback loops.
Primary emphasis is on building computer models of these systems and using these models to enhance understanding, make predictions, and find ways to improve the performance of systems and processes. Models are defined in terms of a set of “rate” equations that are numerically integrated to simulate behavior over time. The process of applying this methodology to real world situations is discussed in detail. Prerequisite: graduate standing.

**SySc 521/621 Systems Philosophy (4)**
A study of ideas central to systems theory and philosophy. The course focuses on concepts rather than mathematics, and organizes systems ideas around the theme of the fundamental “difficulties” (problems, imperfections, modes of failure) encountered by systems of widely differing types. Though these systems ideas often come from the natural sciences and engineering, they are significant also for the social sciences, the professional fields, and even the arts and humanities.

**SySc 525/625 Agent Based Simulation (4)**
Introduction to simulation methods that impart simple rules to collections of “agents” that interact within an environment represented as a spatial grid. The properties of the agents and the environment vary dynamically, and often result in behavior patterns that are complex in ways that are not readily apparent from an examination of the rules that generated the behavior. Such behavior is often referred to as emergent, with examples including flocks of birds, traffic jams, ant colonies, crowd phenomena, etc. Of particular interest is the fact that such phenomena occur without centralized control. This approach is often used to study social systems, but may be used to study a variety of natural and non-natural systems.

**SySc 527/627 Discrete System Simulation (4)**
The primary focus is on the application of discrete system simulation to real world problems using the Arena simulation language. The mathematical basis for discrete system simulation is probability theory and queuing theory. It is used extensively in the fields of operations research, civil engineering, and industrial engineering. Students apply the tools to projects within their fields of interest. Prerequisite: graduate standing or consent of the instructor.

**SySc 529/629 Business Process Modeling and Simulation (4)**
The primary focus is on the application of system simulation to process flow problems. Extend, a special-purpose computer simulation language, is used to develop models to describe and analyze both continuous and discrete flow processes in order to better understand bottlenecks and how to alleviate them. Such models are used to study, for example, manufacturing systems, business systems, and engineering systems. Students apply the concepts to projects within their fields of interest. Prerequisite: graduate standing or consent of the instructor.

**SySc 541/641 Dynamic Systems I (4)**
The fundamental concepts of modeling time dependent deterministic systems, including applications of dynamic models to various types of systems including electrical, mechanical, economic, and ecological. Computer methods are used as illustrations and as tools for analysis. Prerequisites: familiarity with high-level computer languages, applied linear algebra, differential equations, and multivariable calculus.

**SySc 545/645 Information Theory I (4)**
Establishes theoretical limits on the performance of techniques for compression or error correction of signals. This course focuses on communications applications, specifically source coding and channel coding for discrete signals. Topics will include: Entropy and Mutual Information, Asymptotic Equipartition (the Ergodic Theorem of Information Theory), Entropy Rates of Information Sources, DataCompression, and Channel Capacity.

**SySc 551/651 Discrete Multivariate Modeling (4)**
This course focuses on information theory as a tool for modeling and multivariate analysis and as a general framework for the study of structure and organization. The course examines the use of set- and information-theoretic techniques for the analysis of constraints in qualitative, as well as quantitative, data. Also covered are software implementations, relations to log-linear methods, and applications in the natural and social sciences and the arts. Prerequisite: SySc 511/611 or consent of instructor.

**SySc 552/652 Game Theory (4)**
Study of cooperation, competition, and conflict in social systems and associated issues of rationality. Emphasis is on game-theoretic models, particularly of dilemmas of collective action, their possible solutions, and their applications to social, economic, and political phenomena. Also covered are social choice theory, and other systems-theoretic approaches to cooperation, competition and conflict. Prerequisite: SySc 511/611 or consent of instructor.

**SySc 553/653 Manufacturing Systems Simulation (4)**
Application of discrete systems simulation to manufacturing processes, including production cells, assembly operations, materials handling, and scheduling. Students also learn general systems modeling concepts, such as how to model random processes and probabilistic events, and how to use a specific simulation package that features realistic animation of the system under study. Prerequisites: basic knowledge of probability and statistics, and some exposure to manufacturing processes and terminology. This course is the same as ETM 553/653; course may only be taken once for credit.

**SySc 557/657 Artificial Life (4)**
Artificial life (ALife) encompasses mathematical and computational studies of phenomena such as replication, metabolism, morphogenesis, learning, adaptation, and evolution. Situated at the intersection of computer science and biology (also physics and chemistry) and focused on abstract, materiality-independent aspects of life, its purpose is two-fold: to understand biological phenomena and to develop computational technologies. ALife bears significantly also on the social sciences and philosophy. It is part of the research program into “complex adaptive systems”. Emphasizes (1) cellular automata (and other discrete dynamical models), (2) ecological and evolutionary simulations, and (3) genetic algorithm optimization and adaptation. Other topics include artificial chemistry (metabolism and origins of life) and philosophical issues. Prerequisites: graduate standing, calculus, probability, computer programming.

**SySc 575 AI: Neural Networks I (4)**
Introduces approach for developing computing devices whose design is based on models taken from neurobiology and on notion of “learning.” A variety of NN architectures and associated computational algorithms for accomplishing the learning are studied. Experiments with various available architectures are performed via a simulation package. Students do a major project on the simulator or a special programming project. Prerequisite: graduate standing.

**SySc 576 AI: Neural Networks II (4)**
Focuses on applications. Topics in fuzzy set theory, control theory, and pattern recognition are studied and incorporated in considering neural networks. A design project (using NN simulator) in selected application area is done by each student. Prerequisite: SySc 575.

**SySc 601 Research (Credit to be arranged.)**
**SySc 603 Dissertation (Credit to be arranged.)**
**SySc 605 Reading and Conference (Credit to be arranged.)**
**SySc 607 Seminar (Credit to be arranged.)**
**SySc 608 Workshop (Credit to be arranged.)**
**SySc 610 Selected Topics (Credit to be arranged.)**
The College of Liberal Arts and Sciences provides an opportunity for students to obtain a liberal education—an education that both broadens and deepens their understanding of the major areas of knowledge and scholarship, and develops their expertise in an area of specialization. A liberal education is an education for life. It prepares students to make informed decisions about their lives and to think critically and analytically.

All students—Liberal Arts and Sciences majors as well as those from professional schools and programs—take a selection of courses that represent the three areas of the college: arts and letters, science, and social science. Course offerings range from those designed to provide a foundation for all baccalaureate degrees to those of an advanced, specialized nature.

Acquiring a balanced and integrated liberal education requires planning and consultation with an adviser. Faculty advisers in each department and program are available to help students structure their academic careers so they may get the most from their college experience.


Undergraduate programs

Baccalaureate Degrees
The College of Liberal Arts and Sciences is a large and diversified unit offering more than 20 majors (some with additional choices of sub-specialization), several academic certificates and teaching endorsements, and numerous departmental minors, as well as minors in computer applications and professional writing.

The college also offers a selection of alternative programs for students who are highly motivated and who have a record of high scholarly achievement. Students may obtain information concerning any one of several departmental honors tracks from the participating department. These programs generally allow an accelerated exposure to higher education, thereby broadening the experience of the student.

All majors in the College of Liberal Arts and Sciences, along with University and general education requirements, lead to a bachelor’s degree. Requirements for each major are listed under the appropriate department. (Students wishing to emphasize a broad study in arts and letters, science, or social science may do so by majoring in liberal studies. For these options see page 157.)

Minors
The following departments and programs in the College of Liberal Arts and Sciences offer academic minors: Anthropology, Applied Linguistics, Biology, Black Studies, Chemistry, Communication, Economics, English, Environmental Studies, Film Studies, Foreign Languages and Literatures, Geography, Geology, History, International Studies, Mathematics and Statistics, Native
American Studies, Philosophy, Physics, Psychology, Sociology, Women’s Studies, and Writing. (Students majoring in a field of study outside Liberal Arts and Sciences also may declare an academic minor in one of these programs.) The requirements for these minors are indicated within the appropriate department sections of this Bulletin.

**COMPUTER APPLICATIONS MINOR—COLLEGE-WIDE**

The computer applications minor may accompany any departmental major. This minor is designed to encourage and emphasize the application of computer technology and to acquaint the student with hardware and software function and design appropriate to modern academic disciplines. The minor is tailored to the specific needs and interests of the student.

All students who declare this minor must coordinate their program through an assigned adviser in one of the following departments: Anthropology, Applied Linguistics, Biology, Chemistry, Communication, Economics, English, Foreign Languages and Literatures, Geography, Geology, History, Mathematics and Statistics, Physics, Psychology, or Sociology. Selection of a department constitutes a student’s declared emphasis.

**Credits**

The Minor in Elementary Education is intended for students who plan to enter a graduate teacher education program and be licensed in Elementary Education. While the minor is not a requirement for admission to the PSU Graduate Teacher Education Program (GTEP), it does include the prerequisites and highly recommended courses for admission to the program. Students must also complete the content courses required by the department for the subject they plan to teach to apply to GTEP.

*The total may vary depending on the transfer of community college equivalent courses which carry, in some cases, fewer credits. A minimum of 18 credits must be upper-division. Only grades of C- or above may be counted toward these requirements. Students must take all coursework for differentiated grades. At least 16 credits must be in residence at PSU. A cumulative GPA of 2.5 in coursework is required.*

**MINOR IN SECONDARY EDUCATION**

The Minor in Secondary Education is intended for students who plan to enter a graduate teacher education program and be licensed in Secondary Education. While the minor is not a requirement for admission to the PSU Graduate Teacher Education Program (GTEP), it does include the prerequisites and highly recommended courses for admission to the program. Students must also complete the content courses required by the department for the subject they plan to teach to apply to GTEP.

Students seeking a license for secondary education must complete a graduate-level licensure program. The Graduate School of Education provides the teacher licensure as part of the GTEP.

**Credits**

---

**MINOR IN ELEMENTARY EDUCATION**

The Minor in Elementary Education is intended for students who plan to enter a graduate teacher education program and be licensed in Early Childhood/Elementary Education. While the minor is not a requirement for admission to the PSU Graduate Teacher Education Program (GTEP), it does include all the prerequisites for admission to the program. Students seeking a license for early childhood and elementary education must complete a graduate-level licensure program. The Graduate School of Education provides the teacher licensure as part of the GTEP.

**Degree Requirements:**

- **Required Coursework**
  - Language Arts (7 credits)
  - Lib 428 (3), Children’s Literature, K-5 ................. 3
  - Ling 233 (4), Language and Mind .................. 4
  - Sciences (8 credits)
  - G 355 (4), Geosciences for Elementary Educators .......... 4

  **Total 27-30**

  *The total may vary depending on the transfer of community college equivalent courses which carry, in some cases, fewer credits. A minimum of 18 credits must be upper-division. Only grades of C- or above may be counted toward these requirements. Students must take all coursework for differentiated grades. At least 16 credits must be in residence at PSU. A cumulative GPA of 2.5 in coursework is required.*

**Core Courses**

- Ed 150 Teaching as a Career (5 hrs practicum) ........... 2
- Ed 420 Intro to Education and Society ................... 4

**Electives (choose 2 courses)**

- Anth 315 American Culture OR
- BSt 302 African Am. Exp. in the 20th Century OR
- Chla 301 Chicano Latino Communities .................... 4
- CFS 485 Working with Diverse Families OR
- CFS 490 Sex and the Family ................................ 4
- Lib 429 Young Adult Literature ........................... 3
- Psy 345 Motivation OR Psy 346 Learning .................. 4
- SpEd 418 Survey of the Exceptional Learner ................ 4

**Total 47-56**

*The total may vary depending on the transfer of community college equivalent courses which carry, in some cases, fewer credits. A minimum of 18 credits must be upper-division. Only grades of C- or above may be counted toward these requirements. Students must take all coursework for differentiated grades. At least 16 credits must be in residence at PSU. A cumulative GPA of 2.5 in coursework is required.*

**NATIVE AMERICAN STUDIES MINOR**

Native American Studies (NAS) is an interdisciplinary program with coursework drawn from Anthropology, English, History, Public Administration, Social Work, and other departments and schools. The substantive focus of this curriculum is the histories and cultures of Native Americans, Alaska natives, and Native Hawaiians. The minor is meant to serve three primary student constituencies:

- students who have a serious academic interest in Native Americans and who wish to combine the study of Native Americans with their major;
- students who plan careers in Indian or native affairs;
Courses

NAS 201 Introduction to Native American Studies (4)
Introduction to the principal subject matter and interdisciplinary methods of Native American studies. Topics include understanding traditional cultures and languages and their significance for contemporary native peoples; the political and legal status of Native Americans in the United States and at the U.N.; contemporary native communities and tribal governments; Native American literature, art, music, dance, both contemporary and traditional.

NAS 301 Introduction to Native American Languages (4)
General introduction to the linguistic and cultural background of endangered native languages of North America. Topics include structure of native languages; relationship of language to other aspects of culture such as worldview, social organization, and story telling; history of language change and current tribal projects to revitalize native languages.

NAS 404 Cooperative Education/Internship (Credit to be arranged.)
Prerequisites: NAS 201, and 8 upper-division credits in NAS or courses approved by adviser.

NAS 417 Language Maintenance and Revitalization (4)
General introduction to endangered language revitalization, with a focus on native languages of the Pacific Northwest. Topics include history of attempts to eradicate native languages and the effects; theoretical basis for revitalization; emerging tribal policies; and relations between linguists and native communities.

Certificates

Specialized academic certificates are offered by several units in the College of Liberal Arts and Sciences: Applied Linguistics/TESL, Chicano/Latino Studies, Foreign Languages/Teaching Japanese, International Studies, and postbaccalaureate certificates in Black Studies and Women’s Studies. (Refer to the appropriate department for certificate requirements.) Requirements for these certificates are met concurrently with completion of a major in a selected field.

Off-Campus Degree Completion

In addition to an increasing range of evening and weekend courses on campus, the college offers innovative degree completion options at three off-campus sites: the CAPITAl Center in Beaverton; the Salem Center, located in Salem on the campus of Chemeketa Community College, and on the campus of Mt. Hood Community College in Gresham. The CAPITAl Center and the Mt. Hood Community College center allow upper-division students to complete a degree in general studies: social sciences with an optional minor in business administration. The Salem Center provides upper-division students with an option of majoring in either child and family studies or in social sciences.

Graduate Programs

There are many options available for graduate study within the College of Liberal Arts and Sciences. Currently students may specialize in any one of the many master’s programs, or four doctoral programs.

Master of Arts and Master of Science Programs

Master of Arts and Master of Science degrees are designed for the student who wishes to conduct advanced studies in a particular discipline. Generally the programs are flexible enough for students, with the aid of an adviser, to design a program of study that allows them to pursue their particular interest. The requirements of each discipline are listed under the departments that have the M.A./M.S. option available.
Anthropology

Undergraduate program

Admission requirements
Admission to the department is based on general admission to the University. See page 37 for more information.

Limitations. Students majoring in anthropology should seek assignment to a department adviser no later than the beginning of the junior year. Selection of appropriate courses to supplement the student’s major work should be made in consultation with the adviser. No student majoring in anthropology will be permitted to offer more than 72 credits of work in anthropology for the bachelor’s degree. This limitation will be waived only through petition to the department.

Degree requirements
Requirements for major. In addition to meeting the general University degree requirements, the anthropology major must meet minimum departmental requirements as follows:

Credits

Anth 101 Introduction to Physical Anthropology...4
Anth 102 Introduction to Archaeology ............ 4
Anth 103 Introduction to Social/Cultural Anthropology ...................................................... 4
Anth 304 Social Theory or Anth 305 Cultural Theory .................................................. 4
Anth 350 Archaeological Method and Theory .....4
Anth 372 Human Variability (4) or Anth 370 Paleoanthropology (5)......................... 4-5
Ling 232 or 233, or Stat 244 ........................... 4
Upper-division anthropology electives (6 courses, see below) ......................................... 24

Total anthropology coursework 52-53

All anthropology students (B.A. or B.S.) must complete two years of a foreign language or demonstrate equivalent proficiency.

Elective requirements. Upper-division electives shall be selected from at least two subfields of anthropology (physical, social/cultural, or archaeology) and include at least one methods course (i.e., 412, 415, 452, 453, 454, 455, 478, 479). At least 8 of the 24 credits must be in formally numbered 400-level courses (i.e., not including 401, 404, 405, 407). Note: In exceptional circumstances, the department may permit a student to apply a maximum of one lower-division course to the upper-division elective requirement.

All anthropology courses used to satisfy the departmental major requirements must be taken for a letter grade and must have been assigned a grade of C- or better.

Courses taken outside the department as part of departmental requirements (i.e. Ling 232, 233 or Stat 244, Foreign Languages) may be taken pass/no pass (subject to the University limitations on the maximum number of hours taken pass/no pass) or for a letter grade. However, students who take these courses for a letter grade must earn a C- or better. Students must earn a cumulative grade point average of 2.00 or better in all courses required for the anthropology bachelor’s degree (including those courses taken outside the department as part of departmental requirements).

Requirements for minor. To earn a minor in anthropology a student must complete 28 credits (12 credits of which must be taken in residence at PSU), to include the following:

Credits

Anth 101 Introduction to Physical Anthropology...4
Anth 102 Introduction to Archaeology ............ 4
Anth 103 Introduction to Social/Cultural Anthropology ...................................................... 4
Anth 304 Social Theory (4)
Anth 305 Culture Theory (4)
Anth 350 Archaeological Method and Theory (4)
Anth 372 Human Variability (4) or Anth 370 Paleoanthropology (5)
Upper-division anthropology electives—three courses. (Upper-division electives must include at least one 400-level course, excluding courses numbered 401, 404, 405, 407) ........................................... 12

Total 28-29

All anthropology courses used to satisfy the departmental minor requirements, whether taken in the department or elsewhere, must be graded C- or above. Students must earn a cumulative grade point average of 2.00 or better in all courses required for the anthropology minor (including those courses taken outside the department as part of departmental requirements).

SECONDARY EDUCATION PROGRAM
Adviser: V.A. Butler
(See Interdisciplinary Programs: Social Science. page 158.)

Graduate programs

Master of Arts. The department offers a program leading to the Master of Arts degree. The program is designed to give the student a graduate level of competence in general anthropology, including the major subfields of physical anthropology, archaeology, and social-cultural anthropology. At the same time, the program will permit the student to pursue a special interest in one of the subfields. Students have the option of choosing either the thesis track or the applied/policy
track. The applied track is designed to prepare students for professional employment related to applied anthropology. Students in this track will complete an internship and internship paper, and 8 additional hours of coursework, in place of the traditional thesis. Interested students are urged to go to the Department’s Web site: www.anthropology.pdx.edu

The thesis track candidate is required to do research in an area of special interest and prepare a thesis based upon it.

The master's program has been planned for students who hold an undergraduate degree in general anthropology or its equivalent in course coverage. Under these circumstances, the master's degree, including research and thesis, may be completed in two to three years. The undergraduate major is not required, however, for admission to the program. In the latter case, completion of the degree may require a more extended period of study. Students without an adequate background in anthropology will be required to take certain selected undergraduate courses to remove deficiencies. These courses normally do not offer graduate credit.

Admission requirements

For admission to graduate study the student must have a minimum of a 3.25 grade point average in anthropology courses and an overall GPA of 3.00. In addition, applicants must submit GRE scores, a 500-word statement indicating why he or she is interested in pursuing a graduate degree in anthropology, and a sample of written work (e.g., a term paper). All applicants must also arrange to have three letters of recommendation indicating professional promise sent directly to the Department's Graduate Admission Committee. To facilitate scheduling of graduate courses, students ordinarily are admitted for fall term only.

Degree requirements

Thesis track. Of the 48 required credits, 36 must be in anthropology and must include:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anth 511, 550, 570 Core Seminars in Anthropology*</td>
<td>12</td>
</tr>
<tr>
<td>Graduate-level Anthropology Electives (3 courses)</td>
<td>12</td>
</tr>
<tr>
<td>Approved graduate-level electives (Anth, non-Anth)*</td>
<td>8</td>
</tr>
<tr>
<td>An adviser-approved, graduate-level course in research methods*</td>
<td>4</td>
</tr>
<tr>
<td>Anth 501 (thesis research)</td>
<td>4</td>
</tr>
<tr>
<td>Anth 503 (thesis)</td>
<td>8</td>
</tr>
</tbody>
</table>

Total 48

* Students may substitute an additional elective course for one of the core courses, with the approval of their advisor.
† At least three of these courses (12 credits) must be in formally numbered graduate-level courses (i.e. courses numbered between 510-597 or 610-697). With graduate adviser approval, the remaining two courses (8 credits) may be in courses numbered 504 or 505 (i.e. Internship, Reading and Conference).
‡ This course must be formally numbered and described in the PSU Bulletin. It may not be a course numbered 501/601, 502/602, 503/603, 504/604, 505/605, 506/606, 507/607, 508/608, 509/609.

Applied/Policy track. Of the 52 required credits, 36 must be in anthropology and must include:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anth 515 Applied Anthropology</td>
<td>4</td>
</tr>
<tr>
<td>Graduate-level Anthropology Electives (2 courses)</td>
<td>8</td>
</tr>
<tr>
<td>Approved graduate-level electives (4 courses, at least 2 non-Anth)</td>
<td>16</td>
</tr>
<tr>
<td>An adviser-approved, graduate-level course in research methods</td>
<td>4</td>
</tr>
<tr>
<td>Anth 504 (internship)</td>
<td>4</td>
</tr>
<tr>
<td>Anth 520 (policy paper)</td>
<td>4</td>
</tr>
</tbody>
</table>

Total 52

* Students may substitute an additional elective course for one of the core courses, with the approval of their advisor.

Five calendar years from the term of admission will be the maximum time allowed to complete all requirements for a master's degree. Terms on approved leave of absence will be charged against the five-year limitation.

In addition to formal course requirements, the following are also necessary:

1. Fulfilling the foreign language requirement. Ordinarily the examination is taken in French, Spanish, or German. Other languages may, upon departmental approval, be substituted. Students must complete the foreign language requirement no later than one calendar year following entrance to the program.

2. Advancement to candidacy involves successful passing of a written examination in general anthropology (covering archaeology, physical anthropology, and sociocultural anthropology). This examination is normally given as part of the core seminars (Anth 511, 550, 570) in the respective fields. Advancement to candidacy can only be accomplished before the close of the next-to-the-final term of work.

3. Approval of a thesis topic and the appointment of the thesis committee. The student develops a thesis proposal and submits it to the department faculty for approval and for the formal appointment of the thesis committee. In addition to advising and guiding the student's research and thesis preparation, the chairperson of this committee files a graduate degree program with the Office of Graduate Studies and Research. Students must have a master's thesis proposal submitted to and approved by the department faculty as soon as possible following admission to the program, but in no case later than the end of the seventh term (excluding Summer Session) following admission to the program. Students who fail to meet this requirement will be dropped from the program.

4. Presentation and approval of thesis.

Courses

Courses with an asterisk (*) are not offered every year.

Anth 101
Introduction to Biological Anthropology (4)
The biological side of anthropology: primate paleontology, human evolution, modern human variation, and primate behavior.

Anth 102
Introduction to Archaeology (4)
The study of ancient and prehistoric cultures of the world. Introduction to the theories and techniques of archaeological investigation.

Anth 103
Introduction to Social/Cultural Anthropology (4)
Study of modern and recent societies in cross-cultural perspective. Focus on methods for understanding social and cultural differences and similarities.

Anth 300
The Modern World in Anthropological Perspective (4)
Examination of anthropological approaches to cultural diversity in a global context. Include cultural contact between the Fourth World and the industrialized world; health, nutrition, and poverty in different world areas; ecocide and ethnocide; political movements in the Fourth World; racism; and sexism.

Anth 301
Culture and Ethnography (4)
Cultural diversity and contemporary social issues examined through a series of ethnographic studies that highlight the methodology and efficacy of ethnographic research. Topics may include, but will not be limited to, issues to identity formation, gender, political economy, and transnational culture flows.

Anth 304
Social Theory (4)
Human social organization is examined in cross-cultural perspective. Analysis of kinship systems in stateless societies and of the state and other institutional arrangements in complex societies. Attention to the historical development of major theoretical approaches to social organization: structural functionalism, structuralism, human ecology, sociobiology, political economy, postmodernism. Designed for anthropology majors and minors. Note: This course is not approved for distribution credits. Recommended prerequisite: Anth 103.

Anth 305
Cultural Theory (4)
Explores the historical development of the concept of culture within anthropology and examines how this concept and the theories based on it have shaped both fieldwork practices and production of ethnographic texts. Designed for anthropology majors and minors. Note: This course is not approved for distribution credits. Recommended prerequisite: Anth 103.

Anth 311
Peoples and Cultures of Latin America (4)
Introduction to the peoples and cultures of Latin America, including Mexico, Central and South America, and the Caribbean. Course topics include religion, ecology, race and ethnicity, gender, urbanization, conflict, and social change.

Anth 312
Southeast Asian Societies and Cultures (4)
Introduction to the societies and cultures of...
Southeast Asia, the area encompassed today by the nations of Burma (Myanmar), Thailand, Laos, Cambodia, Vietnam, Malaysia, Singapore, Brunei, Indonesia, and the Philippines. Course topics explore the religious and cultural diversity of the area, as well as historical and cultural themes that traverse this region. Recommended prerequisite: students are strongly encouraged to complete Anth 103 before enrolling in this course.

Anth 313
Indian-White Relations (4)
Consideration of North Americans since 1500: problems of social and cultural survival and change, as well as changing governmental policies, population, non-Indian conceptions of "The Indian."

Anth 314
Native Americans (4)
Ethonographic survey of North American Indian cultures—from simple hunter-gatherers to complex empires—illustrating the patterns of adaptations to the variety of landscapes and historical processes.

*Anth 315
American Culture (4)
Central beliefs and core values of modern American society are examined from an anthropological perspective. Consideration of value of constructs such as individualism and conformity; creation of public images; kinship and friendship; privacy; schools and neighborhoods; and conflicts involving ethnicity, social class, and gender. Questions the role of culture in our own lives, thereby gaining a greater understanding of social experience and of the concept of culture.

Anth 316
Traditional East Asia (4)
Comparative ethnographic examination of peasant cultures in East Asia (China, Japan, Korea) prior to World War II. Recommended prerequisite: students are strongly encouraged to complete Anth 103 before enrolling in this course.

Anth 317
Peoples and Cultures of South Asia (4)
Introduction to the peoples and cultures of South Asia, the area encompassed by India, Pakistan, Sri Lanka, Nepal, Bangladesh, Butan and the Maldive Islands. Topics include cultural diversity, religious traditions, the caste system, class and gender hierarchies, and social change.

Anth 318
Asian American Experience (4)
Explores the contemporary experiences of Asian immigrants to the United States, focusing on issues of migration, family adjustments, community formations, and identity constructions among diverse groups of Asians including Chinese, Japanese, Korean, Filipino, Vietnamese, South Asians, and others. Recommended: Anth 103.

*Anth 319
Traditional Cultures of Africa (4)
A survey of the culture history and characteristics of the traditional (before Western influence) cultures of African peoples.

*Anth 320
Native Americans of the Northwest Coast (4)
Native Americans of the Pacific Northwest coast are among the most affluent, diverse, and complex hunting-gathering peoples in the world. This course examines the unity and diversity of these cultures from Alaska to the Oregon-California border by tracing their historical evolution and responses to contemporary problems. Topics include: subsistence economies and resource tenure, social identity, art, ceremonial and spiritual life, culture change and revitalization, and modern indigenous-state relations. Prerequisites: Anth 103, 314 or 313.

Anth 325
Culture, Health, and Healing (4)
Introduction to the field of medical anthropology. Biocultural aspects of disease and healing. Comparison of healing practices in the Western and non-Western worlds. Interactions among culture, social relations, environment, and health. Topics include healers and healing roles, ethnomedicine and medical pluralism, clinical medical anthropology, and nutritional anthropology.

Anth 330
Anthropology of Folklore (4)
Review of folklore, including legend, folktales, music, and dance, and its role in society. Emphasis will be on the study of folklore by anthropologists in both western and non-western contexts. Explores how folklore can reveal social relations, conflict and resistance, social change and gender relations.

Anth 333
Anthropology of Food (4)
Explores biological and cultural aspects of past and present human food systems. Topics include nutrition, the cultural significance of food, domestication of plants and animals, archaeological records of competitive feasting, global movement of foods during the colonial period, new revolutions in food technology, the politics and economics of contemporary food systems, and eating disorders such as obesity, anorexia, and bulimia.

Anth 335
Anthropology of Space and Place (4)
Space and place are foundational to human cognition, emotion, and experience, and we often take them for granted. This course examines the origins, development and contemporary variation of human senses of space, place, and environment in a variety of cultural settings around the world. Prerequisites: Anth 103.

Anth 350
Archaeological Method and Theory (4)
A survey of current techniques and conceptual models applied in the discovery and analysis of archaeological materials. The fundamentals of archaeological research design, field survey, excavation, dating, cultural reconstruction, and the application of interdisciplinary studies. Recommended prerequisite: Anth 102.

Anth 355
Historical Archaeology and the Origins of the Modern Pacific Northwest
Explores the origins of the modern Pacific Northwest from fur-trade/indigenous contacts to the present using theories and methods of historical archaeology in North America and elsewhere. Topics include heritage, history, and interpretation; the archaeology of the fur trade; the industrial revolution and industrial archaeology; slavery and inequality; and military sites archaeology. Prerequisites: Anth 102.

*Anth 361
European Prehistory (4)
Methods and results of the study of prehistoric cultures of Europe from the earliest traces until the advent of written records. Recommended prerequisite: Anth 350.

*Anth 362
African Prehistory (4)
Methods and results of the study of prehistoric cultures of Africa—with an emphasis on those south of the Sahara—from the earliest traces until the first historical records. Recommended prerequisite: Anth 350.

*Anth 364
Pacific Northwest Prehistory (4)
The prehistory of northwestern North America from its earliest occupants to the arrival of Europeans, with emphasis on developments during the last 5,000 years. Recommended prerequisite: Anth 350.

Anth 365
North American Prehistory (4)
A survey of pre-contact cultures north of Mexico, from the first prehistoric migrant populations and early hunter-gatherers to the complex agricultural societies encountered by 15th and 16th century European explorers. Recommended prerequisite: Anth 350.

*Anth 366
Mesoamerican Prehistory (4)
Early cultures of Mesoamerica with an emphasis on the domestication of plants and animals and the development of civilization, focusing on the Maya and Highland Mexico. Recommended prerequisite: Anth 350.

*Anth 367
East Asian Prehistory (4)
The archaeology of China, Japan, and Korea from about 1 million years ago to the establishment of the Yamato State in Japan. Focuses on developments during the past 18,000 years, including the domestication of plants and animals, the spread of agriculture, and the development of civilization and regional states. Recommended prerequisite: Anth 350.

*Anth 368
Oceania Prehistory (4)
Reviews issues related to the peopling of Australia about 40,000 years ago, and subsequent voyaging and colonization of all parts of the South Pacific. Examines prehistoric cultural developments in Hawaii, New Zealand, Easter Island, and island groups in Micronesia. Examines evidence of human modification of island ecosystems. Recommended prerequisite: Anth 350.

†Anth 370
Paleoanthropology (5)
Method and theory in paleoanthropology. A study of hominoid and human evolution from the Miocene to modern times. Emphasis will be placed on the fossil record and the interactions between biology and culture in the evolution of the human species. Four hours lecture and one biweekly laboratory. Recommended prerequisite: Anth 101.

†Anth 370 and Anth 372 are offered in alternating years

†Anth 372
Human Variability (4)
The causes and significance of biological variation in contemporary human populations—genetic, environmental and cultural factors. Recommended prerequisite: Anth 101.

†Anth 370 and Anth 372 are offered in alternating years

Anth 373
Primate Ecology and Behavior (4)
Study of origins, diversity, ecology, behavior, and conservation of living non-human primates. Primate ecology and behavior are explored from a comparative and evolutionary perspective. Emphasis is on primates in natural habitats rather than in captive settings, spanning apes, monkeys, and prosimians. Recommended prerequisite: Anth 101.
Anth 399 Special Studies (Credit to be arranged.)
Anth 401/501 Research (Credit to be arranged.)
Consent of instructor.
Anth 404/504 Cooperative Education/internship (Credit to be arranged.)
Anth 405/505 Reading and Conference (Credit to be arranged.)
Consent of instructor.
Anth 407/507 Seminar (Credit to be arranged.)
Consent of instructor.
Anth 410/510 Selected Topics (Credit to be arranged.)
Consent of instructor.
Anth 412/512 Research Methods in Social and Cultural Anthropology (4)
Methods and techniques of research involving primary contacts with people, institutions and communities. The initiating and developing of projects designed to produce data for basic ethnographic, as well as applied, anthropological research. Recommended prerequisite: 12 credits in anthropology (Anth 304, 305 strongly recommended).

*Anth 414/514 Culture and Ecology (4)
A critical analysis of the interrelations of culture, social structure, and human ecology. Social organization as influenced by characteristic patterns of resource exploitation. The uses of natural environment from the viewpoint of the members of societies. Recommended prerequisites: Anth 304, 305, 414/514.

Anth 415/515 Applied Anthropology (4)
The application of anthropological knowledge to various kinds of projects and action programs in which cultural factors are critical elements. An examination of problems produced by rapid technological, social and cultural change, conflicts of values, and unequal access to resources in multi-ethnic societies and “developing” nations; research leading to possible solutions is considered. Recommended prerequisite: 8 credits in anthropology (Anth 304, 305 strongly recommended).

*Anth 416/516 Urban Anthropology (4)
Cross-cultural examination of urban phenomena including: variability in cultural and institutional patterning of cities, acculturation processes affecting urban populations, migration and social accommodation of rural and tribal peoples to urban settings, and the varieties of new subcultures that emerge in urban society. Recommended prerequisite: 8 credits in sociocultural anthropology or allied social science (Anth 304, 305 strongly recommended).

Anth 417/517 Advanced Topics in Native American Studies (4)
In-depth examination of a current scholarly topic in the anthropology of native North America, especially in relation to colonialism and native resistance. Course will cover appropriate theory, as well as ethnographic and ethnohistorical materials. Recommended prerequisites: Anth 313 and 314 or two courses on Native Americans in any department.

Anth 418/518 Environmental Anthropology (4)
What can anthropology teach us about contemporary environmental problems? Emphasizing key issues of environmental change, adaptation, conservation and sustainability, biocultural diversity, resilience, political ecology, and environmental justice, this course examines how the cross-cultural study of human-environmental relations can improve our understanding of contemporary environmental problems and their solutions. Prerequisites: Anth 102, 103, 301 or 304, 414/514.

Anth 422/522 Contemporary American Indian Policy (4)
An examination of current federal, state, and tribal law and policy pertaining to Indian affairs, including tribal government organization, government-to-government relations, economic development, natural and cultural resource management, health care, welfare, and education. Both reservation communities and the Portland metropolitan Indian community are considered. Student research is based on reading, field trips, and interviews with tribal officials and other policy professionals. Anth 313, 314 recommended.

Anth 425/525 Perspectives in Medical Anthropology (4)
Examination of critical, interpretive, and ecological perspectives in medical anthropology. Anthropological study of practice of biomedicine in the United States, and response to global diseases, including AIDS. Topics include the new medical technologies, social meanings of the body, bioethics, and the medicalization of social problems. Recommended prerequisite: Anth 325 or 8 credits of sociocultural anthropology.

Anth 426/526 Transnationalism and Migration (4)
In-depth exploration of globalization, transnationalism, and migration. Topics include colonialism and the history of world connections, the global economic system, cultural imperialism, nationalism and identity, migration, refugees, tourism, and the commodification of local cultures. Recommended prerequisite: 8 credits in sociocultural anthropology (Anth 304, 305 strongly recommended).

*Anth 428/528 Political Anthropology (4)
Survey of major anthropological approaches to politics and power. Coverage includes structural functionalism, evolutionism, action theory, structuralism, political economy, and post-structuralism. Ethnographic cases include both primitive politics and contemporary ethnic, class, and gender struggles in heterogeneous societies. Recommended prerequisites: 8 credits sociocultural anthropology (Anth 304, 305 strongly recommended).

*Anth 430/530 Myth, Ritual, and Symbol (4)
A critical examination of both classic and recent anthropological theories in the cross-cultural study of symbolic forms. Recommended prerequisite: 8 credits in sociocultural anthropology (Anth 304, 305 strongly recommended).

*Anth 431/531 Advanced Topics in Latin American Anthropology (4)
In-depth exploration of a current topic in Latin American anthropology, especially in relation to the study of social change. Course materials will cover both theory and ethnography. Recommended prerequisite: either Anth 311 or two courses related to Latin America.

Anth 432/532 Gender in Cross-Cultural Perspective (4)
A cross-cultural examination of sex roles and gender beliefs including political, social, economic, and ideological aspects of the position of the sexes. Recommended prerequisites: upper-division standing and at least one basic course in sociocultural anthropology (Anth 103, 304, or 305).

*Anth 435/535 Visual Anthropology (4)
Examination of visual representation and visual research in Sociocultural Anthropology with a focus on photographic images, ethnographic films, and mass media. Recommended prerequisite: 8 credits of sociocultural anthropology (Anth 304 and 305 strongly recommended). Upper-division standing required.

Anth 446/546 Chinese Culture and Society (4)
Issues in the study of Chinese societies today, including those found in the Chinese mainland, Hong Kong, Taiwan, and Southeast Asia. In-depth examination of questions surrounding kinship organization, religious practice, ethnic identities, gender relations, and economic and political change. Recommended prerequisite: 8 credits in sociocultural anthropology (Anth 304 and 305 strongly recommended).

Anth 447/547 Advanced Topics in South Asian Anthropology (4)
In-depth exploration of a current topic in South Asian anthropology, especially in relation to social change, nationalism and conflict, colonialism, or modernization. Course materials will cover both theory and ethnography. Recommended prerequisite: either Anth 317 or two related courses in Asian studies. (Anth 304, 305 strongly recommended.)

*Anth 451/551 History of Archaeology (4)
A chronological survey of developments in the field of archaeological inquiry; major schools of thought, innovations in method and theory, key personalities and their contributions. Recommended prerequisite: Anth 350 plus at least one additional upper-division archaeology course.

Anth 452/552 Lab Methods in Archaeology (4)
Techniques and their applications in the analysis of materials recovered from archaeological sites. Course content will vary, emphasizing the study of various artifact types—lithics, ceramics, textiles, botanical remains, etc. (May be repeated with departmental consent. Maximum 8 credits)

*Anth 453/553 Archaeological Field Methods (4)
The theory and practice of contemporary archaeological field investigation—research design, survey and reconnaissance, site excavation, sampling and recording techniques, cultural resource management. Recommended prerequisite: Anth 350.

Anth 454/554 Archaeological Field School (6)
Archaeological excavation of prehistoric or historic archaeological sites; or reconnaissance, survey and mapping of sites during a summer field proj-
ect. Approximately 40 hours of field work per week for 6 weeks, with a week of laboratory work. Recommended prerequisite: Anth 350.

**Anth 455/555**  
Analysis of Faunal Remains (5)  
Reviews issues of recovery, identification, quantification, and interpretation of archaeological faunal remains. Seminar component involves discussion and critical review of recent faunal studies. Laboratory component introduces student to skeletal anatomy of vertebrates (with focus on fishes and mammals) and basic procedures used in faunal analysis. Recommended prerequisite: Anth 350.

**Anth 456/556**  
Issues in Cultural Resource Management (4)  
Examines the current cultural, legal and regulatory issues, problems, and frameworks affecting the management of cultural resources in North America and elsewhere in the world. Course coverage will include such topics as the laws affecting antiquities trafficking, and the relationships between indigenous peoples and archaeologists. Recommended prerequisite: Anth 350.

*Anth 457/557*  
Hunters-Gatherers (4)  
An investigation of the economic and social diversity among modern and ancient hunter-gatherers and the theories and methods used by archaeologists to investigate and explain that diversity. Examines topics such as the evolution of hunting and gathering, hunter-gatherer settlement and mobility strategies, social complexity among hunter-gatherers and hunter-gatherers in the modern world. Recommended prerequisites: Anth 102, 350.

*Anth 461/561*  
Advanced Topics in Archaeology (4)  
In-depth exploration and analysis of a major current problem in archaeology. Problems may be substantive or theoretical. Recommended prerequisite: Anth 350.

*Anth 464/564*  
Topics in Northwest Prehistory (4)  
In-depth exploration of current problems in the study of Northwest Prehistory, particularly as it articulates with general theories of hunter-gatherer adaptations and cultural evolution. Recommended prerequisite: Anth 364.

*Anth 471/571*  
Advanced Topics in Paleoanthropology (4)  
In-depth exploration and analysis of current problems in the study of Paleoanthropology. Emphasis on articulation of evolutionary theory with fossils and other relevant evidence. Recommended prerequisite: Anth 370.

*Anth 472/572*  
Population Dynamics (4)  
The study of the principles of Mendelian and population genetics as they apply to the evolution of human populations and the maintenance of diversity in modern populations. Emphasis also placed on the articulation of genetic methods with evolutionary theory. Recommended prerequisites: Anth 372; 2 years of high school algebra or equivalent; Bi 341 as a pre- or corequisite.

*Anth 478/578*  
Human Osteology (4)  
The identification and interpretation of human skeletal material from archaeological sites: the determination of age, gender, and population affinity; an introduction to paleopathology and the recognition of genetic and cultural variation. Recommended prerequisites: Anth 350 and Anth 370.

*Anth 479/579*  
Forensic Anthropology (2)  
Advanced techniques of human skeletal identification and their application to the solution of medicolegal (forensic) problems. Recommended prerequisites: Anth 478/578 or consent of instructor.

Anth 490/590  
The Anthropology of Violence (4)  
Theoretical and ethnographic exploration of the nature of violence. Topics include identity politics and nationalism; the biology of aggression and the cultural meanings of pain; state violence; symbolic and structural violence; and human rights. Recommended prerequisite: 8 credits in socio-cultural anthropology (Anth 304, 305 strongly recommended).

**Anth 503 Thesis (Credit to be arranged.)**

---

**Applied Linguistics**

122 East Hall  
503-725-4088  
www.ling.pdx.edu  
B.A.  
Minor in Linguistics  
Certificate in Teaching English as a Second Language  
M.A.—Teaching English to Speakers of Other Languages  
M.A.T and M.S.T. (General Arts and Letters)

**Undergraduate programs**

Linguistics is the scientific study of language, one of the most important aspects of being human. An interdisciplinary field, linguistics involves the physical sciences, the social sciences, and the humanities. Becoming a linguist does not mean learning to speak a lot of languages but rather studying the essence of language in general, what are its forms and functions. Linguists ask questions such as: How do the sounds we utter relate to the meanings we express? What are the patterns and structure of linguistic sound systems? How are they produced? How is a word formed? What are the different parts of a sentence? How can a grammar be succinctly characterized? How do children learn language so quickly without being taught? How is language mapped in the brain? How can people speak more than one language and how do they switch from one to the other so rapidly? How is language different from other communication systems, such as that of animals or computer languages? How does language change through time? How do dialects diverge enough to become separate languages? What was the first language? Where did language originally come from?

The Department of Applied Linguistics is concerned with these as well as with related, substantive or theoretical, and substantive review and integration of anthropological materials in social and cultural anthropology. Prerequisites: graduate standing in anthropology and consent of instructor.

**Anth 520**  
Policy Paper (4)  
For students completing the policy track within the department’s M.A. program. Preparing a graduate-level paper, 25-30 pages in length, based on the student’s internship experience and the relevant policy topic they are exploring. Student meets regularly with their faculty adviser. Prerequisite: Anth 504.

**Anth 550**  
Core Seminar in Archaeology (4)  
A seminar that provides a methodological, theoretical, and substantive review and integration of anthropological materials in archaeology. Prerequisites: graduate standing in anthropology and consent of instructor.

**Anth 570**  
Core Seminar in Physical Anthropology (4)  
A seminar that provides a methodological, theoretical, and substantive review and integration of anthropological materials in physical anthropology. Prerequisites: graduate standing in anthropological and consent of instructor.
guage? How does one create an alphabet for an unwritten language? How does one resuscitate a language that is in danger of disappearing? How can linguistics help to create natural language understanding systems? How does language as it’s spoken and used differ from what we’re told in grammar books?

At the undergraduate level the Department of Applied Linguistics offers a B.A. and a minor, as well as a certificate in teaching English as a second language. The major would serve either as preparation for graduate study or as an organizing theme for a rich undergraduate education. The department also administers programs in English as a Second Language and in English for Non-Native Residents. These programs aim to develop English proficiency in non-native speakers. The graduate degree prepares students to become teachers, language consultants, and researchers in the field of language learning and teaching. The English as a Second Language and the English for Non-Native Residents programs are designed to develop non-native English speakers’ competence in English.

Admission requirements

Admission to the department is based on general admission to the University. See page 37 for more information.

Degree requirements

Requirements for major. In addition to meeting the general University requirements for the B.A. degree, majors must complete an adviser-approved program to include:

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ling 390 Introduction to Linguistics</td>
<td>4</td>
</tr>
<tr>
<td>Ling 407 Senior Seminar</td>
<td>4</td>
</tr>
<tr>
<td>Ling 411 Syntax</td>
<td>4</td>
</tr>
<tr>
<td>Ling 435 Applied Linguistics</td>
<td>4</td>
</tr>
<tr>
<td>Ling 490 History of the English Language</td>
<td>4</td>
</tr>
<tr>
<td>Linguistics electives (upper-division level)</td>
<td>20 (If the language used to fulfill the University language requirement is non-Indo-European, the student may choose any other language to fulfill this requirement)</td>
</tr>
<tr>
<td>Total</td>
<td>50</td>
</tr>
</tbody>
</table>

In all of these courses students must earn a “C” or better. By the end of the first quarter of admission to the program, students must consult with their assigned linguistics adviser to select the appropriate courses and areas of concentration. Upon completion the entire program must also be approved by the student’s adviser.

Requirements for minor. To earn a minor in linguistics a student must complete 28 adviser-approved credits (12 credits of which must be taken in residence at PSU), to include the following:

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ling 390 Introduction to Linguistics</td>
<td>4</td>
</tr>
<tr>
<td>Ling 411 Syntax or Ling 492 Structure of the English Language</td>
<td>4</td>
</tr>
<tr>
<td>Ling 490 History of the English Language</td>
<td>4</td>
</tr>
<tr>
<td>Linguistics electives (upper-division level)</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
</tr>
</tbody>
</table>

All courses used to satisfy the department minor requirements must be graded C or above. Courses taken pass/no pass are not acceptable toward fulfilling department minor requirements.

Intensive Program in English as a Second Language (ESL)-Ling 101-170

The Intensive English Language Program (IELP) is a series of courses designed to develop the student’s competence in listening, speaking, reading, and writing for academic purposes. The IELP is a year-round intensive program offered throughout the regular academic year as well as during the summer. There are six levels: introductory, beginning, lower-intermediate, intermediate, upper-intermediate, and advanced (Levels 1-5). Students may earn credit from 3 to 14 credits per term. Full-time students register for 14 credits. Students in lower level classes may not take other academic courses. Students in Levels 4 and/or 5 may enroll in some non-ESL courses with the approval of the Academic Coordinator, if their academic record allows. Specifically, the IELP courses are divided into the following:

Level 1-3:
- Grammar/writing - 3 credits
- Reading and vocabulary development - 3 credits
- Oral communication skills - 3 credits
- Skills Enhancement Course (SEC) - 2 credits

Levels 4, 5:
- Grammar - 3 credits
- Writing - 3 credits
- Reading and vocabulary development - 3 credits
- Oral communication skills - 3 credits
- Skills Enhancement Course (SEC) - 2 credits

To reinforce classroom instruction, students can improve their skills in the dedicated computer centers or in individual tutorial sessions in necessary. In addition to academic preparation and American life and culture, an essential function of the IELP is to develop the student’s competence in listening, speaking, reading, and writing for college. Both levels will focus on responses to readings, instruction in grammar, and understanding of assignment instructions. Level 1 will stress study skills and essay format. Level 2 will focus on higher level skills of analysis, evaluation, synthesis, and incorporating source material into an essay. Placement will take place in class on the first day of the quarter.

Certificate in Teaching English as a Second Language (TESL)

The program is administered by the Department of Applied Linguistics. It is specifically designed to prepare persons to teach English to speakers of other languages in the United States and abroad. In contrast with the M.A., TESOL, this certificate will fit into the programs of majors in a wide variety of fields, such as foreign languages, communication, education, and the social sciences. Candidates may enroll in the program as undergraduates or as post-baccalaureate students.

Admission requirements

1. Admission to Portland State University.
2. English proficiency in spoken and written English if the student is not a native speaker of English (a TOEFL score of 550 or 213 (computer-based) or higher is required for proof of proficiency). The student is to be tested upon arrival. (Required for both certificate and M.A. programs.)
3. Two years proficiency in at least one foreign language if the student is a native speaker of English.

Course requirements

In addition to fulfilling minimum University or graduate school requirements, the following adviser-approved courses are required:

<table>
<thead>
<tr>
<th>Course Requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ling 390 Introduction to Linguistics</td>
<td>4</td>
</tr>
<tr>
<td>Ling 438 Second Language Acquisition</td>
<td>4</td>
</tr>
<tr>
<td>Ling 492 Structure of the English Language</td>
<td>4</td>
</tr>
<tr>
<td>Ling 471 Understanding the International Experience</td>
<td>4</td>
</tr>
<tr>
<td>Ling 477, 478 TESOL Methods</td>
<td>8</td>
</tr>
<tr>
<td>Ling 475 Curriculum Design &amp; Materials Development</td>
<td>4</td>
</tr>
</tbody>
</table>
Ling 439 Language Assessment .................................. 4
Linguistics electives (upper-division level) ............. 8

Total  40

All courses used to satisfy certificate course requirements must be upper-division courses in which the student earns a mark of “C” or above. Courses taken under the undifferentiated grading option (P/NP) are not acceptable toward fulfilling department requirements. Before the end of the first quarter after beginning the program, the student is required to consult with a departmental adviser to select the appropriate courses and sequence. The entire program must be approved by the adviser.

Some courses used in the TESL certificate program can also be applied to obtaining the ESL/bilingual endorsement for public school teachers. Students seeking this endorsement must plan a program through a departmental adviser and must complete 100 hours of practice in the K-12 setting.

Graduate program
Master of Arts in Teaching of English to Speakers of Other Languages. The M.A., TESOL degree qualifies its recipients to teach English at an advanced level to speakers of languages other than English. It is increasingly the degree of preference for employers both in the United States and abroad.

Admission requirements
1. Admission to graduate study at Portland State University.
2. Proficiency in English if the student is not a native speaker of English and doesn’t hold a degree (B.A.) from an American university: minimal TOEFL score of 600 or 250 (computer-based).
3. At least two years’ proficiency in at least one foreign language if the student is a native speaker of English. This requirement may be completed while working toward the M.A. degree.

Degree requirements
In addition to the minimum graduate school requirements, students must have an adviser-approved program that meets the following criteria. (For those students who have completed the Certificate in TESL, certain adviser-approved courses will be used to substitute for some of the following requirements.)

Prerequisites: Ling 390 Introduction to Linguistics or equivalent, Ling 492 Structure of English or equivalent, Ling 492 Structure of English or departmental grammar exam. Students are encouraged to complete these requirements prior to formal admission to the M.A. program.

Credits
Language Education/Applied Linguistic Theory .. 20

Required Courses
Ling 538 Second Language Acquisition
Ling 571 Understanding the International Experience or
Comm 515 Problems in Intercultural Communication
Ling 577 TESOL Methods I
Ling 578 TESOL Methods II
As part of the TESOL Methods requirement, students must submit a portfolio documenting a minimum of 70 hours of practical experience. Ling 559 Introduction to Graduate Study in Applied Linguistics
4 credits from the following
Ling 509 Practicum
Ling 539 Language Assessment
Ling 565 Administration of ESL/EFL Programs
Ling 570 Grammar for TESOL
Ling 575 Curriculum Design and Materials Development
Ling 576 Corpus Linguistics in Language Testing
Language and Society
Ling 579 Foundations in Language/Grammar Theory

Linguistic Analysis
Choose 4 credits from the following courses:
Ling 513 Linguistic Semantics
Ling 514 Linguistic Pragmatics
Ling 515 Linguistic Phonetics
Ling 516 Discourse Analysis
Ling 520 Historical-Comparative Linguistics
Choose 4 credits from the following courses:
Ling 511 Syntax
Ling 512 Phonology
Choose 8 credits from Language and Society and/or Language and the Mind

Language and Society
Ling 532 Sociolinguistics
Ling 580 Bilingualism
Ling 581 World Englishes
Ling 582 PIDGINS and Creoles
Ling 583 Psycholinguistics
Ling 537 First Language Acquisition
Ling 545 Linguistics and Cognitive Science
Research Design and Culminating Experience ............ 10
Ling 560 Research Design: Methodology (2)
Ling 561 Research Design: Applications (2)
6 additional credits as specified below for thesis, project or comprehensive exam option (8)

Total  46

All courses need to be passed with a grade of “B” or better in order to count toward this degree. Ling 505 (Reading and Conference), Ling 507 (Seminar) and Ling 510 (Selected Topics) will count for Language Education/Applied Linguistic Theory, Foundations in Language/ Linguistic Theory, Language and Society/Mind, or Research Design depending on course content, as determined by the instructor.

By the end of the first quarter after admission to the program, students are required to consult with a departmental adviser to select the appropriate courses and areas of concentration. The entire program must be approved by the adviser and the department graduate committee.

In order to complete the degree the student will consult with an adviser to choose one of the following options for the Culminating Experience: (1) Thesis. The thesis requires students to conduct an empirical analysis of data that they have gathered to answer a research-oriented question that deals with a specific aspect of TESOL or applied linguistics. Students in the Thesis option must take 6 credits of Ling 503 (Thesis). (2) Project. The project addresses a practical problem in the field of TESOL or applied linguistics and presents a solution to it. Rather than an academic thesis, the project may, for example, take the form of a curriculum plan for a specific course or a short article about teaching technique for a teaching publication. Students in the Project option must take 4 credits of Ling 507 (Seminar: Research Writing) and 2 credits of Ling 501 (Research: Special Project). (3) Comprehensive Exams. The written comprehensive examinations will synthesize theoretical and practical knowledge covered in the program. Students in the Exam option must take 4 credits of Ling 507 (Seminar: Research Writing) and 2 credits of Ling 501 (Research: Comprehensive Exams). The thesis, project, and comprehensive exams will conform to current departmental guidelines for details such as thesis proposal meetings, exam scoring, and formatting of the project.

Following successful completion of a thesis or project, students will take a final oral examination covering the topic of their work.

Persons interested in applying for the M.A., TESOL Program should write to the Department of Applied Linguistics, or visit the department’s Web site www.ling.pdx.edu, for additional information.

Master of Arts in Teaching or Master of Science in Teaching. For information on the Master of Arts in Teaching and the Master of Science in Teaching (Interdisciplinary Studies), see page 158.

Courses
Courses with an asterisk (*) are not offered every year.
Ling 101 Grammar/Writing Level 1 (Low Beginning) (3)
An introduction to form, meaning and use of simple verb tenses; use of and, but, or, because, if; simple present, present continuous, simple past, future (be going to) verb tenses; use of should, must, can, can’t; subject, object, possessive, demonstrative pronouns. Students will learn to identify parts of speech and sentences and write cohesive, coherent paragraphs; understand and use the basic rules for capitalization, punctuation and spelling; practice good penmanship.
Ling 104 Reading Level 1 (Low Beginning) (3)
An introduction to basic reading skills including basic comprehension, pre-reading, skimming, and scanning; guessing meaning from context; finding main ideas; differentiating between fact and opinion. Introduction to basic dictionary skills; main idea vs. supporting details. Emphasis on building vocabulary and reading for basic understanding.
Ling 106 Speaking/Listening Level 1 (Low Beginning) (3)
An introduction to basic listening and speaking skills. Practice with listening to conversations and interviews; asking/answering questions; making positive and negative statements in present and past tenses; describing things and places; expressing wants, needs and likes. Emphasis is on pronunciation and understanding and being understood in simple conversational situations.

Ling 111 Grammar/Writing Level E (High Beginning) (3)
Focus on sentence structure, developing a basic single paragraph with topic and supporting sentences. Introduction to narrative and descriptive rhetorical styles, general and specific ideas, basic rules of paragraph formatting, word processor for paragraph revision, and e-mail for correspondence. An introduction to form, meaning and use of the present, past, and future tenses, including statement and question forms; contractions; time expressions used with each tense; count/non-count nouns; pronouns; demonstratives; prepositions; and comparative forms of adjectives and adverbs. Emphasis on developing paragraphs with correct sentence structure.

Ling 114 Reading Level E (High Beginning) (3)
Focus on basic reading skills, including skimming and scanning, differentiating main ideas from supporting details and examples, identifying common prefixes and suffixes, and figuring out the meaning of words from context clues. Dictionary exercises used to practice alphabetical order, syllabification, and word stress. Emphasis on reading short, adapted materials.

Ling 115 Writing for Non-native Residents (WNNR) (4)
See description above

Ling 116 Speaking/Listening Level E (High Beginning) (3)
Focus on topics relating to the Portland area, including Portland State University and academic life. Practice with questions, statements, and negatives in present, past, and future tenses; prepositions of place and direction, including giving and following directions; introduction of self and others; vocabulary related to academic life and day-to-day survival skills. Emphasis is on understanding and being understood in conversational situations.

Ling 121 Grammar/Writing Level 2 (Low-Intermediate) (3)
Focus on paragraph development, with work on introduction, body and conclusion for a short essay. Review of narrative and descriptive rhetorical styles and verb forms introduced in Level E. Introduction to process, comparison/contrast, and classification as rhetorical styles; use of logical connectors for addition and contrast; outlining ideas for essay organization. An introduction to present perfect tense, modal auxiliaries, gerunds and infinitives, passive voice, real conditions, and comparative and superlative forms of adjectives and adverbs. Emphasis on expanding single paragraph essays into short essays of three or more paragraphs using correct form, meaning and use of all new and reviewed structures.

Ling 124 Reading Level 2 (Low-Intermediate) (3)
Focus on improving comprehension skills and reading speed. Introduction to locating main ideas, identifying word forms, using a dictionary to choose correct meaning, and inferring ideas in a passage. Emphasis is on reading both fiction and non-fiction.

Ling 126 Speaking/Listening Level 2 (Low-Intermediate) (3)
Focus on topics relating to Oregon and the Pacific Northwest, including history, geography, and popular sites. Practice with question forms (including tag) in present, past, future, and present perfect tenses; short note-taking activities from taped lectures; planning and delivery of short oral presentation about areas in the Pacific Northwest. Emphasis on understanding and being understood in conversations and short prepared presentations.

Ling 131 Grammar/Writing Level 3 (Intermediate) (3)
Review of rhetorical patterns and verb forms from previous levels, rules of essay formatting. Introduction to cause/effect, and argumentation as rhetorical styles; practice narrowing a topic, developing more effective introductions and conclusions; and use of transitions to subordinate/coordinate ideas. An introduction to past perfect and future perfect tenses, past modal auxiliaries, subordinate clauses, reported speech, parallel structure and relative clauses. Emphasis on expanding essays to five or more paragraphs while developing effective introductory and concluding paragraphs and transitional elements.

Ling 134 Reading Level 3 (Intermediate) (3)
Focus on developing critical reading skills and analyzing short original texts. Students are introduced to rhetorical patterns in texts, distinguishing fact from opinion in a passage, paraphrasing and summarizing points in a reading, and identifying features of longer works of fiction. Emphasis on reading short original passages of an academic nature and a short novel.

Ling 136 Speaking/Listening Level 3 (Intermediate) (3)
Focus on issues relating to American culture/cross-cultural situations. Practice with note-taking from taped lectures; planning and participation for small group discussion, impromptu speaking and short individual presentation on topics related to American culture, using information gathered from interviews. Emphasis is on expanding note-taking and discussion skills in academic situations.

Ling 142 Grammar Level 4 (Upper-Intermediate) (3)
A review of entire verb tense system and subordinate clauses; an introduction to reduced forms of subordinate clauses, perfective forms of gerunds and infinitives, unreal conditions, causative verbs, and adjective/noun complements. Emphasis is on incorporating correct usage in written assignments, including paraphrases and summaries.

Ling 143 Writing Level 4 (Upper-Intermediate) (3)
Focus on writing a short source paper. Review of rules for essay formatting, use of transitional elements, development of effective introductions and conclusions. Introduction to analysis and synthesis as rhetorical styles; process of writing a short resource paper, including MLA or APA documentation style, process of selecting and narrowing a topic, and incorporating citations. Emphasis is on using sources provided by instructor to develop a short resource paper using correct documentation style.

Ling 144 Reading Level 4 (Upper-Intermediate) (3)
Focus on textual analysis and comprehension skills in academic passages. Introduction to concepts of author’s point of view, audience, and purpose in reading selections; predicting possible examination questions related to readings; answering essay questions under time constraints. Emphasis is on reading passages from academic texts and a novel.

Ling 146 Speaking/Listening Level 4 (Upper-Intermediate) (3)
Focus on topics relating to American issues. Expansion of note-taking and oral presentation skills, including ability to summarize events from taped television and radio news and/or lectures; participation in small group discussions by taking a variety of group roles and employing active listening techniques; presentation using information gathered from interviews and questionnaires. Emphasis is on further expanding note-taking and discussion skills in academic situations.

Ling 152 Grammar Level 5 (Advanced) (3)
A quick review and expansion of perfective verb forms, subordination/coordination of structures, and conditionals; an introduction to subjunctive, fronting and inversion of structures. Emphasis is on usage, particularly in editing, academic writing and oral presentations.

Ling 153 Writing Level 5 (Advanced) (3)
Focus on writing a multi-page research paper. Review of essay form, research process, including selecting and narrowing topic, note-taking, summarizing and paraphrasing material, using documentation style. Introduction to material collection from library and primary sources, development of a bibliography, and use of library data bases for research. Emphasis on locating and selecting appropriate sources to use in writing a multi-page research paper that demonstrates sophistication of thought process and mastery of expository writing techniques.

Ling 154 Reading Level 5 (Advanced) (3)
Focus on expanding critical thinking skills introduced in earlier levels, including determining author’s point of view and tone, distinguishing fact from opinion, inferring information from textual cues, and predicting possible examination questions about readings. Emphasis is on reading unabridged academic passages and a full-length novel.

Ling 156 Speaking/Listening Level 5 (Advanced) (3)
Focus on topics related to global issues. Further expansion of note-taking skills in full-length classroom and taped lectures; active participation in small group discussions, producing written summaries of individual and group progress; preparation and delivery of small group and individual oral presentations related to global issues that demonstrate evidence of research and organizational cues/transitions; use of visual aids, including those developed from software programs. Emphasis is on using research to develop and support ideas in discussions and presentations.

Ling 160 TOEFL Preparation (3)
Focus is on the various parts of the TOEFL test – reading, writing, listening, speaking, structure with explicit instruction on how the study/take the exam.
Ling 170
Skills Enhancement (3)
A variety of classes aimed at learning English in a variety of manners, i.e., English through Drama, Pronunciation, Vocabulary Building, just to name a few. Course selection varies on a quarterly basis.
Ling 199
Special Studies (Credit to be arranged.)
Ling 232
Language and Society (4)
General introduction to what languages are like, how they are used and how they vary, focusing on how language interacts with society and culture. Some questions that will be addressed include: Why doesn't everyone speak the same language? Do men and women talk differently? What is the relationship between endangered species and endangered languages? How does language influence our thoughts or behaviors?
Ling 233
Language and Mind (4)
General introduction to what languages are like, how they are used, and how they vary, focusing on how language is learned and produced. Some questions that will be addressed include: Is language innate? Is it unique to humans? How is language related to thought or to culture? How is language represented in the brain? How is language acquired in different cultures and different circumstances?
Ling 299
Special Studies (Credit to be arranged.)
Ling 301
Introduction to Native American Languages (4)
General introduction to the linguistic and cultural background of endangered native languages of North America. Topics include structure of native languages; relationship of language to other aspects of culture such as worldview, social organization, and story telling; history of language change and current tribal projects to revitalize native languages.
Ling 390
Introduction to Linguistics (4)
A general introduction to the study of linguistics, including a basic survey of phonology, morphology, syntax, and semantics, brief overview of other topics such as language acquisition and language in social contexts, a brief sketch placing English in historical perspective, and a preliminary examination of principles in modern language study.
Ling 399
Special Studies (Credit to be arranged.)
Ling 401/501
Research (Credit to be arranged.)
Ling 404/504
Cooperative Education/Internship (Credit to be arranged.)
Ling 405/505
Reading and Conference (Credit to be arranged.)
Ling 407/507
Seminar (Credit to be arranged.)
Ling 408/508
Workshop (Credit to be arranged.)
Ling 409/509
Practicum (Credit to be arranged.)
Ling 410/510
Selected Topics (Credit to be arranged.)
Ling 411/511
Syntax (4)
Introduction to modern grammatical theory, its methods, and findings. Presents patterns of argumentation, models, and basic results of research.
Prerequisite: Ling 390 and one other course in linguistics.
Ling 412/512
Phonology (4)
How sounds pattern and how they are used in the world's languages, how those patterns should be represented, and what theories have been advanced to explain these patterns. Some historical background to the subdiscipline and some training in linguistic analysis and argumentation. Prerequisite: Ling 390. Recommended: Ling 415/515.
Ling 413/513
Linguistic Semantics (4)
Survey of linguistic approaches to meaning, including approaches from logic and philosophy of language. Addresses general questions of meaning, methods for studying meaning, and the relationship of semantic theory to theories of syntax and pragmatics. Prerequisite: Ling 390. Recommended: Ling 411 or 492.
Ling 414/514
Linguistic Pragmatics (4)
A study of current theories of language use, particularly contextual and functional aspects of communication. Prerequisite: Ling 390. Recommended: Ling 411 or 413.
Ling 415/515
Linguistic Phonetics (4)
Introduces the sounds of the world's languages with a concentration on English. Practical exercises designed to develop skills in production, discrimination, and phonetic transcription. Applications to speech technology and speech pathology. Prerequisite: Ling 390 or concurrent enrollment.
*Ling 416/516
Discourse Analysis (4)
The examination of forms and functions in discourse. Using several analytic procedures for understanding how conversation works, especially as applied to language learning and teaching. Prerequisite: Ling 390.
Ling 417/517
Maintenance and Revitalization of Endangered Languages (4)
General introduction to endangered language revitalization, with a focus on native languages of the Pacific Northwest. Topics include history of attempts to eradicate native languages and the effects on those languages and their communities; theoretical basis for revitalization; emerging tribal policies; and relations between linguists and native communities. Recommended prerequisites: Ling 390, NAS 301 or equivalent.
*Ling 420/520
Historical and Comparative Linguistics (4)
Study of language relationships and language change. Topics include the genetic classification of languages, language and prehistory, methods of historical reconstruction, and language contact. Prerequisite: Ling 390. Recommended: Ling 412/512.
*Ling 422/522
How Do People Learn a Second Language (3)
Gain a historical perspective of language teaching and look at current language learning and teaching models. Examine variables involved in first and second language acquisition, including the effect of the first language, socio-economic factors, and instruction.
*Ling 422/522 and Ling 423/523 are to be used only for ESL/bilingual endorsement for public school teachers, offered through Continuing Education. These courses cannot be used as linguistics electives or toward the TESL certificate or TESOL master's degree without explicit approval by the Applied Linguistics department.
*Ling 423/523
Taking Stock: Assessment and Evaluation in Programs With Language Minority Students (2)
Consider ways to expand the assessment domain so that it describes the full range of student work and includes all populations. Learn about technical standards needed to ensure fair, accurate, and meaningful information. Discuss using assessment results to focus school and district services for language minority students.
Ling 422/522 and Ling 423/523 are to be used only for ESL/bilingual endorsement for public school teachers, offered through Continuing Education. These courses cannot be used as linguistics electives or toward the TESL certificate or TESOL master's degree without explicit approval by the Applied Linguistics department.
Ling 432/532
Sociolinguistics (4)
Examines the role of language in society and how social factors can influence language. The social issues around language including language policy and language ideology. Prerequisite: Ling 390.
*Ling 433/533
Psycholinguistics (4)
A survey of psycholinguistics and the psychology of language, focusing on the general question of the relation between human language and human beings. Prerequisite: Ling 390.
*Ling 435/535
Applied Linguistics (4)
An examination of current areas of applied linguistics research. Prerequisite: Ling 390.
Ling 437/537
First Language Acquisition (4)
Introduction to main aspects of first language acquisition in childhood, from infancy to the early school years. Examines comprehension and production of the structural and social aspects of language. Includes discussion of language acquisition theories from linguistic, psycholinguistic and sociolinguistic perspectives. Research project based on collection and analysis of child language data required. Prerequisite: Ling 390.
Ling 438/538
Second Language Acquisition (4)
Introduction to main aspects of second language acquisition from sociolinguistic and psycholinguistic perspectives. Examines comprehension and production, stages in acquisition, cognitive processes, linguistic environment, individual variables, relationship between first and second language. Research project based on collection and analysis of language-learner language. Prerequisite: Ling 390.
Ling 439/539
Language Assessment (4)
Theoretical background and practical considerations in the conduct of language assessment. Students will explore traditional, quantitative methods as well as alternative, qualitative methods for systematically gathering information to inform decisions about individual language ability. Prerequisite: Ling 390; 477.
*Ling 445/545
Linguistics and Cognitive Science (4)
Presents current developments in linguistic theory, and in psychological theories of perception, cognition, and information processing (with special focus on language processing). Examines the fusion of linguistic and psychological theories into the rapidly growing field of cognitive science. Prerequisite: Ling 390. Recommended: Ling 433.
Ling 470/570
Grammar for TESOL (4)
A study of how to teach difficult grammatical structures in English, how to resolve problems and questions that frequently arise in the ESL classroom, and how to adapt and supplement ESL grammar tests. Prerequisites: Ling 390; 492 or departmental grammatical test.

Ling 471/571
Understanding the International Experience (4)
Examination of communication-based dimensions of an international or intercultural experience, including teaching English to speakers of other languages. Development of strategies and activities required to meet the challenges of teaching, working, or doing research in an international/intercultural setting. All linguistics students must register for Ling 471/571; however, this course is also offered as Intl 471 and BST 471. Course may be taken only once for credit.

*Ling 474/574
ESL in the Workplace (4)
Theory and practice in developing programs to teach English language programs in the workplace. Students observe workplace programs, examine case studies, and work in teams to assess needs, write curriculum, and develop materials for a local company employing non-native speakers. Recommended prerequisite: Ling 477 or teaching experience.

Ling 475/575
Curriculum Design and Materials Development in TESOL (4)
Principles of curriculum design and instructional materials development in teaching English to speakers of other languages. Students work in teams to assess needs, design syllabus, develop lessons and materials, plan evaluation for English language program. Covers structural, notional and communicative, task-based, and content-based syllabus. Prerequisite: Ling 390; Ling 477 or instructor's approval. Recommended: Ling 478 or teaching experience.

Ling 476/576
Corpus Linguistics in Language Teaching (4)
Introduction to the methods of corpus linguistics, a type of computer-assisted linguistic analysis, applied to second/foreign language teaching and materials development. Includes weekly computer lab sessions conducting corpus linguistics work. Prerequisite: Ling 390.

Ling 477/577, 478/578
TESOL Methods (4, 4)
Approaches, methods, and techniques in teaching English to speakers of other languages, covering theoretical material and its applications to language teaching. Requires 25 hours/term of observation, tutoring, and practice teaching, and additional 5-10 out-of-class hours for 578. Courses must be taken in sequence. Ling 477/577: Introduces current knowledge concerning language teaching methodology and second language learner characteristics. Prerequisites: Ling 471/571, 438/538. Ling 478/578: Emphasizes techniques for teaching and classroom management. Prerequisite: Ling 477/577.

*Ling 480/580
Bilingualism (4)
Survey of issues involved with bilingualism throughout the world. Explores the linguistic, sociolinguistic, and psycholinguistic aspects of simultaneous and subsequent acquisition of one or more languages. Includes perspectives of individual and societal bilingualism, and examines issues involved with bilingual language use, language processing, education, language planning, and language and identity. Prerequisite: Ling 390.

*Ling 481/581
World Englishes (4)
Examines the role of English as a world language. Using film, audio tapes, and English language newspapers from around the world, students will become familiar with such Englishes as Malaysian English, Indian English, Nigerien English, and Filipino English. Prerequisite: Ling 290 or 390.

*Ling 482/582
Pidgins and Creoles (4)
Introduces students to the language varieties arising in contact situations. Concentration on African and New World creoles (and African American Vernacular English). Considers the formation of pidgins and creoles in terms of both first and second language acquisition. Looks at the social factors involved in their creation. Prerequisite: Ling 390.

Ling 490/590
History of the English Language (4)
A survey in which the development of English phonology, morphology, vocabulary, and syntax is studied through the application of modern linguistic criteria and methodology. Recommended prerequisite: Ling 390.

Ling 492
Structure of the English Language (4)
A study of English structure and modern approaches to grammar. This course satisfies state standards for teaching English. Recommended prerequisite: Ling 390.

Ling 503
Thesis (Credit to be arranged.)

Ling 559
Introduction to Graduate Study in Applied Linguistics
Serves as an introduction to graduate study in applied linguistics with an emphasis on critical reading, writing, and research skills needed for success in the M.A. TESOL program.

Ling 560
Research Design for Applied Linguistics (2)
Second course in a two-course sequence required for M.A. TESOL students, focusing on data collection and analysis. Builds upon introduction to methods in Ling 560. Students work with data, using both quantitative and qualitative techniques. Students write a preliminary draft of the methods section for their M.A. thesis proposal. Prerequisite: Ling 390 (no concurrent enrollment allowed).

*Ling 565
Administration of ESL/EFL Programs (4)
Analyzes models of intensive and non-intensive programs in terms of goals, students, levels, staff, schedules, materials and approaches based on resources and facilities available. Discusses theoretical, financial and pedagogical issues in designing and maintaining a successful program. Prerequisite: Ling 390; 477.
Biology

246 Science Building II
503-725-3851
www.bio.pdx.edu

B.A., B.S.
Minor
Secondary Education Program
M.A., M.S.
M.A.T. and M.S.T. (Science/Biology)
Ph.D.—Biology

Undergraduate programs
The biology program is designed to prepare students for careers in biological research, development, and teaching, and in health sciences, nursing, biotechnology, conservation biology and wildlife management, forestry, and other applied fields. It also provides the necessary background for prospective teachers and for advanced study leading to graduate degrees in the more specialized fields of the biological sciences.

A student planning to enter medicine, dentistry, or other professional fields should consult the catalog of the professional school to which the student intends to apply following preprofessional work in biology and other sciences at Portland State. Biology is also a teaching endorsement area in the program of secondary education.

The Oregon University System maintains the Institute of Marine Biology near Coos Bay and the Hatfield Marine Sciences Center in Newport on the Oregon coast. PSU also participates in programs at the Malheur Field Station in southeastern Oregon. Biology majors are encouraged to spend a summer at one of these institutions.

Admission requirements
Admission to the department is based on general admission to the University. See page 57 for more information.

Degree Requirements
Requirements for major. In addition to satisfying general University requirements, a student majoring in biology must meet general department major requirements and specific requirements in one of the biology major options.

General requirements are completion of two terms of statistics or two terms of calculus; three terms of science majors’ introductory chemistry with laboratory; one term of organic chemistry; Ph 201, 214; and 12 elective credits from geology, physics, or chemistry at the 200 level or higher. All biology majors must complete at least 60 credits in biology including three terms of science majors’ introductory biology with laboratory. Of the 60 credits in biology at least 44 must be upper-division, including one term of genetics (Bi 341, Introduction to Genetics) and fulfillment of one of the options listed below. Students must receive a grade of C- or better in all upper-division courses specifically listed in the four options.

Biology courses taken pass/no pass are not acceptable toward fulfilling departmental major requirements, with the exception of courses numbered Bi 401, 404, 405, 406, and 407 which are only offered pass/no pass. Of the 60 credits required in biology, at least 46 credits must be in courses other than Bi 401, 404, 405, 406, and 407. The remaining 14 credits may include no more than a total of 6 credits in Bi 401, 404, 405, and 406.

Biology majors interested in the Biology honors track may obtain information on that in the Biology Dept. Office.

Option I: General Biology

Courses taken as upper-division biology electives must include at least one upper-division course in each of the following areas:

Botany

Bi 433 Morphology of Vascular Plants
Bi 435 Plant Systematics
Bi 441 Plant Physiology
Bi 471 Plant Ecology
ESR 445 Phytoplankton Ecology

Zoology

Bi 387 Vertebrate Zoology
Bi 413 Herpetology
Bi 414 Ornithology
Bi 415 Mammalogy
Bi 416 Marine Mammals
Bi 461 Invertebrate Zoology

Microbiology

Bi 480, Bi 488 Microbiology and Laboratory
Bi 421 Virology
Bi 430 Theory of Recombinant DNA Techniques

Evolutionary biology

Bi 358 Evolution
Bi 427 Evolutionary Genetics
Bi 428 Human Genetics
Bi 476 Population Biology

Several different avenues of study may be followed under the general track. These include emphases in ecology, evolution, botany, microbiology, and field biology. Please consult your adviser for more details. The remaining courses taken to meet upper-division elective requirements in biology may be selected from any upper-division courses offered by the Department of Biology (courses with a “Bi” prefix).

Option II: Organismal Biology

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bi 251-253 Principles of Biology</td>
<td>15</td>
</tr>
<tr>
<td>Bi 341 Genetics</td>
<td>4</td>
</tr>
<tr>
<td>Bi 336 Cell Biology</td>
<td>5</td>
</tr>
<tr>
<td>Bi 357 General Ecology</td>
<td>4</td>
</tr>
<tr>
<td>Bi 358 Evolution</td>
<td>4</td>
</tr>
<tr>
<td>Upper-division electives</td>
<td>28</td>
</tr>
</tbody>
</table>

Courses taken as upper-division biology electives must include at least one course from each of the following sub-areas:

Systems physiology

Bi 301, Bi 302, Bi 303 Human Anatomy and Physiology (4, 4, 4)
Bi 417 Mammalian Physiology (4)
Bi 418 Comparative Animal Physiology (4)
Bi 419 Animal Physiology Laboratory (4)
Bi 441 Plant Physiology (5)
Bi 462 Neurophysiology (4)
Bi 463 Sensory Physiology (4)

Structure/systematics/development

Bi 326 Comparative Vertebrate Embryology (5)
Bi 328 Comparative Vertebrate Anatomy (5)
Bi 387 Vertebrate Zoology (6)
Bi 413 Herpetology (6)
Bi 414 Ornithology (6)
Bi 415 Mammalogy (6)
Bi 416 Marine Mammals (6)
Bi 433 Morphology of Vascular Plants (4)
Bi 435 Plant Systematics (4)
Bi 455 Histology (6)

Ecology/genes/evolution/behavior

Bi 360 Introduction to Marine Biology (3)
Bi 412 Animal Behavior (4)
Bi 427 Evolutionary Genetics (4)
Bi 428 Human Genetics (4)
Bi 471 Plant Ecology (4)
Bi 472 Natural History (3)
Bi 476 Population Biology (4)
ESR 475 Limnology and Aquatic Ecology (4)

The remaining courses taken to meet upper-division elective requirements in biology may be selected from any upper-division courses offered by the Department of Biology (courses with a “Bi” prefix).

Option III: Microbiology/ Molecular Biology

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bi 251-253 Principles of Biology</td>
<td>15</td>
</tr>
<tr>
<td>Bi 336 Cell Biology</td>
<td>5</td>
</tr>
<tr>
<td>Bi 480, Bi 488 Microbiology and Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>Bi 421 Virology</td>
<td>4</td>
</tr>
<tr>
<td>Bi 430 Theory of Recombinant DNA Techniques</td>
<td>4</td>
</tr>
<tr>
<td>Bi 358 Evolution</td>
<td>4</td>
</tr>
<tr>
<td>Bi 480, Bi 488 Microbiology and Laboratory</td>
<td>4</td>
</tr>
<tr>
<td>Upper-division electives</td>
<td>6</td>
</tr>
</tbody>
</table>

Upper-division electives (must include at least 12 credits from the following list): 20
Bi 430, 431 Recombinant DNA Techniques and Laboratory
Bi 456 Developmental Biology
Bi 481 Microbial Physiology
Bi 486 Pathogenic Bacteriology
Bi 487 Immunology
Bi 450 Phylogenetic Biology

Selected Bi 410/510 courses with advisor approval.

The remaining courses taken to meet upper-division elective requirements in biology may be selected from any upper-division courses offered by the Department of Biology (courses with a “Bi” prefix).

Option IV: Botany

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bi 251-253 Principles of Biology</td>
<td>15</td>
</tr>
<tr>
<td>Bi 341 Genetics</td>
<td>4</td>
</tr>
<tr>
<td>Bi 338 Introduction to Molecular Biology</td>
<td>4</td>
</tr>
<tr>
<td>Bi 336 Cell Biology</td>
<td>5</td>
</tr>
<tr>
<td>Bi 357 Ecology</td>
<td>4</td>
</tr>
<tr>
<td>Upper-division biology electives</td>
<td>32-33</td>
</tr>
</tbody>
</table>

Courses taken as upper-division biology electives must include at least four courses from the lists below and at least one course from each of the following sub-areas.

Structure and Function

Bi 330 Introduction to Plant Biology
Bi 433 Morphology of Vascular Plants
Bi 434 Plant Anatomy
Bi 441 Plant Physiology
ESR 445 Phytoplankton Ecology

Evolution and systematics

Bi 426 Evolution
Bi 435 Plant Systematics
Bi 476 Population Biology

Ecology

Bi 471 Plant Ecology
ESR 475 Limnology and Aquatic Ecology

The remaining courses taken to meet upper-division elective requirements in biology may be selected from any upper-division courses offered by the Department of Biology (courses with a “Bi” prefix).

Requirements for minor. To earn a minor in biology, a student must complete at least 27 credits (at least 9 credits of which must be taken in residence at PSU), to include the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bi 251, 252, 253 Principles of Biology</td>
<td>15</td>
</tr>
<tr>
<td>Upper-division credits to include at least one course from each of the following three areas</td>
<td>12-15</td>
</tr>
</tbody>
</table>

Area I: Cellular Biology

Bi 336 Cell Biology
Bi 341 Introduction to Genetics
Bi 480 Microbiology

Area II: Organismal Biology

Bi 301, 302, 303 Human Anatomy and Physiology
Bi 326 Comparative Vertebrate Embryology
Bi 328 Comparative Vertebrate Anatomy
Bi 330 Introduction to Plant Biology
Bi 387 Vertebrate Zoology
Bi 433 Morphology of Vascular Plants
Bi 434 Plant Anatomy
Bi 455 Histology
Bi 461 Invertebrate Zoology

Area III: Ecology and Evolutionary Biology

Bi 357 General Ecology

Bi 360, 361 Introduction to Marine Biology and Laboratory
Bi 423 Microbial Ecology
Bi 426 Evolution

Total 27-30

Courses taken under the undifferentiated grading option (pass/no pass) will not be accepted toward fulfilling department minor requirements. Bi 401, 404, 405, 406, and 407 are not allowed for the minor. Additional courses may be required as prerequisites.

SECONDARY EDUCATION

Adviser: S. Eppley, L. Weasel

Students who wish to teach biology in secondary schools should complete one of the two programs shown. Courses are to be taken for differentiation grades, except for those offered for pass/no pass only. Students must have at least a 3.00 GPA in the recommended science courses and must earn at least a C in each course of the endorsement area. Students should also take Ed 420 Introduction to Education and Society; Psy 311; and one of the following: Comm 100, 229, 220, 262, or 324.

Biology majors. The student must complete a biology major’s program as outlined above, to include a course each in microbiology, ecology, genetics, and evolution. (See adviser.)

Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology (see adviser)</td>
<td>60</td>
</tr>
<tr>
<td>Mathematics (see above)</td>
<td>8</td>
</tr>
<tr>
<td>Chemistry (see above)</td>
<td>19</td>
</tr>
<tr>
<td>Physical (see above)</td>
<td>5</td>
</tr>
<tr>
<td>Electives (see above)</td>
<td>12</td>
</tr>
</tbody>
</table>

Total 104

Nonbiology majors

One year-long sequence in introductory biology: 9
Bi 234, 235 Elementary Microbiology

One course each in both anatomy and physiology
Bi 341 Introduction to Genetics
Bi 357 General Ecology
Bi 426 Evolution

Biology elective in botany or field-oriented course

Total 39

Physical science electives as approved by adviser

Total 18

Graduate programs

The Department of Biology offers graduate degrees leading to the Master of Arts or Master of Science, and the Master of Arts in Teaching or Master in Teaching Science/Biology. The department also offers an advanced Ph.D. degree in biology. The latter specialized degree is attained through the successful completion of requirements as stipulated by the department and the student’s research committee (see below).

Admission requirements

In addition to the instructions for admission to the graduate program as they appear on page 59, the department requires the following information from each applicant to the M.A./M.S. program in biology and the Ph.D. program:

1. Satisfactory scores on the general Graduate Record Examination (GRE), satisfactory scores on the advanced biology examination if applicant does not have a degree in biology.
2. Three letters of evaluation from persons qualified to assess the applicant's promise as a graduate student.

The student should contact the department for a statement of current admission policy.

The prospective student should realize that a high GPA and acceptable GRE scores do not guarantee admission to the graduate programs in biology. This is because of the many departmental factors which must be taken into consideration, such as availability of appropriate advisers and research space.

Degree requirements

University master’s degree requirements are listed on page 67. Specific departmental requirements are listed below. All M.S., M.A./M.A.T., M.A.T. and Ph.D. students are required to take Bi 598 Graduate Research Prospectus, and Bi 599 Graduate Grant Writing, in the fall and winter quarters, respectively, following admission to the program.

Master of Arts or Master of Science. Satisfactory completion of at least 45 credits of approved graduate-level courses is required for a master’s degree. The student must complete at least 30 credits in the field of biology. No more than 9 credits may be in Bi 503 Thesis. No more than a total of 15 credits may be in seminar, reading and conference, research, and thesis. A maximum of 15 credits may be programmed as electives in fields related to biology in consultation with the degree adviser. Successful completion of a final oral examination and a thesis is required. Full time students must complete their degree within 4 years of entry into the program.

Master of Arts in Teaching or Master of Science in Teaching. The College of Liberal Arts and Sciences offers the M.A.T./M.S.T. degrees in Science/Biology. In consultation with the graduate adviser, the student should establish the degree program before the completion of 15 credits of coursework. The program must include a minimum of 45 credits in approved graduate courses, to include a minimum of 24 credits in the area of concentration. At least 9 credits, but no more than 15 credits, must be in education courses and must include Ed 520
Introduction to Education and Society. The 45 credits required must include 6 credits in either Bi 501 Project Track: Research Project relating to biology teaching (i.e. curriculum module, grant proposal, community development project) as approved by student's committee; or Bi 504 Practicum Track: 6 credits in practicum/internship/ community outreach experience as approved by student's committee. In order to fulfill requirements for the degree, the student must satisfactorily complete the degree program and pass both a final written examination and a final oral examination.

Continuing teaching license. The requirements for the continuing teaching license include satisfactory completion of 45 credits of upper-division and graduate work earned subsequent to receipt of a bachelor's degree. The 45 credits are in addition to those required for the initial teaching license. For the continuing endorsement in biology, the student must take at least 15 credits of advisor-approved graduate-level work distributed to strengthen the student's background in science. Although no specific courses in science are required for the continuing endorsement, combined undergraduate and graduate preparation must include at least 36 credits in biology and must include specific courses. Each student's program is tailored to meet the needs of the individual and the requirements of the continuing endorsement and the continuing license. See page 223 for the required education courses.

Doctor of Philosophy. Prospective Ph.D. students are required to take Bi 598 (Graduate Research Prospectus). Bi 599 (Graduate Grant Writing) in the fall and winter quarters, respectively, of their first year of admission to the program. The student must also have taken a departmental comprehensive exam by the fifth quarter after entering the program, followed the next quarter by a formal defense of their Ph.D. prospectus. Successful completion of the degree is contingent on the completion of original research, and presentation of results in a public oral defense and production of a formal dissertation that is submitted to and approved by the student's research committee and the University's Office of Graduate Studies. Students must complete their degree within seven years of entry into the program.

Courses

Courses with an asterisk (*) are not offered every year.

Bi 101, 102, 103

General Biology (3, 3, 3)
The fundamental principles of life as they apply to both plants and animals. If taken after completing courses with similar materials credit will be restricted Concurrent enrollment in Bi 104, 105, 106 required.

Bi 104, 105, 106

General Biology Labs (1, 1, 1)
Laboratory to accompany General Biology (Bi 101, 102, 103). Previous or concurrent enrollment in 101, 102, 103 is required. One 2-hour laboratory per week.

*Bi 161

Food, Plants, and People (3)
The role of plants in human affairs as sources of food, fiber, fuel, beverages, and drugs. This course does not satisfy the Department of Biology botany course requirement and is intended for nonmajors.

*Bi 175

Evolutionary Concepts (3)
This class is designed to provide background in evolutionary concepts for nonmajors and to address current issues in evolution as they are perceived and are being investigated by various members of our faculty in biology and geology. It is a combined lecture and discussion class and will include occasional guest lecturers presenting their research and views on various topics in evolution.

Bi 199

Special Studies (Credit to be arranged.)

Bi 234

Elementary Microbiology (4)
Introduction to the basic and applied aspects of microbiology, with special emphasis on the role of microorganisms in human affairs. Such fields as nursing, environmental protection, food technology, and public health are given special attention. Topics will include microbial growth and death, human disease, environmental microbiology, food and industrial microbiology, microbial aspects of water and sewage treatment, aspects of microbial gene flow, genetic engineering, and vaccine development.

Bi 235

Elementary Microbiology Laboratory (2)
The laboratory is designed for science majors and others who need practical experience in culturing and observation of microorganisms. Topics will include culture techniques, use of the microscope for observation of microorganisms, and procedures for study of microorganisms in the laboratory and field. Two 2-hour laboratory periods. Recommended prerequisite: Bi 234 or concurrent enrollment in Bi 234.

Bi 251, 252, 253

Principles of Biology (5,5,5)
Study of the basic principles of living organisms. The course will study both plants and animals and topics will include cell structure, energy production, nutrition, genetics, evolution, classification, excretion mechanisms of response, reproduction and development, and ecology. Lab investigations will use laboratory, field study, and special readings. Four hours lecture and one 3-hour laboratory. Recommended prerequisite: Ch 221, 227 or concurrent enrollment in Ch 221, 227.

Bi 299

Special Studies (Credit to be arranged.)

Bi 301, 302, 303

Human Anatomy and Physiology (4, 4, 4)
Fundamental principles of microanatomy, macroanatomy, genetics, embryology, and physiology, as applied to the human organism will be presented and correlated to provide a comprehensive understanding of man as a functionally integrated biological entity. One 3-hour laboratory period. A previous course in chemistry is recommended. Recommended prerequisite: one year of college biological science.

*Bi 326

Comparative Vertebrate Embryology (5)
Comparative study of the development of representative vertebrates, including the cellular mechanisms responsible for early morphogenesis. One 4-hour laboratory period. Recommended prerequisite: one year of introductory biology.

*Bi 328

Comparative Vertebrate Anatomy (5)
Gross dissection and comparison of organ systems in representative vertebrate forms. Two 4-hour laboratory periods. Recommended prerequisite: Bi 252.

*Bi 330

Introduction to Plant Biology (4)
Plant diversity, structure and function in relationship to evolution, habitat, and interactions with other organisms. Historical impacts of plants on human culture, including conservation, biotechnology, and world food supply. Recommended prerequisites: Bi 251, 252, 253.

Bi 336

Cell Biology (5)
An introduction to the biology of eukaryotic (plant/animal) and prokaryotic cells (bacteria, etc.) with emphasis on physiology, biochemistry, morphology, and energetics. Four hours of lecture and one hour of recitation. Recommended prerequisites: one year of introductory biology and one year of introductory chemistry.

Bi 337

Cell Biology Laboratory (2)
Experiments in cell biology to complement lecture. One three-hour laboratory. Recommended prerequisite: prior completion of/or concurrent enrollment in Bi 336.

Bi 338

Introduction to Molecular Biology (4)
The principles, concepts and methods of molecular biology with focus on structure, biochemistry, biosynthesis, and regulation of cellular macromolecules-DNA, RNA, and proteins. Topics covered include the nature and structure of the genes, regulation and expression of genes, molecular aspects and regulation of translation, DNA replication and repair, mutagenesis, cell signaling, the cell cycle and an introduction to the molecular basis of cancer. Recommended prerequisites: Bi 341 and 336.

Bi 341

Introduction to Genetics (4)
A study of the mechanism of biological inheritance. One 2-hour recitation period. Recommended prerequisite: one year of biological science.

Bi 343

Genes and Society (4)
Explores the principles of genetics, molecular biology, and biotechnology within social and historical context. Emphasis on the ethical issues arising from the intersection of genetics, technology, and society, with attention to the role of gender, race, and class in the formation and application of scientific knowledge.

Bi 357

General Ecology (4)
The study of the interrelationships of plants and animals with their environment. Emphasis is on basic ecological principles and concepts, not on current environmental problems. Recommended prerequisite: one year of biological science.
Bi 358 Evolution (4)
Examination of processes underlying evolutionary change and patterns of biodiversity generated by these processes. Introduction to elementary population genetics, quantitative genetics, and phylogenetics. Emphasizes methods of reasoning and experimentation used in evolutionary research. Recommended prerequisite: Bi 341.

*Bi 360 Introduction to Marine Biology (3)
Introduction to the marine environment and its inhabitants, reptiles, and animal diversity with emphasis on structural and physiological adaptations to the marine realm. Recommended prerequisite: one year of biological science.

*Bi 361 Introduction to Marine Biology Laboratory (1)
Laboratory and field work in marine biology. One 3-hour laboratory period. Recommended prerequisite: completion of or concurrent enrollment in Bi 360.

Bi 387 Vertebrate Zoology (6)
Introduction to the classification, anatomical characteristics, distribution, and life habits of fishes, amphibians, reptiles, birds, and mammals. Two 2-hour lectures, one 3-hour laboratory. Recommended prerequisite: one year of college-level biology or zoology.

Bi 399 Special Studies (Credit to be arranged.)
Bi 401/501 Research (Credit to be arranged.)
Bi 404/504 Cooperative Education/internship (Credit to be arranged.)
Bi 405/505 Reading and Conference (Credit to be arranged.) Pass/no pass only. Bi 406 Laboratory Project (Credit to be arranged.)
Bi 407/507 Seminar (Credit to be arranged.)
Selected topics in biology.

Bi 410/510 Selected Topics (Credit to be arranged.)
Evolutionary instructor.

Bi 412/512 Animal Behavior (4)
An evolutionary approach to the study of animal behavior. The importance of ecological, physiological, and social variables will be examined in relation to the behavior of the individual animal. Recommended prerequisite: one year of introductory biology and upper-division standing.

*Bi 413/513 Herpetology (6)
Study of the distinguishing features, anatomy, physiology, origins, evolution, and ecology of amphibians and reptiles. North American species are emphasized. Two 2-hour lectures, two 2-hour laboratories. Recommended prerequisite: Bi 387.

*Bi 414/514 Ornithology (6)
Study of the evolution, diversity, ecology, physiolog- and behavior of birds. Two 2-hour lectures and one 3-hour laboratory. The laboratory emphasizes species identification and exposes students to techniques used in museum and field studies. Students are required to conduct a research project outside of scheduled laboratory time. Recommended prerequisite: Bi 387.

Bi 415/515 Mammalogy (6)
Study of the diversity, characteristics, evolution, structure, function, distribution, and life habits of mammals. North American Species are emphasized. Two 2-hour lectures, two 2-hour laboratories. Recommended prerequisite: Bi 387.

*Bi 416/516 Marine Mammals (6)
Study of the distinguishing features, classification, origins, evolution, physiology, anatomy, behavior, ecology, and status of groups of marine mammals. Two 2-hour lectures, one 3-hour laboratory. Recommended prerequisite: Bi 387.

Bi 417/517 Mammalian Physiology (4)
Physiology of the mammalian cardiovascular, respiratory, renal and digestive systems with emphasis on homeostatic control and integration of these systems in normal and pathophysiological states. Recommended prerequisite: upper-division physiology course.

Bi 418/518 Comparative Animal Physiology (4)
Physiology of metabolic, respiratory, circulatory, excretory, muscle, and nervous systems with emphasis on a comparative ecological approach. Recommended prerequisite: upper-division physiology course.

*Bi 419/519 Animal Physiology Laboratory (4)
Laboratory experiments on the physiology of animals from the cell through organismic levels. Two 3.5-hour laboratory periods. Recommended prerequisite: Bi 336, 417 or 418. May be concurrent.

Bi 421/521 Virology (4)
A study of the classification, structure, genetics, molecular biology of replication, cell interactions, and host response of representative groups of bacterial, plant, and animal viruses, and the medical aspects of important human viruses. Recommended prerequisite: Bi 338.

Bi 423/523 Microbial Ecology (4)
Study of the interaction of microorganisms with each other and plants and animals; soil and aquatic ecosystems; microbial evolution; cycles of matter; biodegradation and microbial pest control. Recommended prerequisite: Bi 480.

Bi 424/524 Molecular Genetics (4)

*Bi 427/527 Evolutionary Genetics (4)
An introduction to population genetics theory and an examination of the genetic techniques that are used to look at populations, speciation, and phylogenetic relationships. Recommended prerequisite: Bi 341, Bi 426.

*Bi 428/528 Human Genetics (4)
The organization of the human genome, pedigree analysis, gene mapping, chromosome abnormalities, sex determination, and gene defects (metabolic and hemoglobin). Topics are discussed from the point of view of clinical applications and current research. Recommended prerequisite: Bi 341.

Bi 429/529 Conservation Biology (4)
Examination of the principles of conservation biology and applications of theory to conservation issues, globally and in the Northwest. Recommended prerequisites: Bi 341, 357, 387, 426.

Bi 430/530 Theory of Recombinant DNA Techniques (4)
Lectures on the principles and theory of recombinant DNA and molecular cloning techniques.

*Bi 432/532 Plant Diversity and Evolution (5)
Study of the morphology, structure, and life history of green algae, bryophytes, and vascular plants from an evolutionary point of view. Two 2-hour lectures and one 3-hour laboratory. Recommended prerequisite: Bi 253.

*Bi 433/533 Morphology of Vascular Plants (4)
Study of the gross morphology, development, and structure of roots, stems, leaves, and flowers from an evolutionary point of view. One 3-hour laboratory. Recommended prerequisite: Bi 330.

*Bi 434/534 Plant Anatomy (5)
Study of the structure of meristems, cells, tissues, and tissue systems of roots, stems, leaves, flowers, and fruits from the developmental and comparative standpoint. One 3-hour laboratory. Recommended prerequisite: Bi 330.

Bi 435/535 Plant Systematics (4)
Study of angiosperm classification, diversity, and evolutionary relationships. Methods of phylogetic analysis and current hypotheses regarding angiosperm phylogeny are emphasized. Lab will focus on the form and floral structure of about 30 local plant families. One 3-hour laboratory. Recommended prerequisite: Bi 330.

Bi 441/541 Plant Physiology (5)
An introduction to the metabolic activities of plants. Two 3-hour laboratory periods. Recommended prerequisite: Bi 336 or one term of biochemistry.

*Bi 442/542 Plant Physiology (3)
Biochemical activities of plants, photosynthesis, and respiration. Course is intended to be taken in sequence with Bi 441. Recommended prerequisite: Bi 441.

Bi 450/550 Phylogenetic Biology (4)
Study of the history of life's diversification through the use of phylogenetic trees, with a focus on how genes, organisms, and traits have evolved. Includes hands-on computer analyses of DNA sequences. Recommended prerequisites: Bi 424, 426.
Bi 455/555
Histology (6)
Systemic study, description, and identification of histological structures. Two 3-hour laboratory periods. Recommended prerequisite: two years of biology.

Bi 456/556
Developmental Biology (4)
Explores basic principles of how organisms develop from a fertilized egg into a complex, multicellular adult. Focuses on contemporary issues in developmental biology, including pattern formation, morphogenesis, determination, and differentiation in vertebrates and invertebrates. Recommended prerequisite: Bi 336, 341.

Bi 461/561
Invertebrate Zoology (5)
A survey of invertebrate animal diversity, with a focus on species of the Pacific Northwest. Emphasis on evolution of adaptations in anatomy, physiology, and behavior. Two 2-hour lectures, one 3-hour laboratory, with some field trips outside of class time. Recommended prerequisite: one year of introductory biology.

Bi 462/562
Neurophysiology (4)
Lectures covering the basic anatomy of the vertebrate central nervous system (CNS) and the cellular bases for resting, graded and action potentials. Also, chemical and electrical signaling between cells of the nervous system is discussed, including pharmacological intervention in the CNS. Lastly, several model systems for integrative neuroscience are described including the visual and somatosensory systems, learning, memory, and simple motor pattern generators. Recommended prerequisite: Bi 556.

Bi 463/563
Sensory Physiology (4)
An exploration of the range of animal senses with lecture and discussion of the principles of sensation and sensory communication in general, and the detailed physiology of transduction for mechanical, electromagnetic, chemical, nociceptive, and thermal senses. Recommended prerequisite: Bi 462/562.

Bi 471/571
Plant Ecology (4)
A study of the interrelationships between plants and their environment with emphasis upon individual adaptation and community dynamics. One 3-hour laboratory period. Recommended prerequisite: Bi 357 or equivalent.

Bi 472/572
Natural History (3)
A study of plant and animal interrelationships, emphasizing maintenance of proper field records, identification, distribution, and ecology of vertebrates in Oregon. Includes one two-hour laboratory. Recommended prerequisite: one year of biology.

Bi 473/573
Field Sampling (4)
An introduction to the methods commonly employed for collecting and interpreting ecological data. One 3-hour laboratory. Recommended prerequisite: Bi 357.

Bi 476/576
Population Biology (4)
A study of classical and modern theories of the growth and regulation of natural populations of plants and animals. Emphasis will be placed on quantitative models. Topics will include: age-specific population growth; population growth in a limited environment; competitive and predator-prey interactions; biotic diversity; data collection and mathematical modeling of actual populations. Recommended prerequisite: Bi 357.

Bi 480/580
Microbiology (4)
Fundamental concepts and techniques of microbiology. The general principles of microbial cell structure and function, physiology and biochemistry, growth, survival, classification, and diversity are emphasized. Recommended prerequisites: Bi 336 and Bi 338. Corequisite: Bi 488/588.

Bi 481/581
Microbial Physiology (3)
Physiology and biochemistry of microorganisms. Modern contributions to microbiology emphasized. Micro- and macro-molecular anatomy of microbial cells; energy metabolism, biosynthetic pathways and their regulation, genetic and molecular aspects of growth, genetics, evolution, and ecology. Recommended prerequisites: Bi 480, 488, and either Bi 336 or one term of biochemistry.

Bi 486/586
Pathogenic Bacteriology (4)

Bi 487/587
Immunology and Serology (4)
The study of resistance to infectious disease and the properties and behavior of antisera formed within an animal in response to foreign antigentic substances. Recommended prerequisite: Bi 480.

Bi 488/588
Microbiology Laboratory (2)
Techniques in microbiology, including staining and microscopic examination of bacteria, counting techniques, and methods for a wide range of physiological and morphological tests. Corequisite: Bi 480/580.

Bi 489/589
Microbiology Physiology Laboratory (1)
Application of the principles of microbiology in the laboratory. One 3-hour laboratory period. Recommended prerequisite: concurrent with Bi 481/581.

Bi 503
Thesis (Credit to be arranged.)

Bi 526
Principles of Evolution (4)
Lectures and discussions on advanced topics in evolutionary biology; evaluation of historical and current trends in this field. Recommended prerequisite: Bi 358 or equivalent.

Bi 534/643
Advances in Plant Physiology (3)
Lectures and discussions on selected topics in plant physiology: evaluation of current trends in this field. Recommended prerequisite: Bi 442 (or concurrently). May be repeated once for credit.

Bi 585/685
Advances in Microbiology (3)
Analysis of new developments in microbiology including metabolic pathways, anaerobic systems, mechanisms of pathogenicity, and the exploitation of microorganisms to generate products for mankind. Recommended prerequisite: Bi 480.

*Bi 590/690
Advanced Comparative Physiology (4)
Advanced topics and current research on various aspects of comparative physiology. Recommended prerequisites: Bi 417 or Bi 418 and Bi 419.

*Bi 592/692
Advanced Topics in Marine Mammals (2)
A study of one or more advanced topics in marine mammals; covering new developments in regard to their evolution, physiological and anatomical adaptations, echolocation, population structure and dynamics, and behavior. Recommended prerequisite: Bi 416.

*Bi 595/695
Advanced Topics in Genetics (2)
New developments in genetics. Topics to include current research in the areas of genetics, human genetics, evolutionary genetics, and molecular genetics. Recommended prerequisite: Bi 341.

*Bi 596/696
Advanced Topics in Evolution (2)
New developments in evolution. A study of one or more advanced topics relating to the patterns and processes of microevolution and macroevolution. Recommended prerequisite: Bi 426.

*Bi 597/697
Advanced Topics in Mammalogy (3)
Study of one or more advanced topics in mammalogy.

Bi 598/698
Graduate Research Prospectus (3)
Each student develops and presents a thesis prospectus. The prospectus is to include a review of the literature and a detailed statement of significance, specific aims, research design, and methods. All entering biology graduate students (M.S.T., M.A./M.S. and Ph.D.) are required to take this course.

Bi 599/699
Graduate Grant Writing (3)
Each student is required to write a major grant proposal based on their research prospectus. All biology graduate students (M.S.T., M.A./M.S. and Ph.D.) are required to take this course. Recommended prerequisite: Bi 598.

Bi 601
Research (Credit to be arranged.)

Bi 603
Dissertation (Credit to be arranged.)

Bi 604
Cooperative Education/Internship (Credit to be arranged.)

Bi 605
Reading and Conference (Credit to be arranged.)

Pass/no pass only.

Bi 607
Seminar (Credit to be arranged.)

Bi 610
Selected Topics (Credit to be arranged.)
In addition to Requirement for major. Program requirements: general admission to the University. See Admission to the department is based on Admission requirements. The Department of Black Studies is an academic interdisciplinary unit within the College of Liberal Arts and Sciences. The primary focus is in the social sciences and liberal arts. The Department of Black Studies is devoted to the exploration and analysis of the history, politics, and culture of African people in the United States, the Caribbean, and Africa. It seeks to objectively explore the black experience, to illuminate the contributions of African people to world culture, and to provide an alternative to traditional approaches to the study of world history that have bypassed the African experience.

The objectives of the Department of Black Studies include providing comprehensive learning programs aimed at greater understanding by all people of the black experience, past, present, and future.

The Department of Black Studies seeks to expose students from all cultural, religious, and ethnic backgrounds to academic experiences beyond those generally found in traditional college curricula. The program will provide students with a general historical background of the black experience in Africa and the Western hemisphere, as well as provide detailed examination of cross-cultural and multi-ethnic dynamics in the contemporary social-political context.

In addition, this program will enhance the students’ ability to function in current job markets that serve multi-cultural and multi-ethnic populations, particularly where the black experience is crucial. It will also give students a competitive advantage in obtaining careers in those areas and within communities that interact with African, African American, and Caribbean cultures.

Admission requirements

Admission to the department is based on general admission to the University. See page 37 for more information.

Program requirements

Requirement for major. In addition to meeting the general University degree requirements for completing a B.A. or B.S., candidates enrolled in the Black Studies major must meet the 60-credit minimum. Courses taken under the undifferentiated grading option (pass/no pass) are not acceptable toward fulfilling the major requirements in the area of specialization. At least 30 of the total 60 credits required for the major or 45 of the total credits presented for graduation must be taken in residence at Portland State University. A minimum 2.50 GPA is required in courses taken for the major.

Core courses

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSt 202 Introduction to Black Studies</td>
<td>4</td>
</tr>
<tr>
<td>Lower Division Black Studies courses</td>
<td>12</td>
</tr>
<tr>
<td>Upper Division electives in Black Studies</td>
<td>8</td>
</tr>
</tbody>
</table>

A maximum of 16 lower division credits in Black Studies may be applied to the major.

Of the 32 upper division Black Studies electives a minimum of 4 credits must be taken from each of the three areas of specialization within the department: Africa, African-American (USA), and Caribbean.

Of the upper division Black Studies electives a minimum of 24 credits must be taken under the graded option.

Upper division Black Studies courses may be substituted for some or all of the non-black studies electives requirement with Adviser approval.

Elective Courses

Adviser-approved credits in other disciplines. May also include upper-division Black Studies outside area of specialization.

Fr 435 Francophone Literature 20th Century (4)
Geog 363 Geography of Africa (4)
Mus 374 World Music (Africa) (4)
Soc 337 Minorities (4)
WS 330 Women of Color in the United States (4)
Intl 417 Understanding International Experience (4)
Ling 417 Understanding International Experience (4)

Sub-total 12
Total 60

Requirements for minor

To earn a minor in Black Studies a student must complete 28 credits (12 credits of which must be taken in residence at PSU), to include the following:

<table>
<thead>
<tr>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BSt 203, 204 Introduction to African-American History</td>
<td>8</td>
</tr>
<tr>
<td>BSt 206 Introduction to Caribbean Studies</td>
<td>4</td>
</tr>
<tr>
<td>BSt 211 Introduction to African Studies</td>
<td>4</td>
</tr>
<tr>
<td>BSt 221 Introduction to African American Literature</td>
<td>4</td>
</tr>
<tr>
<td>Three courses chosen from</td>
<td>12</td>
</tr>
<tr>
<td>BSt 302 African American Experience in the 20th Century</td>
<td>4</td>
</tr>
<tr>
<td>BSt 305 African American History, Before 1800</td>
<td>4</td>
</tr>
<tr>
<td>BSt 306 African History, 1800-Present</td>
<td>4</td>
</tr>
<tr>
<td>BSt 362 African Prehistory</td>
<td>4</td>
</tr>
<tr>
<td>BSt 412 Oregon African American History</td>
<td>4</td>
</tr>
<tr>
<td>BSt 413 Slavery</td>
<td>4</td>
</tr>
<tr>
<td>BSt 414 Racism</td>
<td>4</td>
</tr>
<tr>
<td>BSt 417 African American Family</td>
<td>4</td>
</tr>
<tr>
<td>BSt 419 African American Women in America</td>
<td>4</td>
</tr>
<tr>
<td>BSt 421 African American Writers</td>
<td>4</td>
</tr>
<tr>
<td>BSt 424 African American Africa Culture in Cinema</td>
<td>4</td>
</tr>
<tr>
<td>BSt 430 African American Political Thought</td>
<td>4</td>
</tr>
<tr>
<td>BSt 440 Caribbean Studies</td>
<td>4</td>
</tr>
<tr>
<td>BSt 470 African Art</td>
<td>4</td>
</tr>
<tr>
<td>BSt 484 African American Community Development</td>
<td>4</td>
</tr>
</tbody>
</table>

Sub-total 12
Total 8

Requirements for certificate. A B.A. or B.S. is a prerequisite for a certificate in Black Studies. Candidates for the black studies certificate must satisfy the requirements outlined below. Completion of 36 credits is required for the certificate in black studies. It is recommended that of these 36 credits, 24 credits be Department of Black Studies course offerings. Twenty-four credits will be upper-division courses within an area of specialization constructed with the consent of the adviser and approval of faculty.

1. Completion of 12 credits of lower-division courses with consent of adviser and approval of faculty. These 12 credits must relate to black studies areas of specialization.

2. Completion of 24 credits of upper-division courses in an area of specialization within a program constructed with consent of adviser and approval of faculty.

Areas of specialization include:

- Black culture and civilization (history, art, music, literature, etc.)
- Black social development (sociology, political science, psychology, etc.)

All courses used to satisfy certificate requirements need not be black studies courses, but can include appropriate courses in other departments as approved by an adviser. Students may focus on the American, Caribbean, or African experiences.

Courses taken under the undifferentiated grading option (pass/no pass) are not acceptable toward fulfilling certificate requirements.

Languages. There are no special language requirements for a Black Studies certificate. However, students interested in travel to Africa, the Caribbean, or South America are encouraged to acquire skills in African languages, French, Spanish, or Portuguese.
Cultural Experience of the Circum-Caribbean

Interdisciplinary Examination of the historical and cultural experience of black America from the perspective of the black experience.

Introduction to Caribbean Studies (4)

From traditional historical concepts and information to the present. Special consideration will be given to the African and European worlds from ancient times to the present. Special consideration will be given to the interactions of identities function at the individual, societal, and structural levels.

Introduction to African Studies (4)

An introductory course designed to provide students with an understanding of methods and sources used by the historian of the African past. Museum visits, guest speakers, and films will supplement the lecture format. In addition to a survey of major themes and issues in the history of the African continent, the course will consider the rise of complex societies, indigenous African towns, agricultural and technological achievements, and the impact of international trade and Islam on Africa.

Introduction to Contemporary Race and Ethnic Relations (4)

Introductory examination of the origins and manifestations of the socio-historical concept of race. Critical theory approach is used to analyze the manner in which race has been interpreted and its influence on the socio-political relations between races and ethnic groupings. Particular emphasis on topical race issues in the literature which pertain to categorization, gender, culture, and political economy.

Introduction to African American Literature (4)

An overview of African American fiction, poetry, drama, and expository prose.

The African American Economic Experience (4)

The role of African-Americans in the American economic system. Employment, wage differentials, welfare payments, and the ghetto economy are examined.

African American Experience in the 20th Century (4)

An upper-division course designed to examine the history of the black experience in the 20th century. Primarily a discussion-reading format augmented with speakers and films. Special consideration will be given to developing the student's skill to re-examine traditional historical concepts and information from the perspective of the black experience.

Introduction to African American History (4, 4)

An introductory sequence designed to provide students with a factual framework and conceptual foundation to analyze the history of the black race. Museum visits, guest speakers, and films will supplement the lecture format. In addition to a survey of major themes and issues in the history of the African continent, the course will consider the rise of complex societies, indigenous African towns, agricultural and technological achievements, and the impact of international trade and Islam on Africa.

Introduction to Race, Class, and Gender (4)

Provides theoretical foundation to examine the origins of the categories “race,” “gender,” and “class” as used in African diasporic societies. Analyzes social, political, economic, and cultural phenomena as they are influenced by constructed categories. Focus on how the intersections of identities function at the individual, societal, and structural levels.

Introduction to African History, Before 1800 (4)

A study of African American literature from its origins to the present. Special attention will be paid to how to conduct research in marginalized communities.

African History, Before 1800 (4)

An upper-division course designed to survey the history of the African continent from the period of European exploration to the eve of colonialism. Using a lecture/discussion format, the course will examine the impact of the European presence on African institutions and trade, and the relative importance of the environment, technology, and indigenous social systems on the transformation of African society prior to 1800. This course is the same as Hst 312; course may be taken only once for credit. Prerequisite: BSt 211.

African History, 1800-Present (4)

An upper-division course designed to survey the history of the African continent from 1800 to the present, with emphasis on the colonial period, independence and post-independence. This course is the same as Hst 313; course may be taken only once for credit. Prerequisite: BSt 211.

Traditional Cultures of Africa (4)

Survey of African cultures. Some of the main features examined include: environment and people, oral traditions, time and seasons, naming and numbering systems, language and communication systems, religious, political and legal institutions, music, dance, and family. Recommended prerequisite: BSt 211 or Sophomore Inquiry.

Race and Ethnicity in Latin America (4)

Focus on the experiences of people of African descent in Latin America through the theoretical and empirical research on race and ethnicity in the region. Topics include regional and national variations concerning racial and ethnic identity and the intersection of race/ethnicity, gender, and social class. Also explores how Blackness is contested in the media including literature and popular culture.

Black Feminism/Womanism (4)

Examines the historical evolution of black feminist theory. Starts with emancipation or slave narratives and ends with contemporary manifestations of black feminism, such as hip hop feminism; will redefine feminist resistance in the context of race and gender. Analysis of the pluralism within black feminism including black lesbian feminism, womanist theology, and radical black subjectivity. Examines the people and organizations that shaped black feminist thought and the black liberation movements.

African American Literature (4, 4)

A study of African American literature from its origins to the present. Special attention will be paid to how to conduct research in marginalized communities.

Research Methodologies in Black Studies (4)

Introduces students to qualitative research methods in the humanities and social sciences. Exploration of research methods including, but not limited to, interviewing, content analysis, archival research, library research, Internet research, and participant-observation. Special attention will be paid to how to conduct research in marginalized communities.

Research (Credit to be arranged.)

Consent of instructor.

Courses

Courses with an asterisk (*) are not offered every year.

BSt 199

Special Studies (Credit to be arranged.)

BSt 202

Introduction to Black Studies (4)

Historical and theoretical underpinnings of black studies as an inter- and multidisciplinary field in the arts and humanities. Introduced through exemplary scholarship in African, African American and Caribbean studies. What makes a specialization unique within the academy and its applicability to other disciplines.

BSt 203, 204

Introduction to African American History (4, 4)

An introductory sequence designed to provide students with a factual framework and conceptual foundation to analyze the history of the black race in the New World. Primarily a discussion-reading format augmented with speakers and films, the course will trace the pertinent contacts between the African and European worlds from ancient times to the present. Special consideration will be given to developing the student’s skill to re-examine traditional historical concepts and information from the perspective of the black experience.

BSt 206

Introduction to Caribbean Studies (4)

Interdisciplinary examination of the historical and cultural experience of the circum-Caribbean regions. Special attention will be given to issues in the creation of multicultural society, such as the dynamics of resistance and the interplay of cultural identity and political domination.

BSt 207

Introduction to Race, Class, and Gender (4)

Provides theoretical foundation to examine the origins of the categories “race,” “gender,” and “class” as used in African diasporic societies. Analyzes social, political, economic, and cultural phenomenon as they are influenced by constructed categories. Focus on how the intersections of identities function at the individual, societal, and structural levels.

BSt 211

Introduction to African Studies (4)

An introductory course designed to provide students with an understanding of methods and sources used by the historian of the African past. Museum visits, guest speakers, and films will supplement the lecture format. In addition to a survey of major themes and issues in the history of the African continent, the course will consider the rise of complex societies, indigenous African towns, agricultural and technological achievements, and the impact of international trade and Islam on Africa.

BSt 214

Introduction to Contemporary Race and Ethnic Relations (4)

Introductory examination of the origins and manifestations of the socio-historical concept of race. Critical theory approach is used to analyze the manner in which race has been interpreted and its influence on the socio-political relations between races and ethnic groupings. Particular emphasis on topical race issues in the literature which pertain to categorization, gender, culture, and political economy.

BSt 221

Introduction to African American Literature (4)

An overview of African American fiction, poetry, drama, and expository prose.

BSt 261

The African American Economic Experience (4)

The role of African-Americans in the American economic system. Employment, wage differentials, welfare payments, and the ghetto economy are examined.

BSt 302

African American Experience in the 20th Century (4)

An upper-division course designed to examine the history of the black experience in the 20th century. Primarily a discussion-reading format augmented with speakers and films. Special consideration will be given to developing in the student the skill to re-examine traditional concepts and approaches to the study of the black experience within the broader context of mainstream developments in American life and history.

BSt 305

African History, Before 1800 (4)

An upper-division course designed to survey the history of the African continent from the period of European exploration to the eve of colonialism. Using a lecture/discussion format, the course will examine the impact of the European presence on African institutions and trade, and the relative importance of the environment, technology, and indigenous social systems on the transformation of African society prior to 1800. This course is the same as Hst 312; course may be taken only once for credit. Prerequisite: BSt 211.

BSt 306

African History, 1800-Present (4)

An upper-division course designed to survey the history of the African continent from 1800 to the present, with emphasis on the colonial period, independence and post-independence. This course is the same as Hst 313; course may be taken only once for credit. Prerequisite: BSt 211.

BSt 319

Traditional Cultures of Africa (4)

Survey of African cultures. Some of the main features examined include: environment and people, oral traditions, time and seasons, naming and numbering systems, language and communication systems, religious, political and legal institutions, music, dance, and family. Recommended prerequisite: BSt 211 or Sophomore Inquiry.

BSt 325

Race and Ethnicity in Latin America (4)

Focus on the experiences of people of African descent in Latin America through the theoretical and empirical research on race and ethnicity in the region. Topics include regional and national variations concerning racial and ethnic identity and the intersection of race/ethnicity, gender and social class. Also explores how Blackness is contested in the media including literature and popular culture.

BSt 342

Black Feminism/Womanism (4)

Examines the historical evolution of black feminist theory. Starts with emancipation or slave narratives and ends with contemporary manifestations of black feminism, such as hip hop feminism; will redefine feminist resistance in the context of race and gender. Analysis of the pluralism within black feminism including black lesbian feminism, womanist theology, and radical black subjectivity. Examines the people and organizations that shaped black feminist thought and the black liberation movements.

BSt 351, 352

African American Literature (4, 4)

A study of African American literature from its origins to the present. Recommended prerequisite: BSt 221 or Eng 256.

BSt 362

African Prehistory (4)

Methods, sources of evidence, and the results of the study of prehistoric cultures of Africa from the earliest traces until the first written records; it includes human origins (physical and cultural evolution), the earliest civilization, peopling of Africa, migrations, earliest settlements, origins of agriculture and metallurgy.

BSt 396

Research Methodologies in Black Studies (4)

Introduces students to qualitative research methods in the humanities and social sciences. Exploration of research methods including, but not limited to, interviewing, content analysis, archival research, library research, Internet research, and participant-observation. Special attention will be paid to how to conduct research in marginalized communities.

BSt 399

Special Studies (Credit to be arranged.)

BSt 401

Research (Credit to be arranged.)

Consent of instructor.
African American Urban Education Problems (4)
Course examines the education systems in major cities being inherited by African-Americans. The relationship between public and private education will be studied for impacts on African-Americans. Educational system response to African American enrollment will be discussed. Moreover, pertinent literature, e.g., the Coleman Report, Jensen's the-
sis, and others will be introduced with respect to their overall effect on the curricula available to the African American child. Topics of concern include community control, citizen involvement, alterna-
tive education forms, race relations, faculty-staff responses, modern trends, etc. Prerequisite: junior, senior, or graduate-level standing.

African American Women in America (4)
Designed to investigate the evolution of the African American woman from slavery to the con-
temporary period. African American women's agency will be examined in the antislavery, suf-
frage, club, civil rights, nationalist, black feminist, and current movements for social justice. Recommended prerequisite: BSt 207.

Caribbean Literature (4)
A selection of poetry and fiction from the English and French speaking Caribbean (in translation
where necessary). Prerequisites: One previous African American literature course and 12 addi-
tional literature credits.

African American Writers (4)
A concentrated examination of significant African American literary figures and their impact on American arts and letters. The course will identify each term a particular author or literary period of writing and then read, analyze, and discuss the major works and the background information of that period. Emphasis will be given to the relationships between the topic of focus and the larger spheres of American and world writing. Prerequisites: BSt 221; Eng 107, 108, 253, 254.

African Fiction (4, 4)
Readings in African fiction in regional, cultural, generational, and gender contexts. Prerequisites: One previous African American literature course and 12 additional literature credits.

African American/African Culture in Cinema (4)
An examination of the treatment accorded black culture and individuals in the evolution of the cinema industry. Coverage will include review and analysis of classic film productions from the infan-
cy of Hollywood through to the black urban films of the modern period. Emphasis will focus on the relationships between racial stereotypes and the creation of majority culture perceptions of the black experience. Prerequisite: upper-division standing.

Black Cinema: the 1970s (4)
Examination of the treatment of Black themes, issues and characterization during the decade of the 1970s in the cinema industry. Particular atten-
tion will be focused on the genre of the blaxploi-
tation film as an industry response to the rapidly shifting social and racial dynamics of American culture as the Civil Rights era wound down. Prerequisite: upper-division standing.

Contemporary African American Cinema (4)
Examination of the treatment of Black themes, issues, and characterization in the contemporary cinema industry. Particular attention will be focused on the development of new Black actors, directors, and producers. The impact of these new factors in the industry will be analyzed for the influence they have on the traditions of cinema history relative to the Black experience. Prerequisite: upper-division standing.

African American Films and Film Makers (4)
Examination of films made by African-Americans from the early years of cinema history down through contemporary films. Examination will include a focus on the internal structure and content of the films as well as consideration of the larger social, cultural, economic, and political context of the society in which the films were pro-
duced.

African American Political Thought (4)
An examination in-depth of the political theory of African American leaders in America between 1850-1920 and the impact of that thought on American political thought. Prerequisite: upper division standing.

Caribbean Studies (4)
Interdisciplinary examination of historical or cul-
tural issues in the Caribbean experience. Emphasis will be on issues and dilemmas related to the cre-
ation of a multicultural society. Prerequisite: BSt 206.

Topics in African/Caribbean History
and Culture (4)
In-depth exploration of selected topics in African and/or Caribbean cultural history. Special atten-
tion will be given to thematic issues of broad application to the understanding of cultural inter-
action, continuity, and change.

African Development Issues (4)
An examination of the causes of poverty and underdevelopment of the African continent. A comparative analysis of pre-colonial, colonial and post-colonial circumstances will be conducted. Prerequisite: upper division standing.

African Art (4)
Examination of selected African art forms, styles, and traditions. Emphasis on the context of the art and artist, and their relationship to politics and society in African history. Prerequisites: ARH 204, 205, 206, BSt 211. This course is the same as ARH 470/570; course may be taken only once for credit.

Understanding the International Experience (4)
Examination of communication-based dimensions of an international or intercultural experience, including teaching English to speakers of other languages. Development of strategies and activities required to meet the challenges of teaching, work-
ing, or doing research in an international/intercul-
tural setting. Prerequisite: upper-division or post-
bac academic standing. All linguistics students must register for Ling 471/571 which includes a zero-credit lab, however, this course is also offered as Inf 471. Course may only be taken once for credit.

‘BSc 484/584
African American Community Development (4)
Designed to investigate processes of community development for their application to urban African American communities. Topics include community development, community organization, ghettos as colonies, citizen participation, roles of change agents, social planning, and social change implications. Prerequisite: upper division standing.

Undergraduate programs
Chemistry is the study of the reactions of atoms and molecules, the stuff from which people and their physical environment are made. With a relatively small knowledge of atoms and molecules, it is possible to have a considerable understanding of many chemical phenomena we see and use. A comprehensive knowledge of chemistry is essential for the person who wishes to help solve the problems of today—problems of illness and disease, problems of wise use of our resources— and for the person who wants to do basic research in chemistry or who wants to work in the chemical industry.

The Department of Chemistry is committed to maintaining a teaching program of excellence at the undergraduate level as well as having a graduate program emphasizing cutting-edge research in the chemistry of the environment, novel materials and biological systems. Courses tailored for the student desiring only an introduction to the field are offered on a regular basis. A wide variety of other courses in the program are designed to offer fundamental training for students majoring in chemistry or for students in other science areas, such as biology or health-related occupations.

The curriculum, faculty, library, and facilities of the department are approved by the American Chemical Society. Graduating chemistry majors are eligible for certification to become members of the ACS after two years of professional experience.

Admission requirements
Admission to the department is based on general admission to the University. See page 37 for more information.

Degree requirements
Requirements for major. A student majoring in chemistry is required to take a minimum of 70 credits in the subject and will take courses in the core areas of general chemistry, analytical chemistry, organic chemistry, physical chemistry, inorganic chemistry, and biochemistry. For transfer students, a minimum of 20 credits in upper-division chemistry courses must be earned at PSU.

In addition to meeting the general University degree requirements, the major in chemistry must meet the following departmental requirements:

Option I: Chemistry

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ch 221, 222, 223 General Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>Ch 227, 228, 229 General Chemistry Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>Ch 320, 321 Quantitative Analysis</td>
<td>6</td>
</tr>
<tr>
<td>Ch 334, 335, 336, 337, 339 Organic Chemistry</td>
<td>17</td>
</tr>
<tr>
<td>Ch 426, 427 Instrumental Analysis</td>
<td>6</td>
</tr>
<tr>
<td>Ch 436, 437 Spectrometric Analysis</td>
<td>6</td>
</tr>
<tr>
<td>Ch 411 Chemical Bonding</td>
<td>4</td>
</tr>
<tr>
<td>Ch 412 Advanced Inorganic Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>Ch 440, 441, 442, 443, 444, Physical Chemistry</td>
<td>17</td>
</tr>
</tbody>
</table>

Total in chemistry: 71 credits

Approved 400-level chemistry courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus through Mth 253 or equivalent</td>
<td>12</td>
</tr>
</tbody>
</table>

Total in other fields: 42 credits

Option II: Biochemistry

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ch 221, 222, 223 General Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>Ch 227, 228, 229 General Chemistry Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>Ch 320, 321 Quantitative Analysis</td>
<td>6</td>
</tr>
<tr>
<td>Ch 334, 335, 336, 337, 339 Organic Chemistry</td>
<td>17</td>
</tr>
<tr>
<td>Ch 416, 417 Physical Chemistry for the Biosciences or Ch 440, 441 Physical Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>Ch 426, 427 Instrumental Analysis</td>
<td>6</td>
</tr>
<tr>
<td>Ch 490</td>
<td>4</td>
</tr>
</tbody>
</table>

Approved 400-level science electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus through Mth 253 or equivalent</td>
<td>12</td>
</tr>
<tr>
<td>BI 251, 252, 253</td>
<td>15</td>
</tr>
</tbody>
</table>

Total in chemistry: 73 credits

Approved 400-level science electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus through Mth 253 or equivalent</td>
<td>12</td>
</tr>
<tr>
<td>BI 251, 252, 253</td>
<td>15</td>
</tr>
</tbody>
</table>

Total in other fields: 42 credits

May include two credits of graded Ch 401 if taken over two terms.

Ch 490 requires the Ch 334, 335, 336 Organic Chemistry sequence as a prerequisite.

All courses used to satisfy the departmental major requirements, whether taken in the department or elsewhere, including courses from supporting departments (e.g., mathematics, physics, and biology), must be graded C- or above, with a combined GPA of 2.25 or higher, except for those major course requirements offered only on a pass/no pass basis (e.g., General Chemistry Laboratory).

If an unsatisfactory grade is received in an upper-division course offered in the Department of Chemistry, a student will be allowed to retake the course to improve their grade only once.

A student will be certified by the American Chemical Society and is eligible to become a member of the society after graduation, if the student is following Option I, and if the 400-level chemistry electives include Ch 411, Ch 490 (or Ch 350), and a lab course that includes at least 30 clock hours (including Ch 401 and 406).

Requirements for a minor. To earn a minor in chemistry a student must complete the courses outlined below; at least 10 credits of these must be taken in residence at PSU.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ch 221, 222, 223 General Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>Ch 227, 228, 229 General Chemistry Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>Ch 320, 321 Quantitative Analysis</td>
<td>6</td>
</tr>
<tr>
<td>Ch 334, 335, 336, 337, 338 Organic Chemistry</td>
<td>15</td>
</tr>
<tr>
<td>Ch 426, 427 Instrumental Analysis</td>
<td>6</td>
</tr>
<tr>
<td>Ch 490</td>
<td>4</td>
</tr>
</tbody>
</table>

Approved 400-level science electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus through Mth 253 or equivalent</td>
<td>12</td>
</tr>
<tr>
<td>BI 251, 252, 253</td>
<td>15</td>
</tr>
</tbody>
</table>

Total in chemistry: 42 credits

Approved 400-level science electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Calculus through Mth 253 or equivalent</td>
<td>12</td>
</tr>
<tr>
<td>BI 251, 252, 253</td>
<td>15</td>
</tr>
</tbody>
</table>

Total in other fields: 42 credits

SECONDARY EDUCATION PROGRAM Adviser: C. Wampler

Students who plan to obtain a teaching license with an endorsement to teach chemistry at the high school level should complete a baccalaureate degree with a major in chemistry (preferred) or in general studies/science. The degree program should include the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ch 221, 222, 223 General Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>Ch 227, 228, 229 General Chemistry Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>Ch 320, 321 Quantitative Analysis</td>
<td>6</td>
</tr>
<tr>
<td>Ch 334, 335, 336, 337, 338 Organic Chemistry</td>
<td>15</td>
</tr>
<tr>
<td>Ch 416 or 440 Physical Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>Or Ch 350 or 490 Biochemistry</td>
<td>12</td>
</tr>
</tbody>
</table>

Courses taken under the undifferentiated grading option (pass/no pass) are not acceptable toward fulfilling department minor requirements (except for Ch 227-229).

SECONDARY EDUCATION PROGRAM Adviser: C. Wampler

Students who plan to obtain a teaching license with an endorsement to teach chemistry at the high school level should complete a baccalaureate degree with a major in chemistry (preferred) or in general studies/science. The degree program should include the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ch 221, 222, 223 General Chemistry</td>
<td>12</td>
</tr>
<tr>
<td>Ch 227, 228, 229 General Chemistry Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>Ch 320, 321 Quantitative Analysis</td>
<td>6</td>
</tr>
<tr>
<td>Ch 334, 335, 336, 337, 338 Organic Chemistry</td>
<td>15</td>
</tr>
<tr>
<td>Ch 416 or 440 Physical Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>Or Ch 350 or 490 Biochemistry</td>
<td>12</td>
</tr>
</tbody>
</table>
Those majoring in general studies/science are advised to strengthen their preparation for teaching by taking additional chemistry and physics courses as their degree programs permit. Consult with the secondary education adviser for suitable courses. Chemistry teachers in many schools also teach physics, so it is recommended that additional physics courses be taken in preparation for eventually adding a physics endorsement to the license.

Courses should be taken for differentiated grades, except those offered only on a pass/no pass basis. A positive departmental recommendation for admission to the fifth-year teacher-education program will depend on at least a C- in all chemistry and physics courses, as well as a combined 2.25 GPA for these courses.

Graduate programs

The Department of Chemistry offers graduate work leading to the following degrees: Master of Arts or Master of Science; Master of Arts in Teaching or Master of Science in Teaching (Science); Ph.D. in Chemistry; and an interdisciplinary Ph.D. in Environmental Sciences and Resources/Chemistry (ESR/Chemistry).

The M.S. program is designed for the student who wishes to pursue a career as a professional chemist or a scientist in other allied disciplines. The program involves work in advanced courses with training in research techniques. An integral part of the program is the individual research project and thesis.

The M.A. program is designed for the student who wishes to obtain an advanced degree in chemistry, but for whom the time commitment of a traditional research degree (M.S.) is not feasible due to (typically) employment obligations. The M.A. program involves advanced coursework, a literature project, and a seminar presentation.

The M.A.T./M.S.T. is offered to provide scientific training for teachers in secondary schools. The program is composed of courses intended to increase the sophistication of the student in chemical principles and to acquaint the student with current techniques in teaching methods.

The programs leading to the Ph.D. in Chemistry and ESR/Chemistry combine advanced coursework in various disciplines of chemistry with original research. Students complete the programs prepared to pursue careers in academic, industrial, or government research. The ESR/Chemistry degree is an interdisciplinary program offered through the Environmental Sciences and Resources Doctoral Program in the College of Liberal Arts and Sciences. For more information, see page 125.

Admission requirements

Admission to the department is based on general admission to the University. See page 37 for more information. Students should also apply directly to the department. Contact our office or check the Web site, www.chem.pdx.edu for application forms and other information.

Degree requirements

University master's degree requirements are listed on page 67; requirements related to the Environmental Sciences and Resources Doctoral Program are given on page 125. Specific departmental requirements are listed below and in the graduate handbook.

Master of Arts or Master of Science.

Prior to initial course registration in the M.A./M.S. program, the student must take entrance examinations in those areas of chemistry represented in the student's previous coursework. Any three of these examinations must be passed by the end of the first three academic terms of residence.

The candidate must complete a minimum of 45 credits in approved graduate courses. Of these, 6 credits of coursework must be outside of the major area of interest but within the Department of Chemistry. All students participate in a one-term course entitled Seminar Preparation as well as present to the department one seminar on an acceptable topic. For the M.A., if the student has not successfully completed two academic years of German, Russian, or French at the undergraduate level, the student must show competence by examination.

Each candidate for the M.S. degree in chemistry must complete a thesis. The thesis, an experimental or theoretical research project resulting in an original contribution to chemical knowledge, must be defended in an oral examination. The examination is not restricted to the thesis material alone but may cover any aspect of chemistry or related fields.

Master of Arts in Teaching or Master of Science in Teaching.

The College of Liberal Arts and Sciences offers the M.A.T./M.S.T. degrees in Science/Chemistry. In consultation with the graduate adviser, the student should establish the degree program before the completion of 15 credits of coursework. The program must include a minimum of 45 credits in approved graduate courses, to include a minimum of 24 credits in the area of concentration. At least 9 credits, but no more than 15 credits, must be in education courses. In order to fulfill requirements for the degree, the student must satisfactorily complete the degree program and pass both a final written examination and a final oral examination.

Doctor of Philosophy in Chemistry or Environmental Sciences and Resources/Chemistry.

As with the M.S./M.A. programs, candidates must satisfy requirements related to entrance exams, coursework, seminar, and a thesis, as well as comprehensive examinations and a prospectus exam. The details of all requirements are outlined in the Department of Chemistry's Graduate Student Handbook. Additional requirements for the Environmental Sciences and Resources/Chemistry are given on page 125.

Courses

All courses in chemistry will be taught with the assumption that the student has successfully completed all recommended prerequisites.

Courses with an asterisk (*) are not offered every year.

Students registering for labs must attend the first lab meeting.

Ch 104, 105, 106
Introductory Chemistry I, II, III (4, 4, 4)
A survey of chemistry for students in nursing, in allied health fields such as dental hygiene, in forestry, and in the liberal arts. This course is not intended for science or engineering majors. Must be taken in sequence. Prerequisite for Ch 104: two years of high school algebra or Mth 95.

Ch 107, 108, 109
Introductory Chemistry Laboratory I, II, III (1, 1, 1)
Laboratory work to accompany Ch 104, 105, 106 respectively. Concurrent enrollment in the appropriate lecture course is required. Ch 107, 108: one 2-hour laboratory period. Pass/no pass only. Ch 109: one 3-hour laboratory period.

Ch *170
Fundamentals of Environmental Chemistry (4)
A course designed to increase the scientific knowledge of the non-science major. The interaction between science and society, the nature of matter and chemical reactions, energy, radiation, and nuclear power.

Ch 199
Special Studies (Credit to be arranged.)

Ch 221, 222, 223
General Chemistry (4, 4, 4)
Fundamental basis of chemistry for science, engineering, and health professional students (such as preclinical, premed, premedical technology and veterinary students). Concurrent enrollment in Ch 227 for Ch 221, Ch 228 for Ch 222, and Ch 229 for Ch 223 is recommended. Prerequisite for Ch 221: 2nd year high school algebra or Mth 111 (or concurrent enrollment), or junior class standing. High school chemistry or equivalent is recommended. Prerequisite for Ch 222: Ch 221; for Ch 223: Ch 222.

Ch 227, 228, 229
General Chemistry Laboratory (1, 1, 1)
Laboratory work to accompany General Chemistry (Ch 221, 222, 223). Completion of or concurrent enrollment in lecture required. One 3-hour laboratory. Pass/no pass only.
Ch 250
Nutrition (4)
Nutritive value of foods from the standpoint of newer scientific investigations; nutritional requirements for normal human beings; selection of an optimal diet for health; present-day problems in nutrition; recent trends in American dietary habits.

Ch 284, 285, 286
General Chemistry Workshop I, II, III (1, 1, 1)
Optional peer-led problem-solving sessions designed to promote the success of students in Ch 221, 222, 223 general chemistry sequence.
Corequisite: corresponding lecture course Ch 221, 222, 223. Pass/no pass only.

Ch 320
Quantitative Analysis (4)
Fundamental principles of quantitative analytical chemistry. Prerequisites: Ch 223 and 229.

Ch 321
Quantitative Analysis Laboratory (2)
Basic quantitative analytical laboratory work including volumetric and instrumental methods.
Prerequisites: Ch 320 or concurrent enrollment.

Ch 327, 328
Elements of Organic Chemistry Laboratories I, II (2, 2)
Laboratory work to accompany the sequence Ch 331, 332. One 4-hour laboratory period. Recommended prerequisites for Ch 328: Ch 327. Concurrent enrollment in Ch 331 or 332 respectively is required.
†Ch 331, 332
Elements of Organic Chemistry I, II (4, 4)
Chemistry of the carbon compounds, the aliphatics, aromatics, and derivatives. The corresponding laboratory courses are Ch 327, 328. Prerequisites for Ch 331: Ch 223; concurrent enrollment in Ch 337 is recommended. Prerequisites for Ch 332: Ch 331; concurrent enrollment in Ch 338 is recommended.
† Ch 331, 332 duplicate to some extent Ch 334, 335, 336. No more than 12 credits will be allowed in organic chemistry lecture.
†Ch 334, 335, 336
Organic Chemistry I, II, III (4, 4, 4)
A comprehensive study of the chemistry of the compounds of carbon. Meets chemistry and biochemistry major requirements. The corresponding laboratory courses are Ch 337, 339 for chemistry and biochemistry majors, and Ch 337, 339 for non-chemistry majors. Prerequisites: Ch 223. Concurrent enrollment in the laboratory course is recommended.
† Ch 331, 332 duplicate to some extent Ch 334, 335, 336. No more than 12 credits will be allowed in organic chemistry lecture.

Ch 337
Organic Chemistry Laboratory I (2)
Part one of the laboratory work to accompany the sequence Ch 334, 335, 336. One 4-hour laboratory period. Concurrent enrollment in the lecture course is recommended.

Ch 338
Organic Chemistry Laboratory II (nonmajors) (2)
Part two of the laboratory work to accompany the sequence Ch 334, 335, 336. One 4-hour laboratory period. Not open to chemistry majors.
Prerequisites: Ch 337. Concurrent enrollment in the lecture course is recommended.

Ch 339
Organic Chemistry Laboratory II (chem majors) (3)
Part two of the laboratory work to accompany the sequence Ch 334, 335, 336. More extensive laboratory course than Ch 338; required for chemistry and biochemistry majors. Two 4-hour laboratory periods. Prerequisites: Ch 337. Concurrent enrollment in the lecture course is recommended.

Ch 350
Biochemistry (4)
Biochemistry for students having a limited background in physical chemistry. Prerequisites: Ch 229 and 332 or 336.

†Ch 360
Origins of Life on Earth (4)
Scientific description of the chemical events leading to life on the Earth. Current and past theories of the origin and evolution of life, the primitive Earth. Prerequisites: one college-level course in biology, chemistry, geology.

*Ch 371
Environmental Chemistry (4)
Current environmental problems. Stratospheric oxygen, greenhouse effect, photochemical smog, particulates, acid rain, and trace metals, water resources, pollution, and treatment; oil spills; solid waste disposal; hazardous chemicals. Recommended prerequisites: one term of college chemistry.

Ch 384, 385, 386
Organic Chemistry Workshop I, II, III (1, 1, 1)
Optional peer-led problem-solving sessions designed to promote the success of students in Ch 334, 335, 336 organic chemistry sequence.
Corequisite: corresponding lecture course Ch 334, 335, 336. Pass/no pass only.

Ch 399 Special Studies
(Credit to be arranged.)

Ch 401/501
Research (Credit to be arranged.)
Consent of instructor and chair of department. Credit will only be awarded after the satisfactory completion of the research project. Prerequisites: Ch 320, 321, Mth 253.

Ch 404/504
Cooperative Education/Internship (Credit to be arranged.)

Ch 405/505
Reading and Conference (Credit to be arranged.)
Consent of instructor and department chair. Ch 505 pass/no pass only.

Ch 406
Chemical Preparations (Credit to be arranged.)
Consent of instructor and department chair. Ch 506 pass/no pass only.

Ch 407/507
Semeninar (Credit to be arranged.)
Consent of instructor. Ch 507 pass/no pass only.

Ch 410/510
Selected Topics (Credit to be arranged.)
Consent of instructor and chair of department.

Ch 411/511
Chemical Bonding (4)
Atomic orbitals, ionic bonding, valence bond theory, molecular orbital theory, crystal field theory, and introduction to coordination theory. Prerequisites: Ch 223, Ph 203 or Ph 213, Mth 253. Recommended prerequisites: Ch 417 or 442.

§Ch 412/512
Advanced Inorganic Chemistry (4)
Ligand field theory, coordination chemistry, transition metals, organometallic chemistry, acids and bases, nonaqueous solvents, and descriptive chemistry of the elements. Prerequisites: Ch 223, Ph 203 or Ph 213, Mth 253. Recommended prerequisites: Ch 417 or 442.

Ch 416/516, 417/517
Physical Chemistry for the Biosciences I, II (4, 4)
Intended primarily for students in the biological sciences and allied medical health fields. The emphasis is on the application of modern physical chemistry to problems of biological interest. Ch 416 includes the study of heat, work, energy, entropy, vapor pressure, chemical equilibrium, and transport phenomena. Ch 417 covers chemical and enzyme kinetics, quantum chemistry, photochemistry, and spectroscopy. Courses must be taken in sequence. Prerequisite: Ch 320, 321, a year of general physics with calculus, and two terms of calculus. Prerequisites: Ch 223 and Ch 229.

*Ch 418/518
Advanced Chemistry Laboratory (4)
Advanced techniques and their use in the preparation of compounds. One lecture; two 3-hour laboratory periods. Prerequisites: Ch 338 or 339.

§Ch 424/524
Electronics and Instrumentation for Chemists (2)
Selected topics; chemical instrumentation will be presented at a basic level. Representative topics include basic and advanced instrumentation, atomic absorption and emission, infrared, nuclear magnetic resonance, and mass spectrometry; potentiometry and voltammetry; gas and liquid chromatography, and capillary electrophoresis. Prerequisites: Ch 320, 321, Ph 203, and Ch 416 or 440/540. Academic year.

*Ch 425/525
Electronics and Instrumentation Laboratory (5)
Laboratory work to accompany Ch 424/524. Two 3-hour lab periods. Requires concurrent enrollment in Ch 424/524.

#Ch 426/526
Instrumental Analysis (4)
Theory and application of modern instrumental methods, including UV-visible, fluorescence, atomic absorption and emission, infrared, nuclear magnetic resonance, and mass spectrometry; potentiometry and voltammetry; gas and liquid chromatography, and capillary electrophoresis. Prerequisites: Ch 320/321, and one year of physics. Recommended prerequisites: Ch 417 or Ch 442.

#Ch 427/527
Cooperative Education/Internship (Credit to be arranged.)

Laboratory work to accompany Ch 426/526. One 4-hour laboratory period.

#Ch 430/530, 431/531
Advanced Organic Chemistry (4, 4)
Advanced treatment of general organic reactions and structures; emphasis on bonding, stereochem-
istry, the correlation of structure and reactivity, scope and mechanisms of organic reactions classified by reaction type. Prerequisite: Ch 336.

#Carries graduate credit only for nonchemistry degrees.

Ch 436/536 Spectrometric Analysis (3) Ultraviolet, infrared, nuclear magnetic resonance and mass spectrometry in the analysis of molecular structure. Prerequisites: Ch 336 and 339.

Ch 437/537 Spectrometric Analysis Laboratory (1) Use of infrared spectrometers and nuclear magnetic resonance spectrometers. One 3-hour laboratory period. Prerequisites: Ch 436/536 or concurrent enrollment.

‡ Ch 440/540, 441/541, 442/542 Physical Chemistry (4, 4, 4) The study of thermodynamics, phase and chemical equilibria, solutions, electrochemistry, reaction rates and mechanisms, quantum mechanics, spectroscopy, electron transport, molecular modeling and statistical mechanics. Prerequisites: Ch 320, Ph 213, and Mth 253. ‡ Alternate years.

Ch 443/543 Computational Chemistry (3) The study of programming methods, statistical analysis of experimental data, and numerical methods of common importance in physical chemistry. Concurrent enrollment in Ch 440/540 recommended.

Ch 444/544, 445/545 Physical Chemistry Laboratory (2, 2) Laboratory work to accompany Ch 441/541, 442/542. One 4-hour laboratory period. Prerequisites: Ch 321 and concurrent enrollment in Ch 441/541, 442/542 respectively.

Ch 451/551 Materials Chemistry Laboratory (3) A suite of laboratory experiments in modern materials chemistry. Topics include nonmolecular inorganic solids (semiconductors, superconductors, sols, and gels), thin polymeric films, magnetic and photonic materials. Equal emphasis is placed on synthesis and physical characterization. Prerequisites: Ch 338 or 339.

#Ch 460/560 Prebiotic Chemistry (4) Reaction pathways for the abiological production of molecules involved in biological information flow. Recommended prerequisite: completion or concurrent enrollment in Ch 492/592. ‡ Alternate years.

#Carries graduate credit only for nonchemistry degrees.

#Ch 470/570 NMR Spectroscopy (4) Nuclear magnetic resonance spectroscopy theory and practice. Basic quantum theory of magnetic moments, the semi-classical vector model of spins, and the product operator formalism will be applied using a variety of NMR spectroscopic techniques. Recommended prerequisite: Ch 417 or 442. ‡ Alternate years.

#Carries graduate credit only for nonchemistry degrees.

#Ch 471/571 Biological NMR Spectroscopy (4) Nuclear magnetic resonance spectroscopy (NMR) of biological systems. The basic theory of NMR, its application to complex biological molecules and complexes. Recommended prerequisite: Ch 470/570. ‡ Alternate years.

#Carries graduate credit only for nonchemistry degrees.

Ch 490/590 Biochemistry: Structure and Function (4) First term of a three-term course for students preparing for professional biochemical work. Structures of biological molecules and assemblies, including proteins, nucleic acids, and lipids, and how these structures give rise to their biological functions. Prerequisite: Ch 336. Recommended prerequisite: Ch 416 or 440, Ch 320/521, and Bi 253.

Ch 491/591 Biochemistry: Enzymology and Metabolism (4) Second term of a three-term course for students preparing for professional biochemical work. Basic principles of enzyme catalysis and mechanism, the chemistry and energetics of the primary metabolic pathways responsible for life, including glycolysis/glyconeogenesis, citric acid cycle, lipid and amino acid metabolism, oxidative phosphorylation, and photosynthesis. Prerequisite: Ch 490/590.

Ch 492/592 Biochemistry: Nucleic Acids and Biological Information Flow (4) Third term of a three-term course for students preparing for professional biochemical work. Structure and function of nucleotides and nucleic acids, Biochemical detail of DNA replication, RNA transcription, and protein translation. Prerequisites: Ch 490/590 and 491/591.

Ch 493/593 Biochemistry Laboratory (3) Introduction to general techniques of biochemistry including purification and characterization of enzymes. One 4-hour laboratory period, plus one hour of lecture. Prerequisite: Ch 491/591 or concurrent enrollment.

Ch 503 Thesis (Credit to be arranged.) Pass/no pass only.

Ch 601 Research (Credit to be arranged.) Pass/no pass only.

Ch 603 Thesis (Credit to be arranged.) Pass/no pass only.

Ch 604 Cooperative Education/internship (Credit to be arranged.)

Ch 605 Reading and Conference (Credit to be arranged.) Pass/no pass only.

Ch 607 Seminar (Credit to be arranged.) Pass/no pass only.

Ch 610 Selected Topics (Credit to be arranged.) *Ch 615 Selected Topics in Inorganic Chemistry (3) Current topics in inorganic chemistry such as advances in oxidation, solution chemistry, and fluoride chemistry. As subject matter varies, course may be repeated with consent of instructor. Prerequisite: Ch 411/511. *Ch 621 Advanced Analytical Theory (3) Modern methods of analysis and their application to the analytical chemistry of elements. Prerequisites: Ch 425/525 and 442/542.

*Carries graduate credit only for nonchemistry degrees.

Ch 633 Organic Synthesis (3) Organic reactions, mechanisms and stereochemistry with application to multi-step synthesis. Recommended prerequisite: Ch 431/531.

Ch 634 Advanced Topics in Organic Chemistry (3) Current topics such as stereochemistry, natural products, pericyclic reactions, carbonium ions, heterocyclic and polycyclic compounds, organic photocatalysis. As subject matter varies, course may be repeated with consent of instructor. Recommended prerequisite: Ch 431/531.

*Ch 635 Physical Organic Chemistry (3) Modern concepts of physical-organic chemistry and their use in the study of mechanisms of organic reactions and reactivities of organic compounds. Recommended prerequisite: Ch 431/531.

Ch 661 Photochemistry (3) An introduction to the chemistry of the interaction of light with matter. Absorption and emission of light, photochemical and photophysical processes, photochemical kinetics and mechanisms. Reactivity of excited states of molecules and atoms. Prerequisite: Ch 441/541.

Ch 663 Chemical Thermodynamics (3) The laws of thermodynamics and their applications. Prerequisite: Ch 442/542.

Ch 665 Statistical Thermodynamics (3) Foundations of the subject with application to the equilibrium thermodynamics of gases, liquids, and solids. Prerequisite: Ch 664.

Ch 670 Atmospheric Chemistry (3) Physical chemistry of the earth's atmosphere, including global chemical budgets, atmospheric thermodynamics, photo-chemical reactions in the lower and upper atmosphere, chemical properties of aerosols, and global climate change. Prerequisite: Ch 442/542.

Ch 693 Enzyme Structure and Function (3) Chemical and physical properties of enzymes; energetics, kinetics, and mechanism of enzymatic reactions. Prerequisite: Ch 492/592.

Ch 694 Nucleic Acid Structure and Function (4) Comprehensive examination of nucleic acid structure-function relationships at the molecular level. Geometry of DNA and RNA will be presented, along with the impact this has on gene expression. DNA structural thermodynamics and RNA-directed catalysis will also be covered. Prerequisites: completion of a full year of undergraduate-level biochemistry (Ch 490, 491, 492).

Ch 695 Advances in Biochemistry (3) Current topics in biochemistry such as neurobiochemistry, membrane structure, differentiation, metabolic regulation, bioenergetics, nucleic acids. As subject matter varies, course may be repeated with consent of instructor. Prerequisite: Ch 492/592.
Certificate in Chicano/Latino Studies

Admission requirements

Admission to the department is based on general admission to the University. See page 37 for more information.

Certificate requirements

Chicano/Latino studies is the interdisciplinary study of social, cultural, political, economic, and historical forces that have shaped the development of the people of Mexico and other Latin American countries in the United States over the past 300 years. Emphasis is on the experience of the Chicano and other Latinos as residents and citizens in the United States and not in their countries of origin or descent.

The Chicano/Latino experience predates from the mid-19th century when territories belonging to Mexico were occupied by the United States. Latinos living in the United States have, over the years, developed a rich and extensive literature. They have been involved in all aspects of American life and have made major contributions in all areas of society.

Graduates with a certificate in Chicano/Latino studies will have augmented their major field of study by broadening their scope of knowledge. They will have gained important insight into a very different culture within U.S. borders. This increased awareness and insight will lead to successful interaction on many levels of society.

Graduates also will be better prepared to enter the work force with its rapidly changing demographics.

In addition to meeting the general PSU requirements for a degree in any field, students pursuing a certificate in Chicano/Latino studies must complete 36 credits to be distributed as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ChLa 201 Introduction to Chicano/Latino</td>
<td>4</td>
</tr>
<tr>
<td>ChLa 203 Chicano/Latino Communities</td>
<td>4</td>
</tr>
<tr>
<td>ChLa 301 Survey of Chicano/Latino Literature</td>
<td>4</td>
</tr>
<tr>
<td>ChLa 303 Chicano/Latino Experience</td>
<td>4</td>
</tr>
<tr>
<td>ChLa 330 U.S. Latino Popular Culture</td>
<td>4</td>
</tr>
<tr>
<td>ChLa 375 U.S. Latino Popular Culture</td>
<td>4</td>
</tr>
<tr>
<td>ChLa 375 U.S. Latino Popular Culture</td>
<td>4</td>
</tr>
<tr>
<td>ChLa 399 Special Studies</td>
<td>8</td>
</tr>
<tr>
<td>ChLa 401 Special Studies</td>
<td>4</td>
</tr>
<tr>
<td>ChLa 405 Reading and Conference</td>
<td>4</td>
</tr>
<tr>
<td>ChLa 408 Seminar</td>
<td>4</td>
</tr>
<tr>
<td>ChLa 410 Selected Topics</td>
<td>8</td>
</tr>
<tr>
<td>ChLa 414 Chicano/Latino History</td>
<td>4</td>
</tr>
<tr>
<td>ChLa 414 Chicano/Latino Literature</td>
<td>4</td>
</tr>
<tr>
<td>ChLa 450 Latinos in the Education System</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>36</td>
</tr>
</tbody>
</table>

Courses

ChLa 201 Introduction to Chicano/Latino (4)
An introductory history of Latinos in the United States. Beginning with Spanish colonization and moving to the recent migration of Latin and South Americans in the 1970s, 1980s, and early 1990s. Special attention will be given to particular events that shaped and influenced the Latino experience, such as the Mexican-American War, Repatriation, Bracero Program, World War II, War on Poverty, the Chicano Movement, and U.S. foreign policy in Latin America.

ChLa 301 Chicano/Latino Communities (4)
Contemporary sociological studies and theory used to understand and explain the status of Chicanos and Latinos in the U.S. Topics will include family, gender relations, immigration, work and employment, inter- and intra-ethnic and racial relations in the community.

ChLa 302 Survey of Chicano/Latino Literature (4)
A representative overview of Chicano/Latino literature covering poetry, theater, novel, short story, and essay. The course will include literary techniques, modes of expression, trends in Chicano and Latino creativity, critical approaches, and will expose students to available bibliographic resources in the field.

ChLa 303 Chicana/Latina Experience (4)
The social, political, and literary experience of women in the Chicano and Latino communities. The women’s perspective and position in historical events, community organizing, and social issues will be explored through literature, art, music, and social science research.

ChLa 330 Latino Popular Culture (4)
Explores a wide scope of Latino popular culture: highly produced entertainment (television, radio, film, magazines); commercial and non-commercial musical and artistic expression; popular celebrations; and the culture of “everyday life,” from traditional folklore to newly invented customs and rituals. Popular culture is examined to reveal how Latino groups (Mexicans, Cubans, Dominicans, Puerto Ricans, etc.), reinvent their culture, heritage, and ethnic identity in the United States, and how Latinos in the process are changing American popular culture and national identity. Students will become familiar with theories of popular culture and get hands-on experience investigating a Latino popular culture form.

ChLa 375 Southwestern Borderlands (4)
Social, economic, political organization, and representation of the United States/Mexico borderlands. While conflict characterizes the history of the interactions among border actors, the contemporary period reveals growing interdependence and economic integration. Explores cultural and social formations of Anglo-Americans and Mexican Americans in a dynamic contact zone, as well as the continuities and discontinuities in popular and academic representations of the border experience.

ChLa 380 Latinos in the Economy and Politics (4)
Offers an overview of economic and political issues facing Latino communities in the United States, with an emphasis on labor market experience, the causes of poverty, and the role of political and civic organizations in shaping Latino ethnic identity.

ChLa 390 Latinos in the Pacific Northwest (4)
Introduction to past and present experiences of Mexicans and other Latin American-origin populations in the U.S. Pacific Northwest. Attention to current population growth, including sources of migration and settlement patterns. Explores the present social, economic, and political status of Latinos in this region of the country. Prerequisite: ChLa 201.

ChLa 399 Special Studies (Credit to be arranged.)
ChLa 401 Research (Credit to be arranged.)
Consent of instructor.

ChLa 405 Reading and Conference (Credit to be arranged.)
Consent of instructor.

ChLa 408 Workshop (Credit to be arranged.)
Consent of instructor.

ChLa 410 Selected Topics (Credit to be arranged.)
ChLa 441 Chicano/Latino History Seminar (4)
This course will take an in-depth look at the history of Chicano/Latino experience in this country examining such issues as the Treaty of Guadalupe-Hidalgo and its affect on Latinos. Additional topics will include issues dealing with why the Puerto Rican and Cuban experience has been different than for other Latinos in this country. Recommended prerequisite: ChLa 201.

ChLa 441 Chicano/Latino Literature (4)
Examination of the works created by some of the leading Chicano/Latino novelists, poets, and short
The Department of Communication offers programs leading to degrees at both the undergraduate and graduate levels. The courses offered in communication are based on the premise that an educated individual must be able to think critically and analytically, comprehend political, social, cultural, institutional, international, and mediated communication, listen effectively, be sensitive and adaptive to communicative encounters with persons of diverse abilities, backgrounds, and situations. The effective communicator has an understanding of the complexity and dynamic nature of the communication process, as well as a sense of responsibility for the substance and consequences of communicative interaction.

Admission requirements
Admission to the department is based on general admission to the University. See page 37 for more information.

Degree requirements
All classes in the major or minor must be taken for a letter grade and only classes graded C or better will be counted toward the major or minor.

Requirements for major in communication: In addition to meeting the general University requirements, the student must complete a minimum of 60 credits in communication courses plus Writing 222 or 333 for a total of 64 credits.

Communication elective courses .......................... 44

Total required courses ................................ 64

Wr 222 or Wr 333 ............................................. 4

Of the 44 credits of communication electives,

- At least 36 must be in upper-division communication studies courses, of which
- At least 16 must be in course numbered 400 and above.
- No more than 8 credits may be counted toward the major from courses numbered Comm 401 through Comm 409, including Communication Internship.

Requirements for minor in communication:
To earn a minor in communication, a student must complete 28 credits with a minimum of 16 credits at the upper-division level. Total for Comm 404 and Comm 409 may not exceed 8 credits. A minimum of 12 credits must be taken in residence at PSU.

Requirements for minor in film studies:
Students may elect to pursue a minor in film studies, jointly offered by Communication, English, and Theater Arts and should consult the department adviser for a complete list of courses that apply to the minor from offerings in Communication, English, and Theater Arts. A minimum of 20 adviser-approved credits in film studies is required. At least 16 of these credits must be taken at Portland State University from any of the three participating departments, and 16 credits must be upper-division.

Courses taken under the undifferentiated grading system (pass/no pass) will not be counted. A minimum grade of C is required for courses to be counted toward the major. Adviser-approved film courses taken in communication will also be credited toward the major.

Graduate program
The Department of Communication offers graduate work leading to the degrees of Master of Arts and Master of Science in Communication. In keeping with the University’s mission to enhance the intellectual, social, cultural, and economic qualities of urban life, our program focuses on discourse in urban communities, and our faculty concentrate on research in the areas of Media Theories; Critical, Cultural and Relational Theories; and Cognitive Theories.

Admission requirements
Admission to the program occurs once a year. All materials are due by March 1 for students to be considered for fall term admission. Applicants must also apply separately to Portland State University (see PSU Web site for information and deadlines).

For admission to graduate study, the student’s background and preparation should reflect an ability to pursue graduate work in communication. It is not required that the applicant have an undergraduate degree in communication; students with undergraduate backgrounds in related disciplines are encouraged to apply. Should the student’s preparation be deemed inadequate in certain areas, the student will be required to overcome those deficiencies through formal coursework and/or directed readings. All such work is separate from work toward the master’s degree.

Application Process. Prospective students should check the Department Web site for specific application details, and applications should be received by March 1.

Applicants submit a letter of introduction, a statement of purpose as to why they want to pursue an advanced degree in communication, official transcripts, TOEFL (for international students) and other relevant testing scores, three letters of recommendation, writing samples, application forms, etc. Whenever possible the three letters of recommendation should come from individuals closely acquainted with the applicant’s academic career. For a list of requirements visit the Communication Department Web site, http://www.comm.pdx.edu.

All students are admitted to the program on a conditional status. The conditional status will be removed when the graduate faculty determine that the student has made satisfac-
Program Options

All students complete one of the following with close supervision of their adviser. We strongly encourage students to pursue the thesis option.

a. Thesis. Students interested in a research or academic career, or who anticipate advanced graduate work leading toward a Ph.D., should choose the thesis option. The thesis entails a systematic study of a significant problem and contributes to the body of knowledge relevant to the study. Theses may be either quantitative or qualitative. Each student who elects the thesis option will complete a written thesis and pass a final oral examination on the thesis. Prior to beginning work on the thesis, students must demonstrate proficiency in relevant theories and research methods. Students must complete at least 6 thesis credits (Comm 503).

b. Project. Students who elect the project option will complete an applied focus in discourse in urban communication. The project is more creative than a thesis in that the requirements may vary from student to student, subject to the approval of the student’s committee. All projects must be grounded in relevant theories, concepts and practices, and all students who choose this option must demonstrate appropriate research and methodological competency. Students must complete at least 6 project credits (Comm 506).

Courses

Courses with an asterisk (*) are not offered every year.

Comm 100 Introduction to Communication (4)
Overview of major topic areas in communication, including models of communication, social uses of language, communication codes-verbal/nonverbal, listening and communication in interpersonal, group, intercultural, public, and mass media contexts. Application of theory through skills development and community focused assessments.

Comm 199 Special Studies (Credit to be arranged.)

Comm 200 Principles of Communication (4)
Introduces the skills and concepts students need for literacy in communication and provides a broad introduction to the perspectives on communication that will be encountered in upper-division Communication courses. Pre-requisite for Comm 311, Comm 316 and Comm 326.

Comm 212 Mass Communication and Society (4)
A survey of the development of print, broadcast, film, and new communication technology as social, cultural, and economic forces in American society. Examination of news media and their relationship to American political institutions. Discussion of advertising as an economic and popular cultural force. Survey of major trends in media research. Class research project examines content of contemporary commercial media.

Comm 215 Introduction to Intercultural Communication (4)
Designed to give a theoretical understanding of the process and role of communication (both mass and interpersonal) when faced with cultural differences and plurality. Provides a background of classical theories in intercultural communication, and in interdiscipliary areas (cultural studies, gender studies, cultural anthropology, political science, and international development) where culture and communication have been theorized. Discussions will focus on the changing cultural terrain in the United States and upon internationalization and globalization of mass or popular culture as it impacts other parts of the world.

Comm 220 Public Speaking (4)
Research, writing, delivery, and listening skills for oral presentation in a variety of settings, including multicultural. Equal consideration given to speech preparation and delivery with critical thinking, argument forms, and audience analysis emphasized. Issues of speech anxiety addressed.

Comm 227 Nonverbal Communication (4)
The study of nonverbal communication as related to verbal communication. Course emphasis on theories and typologies of nonverbal behavior. Examination of the influence of such factors as para-language, body movement, eye behavior, touch, space, time, and physical and social environments. Course requirements include completion and report of a personal research project.

Comm 230 Listening (4)
Listening as an integral part of the communication process. The contextual nature of competent and incompetent listening behavior is presented. Topics include: knowing when to use emphatic listening instead of sympathetic listening, refraining from using biased listening when comprehensive listening would be appropriate. Opportunity to observe, assess and evaluate competent and incompetent listening behavior in an extensive skill-building project.

Comm 311 Research Methods in Communication (4)
Introduction to the assumptions and methods of research in the study of human communication. Students will learn to design and conduct empirical research projects and improve their ability to understand, evaluate, and use reports of research and scholarship encountered in future coursework and in everyday life. Prerequisites: Wr 222 or 333.

Comm 312 Media Literacy (4)
Focuses on building critical skills for evaluating mass media, going beyond the ways that messages represent the world to the ways that messages and the institutions that produce them actually consti-
Communicating About Violence and Children (4)
Focuses on the study of families from a communicative perspective; that is, how families create, maintain and reinforce patterns of interaction through daily living, story-telling and other habitual forms of communication. Course applies theoretical frameworks such as family systems theory, social construction theory and dialectical theory to issues of courtship and relational development, the changes in the life of families, and family roles.

Comm 314 Persuasion (4)
A consideration of concepts, principles, and theories related to persuasion, and a consideration of the role of effective communication in public discourse. Opportunity for practical application of principles in student projects. Comm 100 or Comm 220 recommended.

Comm 316 Communication, Individuals and Discourse (4)
Extends the discussion of empirical approaches to communication introduced in Comm 200. Introduces relevant social science theories of communication including theories based on cognitive, evolutionary, social psychological, constitutive and social cultural approaches. Students will study communication as a process through which individuals mutually shape and are shaped by culture and ideology; cultural opposition; the role of media in political socialization. Extensive study and practice of the skills involved in communicating, comparing and contrasting various approaches to communication, and evaluating the effectiveness of communicative strategies utilized, the impact of socio-cultural and institutional features on small group communicative practices. Theoretical application in the critical analysis of various group settings and effective communication in ongoing group projects.

Comm 317 Communicating About Violence and Children (4)
Examination of theory and practice for the improvement of communication with children (primarily grades K-6), regarding issues of child abuse (emotional, physical, sexual, and domestic violence). Profound and interpersonal contexts are addressed. Multiple communication issues in relationship to children and violence include: cultural values and beliefs, stereotypes, media representations, language use, nonverbal communication, power, control and conflict.

Comm 318 Family Communication (4)
Focuses on the study of families from a communicative perspective; that is, how families create, maintain and reinforce patterns of interaction through daily living, story-telling and other habitual forms of communication. Course applies theoretical frameworks such as family systems theory, social construction theory and dialectical theory to issues of courtship and relational development, the changes in the life of families, and family roles.

Comm 324 Critical Thinking and Argumentation (4)
A study of the relationship among evidence, reasoning, and argument. Course examines formal reasoning as well as practical argument in its actual forms and uses in everyday life. Primary emphasis upon students' ability to analyze evidence, forms of reasoning, and arguments that structure public issues of the day. Strongly recommended for all communications majors.

Comm 326 Communication, Society and Culture (4)
Develops the idea that communicative action is theoretically driven; continues the discussion of constitutive and social-cultural theories; distinguishes between normative and social science theories of communication and introduces cultural and critical theories of communication. Comm 326 develops ideas of interpretation and critique that are introduced in Comm 200. The course extends ideas of normative theorizing including interpretive, critical and cultural theories of communication. Required for communication majors.

Comm 337 Communication and Gender (4)
Study and practice of the skills involved in competent communication (primarily comprehensive listening and reading, and speaking and writing) in order to separate myths, assumptions and notions from the facts, realities and truths about communication and about women and men. Examination of communication and gender topics will include: the role of anger in communicat- ing about gender issues; the impact of the type of information on discussions about gender; gender difference as a "catch all" explanation for gender problems; the facts of differences being confused with attitudes about differences; perception of women and men as speaking different languages and communicator behaviors as choices.

Comm 340 Interviewing (4)
A study of principles for effective interviewing with emphasis upon information-gathering, in-depth interviewing. Examine interview structures, preparation of interview schedules, question phrasing, approaches to interviewer-interviewee relationship. Specific interview contexts will vary among employment, performance appraisal, help- ing, and focus group, and will be examined from both interviewer and interviewee perspectives. Prerequisite: upper-division standing. Comm 218 recommended.

Comm 389 Ethics of Human Communication (4)
Applies important ethical theories to communication settings and problems, including aspects of interpersonal, group, organization, public, Internet and mass communication, showing how ethics relate to all communication events. Reveals how communication can either validate or undermine the basic humanity, dignity and value of others in the communication setting. Prerequisite: junior standing, open to those outside of communication.

Comm 399 Special Studies (Credit to be arranged.)
Comm 401/501 Research (Credit to be Arranged.)
Consent of instructor. Communication Laboratory.
Comm 404/504 Cooperative Education/Internship (Credit to be arranged.)
Comm 405/505 Reading and Conference (Credit to be arranged.)
Consent of instructor.
Comm 406/506 Special Projects (Credit to be arranged.)
Consent of instructor.
Comm 407/507 Seminar (Credit to be arranged.)
Comm 408/508 Workshop (Credit to be arranged.)
Comm 409/509 Practicum (Credit to be arranged.)
Comm 410/510 Selected Topics (Credit to be arranged.)
*Comm 412/512 Empirical Theories of Mass Communication (4)
Surveys social scientific theories of mass communication. Prerequisite: Comm 212, Stat 243, Comm 314, or Psy 342 recommended.

Comm 415/515 Problems of Intercultural Communication (4)
Builds upon the theories and issues discussed in the introductory course by including contemporary and classical literature on multicultural and intercultural communication. Identities and analyzes politically constructed categories of race, age, class, gender in society against the backdrop of debates on multiculturalism in the United States. Examines these categorizations of race, class, etc. in their historical, social, and cultural context, and how those have influenced mass-mediated and interpersonal communication. Uses mass media (television, radio, daily print media, music) texts to provide examples of how we understand "difference" and "otherness" in our daily lives. Prerequisites: junior/senior standing or instructor permission.

Comm 416 Theories of Communication (4)
Examines the major lines of theoretical development in the study of human communication, as well as examining their diverse and alternative assumptions for theory construction and critical analysis. Course offered multiple times each year. Prerequisites: senior-level standing.

*Comm 417 Communication and Conflict (4)
Examines assumptions underlying the selection of communicative behaviors in conflict situations, and the assessment of choices for expected or desired outcomes. Interpersonal, group, organizational, intercultural and international settings are examined. Examination of traditional and nontraditional approaches to conflict management. Required development of case study applying concepts of the course, and class presentation. Comm 218, 313, 314, or 324 recommended.

*Comm 418/518 Advanced Interpersonal Communication (4)
Theory course in which students analyze current concepts and theories related to inter-personal communication, comparing and contrasting vari-
Advanced work in the theory and practice of effective speaking and listening, employee and client relations, and competency assessment. Addresses characteristics that differentiate effective from ineffective communication. Develop and implement a model for communication skill building through behavior modification. Recommended prerequisite: senior or graduate standing.

*Comm 436/536 Communication and Cognition (4)
Exploration of human communication from a cognitive perspective. Prerequisite: graduate standing or Comm 416 (or equivalent) and consent of instructor.

*Comm 437/537 Urban Communication (4)
Course utilizes a cultural, contextual approach to the study of urban communication structures, processes and practices. Macro and micro features are examined with the goal of understanding the role of communication in structuring social life in urban environments. Relevant theories on urban life and multiple dimensions of verbal and nonverbal communication codes are examined as they apply in urban contexts. Theoretical and empirical approaches recognize urban centers as dynamic multicultural environments. Research project required. Prerequisites: senior-level or graduate standing.

*Comm 438/538 Everyday Talk: Structure and Process (4)
How humans organize talk, with a primary emphasis on face-to-face talk in an informal setting. Attention will be given to the structure of roles and turns, sequencing of stages and topics, issues of common ground and relevance, and cognitive processes of message origination and interpretation in particular contexts. Recommended prerequisites: Comm 311 or equivalent; upper division or graduate standing.

*Comm 439/539 Gesture and Meaning in Everyday Talk (4)
How humans use gesture and vocal intonation in conversation, with a primary emphasis on informal settings. Interaction of gesture with language, metaphor, and irony; and the contribution of gesture to cognitive and interactive processes of message origination and interpretation. Examined in particular contexts. Recommended prerequisites: Comm 311 or equivalent; upper division or graduate standing.

*Comm 440/540 Metaphor, Play, and Humor (4)
How metaphor, play, humor, and other forms of "non-serious" language and gesture contribute to the creation of meaning and sustaining of relationships in everyday social interactions. Topics vary from quarter to quarter, and may include: metaphor, playful communication; humor and irony; and narratives. May be repeated for undergraduate or graduate credit. Recommended prerequisites: Comm 311 or equivalent; upper-division or graduate standing.

*Comm 447 Communication and Aging (4)
Focuses on the intersecting areas of communication and gerontology. Ages of communicators as structural variables in the organization and interpersonal communication, speech writing, public policy writing, and organizational campaigning. The focus is on how communication strategies and media can be used to organize consent or dissent to ruling parties, representatives, and ideas. Comm 212 recommended.

Comm 420/520 Political Communication (4)
An analysis of the relationship of communication to the exercise of political power and political power in society. Topics may include the ethics and practices of electoral politics, political ideologies, political advertising, propaganda, public opinion formation, the role of mass media as a source and form of political communication, speech writing, public policy writing, and analysis, political news writing, and political campaigning. The focus is on how communication strategies and media can be used to organize consent or dissent to ruling parties, representatives, and ideas. Comm 212 recommended.

Comm 422/522 Critical Theories in Mass Communication (4)
Surveys critical and institutional theories of mass communication. Primary focus is analysis of the relationship between media and communication institutions and the state and other social institutions. Prerequisite: upper-division standing.

Comm 423/523 Organization Communication (4)
Application of communication theory to the study of human interaction in the organizational context. Examination of the relationships between structural variables in the organization and informal communication channels, including analysis of leadership style, decision-making, conflict management, and computer-mediated communication. Course requirements include completion and report of a personal research project. Prerequisite: upper-division standing. Comm 218 and Comm 311 recommended.

*Comm 427/527 Issues in International Communication (4)
A study of historical and contemporary theories and practices in the conduct of trans-border communication. Topics may include international communication issues of law, diplomacy, conflict, the Cold War, international organizations, mass media, information, advertising and news flows, social-economic development, as well as discussions of specific cases of cultural and institutional communication, spoken, written and produced, in various industrial and developing societies. Prerequisite: upper-division standing or graduate standing.

*Comm 430 Advanced Speaking and Listening Skills (4)
Advanced work in the theory and practice of communication discipline, including a critical examination of the representations of gender and race, including age, class and sexual orientation in various media (mainstream and alternative), and will examine theoretical and methodological approaches which may be used to interpret these representations. In addition, considers the potential impact that media institutions have on people’s lives, political decisions and social relations. The overall aim is for students to understand how their own cultural identities affect their media consumption and social positioning. This course is the same as WS 452; course may only be taken once for credit.

*Comm 457/557 The Language of Violence (4)
Examination of violent language as a reflection of culture. Students will identify violent attitudes, themes, contradictions, metaphors, etc. implicit and explicit in our language. Verbal abuse and verbal aggression, violent words and metaphors in everyday speech, and the use of descriptive language to evaluate language when classifying acts of violence will provide insight into the notion of a "public violent mind." Students will also examine messages in violent entertainment, news reports, Internet, and other media. This course is the same as WS 457; course may only be taken once for credit.

*Comm 460/560 Framing and Mass Media (4)
Examines how messages are constructed and the effects frames have on audiences. Framing theory is linked to propaganda, public relations, marketing, political communication and cognition, and has a rich theoretical and methodological tradition. Examines the conceptual definitions, and the underpinning theory and methodology used in framing scholarship. Agenda setting, bias and framing, public opinion formation, cultivation analysis, behavioral effects, and macrolevel and microlevel methods are also examined.

*Comm 487/587 Propaganda, Public Relations, and Media (4)
Introduction to how mass media, particularly film, are used to promote causes, influence opinion, sell products and promote stereotypes. Two streams of theory are pivotal to the consideration of theories of propaganda, public relations, persuasion and mass media, and film theory. Prerequisite: junior, senior or graduate standing.

*Comm 489/589 Media Ethics (4)
Applies important ethical theories to decision making within the mass media, including considerations of personal, organizational, professional and cultural understandings of ethics to analyze how decisions regarding media content are made. Provides guidelines for identifying and understanding ethical dilemmas commonly encountered by media professionals and help in making theory-grounded decisions in print and broadcast journalism, advertising and public relations, the Internet, and entertainment media. Prerequisite: junior, senior or graduate standing.

Comm 503 Thesis (Credit to be arranged.)
Comm 506 Project (Credit to be arranged.)
*Comm 511 Introduction to Graduate Studies (4)
Introduction to the development and scope of the communication discipline, including a critical examination of the representations of gender and race, including age, class and sexual orientation in various media (mainstream and alternative), and will examine theoretical and methodological approaches which may be used to interpret these representations. In addition, considers the potential impact that media institutions have on people’s lives, political decisions and social relations. The overall aim is for students to understand how their own cultural identities affect their media consumption and social positioning. This course is the same as WS 452; course may only be taken once for credit.
examination of the lines of inquiry and methods of investigation that shape the discipline. Emphasis is placed on those elements of scholarly inquiry that enable students to become competent consumers of current research and contribute to their ability to conduct original research in communication.

*Comm 513 Seminar: Communication in Institutional Contexts (4)
Various configurations and features of institutional life are examined. The impact of culture, politics, media on organizational communicative structures and processes, communication consultation, institutional-community interface are among the topics covered. Current research is examined. Students conduct an organizational research project. Prerequisite: graduate standing or instructor permission. Repeatable for credit.

*COMM 514 Seminar: Topics in Communication, Culture, and Community (4)
Examination and analysis of human symbolic activity as the management of meaning, with the capacity to shape and influence thought, action, and world view. Particular attention given to assumptions regarding intent, effects, meaning, understanding, and interpretation, and their implications for studying communication from modernist and post-modernist perspectives. Specific topics vary with instructor. May be repeated for graduate credit.

Comm 521 Quantitative Methods in Communication Research (4)
An examination of the methods of quantitative empirical research in communication. Emphasis is upon selected research designs, data collection and analysis, data input for computer analysis with statistical packages, results interpretation, and writing reports of completed research.

*Comm 525 Seminar: International Communication and Culture (4)
Study and analysis of the international dimensions of communication. Focus is on understanding the cultural and power contexts and differences among and between peoples and institutions that establish the boundaries in the exchange of meanings, values, and ideas. Emphasis is given to questions of cultural, economic and political sovereignty in the pursuit of national, regional, and personal identity and development.

*Comm 528 Seminar: Communication in Relational Contexts (4)
Advanced work in interpersonal communication theories, and concepts such as family, aging, and conflict. Critique of current research in light of such considerations as cultural constraints, shifts in relational definitions and configurations. Research project. Prerequisite: graduate standing or permission of instructor.

Comm 531 Qualitative Methods in Communication Research (4)
An examination of naturalistic empirical communica tion research and the assumption bases. Particular attention given to descriptive, interpretive, and critical approaches for analysis, and to specific methods of participant observation, interviewing, and textual analysis. Critical examination of selected research as models for original student research.

Comm 532 Critical Methods of Media Inquiry (4)
Prepares graduate students for understanding and employing critical methodologies in research. Contrasts the context-based critical mode of inquiry with the epistemological premises in positivistic claims of value-free research. Offers ways of integrating theory, methods, research strategy, and social criticism.

*Comm 533 Seminar: Organizational Communication (4)
Examines the implications of evolving perspectives in organizational theory, as well as cultural factors which may influence communication processes in the organizational context. Different approaches to assessing organizational communication processes are considered with relevance to enhancing organizational effectiveness and facilitating organizational transition and change. Course requirements include completion and report of a research project.

*Comm 556 Seminar: Topics in Language, Meaning, and Interpretation (4)
Exploration of cognitive, linguistic, and interpretive approaches of emerging interest in the study of human communication. Specific topics vary with instructor. May be repeated for graduate credit. Prerequisite: graduate standing.

Comm 561 Social, Institutional and Media Theories (4)
This course surveys contemporary theories of communication from social, institutional and media approaches. Focus of the course is on broad, macrosocial theories about the role of media in institutions and institutional influences on communication, impacts on society and community of mass media, and the influence of new modes of media. This is part of a three-course sequence required of all first year master's students. Recommended prerequisite: post-bac or graduate status.

Comm 562 Cognitive and Relational Theories (4)
Survey of cognitive, symbolic, interactive and relational theories of communication. Addresses the cognitive processes involved in creation and interpretation of messages in urban communities, and the use and interpretation of language particular to urban communities. This is part of a three-course sequence required of all first year master's students. Recommended prerequisite: post-bac or graduate status.

Comm 563 Critical and Cultural Theories (4)
The course is a survey of critical and cultural communication theories of communication, and addresses these approaches in the context of urban communities. This is part of a three-course sequence required of all first year master's students. Recommended prerequisite: post-bac or graduate status.

Conflict Resolution

239 Neuberger Hall
503-725-9175
M.A., M.S.
The Master of Arts/Sciences degree program in conflict resolution is an interdisciplinary, academic program within the humanities and social sciences, as well as a professional program. The program's general divisions are:

- Conflict resolution theories, methods, and practices
- International and intercultural conflict resolution
- Peace and justice

These divisions include the following areas of emphasis: mediation, democratic dialogue, violence prevention, restorative justice, peace education, nonviolent social change, international conflict resolution, intercultural conflict resolution, peace psychology, law-related conflict resolution, environmental conflict resolution, public policy conflict resolution, gender and peace, and dispute systems design and evaluation. Graduate courses in conflict resolution are also offered in support of graduate programs in other fields.

Admission requirements

For admission to graduate study, the student's background and preparation should reflect an ability to pursue graduate work in conflict resolution. It is not required that the applicant's undergraduate degree be in any specific academic discipline. Because the program is broadly interdisciplinary, students with any undergraduate degree are encouraged to apply for admission. Should the student's preparation be deemed inadequate in certain areas, the student will be required to overcome those deficiencies through formal coursework and/or directed readings. All such work is separate from work toward the master's degree.

Each applicant to the conflict resolution graduate program must submit a statement of purpose explaining his or her reasons for pursuing an advanced degree, along with an academic writing sample of at least ten pages in length. Additionally, each applicant must submit three letters of recommendation from individuals closely acquainted with the applicant's academic career and, where applicable, with the applicant's professional background and competencies.
All students are admitted to the program on conditional status. Regular status and retention in the graduate program requires the satisfactory completion of 12 graduate credits with a minimum grade of 3.00 in each course and evidence of satisfactory progress toward the degree.

**Degree requirements**

University master's degree requirements are listed on page 67. Specific program requirements are listed below.

Students entering this program are expected to develop an understanding and appreciation of the theoretical, conceptual, and methodological breadth of the field and to develop expertise in the pursuit of their own particular interests in the study of conflict resolution. In conjunction with the student's adviser, each student will design a program based upon particular interests within the field of conflict resolution.

This program will provide the student with the appropriate research competencies—critical, qualitative, or quantitative—to pursue independent inquiry under faculty guidance. The master's degree program consists of a minimum of 63 credits of coursework, including 9 credits of thesis or project work and 9 credits of practicum work. Each student's program must be based upon the following courses or their transfer equivalencies.

**Courses**

- CR 512 Perspectives on Conflict Resolution ............. 4
- CR 513 Philosophy of Conflict Resolution ............... 4
- CR 518 Psychology of Conflict Resolution .............. 4
- CR 515 Negotiation and Mediation ....................... 4
- CR 524 Advanced Mediation ............................... 4
- CR 526 Intercultural Conflict ............................. 4
- CR 522 Thesis Preparation Seminar ...................... 1

At least one 4-credit course in research methods.

(Several departments offer courses that satisfy this requirement, such as Anth 512, Eng 596, PS 595, Psy 597, Psy 598, Soc 592, Soc 593, Comm 521, Comm 531).

**Areas of emphasis.** All graduate students are expected to develop a theoretical competency in at least two areas of emphasis. Areas of emphasis will be designed in consultation with the student's program adviser. Areas of emphasis currently supported in this program include: mediation, democratic dialogue, violence prevention, restorative justice, peace education, nonviolent social change, international conflict resolution, intercultural conflict resolution, peace psychology, law-related conflict resolution, environmental conflict resolution, public policy conflict resolution, gender and peace, and dispute systems design and evaluation.

Other areas of emphasis may be developed, according to particular student needs, in consultation with the program adviser.

**Emphasis area coursework.** Students must take a minimum of four elective courses. These four courses, combined with the core courses, must support at least two emphasis areas. The program director maintains a current list of recommended elective courses that support emphasis areas.

**Practicum.** Each student will complete a 9 credit, 300-hour practicum (CR 509) that covers at least one of the emphasis areas. The practicum will be set up in consultation with the student's program adviser. Optimally, the practicum will give the student professional experience in an emphasis area, as well as give the student ideas about research topics.

**Culminating experience.** Students must complete one of the following culminating experiences. The decision to pursue one or the other of these options is to be made in conjunction with the student's faculty adviser.

- **Master's thesis.** Each student will complete a thesis and pass a final oral examination on the thesis. Students must complete at least 9 credits of CR 503 Thesis; 9 credits maximum count toward the degree. The thesis director and thesis committee will be selected, in consultation with the program adviser. Prior to beginning work on the thesis, all students will be required to take the Thesis Preparation Seminar where they demonstrate proficiency in relevant theories and research methodology.

- **Master's project.** The student will complete a major project relating to his or her major area of study and present the results, with a written report and literature review, to faculty and students. The student will comply with current program guidelines for selection of project topic, project format, project committee, and presentation of the project outcomes. The student will complete the project under the direct supervision of the academic adviser. Students pursuing this option are required to sign up for at least 9 credits of CR 506 Special Project.

**CR 301 Introduction to Conflict Resolution (4)**

Introduces conflict resolution studies. Explores both the nature of conflict and our understanding of what resolution seeks to achieve. Emphasizes strategies that students currently employ toward resolving conflict in their own lives, with suggestions and examples that broaden their understanding of what is possible. Small groups, simulated conflict situations, role plays, and examples from community service provide students with the opportunity to both better understand their own strategies and develop new ones.

**CR 512 Perspectives in Conflict Resolution (4)**

Introduction to full scope of the master's degree program. Since the program is intended to embrace both humanities and social science orientations, students need to become acquainted with the methods and terms of criticism arising from these sometimes-divergent disciplines. Students also need to become acquainted with the diverse models of conflict resolution derived from both the humanities and social sciences. A particular focus will be given to the legal and ethical aspects of these models, along with a full exploration of legalities and professional ethics in conflict resolution practice. Recommended prerequisite: 4 credits literature and 4 credits psychology or sociology.

**CR 513 Philosophy of Conflict Resolution (4)**

Introduction to the insights that philosophy offers to the field of conflict resolution. The course will also explore the impact that conflict resolution practice may have on philosophical theory. Additionally, ethical issues that arise during conflict resolution work will be carefully considered. Recommended prerequisite: 3 credits philosophy.

**CR 514 Conflict Resolution in Divergent Settings (4)**

Examination of the variety of settings where conflict resolution takes place. Guest speakers share their experience and theoretical insights. Prerequisites: CR 512, 513.

**CR 515 Negotiation and Mediation (4)**

Introduction to collaborative approaches to responding to conflict. A theoretical framework will be established for using negotiation and mediation in a variety of settings. Students will learn how to function as a neutral third party focusing on: conflict analysis, communication skills, maintaining a neutral role, creating a safe environment, and ensuring procedural, substantive and psychological satisfaction. Ethical issues and concerns in the field of mediation will be presented. Recommended prerequisite: 3 credits psychology or sociology.

**CR 517 Nonviolence (4)**

Designed to acquaint students with the theories and history of nonviolence from ancient times to the present, with some speculation as to future use. Recommended prerequisite: 3 credits philosophy.

**CR 518 Psychology of Conflict Resolution (4)**

Introduction to the psychological research and insights that illuminate conflict resolution theory and practice. A dual focus on both methods and research will be maintained throughout the curriculum. Recommended prerequisite: 3 credits psychology.

**CR 522 Thesis Preparation Seminar (1)**

Introduction to a variety of approaches to thesis writing and research. Students examine completed master's degree theses in conflict resolution. Recommended prerequisite: one year completed in the master's degree program.

**CR 524 Advanced Mediation (4)**

Focus on the qualities of the practitioner that enhance the practice of mediation. The practice of mediation involves a particular kind of presence, that of a non-judgmental observer. To maintain such a presence while in the midst of emotions, intense interactions, hostility, and conflict requires much clarity, steadiness, and stability. Students will learn ways to achieve these qualities through the cultivation of mindfulness. Recommended prerequisites: CR 515.
CR 525
Conflict Resolution Systems Design (4)
Acquaints the student with a systems approach to designing conflict resolution services. These services are designed for a wide variety of settings to handle conflicts effectively at the lowest cost. Students learn to diagnose and correct problems in an existing system, as well as create and implement a wholly new system.

CR 526
Intercultural Conflict Resolution (4)
Explores the ways in which cultural similarities or differences might influence the conflict resolution process. In this context, culture is defined broadly and will be considered as it plays a part in either the actuality or perceptions of our experience. In addition, issues of power and marginality as they relate to dynamics of culture will be explored.

Economics

Degree requirements

Requirements for major. In addition to meeting the general University degree requirements, the major in economics must meet the following departmental requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ec 201, 202 Principles of Economics</td>
<td>8</td>
</tr>
<tr>
<td>Ec 473 Macroeconomic Theory</td>
<td>4</td>
</tr>
<tr>
<td>Ec 474 Microeconomic Theory</td>
<td>4</td>
</tr>
<tr>
<td>Ec 469, 456, 457, 460 (any one course)</td>
<td>4</td>
</tr>
<tr>
<td>A minimum total of 28 credits of 300 and 400-level coursework, including Ec 456, 457, 460, and 469 when not used to satisfy the 4-credit requirement immediately above. At least 16 of these credits must be in courses numbered above 410.</td>
<td>28</td>
</tr>
<tr>
<td>Total in economics</td>
<td>48</td>
</tr>
<tr>
<td>Mth 251 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>Stat 243, 244 Introduction to Probability and Statistics</td>
<td>8</td>
</tr>
<tr>
<td>Total in other fields</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>60</td>
</tr>
</tbody>
</table>

Majors must take a minimum of 16 credits of coursework in residence from this department and must maintain at least a 2.00 grade point average in work completed in this department.

All courses used to satisfy the departmental major requirements, whether taken in the department or elsewhere, must be graded C- or above.

Requirements for minor in economics. To earn a minor in economics, a student must complete 28 credits (12 credits of which must be taken in residence at PSU), to include the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ec 201, 202 Principles of Economics</td>
<td>8</td>
</tr>
<tr>
<td>Ec 460 History of Economic Thought</td>
<td>4</td>
</tr>
<tr>
<td>Economics electives chosen from:</td>
<td>16</td>
</tr>
<tr>
<td>Ec 338 The Political Economy of Latin America</td>
<td></td>
</tr>
<tr>
<td>Ec 339 Political Economy of Japanese Development</td>
<td></td>
</tr>
<tr>
<td>Ec 345 Marxist Political Economy</td>
<td></td>
</tr>
<tr>
<td>Ec 348 The Globalization Debate</td>
<td></td>
</tr>
<tr>
<td>Ec 410 Women and Development</td>
<td></td>
</tr>
<tr>
<td>Ec 411 Cultural Economics</td>
<td></td>
</tr>
<tr>
<td>Ec 417 Women in the Economy</td>
<td></td>
</tr>
<tr>
<td>Ec 419 The Economics of Race and Ethnicity</td>
<td></td>
</tr>
<tr>
<td>Ec 445 Comparative Economic Systems</td>
<td></td>
</tr>
<tr>
<td>Ec 446 Institutional Economics</td>
<td></td>
</tr>
<tr>
<td>Ec 447 Economics of Transition</td>
<td></td>
</tr>
<tr>
<td>Ec 450 Third-World Economic Development</td>
<td></td>
</tr>
<tr>
<td>Ec 451 Small Businesses in Developing Areas</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
</tr>
</tbody>
</table>

Courses taken under the undifferentiated grading option (pass/no pass) are not acceptable toward fulfilling department minor requirements.

Requirements for minor in political economy. To earn a minor in political economy, a student must complete 28 credits (12 credits of which must be taken in residence at PSU), to include the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ec 201, 202 Principles of Economics</td>
<td>8</td>
</tr>
<tr>
<td>Mth 251 Calculus I</td>
<td>4</td>
</tr>
<tr>
<td>Stat 243, 244 Introduction to Probability and Statistics</td>
<td>8</td>
</tr>
<tr>
<td>Total in other fields</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
</tr>
</tbody>
</table>

Courses taken under the undifferentiated grading option (pass/no pass) are not acceptable toward fulfilling department minor requirements.

SECONDARY EDUCATION PROGRAM

Adviser: M. King
(See Interdisciplinary Studies on page 158.)

Graduate programs

The Department of Economics offers graduate work leading to the Master of Arts and Master of Science degrees. The department also participates in the Urban Studies Doctoral Degree Program. Specialized theoretical and applied courses in economics, when combined with urban studies general seminars, partially fulfill the requirements.
for the Ph.D in Urban Studies with an emphasis in economics. The Department of Economics participates in the Systems Science Ph.D. Program. Candidates for the Ph.D. in Systems Science-Economics are encouraged to enroll in advanced courses in economics, and may elect economics as a major or minor field of study within that program. For information relating to the Ph.D. programs, see pages 69 and 74.

**Admission requirements**

**Master of Arts or Master of Science.** Admission to the master’s program in the Department of Economics requires, in addition to the University admissions requirements:

1. A minimum of a 3.00 GPA in overall coursework and a minimum of a 3.00 GPA in economics coursework.
2. Completion of the core undergraduate courses in the Economics program at Portland State University, including introductory courses in economics, statistics, and econometrics, or present equivalent competence.
3. Have a cumulative GPA of 3.50 in all graduate credit earned at accredited institutions.
4. GRE scores of 1100 (quantitative and verbal combined) or higher; GMAT can be substituted for GRE.
5. Three (3) letters of recommendation.
6. Essay: Statement of Purpose. Approximately 500 word essay on goals and aspirations for entering and completing the graduate program.

**Degree requirements**

**Master of Arts or Master of Science.** Students must complete a nine-course core requirement, (36 credits) and 52 credits in total. Credit requirements beyond the core courses may be satisfied entirely with Economics elective courses, or partially with a maximum of 8 credits of Economics research. Students have two options for completing the Economics Electives and/or Research requirement: (Option 1) elect 16 credits of Economics Electives; or (Option 2) elect 8 (maximum 12) credits of economics elective courses and 8 (minimum 4) credits of research to be completed in any combination of Ec 501, Ec 596, and Ec 597. Economics elective courses may be substituted by graduate courses from other departments with Economics Department approval.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Core economics courses .......................................................................</td>
<td>36</td>
</tr>
<tr>
<td>Ec 560 History of Economic Thought (4)</td>
<td></td>
</tr>
<tr>
<td>Ec 576 Advanced Microeconomics (4)</td>
<td></td>
</tr>
<tr>
<td>Ec 570 Econometrics (4)</td>
<td></td>
</tr>
<tr>
<td>Ec 575 Advanced Macroeconomics (4)</td>
<td></td>
</tr>
<tr>
<td>Ec 571 Advanced Econometrics (4)</td>
<td></td>
</tr>
<tr>
<td>Ec 580 Mathematical Economics (4)</td>
<td></td>
</tr>
<tr>
<td>Ec 590 Applications of Advanced Macroeconomic Theory (4)</td>
<td></td>
</tr>
<tr>
<td>Ec 591 Applications of Advanced Microeconomic Theory (4)</td>
<td></td>
</tr>
<tr>
<td>Ec 595 Applications of Advanced Econometrics (4)</td>
<td></td>
</tr>
<tr>
<td>Economics electives and/or Economics Research ..............................</td>
<td>16</td>
</tr>
<tr>
<td>Option I: Economics Electives (16)</td>
<td></td>
</tr>
<tr>
<td>Option II: Economic Electives (8-12) and Economics Research (4-8)</td>
<td></td>
</tr>
</tbody>
</table>

In addition to the general requirements for advancement to candidacy, the student must complete 12 credits in residence work for graduate credit in economics with a GPA of at least 3.00 and be recommended by the graduate committee of the department. Any transferred graduate credits that satisfy University requirements may be applied toward major electives. Under no circumstances can the core requirements be waived or substituted for with coursework from other PSU departments or from other institutions. Students with questions concerning transferred credits should contact the departmental office for advising.

**Doctor of Philosophy in systems science—economics.** The Department of Economics participates in the Systems Science Ph.D. Program. Students interested in seeking a Ph.D. in systems science—economics should contact the Department of Economics for further information. Elective fields include: international economics, urban-regional economics, mathematical economics, and economic development. Applicants must be admitted simultaneously to the economics graduate program and the Systems Science Ph.D. Program.

**Courses**

*Courses with an asterisk (*) are not offered every year.* Economics does not allow credit for Ec 201, 202 after credit has been earned in an upper-division economics class for which Ec 201, 202 is a recommended prerequisite.

*Ec 101* Contemporary Economic Issues (4) Introduction to economists’ approaches to some of the most pressing, current political and economic issues. Topics will vary depending upon the instructor, but are likely to include the sources of economic development and growth, what constitutes a desirable standard of living and quality of life, analyses of poverty and inequality, economic pressures on the family, and strategies for environmental sustainability.

*Ec 201* Principles of Economics (4) A study of the market system, involving the essentials of demand and supply analysis; competition and monopoly; labor public policy toward business; the distribution of income; international trade and commercial policy; comparative advantage, tariffs, and quotas.

*Ec 202* Principles of Economics (4) A study of factors affecting the level of national income: the essentials of money and banking; the role of government expenditure and taxation in achieving economic stability, growth, and development; international monetary issues including exchange rates and the balance of payments.

*Ec 314* Private and Public Investment Analysis (4) Examines the tools required to analyze expenditures that yield benefits over time—investments. The use of accounting documents and a focus on the time value of money allows students to analyze choices in a variety of security, loan, and equipment investment decisions.

*Ec 315* Economics of Sports (4) Investigates the application of economic theory to the particular arena of sports. Emphasis is placed on the theories of labor, industrial organization, and quantitative methods and their application to such topics as player compensation and movement, stadium financing, team relocation, and racial discrimination.

*Ec 316* Introduction to Health Care Economics (4) Provides an introduction to basic economic concepts that are most relevant to the study of the health care system. Examines the efficiency and equity implications of providing health care under the traditional fee-for-service system versus providing health care under the relatively new systems of health care delivery such as health maintenance organizations (HMOs), preferred provider organizations (PPOs), etc. Compares the American health care system to the systems employed in other developed countries. Special attention will be paid to the delivery of health care in Oregon.

*Ec 332* Economics of Environmental Issues (4) Examines several local, national and global environmental issues. Students will be introduced to some basic economic concepts and tools fundamental to understanding the social, economic and environmental impacts of current and proposed environmental policies.

*Ec 338* The Political Economy of Latin American Development (4) Provides students an opportunity to analyze the political and economic complexities of development in Latin America. Studies the social, political, and economic institutions that have shaped the development process in Latin America; reviews competing theoretical frameworks; and discusses current issues such as the foreign debt, privatization, trade liberalization, and recurrent financial crises.

*Ec 339* Political Economy of Japanese Development (4) Key topics in the economic development of Japan in modern times. Investigation of political, social, and historical factors that enabled Japan to achieve its “miraculous” development since 1867 through the post-WWII era. Examination of aspects of Japan’s experience that can be applicable to development issues of other countries.
Ec 340
International Economics (4)
Examines trade and financial relations among countries with an emphasis on policy perspectives. Outlines international policy options and the principles that govern world trade and financial arrangements. Regional and international trade organizations and currency arrangements will be discussed.

*Ec 345
Marxist Political Economy (4)
An inquiry into the contribution to social and economic thought advanced by Karl Marx. Based on reading and interpreting primary sources. Considers the legacy of Marx's ideas on the course of history in the 20th century, and the potential influence in the 21st century.

Ec 348
The Globalization Debate: Concept, History, and Theory (4)
Works to clarify the meaning and conception of globalization. Analyzes its roots from a historical and evolutionary perspective dating from the nineteenth century, on to the present and future prospects. Applies an interdisciplinary methodology to present both the pros and cons of the globalization debate dealing with the World Trade Organization, environmental, third world development and labor concerns. Applies different economic theories to explain and analyze globalization in the context of the evolutionary dynamics of economic development.

Ec 380
Introduction to Mathematical Economics (4)
Economic concepts are explored using mathematical methods. Applications are drawn from a wide range of fields in economics including microeconomics, macroeconomics, economic growth, international trade, international finance, labor and environmental economics, industrial organization and development economics. Mathematical methods utilized include equations, functions, sets total and partial differentiation, and linear algebra. Prerequisites: Mth 251, Ec 201, Ec 202.

Ec 399
Special Studies (Credit to be arranged.)
Ec 401/501
Research (Credit to be arranged.)
Consent of instructor.

Ec 403
Honors Thesis (Credit to be arranged.)
Consent of instructor.

Ec 404/504
Cooperative Education/internship
(Credit to be arranged.)

Ec 405/505
Reading and Conference
(Credit to be arranged.)
Consent of instructor.

Ec 407/507
Seminar (Credit to be arranged.)
Consent of instructor.

Ec 409
Practicum (Credit to be arranged.)
By prior arrangement with the department, economics majors may receive a maximum of 3 credits in their total undergraduate program for economics research done in the community in conjunction with guided reading and regular consultations with the practicum instructor. Recommended prerequisites: Ec 201, 202, and consent of instructor.

Ec 410/510
Selected Topics (Credit to be arranged.)
Ec 411/511
Cultural Economics (4)
Focus is on a general theory of economic development and growth, in the conceptual framework of culture and its evolution. The economic process held up by the dynamics of technological change is analyzed in cultural and social terms in the tradition of institutional and/or evolutionary economics. This framework is relevant and will be applied to current issues such as: globalization, trade, jobs and the environment, sustainable development, corporate power, cultural lag and social justice.

Ec 417/517
Women in the Economy (4)
Different economic theoretical perspectives are presented to account for women's particular economic roles currently and historically. Emphasis is placed on women's responsibility for child rearing and housework; women's relatively low wages; occupational segregation by gender; economic differences among women due to ethnicity, generation, and class; and policy issues with particular importance for women's economic situation. Recommended prerequisite: Ec 201.

*Ec 419/519
Economics of Race and Ethnicity (4)
Survey of the economic history of ethnic groups in the United States, various economic theoretical perspectives advanced to account for past and current experience of people of color in the U.S. economy, and examination of selected economic policy issues. Recommended prerequisite: Ec 201.

*Ec 420/520
Money and Banking (4)

*Ec 425/525
Economics of Industrial Organization (4)
Study based upon the application of microeconomic theory to the analysis of firms, markets, and industries. Search for economic explanations for the structure of markets and for the behavior of the firms which trade in them. Seeks also to explain the internal organization of firms and to assess the efficiency of the market in determining organization. Recommended: Ec 201; Ec 474 recommended.

*Ec 426/526
Economics of Regulation (4)
Study of government regulation designed to control—or at least to influence—the performance of the market in specific ways. Historical and economic analyses of three main forms of regulation: direct regulation of monopoly and competition, and social regulation to protect the environment and the individual. Recommended: Ec 201.

Ec 430/530
Resource and Environmental Economics (4)
Overview of different approaches to economic analysis of resources and environment, and fundamental issues of economy/environment interactions, as well as the emerging subject of sustainability. Covers the basics of standard environmental and resource economics including the theory of externalities, resource allocation over time, common property resources, public goods and valuation. Includes an overview of the economic dimension of policies designed to protect and improve environmental quality and protect and efficiently manage natural resources. Prerequisite: Ec 201.

Ec 431/531
Urban Economics (4)
Functions of the urban economy: the market sector and the public sector. Economic analysis of issues such as land use, environmental quality, transportation, housing, income distribution, and the organization and financing of urban public services. Recommended: Ec 201, 202. This course is the same as USP 431/531; course may only be taken once for credit.

Ec 432/532
Environmental Economics (4)
An examination of the alternative and sometimes conflicting evaluation and decision-making criteria of economics and physical sciences as they pertain to the material environment. An evaluation of policy alternatives. Recommended: Ec 201, 202.

Ec 433/533
Natural Resource Economics (4)
An examination of the economic concepts and theories for analyzing natural resource use and related environmental pollution, including the economics of sustainability. Discussion of renewable and non-renewable natural resource issues in the Pacific Northwest and policy alternatives. Recommended: Ec 201.

Ec 434/534
Business Environmental Management Economics (4)
Examines the economic costs and benefits that affect the decisions of business firms to develop integrated environmental management systems. Analysis of policy options to foster business environmental management for public goods. Case studies of selected firms. Recommended: Ec 201.

Ec 435/535
Public Spending and Debt Policy (4)
Analysis of the role of the state in a competitive economy. Development of decision rules for state economic action. Includes a detailed study of the principles of voting, public budgeting including cost benefit analysis and PIBS, the theory of fiscal federalism and the theory and principles of public debts. Recommended: Ec 201, 202.

Ec 436/536
Taxation and Income Policies (4)

Ec 437/537
Public Utility Economics (4)
Examines the rationale, economic principles, and institutions of historic economic regulation. Contemporary theory of the firm and microeconomic pricing are analyzed. Technological changes suggest that to achieve economic efficiency it may no longer be necessary or appropriate to subject energy and telecommunications firms to traditional utility regulation. There is academic enthusiasm for displacing economic regulation with competition. Deregulation and restructuring are explored with emphasis on contemporary issues in Oregon, the Pacific Northwest, and the nation. In particular, difficulties in transformation to the marketplace will be examined. Expert guest lecturers from the utility and regulatory communities will be scheduled, and contemporary scholarly literature will be reviewed. Recommended: Ec 201, 202.
Institutional theory will be compared and contemporary thinkers will be explored. Myrdal, and John Kenneth Galbraith, as well as Mitchell, Simon Kuznets, Clarence Ayres, Gunnar Thornstein Veblen, John R. Commons, Wesley What is regarded as an alternate or heterodox Institutional Economics (4)

Using this method, we shall examine economic Comparative Economic Systems (4)
The study of the multinational (transnational) enterprise as a form of direct foreign investment. Analysis of theories of direct investment; the impact of the multinational enterprise on the national and international economy and the relationship of such firms to the concept of the nation-state. Recommended: Ec 201, 202.

Global Environmental Economics (4)
An examination of economic forces and theories to understand the causes of global environmental problems and evaluate policy options. Primary emphasis is on developing countries and countries in transition, though linkages with developed countries also considered. Topics include poverty, population, economic development and the environment, global warming, biodiversity protection, sustainability, and pollution control.

Economics of Green Power (4)
The economic feasibility and rationale of producing electricity using several alternative environmentally friendly technologies. The economic and environmental costs and benefits of employing these technologies are identified and compared to the dominant technologies (coal, oil, hydropower). Alternative policies that provide incentives for the adoption of green technologies are examined. Recommended: Ec 201.

Comparative Economic Systems (4)
Introduces the evolutionary-institutional method of analysis, incorporating history, the legacy of ideas, and the dynamics of change over time. Using this method, we shall examine economic systems of Ancient Rome, Medieval Feudalism, the Laissez-Faire Market Economy, Fascist Command Economy, and others. Recommended: Ec 201, 202.

Institutional Economics (4)
Considers the contributions of seminal thinkers to what is regarded as an alternate or heterodox school in economic science. Contribution of Thorstein Veblen, John R. Commons, Wesley Mitchell, Simon Kuznets, Clarence Ayres, Gunnar Myrdal, and John Kenneth Galbraith, as well as more contemporary thinkers will be explored. Institutional theory will be compared and contrasted with neoclassical economics, and shown as a viable theory posing a formidable challenge to the dominant paradigm of orthodoxy. Neo-institutionalist challenges will also be considered.

EC 445/545 History of Economic Thought (4)
Selections from the economic writings of various thinkers from antiquity through the Reformation. A survey of the work of the most important economic theorists of the 18th, 19th, and 20th centuries including Adam Smith, Ricardo, Marx, Marshall, Veblen, and Keynes. Readings include original writings and interpretations by later economists. Scholars will be studied in terms of their historical context and the contemporary relevance of the theories and policy recommendations. Recommended: Ec 201, 202.

EC 465/565 Labor Economics and Industrial Relations (4)
After a survey of the history of American labor market institutions including unions, this course investigates the big questions in labor economics including the sources and causes of wage determination, and the reasons demographic groups fare differently in the labor market. Also considered are appropriate policies for current developments in the labor market, such as increasing wage inequality, globalization, and the widespread use of new technologies. Recommended: Ec 201.

EC 469/569 Introduction to Econometrics (4)
General survey of empirical techniques useful for economic analysis. Focus on the applications of mathematical tools and regression analysis in economics. Quantitative topics will be introduced systematically with hands-on case studies and examples related to the fields of economics, public policy, and urban studies. This course will not be counted as credit for economics graduate students, but may be taken by graduate students in other programs. Prerequisites: Ec 201, 202, Mth 251, Stat 243 and 244.

EC 472/572 Time Series Analysis and Forecasts (4)
Time series analysis, emphasizing model identification, estimation, and forecasting. Non-stationary time series analysis includes unit root and cointegration tests. Techniques of moving average, differencing, and autocorrelation adjustment are introduced. Diagnostic checking following the model evaluation provides the base model for forecasting. Recommended: Ec 469 for 472, 570 for 572.

EC 473/573 Macroeconomic Theory (4)
Examines tools and models to analyze factors influencing the levels of output, employment, and prices. Fundamentals of the theory of Business cycles, economic growth, inflation. The role of government in dealing with these and related problems. This course cannot be counted as credit for economics graduate students, but may be taken by graduate students in other programs. Recommended prerequisite: Ec 202.

EC 474/574 Microeconomic Theory (4)
Examines the basic principles of microeconomic theory and their application to a wide range of problems. This course will not be counted as credit for economics graduate students, but may be taken by graduate students in other programs. Recommended prerequisite: Ec 201.

EC 480/580 Mathematical Economics (4)
Mathematics for economists. Applications of differential calculus and matrix algebra to economics. Topics include consumer theory, production func-
...and applied general equilibrium models. Prerequisites Ec 473, 474, and 380 (or Mth 251, 252 in place of Ec 380).

Ec 485/585 Cost-benefit Analysis (4)
Main theory and empirical methodologies for assessing costs and benefits of projects with varying timeframes and levels of uncertainty. Focus on public projects, including environmental, infrastructure and social service activities. Methodologies for valuation of nonmarketed goods, such as environmental services, also covered. Prerequisite: Ec 201.

Ec 486/586 Project Evaluation (4)
Cost and benefit evaluation. Choice of projects. Case studies related to water resources, transportation, and industrial projects. Recommended: Ec 474.

Ec 487/587 Economic Planning (4)
Aspects of the economic planning process including target setting, tests of feasibility, consistency, optimality, and plan implementation. Recommended: Ec 474.

Ec 503 Thesis (Credit to be arranged.)

Ec 522 Economics of Sustainability: Theory and Practice (4)
Economic concepts and theories for analyzing sustainable development, including the emerging field of ecological economics. Roles and practices of the business, government and nonprofit sectors in fostering sustainability.

Ec 570 Econometrics (4)
 Covers the theory and application of statistical regression, hypothesis testing, and simulation of econometric models. Emphases are placed on model construction and efficient use of economic data. Problems of multicollinearity, heteroscedasticity, autocorrelation, and distributed lags are discussed. Some familiarity with calculus, matrix algebra, and computer applications are assumed. Recommended: Ec 469.

Ec 571 Advanced Econometrics (4)
Advanced econometrics topics including systems of linear equations, panel data, nonlinear models, nonparametric estimation and prediction, and applications in consumption and production models. Data resources available to the practicing economist will be covered. Recommended: Ec 570.

Ec 575 Advanced Macroeconomics (4)
Theories of national income, employment and price levels with special emphasis on recent developments in analytical techniques and empirical findings. Recommended: Ec 473.

Ec 576 Advanced Microeconomics (4)

Ec 583 Impact Assessment (4)
Empirical techniques employed in measuring the impacts associated with land use change. Topics: goals achievement matrix approaches to impact assessment; trade-offs between community and regional welfare; distance and times in urban analysis; estimating the social profitability of land development; cost-benefit analysis applied to freeway location techniques for valuation of nonpriced resources; measuring municipal revenue and expenditure impacts; gravity models and transport demand estimation; economic base analysis for employment and population impact assessment; and estimating air and noise pollution associated with land development. Recommended: Ec 474.

Ec 590 Applications of Advanced Macroeconomic Theory (4)
Coverage includes current topics of interest in macroeconomics. The focus is on the applications of neoclassical and Keynesian theories of macroeconomic theory to a variety of real world problems. The various sub-disciplines of macroeconomics that may be covered include: financial economics, monetary economics, economic growth models, labor economics, public finance, international economics, and radical macroeconomic thought. Recommended: Ec 575.

Ec 591 Applications of Advanced Microeconomic Theory (4)
Applies theories of consumer and producer behavior to a variety of real world problems. Different sub-disciplines of microeconomics will be covered, which may include two or three of the following: information economics, environmental economics, economics of regulation, industrial organization, law and economics, natural resource economics, labor economics, regional economics, urban economics, and the economics of contracting. For each sub-discipline covered, the most important economic model will be discussed and a review of major research studies and techniques will be undertaken. Recommended: Ec 576.

Ec 595 Applied Advanced Econometrics (4)
Covers advanced topics related to methodological issues in econometrics, with emphases on computation, simulation, and non-linear methods in econometrics. Nonlinear econometric models including Box-Cox variable transformation, autoregressive time series analysis, and qualitative choice models. Simulation-based econometrics covers topics of Monte Carlo experiments and bootstrapping methods. Recommended: Ec 570, 571.

Ec 596, 597 Research Project I, II (4, 4)
Intended for graduate students to complete the field project requirement. Course activities include: independent reading on researchable field-related topics; individual development of a research project, i.e., selection of a subject and plan of study; and periodic reporting of individual research projects progress. Recommended: Ec 595.

Ec 675 Advanced Macroeconomics II (4)
Extended analysis of macroeconomic theory covering static, deterministic models through recent dynamic and stochastic macro modeling. Analytic tools in both theoretic and empirical models are illustrated in the study of inflation, unemployment, growth and government policy. Recommended: Ec 575.

Ec 676 Advanced Microeconomics II (4)
Extended analysis of microeconomic theory covering individual and social choice issues. Selected topics of interest and significance include but are not limited to: rational choice behavior of consumers and producers, theory of the market, partial and general equilibrium analysis, welfare economics, and economics of inflation. Recommended: Ec 576.
English

Undergraduate programs
The study of English has long been considered one of the best ways to obtain a liberal education. Courses are designed to develop students' critical capabilities, to deepen their understanding of diverse cultural issues, and to improve their abilities to analyze and produce complex texts. The department prepares its majors for careers in writing and teaching, as well as for a variety of professions in which high levels of literacy and critical thought are required.

Various concentrations in literature and writing allow students flexible ways to combine interests in the literary arts with personal and professional goals. Community-based learning courses encourage students to integrate their academic skills with experience in the metropolitan area. Indeed, the breadth of knowledge and the communication skills that English majors typically acquire make them attractive to many potential employers and prepare them for graduate work leading to professions such as law.

For those who wish to teach, the English Department prepares majors for graduate work leading to teaching certification or for entry into graduate master's or doctoral programs in English. PSU graduates in English have gone on to succeed in advanced degree programs at many major universities.

Admission requirements
Admission to the department is based on general admission to the University. See page 37 for more information.

Degree requirements
Requirements for major. In addition to meeting the general University degree requirements, the English major will meet the following requirements for the B. A. degree:

Lower-division courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng 201</td>
<td>Shakespeare</td>
<td>4</td>
</tr>
<tr>
<td>Eng 202</td>
<td>Shakespeare</td>
<td>4</td>
</tr>
<tr>
<td>Eng 204</td>
<td>Survey of English Literature</td>
<td>4</td>
</tr>
<tr>
<td>Eng 205</td>
<td>Survey of English Literature</td>
<td>4</td>
</tr>
<tr>
<td>Eng 253</td>
<td>Survey of American Literature</td>
<td>4</td>
</tr>
<tr>
<td>Eng 254</td>
<td>Survey of American Literature</td>
<td>4</td>
</tr>
<tr>
<td>Eng 256</td>
<td>Introduction to African American Literature</td>
<td>4</td>
</tr>
<tr>
<td>Eng 260</td>
<td>Introduction to Women's Literature</td>
<td>4</td>
</tr>
<tr>
<td>Wr 200</td>
<td>Writing about Literature</td>
<td>4</td>
</tr>
</tbody>
</table>

Total lower-division credits: 22

Upper-division courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory (Group A)</td>
<td></td>
</tr>
<tr>
<td>Eng 300</td>
<td>English Major Theory</td>
</tr>
<tr>
<td>Elective in advanced criticism and practice</td>
<td>4</td>
</tr>
<tr>
<td>Eng 491, 492</td>
<td>Literary Criticism</td>
</tr>
<tr>
<td>Eng 493</td>
<td>Advanced Topics in Feminist Theory</td>
</tr>
<tr>
<td>Eng 494</td>
<td>Topics in Critical Theory and Methods</td>
</tr>
</tbody>
</table>

Lectures of Ethnicity, Gender, Class, and Culture (Group B)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives</td>
<td>8</td>
</tr>
</tbody>
</table>

Period Studies in British and American Literature (Group C) (to include at least one pre-1800 course and 8 credits at the 400 level)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng 301 T</td>
<td>Topics: Shakespeare</td>
</tr>
<tr>
<td>Eng 311 T</td>
<td>Tragedy</td>
</tr>
<tr>
<td>Eng 312 T</td>
<td>Comedy and Satire</td>
</tr>
<tr>
<td>Eng 313</td>
<td>The American Short Story</td>
</tr>
<tr>
<td>Eng 314 T</td>
<td>The Epic</td>
</tr>
<tr>
<td>Eng 315</td>
<td>Greek Mythology</td>
</tr>
<tr>
<td>Eng 318</td>
<td>Bible as Literature</td>
</tr>
<tr>
<td>Eng 319</td>
<td>Northern European Myth</td>
</tr>
<tr>
<td>Eng 320 T</td>
<td>321 The English Novel</td>
</tr>
<tr>
<td>Eng 340 T</td>
<td>Medieval Literature</td>
</tr>
<tr>
<td>Eng 341</td>
<td>Renaissance Literature</td>
</tr>
<tr>
<td>Eng 342 T</td>
<td>Restoration and 18th Century Literature</td>
</tr>
<tr>
<td>Eng 343 T</td>
<td>Romanticism</td>
</tr>
<tr>
<td>Eng 344</td>
<td>Victorian Literature</td>
</tr>
<tr>
<td>Eng 351</td>
<td>Modern British Literature</td>
</tr>
<tr>
<td>Eng 351</td>
<td>352, 353 African American Literature</td>
</tr>
<tr>
<td>Eng 360 T</td>
<td>American Literature to 1865</td>
</tr>
<tr>
<td>Eng 363</td>
<td>American Literature 1865-1965</td>
</tr>
<tr>
<td>Eng 364, 365, 366</td>
<td>American Fiction</td>
</tr>
<tr>
<td>Eng 367 T</td>
<td>American Literature and Culture</td>
</tr>
<tr>
<td>Eng 384</td>
<td>385 Contemporary Literature</td>
</tr>
<tr>
<td>Eng 411 T</td>
<td>412 English Drama</td>
</tr>
<tr>
<td>Eng 426 T</td>
<td>Advanced Topics in Medieval Literature</td>
</tr>
<tr>
<td>Eng 430 T</td>
<td>Advanced Topics in Sixteenth Century Literature</td>
</tr>
<tr>
<td>Eng 440 T</td>
<td>Advanced Topics in Seventeenth Century Literature</td>
</tr>
<tr>
<td>Eng 441 T</td>
<td>Advanced Topics In Renaissance Literature and Culture</td>
</tr>
</tbody>
</table>

Upper-division courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Theory (Group A)</td>
<td></td>
</tr>
<tr>
<td>Eng 300</td>
<td>English Major Theory</td>
</tr>
<tr>
<td>Elective in advanced criticism and practice</td>
<td>4</td>
</tr>
<tr>
<td>Eng 491, 492</td>
<td>Literary Criticism</td>
</tr>
<tr>
<td>Eng 493</td>
<td>Advanced Topics in Feminist Theory</td>
</tr>
<tr>
<td>Eng 494</td>
<td>Topics in Critical Theory and Methods</td>
</tr>
</tbody>
</table>

Lectures of Ethnicity, Gender, Class, and Culture (Group B)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Electives</td>
<td>8</td>
</tr>
</tbody>
</table>

Period Studies in British and American Literature (Group C) (to include at least one pre-1800 course and 8 credits at the 400 level)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Eng 301 T</td>
<td>Topics: Shakespeare</td>
</tr>
<tr>
<td>Eng 311 T</td>
<td>Tragedy</td>
</tr>
<tr>
<td>Eng 312 T</td>
<td>Comedy and Satire</td>
</tr>
<tr>
<td>Eng 313</td>
<td>The American Short Story</td>
</tr>
<tr>
<td>Eng 314 T</td>
<td>The Epic</td>
</tr>
<tr>
<td>Eng 315</td>
<td>Greek Mythology</td>
</tr>
<tr>
<td>Eng 318</td>
<td>Bible as Literature</td>
</tr>
<tr>
<td>Eng 319</td>
<td>Northern European Myth</td>
</tr>
<tr>
<td>Eng 320 T</td>
<td>321 The English Novel</td>
</tr>
<tr>
<td>Eng 340 T</td>
<td>Medieval Literature</td>
</tr>
<tr>
<td>Eng 341</td>
<td>Renaissance Literature</td>
</tr>
<tr>
<td>Eng 342 T</td>
<td>Restoration and 18th Century Literature</td>
</tr>
<tr>
<td>Eng 343 T</td>
<td>Romanticism</td>
</tr>
<tr>
<td>Eng 344</td>
<td>Victorian Literature</td>
</tr>
<tr>
<td>Eng 351</td>
<td>Modern British Literature</td>
</tr>
<tr>
<td>Eng 351</td>
<td>352, 353 African American Literature</td>
</tr>
<tr>
<td>Eng 360 T</td>
<td>American Literature to 1865</td>
</tr>
<tr>
<td>Eng 363</td>
<td>American Literature 1865-1965</td>
</tr>
<tr>
<td>Eng 364, 365, 366</td>
<td>American Fiction</td>
</tr>
<tr>
<td>Eng 367 T</td>
<td>American Literature and Culture</td>
</tr>
<tr>
<td>Eng 384</td>
<td>385 Contemporary Literature</td>
</tr>
<tr>
<td>Eng 411 T</td>
<td>412 English Drama</td>
</tr>
<tr>
<td>Eng 426 T</td>
<td>Advanced Topics in Medieval Literature</td>
</tr>
<tr>
<td>Eng 430 T</td>
<td>Advanced Topics in Sixteenth Century Literature</td>
</tr>
<tr>
<td>Eng 440 T</td>
<td>Advanced Topics in Seventeenth Century Literature</td>
</tr>
<tr>
<td>Eng 441 T</td>
<td>Advanced Topics In Renaissance Literature and Culture</td>
</tr>
</tbody>
</table>
Electives (Group E)

Electives in theory, literature, writing, and rhetoric. May include up to four adviser-approved, lower-division credits.

<table>
<thead>
<tr>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

Total upper-division credits 52

Total 60

†Courses to be selected from any upper-division English course (with the exception of Eng 474) or from any writing course listed under Group D.

English majors will be expected to choose their courses in consultation with their advisers. For upper-division coursework in the several groups, consult the following lists of acceptable courses:

**Alternate courses.** The following courses, depending on their content, may fulfill major requirements in Groups A, B, C, and D. Students should consult specific offerings each term and meet with their adviser to have them approved:

- Eng 305 Topics in Film
- Eng 306 Topics in Literature and Popular Culture
- Eng 308 Cultural Studies in Literature
- Eng 399 Special Studies
- Eng 407 Seminar
- Eng 410 Special Topics
- Eng 447 Major Forces in Literature
- Eng 448 Major Figures in Literature
- Eng 449 Advanced Topics in Cultural Studies
- Eng 494 Topics in Critical Theory and Methods
- Wr 399 Special Studies
- Wr 410 Special Topics
- Eng 300 Critical Approaches to Literature is strongly recommended as a prerequisite for all 400 level courses in the English major.

English majors in upper-division English courses are expected to be able to write a library research paper when required. The department recommends that majors without prior training in research paper writing enroll in Wr 222.

Upperdivision credits may not include Wr 472 or Eng 474.

Any course used to satisfy departmental major requirements, whether taken in the department or elsewhere, must be taken under the differentiated grading option and must have been assigned a grade of C or above.

No more than 12 credits of coursework taken for the Professional Writing Minor may be applied to the English major.

A minimum of 24 credits in English and/or writing at PSU is required.

**Requirements for minor.** To earn a minor in English a student must complete 28 adviser-approved credits (12 credits of which must be taken in residence at PSU).

- Twelve credits must be literature courses.
- Sixteen credits must be at the upperdivision level.
- No more than 8 credits total and no more than 4 credits in each of the following may be applied to the English minor: Eng 199, 399, 401, 405, 408, 409, Wr 199, 399, and/or 405.
- With the exception of upperdivision creative writing courses, any course used to satisfy departmental minor requirements must be taken under the differentiated grading option and must have been assigned a grade of C or above.

Upperdivision creative writing courses assigned a grade of pass may apply to the minor.

**Note:** The following courses will not count as part of the English minor: Wr 115 Introduction to College Writing; Wr 121 English Composition; Wr 211 Writing Practice; Wr 222 Writing Research Papers; and Wr 323 English Composition

**Requirements for minor in writing.** To earn a minor in writing, a student must complete 28 credits (12 credits of which must be taken in residence at PSU), to include the following:

**Group I: Foundation courses**

<table>
<thead>
<tr>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

For creative:

- Wr 212 Introduction to Fiction Writing
- Wr 213 Introduction to Poetry Writing
- Wr 312 Intermediate Fiction Writing
- Wr 315 Intermediate Poetry Writing
- Wr 412 Advanced Fiction Writing

For technical:

- Wr 227 Introduction to Technical Writing
- Wr 327 Technical Report Writing
- Wr 427 Technical Editing

For nonfiction:

- Wr 214 Beginning Nonfiction
- Wr 228 Introduction to News Writing
- Wr 328 News Editing
- Wr 428 Advanced News Writing

For book publishing:

- Wr 460 Introduction to Book Publishing
- Wr 461 Book Editing
- Wr 462 Book Design and Production
- Wr 463 Book Marketing
- Wr 464 Bookselling

**Group II: Electives**

Four courses chosen from the following: 16

<table>
<thead>
<tr>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
<td></td>
</tr>
</tbody>
</table>

Eng 425 Practical Grammar
Wr 330 Desktop Publishing I
Wr 399 Special Studies. Topics vary, including: Feature Writing, and Nonfiction Writing.
Wr 404 Internship and Cooperative Education
Wr 410 Special Topics in Writing. Topics vary, including: Legal Writing, Writing for Presentations, Publications Project Management, Information Technology for Writers, Multimedia Production
Wr 416 Screenwriting
Wr 425 Advanced Technical Writing
Wr 426 Document Design
Wr 429 Writing Computer Documentation
Wr 430 Desktop Publishing II
One writing intensive course
Any adviser-approved, upper-division expository writing, creative writing, or technical/professional writing course, excluding Wr 323.
One course from another department approved for inclusion in the technical/professional writing minor (see list in English Department)

**Total** 28

**Note:** Electives may include additional theory or history classes, as well as classes in film production at the Northwest Film Center. All courses in the minor must be taken for a letter grade rather than Pass/No Pass. Up to 12 credits taken for fulfillment of the Minor in Film Studies may be applied to the student’s major. Courses taken for fulfillment of the Minor in Film Studies may also be applied to University Studies requirements.

**SECONDARY EDUCATION PROGRAM (GETEP)**

Students who complete a major in English and wish to teach English in secondary schools must be accepted into the Graduate Teacher Education Program and complete specific requirements in both English and education.

At the time of entering, the time of completing student teaching, and the time of completing the secondary teaching program, the student must hold a minimum 3.00 GPA in English and writing courses. Those who do not meet this GPA requirement may request that their adviser initiate proceedings for a special evaluation by the Department of English teacher education committee.

Students must consult with an English education adviser to learn the requirements for the initial teaching license.

**Graduate programs in English**

The Department of English offers graduate work leading to the Master of Arts degree.

**Admission requirements**

- Application deadline January 18.
- Applications received after this date may not be reviewed.
- Applicants will be asked to submit:
  - Three letters of academic recommendation
  - Statement of purpose of study
  - Two recent samples of written work to include an analytical essay
  - GRE (Graduate Record Exam) scores. Verbal and quantitative scores are
Degree requirements

University master's degree requirements are listed on page 67. Department requirements are described in detail in the Department of English brochure, M.A. in English, which is available upon request.

Master of Arts. For the M.A., the department requires a minimum of 32 graduate credits in English, including Eng 596 Problems and Methods of Literary Study, Eng 507 Seminar, and 8 credits of pre-1800 British or American literature. The remainder of the student's program may, with the approval of the adviser, include coursework in fields related to English. A minimum of 45 graduate credits is required for the M.A. in English.

In every case, the student's program must be approved by the departmental adviser and the coordinator of graduate studies. The student will have a choice of three tracks:

I. The three-area, non-thesis option, emphasizing general coverage of literary material.
II. The thesis option, permitting more specialized research.
III. The portfolio option, emphasizing reflection, revision, and scholarly writing.

Students pursuing option I must select for their final written examinations three areas chosen from the list below. One of these areas must be in British literature. Students who write theses also take a three-hour general examination testing their overall knowledge of English and American literature. The examination areas are as follows:

**British Literature:** Beginnings to 1500; 1607-1798 (excluding Milton); 1780-1830 (Romantics); 1830-1910 (Victorian/Edwardian); 1910-present.

**American Literature:** 1607-1798 (Colonial/Puritan); 1798-1890 (19th Century); 1890-1940; 1940-present.

**Other areas:** Literary criticism, rhetoric and composition, women's literature, ethnic literatures, post-colonial literature, cultural studies, genre studies (poetry/drama/prose fiction); or, by petition, other special topics.

Successful completion of the written examination makes the student eligible for the final oral examination.

For students in the thesis option, the thesis defense will form part of this oral examination. Students in the three-areas (non-thesis) option must submit to their examination committee two substantial papers written in regular graduate coursework in English at PSU.

For more details regarding the portfolio option, please request the portfolio handout from the English department.

Graduate programs in writing

The Department of English offers graduate work leading to the M.F.A. in Creative Writing (Fiction, Nonfiction, and Poetry), the M.A. or M.S. in Publishing, and the M.A. or M.S. in Professional and Technical Writing.

M.F.A. IN CREATIVE WRITING

The M.F.A. degree offers an intensive program of writing in small, core workshops and seminars taught by established writers. Students engage in close readings and critiques of their work, and in seminars in which the focus may be a formal element, regional tradition, historical period, the works of a seminal writer or two, or a literary movement. The degree requirements are integrated with the M.A. in English curriculum so that students work with a highly accomplished faculty in literature, critical theory, and rhetoric and composition. The degree emphasizes faculty mentorship throughout each student's coursework and thesis completion. Consistent with PSU’s mandate to serve our city’s cultural and professional needs, engagement in Portland’s vibrant local community of writers is central to our students’ movement from academic to creative careers.

M.F.A. students work in a selected genre: fiction, nonfiction or poetry. Prospective students must apply specifically to the genre in which they wish to work. Core workshops are taken in the student's primary genre, but writing electives may allow students to explore other genres. Students of fiction and nonfiction may work in long or short form and the thesis may be a collection of short pieces or a full-length work. Many students come to the Creative Writing program with a background in English literature, writing or journalism, but this is not required. The program can be completed in two years of full-time coursework; however, many students take additional courses or attend part-time, and they have a maximum of five years to complete the degree.

Admission Requirements

Applicants to the M.F.A. in Creative Writing must provide satisfactory evidence of preparedness to undertake advanced work, which would include a B.A. or B.S. degree from a regionally accredited college or university. The application deadline is January 18. Applicants must submit the following:

A Departmental application form indicating which genre they will focus on: fiction, nonfiction, or poetry.

One transcript from each post-secondary institution attended.

A 3.25 GPA in undergraduate work.

Three letters of recommendation.

A two-to-three-page, 1.5 spaced personal introduction describing the applicant’s background as a writer, goals, and interest in this particular program.

A manuscript in the applicant’s primary genre, which should be typed, double-spaced, and the pages numbered. Poetry manuscripts may be single-spaced. Previously published, single-authored work will be accepted but should be photocopied, not bound. Manuscripts should demonstrate mastery of basic craft and literary promise, and should represent your best work regardless of whether or not it has been published. Applicants should submit work in the genre to which they are applying.

In poetry: 12-15 pages, as in manuscript form.

In fiction: 20-30 pages, double spaced and numbered as in manuscript form.

In nonfiction: 20-30 pages of magazine articles or creative nonfiction, double-spaced and numbered as in manuscript form.

A stamped, self-addressed notification postcard.

Note: Graduate Record Examination (GRE) scores are not required for admission to the M.F.A. in Creative Writing.

Degree Requirements

M.F.A. students will complete 48 credit
hours of coursework, with 36 credits in writing and 12 in English literature. They must also complete a creative thesis of high literary merit, pass a written examination based on the thesis and an advisor-approved list of 30-40 texts, and pass an oral examination in defense of the written examination and creative thesis. The M.F.A. curriculum consists of three core workshops: WR 521 (Fiction), 522 (Poetry), and 523 (Nonfiction); two writing seminars; one course in pre-1900 literature; two electives in literature (one of which may be in critical theory or rhetoric and composition); two writing electives; and eight credits of work on the thesis. The M.F.A. core workshops are restricted to M.F.A. students and may be repeated three times for a total of 16 credits.

M.A. AND M.S. IN WRITING

The Department of English offers graduate work leading to the Master of Arts in Writing and the Master of Science in Writing degrees. The 48-credit M.A./M.S. in Writing is designed for students who are prepared to undertake advanced work in the field. The program provides a range of courses in technical and professional writing and in book publishing. The motives and destinations of the students in the program vary, but the focus on writing to earn a living will attract those who wish to make writing a career. The M.A./M.S. in Book Publishing and Technical/Professional Writing programs have rolling admissions which follow the University’s admission deadlines as follows: April 1st for Fall admission only; Jan 18 for those also applying for both Fall admission and a Graduate Assistantship; Sept. 1st for Winter; Nov. 1st for Spring; and Feb. 1st for Summer. Please note that Graduate Assistantship applications can only be accepted from Fall term applicants, who must meet the Jan 18 deadline.

Admission Requirements

Admission to graduate study is granted on the basis of evidence of suitable preparation and the probability of success in the intended field of study. In both Book Publishing and Technical/Professional Writing, strong writing skills are considered central. Applicants do not need to have a previous degree in English or Writing, but must hold a B.A. or B.S. degree from a regionally accredited college or university. Applicants must also submit the following:

A Departmental application form.

One transcript from each post-secondary institution attended (unofficial transcripts are acceptable).

A 3.25 GPA in undergraduate work.

Three letters of recommendation.

The applicant’s curriculum vitae or résumé.

A one-page personal introduction, including background as a writer or prospective publishing professional, statement of goals, and proposed plan of study in either the technical/professional writing program or in the book publishing program.

Writing samples in the applicant’s primary genre(s) or form(s). Previously published, single-authored work will be accepted in the form in which it was originally published, but please do not submit bound materials. (Please see Manuscript Submission Guidelines below.) Applicants who have published online can print hard copy as well as directing the admissions committee to the URL.

A stamped, self-addressed notification postcard.

Note: Please do not submit these materials in a three-ring binder due to limited storage space. Please do not submit bound materials of any kind, i.e. books or magazines. Use offprints/photocopies instead.

When it is relevant, Book Publishing applicants may submit CDs or DVDs of websites and web-published pieces, handmade books, and marketing or other publishing-related materials of a physical nature that are best displayed digitally.

Note: Graduate Record Examination (GRE) scores are not required for admission to the M.A. in Writing or the M.S. in Writing program.

Manuscript Submission Guidelines

In technical/professional writing: 15–30 pages from customary genres, including (but not limited to) descriptions, specifications, computer documentation, proposals, memos, reports, newsletters, on-line documentation, web pages. Manuscripts should demonstrate mastery of basic craft and promise of success in technical/professional writing.

In book publishing: 15–30 pages of written work demonstrating promise of success in the publications industry. Samples may be professional, academic, business, technical, or artistic. Applicants are also welcome to include samples of edited work (with a cover note detailing role), samples (see note below) of books or other publications designed or published by the applicant (with appropriate notes), or other samples that demonstrate creativity, organization, and initiative in delivering words from authors to readers in any medium (e.g., offprints or, in publishing, CDs/DVDs, etc.).

Applications not fulfilling the requirements may be reconsidered after the student has met certain conditions (e.g., additional preliminary coursework) as specified by the admissions committee.

Degree Requirements

For technical/professional writing and book publishing, the department requires a minimum of 28 graduate credits in writing. The remainder of the student’s program may, with the approval of the advisor, include coursework in fields related to writing.

In every case, the student’s program must be approved by the advisor and the Chair of the M.A./M.S. in Writing Committee. The student will choose between two tracks: technical/professional writing and book publishing.

Technical and Professional Writing

Students typically will complete 16 core credits (4 courses), 16 elective credits (4 courses), and 16 credits (4 courses) in a specialization that may involve coursework in another discipline (e.g., Management, Marketing, ISQA).

Students will be required to submit a final project in addition to completing their course work. This project typically will be a portfolio of their work demonstrating competence at a professional level but, with advisor approval, may be a single, substantive work.

Note: core courses include Management 550, Organizational Management, or an alternate advisor-approved business course, which are offered through the School of Business Administration. Students may substitute WR 560: Introduction to Book Publishing for Management 550.

Electives include seminars and workshops on a variety of topics. Writers are encouraged to supplement their core courses in technical/professional writing with electives from creative writing, nonfiction writing, or literature. Advisor-approved courses from outside the department may also count as electives.

Note: the M.S. option does not require students to demonstrate proficiency in a language other than English. In cases where a student does opt to demonstrate proficiency in a language other than English, the M.A. in Writing: Technical and Professional Writing will be awarded.

Core Courses

WRT 525 Advanced Technical Writing
WRT 526 Document Design
WRT 527 Technical Editing
Mgmt 550 Organizational Management OR WRT 560 Introduction to Book Publishing (may also be replaced with an alternate graduate business course with advisor approval).

Electives

WRT 504 Internship (Credit TBA)
WRT 505 Writing and Conference (Credit TBA)
WRT 510 Selected Topics in Writing (4) (Topics vary, including, e.g., Technical Publications Project Management, Writing for Presentations, Information Technology for Writers, Multimedia for PTW, Managing Web Communications, International Aspects of PTW, History of Business and Technical Writing, Legal Issues for Technical Writers, Public Relations Writing in Technical Industries, and many others. Consult the Bulletin for each quarter’s offerings.)
WRT 529 Writing Computer Documentation (4)
WRT 530 Desktop Publishing (4)
Note: Students needing training in relevant software are encouraged to look for the Wr 510 Trends series offered in Framemaker, RoboHelp, Adobe Creative Suite, and others.

Specialization Tracks 16 Credits

Students will select a specialization track in consultation with the program advisor. Possible specializations include publications management (e.g., Introduction to Book Publishing, Book Editing, Book Design & Production, Book Marketing, Bookselling, Publications Project Management, PT Editing, Workshops in Publication Technologies, Writing Seminars, Selected Topics, Internship), technical communication (e.g., Writing Computer Documentation, Writing for Presentations, Information Technology for Writers, PT Editing, Writing Seminars, Selected Topics, Internship).

Additional specializations outside of technical/professional writing include nonfiction (i.e., four courses from the nonfiction strand chosen in consultation with the advisor) and creative writing (i.e., four courses from the creative writing strand chosen in consultation with the PTW advisor).

Possible specializations outside the field of writing include business administration (management, marketing/public relations), communication (speech), computer science, environmental sciences and resources, and information systems. Students are encouraged to enhance their professional development by specializing in a series of courses that will create advantages in employment opportunities. Students will identify possible specializations in consultation with the program advisor and with an appropriate faculty advisory from the related discipline.

In consultation with the School of Business Administration, for example, MS advisors have identified the following series of courses that would serve well technical communicators in the workforce:

Mktg 544 Marketing Management
Mktg 548 Product Management & Innovation
Mktg 552 Relationship & Service Marketing
Mktg 553 Technology Marketing
Mgmt 544 Technology Management
Mgmt 545 Managing Technological Innovations
Mgmt 556 Organizational Politics
Mgmt 560 Managerial Responsibility & Public Policy

Book Publishing

Students typically will complete 20 core credits (5 courses), 16 elective credits (4 courses) in writing, and 12 elective credits (3 courses) that may involve coursework in another discipline with Advisor’s approval. Of the 28 elective credits, candidates are expected to take a total of eight (8) credits working at Ooligan Press in either or both Wr 510 Publishing Studio or Wr 510 Publishing Lab.

The final project, in addition to completing the coursework, will be a portfolio of work demonstrating competence at a professional level, but with advisor approval, may be a single, substantive work. Upon completion and delivery of the final project or portfolio to the student’s oral committee, a topic will be assigned by the student’s advisor for a final paper of approximately ten pages to be delivered within 10 days to each member of the committee.

The student will take an oral exam in defense of the final project and final paper. Work included in a portfolio will reflect assignments made in a particular course and appropriate to it — i.e., samples of editorial work, query letters for fiction and nonfiction books, book marketing plans, book design proposals and finished designs, research and writing on issues in contemporary American publishing.

Core Courses 20 Credits

Wr 560 Introduction to Book Publishing
Wr 561 Book Editing
Wr 562 Book Design & Production
Wr 563 Book Marketing
Wr 564 Bookselling
Wr 570 Intellectual Property & Copyright Law

Electives

28 credits from other writing courses, from literature courses, or from another discipline.

Students earn eight (8) of their elective credits by participating in the work of Ooligan Press, a small trade publishing house. Students work in groups to review, accept, and edit manuscripts; design the interior and the exterior of books; send books to press; and market the books to booksellers, libraries, and other outlets.

Note: the M.S. option does not require students to demonstrate proficiency in a language other than English. In cases where a student does opt to demonstrate proficiency in a language other than English, the M.A. in Writing: Book Publishing will be awarded.

Courses

Courses with an asterisk (*) are not offered every year.

*Eng 100 Introduction to Literature (4)
Introduction to the study of short stories, plays, poems, and essays. Includes representative approaches for studying literature and writing about it. Recommended especially for students with no previous college-level coursework in literature. Credit for Eng 100 will not be allowed if student has previously taken more than one literature course. No prerequisites.

Eng 104 Introduction to Fiction (4)
Reading, analysis, and appreciation of significant works of fiction, especially short stories, with emphasis on the fiction writer’s craft.

Eng 105 Introduction to Drama (4)
Reading, analysis, and appreciation of significant works of drama, from classical times to the present.

Eng 106 Introduction to Poetry (4)
Reading, analysis, and appreciation of significant poems, how they are written and how they speak to human concerns.

*Eng 107, 108
World Literature (4, 4)
Narrative prose, drama, and poetry. Complete books are included so that the student may become familiar with some of the masterpieces in world literature.

Eng 199 Special Studies (Credit to be arranged.)

Eng 201 Shakespeare (4)
Introduces students to the works of Shakespeare.

Eng 204, 205 Survey of English Literature (4, 4)
From Beowulf to 1900: Eng 204, Beowulf to Milton; Eng 205, Enlightenment through Victorian period.

Eng 253, 254 Survey of American Literature (4, 4)
American literature from its beginnings to the present.

*Eng 260 Introduction to Women’s Literature (4)
Introduction to the texts and contexts of women’s literature.

Eng 290 Special Studies (Credit to be arranged.)

Eng 300 Critical Approaches to Literature (4)
Study of analytical and evaluative methods through application of critical theories to literary works. Recommended for, but not restricted to, English majors. This course is strongly recommended as a prerequisite for all 400 level courses in the English major. Recommended prerequisite: upper-division standing and 8 credits in literature.

Eng 301 Topics: Shakespeare (4)
Study of Shakespeare’s works focusing on topics such as genre (tragedy, comedy, etc.), period (Elizabethan/Jacobean) or cultural context. Some familiarity with Shakespeare and/or the Renaissance is expected. Course may be repeated for credit with different topics.

Eng 304 Critical Theory of Cinema (4)
Outlines the central elements of cinema criticism, including interpretive theories and approaches. Begins with an outline of critical approaches, including critical history. Moves to contemporary criticism, including feminist, structuralist, sociological, and psychoanalytic analyses. Includes discussion of film as a cultural commodity.

Eng 305 Topics in Film (4)
Study of film as text, including genre, auteur, formalist, historical, and cultural perspectives. Topics may include: film noir, the western, famous directors, and critical approaches to cinema.

Eng 306 Topics in Literature and Popular Culture (4)
Study of a variety of expressive forms in relation to popular culture. Such topics as Detective Fiction, Film, American Humor, and Frontier Literature.

*Eng 307 Science Fiction (4)
Study of recent science fiction, both novels and
shorter fiction by American, European and other writers.

Eng 308 Cultural Studies in Literature (4)
Study of a variety of cultural and historical issues as they appear in literary texts. Such topics as Literature of the Holocaust, the Literature of Aging, and the Immigrant Experiences in American Literature.

Eng 309 American Indian Literature (4)
An introductory survey of traditional and recent literature by American Indian people. Poetry, legends, myths, oratory, short stories, and novels, as well as background (historical and political) materials.

Eng 311 Tragedy (4)
A study of the nature of tragedy in world literature.

Eng 312 Comedy and Satire (4)
Study of drama and other literature that expresses comic social judgment, either to satirize or to celebrate.

Eng 313 The American Short Story (4)
A survey of the American short story, from its beginnings in the 19th century to the present.

*Eng 314 The Epic (4)
Reading in epic literature in the Western tradition and world literature, beginning with the Iliad and Odyssey.

Eng 315 The Shorter Poem (4)
Shorter poems in world literature. Primary attention will be given to poems in the English language, but the classics of other languages will be read in translation as appropriate to tracing of forms and themes.

Eng 316 The Short Story (4)
A survey of the short story as it developed from the tale, the legend, and the anecdote to its modern form. Although fiction from many literatures will be studied, all works will be read in English.

Eng 317 Greek Mythology (4)
Greek mythology as recorded by Homer, Hesiod, Ovid, and various of the Greek playwrights and philosophers. Special attention is given to the Greek legacy of ideas, themes, figures, and images.

Eng 318 The Bible As Literature (4)
A study of the various kinds of literature contained in the Bible. An analysis of the ways in which the Biblical expression reflects the cultural and historical milieu of the Hebraic-Christian experience.

*Eng 319 Northern European Mythology (4)
A study of Nordic (Germanic) and Celtic myths, their literary development, and fusion with Christian themes in Arthurian romance and Beowulf.

Eng 320, 321 English Novel (4, 4)
The English novel, from its beginnings to the present.

Eng 325 Grammar and the Sentence (4)
Focus on sentence-level discourse to cover issues of syntax, usage, and punctuation. ENG 325 provides background for WR 439/535 (Grammar for Writers) and ENG 425/525 (Practical Grammar).

ENG 330 Jewish and Israeli Literature (4)
Introduction to modern Jewish literature in its diachronic and national contexts. Emphasis on the transition from sacred to secular literature; reflection of historical and social realities; development of literatures in Europe and the Middle East.

Eng 331 Introduction to Rhetoric and Composition Studies (4)
Introduction to contemporary issues in rhetoric and composition studies by way of the rhetorical tradition of Greece, the rise of composition in the modern North American university, and their relation to the process-oriented approach to composition which has dominated composition instruction since the 1960s. Focuses are on such perennial issues as the relationship between writing and the self, the link between writing and “content,” the relationship of writing to speech and reading, the political dimensions of writing, and the role of the audience in composing.

Eng 340 Medieval Literature (4)
Selected works of medieval literature; introduction to the themes, genres, history, and cultures of the Middle Ages.

Eng 341 Renaissance Literature (4)
Selected works of sixteenth- and early seventeenth-century literature (c. 1500-1660); introduction to the themes, genres, history and cultures of the Renaissance.

Eng 342 Restoration and Eighteenth Century Literature (4)
Selected works from the long eighteenth century (1660-1800); introduction to the themes, genres, history and culture of the eighteenth century.

Eng 343 Romanticism (4)
Selected works of Romantic literature; introduction to the themes, genres, history, and culture of Romanticism.

Eng 344 Victorian Literature (4)
Selected works of Victorian literature; introduction to the themes, genres, history and culture of the Victorian Era.

Eng 345 Modern British Literature (4)
Selected works of twentieth-century British literature; introduction to themes, genres, history, and culture of modernism.

*Eng 351, 352, 353 African American Literature (4, 4, 4)
A study of African American literature from its oral and folk beginnings to the present.

Eng 360 American Literature to 1865 (4)
Overview of genres, themes, and styles in the literatures of Early America and of the Early Republic.

Eng 363 American Literature 1865-1965 (4)
Historical study of selected figures and movements in American literature from 1865 to 1965.

Eng 364, 365, 366 American Fiction (4, 4, 4)
American narrative, short story, and novel, with emphasis upon the major novelists of the 19th and early 20th centuries.

Eng 367 Topics in American Literature and Culture (4)
Studies of various American literatures within the context of American history and culture from colonial period to the present. Topics: Slavery & Captivity Narratives, Sermons and Histories, Boarding School Stories, Pacific Northwest Literature, American Folklore, Diaries and Journals. May be repeated with different topics; maximum of 8 hours. Prerequisite: 12 credits in literature.

Eng 371 The Novel (4)
The novel as a literary form, exemplified by works written in languages other than English.

Eng 384, 385 Contemporary Literature (4, 4)
Prose, poetry, and drama from contemporary world literatures.

Eng 387 Women's Literature (4)
A close study of writing by women from the medieval period to the present including poetry, drama, fiction and non-fiction.

Eng 399 Special Studies (Credit to be arranged.)
Eng 401/501 Research (Credit to be arranged.)
Eng 404/504 Cooperative Education/Internship (Credit to be arranged.)
Eng 405/505 Reading and Conference (Credit to be arranged.) Consent of instructor.

Eng 407 Seminar (Credit to be arranged.)
Consent of instructor.

Eng 408/508 Workshop (Credit to be arranged.)
Eng 409/509 Practicum (Credit to be arranged.)
Eng 410/510 Special Topics (Credit to be arranged.)

*Eng 411/511, 412/512 English Drama (4, 4)
Development of English drama from the beginnings to Shaw. Eng 411/511, from liturgical drama through the Renaissance; Eng 412/512, from the Restoration to Shaw. Recommended: 12 credits in literature.

Eng 413/513 Teaching and Tutoring Writing (4)
Examines current practices of tutoring and teaching writing in all subject areas. Focuses on the process theory of writing to foster thinking and learning in subject areas and the problems and issues surrounding individual composing. Recommended: at least junior standing.

Eng 414/514 Contemporary Composition Theories (4)
Examines theories of composition as they conflict and converge to form our prevailing theories of writing. Focuses on contemporary theories of composing written discourse. Recommended: at least senior standing.
The text is a list of course offerings and descriptions. Each course is listed with its title, credit hours, and a brief description of its content. The courses cover a wide range of topics including literature, composition, research methods, and specific historical periods. The text is structured in a clear, easy-to-read format, with each course entry separated by a line. The courses are organized alphabetically, and each entry includes the course code, title, and a brief description of the course content.
modernism; technology, politics, propaganda, and the arts; literature and twentieth-century philosophy. Prerequisite: 12 credits in literature.

*Eng 484/584
Modern Drama (4)
Examines major European, English, and American plays in the period 1880-1940. Recommended prerequisite: 12 credits in literature.

*Eng 485/585
Contemporary Drama (4)
Examines major developments in world drama since World War II. Recommended: 12 credits in literature.

Eng 486/586
Contemporary American Novel (4)
American novel since 1965, with emphasis upon traditions, themes and trends. Recommended: 12 credits in literature.

Eng 487/587
Contemporary American Short Story (4)
The American short story from mid-20th century to the present. Recommended: 12 credits in literature.

Eng 488/588
Contemporary American Poetry (4)
Study of significant trends in contemporary American poetry and poetics. Recommended: 12 credits in literature.

Eng 490/590
Rhetoric (4)
An examination of classical and modern traditions in rhetoric with attention to central concepts and perspectives on writing. Prerequisites: 12 credits in English, philosophy, speech, and/or writing.

Eng 491/591, 492/592
Literary Criticism (4, 4)
Study of the history, principles, and practice of literary criticism from Plato into the 20th century. Recommended: 12 credits in literature.

Eng 493/593
Advanced Topics in Feminist Literary Theory (4)
Provides in-depth study of specific critical schools within the larger arena of feminist theory. Possible topics will include post colonialism and feminism: feminism and the body; historical perspectives on feminism. Prerequisite: 12 credits in literature or literary theory.

Eng 494/594
Topics in Critical Theory and Methods (4)
A course in critical theories and techniques, to complement offerings in literary history and textual analysis. This course will focus on the critical or methodological topic selected by the instructor. Recommended for advanced students in literature and theory. Recommended: 12 credits in literature.

Eng 503
Thesis (Credit to be arranged.)
Eng 507
Seminar (Credit to be arranged.)
Variable topics. Graduate only or consent of instructor. At least one Eng 507 seminar is required of M.A. candidates in English.

*Eng 517
Middle English (4)
Introduction to Middle English language through study of (largely non-Chaucerian) 12th to 15th century literature in the original. Graduate only or consent of instructor.

Eng 518
College Composition Teaching (1)
Introduces and develops the theoretical and practical expertise of the graduate teaching assistant in the area of college composition teaching. May be taken up to three times for credit. Prerequisite: appointment to teaching assistantship in English Department.

Eng 519
Advanced College-Composition Teaching (1)
Continues the development of the theoretical and practical expertise of the graduate teaching assistant in advanced areas of college composition teaching. May be repeated up to three times for credit. Required prerequisite: appointment to 2nd year teaching assistantship in English Department.

*Eng 532, 533, 534
Old English (4, 4, 4)
532: An introduction to the history and grammar of Old English. 533: Old English translation, poetry, and prose. 534: Special attention to Beowulf in Old English. Recommended prerequisite: Eng 532 is prerequisite for Eng 533 or 534. Graduate only or consent of instructor.

Eng 595
Contemporary Critical Theory (4)
Literary criticism in theory and practice in the 20th century. Graduate only or consent of instructor.

Eng 596
Problems and Methods of Literary Study (4)
Bibliography and the methods of literary study as an introduction to graduate work: three hours lecture and at least two additional hours of library research. Required for M.A. candidates in English.

Writing

Wr 115
Introduction to College Writing (4)
A writing course for first-year students to help prepare them for Freshman Inquiry or Wr 121. Introduces college-level writing and reading, along with general study skills. Provides practice at formal and informal writing, responding to a variety of readings, learning textual conventions, and building confidence.

Wr 121
College Writing (4)
A writing course for lower-division students, in which they develop critical thinking abilities by reading and writing, increase their rhetorical strategies, practice writing processes, and learn textual conventions. Includes formal and informal writing, responding to a variety of readings, sharing writing with other students, and revising individual pieces for a final portfolio of work.

Wr 199
Special Studies (Credit to be arranged.)
May be repeated for a maximum of 12 credits.

Wr 200
Writing About Literature (4)
Introduction to various approaches for writing about literature. Focuses on ways of responding to literature, ways of explicating literature, ways of analyzing literature through writing, and ways of integrating formal research into a written analysis of literature. Special attention will be paid to the writing process, including multiple drafting and revision.

Wr 210
Grammar Refresher (2)
Continues the development of the theoretical and practical expertise of the graduate teaching assistant in advanced areas of college composition teaching. May be repeated up to three times for credit. Required prerequisite: appointment to 2nd year teaching assistantship in English Department.

Wr 211
Writing Practice (4)
Writing Practice is a writing elective. Students proceed at their own pace through an individualized writing program that emphasizes the writing process and revision. Class time is spent writing and in conference. Recommended: Wr 121 or Freshman Inquiry.

Wr 212
Introductory Fiction Writing (4)
Introduces the beginning fiction writer to basic techniques of developing character, point of view, plot, and story idea in fiction. Includes discussion of student work. May be repeated once for a total of 8 credits. Recommended: Freshman Inquiry.

Wr 213
Introductory Poetry Writing (4)
Introduces the beginning writer of poetry to basic techniques for developing a sense of language, meter, sound, imagery, and structure. Includes discussion of professional examples and student work. May be repeated twice for a total of 12 credits. Recommended: Freshman Inquiry.

Wr 214
Beginning Non-fiction Writing (4)
An introduction to writing with the major forms and techniques of literary nonfiction, this course explores modern classics by such writers as David Foster Wallace, Marjane Satrapi, and Dave Eggers, and delves into the skills that have fostered their art. Beginning with the raw material of exercises in description, dialogue, and reportage, we’ll be writing and workshopping short works of creative nonfiction. May be repeated once for a total of 8 credits.

Wr 222
Writing Research Papers (4)
An elective course. The techniques for compiling and writing research papers. Attention to available reference materials, use of library, taking notes, critical evaluation of evidence, and conventions for documenting academic papers. Practice in organizing and writing a long expository essay based on use of library resources. Recommended: Wr 121 or Freshman Inquiry. May not be used to fulfill English major requirements.

Wr 227
Introductory Technical Writing (4)
Practical experience in forms of technical communication, emphasizing basic organization and presentation of technical information. Focuses on strategies for analyzing the audience and its information needs. Recommended: Wr 121 or Freshman Inquiry.

Wr 228
News Writing (4)
An introductory course in news reporting and writing. Focus on identifying newsworthiness, writing leads, constructing news stories, interviewing, and attributing quotes. Students learn to gather local news, writing some stories in a computer lab on deadline. Recommended: Wr 121 or Freshman Inquiry. May be repeated once for a total of 8 credits.

Wr 300
Topics in Rhetoric and Composition (4)
Study of a variety of issues in the practice of rhetoric and composition. Includes such topics as writing and critical reasoning, writing with tech-
nology, and writing in the disciplines. May be repeated for credit with different topics.

Wr 312
Intermediate Fiction Writing (4)
Continues the study of fictional techniques introduced in Wr 212. Includes such advanced instruction as variations on the classic plot, complex points of view, conventions of genre, and development of ideas for future use. Emphasizes discussion of student work. Recommended: B or above in Wr 212. May be repeated once for a total of 8 credits. Consent of instructor required.

Wr 313
Intermediate Poetry Writing (4)
Continues the study of poetry writing techniques introduced in Wr 213. Includes additional instruction in poetic forms, variations on traditional forms, and experimental forms. Emphasizes discussion of student work. Recommended: B or above in Wr 213. May be repeated once for a total of 8 credits. Consent of instructor required.

Wr 323
Writing as Critical Inquiry (4)
A writing course for upper-division students, which offers sophisticated approaches to writing and reading. Students enhance critical thinking abilities through reading and writing challenging material, refine their rhetorical strategies, practice writing processes with special attention to revision and style, and write and read in a variety of genres. Includes formal and informal writing, sharing writing with other students, and preparing a final portfolio of work. Recommended: satisfactory completion of Wr 212 or Freshman Inquiry.

Wr 324
Advanced Writing About Literature (4)
Covers advanced issues in reading and interpreting literary texts, applied critical approaches, and the conventions of writing about literature, including documentation. Emphasizes writing and research processes, includes peer workshops. Prerequisite: upper-division standing.

Wr 327
Technical Report Writing (4)
Further refines technical skills by demanding longer and more ambitious works of fiction by the advanced writer. Students will have the opportunity to do research and can expect to confront a variety of technical problems emerging from class discussion. Recommended: Wr 312. May be repeated once for a total of 8 credits. Consent of instructor required.

Wr 410
Selected Topics in Writing (Credit to be arranged.)
Provides opportunities for students to write in various genres. Includes language attitudes, writing process, and reader response. Recommended: one upper-division writing course. May be repeated once for a total of 8 credits. Does not fulfill M.F.A. requirements.

Wr 416
Screenwriting (4)
Students will be introduced to the process of conceiving, structuring, writing, rewriting, and marketing a screenplay for the contemporary American marketplace. “Screenplay paradigms” will be discussed, and a variety of movies will be analyzed. May be repeated once for a total of 8 credits.

Wr 420
Writing: Process and Response (4)
Provides opportunities for students to write in various genres. Includes language attitudes, writing process, and reader response. Recommended: one upper-division writing course. May be repeated once for a total of 8 credits. Does not fulfill M.F.A. requirements.

Wr 425
Advanced Technical Writing (4)
Emphasis on a problem-solving approach to adapting technical documents to audiences and organizations. The course includes strategies of organization for complex technical documents, such as proposals and professional articles; strategies for discussing tables and figures; and the use of metaphor to communicate technical information to lay audiences. Recommended: Wr 327. May be repeated for a maximum of 8 credits.

Wr 426
Document Design (4)
Document planning, creation, and revision, including discussion of the use and abuse of language in business, government, insurance, and law. Students will consider general strategies for document production; analyze different document styles; address questions of target audience; evaluate documents for readability and efficiency; and study the Plain English Movement and its legislative and legal implications.

Wr 427
Desktop Publishing (4)
Provides opportunities for students to write in various genres. Includes language attitudes, writing process, and reader response. Recommended: one upper-division writing course. May be repeated once for a total of 8 credits.

Wr 428
Advanced News Writing (4)
Building on the journalism skills learned in News Writing and News Editing, students use the city of Portland as their laboratory, covering and writing breaking stories from community information sources like the police, courts, and city council. Students are also introduced to reporting on a regular basis from news beats of their choosing. Recommended: Wr 328.

Wr 429
Writing Computer Documentation (4)
Develops skills in writing computer documentation, primarily user manuals and system specifications. Focuses on analyzing informational needs of the audience, and defining and explaining computer terms and concepts for non-technical and semi-technical audiences. Recommended: Wr 327, ISQA 111 or CS 105 or equivalent, word processing skills.

Wr 430
Desktop Publishing II (4)
Builds from the foundation in Desktop Publishing I to explore further the skills needed to produce publications in the computer age. Topics include typography, page layout, photography, and informational graphics, with a special emphasis on hands-on project production of a 12-page newsletter or magazine.

Wr 435
Grammar for Writers (4)
Study of grammar that focuses on writing that reads well aloud. Topics include: editing written work for rhythm, meter, emphasis, and balance; translating prose or poetry; and writing speeches, letters, and other forms of communication. Provides background for students in upper-division and graduate programs that require writing and editing skills. Prerequisite: senior or graduate status.

Wr 455
Forms of Nonfiction (4)
Explores various forms of nonfiction, including essay, personal essay, reviewing, immersion journalism, and memoir, with practice writing in each. Instructor approval required.

Wr 456
Personal Essay Writing (4)
The history and contemporary use of personal essay as a mode of creative communication; gives an understanding of and practice in this kind of writing. Instructor approval required.

Wr 458
Magazine Writing (4)
Examines the development of both long- and short-form magazine pieces, as well as the business and economics of magazine publishing.
Students write and peer-critique articles in the styles and formats of a variety of publications and magazine departments. Instructor approval required.

*Wr 459/559 Writing the Memoir (4)
Concentrates on elements necessary for writing successful personal narrative, including structure, tone/voice, dialogue, characterization, tense, and point-of-view. Memoir models, both short pieces and book-length memoirs will be read and discussed and students will turn in several pieces over the course of the term for workshop discussion. Instructor approval required.

Wr 460/560 Introduction to Book Publishing (4)
Provides a detailed overview of the publishing process, organized around the division of labor, including introductions to contemporary American publishing, issues of intellectual commerce, copyright law, publishing contracts, book editing, book design and production, book marketing and distribution, and bookselling. Based on work in mock publishing companies, students prepare portfolios of written documents, i.e., book proposals, editorial guidelines, design and production standards, and marketing plans. Guest speakers from the publishing industry and field trips provide exposure to the industry. Prerequisite: Wr 323.

Wr 461/561 Book Editing (4)
Provides a comprehensive course in professional book editing, including editorial management, acquisitions editing, substantive/developmental editing, and copyediting. Issues specific to both fiction and nonfiction books will be covered. Prerequisite: Wr 323.

Wr 462/562 Book Design and Production (4)
Comprehensive course in professional book design and production. Issues specific to the design of fiction and nonfiction books in a variety of genres and markets will be covered, including the applications of both old and new technologies in design and production. Prerequisite: Wr 323.

Wr 463/563 Book Marketing and Promotion (4)
Comprehensive course in professional book marketing and promotion. Issues specific to the promotion of fiction and nonfiction books in a variety of genres and markets will be covered. Students will do market research, interview authors, produce marketing plans, write press releases, write advertising copy, and develop related marketing materials for actual books in progress at the teaching press. Prerequisite: Wr 323.

Wr 464/564 Bookselling (4)
Comprehensive course in professional bookselling. Issues specific to the wholesale and retail sale of books in a variety of genres and markets will be covered. Changes in the industry and their impact on literary culture will be addressed. Students learn how bookstores, book wholesalers, and book distributors are organized and function in the marketplace. The nature of the book as both intellectual artifact and commodity will be discussed, with special emphasis on the impact of new delivery technologies. Prerequisite: Wr 323.

Wr 470/570 Intellectual Property and Copyright (4)
Outlines the opportunities and pitfalls faced by the writer (or editor, graphic designer, or artist) in the legal and ethical spheres. Copyright law, U.S. First Amendment law, defamation, right of privacy, trademark, and trade secret law. Will discuss the importance of the Internet in rethinking many copyright and intellectual property rules.

Wr 521 MFA Core Workshop in Fiction (4)
The graduate workshop in fiction focuses on the writing, revision, and critical discussion of student short stories and chapters from novels. Students’ critical analyses of their peers’ work are informed by their study of published fiction in the texts, supplemented by lectures clarifying technical strategies in the writing of fiction. This course is restricted to graduate students admitted to the writing program. Preference given to students working in this genre. May be repeated three times for a total of 16 credits.

Wr 522 MFA Core Workshop in Poetry (4)
The graduate workshop in poetry focuses on the writing, revision, and critical discussion of student poems. Students’ verbal and written critical analyses of their peers’ work are informed by their reading of published poems representing a range of formal strategies and historical and cultural contexts, and by their reading in prosody and poetics. This course is restricted to graduate students admitted to the writing program. May be repeated three times for a total of 16 credits.

Wr 523 MFA Core Workshop in Nonfiction Writing (4)
This course, restricted to graduate students admitted to the writing program, will concentrate on elements necessary for writing successful nonfiction prose—including structure, voice, dialogue, characterization, and point-of-view—with a primary emphasis on the in-class workshop and peer review of student pieces. Nonfiction models, both short pieces and book-length, will be read and discussed, and students will write critical respons-

Wr 552 Writing About Lives (4)
Examines theories, methodologies, and issues involved with writing about place. Topics include strategies for writing about place ranging from travel writing to nature writing, from traditional journalistic approaches to creative nonfiction. Following an introduction to appropriate theories and methodologies and examination of professional models, this course centers on writing and response to the chosen form in a workshop atmosphere. May be repeated for credit.

Wr 553 Writing About Events (4)
Examines theories, methodologies, and issues involved with writing about events. Topics include strategies for writing about history and strategies for relating current events through various forms of journalism. This course focuses on writing to foster inquiry into topical issues in nonfiction. Following an introduction to appropriate theories and methodologies, the course centers on writing and response to the chosen form in a workshop atmosphere. May be repeated for credit.

Wr 554 Writing About Places (4)
Examines theories, methodologies, and issues involved with writing about places. Topics include strategies for writing about place ranging from travel writing to nature writing, from traditional journalistic approaches to creative nonfiction. Following an introduction to appropriate theories and methodologies and examination of professional models, this course centers on writing and response to the chosen form in a workshop atmosphere. May be repeated for credit.

Wr 555 Writing About Ideas (4)
Focuses on writing to foster inquiry into topical issues in nonfiction, whether scientific, philosophical, or ethical. Following an introduction to appropriate theories and methodologies, the course centers on writing and response to the chosen form in a workshop atmosphere. May be repeated for credit.
Environmental Science and Management Programs

218 Science Building II
725-4982
www.esm.pdx.edu/

B.A., B.S. in Environmental Science
B.A., B.S. in Environmental Studies
Minor in Environmental Studies
Certificate in Hydrology
M.S., M.E.M.
Ph.D.

Undergraduate program

The Environmental Science and Management Programs allows students to develop the skills and interdisciplinary understanding needed to deal with environmental systems and human impact on those systems. Students should consult with a program adviser to assure proper course planning.

The B.A./B.S. degrees in environmental science rest on an interdisciplinary curriculum that develops understanding and expertise in environmental science by building on a foundation in mathematics, natural sciences, and economics complemented by related courses in environmental policy and management. Students complete field experiences by working on projects in the University, metropolitan community, and region.

The Environmental Science and Management Programs cooperates with several departments and centers, including the departments of Anthropology, Biology, Chemistry, Civil Engineering, Economics, Geography, Geology, History, Mathematics, Physics, Political Science, Sociology, the Center for Science Education; and the School of Business Administration and the College of Urban and Public Affairs.

Admission requirements

Admission to the department is based on general admission to the University. See page 37 for more information.

Degree requirements

Requirements for major in Environmental Science. In addition to satisfying general University requirements (45 credits), a student majoring in environmental science must complete at least 51 credits of environmental science courses and must meet program requirements for foundation courses (49-50 credits), and supporting elective courses in science, social science, and humanities (16 credits).

All courses used to satisfy the Environmental Science major requirements, whether taken in the program or in other departments, must be graded C- or above.

Program requirements are listed below. Students must complete the foundation courses listed below. All foundation courses should be completed before a student enrolls in the upper-division sequence (ESR 320, 321, 322, 323). Of the 16 credits of 400-level courses required in the core, a maximum of 4 credits may be taken as ESR 404 Internship.

Foundation Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bi 251, 252, 253 Principles of Biology</td>
<td>15</td>
</tr>
<tr>
<td>Ch 221, 222, 227, 228 General Chemistry</td>
<td>10</td>
</tr>
<tr>
<td>Ge 201, Geology or Ge 332</td>
<td>4</td>
</tr>
<tr>
<td>Ph 201, 214, Physics or Geog 210 Physical Geography</td>
<td>4/5</td>
</tr>
<tr>
<td>Mth 251, 252 Calculus I, II</td>
<td>8</td>
</tr>
<tr>
<td>Stat 243, 244 Introduction to Probability and Statistics</td>
<td>8</td>
</tr>
<tr>
<td>Total</td>
<td>49-50</td>
</tr>
</tbody>
</table>

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESR 220 Introduction to Environmental Systems</td>
<td>4</td>
</tr>
<tr>
<td>ESR 221 Applied Environmental Studies</td>
<td>4</td>
</tr>
<tr>
<td>ESR 222 Applied Environmental Studies: Policy Considerations</td>
<td>4</td>
</tr>
<tr>
<td>ESR 320, 321 Analysis of Environmental Systems</td>
<td>8</td>
</tr>
<tr>
<td>ESR 323, 324 Environmental Systems</td>
<td>8</td>
</tr>
<tr>
<td>ESR 322 Environmental Risk Assessment</td>
<td>4</td>
</tr>
<tr>
<td>ESR 325 Environmental Risk Assessment Lab</td>
<td>2</td>
</tr>
<tr>
<td>ESR 335 Intro to Environmental Mgmt</td>
<td>4</td>
</tr>
<tr>
<td>ESR 407 Environmental Seminar</td>
<td>1</td>
</tr>
<tr>
<td>ESR 410-499 Advanced Environmental Topics</td>
<td>16</td>
</tr>
<tr>
<td>Total</td>
<td>47</td>
</tr>
</tbody>
</table>

Connected learning electives. Students must complete 16 credits of supporting courses selected from an approved list of courses available on the program Web site www.esm.pdx.edu. These courses are intended to broaden the student’s background and include courses from allied sciences (e.g. biology, geology and geography), courses that focus on the development of skills and techniques (e.g. GIS and remote sensing) useful in environmental science, and courses that address the interactions of humans and the natural environment (e.g. economics, English, history, philosophy, political science, sociology, and urban studies and planning).

In selecting these courses, students are strongly encouraged to broaden their studies beyond science by including courses from the social sciences and humanities.

Requirements for minor. To obtain a minor in environmental studies a student must complete at least 28 credits (at least 12 of which must be taken in residence at PSU). At least 4 credits each in biological science, physical sciences (physics, chemistry, geology), economics, and Mth 241 or 251 are expected before admission to the minor.

Environmental policy/management courses (minimum 8 credits) include selected upper-division courses from in environmental science and management, economics and geography. Environmental science courses (minimum 8 credits) include selected upper-division courses from environmental science. A list of approved courses is available from the Environmental Programs office and the program website. Courses taken under the undifferentiated grading option (pass/no pass) will not be accepted toward fulfilling minor requirements. Courses with omnibus numbers 401, 404, 405, 406, and 407 are not allowed for the minor. Additional courses may be required as prerequisites.

Courses taken under the undifferentiated grading option (pass/no pass) will not be accepted toward fulfilling minor requirements. Courses with omnibus numbers 401, 404, 405, 406, and 407 are not allowed for the minor. Additional courses may be required as prerequisites.

Requirements for major in Environmental Studies. The Environmental Science and Management Programs and the Department of Geography are collaborating to offer a degree in Environmental Studies. The degree prepares the students for more sophisticated upper division courses at the interface between science and policy by requiring them to take some prerequisite courses in natural sciences (biology, chemistry and physical geography) and some prerequisite courses in the social sciences (geography, economics and environmental policy).

A summary of the requirements are listed below:

- 27-29 credits in natural sciences in the subjects of ecology, chemistry, environmental systems, and physical geography
21 credits in social sciences and humanities in the subjects of resource management, economics, environmental policy and regulations, and others
20 credits from a list of “skills” that includes quantitative analysis, visualization of spatial data, field methods, and others
16 credits in identified topical areas that include environmental systems, urban issues, resource management, nature/society interactions, and environmental education

There is a minimum of 88 credits required for this major.

Core Courses:

<table>
<thead>
<tr>
<th>Natural Sciences Core Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Chemistry – 6 to 8 credits</td>
<td></td>
</tr>
<tr>
<td>Biology Concepts and Applications</td>
<td>8</td>
</tr>
<tr>
<td>Chemistry</td>
<td>6 to 8</td>
</tr>
<tr>
<td>Environment Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>ESR 220: Introduction to Environmental Systems</td>
<td>4</td>
</tr>
<tr>
<td>Physical Geography</td>
<td>4</td>
</tr>
</tbody>
</table>

Core Courses:

<table>
<thead>
<tr>
<th>Social Sciences and Humanities Core Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geog 230: Environment and Society: Global Perspectives and Geog 345: Resource Management (8)</td>
<td></td>
</tr>
<tr>
<td>Environmental Economics (8)</td>
<td></td>
</tr>
<tr>
<td>Environmental Policy/Regulations (8)</td>
<td></td>
</tr>
<tr>
<td>ESR 335: Intro to Environmental Management</td>
<td>4</td>
</tr>
<tr>
<td>4 credits from the following list of courses:</td>
<td>4</td>
</tr>
<tr>
<td>Stat 243: Introduction to Probability and Statistics</td>
<td>4</td>
</tr>
<tr>
<td>Geog 349: Mountain Geography</td>
<td>4</td>
</tr>
<tr>
<td>Geog 432: Urban Geography</td>
<td>4</td>
</tr>
<tr>
<td>Geog 433: Natural Resource Management Topics</td>
<td>4</td>
</tr>
<tr>
<td>Geog 447: Urban Streams</td>
<td>4</td>
</tr>
<tr>
<td>Geog 448: The Urban Forest</td>
<td>4</td>
</tr>
<tr>
<td>Geog 450: Technical Writing, Eng 449: Critical Analysis of Texts, Geog 480: Remote Sensing, Geog 485: Map Design and Production, ESR 342 Field Methods (may be taken twice)</td>
<td>4</td>
</tr>
</tbody>
</table>

Topical Areas: Students must take at least 4 courses from one area of Topical Areas.

*Any course taken to meet the core content requirements must be used to meet the topical area requirement.

Requirements for minor in sustainability:

This minor requires a multidisciplinary study of the environmental, social, and economic dimensions of sustainability. To obtain a minor in sustainability a student must complete at least 29 credits (at least 15 of which must be taken in residence at PSU), to including the following:

**Credits**

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>27-29</td>
</tr>
<tr>
<td>125</td>
</tr>
</tbody>
</table>

Environmental Education
Geog 462: Sense of Place
ESR 470: Environmental Education
ESR 406: Special Projects (in Environmental Education)
Ed 420: Introduction to Education and Society
Sci 311, 312: Teaching Everyday Science

Environmental Systems
ESR 420: Ecological Toxicology
ESR 424: Wetland Ecology and Regulations
ESR 426: Ecology of Streams and Rivers
ESR 427: Watershed Biogeochemistry
ESR 428: Urban Ecology
ESR 429: Environmental Impact Assessment
ESR 445: Old-growth Forest Ecology
ESR 475: Limnology and Aquatic Ecology
ESR 479: Fate and Transport of Toxics in the Environment
ESR 480: Coastal Marine Ecology
ESR 483: Marine Conservation Science & Management
ESR 485: Ecology and Management of Bioinvasions

Urban Issues
Geog 332: Urban Geography
Geog 432: Urban Landscapes
Geog 444: Sustainable Cities
Geog 447: Urban Streams
Geog 448: The Urban Forest
Geog 450: Technical Writing, Eng 449: Critical Analysis of Texts, Geog 480: Remote Sensing, Geog 485: Map Design and Production, ESR 342 Field Methods (may be taken twice) | 4 |

Nature/Society Interactions
Geog 348: Cultural Ecology
Geog 349: World Population & Food Supply
Geog 349: Mountain Geography
Geog 430: Cultural Geography
Geog 462: Sense of Place
USA 419: Population and Society
Soc 320: Globalization
Soc 341: Population Trends and Policy
Soc 456: Environmental Sociology
Sci 352: Science and Policy of Climate Change
Sci 363: Ethics in Science
Anth 414: Culture and Ecology
E 432: Environmental Economics
E 433: Natural Resource Economics
E 444: Economics of Green Power
Hst 440, 441: American Environmental History
PS 319: Politics of the Environment

Economics/Business
Econ 332 Environmental Economics (4)
Econ 444 Economics of Green Power (4)
ESR 434 Natural Resource Economics (4)
ESR 434 Business Environmental Management Economics (4)
ESR 443 Global Environmental Economics (4)
USP 490 Green Economics and Sustainable Development (3)

Social Issues
Arch 367 Fundamental of Environmental Design (4)
Hist 339 Environment and History (4)
Geog 346 World Population and Food Supply (4)
Geog 345 Resource Management (4)
Geog 347 Environmental Issues and Action (4)
PS 319 Politics of the Environment (4)
Sci 321 Energy and Society I (4)
Sci 322 Energy and Society II (4)
Soc 341 Population Trends and Policy (4)
Soc 465 Environmental Sociology (4)
USP 419 Population and Society (4)
USP 425 Community and the Built Environment (4)

Environmental Systems
ESR 355 Understanding the Environment (4)
ESR 356 Understanding Environmental Conservation (4)
ESR 420 Ecological Toxicology (4)
ESR 424 Wetland Ecology and Regulations (4)
ESR 426 Ecology of Stream and Rivers (4)
ESR 428 Urban Ecology (4)
ESR 445 Old-Growth Forest Ecology (4)
Sci 331 Atmospheric Interactions I (4)
Sci 332 Atmospheric Interactions II (4)
Sci 335 Water and the Environment I (4)
Sci 336 Water and the Environment II (4)
in environmental science and management.

Admission requirements
Master of Science and Master of Environmental Management. In addition to the instructions for admission to the graduate program as they appear on page 59, ESM master's programs require the following information from each applicant. 1. Satisfactory scores on the Graduate Record Examination (GRE) aptitude test.

A satisfactory score on the Test of English as a Foreign Language (TOEFL) is required for international students. 2. Three letters of evaluation from persons qualified to assess the applicant's promise as a graduate student. 3. Evidence of undergraduate or graduate course work in biology, chemistry, statistics, physics, and mathematics (including differential and integral calculus) equivalent to the foundation course requirements for undergraduate students in environmental studies. 4. Statement of Interest 5. Current resume or CV 6. Identification of potential advisors

Prospective students should contact the program for a statement of current admission policy. A high GPA and acceptable GRE scores do not guarantee admission to master's programs in Environmental Science and Management; admission is contingent on the availability of program resources and the identification of an appropriate advisor for each student.

Doctor of Philosophy in Environmental Science and Resources. Applicants for admission to the ESR Doctoral Program normally will be expected to have completed an undergraduate degree with a major in biology, chemistry, environmental science or related sciences. A list of faculty research interests is on the ESM website.

Advising. Prior to initial registration each admitted student should obtain information on scheduling of diagnostic examinations (if any) as well as a copy of the P&D guidelines.

Degree requirements
University master's degree requirements are listed on page 67. Specific degree program requirements are listed below.

Master of Science and Master of Environmental Management. The graduate study program is developed through discussions involving the graduate student, the student's advisor, and the student's graduate committee. The M.S. or M.E.M. graduate committee consists of at least three members including the major advisor, and, for the M.S. committee, a representative of the Office of Graduate Studies. The major advisor must be a member of the graduate faculty. The graduate committee must be approved by the ESM Chair.

To encourage the development of interdisciplinary graduate study programs, guidelines for course selection are flexible. Students must complete at least 45 graduate credits. The program of study consists of the following minimum credit requirements.

<table>
<thead>
<tr>
<th>Course requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESR 620, 621, 622</td>
<td>9</td>
</tr>
<tr>
<td>ESR 607 (six terms)</td>
<td>6</td>
</tr>
<tr>
<td>Departmental Dissertation (minimum)</td>
<td>27</td>
</tr>
<tr>
<td>Total (minimum)</td>
<td>42</td>
</tr>
</tbody>
</table>

In addition to the above general requirements, each student will be required to complete that coursework necessary to indicate competence in environmental science and management at the graduate level. These courses will be recommended by the student's dissertation committee and approved by the ESR Coordinating Committee.

Core courses. One core course is required in each of the following three categories: physical environmental processes, ecological processes, and environmental management. Lists of approved core courses are available from the ESM office or online at http://www.esrmpdx.edu.

Quantitative analysis. A course in research methods, experimental design, or statistical analysis, is required to ensure students have sufficient skills for environmental research.

Elective courses. Elective courses are to be defined in the student's program of study, and agreed upon by the student's advisor and graduate committee. Courses may be selected to provide additional background, to explore new areas, and to add depth to a scholarly program.

Thesis or project. A central purpose of the M.S. and M.E.M. degree is to teach students the process of problem solving and research. A minimum of 6 credits is required. Students working toward the M.S. degree will be required to complete original research leading to a thesis, that complies with standards established by the Office of Graduate Studies and Research. Students working toward the M.E.M. degree will be required to complete a project in lieu of a thesis. M.E.M. students will take in this order: 1 unit of ESR 509 Practicum at the beginning of their program, and 5 units of ESR 506. This project is expected to be the product of original work in cooperation with an agency, organization, or firm involved in environmental management activities. The project plan, approach, and project report must be approved by the advisory committee in a manner parallel to that for thesis research. The project report must be presented at a public seminar to be followed by an oral defense of the work conducted by the student's graduate committee.

Doctor of Philosophy in Environmental Sciences and Resources. In addition to the requirements listed earlier on this page, each student must complete the following:
Other requirements. Prior to advance-
ment to candidacy, a student must have
taken an advisory committee-approved
course in Statistics.

Dissemination. The student must submit a prospectus outlining a proposed
research project suitable for the doctoral dissertation in environmental science
and management. This is done under the guidance of the student’s major
adviser and is approved by the dissertation
committee and the ESR
Coordinating Committee. The research for the dissertation is conducted under
the guidance of the student’s dissertation
committee. After the dissertation is com-
plete and after advancement to candida-
cy (see below), a final oral examination
will be conducted, open to the public,
within the subject area of the disserta-
tion.

Advancement to candidacy. As soon as
the student has successfully completed the
course and comprehensive examination
requirements and has had the dissertation
prospectus approved, the student is recom-
mended for advancement to candidacy for
the degree of Doctor of Philosophy. This rec-
ommendation is approved by the dean of
Graduate Studies.

Financial support. There are a limited
number of teaching assistantships and research assistantships available. The student should
contact the appropriate department or pro-
gram about the availability of these positions.

Withdrawal. Any student who ceases to be
enrolled for more than one academic term
without formal leave of absence will be
assumed to have withdrawn from the degree
program and will be formally dropped from
it. Students who fail to make satisfactory
progress toward the degree may be dropped
from the program.

The student can be readmitted only by for-
mal application, subject to all current admis-
sion requirements. In addition, completion of
the degree will be subject to the student’s
meeting all current degree requirements.

Leave of absence. Under special circum-
stances, requests for a leave of absence may
be approved.

Courses

Courses with an asterisk (*) are not offered every year.

ESR 101 Environmental Sciences I (4)

Introduction to the study of the environment and
sustainability with a focus on natural processes.
Topics will include physical processes and con-
cepts related to air, water, and land as well as eco-
logical processes and concepts including ecosys-
tems, communities, biodiversity, population
dynamics, agriculture, and conservation ecology.
One two-hour laboratory. The laboratory projects
will focus on urban streams, ecosystems of the
Portland metropolitan region, and environmental
impacts of land use.

ESR 102 Environmental Science II (4)

Introduction to the analytical study of the interac-
tion between humans and the environment. This
term will focus on issues of environmental degra-
dation. Topics will include human population growth,
pollution of the air and water, energy resource use,
and social and economic basis for sustainability.
One 2-hour laboratory. The laboratory projects will
focus on impact of population growth, pollution,
and resource conservation.

ESR 199 Special Studies (Credit to be arranged.)

ESR 220 Introduction to Environmental Systems (4)

Introduction to the structure and function of ter-
restrial, aquatic, and atmospheric systems, includ-
ing the human actions that affect them. Includes a
lab section that introduces basic quantitative tech-
niques for collecting and analyzing data from envi-
ronmental systems; 2 lecture periods, one 3-hour
lab. Recommended prerequisite: ESR 150 (may be
taken concurrently).

ESR 221 Applied Environmental Studies: Problem
Solving (4)

Environmental sampling, sampling design, and
measurement. Recommended prerequisites: ESR 220; Stat 243.

ESR 222 Applied Environmental Studies: Policy
Considerations (4)

Introduction to environmental laws and the regu-
lations promulgated under them. Includes an
examination of the genesis of these laws (e.g.,
NEPA, Clean Air and Water Acts, RCRA,
Endangered Species Act) and their history of
compliance and violation. Recommended prereq-
uisite: ESR 220 and 221.

ESR 320 Analysis of Environmental Systems I (4)

Structure and function of environmental systems,
with an emphasis on physical processes and envi-
ronmental system dynamics. Includes a laboratory
section using quantitative techniques for concep-
tualizing and analyzing environmental processes;
3 hours lecture, one 3-hour lab. Recommended
prerequisites: Mth 241 or 251, and four credits
each in biology, chemistry, and physics or geology.

ESR 321 Analysis of Environmental Systems II (4)

Introduction to the structure and function of envi-
ronmental systems with an emphasis on eco-
logical processes and human impacts. Includes a
laboratory focusing on the use of quantitative
techniques for whole system analysis; 3 hours lec-
ture, one 3-hour lab. Recommended prerequisite: ESR 320.

ESR 322 Environmental Risk Assessment (4)

Overview of risk assessment applied to environmen-
tal problems, including the impact assessment pro-
cess, application of cost-benefit analysis, hazard
identification, risk characterization, risk assessment,
and risk management. Recommended prerequisites:
Ec 201, ESR 201, ESR 321.

ESR 323 Environmental Systems Laboratory I (2)

Laboratory work to accompany Environmental
Systems I (ESR 320). One 4-hour laboratory peri-
don. Requires concurrent enrollment in ESR 320.

ESR 324 Environmental Systems Laboratory II (2)

Laboratory work to accompany Environmental
Systems II (ESR 321). One 4-hour laboratory peri-
don. Requires concurrent enrollment in ESR 321.

ESR 325 Environmental Risk Assessment Lab (2)

Provides an overview of the main techniques used
for environmental risk assessment. Emphasis is on
laboratory acute and chronic toxicity tests and
field biological stream assessment. Recommended
prerequisites: ESR 321, 322, 324.

ESR 330 Environmental and Ecological Literacy (4)

Introduces a broad range of thought about ecology
and the environment, including supporters and
interests of Aldo Leopold, David Orr, Bjorn
Lomborg, E.O. Wilson and Thomas Berry.
Addresses the idea of ecological literacy as a key
aspect in education and understanding the envi-
ronment. Recommended prerequisites: ESR 220,
221, and 222.

ESR 335 Introduction to Environmental
Management (4)

Course will focus on environmental project man-
agement. Survey of agencies and entities that cur-
rently do management and under what authority.
Introduction to general theory of environmental
management and strategies that are being used.
Case studies of local management project and
issues. Prerequisite: ESR 222.

ESR 340 Research Methods in Environmental Science
(4)

Integrates quantitative skills into environmental
research. Introduces research methods commonly
used in environmental studies with emphasis on
environmental study designs, data analyses, and
data interpretations.

ESR 342 Field Methods (2)

Presents crucial safety, field and research skills for
environmental research. Presents different skill
sets for different types of field work for example
in lakes, wetlands, forests or marine environ-
ments. Students may count two sections of this
class toward an Environmental Science or
Environmental Studies major. (May be taken
twice).

ESR 355 Understanding Environmental
Sustainability I (4)

Emphasizing sustainability, study of the scientific
and ecological principles that govern human interac-
tions with the physical and biological systems of the
earth. Topics will include ecosystem properties, earth
system properties, human population dynamics,
and the roles of technological and ethical decisions.
Not intended for science majors.

ESR 356 Understanding Environmental
Sustainability II (4)

Introduction to the concepts and principles neces-
sary to understand the complex relationship
between humans and environmental sustainabili-
ty. Topics will include energy and pollution as
well as biodiversity and land use. Not intended
for science majors.

ESR 399 Special Studies (Credit to be arranged.)
ESR 401
Research (Credit to be arranged.)
Consent of instructor and program director.

ESR 404
Cooperative Education/Internship
(Credit to be arranged.)

ESR 405
Reading and Conference
(Credit to be arranged.)

ESR 407
Environmental Seminar (1)
Weekly seminar series involving student-led discussion of topical environmental issues. May be repeated for up to 3 credits.

ESR 410
Selected Topics (Credit to be arranged.)
Consent of instructor.

ESR 420/520
Ecological Toxicology (4)
Effects of environmental contaminants at the individual, population, and ecosystem level. Topics will include toxicity test methods, environmental fate of contaminants, and the physiologically and ecological effects of selected heavy metals, chlorinated organics, and pesticides.

ESR 424/524
Wetland Ecology (4)
Structure and function of wetland ecosystems, with an emphasis on the diversity of regional wetland systems. Topics also include wetland soils, plants, and hydrologic setting and requirements for wetland delineation.

ESR 425/525
Watershed Hydrology (4)
Study of the movement and storage of water in watersheds, emphasizing physical processes. Includes systems analysis of watersheds, precipitation, snowmelt, infiltration, evapotranspiration, groundwater flow, streamflow generation, open channel flow, hydrograph analysis and an introduction to watershed hydrologic modeling. Recommended prerequisite: Mth 252, Ph 201, Stat 244; ESR 320.

ESR 426/526
Ecology of Streams and Rivers (4)
Evaluation of streams and rivers from an ecosystem perspective, including stream development, biological communities, ecological processes, and methods of assessment as applied to evaluation of common environmental problems.

ESR 427/527
Watershed Biogeochemistry (4)
Study of the chemistry of watershed-based ecosystems, emphasizing physical and biological processes. Mechanisms of atmospheric input; rock weathering and soil development; physical and biological controls on the storage and flux of minerals, carbon, and nutrients in terrestrial ecosystems; and impacts of management on biogeochemical processes in watershed-based ecosystems. Recommended prerequisite: Bi 253, Ch 223, ESR 320, Mth 252.

ESR 428/528
Urban Ecology (4)
Study of ecological processes in urban environments. Emphasis on responses of flora and fauna to changes in climate, hydrology, geomorphology, geochimistry, soils and available habitat in urban areas. Includes issues of species conservation, ecosystem management and sustainability in urban systems. Recommended prerequisite: an undergraduate biology course or permission of instructor.

ESR 429/529
Environmental Impact Assessment (4)
Environmental assessments and impact assessment techniques; regulatory and technical requirements of impact assessment. The National Environmental Policy Act, its implementation, implications, and uses.

ESR 433/533
Natural Resource Economics (4)
An examination of the economic concepts and theories for analyzing natural resource use and related environmental pollution, including the economics of sustainability. Discussion of renewable and nonrenewable natural resource issues in the Pacific Northwest and policy alternatives. Recommended prerequisite: Ec 201. This course is the same as Ec 433/533; course may be taken only once for credit.

ESR 434/534
Business Environmental Management Economics (4)
Examines the economic costs and benefits that affect the decisions of business firms to develop integrated environmental management systems. Analysis of policy options to foster business environmental management for public goods. Course studies of selected firms. Recommended prerequisite: Ec 201. This course is the same as Ec 434/534; course may be taken only once for credit.

ESR 443/543
Global Environmental Economics (4)
An examination of the economic forces and theories to understand the causes of global environmental problems, and to evaluate policy options to remedy serious problems. Analyses of the economic effects of global environmental agreements and the environmental effects of trade and global commerce in developed and developing countries. This course is the same as Ec 443/543; course may be taken only once for credit.

ESR 445/545
Old-growth Forest Ecology (4)
Exploration of the ecological characteristics of west-side old-growth forests, including their outstanding biodiversity. Landscape level aspects of forest ecosystems, including the role of fire; plus the use of basic forestry measurements to contrast old-growth, second-growth, and plantation stands of trees. Emphasizing field study, this eight-day course is based at an off-campus location for easy access to forest ecosystems. Field site costs in addition to tuition. Recommended prerequisite: upper-division or graduate standing required and an undergraduate sequence in biology.

ESR 450
Case Studies in Environmental Problem Solving (6)
Evaluation of selected cases of environmental problems, including field studies and project work with government and private agencies. Recommended prerequisites: ESR 320, 321, 322.

ESR 460/560
Air Quality (4)
An overview of urban air quality issues facing cities in the US and globally. Examines effects of air pollution on public health and environment, as well as technologies and regulatory practices. Review pollution measurement and modeling techniques. Recommended prerequisite: ESR 320.

ESR 471/571
Atmospheric Physics (4)
Cycles of trace gases in the Earth’s atmosphere and their role in the environment. Emission, dispersal, and removal of natural and man-made trace constituents in the atmosphere that determine the Earth’s climate and stratospheric ozone layer. Prerequisites: one year each of calculus and calculus-based physics. Recommended: introductory course in differential equations. This course is the same as Ph 471/571, may only be taken once for credit.

ESR 473/573
Phytoplankton Ecology (4)
Examination of photosynthesis, nutrient uptake, regrowth, and cell growth processes in the context of algal growth in natural waters. Recommended prerequisites: Bi 251; ESR 321 or Bi 357.

ESR 475/575
Limnology and Aquatic Ecology (4)
Kinds, origins, and ecological features and dynamics of freshwater environments. Recommended prerequisite: Ch 223.

ESR 477/577
Limnology Laboratory (2)
Techniques in field and laboratory analysis of freshwater systems. Recommended pre- or corequisite: ESR 475/575.

ESR 478/578
Aquatic Vascular Plants (4)
Classification, biology, ecology, and management of aquatic vascular plants. Course will focus on freshwater systems and include a laboratory featuring field identification and laboratory experimentation. Recommended prerequisite: Bi 357.

ESR 479/579
Fate and Transport of Toxics in the Environment (4)
Chemical, physical, and biological principles that govern the behavior of toxic materials such as heavy metals and synthetic organic compounds in the environment. Course emphasizes practical ways to represent chemical processes in models of pollutant behavior. Topics include: adsorption of pollutants on soils and sediments; transport across sediment-water and air-water interfaces; bioamplification of pollutants; multiphase fugacity models of organics; case studies of contaminated surface water, sediment and groundwater. Recommended prerequisite: senior or graduate standing. This course is the same as CE 479/579; course may be taken only once for credit.

ESR 480/580
Coastal Marine Ecology (4)

ESR 483/583
Marine Conservation and Management (4)
This course will be divided into three sections. We will begin by discussing the state of the oceans, and ecological differences between marine and terrestrial/aquatic systems. The second part of the course will discuss the major threats to ocean systems. The third part of the course will focus on solutions in terms of protected areas, management and policy strategies, and various aspects of the human dimension. Recommended prerequisite: ESR 335.
Foreign Languages and Literatures

ESR485/585
Ecology and Management of Bio-Invasions (4)
Invasive, or nonindigenous, species present us with global ecological and economic problems and have been ranked as second only to habitat destruction as a threat to our natural areas and native species. These invasive species are a concern because they restructure ecosystems, affect the evolutionary trajectory of native species, lead to the extinction of species, and impact local industries. Recommended prerequisite: ESR 321.

ESR 501
Research (Credit to be arranged.)
Consent of instructor and program director.

ESR 503
Thesis (Credit to be arranged.)
All aspects of research and thesis writing for master's students.

ESR 504
Cooperative Education/Internship (Credit to be arranged.)

ESR 505
Reading and Conference (Credit to be arranged.)

ESR 506
Special Projects (Credit to be arranged.)

ESR 507
Seminar (1)
Weekly seminar series on topical environmental issues. May be repeated for up to 3 credits for M.S. or M.E.M students.

ESR 509
Practicum (Credit to be arranged.)

ESR 510
Selected Topics (Credit to be arranged.)
Consent of instructor.

ESR 549
Applied Environmental Statistics (4)
Analysis of environmental data (mostly observational data) and the presentation of data and results using graphics. Statistical estimation and testing (including nonparametric procedures), analysis of variance, linear models, tree-based models, nonparametric regression models, and Bayesian decision making.

ESR 550
Multivariate Analysis of Environmental Data (4)
Biological and environmental data are usually complex, consisting of many observations and variables. This course provides an overview of the main techniques of multivariate data analysis that are relevant and useful in ecology and environmental science. Emphasis is on ordination and cluster analysis. Prerequisite: one college-level statistics course.

ESR 566/666
Environmental Data Analysis (4)
Same as CE 566/666. Course may only be taken once for credit.

ESR 570
Environmental Education (4)
Overview of the purpose and scope of environmental education. Provides an educational framework and examples of the variety of sites where environmental education is practiced. Specific examples of teaching strategies, materials, and methods will be presented. Students will be expected to carry out a site-based project utilizing some of the materials developed in class.

ESR 588
Environmental Sustainability (4)
Sustainability in natural and human-influenced ecosystems, with a focus on processes of regeneration, maturity, collapse and renewal. Topic areas include natural provisioning of ecosystem services, processes of change in ecological systems, interactions among ecological and social systems, economic valuation of ecosystem services, and ecosystem management.

The Environmental Science and Resources Doctoral Program consists of graduate courses available through the Departments of Biology, Chemistry, Civil Engineering, Geology, and Physics that are approved by the student's advisory committee.

ESR 601
Research (Credit to be arranged.)
Research that is not normally part of the thesis.

ESR 603
Dissertation (Credit to be arranged.)
All aspects of thesis including thesis research and writing the dissertation.

ESR 604
Cooperative Education/Internship (Credit to be arranged.)

ESR 605
Reading and Conference (Credit to be arranged.)

ESR 607
Seminar (1)
Environmental Science Seminar for Ph.D. students. Consent of instructor. Pass/no pass only.

ESR 610
Selected Topics (Credit to be arranged.)

Undergraduate programs

Admission requirements
Students majoring in Chinese, French, German, Japanese, Russian, or Spanish are required to demonstrate proficiency at a level determined by the individual language program before being admitted to 400-level courses.

Placement. Students with prior experience in French, German, or Spanish may be granted for first-year and second-year language sequences only. A student may be awarded credit by exam for a maximum of one language sequence (12-15 credits). Credit by exam is awarded only for those languages taught by the department. Credit received by examination is graded P/NP only.

Students of Arabic, Chinese, Danish, Finnish, Greek, Hebrew, Italian, Japanese, Korean, Latin, Norwegian, Persian (Farsi), Portuguese, Russian, Swahili, Swedish, or Turkish may contact the Department of Foreign Languages and Literatures for placement advising.

Credit by examination. Credit by exam may be granted for first-year and second-year language courses. A student may be awarded credit by exam for a maximum of one language sequence (12-15 credits). Credit by exam is awarded only for those languages taught by the department. Credit received by examination is graded P/NP only.
Korean, Latin, Norwegian, Persian (Farsi), Portuguese, Russian, Swahili, Swedish, or Turkish should contact the department for individual testing.

Restrictions. The language sequences 101, 102, 103 (or 150, 151) and 201, 202, 203 must be taken in order. Students who have received credit for any one of these may not subsequently receive credit for any of the lower numbered courses. This restriction also applies to transfer credits and credits earned by examination.

Native speakers (defined as students whose formal secondary education was completed in the foreign language) may not register for first- through fourth-year language courses in their native language, nor may they receive credit by exam for their native language.

Degree requirements

Requirements for major in foreign languages. The Department of Foreign Languages and Literatures offers undergraduate majors in Chinese, French, German, Japanese, Russian, and Spanish. An undergraduate foreign language major must complete 32 upper-division credits (numbered 300 or higher) in language, literature and culture, an additional 8 credits in 400-level language and literature courses (excluding 401-410), 8 credits in adviser-approved electives, and 4 credits in linguistics (Ling 390, FL 390, or a linguistics course in the target language). French and Spanish majors must include a minimum of two courses from the 341, 342, 343 sequence and a minimum of 16 400-level credits in their total program.

<table>
<thead>
<tr>
<th>Credits</th>
<th>Language, literature, and culture</th>
<th>36</th>
</tr>
</thead>
<tbody>
<tr>
<td>(in Fr and Span this must include two courses from the 341-342-343 sequence and at least 8 400-level credits)</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

400-level courses in the major language: 8 (excluding 401-410)
Adviser-approved electives: 8
Linguistics: 4 (FL 390, Ling 390, or a linguistics course in the major language)

Total: 52

- Before being admitted to 400-level courses, students will be expected to demonstrate proficiency at a level determined by the individual language program.
- No more than 8 credits of courses numbered 404 (Cooperative Education) may be counted toward the major.
- 20 of the required 52 credits must be taken in residence at PSU. (excludes credit by exam but includes study abroad credit from PSU approved programs).
- All courses used to satisfy major requirements must be passed with a grade of C or higher. (C- and P are not acceptable.)

Students majoring in a foreign language must maintain a minimum GPA of 2.50 on all courses used to satisfy the major requirements.

Requirements for minor in a foreign language. The Department of Foreign Languages and Literatures offers undergraduate minors in Arabic, Chinese, French, German, Japanese, Russian, Spanish, and Turkish. An undergraduate foreign language minor must complete 20 upper-division credits (numbered 300 or above) in language, literature, or culture, and at least 12 of which are in the target language, and 4 credits in general linguistics (FL 390, Ling 390, or a linguistics course in the target language).

<table>
<thead>
<tr>
<th>Credits</th>
<th>Language, literature and culture</th>
<th>20</th>
</tr>
</thead>
<tbody>
<tr>
<td>Linguistics</td>
<td>4</td>
<td></td>
</tr>
</tbody>
</table>

Total: 24

- No more than 4 credits of courses numbered 404 (Cooperative Education) may be counted toward the minor.
- Twelve of the required 24 credits must be taken in residence at PSU (excludes credit by exam but includes study abroad credit from PSU approved programs).
- All courses used to satisfy the departmental minor requirements must be graded C or higher. (C- and P are not acceptable.) Students minoring in a foreign language must maintain a minimum GPA of 2.50 on all courses used to satisfy the minor requirements.

Requirements for minor in Classical Studies. An undergraduate minor in classical studies consists of 36 credits of Latin and Ancient Greek (two years of Latin and one of Greek or two years of Greek and one of Latin) and 12 credits of area classes selected from the list below.

- Two years of Latin and one of Ancient Greek or
- Two years of Ancient Greek and one of Latin

Area Classes: 12
ArH 452 Ancient Art: Aegean and Greek
ArH 453 Ancient Art: Etruscan and Roman
Eng 317 Greek Mythology
Grk 330 Ancient Greek Literature in Translation
Grk 331 Plato as Literature
Grk 332 Greek Religion
Grk 333 Women in Ancient Greece
Grk 334 Greek Ethical Thought
Grk 335 Sophocles and Euripides
Hst 315 Greek History
Hst 316 Roman History
Lat 330 Roman Culture
Lat 341 Roman Literature in Translation
Phl 414 Plato
Phl 415 Aristotle
TA 471 Ancient Greek Theater and Drama

Total: 48

- Twelve of the required 48 credits must be taken in residence at PSU.
- All courses used to satisfy minor requirements must be graded C or higher. (C- and P are not acceptable.)

Certificates

Certificate of Advanced Proficiency in Russian (CAPR). This program is designed to permit students to achieve Superior (professional) proficiency in Russian. Candidates may enroll in the program as undergraduate or as post-baccalaureate students. Participants are encouraged to live in Russian Immersion Housing at Portland State and, if possible, to spend one year studying at the Russian Flagship Center at St. Petersburg University

Admission requirements

Students who wish to complete the Certificate program must first be admitted to the Russian Flagship Partner Program at Portland State University. Sponsored by the National Security Education Program (NSEP), the Russian Flagship Partner program seeks to produce global professionals. Students who accept NSEP funding for domestic study must pledge to completing the entire program; students who receive NSEP funding for the Flagship Center in St. Petersburg incur a one-year service obligation working for the federal government. In order to be admitted to the Russian Flagship Partner Program students must be admitted to Portland State and they must submit a separate application to the Flagship Partner Program (www.fll.pdx.edu).

1. Admission to Portland State University.
2. Speak, read, and write Russian at an Intermediate-Mid level of proficiency.
3. Be a US citizen or permanent resident whose secondary education was completed in a country other than Russia.

Course requirements

Students in the program take five advanced Russian classes, three content classes conducted in Russian, and six Russian across the curriculum classes attached to the students’ general education requirement (University Studies) and major. Students complete their Senior Capstone in Russian.

| Credits |
|-------------------------|-------------------------------|----|
| Advanced Russian Language Classes (5 classes): | 36 |
| Rus 325 Russian Phonetics and Phonology | 4 |
| Rus 4/511, 4/512, 4/513 Advanced Russian | 12 |
| Rus 4/514 Advanced Russian Grammar | 4 |

Subtotal: 20

Content Classes (3 classes) chosen from:

- Rus 4/521 Topics in Contemporary Russian Culture 4
- Rus 4/527 Topics in Russian Literature of the 19C. 4
- Rus 4/533 Topics in Russian Literature of the 20C. 4

Subtotal: 12
Russian Across the Curriculum:
Rus 416 Readings in Russian: FRINQ.................. 6
Rus 416 Readings in Russian: SINO.................. 6
Rus 416 Readings in Russian: major.................. 6

Subtotal 18

Capstone: Unr 421 ........................................ 6
Total 24

Certificate in Teaching Japanese as a Foreign Language (TJFL). This program is designed to familiarize participants with principles of instructional methods in teaching Japanese to speakers of languages whose orthography is not kanji-based. It is designed to fit into the programs of majors in a wide variety of fields, including Japanese, education, linguistics, and the social sciences. Candidates may enroll as post-baccalaureate students or while completing undergraduate degree requirements in another field.

Admission requirements
1. Admission to Portland State University.
2. Japanese proficiency at the ACTFL Intermediate High level.
   Students whose proficiency is lower may be provisionally admitted; they will need to study Japanese while taking other courses in the certificate program.

Course requirements
To qualify for the TJFL certificate, the student must complete 16 credits in theoretical and applied linguistics (through the departments of Foreign Languages and Literatures or Applied Linguistics), 16 credits in Japanese area studies (literature, history, anthropology, etc.), and 8 credits in TJFL Methods (Jpn 477, 478).

| Credits |
|-----------------|-----------------|-----------------|-----------------|
| Linguistics.................. | 16 |
| Area Studies.................. | 16 |
| TJFL Methods.................. | 8 |
| **Total** 40 |

All courses used to satisfy certificate course requirements must be graded C or above.

SECONDARY EDUCATION PROGRAM
Advisors: French, S. Walton; German, W. Fischer; Japanese, S. Watanabe; Russian, M. Hickey; Spanish, E. Nunez.

Students who wish to teach a foreign language in Oregon secondary schools must be admitted into the Graduate Teacher Education Program (GTEP) in Portland State's Graduate School of Education and complete the requirements for an Oregon Teaching License. Admission to GTEP as a foreign-language specialist requires a bachelor's degree in a foreign language taught in Oregon schools and the recommendation of the Department of Foreign Languages and Literatures. For other criteria, please refer to the Graduate School of Education section of this Bulletin. In order to be recommended by the department, the applicant must have:

1. Applied for admission to the Graduate Teacher Education Program in the Graduate School of Education (see page 222).
2. Completed a B.A. or B.S. which includes coursework equivalent to the 52 credits required for a major in one foreign language at Portland State University.
3. Have maintained a 3.00 GPA in the last 40 of the above 52 credits earned.
4. Obtained an Oral Proficiency Rating of Advanced High or higher on the ACTFL scale in French, German, or Spanish, or a rating of Intermediate High or higher in Japanese or Russian.

The Department of Foreign Languages and Literatures highly recommends that applicants earn upper-division credits in their chosen language beyond the minimum of 52 required; that they spend time in a relevant program abroad; and that their coursework include as many of the following as possible: Phonetics, General Linguistics, Applied Linguistics, Culture and Civilization, Practicum, and Methods of Teaching Foreign Languages.

Graduate programs
On the graduate level, the Department of Foreign Languages and Literatures offers degree programs leading to the M.A. in Foreign Language with a major in French, German, Japanese, or Spanish; the M.A.T. in French, German, or Spanish; and the M.A. in Foreign Literature and Language, with a concentration in two foreign literatures and linguistics. 

Deutsche Sommerschule am Pazifik.
Graduate credits earned in German through the Deutsche Sommerschule am Pazifik can be accepted as in-residence credit at Portland State University only if taken after formal admission to the M.A. in Foreign Language program in German, to the M.A. in Foreign Literature and Language, or to the M.A.T. in German. Graduate credit earned at the DSaP prior to admission to either program is normally limited to 15 credits, in accordance with the University’s transfer regulations.

An M.A. degree in German earned solely by attendance at the Sommerschule normally entails four summers’ work plus thesis.

Master of Arts in Foreign Language. The M.A. in Foreign Language is a graduate degree with a major in French, German, Japanese, or Spanish language and literature. It is available with a thesis and a non-thesis option. The thesis option is generally recommended for students who intend eventually to obtain a doctorate. The non-thesis option is often appropriate for those who intend to use their M.A. coursework as direct preparation for secondary-school language teaching or another career. Students should consult with their adviser to determine the best option.

Master of Arts in Foreign Literature and Language. The M.A. in Foreign Literature and Language is a graduate degree with concentration in a primary language, a secondary language, and in linguistics. The primary language may be French, German, or Spanish; the secondary language may be Chinese, French, German, Japanese, Russian, or Spanish.

Master of Arts in Teaching. The M.A.T. degree program, while designed especially for those who wish to strengthen their preparation to teach French, German, or Spanish in secondary schools and two-year colleges, is open to anyone wishing to pursue graduate work in these languages.

Admission requirements
Master of Arts in Foreign Language. Applicants for admission must meet the University admissions requirements (page 60) as well as the following departmental requirements:
1. A Bachelor of Arts degree or its equivalent in the major language, with a minimum GPA of 3.00 in all coursework.
2. Oral and written proficiency: Advanced High on the ACTFL scale in French, German, and Spanish; Advanced Low in Japanese.

Master of Arts in Foreign Literature and Language. Applicants for admission must meet the University admissions requirements (page 60), as well as the following departmental requirements:
1. In the primary language:
   a. Bachelor of Arts in the language with a 3.00 GPA in the literature courses, or its equivalent as determined by the Department;
   b. Oral and written proficiency: Advanced High on ACTFL scale.
2. In the secondary language:
   Demonstration of third-year proficiency.

Master of Arts in Teaching. Applicants for admission must meet the University admissions requirements (page 59), as well as the following departmental requirements:
1. A Bachelor of Arts degree or its equivalent in the major language, with a minimum GPA of 3.00 in all coursework.
2. Oral and written proficiency: Advanced High on the ACTFL scale.

Degree requirements
Master of Arts in Foreign Language. A candidate for the Master of Arts in a Foreign Language must complete a minimum of 45 graduate credits, of which 30 must be taken in residence after admission to the degree program. The 45 credits are to be distributed as follows:
In addition to the required coursework, the candidate will have to:

- Submit two research papers to the graduate committee, one dealing with the primary, the other with the secondary area. These may be written in either the primary or secondary languages, respectively, or in English.
- Be rated in oral and written proficiency in the secondary language only.
- Pass a final comprehensive written and oral examination over coursework taken in the primary and secondary areas and over the research papers.

**Master of Arts in Teaching.** A candidate for the M.A.T. in foreign languages must complete a minimum of 45 graduate credits, of which 30 must be taken in residence after admissions to the degree program to include:

- **Principles of Scholarly Research** 560 ....................... 4
- Eight credits chosen from courses numbered 551, 552, 553 ....................... 8
- Other adviser-approved 500-level courses ................................. 16

**Total 45**

**Non-thesis option:** Submit two research papers in different adviser-approved subject areas, written either in the foreign language or in English, and pass a final written and oral examination.

**Thesis option:** Submit a thesis, written in either the foreign language or in English, and pass a final examination in accordance with University requirements.

In addition to the required coursework, the candidate will have to:

- Demonstrate reading competence in a second foreign language.

<table>
<thead>
<tr>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Courses with an asterisk (*) are not offered every year.</strong></td>
</tr>
<tr>
<td><strong>All upper-division courses are taught in the target language, unless otherwise noted.</strong></td>
</tr>
</tbody>
</table>

## Foreign Languages

**FL 199** Special Studies (Credit to be arranged.)

**FL 299** Special Studies (Credit to be arranged.)

*FL 331* Women in the Middle East (4)

Explore the role and status of women in the contemporary Middle East with respect to institutions such as the family, law, education, work and politics--areas which intersect and overlap with broader cultural questions about women and their place in tradition, modernity, nation-building, Islam and the West. This course is the same as Indl 331 and WS 331; course may only be taken once for credit.

*FL 335* Icelandic Sagas (4)

Explores the sagas and the cultural milieu in which they were created. Conducted in English.

Recommended prerequisite: Sophomore Inquiry.
graphic materials, primary texts, secondary literature, and major forms of literary criticism. To be taken in first year of graduate study.

**American Sign Language**

*Ar 301, 202, 203*

*Second Year American Sign Language (4, 4, 4)*

Expansion and refinement of first-year comprehension and production skills; expansion of grammatical and lexical repertoires through task-based instruction in transactions such as asking/giving directions, making plans, describing and identifying people, places, and things, giving simple instructions, and telling what happened.

Recommended prerequisites: *Ar 103 for *Ar 201, *Ar 201 for *Ar 202, *Ar 202 for *Ar 203.

**Arabic**

*Ar 101, 102, 103*

*First-year Standard Arabic (4, 4, 4)*

Introduction to modern literary (fus-ha) Arabic: Emphasis on reading and writing the cursive Arabic script, accurate pronunciation, comprehension of basic texts, translation, vocabulary, dictation, basic grammar and syntax, writing Arabic compositions, and media to facilitate the learning of simple communications in common spoken Arabic. For non-native speakers of Arabic only.

*Ar 199*

*Special Studies (Credit to be arranged.)*

*Ar 201, 202, 203*

*Second-year Standard Arabic (4, 4, 4)*

Continued work in modern literary Arabic: Emphasis on reading prose texts dealing with the popular standard language, expanded grammar and syntax, writing Arabic compositions, translation, enhanced vocabulary, dictation, and media for better listening comprehension of common spoken Arabic, for expanded conversations dealing with daily life. Pre-requisite: *Ar 103. For non-native speakers of Arabic only.

*Ar 299*

*Special Studies (Credit to be arranged.)*

*Ar 301, 302, 303*

*Third-year Standard Arabic (4, 4, 4)*

Intermediate modern literary Arabic prose: Emphasis on reading prose texts dealing with a wide spectrum of daily-life topics in their socio-cultural context; advanced grammar and syntax (weak verbs, weak nouns, doubled verbs, verb moods, and the conditional); translation of complex texts, writing expanded Arabic compositions; media and Arabic web-sites to enhance conversational skills. Pre-requisite: *Ar 203. For non-native speakers of Arabic only.

*Ar 304, 305, 306*

*Common Spoken Arabic (2, 2, 2)*

This intermediate level course presents a practical pan-Arab spoken Arabic used in social, intellectual gatherings, and business in lieu of limited local spoken “dialects,” or the fus-ha (classical eloquent literary Arabic of the intellectuals), understandable by any Arab and usable anywhere in the Arab world. Conversations dealing with various social-cultural issues, media and websites for better listening comprehension. Proficiency-based tests. Pre-requisite: *Ar 203. For non-native speakers of Arabic only. Does not satisfy B.A. requirements in foreign language.

*Ar 311*

*Media Arabic (4)*

Reading and translating newspaper materials, viewing selected Arabic newscasts, websites, and TV programs; writing Arabic comments on the presented issues; conducting conversations in Common Spoken Arabic dealing with issues presented in course materials to enhance speaking skills. Pre-requisite: *Ar 203. For non-native speakers of Arabic only.

*Ar 399*

*Special Studies (Credit to be arranged.)*

*Ar 401*

*Research (Credit to be arranged.)*

*Ar 404*

*Cooperative Education/Internship (Credit to be arranged.)*

*Ar 409*

*Practicum (Credit to be arranged.)*

*Ar 410*

*Selected Topics (Credit to be arranged.)*

*Ar 411*

*Topics in Modern Arabic Prose (4)*

Reading and translating advanced Arabic essays or short stories written by prominent contemporary authors presenting complex social-cultural topics; discussing in Arabic the issues presented in the selected texts and writing critiques. Pre-requisite: *Ar 303 or consent of instructor.

*Ar 412*

*Topics in Classical-modern Arabic Poetry (4)*

Introduction to modern Arabic poetry; reading light Arabic poetry by master poets of the “literary awakening” (al-nahah al-adabiyyah) and the Arabic poetry in the Americas (al-shi‘r al-‘arabi fi al-mahjar), translation, analysis, and writing short critiques in Arabic. Pre-requisite: *Ar 303 or consent of instructor.

*Ar 417*

*Folk Literature of the Arabs (4)*

Topics include selected epics, folktales, proverbs, and jokes. Analysis of texts in their socio-cultural context. Recommended prerequisite: Sophomore Inquiry or 4 credits of upper-division literature. Conducted in English.

*Ar 418*

*Folk Poetry of the Arabs (4)*


*Ar 441*

*Major Arab Works in Translation (4)*

Study of selected masterpieces of Arabic literature in English translation: short stories, women’s essays, poetry, folk literature, and introduction to Arab culture. Viewing critical films and videos. Lectures and discussions in English. Recommended prerequisite: 4 credits of upper-division literature. Course may be repeated for credit if content varies.

**Chinese**

*Chn 101, 102, 103*

*First-year Chinese (5, 5, 5)*

An introduction to Mandarin: listening, speaking, reading, and writing. Characters and spoken language presented concurrently throughout the year.

*Chn 199*

*Special Studies (Credit to be arranged.)*

*Chn 201, 202, 203*

*Second-year Chinese (5, 5, 5)*

Continued work in Mandarin, emphasis on mastering all basic grammatical structures, developing conversation skills, and building vocabulary in characters with correct pronunciation. Recommended prerequisite: Chn 103.

*Chn 299*

*Special Studies (Credit to be arranged.)*

*Chn 301, 302, 303*

*Third-year Chinese (4, 4, 4)*

Intermediate conversation, reading, writing, vocabulary building, and grammar. Introduction to literary and expository texts. Recommended prerequisite: Chn 203.

*Chn 304*

*Chinese Newspaper Readings (4)*

Practical introduction to the reading and accurate understanding of Chinese newspapers and related specialized styles of writing. Recommended as a complement to third-year Chinese. Recommended prerequisite: Chn 203.

*Chn 311, 312*

*Introductory Classical Chinese (4, 4)*

Readings in the traditional literary language, designed to provide familiarity with essential particles and structures, build vocabulary, and introduce works from all genres and periods. Recommended as a complement to third-year Chinese; preparation for advanced work in either modern or classical Chinese. Recommended prerequisite: Chn 203.

*Chn 341*

*Topics in Chinese Literature and Thought: Service and Retreat (4)*

Interdisciplinary readings from the core of the written tradition, including history, poetry, classical anecdotes and essays, related to the central issues facing the Chinese elite throughout history: whether, how, and under what conditions to serve the state. Conducted in English.

*Chn 342, 343*

*Chinese Vernacular Literature (4, 4)*

342 emphasizes traditional poetry and fiction from 700 BC to the late nineteenth century; 343 emphasizes influential works of the twentieth century, from semi-traditional to avant-garde. Conducted in English.

*Chn 399*

*Special Studies (Credit to be arranged.)*

*Chn 404/504*

*Cooperative Education/Internship (Credit to be arranged.)*

*Chn 405/505*

*Reading and Conference (Credit to be arranged)*

*Chn 408/508*

*Workshop (Credit to be arranged)*

*Chn 409/509*

*Practicum (Credit to be arranged)*

*Chn 410/510*

*Selected Topics (Credit to be arranged)*

*Chn 411/511, 412/512*

*Advanced Chinese (4, 4)*

Development of facility with complex patterns in conversation, reading and writing. Topics such as Rural China, The Philosophers, Documentary Chinese; The Structure of Chinese. Recommended prerequisites: Chn 303; Chn 304, 311, 312.

*Chn 413/513*

*Advanced Classical Chinese (4)*

Readings from classical works of various genres and historical periods, designed to solidify the structures introduced in Chn 311 and 312, build further vocabulary and introduce the fundamentals of classical Chinese literary history. Recommended
prerequisite: third-year coursework in Chinese, preferably including Chn 311 and 312.

*Chn 420/520, 421/521
Readings in Chinese Literature (4, 4)
Reading, analysis, and discussion of representative literary texts. Chn 420 focuses on pre-modern topics such as “Traditional Chinese Fiction” and “Chinese Classical Masterpieces,” while Chn 421 addresses primarily twentieth-century topics such as “Chinese Nativist Literature” or “Chinese Urban Literature.” Recommended prerequisites: Chn 303; Chn 304, 311, 312.

*Chn 490/590
History of the Chinese Language (4)
History of the Chinese language and language family, with emphasis on the development of the current standard language. Evolution of phonology, morphology, and syntax in spoken Chinese, development of the Chinese writing system, history of Chinese scripts and current language policy. Conducted in English. Recommended prerequisite: at least one course in linguistics (Ling 290 or above), or proficiency in Chinese equivalent to Chn 205.

Danish
Dane 101, 102, 103
First-year Danish (4, 4, 4)
Beginning Danish. Emphasis on communication skills: listening, speaking, reading, writing.

Dane 199
Special Studies (Credit to be arranged.)

Dane 201, 202, 203
Second-year Danish (4, 4, 4)
Intensive review of basics introduced in first-year courses and further development of communication skills. Recommended prerequisite: Dane 103.

Dane 299
Special Studies (Credit to be arranged.)

Dane 316
Readings in Danish (2)
A variable-content course designed to give advanced students of Danish experience reading a variety of content areas. Taken in conjunction with regularly scheduled corequisite FLL courses taught in English. Recommended prerequisite: Dane 203.

*Dane 345
Hans Christian Andersen (4)
Studies the works of Hans Christian Andersen, paying particular attention to the tales. Recommended prerequisite: Sophomore Inquiry. Conducted in English.

*Dane 346
20th Century Danish Women Writers (4)
Examination of works of 20th century Danish women writers with attention to themes, styles and characteristics in light of the literary trends of their times and feminist criticism. Readings, lectures, and discussions in English.

*Dane 347
Major Works in Danish Literature (4)
Four centuries of Danish masterpieces with attention to themes, styles and characteristics in light of the literary trends of their times. Conducted in English. Recommended prerequisite: Sophomore Inquiry.

Dane 361
Danish Films from Dreyer to Dogmer (4)
Examines a number of Danish films produced from 1928 to the present. Explores Denmark’s position in the context of the world film industry as well as the Dogme movement. Readings, lectures, and discussion in English.

Dane 399
Special Studies (Credit to be arranged.)

Farsi
See Persian on page 136.

Finnish
*Finn 101, 102, 103
First-year Finnish (4, 4, 4)
Beginning Finnish. Emphasis on communication skills: listening, speaking, reading, writing.

Finn 199
Special Studies (Credit to be arranged.)

Finn 201, 202, 203
Second-year Finnish (4, 4, 4)
Intensive review of basics introduced in first-year courses and further development of communication skills. Recommended prerequisite: Finn 103.

Finn 299
Special Studies (Credit to be arranged.)

French
Fr 101, 102, 103
First-year French (4, 4, 4)
An introduction to elementary French. Emphasis on listening comprehension and oral practice, including the elements of grammar, vocabulary building, and elementary readings.

Fr 105
French Film (1)
Initiation to French culture and listening skills through short lectures in English and feature-length film screenings in French (with English subtitles). Cannot be taken simultaneously with Fr 305.

Fr 199
Special Studies (Credit to be arranged.)

Fr 201, 202, 203
Second-year French (4, 4, 4)
Intensive review of basic materials introduced in First-Year French and further development of communication skills. Recommended prerequisite: Fr 103.

Fr 299
Special Studies (Credit to be arranged.)

Fr 301, 302, 303
Third-year French (4, 4, 4)
Development of speaking, listening, reading and writing skills and a review of grammar through study of appropriate texts, conversation, activities, and written assignments. Recommended prerequisite: Fr 203.

Fr 305
Topics in French Film (4)
Focus on conversation and writing skills through the viewing and discussion of films. Topics may include: the history of French and Francophone cinema; the history of France through film. Recommended prerequisite: Fr 203 and 4 hours of 300-level French.

Fr 325
French Phonetics and Phonology (4)
Introduction to the sounds of French: their place and manner of articulation (phonetics) as well as how they pattern with respect to each other and as influenced by morphological and syntactic factors (phonology). Recommended prerequisite: Fr 203.

*Fr 330
Topics in Culture and Civilization (4)
The development of French life, thought, and arts of different periods, from the Middle Ages to the 20th century: for example, Pre-Revolution, Revolution through 19th century, and contemporary. Recommended prerequisite: Fr 203. 4 hours of 300-level French.

Fr 335
19th-Century France (4)
French politics, society and their reflections in literature from the Revolution to the 3rd Republic (1871-). Main themes: ancien regime, Revolution, French political instability, rise of the bourgeoisie, growth of working class, reflection of these themes in major literary works. Conducted in English. Recommended prerequisite: Hst 103 or UnSt 226.

*Fr 340
Fundamentals of French Literary Studies (4)
An introduction to the study of French literature. Lectures and discussion on French prose, genres, fundamentals of literary analysis, and criticism. To be taken concurrently with, or prior to, Fr 341, 342, 343. Recommended prerequisite: Fr 203.

Fr 341, 342, 343
Introduction to French Literature (4, 4, 4)
French literature from the Middle Ages to the present. Poetry, theater, and prose readings from representative authors. Recommended prerequisite: Fr 203 and Fr 301 or 302.

Fr 399
Special Studies (Credit to be arranged.)

Fr 401/501
Research (Credit to be arranged.)

Fr 404/504
Cooperative Education/Internship (Credit to be arranged.)

Fr 405/505
Reading and Conference (Credit to be arranged.)

Fr 407/507
Seminar (Credit to be arranged.)

Fr 408/508
Workshop (Credit to be arranged.)

Fr 409/509
Practicum (Credit to be arranged.)

Fr 410/510
Selected Topics (Credit to be arranged.)

Fr 411/511, 412/512
Advanced French (4, 4)
Special problems of French grammar; selected writing and reading assignments and discussion. Recommended prerequisite: Fr 303.

*Fr 414/514
Advanced French Grammar (4)
A systematic approach to the study of French grammar and syntax for majors and prospective teachers. Recommended prerequisite: Fr 303.

*Fr 417/517
Translation (4)
Special problems of translating between French and English based on a variety of texts, both literary and non-literary. Recommended prerequisite: Fr 303.

*Fr 419/519
Medieval French Literature (4)
Selected works of Old French literature (reading in modern French translation). Recommended prerequisites: at least 8 credits from Fr 341, 342, 343.

*Fr 420/520
Renaissance French Literature (4)
Selected works of literature representative of the French Renaissance. Recommended prerequisites: at least 8 credits from Fr 341, 342, 343.
Ger 199
Special Studies (Credit to be arranged.)

Ger 201, 202, 203
Second-year German (4, 4, 4)
Intensive review of basics introduced in first year courses and further development of communication skills. Recommended prerequisite: Ger 103.

Ger 299
Special Studies (Credit to be arranged.)

Ger 301
Listening and Speaking (4)
Continued intensive practice in listening and speaking German. May be taken concurrently with Ger 302. Recommended prerequisite: Ger 203.

Ger 302 Reading and Writing (4)
Continued intensive practice in reading and writing German. May be taken concurrently with Ger 301. Recommended prerequisite: Ger 203.

*Ger 320
German for the Business and Professional World (4)

*Ger 325
German Phonetics and Phonology (4)
Introduction to the sounds of German: their place and manner of articulation (phonetics) as well as how they pattern with respect to each other and as influenced by morphological and syntactic factors (phonology). Conducted in English. Recommended prerequisite: Ger 205.

*Ger 330
Topics in Culture and Civilization (4)
Study of the historical development of life, thought, and the arts in German-speaking lands in times and places such as the Middle Ages, 19th-century Vienna, 20th-century Berlin, the Weimar period, or in fields such as film. Recommended prerequisite: Ger 205.

*Ger 340
Fundamentals of German Literary Studies (4)
An introduction to the study of German literature. Lectures and discussion on German prosody, genres, fundamentals of literary analysis and criticism. Recommended prerequisite: Ger 203.

*Ger 341, 342
Introductory German Literature (4, 4)
Readings from representative German authors from the Middle Ages to the present. Recommended prerequisites: Ger 203.

*Ger 399
Special Studies (Credit to be arranged.)

*Ger 401/501
Research (Credit to be arranged.)

Ger 404/504
Cooperative Education/Internship (Credit to be arranged.)

Ger 405/505
Reading and Conference (Credit to be arranged.)

Ger 407/507
Seminar (Credit to be arranged.)

Ger 408/508
Workshop (Credit to be arranged.)

Ger 409/509
Practicum (Credit to be arranged.)

Ger 410/510
Selected Topics (Credit to be arranged.)

*Ger 411/511, 412/512
Advanced German (4, 4)
Special features of German; selected writing and reading assignments, discussion. Recommended prerequisite: Ger 302.

*Ger 414/514
Advanced German Grammar (4)
Structural review of German morphology and syntax. Recommended prerequisite: Ger 302.

*Ger 415/515
Business German (4)
Advanced work in the language of business and economics. Recommended prerequisite: Ger 302.

*Ger 421/521
German Short Prose (4)
Study of the German Novelle and other shorter prose of the 19th and 20th centuries. Recommended prerequisites: at least 8 credits from Ger 340, 341, or 342.

*Ger 427/527
The Age of Goethe (4)
Study of German poetry, drama, and prose from the Storm und Drang and classicism to the beginning of romanticism. Recommended prerequisites: at least 8 credits from Ger 340, 341, or 342.

*Ger 428/528
German Romanticism (4)
Study of the literature, art, and aesthetic theories of late 18th and 19th century Germany. Recommended prerequisites: at least 8 credits from Ger 340, 341, or 342.

*Ger 429/529
German Realism and Naturalism (4)
Study of the poetry, drama, and prose of the second half of the 19th century. Recommended prerequisites: at least 8 credits from Ger 340, 341, or 342.

*Ger 433/533, 434/534
German Literature of the 20th Century (4, 4)
Readings in modern poetry, drama, and prose. Ger 433/533: from the turn of the century to the end of World War II; Ger 434/534: from the post-war years to the present. Recommended prerequisites: at least 8 credits from Ger 340, 341, or 342.

*Ger 441/541
Major Works in Translation (4)
Study of selections from masterpieces of German literature in translation, such as Goethe, the Weimar period, German Intellectual History, Ancient Myth in German Literature. Readings, lectures, and discussions in English. Recommended prerequisite: 4 credits of upper-division literature.

*Ger 442
Medieval Works in Translation (4)
Study of texts from the French middle ages. Readings, lectures, and discussions in English. Recommended prerequisite: 4 credits of upper-division literature.

*Ger 497/597
Applied German Linguistics (4)
A practical application of linguistic method to modern German. Emphasis on contrastive analysis of German and English. Recommended prerequisites: Ger 302 and 4 credits in linguistics.

Ger 503
Thesis (Credit to be arranged.)

*Ger 551
German Poetry (4)
Study of German lyric poetry. Analysis of form and content.

*Ger 552 German Drama (4)
Critical study of representative works of German drama.
German

Grk 101, 102, 103
First-year Ancient Greek (4, 4, 4)
An introduction to ancient Greek. The course will provide a survey of ancient Greek grammar and syntax, as well as vocabulary building and elementary readings.

Grk 201, 202, 203
Second-year Ancient Greek (4, 4, 4)
Course provides a review of grammar in the context of selected readings from archaic and classical authors. Recommended prerequisite: Grk 103.

Grk 331
Plato as Literature (4)
Course in translation provides an introduction to the dialogues of Plato in their cultural context. Special attention will be given to the significance of Plato's use of the dialogue form, the role of characters in the dialogue, and his ethical and political philosophy. Conducted in English.

Grk 332
Greek Religion (4)
Provides a survey of Greek religious beliefs, rituals, and practices in pre-Christian antiquity through a study of the literary, inscriptive, artistic, and archaeological evidence. Conducted in English.

Grk 333
Women in Ancient Greece (4)
Course on the role of women in ancient Greece as daughters, wives, concubines, mothers, heiresses, writers, priestesses, and participants in religious rituals and festivals. Conducted in English.

Grk 334
Greek Ethical Thought (4)
A survey of the development of Greek ethical thinking from the archaic period through the Hellenistic period, including the role of ethics in Greek religion, Platonic dialogues, Aristotle's Nicomachean Ethics and Epicurean and Stoic philosophy. Conducted in English.

Grk 335
Sophocles and Euripides (4)
Course on two of the most important tragedians of ancient Greece, covering all of the extant works of Sophocles and the most important works of Euripides in their cultural context. Conducted in English.

Hebrew

Heb 101, 102, 103
First-year Modern Hebrew (4, 4, 4)
Introduction to modern Hebrew; emphasis on basic grammar, syntax, noun and verb formation, listening and reading comprehension, translation, writing, and speaking. For non-native speakers of Hebrew only.

Heb 199
Special Studies (Credit to be arranged.)

Heb 201, 202, 203
Second-year Modern Hebrew (4, 4, 4)
Continued study of grammar and syntax, reading intermediate literary texts, translation, conversation, writing, and speaking. Recommended prerequisite: Heb 103. For non-native speakers of Hebrew only.

Heb 299
Special Studies (Credit to be arranged.)

Heb 301, 302
Modern Hebrew Readings (4, 4)
301 emphasizes essays, short stories, and selected poems. 302 emphasizes modern media Hebrew. Translation and writing. Recommended prerequisite: Heb 203. For non-native speakers of Hebrew only.

Heb 399
Special Studies (Credit to be arranged.)

Heb 401
Research (Credit to be arranged.)

Heb 404
Cooperative Education/Internship (Credit to be arranged.)

Heb 410
Selected Topics (Credit to be arranged.)

Italian

It 101, 102, 103
First-year Italian (4, 4, 4)
An introduction to elementary Italian. Emphasis on listening comprehension and oral practice, the elements of grammar, vocabulary building, and elementary readings.

It 199
Special Studies (Credit to be arranged.)

It 201, 202, 203
Second-year Italian (4, 4, 4)
Intensive review of basic materials introduced in first-year program and further development of communication skills. Recommended prerequisite: It 103.

It 299
Special Studies (Credit to be arranged.)

It 301, 302, 303
Third-year Italian (4, 4, 4)
Composition and conversation at the intermediate level. Recommended prerequisite: It 203.

It 330
Italian Culture and Civilization (4)
Surveys major trends and development in Italian culture and civilization from its origins to the present. Includes historical, political, social, artistic and intellectual perspectives. Taught in English.

It 341, 342
Introduction to Italian Literature (4, 4)
Overall view of Italian literature from late 1600s to present. It 341 focuses on 1600s to 1800s. It 342 focuses on late 1800s to present. Introduction to representative authors and their influence on Italian and Western civilization. Study of major literary and cultural movements. Recommended prerequisites: It 203.

Japanese

Jpn 101, 102, 103
First-year Japanese (5, 5, 5)
An introduction to the Japanese language with emphasis on listening comprehension, speaking, grammatical patterns, the syllabaries, and characters in elementary reading and writing.

Jpn 199
Special Studies (Credit to be arranged.)

Jpn 201, 202, 203
Second-year Japanese (5, 5, 5)
Continued work in the Japanese language with emphasis on listening comprehension, speaking, grammatical patterns, the syllabaries, and characters in elementary reading and writing. Recommended prerequisite: Jpn 103.

Jpn 299
Special Studies (Credit to be arranged.)

Jpn 301, 302
Third-year Japanese: Speaking and Listening (4, 4)
Continued work in the Japanese language with emphasis on listening and speaking skills in a variety of contexts. Students enrolled in this course are encouraged to sign up for Jpn 304, 305 concurrently. Either sequence (Jpn 301, 302 or Jpn 304, 305) satisfies the International Studies requirement for third-year Japanese. Recommended prerequisite: Jpn 203.

Jpn 304, 305
Third-year Japanese: Reading and Writing (4, 4)
Continued work in the Japanese language with emphasis on reading and writing skills in different kinds of texts. Students enrolled in this course are encouraged to sign up for Jpn 301, 302 concurrently. Either sequence (301, 302 or 304, 305) satisfies the International Studies requirement for third-year Japanese. Recommended prerequisite: Jpn 203.

Jpn 314, 315
Beginning Japanese Grammar/Intermediate Japanese Grammar (2, 2)
A systematic approach to the study of Japanese grammar for transfer students, majors, and teachers.

Jpn 341, 342
Topics in Japanese Literature (In Translation) (4,4)
Introductory survey of Japanese literature from its beginnings to the present, including such works as The Man'yoshu, The Tale of Genji, plays by Zeami and Chikamatsu, Basho's haiku, and masterpieces of modern fiction. Jpn 341 focuses on classical and medieval literature; Jpn 342 focuses on Tokugawa and modern literature. Conducted in English. Recommended prerequisite: 8 credits of literature.

Jpn 361
Japanese Literature Through Film (4)
Readings of masterpieces of Japanese literature and viewing of feature films based on them. Viewings are followed by discussion of the social, historical, and artistic significance of the works.
Readings and discussions are in English, and films have English subtitles.

*Jpn 399
Special Studies (Credit to be arranged.)

*Jpn 401/501
Research (Credit to be arranged.)

*Jpn 404/504
Cooperative Education/Internship (Credit to be arranged.)

*Jpn 405/505
Reading and Conference (Credit to be arranged.)

*Jpn 407/507
Seminar (Credit to be arranged.)

*Jpn 408/508
Workshop (Credit to be arranged.)

*Jpn 409/509
Practicum (Credit to be arranged.)

*Jpn 410/510
Selected Topics (Credit to be arranged.)

*Jpn 411/511, 412/512
Advanced Japanese: Speaking and Listening (4, 4)
Development of oral communication skills with complex patterns in informal and formal situations. Recommended corequisites: Jpn 302, 305.

*Jpn 414/514
Advanced Japanese Grammar (4)
A systematic approach to the study of Japanese grammar for advanced students and majors, and for teachers. Recommended prerequisite: Jpn 302 or 315.

*Jpn 416/516, 417/517
Advanced Japanese: Reading and Writing (2, 2)
Development of facility with complex patterns in reading and writing using semi-authentic and authentic materials. Recommended corequisites: Jpn 411/511, 412/512. Recommended prerequisites: Jpn 302 and 305.

*Jpn 420/520, 421/521
Readings in Japanese Literature (4, 4)
Reading, analysis, translation, and discussion of representative literary texts. Jpn 420/520 will focus on pre-modern literature, Jpn 421/521 on literature from the Meiji Period to the present. Conducted primarily in Japanese. Recommended prerequisites: Jpn 302, 305.

*Jpn 422/522
Traditional Japanese Drama (4)
An introduction to the classical forms of nō kyōgen, bunraku and kabuki. Students read plays and view videos of plays in performance, analyzing them in their historical, social, and performance contexts. Students have the option of performing short dances of plays in a class recital. Conducted in English.

*Jpn 477/577, 478/578
Teaching Japanese
As a Foreign Language (4, 4)
Principles of instructional methods in teaching Japanese to speakers of languages whose orthography is not Kanji-based. Readings in language pedagogy, particularly the pedagogy of non-Indo-European languages. Students are required to teach and observe classes in an approved Japanese program. Recommended corequisites: Ling 390, Jpn 303.

*Jpn 494/594
Japanese Sociolinguistics (4)
Study of the key concepts that characterize Japanese language and culture, along with empirical analysis of Japanese communication style. Recommended prerequisite: Jpn 302.

*Jpn 551
Japanese Language and Literature (4)
In-depth study of a single genre (drama, poetry, or prose). Genre and approach (historical survey, period-specific) will vary from year to year.

*Jpn 552
Japanese Language and Linguistics (4)
Comparative study of intellectual approaches to Japanese language and its analysis, including native (kokugo) theories, American structuralism, modern linguistics, and critical theory. Emphasis will vary from year to year.

**Korean**

Kor 101, 102, 103
First-year Korean (5, 5, 5)
An introduction to the Korean language with emphasis on listening comprehension, speaking, elementary reading and writing, and grammatical patterns.

Kor 199
Special Studies (Credit to be arranged.)

Kor 201, 202, 203
Second-year Korean (5, 5, 5)
Continued work in the Korean language with emphasis on listening comprehension, speaking, reading and writing, and grammatical patterns. Recommended prerequisites: Kor 103.

Kor 299
Special Studies (Credit to be arranged.)

**Latin**

Lat 101, 102, 103
First-year Latin (4, 4, 4)
An introduction to elementary Latin. Emphasis on listening comprehension and oral practice, the elements of grammar, vocabulary building, elementary readings and writing exercises.

Lat 199
Special Studies (Credit to be arranged.)

Lat 201, 202, 203
Second-year Latin (4, 4, 4)
Intensive review of basic materials introduced in first-year program and further development of communication skills. Prerequisites: Lat 103 or instructor's permission.

Lat 299
Special Studies (Credit to be arranged.)

Lat 301, 302
Third-year Latin (4, 4)
Continued work in the Korean language in a widening variety of contexts. 301 emphasizes listening and speaking skills; 302 reading, writing, and vocabulary development. Recommended prerequisites: Lat 203.

Lat 399
Special Studies (Credit to be arranged.)

Lat 404
Cooperative Education/Internship (Credit to be arranged.)

Lat 409
Practicum (Credit to be arranged.)

Lat 410
Selected Topics (Credit to be arranged.)

**Modern Greek**

MGrk 101, 102, 103
First-Year Modern Greek (4, 4, 4)
An introduction to elementary modern Greek. Emphasis on listening comprehension and oral practice, the elements of grammar, vocabulary building, elementary readings and writing exercises.

MGrk 201, 202, 203
Second-Year Modern Greek (4, 4, 4)
Intensive review of basic materials introduced in first-year program and further development of communication skills. Prerequisites: MGrk 103 or instructor's permission.

MGrk 301, 302, 303
Third-Year Modern Greek (4, 4, 4)
Intermediate to advanced Modern Greek. Intensive grammatical review, use of increasingly complex syntax. Extensive oral and written practice. Prerequisites: MGrk 203 or instructor's permission.

**Norwegian**

Norw 101, 102, 103
First-year Norwegian (4, 4, 4)
Beginning Norwegian. Emphasis on communication skills: listening, speaking, reading, writing.

Norw 199
Special Studies (Credit to be arranged.)

Norw 201, 202, 203
Second-year Norwegian (4, 4, 4)
Intensive review of basics introduced in first-year courses and further development of communication skills. Recommended prerequisites: Norw 103.

Norw 299
Special Studies (Credit to be arranged.)

**Persian**

*Per 101, 102, 103
First-Year Persian (4, 4, 4)
Introduction to spoken and written Persian. Grammar, reading, and simple conversation.

*Per 199
Special Studies (Credit to be arranged.)

Per 201, 202, 203
Second-year Persian (4, 4, 4)
Graded readings in the modern literary language. Conversation and prose composition. Recommended prerequisites: Per 103.

Per 299 Special Studies (Credit to be arranged.)
*Per 301, 302

Third-year Russian (4, 4)
Reading in literature, composition, expository writing, and conversation. Recommended prerequisites: Per 203.

Per 330 Persian Culture and Civilization (4)
A multimedia survey of major aspects of 2500 years of Persian civilization including traditions, art, music, architecture, handicrafts, literature, cities, and sports. Reflects Persian culture from the glories of Iran’s past to contemporary scenes of rural life. Taught in English.

Per 341 Introduction to Persian Literature (4)
Selected texts from classical and modern Persian literature. Taught in English. Recommended prerequisite: Per 301.

Per 399 Special Studies (Credit to be arranged.)
Per 401 Research (Credit to be arranged.)
Per 404 Cooperative Education/Internship (Credit to be arranged.)
Per 409 Practicum (Credit to be arranged.)
Per 410 Selected Topics (Credit to be arranged.)

Portuguese
*Port 101, 102, 103
First-year Portuguese (4, 4, 4)
An introduction to elementary Portuguese. Emphasis on listening comprehension and oral practice, the elements of grammar, vocabulary building, elementary readings.

Port 199 Special Studies (Credit to be arranged.)
*Port 201, 202, 203
Second-year Portuguese (4, 4, 4)
Intensive review of basic materials introduced in first-year program and further development of communication skills. Recommended prerequisites: Port 103.

Port 299 Special Studies (Credit to be arranged.)
*Port 301, 302
Third Year Portuguese (4, 4)
Continued work on the Portuguese language. Port 301 emphasizes listening comprehension and speaking, 302 grammatical patterns, reading, and writing. May be taken concurrently. Recommended prerequisites: Port 203.

Port 399 Special Studies (Credit to be arranged.)
Port 404 Cooperative Education/Internship (Credit to be arranged.)
Port 409 Practicum (Credit to be arranged.)

Russian
Rus 101, 102, 103
First-year Russian (4, 4, 4)
An introduction to elementary Russian. Emphasis on listening comprehension and oral practice, the elements of grammar, vocabulary building, and elementary readings.

Rus 199 Special Studies (Credit to be arranged.)
Rus 201, 202, 203
Second-year Russian (4, 4, 4)
Intensive review of basic materials introduced in first-year program and further development of communication skills. Recommended prerequisite: Rus 103.

Rus 299 Special Studies (Credit to be arranged.)
Rus 301, 302, 303
Third-year Russian (4, 4, 4)
Focus on acquisition of vocabulary, practical application. Intensive practice in speaking, reading, and writing. Recommended prerequisite: Rus 203.

*Rus 325 Russian Phonetics and Phonology (4)
Introduction to the sounds of Russian: their place and manner of articulation (phonetics) as well as how they pattern with respect to each other and as influenced by morphological and syntactic factors (phonology). Conducted in English. Recommended prerequisite: Rus 203.

*Rus 330 Russian Culture and Civilization (4)
A multimedia survey of major developments in Russian art, architecture, music, dance, theater, cinema and literature. The class focuses on ways major works relate to the artistic atmosphere of their times and on how subsequent generations have reinterpreted and reused them. Taught in English.

*Rus 331 Russian Film (4)
Surveys cinematic narratives significant to Russian culture, with a focus on issues of gender and national identity. Taught in English.

Rus 341, 342 Introduction to Russian Literature (4, 4)
Study of selected short stories of the 19th century. For non-native speakers only. Recommended prerequisite: Rus 203.

*Rus 399 Special Studies (Credit to be arranged.)
Rus 401/501 Research (Credit to be arranged.)
Rus 404/504 Cooperative Education/Internship (Credit to be arranged.)
Rus 405/505 Reading and Conference (Credit to be arranged.)
Rus 407/507 Seminar (Credit to be arranged.)
Rus 408/508 Workshop (Credit to be arranged.)
Rus 409/509 Practicum (Credit to be arranged.)
Rus 410/510 Selected Topics (Credit to be arranged.)
Rus 411/511, 412/512, 413/513 Advanced Russian (4, 4, 4)
Special problems of Russian grammar; selected writing and reading assignments and discussion. For non-native speakers of Russian only. Recommended prerequisite: Rus 303.

*Rus 414/514 Advanced Russian Grammar (4)

Systematic study of Russian grammar for advanced students and prospective teachers. Conducted in English. Recommended prerequisite: Rus 301.

*Rus 416 Readings in Russian (2)
A variable-content course designed to give advanced students of Russian experience reading in a variety of content areas. Rus 416 is to be taken in conjunction with regularly scheduled corequisite courses. Students taking a corequisite course will do part of the required reading for that course in Russian. Recommended prerequisite: Rus 342.

*Rus 427/527 Topics in Russian Literature of the 19th Century (4)
Representative literature of the major Russian writers of the nineteenth century. Such topics as Golden Age, or the 19th Century Short Story. Recommended prerequisite: Rus 303. May be repeated for credit when topic differs.

Rus 433/533 Topics in Russian Literature of the 20th Century (4)
Representative literature of major Russian writers of the twentieth century. Such topics as Soviet Satire, The Thaw, Glasnost. Recommended prerequisite: Rus 303. May be repeated for credit when topic differs.

*Rus 441/541 Russian Literature in Translation: Nineteenth Century (4)
Major works of nineteenth-century Russian literature. Readings, lectures, and discussion in English. Recommended prerequisite: Sophomore Inquiry or 4 credits of upper-division literature.

*Rus 442/542 Russian Literature in Translation: Twentieth Century (4)
Major works of twentieth-century Russian literature. Readings, lectures, and discussions in English. Recommended prerequisite: Sophomore Inquiry or 4 credits of upper-division literature.

Spanish
Span 101, 102, 103
First-year Spanish (4, 4, 4)
An introduction to elementary Spanish. Emphasis on listening comprehension and oral practice, the elements of grammar, vocabulary building, and elementary readings.

Span 199 Special Studies (Credit to be arranged.)
Span 201, 202, 203
Second-year Spanish (4, 4, 4)
Intensive review of basic materials introduced in first-year program and further development of communication skills. Recommended prerequisite: Span 103.

Span 299 Special Studies (Credit to be arranged.)
Span 301, 302, 303
Third-year Spanish (4, 4, 4)
Span 325
Spanish Phonetics and Phonology (4)
Introduction to the sounds of Spanish: their place and manner of articulation (phonetics) as well as how they pattern with respect to each other and as influenced by morphological and syntactic factors (phonology). Recommended prerequisites: Span 301 and 302.

*Span 330
Peninsular Culture and Civilization (4)

*Span 331
Latin American Culture and Civilization (4)
Historical development of life, thought, and the arts in Latin America. Recommended prerequisites: Span 301, 302, 303.

Span 341, 342, 343, 344
Introduction to Hispanic Literature (4, 4, 4, 4)
341: Spanish literature from the Middle Ages to the Golden Age. 342: Spanish literature from the 18th century to the present. 343: Pre-Colombian to 19th century Latin American literature. 344: Latin American literature from the end of the 19th century to the present. Readings from representative texts. Prerequisites: Span 301, 302, 303.

Span 399
Special Studies (Credit to be arranged.)
Span 401/501
Research (Credit to be arranged.)
Span 404/504 Cooperative Education/internship (Credit to be arranged.)
Span 405/505
Reading and Conference (Credit to be arranged.)
Span 407/507
Seminar (Credit to be arranged.)
Span 408/508
Workshop (Credit to be arranged.)
Span 409/509
Practicum (Credit to be arranged.)
Span 410/510
Selected Topics (Credit to be arranged.)
Span 411/511
Advanced Spanish (4)
Intensive training in composition, translation, and conversation. May be taken concurrently with Span 414/514. Prerequisite: Span 303.

Span 414/514
Advanced Spanish Grammar (4)
A thorough study of grammar and syntax for majors and prospective teachers. May be taken concurrently with Span 414/514. Prerequisite: Span 303.

*Span 421/521
Major Topics: Peninsular Prose (4)
Study, analysis, and critique of major prose works of Spain by authors such as Fernando de Rojas, Cervantes, Galdós, Unamuno, and Goytisolo. Prerequisites: 8 credits of Span 341, 342, 343, or 344.

*Span 422/522
Major Topics: Peninsular Drama (4)
Study, analysis, and critique of major dramatic works of Spain by authors such as Lope de Vega, Tirso de Molina, Calderón de la Barca, Zorrilla, García Lorca, and Buero Vallejo. Prerequisites: 8 credits of Span 341, 342, 343, or 344.

*Span 423/523
Major Topics: Peninsular Poetry (4)
Study, analysis, and critique of the poetry of Spain by authors such as Berceo, Góngora, Quevedo, Machado, Jiménez, and Cervantes. Prerequisites: 8 credits of Span 341, 342, 343, or 344.

*Span 427/527
Major Topics: Latin American Prose (4)
Study, analysis, and critique of major prose works of Latin America by authors such as García Márquez, Fuentes, Paz, Vargas Llosa, Mastrerra, and Borges. Prerequisites: 8 credits of Span 341, 342, 343, or 344.

*Span 428/528
Major Topics: Latin American Drama (4)
Study, analysis, and critique of major dramatic works of Latin America by authors such as Gámbaro, Benedetti, Usigli, Díaz, and de la Parra. Prerequisites: 8 credits of Span 341, 342, 343, or 344.

*Span 429/529
Major Topics: Latin American Poetry (4)
Study, analysis, and critique of major prose works of Latin America, by authors such as Darío, Huíjobre, Vallejo, Neruda, Guillén, and Mistral. Prerequisites: 8 credits of Span 341, 342, 343, or 344.

*Span 430/530
Major Topics: Ibero-American Film (4)
Study, analysis, and critique of films from Ibero-America on such topics as national film traditions, Cinema Novo, Third Cinema, violence, migration, gender studies, and globalization. Course may be repeated for credit when topics vary. Prerequisites: at least 8 credits of Span 341, 342, 343, or 344.

*Span 434/534
Major Topics: Peninsular Multiple Genres (4)
Study, analysis, and critique of works in multiple genres on such topics as Medieval Literature, the Celestina, Women Writers, Literature of the Franco Years, the Poetry & Drama of García Lorca, and the Generation of ‘98. Course may be repeated for credit when topics vary. Prerequisites: at least 8 credits of Span 341, 342, 343, or 344.

*Span 436/536
Major Topics: Latin American Multiple Genres (4)
Study, analysis, and critique of works in multiple genres on such topics as Transavestism, Feminism, Sickness & Literature, Prose & Poetry of Borges, and Pre-Colombian Literature. Course may be repeated for credit when topics vary. Prerequisites: at least 8 credits of Span 341, 342, 343, or 344.

*Span 441/541
Major Works in Translation (4)
Study of selections from masterpieces in translation by authors such as Cervantes, Neruda, Borges, Lisperctor, and García Márquez. Readings, lectures, and discussions in English. Prerequisites: 4 credits of upper-division literature.

*Span 490/590
History of the Spanish Language (4)
Study of the development of the Spanish language in terms of phonological, morphological, and syntactic changes. Prerequisite: Span 303.

*Span 494/594
Spanish Linguistics (4)
Introduction to the basic concepts of linguistics and their application to the Spanish language. Emphasis on practical analysis of the sound system and the grammatical system. Brief survey of the historical development, followed by an analysis of the phonetics, phonemics, morphology, and syntax of modern Spanish. Must be taken in sequence. Prerequisite: Span 303. Recommended prerequisite: 4 credits of linguistics.

*Span 497/597
Applied Spanish Linguistics (4)

Span 503
Thesis (Credit to be arranged.)

*Span 551
Hispanic Poetry (4)
Critical study of the lyric poetry of Latin America and/or Spain.

*Span 552
Hispanic Drama (4)
Critical study of representative works of Latin American and/or Spanish drama.

*Span 553
Hispanic Prose (4)
Critical study of representative works of the prose of Latin America and/or Spain.

Swahili
Swah 101, 102, 103
First Year Swahili (4, 4, 4)
Introduction to elementary Swahili. Emphasis on listening comprehension, and oral practice, the elements of grammar, vocabulary building, and elementary readings.

Swah 201, 202, 203
Second Year Swahili (4, 4, 4)
Intensive review of basic materials introduced in first year program and further development of communication skills. Recommended prerequisite: Swah 103.

Swah 330
Topics in East African Culture and Civilization (4)
A study of literary forms, theories, and analysis of texts in their socio-cultural contexts. Topics include: oral literature, folklore, short stories, traditions and modernity, and biographies. Conducted in English.

Swedish
*Swed 101, 102, 103
First-year Swedish (4, 4, 4)
Beginning Swedish. Emphasis on communication skills: listening, speaking, reading, writing.

Swed 199
Special Studies (Credit to be arranged.)

*Swed 201, 202, 203
Second-year Swedish (4, 4, 4)
Intensive review of basics introduced in first-year courses and further development of communication skills. Recommended prerequisite: Swed 103.

Swed 299
Special Studies (Credit to be arranged.)

Turkish
Tur 101, 102, 103
First-year Turkish (4, 4, 4)
Introduction to Turkish. Emphasis on elements of grammar, vocabulary building, and conversation. Elementary reading.

Tur 199
Special Studies (Credit to be arranged.)

Tur 201, 202, 203
Second-year Turkish (4, 4, 4)


**Geography**

424 Cramer Hall
725-3916
www.geog.pdx.edu/

B.A., B.S.
Minor
Minor in GIS
Secondary Education Program-Social Science
M.A., M.S.
Graduate Certificate in GIS
M.A.T. and M.S.T. (General Social Science)
Ph.D.—Environmental Science and Resources: Geography

Undergraduate programs

The Geography Department at Portland State University links environmental studies and cultural studies in a program centered on environmental issues, social and cultural landscapes, sustainability in urban and natural areas, and Geographic Information Science. Coursework emphasizes systematic and regional approaches to understanding the physical environment and human-environment interactions. Techniques classes (in GIS, remote sensing, and spatial analysis) provide the tools to analyze complex local, regional, and global phenomena. Access to the Pacific Coast and the Cascade Mountains, provides ample opportunity for field work-based classes and field work opportunities for research. The PSU Department of Geography is an excellent choice for undergraduate and graduate students with interest in the linkages between human and natural systems.

Faculty engage in local, regional, and international research projects in hydrology, water resources, biogeography, sustainable development, land use analysis, climate change, cultural ecology and cultural landscapes, the urban environment, geographic education and geographic information science. Ongoing faculty research sites in international areas include East Asia, high Asia, Latin America, and Mediterranean Europe. The department is part of a joint program in PSU’s Environmental Science and Resources program, which includes participation in the Environmental Studies program and a Ph.D. in ESR with an emphasis in Geography. Over 100 undergraduate majors and 30 graduate students participate in two departmental groups, the Friends of Geography and the Student Chapter of the American Society for Photogrammetry and Remote Sensing/Columbia River Region. Several research groups and outreach programs in the department provide additional job and internship opportunities for interested students in public agencies and businesses in such fields as planning, environmental management, GIS, or cartography.

The geography program gives students an appreciation and understanding of the human environment on global, regional, and local scales. It provides background and requisite training for careers in resource, planning, environmental, or education fields. Geography majors find work in urban and natural resource management, spatial/GIS analysis, urban planning, map design and production, and statistical analysis. Geography is the lead department on campus for training in GIS remote sensing and spatial analysis.

Admission requirements

Admission to the department is based on general admission to the University. See page 37 for more information.

Degree requirements

Requirements for major. In addition to meeting the general University degree requirements, the major in geography must complete at least 60 credits in geography courses, including 12 credits in each of the following areas: geographic techniques, physical geography, regional geography, and human geography—as detailed below. Of the courses presented for the major, 12 credits are in required courses (Geog 210, 230, and 380) and a minimum of 16 credits must be at the 400-level. Geog 230 may be counted for human or regional geography, but not for both. Geog 497, or Stat 243 and Stat 244, or equivalent is required for the B.S. degree.

Credits

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Geog 210 Physical Geography (4) required</td>
<td>12</td>
</tr>
<tr>
<td>Geog 310 Climate and Water Resources (4)</td>
<td></td>
</tr>
<tr>
<td>Geog 311 Climatology (4)</td>
<td></td>
</tr>
<tr>
<td>Geog 312 Climatic Variability (4)</td>
<td></td>
</tr>
<tr>
<td>Geog 313 Biogeography (4)</td>
<td></td>
</tr>
<tr>
<td>Geog 314 Severe Weather (4)</td>
<td></td>
</tr>
<tr>
<td>Geog 320 Geomorphic Processes (4)</td>
<td></td>
</tr>
<tr>
<td>Geog 322 Alpine Environments (4)</td>
<td></td>
</tr>
<tr>
<td>Geog 333 Weather (4)</td>
<td></td>
</tr>
<tr>
<td>Geog 340 Global Water Issues &amp; Sustainability (4)</td>
<td></td>
</tr>
<tr>
<td>Geog 407 Seminar in Physical Geography(4)</td>
<td></td>
</tr>
<tr>
<td>Geog 413 Biogeography of the Pacific Northwest (4)</td>
<td></td>
</tr>
<tr>
<td>Geog 414 Hydrology (4)</td>
<td></td>
</tr>
<tr>
<td>Geog 415 Soils and Land Use (4)</td>
<td></td>
</tr>
<tr>
<td>Geog 418 Landscape Ecology (4)</td>
<td></td>
</tr>
<tr>
<td>Geog 380 Maps and Geographic Information (5) required</td>
<td></td>
</tr>
<tr>
<td>Geog 407 Seminar in Research Skills (4)</td>
<td></td>
</tr>
<tr>
<td>Geog 420 Field Methods in Physical Geography (4)</td>
<td></td>
</tr>
<tr>
<td>Geog 425 Field Methods in Human Geography (4)</td>
<td></td>
</tr>
<tr>
<td>Geog 475 Digital Compilation and Database Design (4)</td>
<td></td>
</tr>
<tr>
<td>Geog 480 Visual Image Analysis (4)</td>
<td></td>
</tr>
<tr>
<td>Geog 481 Satellite Digital Image Analysis (4)</td>
<td></td>
</tr>
<tr>
<td>Geog 482 Satellite Image Classification and Change Detection (4)</td>
<td></td>
</tr>
<tr>
<td>Geog 485 Map Design and Production (4)</td>
<td></td>
</tr>
</tbody>
</table>
Geog 488 Geographic Information Systems I: Introduction (4)
Geog 489 Building a GIS Database with GPS (4)
Geog 490 GIS Programming (4)
Geog 492 Geographic Information Systems II: Advanced GIS (4)
Geog 493 Digital Terrain Analysis (4)
Geog 494 GIS for Water Resources (4)
Geog 495 Maps and Models (4)
Geog 496 Visualization of Spatial Data (4)
Geog 497 Spatial Quantitative Analysis (4)

Regional Geography: ........................................... 12
Geog 230 Environment and Society: Global Perspectives (4) required
Geog 321 Mt. Hood (4)
Geog 350 Geography of World Affairs (4)
Geog 351 Pacific Northwest (4)
Geog 352 The Himalaya and Tibet (4)
Geog 353 Pacific Rim (4)
Geog 354 Europe (4)
Geog 355 Landscapes of Spain (4)
Geog 356 Russia and Its Neighbors (4)
Geog 360 Latin America (4)
Geog 363 Africa (4)
Geog 364 The Middle East (4)
Geog 366 Historical Geography of North America (4)
Geog 388 United States and Canada (4)
Geog 407 Seminar in Regional Geography (4)
Geog 450 Geography of Portland (4)
Geog 453 Japan (4)

Human Geography: ............................................. 12
Geog 230 Environment and Society: Global Perspectives (4) required
Geog 240 Geography of Wine (4)
Geog 331 Geography of Globalization (4)
Geog 332 Urban Geography (4)
Geog 340 Global Water Issues and Sustainability (4)
Geog 345 Resource Management (4)
Geog 346 World Population and Food Supply (4)
Geog 347 Environmental Issues and Actions (4)
Geog 348 Cultural and Political Ecology (4)
Geog 349 Mountain Geography (4)
Geog 407 Seminar in Human Geography (4)
Geog 430 Cultural Geography (4)
Geog 432 Urban Landscapes (4)
Geog 442 Sustainable Cities (4)
Geog 445 Resource Management Topics (4)
Geog 446 Water Resource Management (4)
Geog 447 Urban Streams (4)
Geog 448 The Urban Forest (4)
Geog 462 Sense of Place (4)
Geog 490/590 GIS Programming (4)

Geography Electives .......................................... 12
Geog 210 Physical Geography ................................ 4
Geog 321 Mt. Hood (4)
Geog 350 Geography of World Affairs (4)

Credits
Global Perspectives........................................... 4
Geog 380 Maps and Geographic Information..... 5
Geography electives (upper-division) .......... 16
Total (minimum) 29

All courses used to satisfy the departmental minor requirements must be graded C- or above.

Requirements for a minor in GIS. To earn a minor in GIS (Geographic Information Systems) a student must complete a minimum of 29 credits in geography (at least 16 credits must be taken in residence at Portland State University), to include the following:

Core courses: (17 credits) Credits
Geog 210 Physical Geography or Geog 230 Environment and Society .......... 4
Geog 488/588 GIS I: Introduction .......... 4
Geog 492/592 GIS II: Advanced GIS .......... 4

Plus three additional courses from the list of electives: (12 credits)
Geog 475/575 Digital Compilation and Database Design .......... 4
Geog 480/580 Image Analysis .......... 4
Geog 481/581 Satellite Image Processing .......... 4
Geog 482/582 Satellite Image Classification and Change Detection .......... 4
Geog 485/585 Map Design & Production .......... 4
Geog 489/589 Building a GIS Database with GPS .......... 4
Geog 490/590 GIS Programming .......... 4
Geog 494/594 GIS for Water Resources .......... 4
Geog 495/595 Maps, Models, and GIS .......... 4
Geog 496/596 Visualization of Spatial Data .......... 4
Geog 497/597 Spatial Quantitative Analysis .......... 4

Total (minimum) 29

All courses submitted to satisfy requirements for the minor in GIS must be graded and passed with a C or better. At least 16 credits must be taken in residence at PSU.

Students who are also working toward the major in Geography must take (in addition to the core courses for the GIS minor) at least 12 credits from the list of electives that will be uniquely applied to the GIS minor.

Students considering the GIS minor are strongly encouraged to meet with a geography adviser to work out an instructional program that best meets their needs.

SECONDARY EDUCATION PROGRAM
Adviser: See department chair
(See Interdisciplinary Studies page 158)

Graduate programs
The Department of Geography offers the degrees of Master of Arts, Master of Science, Master of Arts in Teaching, and Master of Science in Teaching (General Social Science). The department also participates in the Environmental Science and Resources Ph.D. program, see page 125.

Areas of primary concentration are urban geography, physical geography, resource management, culture, environment and society, GIS, and cartography. The M.A. and M.S. degrees are in part designed to meet the needs of students preparing for careers in research or administration in government and industry, urban and regional planning, and in secondary education and community college teaching. The M.A. and M.S. degrees also provide a predoctoral program in geography for students planning to take advanced work leading to professional careers in university teaching, research, or public service.

Students are encouraged to follow a program that combines breadth of knowledge with depth in one field of interest.

Admission requirements
For admission to graduate study for the M.A. and M.S. degrees, a student normally should have completed the minimum preparation for an undergraduate major in geography with a 3.00 grade point average in all work. Students with majors in other fields are encouraged to apply. Normally such students are admitted on a conditional basis, with the student required to take courses to remedy deficiencies.

In addition to the general University admission requirements for advanced degrees the student must provide the Graduate Record Examination (G.R.E.) scores and letters of recommendation from three faculty members of colleges previously attended.

Students for whom English is a second language must present a score of at least 550 (paper-based) or 213 (computer-based) in the Test of English as a Foreign Language (TOEFL) with their application for admission.

Degree requirements
University master’s degree requirements are listed on page 67. Specific departmental requirements are listed below.

Master of Arts or Master of Science.
The student will plan a program of study with an adviser and other members of the supervisory committee during the first term of residence (the first term after admission to the program). The program of study must include a minimum of 45 graduate credits for thesis students and 54 graduate credits for nonthesis students. Of these, a minimum of 36 graduate credits must be in geography for the thesis option, to include 6 credits of Geog 503 (Thesis); a minimum of 40 graduate credits must be in geography for the nonthesis option, including 2 credits of Geog 501 Research. Both thesis and nonthesis programs must include the following: Geog 521 Geog 522 and Geog 523.

Students seeking the M.A. degree must demonstrate their competence in the use of a foreign language for geographic research; those preparing for an M.S. degree must
show proficiency in advanced skills in geography or an equivalent research technique (8 credits of Techniques/Skills coursework).

Students in the M.A. program must complete a thesis. Those in the M.S. program may choose between thesis and nonthesis options. The thesis option requires the presentation of the student’s independent research into a topic approved by the student’s graduate committee. It normally involves field work and is an original contribution to knowledge in the field of geography. A final oral examination by the student’s committee includes defense of the thesis.

Candidates electing the nonthesis option must register for one 2-credit section of Geog 501 Research to rewrite, edit, and revise a research paper or project which must evolve from graduate coursework in geography at PSU. A final oral presentation of the paper is required for completion of the degree. All graduate students, whether in thesis or nonthesis programs, are encouraged to attend the department’s colloquia.

The Geography Department follows the University requirement for minimum and continuous enrollment.

Master of Arts in Teaching or Master of Science in Teaching. For information on the Master of Arts in Teaching and the Master of Science in Teaching (Interdisciplinary Studies), see page 158.

Courses

Courses with an asterisk (*) are not offered every year.

Geog 199
Special Studies (Credit to be arranged.)

Geog 210
Physical Geography (4)
An introduction to the physical elements of geography and the environment in which people live. The focus is on natural processes that create physical diversity on the earth. Major topics are weather and climate, vegetation and soils, landforms, ecosystems, their distribution and significance.

Geog 230
Environment and Society: Global Perspectives (4)
An introduction to the ways in which humans, acting through social constraints and structures, have lived in and modified their environment. The spatial patterns produced from human activities (such as population growth, transportation systems, urban structure, economic development, resource use and management, and the evolution of political patterns) are considered in a global context. Case studies from several world regions illustrate the processes by which humans modify their world to create distinctive cultural landscapes.

Geog 240
Geography of Wine (4)
Core geographic concepts and themes through the framework of the geography of wine. Exploration of the physical and cultural dimension of grape-growing and wine-making, ranging from historical geography to climate and change and cultural geography.

Geog 310
Climate and Water Resources (4)
An inquiry-based examination of the principal controls on climate and hydrology, with emphasis on processes and interactions; students will do fieldwork, data analysis, and laboratory work. Recommended prerequisite: Natural Science Inquiry. Also listed as Sci 333; course may be taken only once for credit.

Geog 311
Climatology (4)
A study of the physical processes which comprise the climatic system, from the global scale to the local scale. Particular attention is given to the nature of climatic variability, its causes, and its implications for human activity. Recommended prerequisite: Geog 210.

Geog 312
Climate Variability (4)
Examines the role of climate variability in the Pacific Northwest, including the nature of natural and human-induced variability and the effects on water resources of the region. Students will learn by gathering data, analyzing the data, and reporting on their results. Reading and discussion will accompany the data/laboratory portions of the course. Includes laboratory and/or fieldwork. Recommended prerequisite: Natural Science Inquiry. Also listed as Sci 334; course may be taken only once for credit.

Geog 313
Biogeography (4)
This course examines current and historical distributions of organisms as explained by environmental and biological factors. The goal of the course is to improve student understanding of how multiple factors such as soil properties, natural selection, climate change, and human activities shape the geography of organisms at local to global scales. Recommended prerequisite: Geog 210.

Geog 314
Severe Weather (4)
Examination of severe and hazardous weather processes such as hurricanes, tornadoes, and thunderstorms. Evaluation of the human-environment interaction of severe weather and the potential consequences of global climate change on the intensity and location of severe weather phenomena. Recommended prerequisite: Geog 210.

Geog 320
Geomorphic Processes (4)
Study of landform processes at the earth’s surface including the work of water, wind, and ice in erosion, transportation, and deposition on land and sea. The significance of geomorphic processes to human activities is included. A one- to two-day weekend field trip is required. Three lectures; one 3-hour lab. This course is the same as Geology 374; course may be taken only once for credit. Recommended prerequisites: Geog 210 and Mth 111.

Geog 321
Mt. Hood (4)
Examines the physical and cultural systems that shape Mt. Hood and investigates some of the issues that arise when a mostly wild mountain abuts an urban area. Class involves lecture, discussion, research, and field trips.

Geog 322
Alpine Environments (4)
Examines the geology of high elevation environments in tropical, mid-latitude, and high altitude regions with a special emphasis on the alpine environment of the Pacific Northwest. The primary objective is to promote understanding of the processes and features found in alpine areas including their susceptibility to human alteration. Topics include an examination of high elevation weather and climate, geomorphology, soils, and vegetation. Recommended prerequisite: Geog 210.

Geog 331
Geography of Globalization (4)
An introduction to theories and concepts related to global economic activities within agriculture, manufacturing, service and information industries. The course focuses on global processes and linkages between local and global economies. Includes geographic distributions, areal interaction among urban and regional economies, the processes of regional economic development, and international economic linkages. Recommended prerequisite: upper-division standing.

Geog 332
Urban Geography (4)
Introduction to the geographical factors affecting the development of the modern city. Topics include urban systems and the location of cities: residential, commercial, and industrial structure; social and physical characteristics of cities; the built environment; the urban economy; and planning the urban environment. Recommended prerequisite: upper-division standing.

Geog 333
Weather (4)
Introductory course in the atmospheric environment providing a comprehensive understanding of atmospheric structure and the changes over time that result in the weather we experience. Topics include atmospheric moisture (fog, rain, clouds), atmospheric stability and cloud development, air pressure and winds, air masses and fronts, and hurricanes and tornados. This course is the same as Ph 333; course may be taken only once for credit. Recommended: upper division standing or Geog 210.

Geog 340
Global Water Issues and Sustainability (4)
Examines the availability and quality of freshwater resources around the world. Includes the global water cycle, human use and modifications of global water systems, effects of climate change on global freshwater, water policy in international rivers, and sustainable water resource management. Focuses on case studies in major international rivers.

Geog 345
Resource Management (4)
Survey of natural resources, their occurrence, and their management. Primary focus will be on the United States, with case studies from other countries and regions. Recommended prerequisite: upper-division standing.

Geog 346
World Population and Food Supply (4)
An introduction to the dynamics of the current national and international problems associated with rapid population growth, unemployment, major population migrations, shortages of food and other critical commodities, and the present and potential adjustments to these situations. Recommended prerequisite: upper-division standing.

Geog 347
Environmental Issues and Action (4)
examines environmentalism as a phenomenon reflecting cultural appraisals of nature and society's relationship to it. Explores the history and ideology of the environmental movement, and investigates the contemporary structure, concerns, effects, critiques, and directions of environmentalism. Recommended prerequisite: upper-division standing.

Geog 348

Cultural and Political Ecology (4)
Introduction to geographic perspectives on cultural and political ecology. Investigates cultural adaptation and environmental change from an ecological perspective, focusing on biomes, cultural adaptations within them and the political structures that influence cultural adaptations. Particular attention to traditional societies and the impacts of development. Recommended prerequisite: upper-division standing.

Geog 349

Mountain Geography (4)
Investigates mountain environments as distinctive biophysical and cultural realms. Surveys the human occupation and use of mountainous areas of Eurasia, Africa, the Pacific, and the Americas, and explores highland-lowland interactions in selected cases. Topics include cultural adaptation, mountain resource management and policy, and developments and its impacts in highland environments.

Geog 350

Geography of World Affairs (4)
Examines the major world trouble spots in light of long-standing political-geographical rivalries, including ethnic group rivalries, economic disparities, and conflicting historical claims. Particular emphasis will be placed on political organization of territory, nationalism, boundary conflicts, colonialism, and, where relevant, metropolitan political fragmentation. Recommended prerequisite: upper-division standing.

Geog 351

Pacific Northwest (4)
Study of the Pacific Northwest as a region of the United States. Overview of the region and its relation-ship to other parts of the world will be fol-lowed by analysis of the physical environment, natural resources, agriculture, manufacturing, transportation, population, and urban development. Special attention will be paid to theoretical developments in contemporary regional geography issues. Recommended prerequisite: upper-division standing.

Geog 352

The Himalaya and Tibet (4)
Survey of the physical and cultural landscapes of the Himalaya-Hindukush and the Tibetan Plateau. It investigates not only the places and peoples within it but also ideas about it and their influence on its history and present situation.

Geog 353

Pacific Rim (4)
Provides a comprehensive look at the events and people shaping the last 150 years of Asia-Pacific history and relates them to Pacific Basin relationships today. Reveals how, from the 19th century onward, modern nations have emerged from the rich and varied cultures and society of Pacific Asia. Particular emphasis is placed on political and economic geography of East Asia in relation to contemporary American and Japanese interests in the region. Recommended prerequisite: upper-division standing.

Geog 354

Europe (4)
Focuses on the changing economic and political geography of Europe, post World War II, and the adjustments to changing world conditions. Analysis of the geographic conditions of individual countries. Examines their population, urban and rural settlements, physical geography, agriculture, and industry. Recommended prerequisite: upper-division standing.

Geog 355

Landscapes of Spain (4)
Study of the landscapes of Spain, both the physical and the cultural, and the search for unity in a nation long characterized by diversity. Overview of the climate and topography, the historical development of regional distinctions, and the cultural and political conditions that shape the nation in the 21st century. Recommended prerequisite: upper-division standing.

*Geog 356

Russia and Its Neighbors (4)
An exploration of the USSR by topic and region. The course looks at the nature and significance of the country's huge size and diversified physical environment; examines the origins and implications of its multinational character; and analyses patterns of agricultural production and industry, with consideration of the distinctive institutions that have shaped them.

Geog 360

Latin America (4)
Analysis of changing landscapes and lifeways in Latin America. The focus is on physical, cultural, and economic forces that have interacted to create a distinctive world region. Particular attention is given to the impact of large scale issues such as global climate change, trade, the environment, and the debt crisis on the lands and lives of everyday people in the region. Recommended prerequisite: upper-division standing.

*Geog 363

Africa (4)
A survey course on the physical and human geography of the continent of Africa, focusing on the variability of the physical landscape, including geomorphology, vegetation, and climate and on the patterns and implications of cultural diversity. Examines links between natural resources, economic development, and environmental management on location, national and regional scales. Case studies from various countries and regions will be used.

*Geog 364

The Middle East (4)
A survey of the physical and cultural landscapes of southwestern Asia and North Africa, emphasizing the interaction of environmental factors and dynamic economic and political forces in the region as a whole. Problems common to the nations of the region are examined, including the difficulties of political cohesion, urbanization, and ecological impacts of tradition and contemporary land-use practices. Recommended prerequisite: upper-division standing.

*Geog 366

Historical Geography of North America (4)
Survey of the evolving geography of North America during the last four centuries; the formation and growth of regions from the initial period of European exploration and colonization to the present. Topics include the acquisition of geographical knowledge; cultural transfer and acculturation; westward expansion; resource exploitation; regional and national integration; and landscape change. Recommended prerequisite: upper-division standing.

Geog 368

United States and Canada (4)
Survey of the contemporary regional geography of the United States and Canada including physical environments, cultural landscapes, and economic activities. Topics will include the development of distinctive regions; the changing spatial relationships between the location of resources and population; urban/rural disparities; and national and regional roles in the global economy. Recommended prerequisite: upper-division standing.

Geog 380

Maps and Geographic Information (5)
Examines maps as communicative tools, analytical devices, and cultural artifacts. Fundamental concepts such as scale, projection, coordinate systems, are reviewed and applied to higher level measurement and analytical methods with thematic and topographic maps. The data requirements and information content of maps are considered with respect to emerging digital geo-spatial technology.

Geog 399

Special Studies (Credit to be arranged.)

Geog 401/501

Research (Credit to be arranged.)
Consent of instructor.

Geog 403/503

Thesis (Credit to be arranged)
Consent of instructor.

Geog 404/504

Cooperative Education/Internship (Credit to be arranged.)
Geog 404 Pass/no pass only. Consent of instructor.

Geog 405/505

Reading and Conference (Credit to be arranged.)
 Consent of instructor.

Geog 407/507

Seminar (Credit to be arranged.)

Geog 409/509

Practicum (Credit to be arranged.)
Geog 409 Pass/no pass only. Consent of instructor.

Geog 410/510

Selected Topics (Credit to be arranged.)

*Geog 413/513

Biogeography of Pacific Northwest (4)
This course examines the regional biogeography of current and historical plant and animal distributions. Course topics include the abiotic constraints to spe-cies distributions, ecological processes (succession and disturbance), and biogeographic theory and management. The course includes two mandatory all day field trips. Recommended prerequisites: Geog 210, 313 or Bio 357.

Geog 414/514

Hydrology (4)
A detailed analysis of the physical processes of the hydrologic cycle, emphasizing an applied approach for the purposes of resource management and environmental analysis: precipitation, runoff processes, evapotranspiration, soil water, flooding and floodplain utilization, and techniques of hydrologic data analysis. Recommended prerequisites: Geog 210 and Stat 243 and 244.

*Geog 415/515

Soils and Land Use (4)
The origin, development and distribution of soils
and the significance of soil to man. Examines the importance of soil to landforms, vegetation, and ecological development. Major emphasis is given to land use potentials and limitations on various kinds of soils with focus on urban and agricultural settings. There are two half-day field trips. Recommended prerequisite: Geog 210.

*Geog 418/518 Landscape Ecology (4)
Examines the structure, function, and change of natural and human-modified communities at the scale between individual communities and regional biomes. Focuses on spatial patterns and processes as they relate to the patch mosaic of interacting ecological communities. Recommended prerequisites: Geog 313 or Bi 357. Upper-division standing required.

*Geog 420/520 Field Methods in Physical Geography (4)
Introduces students to field methods in physical geography. The goal is to familiarize the student with field techniques including research and sampling design, field measurements and mapping, data analysis and report writing and the use of field equipment. Field and lab exercises will focus on the examination of natural patterns and processes and those resulting from human activity. Techniques involving vegetation sampling, soil description, microclimatic conditions, and geomorphologic processes will be covered. Recommended prerequisite: eight hours of upper-division physical geography or graduate standing.

Geog 425/525 Field Methods in Human Geography (4)
Field observation, description, and analysis in human geography. Students explore landscapes in Portland metropolitan region through a series of exercises including sampling techniques, field mapping, and photography supplemented by data collection from census records, tax records, historic maps and photographs, and published accounts about places. Recommended prerequisites: 8 credits of upper-division or regional geography or graduate standing.

*Geog 430/530 Cultural Geography (4)
Explores cultural geography as a subfield of the discipline. Examines the major organizing concepts of cultural geography—cultural ecology, region, landscape, symbolism. Focus is on how these concepts are used in cultural geography, the evolution of research in each area, how the use and application of the concepts have changed over time, current theoretical developments, and how this subfield of geography fits into the discipline. Includes field work project. Recommended prerequisite: Geog 230.

Geog 432/532 Urban Landscapes (4)
Analysis of the contemporary built environment of metropolitan areas; social, cultural, political, and economic forces that have given cities their form and image; historical processes of urban development; and messages and meanings of our surroundings. Focuses on common urban landscapes as well as designed spaces. In individual and group projects, students analyze the interrelationships of land use, residential density, street patterns, homes and yards, and open spaces in the Portland metropolitan area. Recommended prerequisite: Geog 332.

Geog 442/542 Sustainable Cities (4)
Examines efforts to create sustainable cities in the United States, drawing on ideas from around the world. Explores complexities of balancing social justice with environmental health and economic vitality. Topics include urban ecology and green city initiatives, new ideas in designing the built environment, growth management and land use planning, community-based efforts to improve quality of life, and challenges of globalization for local economies. Includes fieldwork project, half-day field trips, and community-based learning option. Recommended prerequisites: Geog 332 or 432; USP 311 or 313.

Geog 445/545 Resource Management Topics (4)
Focuses on advanced topics in administration and management of natural resources. Reviews historical issues and today's struggles for a sustainable approach in the development of natural resource policy. Emphasis will vary, e.g., water resources, energy resources, public land. Recommended prerequisite: upper-division standing.

Geog 446/546 Water Resource Management (4)
Analysis of the distribution, use and management of water resources, emphasizing the systems of water rights, legislation, and regulations which govern water resources. Issues of water development and water quality are examined. Focus is on U.S. water resource, with case studies from other countries and regions. Examples are drawn from local, regional, and international water resource management schemes. Recommended prerequisite: upper-division standing.

Geog 447/547 Urban Streams (4)
Investigates issues associated with human dimensions of streams in the urban environment. Topics include the role of streams in the built environment, human modifications of stream systems and their consequences (e.g., disappearing streams, channelization), and local community responses to restore and protect urban streams. Case studies are drawn from national and international streams as well as local streams in the Portland metropolitan area. Recommended prerequisite: Geog 345 or Geog 347 or Geog 432/532.

Geog 448/548 The Urban Forest (4)
Examination of issues related to trees in the urban environment. Topics will include the values and roles of urban trees, species identification, site selection, spatial structure of the urban forest, management and regulation of urban trees, and techniques for evaluating the health of the urban forest and public and governmental efforts to promote urban trees. Recommended prerequisite: one or more of Geog 313, 413/513, 415/515, 432/532, Bi 357.

*Geog 450 Geography of Portland (4)
Analysis of the geography of Portland. Lectures and guided field work. Students will work on group projects on specific topics involving research, data collection and analysis with oral and written presentations. Recommended prerequisite: 12 credits of geography.

*Geog 453/553 Japan (4)
The course focuses on the major geographical factors underlying Japan’s rise to industrial and economic greatness in the present day. The main emphasis is upon the rise and development of cities and industry, the agricultural characteristics of Japan, and its contemporary trade relationship with the Pacific Northwest. Recommended prerequisite: Geog 353.

Geog 462/562 Sense of Place (4)
Places are created by people, infused with meaning, and tied to personal experience. This course explores meaning in landscapes and identity in places, regions, and localities. It looks at places through three frameworks: place description and depiction (in media images, popular narratives, scholarly writings, photography, and art); the meanings and messages of places; and our personal experience and connection to place. Topics include: the distinctiveness of places, bioregional influences, personal memory and place, creating meaning in places, global-local tensions, territoriality, and contested places.

Geog 475/575 Digital Compilation and Database Design (4)
Class in applied geographic information systems featuring the project development of new digital geo-spatial data. Students learn to digitize existing map documents, design information databases to be used with these data, and employ a standardized documentation format to describe the dataset. Topics include geographic data models, the nature of air photo processing software packages. Recommended prerequisite: Geog 480/580, prior or concurrent enrollment in Geog 492/592.

Geog 480/580 Visual Image Analysis (4)
Visual interpretation and measurement from remotely sensed imagery used for mapping and spatial data development. Analysis of air photo pattern recognition and scale distortions. Examination of various satellite imagery platforms and product characteristics. Prerequisite: Geog 380.

Geog 481/581 Satellite Digital Image Analysis (4)
Interpretation and measurement from digital satellite imagery used for interpretation of the earth's surface. Analysis will be largely based on the application of computer technology to imagery. The emphasis will be on natural landforms and vegetative cover. Recommended prerequisite: Geog 480/580.

Geog 482/582 Satellite Image Classification and Change Detection (4)
Satellite image classification methods are used for thematic information extraction and digital change detection methods for measuring land use/land cover change. Image classification transforms digital satellite images to land cover types. Includes computer exercises in classification and change detection using leading satellite image processing software packages. Recommended prerequisite: Geog 481/581.

Geog 485/585 Map Design and Production (4)
Introduction to the planning and execution of a map, with special emphasis on the arrangement of its graphic elements. Students will use cartographic and illustration software in the compilation, design and production of maps. Prerequisite: Geog 380.

Geog 488/588 Geographic Information Systems I: Introduction (4)
Introduces the general principles and application of Geographic Information Systems (GIS). Topics include: an introduction to geographic data models, the nature of geographic data, databases, data collection, mapping, and spatial analysis techniques. Students will use GIS software to complete a series of com-
The Department of Geology offers programs leading to the bachelor’s degree in geology, as well as studies in numerical modeling, geophysics, geochronology, meteorite studies, and other areas of geology. Students enrolling in this class also must register for a computer lab section. Also listed as USP 591. Prerequisite: Geog 488 or USP 591.

Geog 496/596 Visualization of Spatial Data (4)
The use of graphics as a fundamental descriptive and explanatory tool for visualizing data in geography and other disciplines. Topics include graphic types, their design and meaning, visualization of spatial data surfaces, cartographic counterparts to descriptive statistics, data classification techniques, data transformations, index numbers, and spatial graphics software. Recommended: 12 hours of coursework in geography.

Geog 497/597 Spatial Quantitative Analysis (4)
Introduction to the principles of inferential spatial statistics. Topics include point pattern analysis, spatial autocorrelation, spatial interpolation, and multivariate spatial data analysis. Prerequisite: Geog 496/596; Stat 243 and 244 recommended.

Geog 521 Geographic Thought (4)
Geography as a professional field. The first half of the course deals with the history of geographic thought and literature. The second half focuses on the role of geography among the arts and sciences and on more recent developments in the field. Required of all graduate students in geography.

Geog 522 Research Design (4)
A guided program for preparing graduate research papers and theses in geography. Attention is given to formulating topics, developing hypotheses, determining research objectives, acquiring and analyzing data, developing conclusions, and organizing and writing reports. Required of all graduate students in geography.

Geog 523 Geographic Research and Applications (1)
Applications of theory and method in geography through discussion of faculty research; relates theoretical underpinnings of the discipline to faculty research agendas, broadens perspectives on geographical research questions. Required of all geography graduate students.

Geog 601 Research (Credit to be arranged.)
Geog 603 Thesis (Credit to be arranged.)
Geog 605 Reading and Conference (Credit to be arranged.)
Geog 607 Seminar (Credit to be arranged.)
Degree requirements

Requirements for Bachelor of Science. In addition to meeting the general University degree requirements, the major must meet the following departmental requirements:

G 201, 202 Geology .................................................. 6
G 204, 205 Geology Laboratory or
207 Computer Based Geology Laboratory .......... 2-3
G 312 Mineralogy .................................................. 5
G 314 Petrology ..................................................... 5
G 318 Processes in the Surface Environment ....... 5
G 322 Global Biogeochemical Cycles ...................... 5
G 324 Computer Applications
and Information Technology ............................. 5
G 326 Numerical Modeling of Earth Systems ...... 5
G 485 Field Methods in Geosciences ................. 4
Total in geology 42-43

At least 24 credits of electives must be chosen from upper-division geology courses (excluding G 301, G 344, G 345, G 351, G 355, G 374, G 430, G 450, G 452, G 453, G 454, G 352, G 453, G 456, and G 457). This may include up to 8 credits of upper-division mathematics, science, or engineering courses approved by the undergraduate adviser. Students may use up to 4 credits from an approved summer field camp course.

Subtotal 43-47

plus labs and EAS 211 Statics ........................... 14-15
Ph 211, 212, 213 plus labs; or Ph 211, Ph 212
One year of 200-level chemistry
field camp course .................................................... 24

Mathematics through calculus to include
Mth 251, 252, 261, 354 ........................................... 16
One year of 200-level chemistry
or equivalent with labs ........................................ 13-16
Ph 201, 202, 203 plus labs; or
Ph 211, 212, 213 plus labs; or Ph 211, Ph 212
plus labs and EAS 211 Statics ............................ 14-15

Subtotal 43-47

Total (minimum) 90-100

Courses taken under the undifferentiated grading option (pass/no pass) are not acceptable toward fulfilling departmental major requirements.

Requirements for Bachelor of Arts. In addition to meeting the general University degree requirements, the major must meet the following departmental requirements:

G 201, 202 Geology .................................................. 6
G 204, 205 Geology Laboratory or
207 Computer Based Geology Laboratory .......... 2-3
G 312 Mineralogy .................................................. 5
G 324 Computer Applications and Information
Technology ............................................................. 5
Two of the following courses................................ 10
G 314 Petrology (S) ................................................. 5
G 318 Processes in Surface Environment (S) ....... 5
G 322 Global Biogeochemical Cycles (S) .............. 5

Twelve credits selected
from the following courses ................................. 12
G 333 Evolutionary Concepts (4)
G 355 Geosciences for Elementary Educators (4)
or
G 450 Middle School Earth/Space Science (4)
G 374 Geomorphic Processes (4)
G 420 Applied Geophysics (4)
G 424 Geographic Information Systems
in Natural Sciences (4)
G 425 Field GIS (4)
G 440 Volcanology (4)
G 442 Igneous Petrogenesis (4)
G 443 Groundwater Geology (4)
G 445 Geochemistry (4)
G 446 Meteorites (4)
G 447 Environmental Sediment Transport (4)
G 448 Chemical Hydrogeology (4)
G 458 Astrobiology (4)
G 459 Quaternary Climate (4)
G 460 Soil Geomorphology (4)
G 461 Environmental Geology (4)
G 466 Glaciology (4)
G 470 Engineering Geology (4)
G 485 Field Methods in Geosciences (4)
Eight credits from the following courses.............. 8
G 344 Geology and the National Parks (4)
G 345 Life in the Universe (4)
G 351 Introduction to Oceanography (4)
G 352 Minerals in World Affairs (4)
G 430 Life of the Past (4)
G 452 Geology of the Oregon Country (4)
G 454 Cascade Volcanoes (3 credits maximum) (1)
G 456 Astrogeology (4)
G 457 Volcanoes and Earthquakes (4)

Upper-division credits selected from geography,
urban studies and planning, or economics preap-
proved by the undergraduate adviser ............ 12
Mathematics to include Mth 251 .................. 4
Statistics to include Stat 243; Stat 244 recommended ............ 4
One year of college chemistry plus labs ........... 13-16
One year of 200- or 200-level biology
with labs or Ph 121 and 122, or Ec 201, 202 .... 8-15

Subtotal 81-91

Courses taken under the undifferentiated grading option (pass/no pass) are not acceptable toward fulfilling departmental major requirements.

Requirements for minor in geology. To earn a minor in geology, a student must complete a minimum of 29 credits (at least 14 credits of which must be taken in residence at PSU), including the following:

G 200 Field Studies ................................................. 1
G 201, 202 Geology .................................................. 6
G 204, 205 Geology Laboratory or
207 Computer Based Geology Laboratory .......... 2-3
Twenty upper-division credits in geology ............ 20

Total (minimum) 29

Requirements for minor in environmental geology. To earn a minor in environmental geology, a student must complete a minimum of 29 credits (at least 14 credits of which must be taken in residence at PSU) to include the following:

G 200 Field Studies ................................................. 1
G 201, 202 Geology .................................................. 6
G 204, 205 Geology Laboratory or
207 Computer Based Geology Laboratory .......... 2-3
G 460 Soil Geomorphology or
G 461 Environmental Geology .............................. 4
Sixteen upper-division credits chosen from: ......... 16
G 312 Mineralogy (S)
G 318 Processes in the Surface Environment (S)
G 322 Global Biogeochemical Cycles (S)
G 324 Computer Applications and Information
Technology ............................................................. 5
G 424 Geographic Information Systems
for the Natural Sciences (4)
G 434 Structural Geology (4)
G 435 Stratigraphy (4)
G 440 Volcanology (4)
G 443 Groundwater Geology (4)
G 447 Environmental Sediment Transport (4)
G 448 Chemical Hydrogeology (4)
G 452 Geology of the Oregon Country (4)
G 459 Quaternary Climate (4)
G 460 Soil Geomorphology (4)

Total 29

Requirements for minor in computer applications. To earn a minor in computer applications with an emphasis in geosciences, a student must complete 30 credits (at least 24 credits of which must be taken in residence at PSU) to include the following:

100- or 200-level computer science course ........ 4
G 324 Computer Applications and Information
Technology ............................................................. 5
G 326 Numerical Modeling of Earth Systems ...... 5
Three adviser-approved courses in advanced computer applications, with at least 4 credits outside of geology. These courses may come from any unit in the University but may not include 405 readings/conference courses.

Subtotal 84-92

Students are encouraged to contact Michael L. Cummings, undergraduate adviser, for help in designing a program leading to a minor in environmental geology, geology, space and planetary sciences, or computer applications. Upper-division courses taken under the undifferentiated grading option (pass/no pass) are not acceptable toward fulfilling departmental minor requirements.

Requirements for minor in space and planetary science. To earn a minor in space and planetary science, a student must complete a minimum of 28 credits (at least 16 credits of which must be taken in residence at PSU), including the following:

Eight credits selected from the following: .......... 8
G 201/204, 202/205/207 Geology, Geology Laboratory,
Computer Based Geology Laboratory (8-9 credits)
or Ph 121, 122 or Ph 261, 262 General Astronomy (8 credits)
Sixteen credits of electives selected from the fol-
lowing (may include other elective courses preap-
proved by the undergraduate adviser): .......... 16
Chem 360 Origins of Life on Earth (4)
G 345 Life in the Universe (4)
G 374 Geomorphic Processes (4)
G 446 Meteorites (4)
G 448 Astrobiology (4)
Ph 366, 367 Complexity and the Universe I and II (8)
Ph 476 Observational Astronomy (2)
Four credits selected from the following .......... 4
G 404 Cooperative Education/Internship
G 405 Reading and Conference

Total 28

Pass/No Pass: Upper-division courses must be taken for a letter grade to count toward fulfilling departmental minor requirements with the exceptions of G404 and G405 which are offered only for pass/no pass.

SECONDARY EDUCATION PROGRAM
Adviser: M.L. Cummings

Students preparing for careers in K-12 teaching upon completion of a Graduate Teacher Education Program (GTEP) may qualify to teach geology and general science in middle and high schools by completing a
B.A. or B.S. in geology or the requirements listed on page 176 for integrated science. It is recommended that students who want to teach science in grades 5-9 major in geology and include a year-long introductory course in biology and a course in meteorology, astronomy, and oceanography; or major in general studies in science and complete the integrated science program on page 176. Science courses are to be taken for differentiated grades, except for those offered only on a pass/no pass basis. Students must have at least a 2.75 GPA in science courses and must earn at least a C in each course.

**Graduate programs**

The Department of Geology offers programs leading to a graduate certificate, the Master of Arts or Master of Science in geology, an option in geohydrology, the Master of Arts in Teaching or Master of Science in Teaching (Science), and to the Ph.D. degree in environmental science and resources. The M.A./M.S. program is designed to train geology students beyond the baccalaureate degree for professional employment or for advanced graduate work. The M.A.T./M.S.T. program is offered for teachers in secondary schools and community colleges. The department is an active participant in the Environmental Science and Resources Doctoral Program. Specialized studies in hydrogeology, geomicrobiology, environmental geology, engineering geology, geomechanics, glaciology, and applied stratigraphy, along with multidisciplinary environmental science courses and seminars, will partially fulfill the requirements for the Ph.D. in environmental science and resources. For information relative to the Ph.D. program in environmental science and resources/geology, see page 125.

**Admission requirements**

**Master of Arts and Master of Science.** To be admitted to the graduate degree program, the student must have a baccalaureate degree in geology or its equivalent, as determined by the departmental graduate committee. It is required that the General Graduate Record Examination be taken before admission.

**Master of Arts in Teaching or Master of Science in Teaching.** The College of Liberal Arts and Sciences offers the M.A.T./M.S.T. degrees in Science/Geology. To be admitted to the M.A.T./M.S.T. program in Science/Geology, a student must hold a bachelor's degree in geology, or in the physical or life sciences—including the equivalent of a minor in geology. Students must take the general Graduate Record Examination and submit scores before admission for advising purposes.

**Degree requirements**

**Master of Arts and Master of Science.** University master's degree requirements are given on page 67. Specific departmental requirements for the M.S./M.A. are:

1. Completion of a minimum of 45 credits in approved graduate courses.
   a. Students must take G 523 Statistics and Data Analysis in the Geosciences unless already taken as G 423 as an undergraduate.
   b. Students must take at least 8 credits in geology courses numbered 610 or higher.
   c. Students must take at least another 12 credits (16 credits if G 423 Computer Application in Geology was completed as an undergraduate) in the field of geology from 510 or higher level courses.
   d. A maximum of 9 credits will be allowed for courses numbered 501 Research, 504 Cooperative Education/Internship, 505 Reading and Conference, or 506 Special Problems. These courses are offered for P/NP credit only.
   e. Students must complete at least 6 credits of G 503 Thesis (P/NP only); up to 9 credits can count for the degree.

2. The department will evaluate a student's record for deficiencies at the time of admission and develop a list of courses that must be completed for a grade of B or better in each course within a length of time specified in the admission letter.

3. Completion of field camp (could have been taken as an undergraduate) or equivalent field experience as approved by the field camp director.

4. Presentation of a thesis.

5. Completion of a final oral examination (thesis defense) taken before the end of the sixth week of the final term in residence.

Specific departmental requirements for the M.A./M.S. geology-geohydrology option are the same as above, or with a nonthesis option, are:

1. Completion of a minimum of 45 credits in approved graduate courses of which 36 must be for differentiated grades (A-F).
   a. Students must take G 523 Statistics and Data Analysis in the Geosciences unless already taken as G 423 as an undergraduate.
   b. Students must take at least 8 credits in geology courses numbered 610 or higher.
   c. Students must take at least another 12 credits (16 credits if G 423 Computer Application in Geology was completed as an undergraduate) in the field of geology from 510 or higher level courses.
   d. A maximum of 3 additional credits will be allowed for courses numbered G 501 Research, G 504 Cooperative Education/Internship, G 505 Reading and Conference, and G 506 Special Problems or similarly numbered courses in other departments. These courses are offered for P/NP credit only.

6. The department will evaluate a student's record for deficiencies at the time of admission and develop a list of courses that must be completed for a grade of B or better in each course within a length of time specified in the admission letter.

7. Completion of field camp could have been taken as an undergraduate or equivalent field experience as approved by the field camp director.

8. Presentation of a research project.

9. Completion of a final oral examination on the subject area and the research project.

**Master of Arts in Teaching or Master of Science in Teaching.** In consultation with the graduate adviser, the student should establish the degree program before the completion of 16 credits of coursework. The program must include a minimum of 45 credits in approved graduate courses, to include a minimum of 30 credits in geology and related sciences, and 6 credits in G 506. At least 9 credits must be in education courses. In order to fulfill requirements for the degree, the student must satisfactorily complete the degree program and pass both a final written examination and a final oral examination.

**Courses**

Courses with an asterisk (*) are not offered every year:

G 199 Special Studies (Credit to be arranged.)

G 200 Field Studies (1)

Participation in field trip exercises to enhance the understanding of materials and processes taught in corresponding lower division geology courses. Field study areas include: coast, mountains, Portland area, Eastern Oregon, etc. Lecture, field trip, and completion of workbook or research paper required. Maximum of one credit in each field study area. Prerequisite: Previous or concurrent enrollment in the corresponding lower-division geology course.

G 201, 202 Geology (3, 3)

Study of Earth's materials, structures, and the processes that have changed the Earth's surface throughout geologic time, in the light of the unifying plate tectonics model. Requires concurrent enrollment in G 204 for G 201, and G 205 or G 207 for G 202. Classes will meet the requirements for science with an integrated laboratory experience.

G 204, 205 Geology Laboratory (1, 1)

Laboratory work to accompany G 201 and 202, respectively, involving basic geologic principles and processes emphasizing rocks, minerals, topographic and geologic maps. One 2-hour laboratory period. Concurrent enrollment in G 201, 202, respectively, is required.
Introduction to numerical methods, such as finite-elements and finite-differences, for solving systems of equations that describe geological processes. Three lectures and two 2-hour laboratories. Prerequisite: Mth 252 or concurrent enrollment.

G 333 Evolutionary Concepts (4)
Designed to provide background in evolutionary concepts and to address current issues in evolution as they are perceived and are being investigated by scientists in biology and geology. This is a combined lecture and discussion class and will include occasional guest lecturers presenting their research and views on various topics in evolution.

G 344 Geology and the National Parks (4)
Covers the geology that one finds in our national park system. Parks will be grouped by similar geology. Basic concepts of geology will first be covered in each group and then each park of the group discussed. Prerequisite: upper-division standing.

G 345 Life in the Universe (4)
Focus on issues surrounding the origin and evolution of life on Earth, the environmental conditions required for life elsewhere, and the potential for life on other planets and satellites in our solar system. Additional topics include the discovery, occurrence and habitability of extrasolar planets, and the philosophical and societal implications of searching for life beyond Earth. Prerequisite: upper-division standing. Two lectures, one 2-hour laboratory.

G 351 Introduction to Oceanography (4)
A survey course designed to give students a broad general background. Emphasis is on interrelationships of oceanography and other sciences. Useful for general studies, teachers and environmental science majors. Prerequisite: upper-division standing.

G 352 Minerals in World Affairs (4)
The geologic origin and occurrence of metals, fuels, and industrial minerals and rocks; their geographic distribution and relative abundance or lack among nations; the rules and principles which influence their past, present, and future exploration, development, and use. Prerequisite: upper-division standing.

G 355 Geosciences for Elementary Educators (4)
An integrated survey of concepts from geology, astronomy, and climatology for students interested in elementary education. Course is designed around suggested content in the Oregon Content Standards. Prerequisite: upper-division standing.

G 374 Geomorphic Processes (4)
A study of landform processes at the earth's surface including the work of water, wind, and ice in erosion, transportation, and deposition on land and sea. The significance of geomorphic processes to human activities is included. A one to two-day weekend field trip is required. Three lectures and one 3-hour laboratory. Prerequisite: G 202 or equivalent. No credit allowed if taken after G 318. May not be used as an elective for the B.S. in geology. This course is the same as GEOG 320; course may be taken only once for credit.

G 399 Special Studies (Credit to be arranged.)

G 401/501 Research (Credit to be arranged.)
Prerequisite: G 405.

G 403 Thesis (4)
Prerequisite: Successful completion of G 401 (Research) for 4 credits and Departmental approval. Graded A-F.

G 404/504 Cooperative Education/Internship (Credit to be arranged.)

G 405/505 Reading and Conference (Credit to be arranged.)

G 407/507 Seminar (Credit to be arranged.)

G 410/510 Selected Topics (Credit to be arranged.)
Consent of instructor.

G 420/520 Applied Geophysics (4)
Principles of geophysical measurement and interpretation; seismology, gravimetry, isostasy, geomagnetism, terrestrial electricity. Includes a survey of geophysical exploration techniques. Three lectures, one 2-hour lab. Prerequisite: one year of general physics, one year of calculus.

G 423/523 Statistics and Data Analysis in the Geosciences (4)
Application of digital computers to problems in geology. Topics covered are analysis of data collected along a traverse, over a map area, and multivariate data. Applications to stratigraphic sections, chart recordings, sample locations, mapping, trend surfaces, and clustering. Two lectures and two 2-hour laboratory. Prerequisite: one year of calculus.

G 424/524 Geographical Information Systems for the Natural Sciences (4)
Spatial data are input, analyzed, and displayed. Techniques covered include: data management and analysis, projections and reference datum, digitizing, raster and vector operations, spatial statistics. Class projects apply data management and analysis techniques to the natural sciences. Weekly professional quality lab reports are required. GIS tutorial followed by a gateway exam is used to demonstrate mastery of introductory material. Prerequisite: upper-division standing in a physical or life science or mathematics program.

G 425/525 Field GIS (4)
Acquisition, storage, and display of field-based data for the natural sciences. Geospatial data generated using field-based technologies (i.e. GPS) are converted into appropriate database structures (i.e. GIS) for analysis and reporting. Project design and implementation are developed in cooperation with the instructor. Integrated laboratory/field experience. Recommended prerequisites: Stat 243 or G 324, 8 to 15 credits of lab-based 200-level introductory courses in geology, biology, physics, chemistry, or environmental science. Upper-division standing.

G 430/530 Life of the Past (4)
Origin and development of plants, animals and man on earth, as interpreted from the study of fossils and the sedimentary rocks in which they occur. Includes integrated laboratory and field experience. Prerequisite: upper-division standing.
Two lectures, one 2-hour laboratory (academic year) or field studies (summer).

*G 434 Structural Geology (4)
Study of origin, interpretation, and mapping of major and minor geologic structures. Two lectures; two 2-hour laboratories; and required field study. Prerequisite: G 318.

*G 435 Stratigraphy (4)
Principles and techniques of recognition, interpretation, and correlation of stratified rock units used to establish time histories of tectonic, volcanic, and sulfuric processes, and environment of deposition. Two lectures, two 2-hour laboratories, and required field study. Prerequisite: G 318.

G 438/538 Scanning Electron Microscopy for the Biogeosciences (4)
Course provides student with a theoretical understanding of various scanning analytical electron microscopy techniques and hands-on experience using such techniques to characterize geological and biological materials. Topics covered include the basic physics of image and spectrum formation, sample preparation, instrument operation, and data analysis. Two hours lecture and two hours of by-arrangement laboratory. Prerequisite: introductory course sequence in geology, biology, chemistry, physics, or environmental science.

*G 439/539 Powder X-ray Diffraction (2)
Identifies and quantifies minerals using powder X-ray diffraction (XRD), includes the nature and production of X-rays, basic X-ray crystallography, the principles and applications of X-ray diffraction, as well as certification for use of the X-ray diffractometer. Also includes an independent project to identify or quantify unknown minerals using the XRD. Prerequisite: G 312 or one year of general chemistry.

*G 440/540 Volcanology (4)
Classification of volcanic rocks and volcanic stratigraphic units; eruptive mechanisms; modes of volcanic deposition; recognition, mapping, and correlation of volcanic units; and stratigraphic syntheses of volcanic terranes. Two 75-minute lectures, one 2-hour laboratory. Field trip is required. Prerequisite: G 314.

*G 442/542 Igneous Petrogenesis (4)
Investigation into the origin and evolution of magmas and igneous rock suites using geochemical and petrographic methods, differentiation of the Earth through time, global element cycles driven by igneous processes. Two lectures; two 2-hour laboratory periods. Prerequisite: G 314.

G 443/543 Ground Water Geology (4)
Study of the physical and chemical properties of underground water; the physical properties of aquifers and their control and effect on the contained waters; water movement and the conservation and utilization of existing ground water bodies as well as development of new water bodies and rejuvenation of depleted and starved aquifers. Prerequisites: one year of calculus, general physics, general chemistry.

*G 445/545 Geochemistry (4)
A survey of geochemistry. Emphasis on distribution of elements in the Earth, nuclear geochemistry and thermodynamics of geologic systems. Prerequisite: G 314.

*G 446/546 Meteorites (4)
A course examining meteorites and the information they provide about the birth and evolution of the solar system. Topics include asteroids and asteroid heat sources, the solar nebula, early solar system chronology, pre-solar grains, abiotic synthesis of organic matter, differentiation, impacts and collisional processes, and meteorites from Mars. Three lectures. Prerequisites: G 201, one year of chemistry.

*G 447/547 Environmental Sediment Transport (4)
Study of sediment transport, bedforms, and depositional environment, with focus on quantitative methods of predicting rates of sediment yield, transport, and deposition in terrestrial and marine environments. Prerequisites: ES 220 or G 202 and Mth 251.

G 448/548 Chemical Hydrogeology (4)
The study of low temperature aqueous groundwater geochemistry with emphasis on factors which change chemical composition of groundwater and factors which influence the transport of inorganic and organic contaminants. Topics will include geochemistry of equilibrium reactions, mineral solubility, complexing, oxidation-reduction reactions, surface reactions and vadose zone processes. Prerequisites: one year of chemistry. Two lectures, one 2-hour laboratory.

G 450/550 Middle School Earth/Space Sciences (4)
Examines the Earth and Space science content area and classroom and developmentally appropriate field experiences for middle school students. Emphasis on developing hands-on and technology-based activities centered on the Earth and Space sciences. Materials are developed within the context of standards-based education models. Prerequisites: 24 credits of mathematics and/or science courses.

G 452/552 Geology of the Oregon Country (4)
Origin and geologic history of landscape features in Oregon and the Pacific Northwest. Two lectures, one 2-hour laboratory (academic year) or field studies (summer). Prerequisites: upper-division standing and one of the following: G 201, 202, 344, 351, 352, 430, 457.

G 453 Geology of the Pacific Northwest (4)
Survey of the topographic and geologic features of the Pacific Northwest, emphasizing geologic and mining history and focusing on the close relationship between the Pacific Northwest as the leading edge of a moving continental plate, the geologic/paleoecologic (fossil) record of this area, and the implications of recent tectonic activity; the Mt. St. Helens eruption, earthquakes, floods, and threats of major seismic sea waves or tsunami. Prerequisite: upper-division standing. (Notes: Course available only through Independent Study.)

G 454/554 Cascade Volcanoes (1)
Field course in the study of one or more Cascade volcanoes-origin and development of volcano, eruptive mechanism, deposits, rock types, and hazards. Course may be repeated for different volcano studies. Offered summers. Prerequisite: upper-division standing and one prior course from the following: G 201, 202. May be used to meet requirements for the B.A. in geology. May not be used to meet requirements for the B.S. in geology.

G 456/556 Astrobiology (4)
Geology and astronomy are combined to explore the evolution of the Universe and the Solar System. Comparative geologic evolution of the planets is emphasized. A significant component of the course is hands-on geologic field Investigations and astronomical observations (summer) or 2-hour laboratory (academic year). Prerequisite: upper-division standing.

*G 457 Volcanoes and Earthquakes (4)
A study of volcanoes and earthquakes as they affect humans and the development of landscapes. A field trip is required. Prerequisite: an introductory science course.

G 458/558 Astrobiology (4)
Astrobiology focuses on issues surrounding the origin and evolution of life on Earth, the environmental conditions required for life elsewhere, and the potential for life on other planets and satellites in our solar system. Additional topics include the discovery, occurrence, and habitability of extrasolar planets, and the philosophical and societal implications of searching for life beyond Earth. Prerequisites: G 322 or upper-division standing in life, environmental, or physical science.

*G 459/559 Quaternary Climate (4)
Study of the causes and consequences of climate change through the Quaternary. Topics include: an overview of climate system dynamics; the geologic record of Quaternary climate and its profound glacial to interglacial cycles; the use of that record to develop conceptual models of paleoclimatic interactions among land, ocean, atmosphere, and biosphere; and geologic changes during the Cenozoic (the last 65 million years) that set the stage for the Quaternary. Includes computer laboratory exercises using paleoclimate data. Prerequisite: upper-division standing in a physical or life science program.

*G 460/560 Soil Geomorphology (4)
Effects of climate, vegetation, parent material, topography, and time on the development, weathering, classification, and chemistry of soils. Two 75-minute lectures and one 2-hour laboratory. Prerequisites: G 201, 202, Ch 200-level (1 year).

G 461/561 Environmental Geology (4)
Study of natural hazards and related land use planning (flooding, landslides, earthquakes, volcanic, coastal) waste disposal and pollution in the geological environment, water supply, mineral and energy resources, environmental law related to geology, medical geology, climatic change. Two 75-minute lectures and one 2-hour laboratory. Prerequisites: general chemistry (1 year). G 201, 202.

*G 465/565 Glacial Geomorphology (4)
The investigation of the importance of glaciers to landscape modification and global environmental change via an understanding of their formation, structure, mass and energy exchange, and movement. Erosion and deposition processes will also be examined. This class adopts the process-per
spective whereby understanding the physical processes provides significant insight into the relative importance of the controlling mechanisms of change. Field trip is required. Prerequisite: introductory geology, physical geography, or geomorphology course.

*G 466/566
Glaciology (4)
The physics of glacier ice and its mathematical description, and the processes that cause glaciers and ice sheets to change over time. Intended for students with interests in glaciers, geophysical fluid flows, or who wish to build their quantitative and computational skills. Includes computational laboratory exercises. Prerequisites: one year of calculus and one year of physics.

*G 470/570
Engineering Geology (4)
Applications of geological information to engineering problems: soil mechanics, rock mechanics, construction materials, groundwater and construction, instrumentation, exploration, terrain models, landslide analysis. Three hours of lecture and two hours of lab per week. Labs stress quantitative analysis. One day field trip explores landslides of the Portland area. Prerequisites: G 202, Ph 203.

*G 475/575
Introduction to Seismology and Site Evaluation (4)
Earthquakes and exploration seismology, the origin and occurrence of earthquakes, nature and propagation of seismic waves in the earth, earthquakes as a hazard to life and property. Uses of reflection and refraction exploration seismology, borehole velocity measurements, seismic remote sensing, and direct measurement techniques. Earthquake hazard assessment including liquefaction, ground failure, and site amplification. Techniques for evaluating the susceptibility, potential, and severity of the hazards and other science and engineering applications. Prerequisite: senior/graduate standing. This course is the same as CE 443/543; course may be taken only once for credit.

*G 477/577
Earthquake Accommodation and Design (4)
Effects of earthquake shaking in the design of buildings, pipelines, bridges, and dams. Incorporating the earthquake hazard assessment for a project in the design process. The goal of this course is to allow geologists, geotechnical engineers, structural engineers, and architects to see how their particular tasks are impacted by the earthquake effects. Types of analysis used to evaluate earthquake design requirements in the several disciplines including geology, geotechnical engineering, structural engineering, and architecture. Prerequisite: G 475/575 or CE 443/543. This course is the same as CE 448/548; course may be taken only once for credit.

*G 481/581
Field Geology (4)
Geologic mapping in sedimentary and volcanic rocks or metamorphic rocks during a summer field camp. A charge will be made for the expenses of the field camp. Approximately 64 hours of work will be done in the summer. Prerequisites: G 485.

*G 484/584
Field Geophysics (4)
Applications of geophysical techniques to solving a field problem. Methods applied may include gravity, resistivity, refraction ground penetrating radar, and magnetics. Includes at least one weekend in the field and production of a final report with data and conclusions. Prerequisites: Ph 203 or 213, Mth 253.

G 485
Field Methods in Geosciences (4)
Principles of geologic mapping, and data collection using optical surveying instruments, Global Positioning System, and aerial photographs, preparation of reports and maps. Two lectures and one 4-hour laboratory. One-week field exercise at end of term. Prerequisite: G 324.

*G 491/591
Physical Processes in Geology (4)
Application of mechanics to physical processes in geology, such as igneous intrusion, rock folding, debris flow, lava flow, ground water, and glaciation. Prerequisites: Mth 254, Ph 203.

G 502/602
Independent Study (Credit to be arranged.)
Pass/no pass only.

G 503
Thesis (Credit to be arranged.)
Pass/no pass only.

G 506
Special Problems (Credit to be arranged.)

*G 571/671
Advanced Engineering Geology (4)
Strength and stability of earth materials, resources, and land use, exploration and instrumentation, professional practices. Prerequisite: G 470.

*G 537
Analytical Methods (4)
Fundamentals, applications, and use of analytical methods in the analysis of earth materials. Analytical methods will include optical and X-ray methods and introduction to microthermometric analysis, differential thermal analysis, and gravimetry. Two lectures; two 2-hour laboratory periods. Prerequisite: G 312, one year of general physics, radiation safety certificate (acceptable as a corequisite).

*G 592/692
Methods in Quaternary Stratigraphy (4)
Analysis of the methods used and their applications in physical stratigraphy including seismic, sequence, geochemical, paleomagnetic, well log, and topics in Quaternary process stratigraphy. Prerequisite: G 434.

*G 595/695
Topics in Geomechanics (4)
Topics chosen from finite strain, rock fracture, and rock folding. May be repeated if topics are different. Prerequisites: G 491/591, Mth 254, Ph 203.

G 601
Research (Credit to be arranged.)

G 603
Thesis (Credit to be arranged.)

G 604
Cooperative Education/Internship (Credit to be arranged.)

G 605
Reading and Conference (Credit to be arranged.)

G 606
Special Problems/Projects (Credit to be arranged.)

G 607
Seminar (Credit to be arranged.)

G 610
Selected Topics (Credit to be arranged.)

*G 612
Topics in Igneous Petrology (4)
Topics in the origin and formation of igneous rock masses; their derivation, evolution, chemistry, structure, and modes of emplacement. Advanced techniques in analysis and examination. May be repeated if topics are different. Two lectures and one 2-hour laboratory. Prerequisite: G 542.

*G 618
Clay Mineralogy (4)
Clay structure and classification, clay mineral analyses including X-ray identification and differential thermal analysis, mixed-layer clays, clay-water systems, clay mineral-organic reactions, engineering properties related to clay materials, geological occurrence of clays. Major emphasis on engineering problems related to clays and the field occurrence of clays. Prerequisite: safety certification.

*G 619
Topics in Geochemistry (4)
Topics in the application of geochemistry to solve geological problems. Advanced techniques in analysis and examination. Two lectures and one 2-hour laboratory. May be repeated if topics are different. Prerequisite: G 545.
441 Cramer Hall  
725-3917  
www.history.pdx.edu

B.A., B.S.  
Minor in History and Philosophy of Science  
Secondary Education Program—  
Social Science  
M.A.  
M.A.T. and M.S.T. (General Social Science)

**Undergraduate program**

Students of history, through investigation of the past, gain skills and perspectives that foster a better understanding of the world and their place in it. The study of history contributes to the goals of a liberal arts education by enabling students to gain a deep appreciation of the diversity of human experience over time. Through the study of history, students learn how to interpret their own experience and to shape their own values by engaging in dialogues with the past. The study of history also nurtures the ability to view the world from multiple perspectives, including interdisciplinary ones. Finally, history provides the foundation for informed participation in both the local and the global community by teaching how to apply critical thinking skills to solving problems. The study of history offers excellent training for a variety of occupations, from teaching to law, government, business, and the arts.

The Department of History encourages active engagement in historical inquiry, whether at the introductory survey level, in seminars, or in community-based learning. Active engagement requires students to learn how to master basic knowledge, ask historical questions, access and evaluate information, and communicate what they have learned in both written and oral forms. Helping students master the use of a variety of sources and tools to unlock the past is a goal of all history courses.

The combined expertise of faculty in the Department of History encompasses a diversity of fields ranging from Oregon and the Pacific Northwest to world history. The department offers lower-division surveys in Western civilization and U.S. history, but the gateway course for the major is Hst 300 Historical Imagination, which provides an introduction to the discipline—both the theory and practice—of history. Advising is critical, since majors are encouraged to develop their own thematic, chronological, or geographical focus through their choice of upper-division elective courses. Upper-division offerings include a wide range of subject areas, from the ancient Near East to American family history. Seminars (Hst 407) on specialized topics—such as medieval Spain or Japanese nationalism—provide the opportunity for majors to write a substantial research paper and to participate in intensive reading and discussion of topics. Hst 495 Comparative World History—a thematic course—is required for the major to ensure that students develop the ability to frame what they know in a world historical context and to apply comparative analysis to important historical topics.

In line with the University’s mission as an urban, public institution, the Department of History supports partnerships with the Oregon Historical Society and the Center for Columbia River History and offers training in public history. All faculty consider both teaching and research, along with community service, to be part of their responsibilities as members of the Department of History. The creation of knowledge, as well as its dissemination through teaching and publication, is a vital part of the department’s mission.

**Admission requirements**

Admission to the department is based on general admission to the University. See page 37 for more information.

**Degree requirements**

**Requirements for major.** In addition to meeting the general University degree requirements, the major in history must meet the departmental requirements listed:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Lower-division history electives (maximum)</th>
<th>Hst 300 Historical Imagination</th>
<th>Hst 407 Seminar</th>
<th>Hst 495 Comparative World History</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>(maximum of 8 credits)</td>
<td>4</td>
<td>8</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>32</td>
<td>4</td>
<td>8</td>
<td>4</td>
</tr>
</tbody>
</table>

All courses are to be taken for differentiated grades and the history major must earn at least a C- in each course presented to meet major requirements.

Of the electives students apply to the history major requirements, at least two courses must examine a non-European and non-U.S. subject, and at least two courses must examine either Europe or the United States.

A maximum of 12 lower-division credits in history may be applied to the major requirements.

- A minimum of 32 credits in history must be taken in residence at Portland State University.
- With the approval of their major adviser, history majors may apply to their major requirements two upper-division courses (maximum of 8 credits) taken outside of history. This is provided to encourage students to design interdisciplinary history majors.

**History honors option.** The honors track in history affords outstanding history majors the opportunity to propose, carry out, and formally present independent research on a topic of their choosing, under the guidance of a faculty adviser. Students who successfully complete an approved thesis and its associated 16 credit-hour honors curriculum will be formally designated history honors graduates and receive notice of this distinction on their diplomas. Students who wish to pursue the honors in history option must apply to do so after having completed a minimum 24 credit hours in the major and before they have attained senior standing. The history honors option requires a 3.50 GPA in history prior to admission to the program.

The honors in history program includes an undergraduate thesis which students produce in their junior and senior years. Following successful admission to the program, during the junior year the student develops a thesis topic in a reading and conference course (Hst 405) directed by a faculty member who has agreed to supervise the student’s honors thesis. In the senior year, the first term is devoted to research (Hst 401), the second term to writing (Hst 403), and the third to presentation and revision of the thesis (Hst 404).

**Requirements for minor.** To earn a minor in history a student must complete 32 credits, including the following:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Hst 300 Historical Imagination</th>
<th>Hst 407 Seminar</th>
<th>Hst 495 Comparative World History</th>
<th>History Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>4</td>
<td>4</td>
<td>4</td>
<td>20</td>
</tr>
</tbody>
</table>

All courses are to be taken for differentiated grades and the history minor must earn at least a C- in each course presented to meet minor requirements.

- A maximum of 12 credits from lower-division history courses can be applied to the minor requirements.
- A minimum of 16 credits in history in
residence at Portland State University is required.

**Requirements for minor in history and philosophy of science.** The interdisciplinary minor in history and philosophy of science requires 32 credits distributed as follows:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Two core courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>Hst 387 History of Modern Science</td>
</tr>
<tr>
<td></td>
<td>Phi 470 Philosophy of Science</td>
</tr>
<tr>
<td>12</td>
<td>Three elective courses chosen from:</td>
</tr>
<tr>
<td>12</td>
<td>Anth 325 Culture, Health, and Healing</td>
</tr>
<tr>
<td>12</td>
<td>Bi 343 Genes and Society</td>
</tr>
<tr>
<td>12</td>
<td>Hst 427 Topics in History of Science (with different topics, may be repeated for credit)</td>
</tr>
<tr>
<td>12</td>
<td>Hst 446 Topics in the History of American Professions (with different topics, may be repeated for credit)</td>
</tr>
<tr>
<td>12</td>
<td>Hst 460 Topics in European Intellectual History (with different topics, may be repeated for credit)</td>
</tr>
<tr>
<td>12</td>
<td>Phi 301-302 History of Philosophy I-II</td>
</tr>
<tr>
<td>12</td>
<td>Phi 306 Science and Pseudoscience</td>
</tr>
<tr>
<td>12</td>
<td>Phi 471 Topics in Philosophy of Science (with different topics, may be repeated for credit)</td>
</tr>
<tr>
<td>12</td>
<td>Sci 359 Biopolitics</td>
</tr>
<tr>
<td>12</td>
<td>Sci 361 Science: Power-Knowledge</td>
</tr>
</tbody>
</table>

Cross-disciplinary courses depending on student’s major, chosen in consultation with the adviser using the following criteria:

- Students with majors in the social science or arts and letters area, as well as students with majors in business administration or liberal studies, must take 12 credits in one department in the social science area.
- Students with majors in the social science area, as well as students with majors in computer science, health sciences, or one of the engineering programs, must take 12 credits in one department in the social science or arts and letters area.
- These requirements are for coursework beyond that used to fulfill the distribution requirements for the B.A. or B.S. degree, for University Studies, or for the major.
- Students should take note of any prerequisites established by the respective departments.

Total 32

For advising concerning the minor, consult the History Department office.

**SECONDARY EDUCATION PROGRAM**

Students interested in the Secondary Education Program in Social Science discover that historical study establishes a context for each of the human sciences: psychology, anthropology, sociology, economics, geography, and political science. (See Interdisciplinary Studies: Social Science page 158).

**Graduate programs**

**Admission requirements**

- **Master of Arts.** The Department of History offers a Master of Arts degree. The degree program is designed to develop historians with special competence by systematic training in the content, methods, and interpretation of history. Although each degree program will vary, as will the individual’s purpose for pursuing graduate work, the same level of scholarly competence and intellectual attainment is expected of all students.

  To be considered for admission to the graduate study, applicants normally should have the minimum preparation undertaken by an undergraduate major in history and should demonstrate good research and writing skills. Most students admitted to the program have maintained a GPA of at least 3.50 in upper-division history courses. Non-history majors or students with a lower history GPA may be considered for admission to the graduate program on a qualified basis. In addition to the University application for graduate studies, students are required to submit their score on the Aptitude section of the Graduate Record Examination, two letters of recommendation from faculty or other individuals who can evaluate their preparation for graduate studies, a statement of purpose describing their objectives in graduate study, and two examples of their writing, preferably history research papers. Foreign students must comply with the University requirement of a minimum grade of 550 in the Test of English as a Foreign Language (TOEFL). Applications for fall-term admission are due by February 15.

  **Master of Arts in Teaching or Master of Science in Teaching.** For information on the Master of Arts in Teaching or the Master of Science in Teaching (General Social Science), see page 158.

**Degree requirements**

University master’s degree requirements are listed on page 67. Specific departmental requirements are listed below.

- **Master of Arts.** A minimum of 48 credits of approved graduate-level courses are required for the M.A. in history. Of these 48 credits students must complete a minimum of 36 credits in history, to include two seminars (Hst 507) and 8 credits of thesis writing (Hst 503). With the approval of their thesis adviser, students can apply to their M.A. program a maximum of 12 credits from graduate courses taken outside of history. Students are normally admitted for the fall term and are strongly advised to complete Hst 500 (Introduction to the Master’s Program in History) in the first term of study. While Hst 500 is strongly recommended for all entering graduate students, it is required for those who have not completed an undergraduate course in historiography (Hst 300 or equivalent).

  In addition to coursework, students are required to complete, prior to the thesis, the following qualifying requirements:

  - Passing two written field examinations
  - Fulfilling the University’s foreign language requirement for the M.A. degree
  - Successfully submitting a thesis proposal

  Students should ordinarily complete these requirements no later than the point at which they have completed 32 credits of graduate study.

  The two written examinations are administered by two regular (tenured or tenure-track) members of the department. One field examiner ordinarily serves as the main thesis adviser, and the other examiner also serves on the thesis committee. The two fields must be mutually distinct, and are defined geographically and/or thematically—there may also be a chronological delimitation—by agreement between the student and the respective examiners. Coursework for the M.A. must include minimum of 12 credit hours for the first field and a minimum of 8 credit hours for the second field. Examples of the definition of fields, and guidelines for the examinations, are available from the Department Office.

  Graduate students should demonstrate proficiency in a foreign language germane to their thesis field no later than the point at which they have completed 32 credits of graduate study. Per university policy, proficiency may be demonstrated by successfully completing language coursework equivalent to PSU’s 203-level course, or by passing an examination administered for this purpose by the Department of Foreign Languages and Literatures. Some fields of research—including, but not limited to, Asian or Middle Eastern history—may require language preparation beyond the formal University requirements. Students interested in these areas are urged to consult their advisers about expectations for study of languages prior to or soon after admission to the program.

  The Master of Arts in history culminates in the preparation and defense of a thesis based upon primary source research that follows from a program planned in consultation with the student’s adviser. A thesis proposal is submitted to the two field examiners, one of whom also serves as the thesis adviser. Once it is accepted, a copy of the proposal is filed in the Department Office. Guidelines for the thesis proposal are available from the thesis adviser or the Department Office. Upon completion of the thesis, each student must successfully defend it in an oral examination before a committee comprising the thesis adviser, the other field examiner, a third reader from the History Department, and a member from outside the History Department.

  Per university policy (see p. 65), students in the M.A. program who do not have an approved leave of absence and who fail to successfully complete a History graduate course over a one-year period will have their enrollment in the program cancelled. For thesis credit, HST 503, “In Progress” counts as successful completion. To re-enroll, students must 1) have maintained a minimum 3.00 GPA in History graduate classes; 2) have completed without incompletes or withdrawals at least two thirds of their courses; 3) sub-
mit a plan for completion of the degree program—including (as appropriate) remaining coursework, field and language exams, and thesis—endorsed by their major advisor.

**Public History.** Students wishing to pursue a career in public history are urged to consider the department's public history M.A. track. Public history students take field courses, seminars, internships, and laboratory courses that cover a broad range of public history sub-fields, including: archival management, oral history, museology, cultural resource management, site interpretation, publication, and historic preservation. Coursework includes a balance of classroom and practical offerings. Students choosing the public history track as their primary field are required to have a second field defined geographically. In addition to fulfilling all other requirements for a Master of Arts in history, students are also required to complete the following:

1. Hst 596; 2. a public product (e.g., exhibit, Web site, public program, audio, or video document) as part of the required master's thesis; 3. one public history seminar; 4. one public history internship; and 5. two public history lab courses.

**World History.** A specialization in world history is available through the department’s world history M.A. track. Students pursuing the world history track fulfill all the requirements for a Master of Arts in History, choosing world history as their primary field. In addition, the world history track requires two regional concentrations as the secondary field. The field requirements for the world history track thus include:

1. Hst 595
2. Two regional concentrations (minimum 8 cr in each) 15 cr

Regular M.A. students can still choose world history as a secondary field and fulfill this requirement in the standard way by taking 8 credits of Hst 595.

**Master of Arts in Teaching or Master of Science in Teaching.** For information on the Master of Arts in Teaching and the Master of Science in Teaching (General Social Science), see page 158.

**Courses**

Courses with an asterisk (*) are not offered every year.

**Hst 104, 105, 106 World History (4, 4, 4)** A survey of world history from earliest times to the present, combining both chronological and thematic approaches. Hst 104: Origins to 1000 CE; Hst 105: 1000-1600 CE; Hst 106: 1500 CE to present.

**Hst 199 Special Studies (Credit to be arranged)**

**Hst 201, 202 History of the United States (4, 4)** General survey of United States history. Hst 201: colonial era to the Civil War (circa 1600-1860); Hst 202: Reconstruction of the South to present.

**Hst 300 The Historical Imagination (4)** The how and why of the historian’s craft: (1) an introduction to the basics of research and writing; (2) an examination of historical writing, its relationship to the time and place of its origin, and the emergence of the ideas, consciousness, and canons of scholarship which shaped it. This course serves as an introduction to the study of history at the upper-division level and is recommended for students beginning their junior year.

**Hst 312 African History Before 1800 (4)** An upper-division course designed to survey the history of the African continent from earliest times to the period of the Atlantic slave trade. Using a lecture/discussion format, the course will examine the impact of trade, technology, and ecology on the transformation of African societies before 1800. This course is the same as Bst 306; may be taken only once for credit. Recommended prerequisite: upper-division standing.

**Hst 313 African History Since 1800 (4)** An upper-division course designed to survey the history of the African continent from 1800 to the present, with emphasis on the era of the Atlantic slave trade, colonial period, independence, and post independence. Recommended prerequisite: Hst 312 or upper-division standing. This course is the same as Bst 306; course may be taken only once for credit.

**Hst 314 Ancient Near East and Egypt (4)** Covers the Stone Age to the death of Alexander the Great in 323 BC, from Afghanistan to Egypt. Topics include the agricultural revolution, Gilgamesh, the Bible, the Persians, Afrocentrism, and Zionism. Recommended prerequisite: Hst 101 or upper-division standing.

**Hst 315 Greek History (4)** A survey of the social, political, economic, and cultural history of the Greeks and their neighbors. From earliest beginnings until the death of Alexander. Recommended prerequisite: Hst 101 or Sophomore Inquiry (Greek Civilization).

**Hst 316 Roman History (4)** A study of the social, political, economic, and cultural history of the Mediterranean region between 753 BCE and the fall of Rome. Recommended prerequisite: Hst 101 or Sophomore Inquiry (Greek Civilization).

**Hst 320 East Asian Civilizations (4)**


**Hst 327, 328, 329 The U.S. in the 20th Century (4, 4, 4)**

**Hst 330 Native Americans of Eastern North America (4)** Examines the origins of the Eastern Woodlands societies, surveys their culture around the time of European colonization, and considers how that culture changed in response to the arrival of Europeans to the North American continent. Traces the development of the major Indian nations of the region and explores how those nations responded to the Indian policy of the United States in the 19th and 20th centuries. Recommended prerequisite: upper-division standing.

**Hst 331 Native Americans of Western North America (4)**

**Hst 332 Lewis and Clark and the American West (4)** The importance of the Lewis and Clark expedition for the history of the American West. Special emphasis on the responses from native nations to the re-peopling of the West as well as examining U.S. and Canadian Indian policy. Recommended prerequisite: upper-division standing.
social, and intellectual legacies. Covers the period from the end of the American Revolution to 1840. Recommended prerequisite: upper-division standing.

*Hst 337 History of American Cities (4)
Traces the evolution of urban centers from the colonial period to the present. Focuses on the developing system of cities, on growth within cities, and on the expansion of public responsibility for the welfare of urban residents. Particular attention is given to the industrial and modern eras. Recommended prerequisite: upper-division standing.

Hst 338 Oregon History (4)
Explores the political and social history of the area most of us call home: Oregon Country, Oregon Territory, and the state of Oregon. Through lectures, readings, film, and discussion we will examine the connections between: the local, national, and international as they pertain to this place. Topics considered include Oregon as Indian Country, Black Exclusion laws, the natural resource economy, the Tom McCall era, and Rajneeshees as new pioneers. Recommended prerequisite: upper-division standing.

Hst 339 The Environment and History (4)
Introduction to the theme of the environment in the study of history and the history of environmental ideas, from the 16th century to the present, with special focus on the impact of science, philosophy, literature, and history on our understanding of the environment. Designed as an introductory course for students of all majors. Recommended prerequisite: upper-division standing.

Hst 340 Women and Gender in America to 1848 (4)
Surveys the history of women in the middle North American continent to 1848. It highlights the experiences of and relationships among women of diverse origins, especially Native women, African women, and European women. Key themes include family, kinship, and sex-gender systems: colonialism and slavery; religious life; politics and the law; nation-building and the rise of modern citizenship. Recommended prerequisite: upper-division standing.

Hst 341 Women and Gender in the United States 1848-1920 (4)
Explores the diverse experiences of women in the United States between 1848 and 1920. Key themes include slavery, emancipation, and Reconstruction; colonialism and resistance; women’s rights and social reform; education and wage labor; immigration/migration; and Victorianism and sexual modernism. Recommended prerequisite: upper-division standing.

Hst 342 Women and Gender in the U.S. 1920 to the Present (4)
Surveys women’s lives and gender change in recent U.S. history. Among our themes will be women in politics, the work force, and social movements as well as changes in family life, gender identities, and sexuality. Women’s roles in globalization, the media, and popular culture will figure throughout. Recommended prerequisite: upper-division standing.

Hst 343 American Family History (4)
History of the American family from the colonial period to the present. The course will draw upon textual sources and oral histories in examining changes in families from the colonial period through the nineteenth and twentieth centuries. Recommended prerequisite: Hst 201 or 202, or Sophomore Inquiry (American Studies). Recommended prerequisite: upper-division standing.

Hst 344 Culture, Religion, Politics: Jews and Judaism in America Since World War Two (4)
Surveys significant religious, cultural, and political developments in American Jewish since the end of World War Two. Topics include the impact of the war and the Holocaust; liberalism, radicalism, and neoconservatism; suburbia; the counterculture; the fading of immigrant memory; Jewish feminism; the orthodox revival; relations with African-Americans and other minority groups; and the relationship between American Jewish and the State of Israel. Recommended: upper-division standing.

Hst 345 Colonial America, 1607-1756 (4)
Survey of British North America from the planting of the English colonies to the eve of the Seven Years’ War. Topics include relations between Europeans and Native Americans, women’s status and roles, religious ferment, constitutional development, and the colonial economy. Recommended prerequisite: upper-division standing.

Hst 346 The American Revolution, 1756-1800 (4)
Survey of the American Revolution from its origins to the Early Republic. Topics include the pre-Revolutionary crises, the War of Independence, the Confederation, and the framing of the Constitution. Recommended prerequisite: upper-division standing.

Hst 347 Antebellum America, 1800-1850 (4)
Survey of the history of the United States from 1800 to 1850. Topics include the War of 1812, U.S. territorial expansion, Jacksonian democracy, Indian removal, removal movements, the transportation revolution, and the development of the market economy. Recommended prerequisite: upper-division standing.

Hst 348 Slavery, the American Civil War, and Reconstruction, 1850-1877 (4)
Survey of the history of slavery in the United States. Topics include the political, social, and economic circumstances that helped bring on the American Civil War, as well as the military history of the war, the consequences of the conflict, and the reconstruction of the Union. Recommended prerequisite: upper-division standing.

Hst 349 United States Indian Policy (4)
Examines the history of the United States government’s policy toward the Indian nations of North America. In particular, considers the Indian policies of the European imperial powers, the federal government’s creation and implementation of Indian policy, the conflicts and relationships between tribal nations and the state and federal governments, the origin of the Indian sovereignty movement, and the construction of tribal sovereignty by the state and federal courts of the United States. Recommended prerequisite: upper-division standing.

Hst 350 English History from 1066 to 1660 (4)
Designed to survey the history of England from the conquest in 1066 through the English Civil War and the ensuing period when England was without its monarchy in the mid-seventeenth century. Using a lecture/discussion format, explores significant events and developments in the governance, society, economy, and religion of England during this period. Recommended prerequisite: upper-division standing.

Hst 351 English History from 1660 to the Present (4)
Designed to survey the history of England from the restoration of the monarchy in 1660 to the present time. Using a lecture/discussion format, explores significant events and developments in the governance, society, economy, and religion of England during this period. Recommended prerequisite: upper-division standing.

Hst 352 European Women's History to 1700 (4)
An upper-division course designed to survey the history of women and the changing social construction of gender in Europe from c. 1000 to c. 1700. Explores the impact of social, intellectual, economic, and political changes, as well as significant events such as the Black Death and recurring religious change. Recommended prerequisite: upper-division standing.

*Hst 354 Early Medieval Europe: 300-1100 (4)
A survey of political, cultural, intellectual, religious, social, and economic aspects of this 800-year period, including among other topics the decline of Roman power in Western Europe, the spread of Christianity, the rise of the Franks, the Carolingian Empire, the growth of feudal ties, and the gradual creation of a high-level civilization. Recommended prerequisite: upper-division standing.

*Hst 355 Late Medieval Europe, 1100-1450 (4)
An examination of the late Middle Ages through primary sources with an emphasis on cultural, social, political, and intellectual transformations. Subjects to be treated include the twelfth-century cultural "renaissance," the emergence of the European state and papal monarchy, the rise of religious dissent and anti-Semitism, the transformation of medieval spirituality, the Crusades, European expansion and external encounters, growth of cities and the university, the debate between faith and reason, the Black Death, and late medieval decline. Recommended prerequisite: upper-division standing.

*Hst 356 Renaissance and Reformation Europe, 1400-1600 (4)
Surveys the cultural, social, intellectual and political aspects of the European Renaissance and Reformation. Emphasis placed on learning to read and analyze primary source materials, and examination of the growth of urban culture and civic humanism in Italy, the rediscovery of classical literature and philosophy, court life and mores, the rise and institutionalization of religious reform, the institutional transformations of Church and State, and European exploration and exploitation of the Atlantic. Recommended prerequisite: upper-division standing.
Consent of instructor. Directed reading for honors students and history majors.

Hst 407/507 Seminar (Credit to be arranged.)
Study and application of the techniques of historical research and writing. Prerequisite: Hst 300 or consent of instructor.

Hst 409/509 Public History Seminar (Credit to be arranged.)
Engages students in advanced investigation of special topics in public history work, including archives, oral history, project design, history on the Web, and others. Seminars will feature technical readings, group work, peer evaluation, and written projects. Required for graduate students taking the public history track option.

Hst 410/510 Selected Topics (Credit to be arranged)

*Hst 412/512 Topics in African/Caribbean History and Culture (4)
An in-depth exploration of selected topics in African and/or Caribbean cultural history. Special attention will be given to thematic issues of broad application to the understanding of cultural interaction, continuity, and change. Recommended prerequisite: upper-division standing. This course is the same as BSt 450/550; course may be taken only once for credit.

Hst 413/513 Topics in Women, Gender, and Transnationalism (4)
Discussion-based course explores historical work that frames women's experiences and resistance to enslavement, colonialization, and highly exploitative paid work in world-wide labor markets as a "transnational" phenomenon. Course participants will examine several case studies of women in transnational discourse and politics as they intersect with U.S. history. Central themes in these case studies are questions of identity within and beyond the nation-state as well as feminist/cultural/political interventions around issues of race, nation, and sex. Recommended prerequisite: upper-division standing.

Hst 415/515 Topics in Greek History (4)
An advanced look at specific topics in Greek history from the Bronze Age to the death of Cleopatra. Topics will include social, political, economic, intellectual, and religious history. The subject matter will vary from term to term. (Maximum number of credits is 12; 4 credits each for three courses with different topics.) Recommended prerequisite: Hst 315, Sophomore Inquiry (Greek Civilization) or upper-division standing.

Hst 416/516 Topics in Roman History (4)
An advanced look at specific topics in Roman history from the Etruscans to the Dark Ages. Topics will include social, political, economic, and intellectual history. The subject matter will vary from term to term. (Maximum number of credits is 12; 4 credits each for three courses with different topics.) Recommended prerequisite: Hst 316 or upper-division standing.

Hst 420/520 Topics in Early Modern Japanese History (4)
Selected topics in Tokugawa (1600-1850) history, including rural life and urbanization, merchants and commerce, political thought and institutions, women and family life, neo-Confucianism, religious beliefs and practices, popular culture, arts, and literature. (Maximum number of credits is 12; 4 credits each for three courses with different topics.) Recommended prerequisite: upper-division standing.

Hst 421/521 Topics in Modern Japanese History (4)
Selected themes in modern Japanese history, including the construction of the nation-state, modernization, Japan's drive to great power status, Japan's emergence as an imperialist power, state-society relations, and modernity outside Europe. (Maximum number of credits is 12; 4 credits each for three courses with different topics.) Recommended prerequisite: upper-division standing.

Hst 422/522 Topics in Postwar Japanese History, 1945-present (4)
Selected themes in postwar Japanese history, including the Occupation reforms (1945-52) and Japan's place in the Cold War system, the so-called "economic miracle," the development of a mass consumer culture, and U.S.-Japan relations. (Maximum number of credits is 12; 4 credits each for three courses with different topics.) Recommended prerequisite: upper-division standing.

Hst 432/532 Topics in Chinese Social History (4)
This course will examine institutions and themes—relating to the family, urban and rural life, education and the like—in Chinese social history. The subject matter will vary from term to term. (Maximum number of credits is 12; 4 credits each for three courses with different topics.) Recommended prerequisite: Hst 320.

Hst 424/524 Topics in Chinese Thought and Religion (4)
Study of selected topics in intellectual and cultural history related to Confucianism, Buddhism, Daoism, and other philosophical and religious constructs. The subject matter will vary from term to term. (Maximum number of credits is 12; 4 credits each for three courses with different topics.) Recommended prerequisite: Hst 320.

Hst 425/525 Modern China (4)
History of China from decline of imperial system through century of revolution that culminated in founding of People's Republic of China in 1949. Post-1949 focus on critical periods and issues in state-society relations, economic and political reform, and cultural changes, including global posture and relations with the West. Recommended prerequisite: Hst 320 or 321.

Hst 427/527 Topics in the History of Science (4)
An in-depth investigation of a selected theme in the history of science and its cultural, social, or political relations. The subject matter will vary from term to term; topics include: science and religion, science under Nazism, science and Modernism, Darwinism and social Darwinism, Scientific Revolution, and changing physical world pictures. Some previous study in history is recommended; a background in science is welcome, but not required or expected. (Maximum number of credits is 12; 4 credits each for three courses with different topics.) Recommended prerequisite: upper-division standing.

Hst 429/529 Topics in U.S. Cultural History (4)
A lecture course that explores selected topics in modern U.S. political culture and cultural expression.

"Hst 430/530, 431/531, 432/532 U.S. Cultural History (4, 4, 4)
The relation of cultural attitudes, values, and belief to the American historical experience. Hst 430/530: 1600-1860; Hst 431/531: European legacy and Native Americans; Puritanism and mission; race, class, and ethnicity in Colonial America; American Enlightenment and Revolution; Cultural Nationalism in the New Republic; Industrial Ethnic and Pastoralism; Jacksonian Democracy and the Cult of the Self-Made Man; Manifest Destiny and Native Americans; Slavery and African American Culture; Protestant Evangelicalism, Social Reform, Abolitionism, and Feminism. Hst 431/531: 1860-1945; Cultural Civil War and Reconstruction; Age of Incorporation, Labor Reform, and Utopian Thought; Populism and the Crisis of the 1890s; Progressive Purify Reform and Intellectual Ferment; Two Cultures of the 1920s; Depression Realism and Radicalism; World War II and the Judeo-Christian Consensus. Hst 432/532: Anti-Communist, Nationalist, and Anticorporate Insurgence in the 1950s; Antiwar, Racial, Counterculture, and Feminist Ferment in the Protest Era; New Age and Postmodernist Thought; Populist Conservatism and Traditional Values, 1980-present. Recommended prerequisites: Hst 430/530: Hst 201; Hst 431/531: Hst 202, 327, 328; Hst 432/532: Hst 202, 328, 329.

"Hst 433/533, 434/534 Colonial American and U.S. Social and Intellectual History (4, 4)
Hst 433/533: 1600-1800; Hst 434/534: 1800-present. Each term will examine three or four aspects of American social and intellectual history—such as race, class, religion and philosophy, ideology and politics, community, region, or labor. Recommended prerequisite: Hst 433/533: Hst 201, Sophomore Inquiry (American Studies), or consent of instructor; Hst 434: Hst 201, Sophomore Inquiry (American Studies).

"Hst 435/535, 436/536, 437/537 American Diplomatic History (4, 4, 4)

†Hst 438/538 American Economic History: the First Century (4)
The economic background of the War of Independence and the seeds of the Civil War. Industrialization, urbanization, and development of the frontier. Rise of big business and organized labor. Laissez faire, federalism, and the gradual emergence of the national government in economic policy making. Trade and in the international position of the U.S. Recommended prerequisites: Ec 201, 202. † Also offered as Ec 456/556.

‡Hst 439/539 American Economic History: the 20th Century (4)

°Hst 440/540, 441/541 American Environmental History (4, 4)

°Hst 442/542 Race, Class and Gender in the American West (4)
Examines the trans-Mississippi West as a cultural meeting ground and explores the racial, class, and gender implications of new migrations to the region. Particular attention will be placed on the arid West and human responses to landscape. Recommended prerequisite: Hst 201, 202 or upper-division standing.

°Hst 443/543 The American West: A Political and Economic History (4)
Focuses on the major political and economic changes in the trans-Mississippi West, from the 17th century to the late 20th century, with special attention to the increasing power and influence of the federal government and corporate institutions after 1870. Recommended prerequisite: upper-division standing.

°Hst 444/544 History of the Pacific Northwest (4)
The social, cultural, economic, and political aspects of the development of civilization in Oregon and Washington. The history of the region is related to national and international contexts. Recommended prerequisite: Hst 201, 202.

°Hst 445/545 History of Portland (4)
The historical growth of Portland and its metropolitan region, with major attention given to the 20th century. Emphasis is placed upon the process of urbanization and the consequences of the past decisions and actions as they relate to recent developments. Recommended prerequisite: upper-division standing.

°Hst 446/546 Topics in the History of American Professions (4)
Historical analysis of the roots and development of the intellectual, economic, social, and political power of various representative professions in America and the West. Topics include: Foundations of American Medicine; American Medicine in the Twentieth Century; American Lawyers; American Technology. Course may be repeated for credit with different topic. Recommended prerequisite: upper-division standing.

°Hst 447/547, 448/548, 449/549 American Constitutional History I, II, III (4, 4, 4)

°Hst 450/550 Medieval England (4)
Examines political, religious, social, and economic aspects of the history of England from approximately 800 to the end of the 14th century. Recommended prerequisite: upper-division standing or permission of instructor.

°Hst 451/551 Early Modern England (4)
Examines political, religious, social, and economic aspects of the history of England from the 15th through the 17th centuries. Recommended prerequisite: upper-division standing.

°Hst 452/552 Topics in the History of European Women (4)
Examines selected aspects of the history of European women, focusing on one or more specific regions, topics, and/or time frames. Possible topics include aspects of the history of women and religion, women and work, women accessing power, and gender and religious identity. Course may be taken more than once with permission of instructor. Recommended prerequisite: upper-division standing.

°Hst 453/553 The Medieval City: Communities of Conflict and Consensus (4)
Emphasizes the social and cultural history of the medieval city from ca. 300-1500. Proceeding chronologically and thematically, explores how contemporaries imagined cities and urban life: the formation of civic consciousness and identity in feudal Europe; the commercial revolution and its cultural consequences; family and domestic life; the experience of marginalized elements; the construction, regulation, and function of urban space; and the role of spectacle, ceremony, and ritual, all as means to assess how the urban community mediated conflict and sought elusive consensus. Recommended prerequisites: Hst 101, 354, or 355 or upper-division standing.

°Hst 454/554 Topics in Medieval History (4)
Examines selected topics in the early social, cultural, and/or religious history of the European Middle Ages, spanning the period from roughly 300-1450. C.E. Topics vary but may include the study of sanctity and society, religious dissent and reformation of the church, holy war and crusade, regional and national political histories, medieval cultural studies, and other subjects. (Maximum number of credits is 12; 4 credits each for three courses with different topics.) Recommended prerequisites: Hst
101, 354, or 355 or upper-division standing.

*Hst 455/555
Topics in Renaissance History (4)
Identifies and examines those special aspects of Western European civilization that mature roughly between 1300 and 1550 and that begin to set it apart from the medieval era. Not a survey of life during a period of time but a study of selected phenomena. Topics include the revival of antique (above all Latin and Greek) letters and attitudes, types of Humanism, new education ideals, secular outlook, the functions of Renaissance patrons, political theory and the growth of the “early modern” state, Neoplatonism, and the spread of the Renaissance from Italy to Northern Europe. (Maximum number of credits is 12; 4 credits each for three courses with different topics.) Recommended prerequisite: upper-division standing.

*Hst 456/556
Religious Change in Sixteenth Century Europe (4)
Examines selected topics in the social, cultural, and political aspects of the religious changes that occurred during the 16th century: changes that are generally labeled “The Reformation.” Recommended prerequisite: upper-division standing.

Hst 457/557
Topics in Early Modern Europe (4)
Examines selected topics in the social, cultural, political and/or economic history of Europe in the early modern period (roughly 1515-1815). Topics will vary, but may include European financial history, the crisis of the seventeenth century, popular revolt, the royal state, and other topics. May be taken a second time for credit (maximum 8 credits) with a different topic. Recommended: upper-division standing.

*Hst 458/558
Modern Germany (4)
Examines aspects of the development of German political, social, and cultural life during the 19th and 20th centuries. Recommended prerequisites: Hst 103, 358. For 558: graduate standing.

Hst 459/559
Topics in Modern European History (4)
Examines a selected theme related to the history of modern Europe from (primarily) the 19th through the 20th centuries. Topics will vary, whether focusing internationally or on a single European nation, but will include the definition of Europe; dictatorship and sovereignty; nationalism and identity; society and the state; the experience of modern violence; trials and justice; world wars; comparative fascism; social and political transition, and war and society. Recommended: Hst 103 or 358; upper-division standing for 459; graduate standing for 559. May be taken a second time for credit (maximum 8 credits) with a different topic.

*Hst 460/560
Topics in European Intellectual History (4)
Examines a selected theme in the development of European thought in its social context; format includes lecture and the analysis and discussion of primary texts. May be taken a second time for credit (maximum 8 credits) with a different topic. Recommended prerequisites: upper-division standing for 460; graduate standing for 560.

*Hst 461/561
Topics in Jewish History (4)
Examines select aspects of Jewish history, focusing on one or more specific regions, periods, events, or concerns. Possible topics include: medieval and early modern Jewish history, ancient Israelite or rabbinic history and culture, Sephardic Jewry, history of Russian Jewry, and gender and Jewish history. Course may be taken more than once with permission of instructor. Recommended: upper-division standing.

*Hst 462
Amazon Rain Forest (4)
Examines different ways in which the Amazon has been perceived through time. This course is the same as Intl 462; course may only be taken once for credit. Recommended prerequisite: upper-division standing.

*Hst 463
Modern Brazil (4)
Examines such topics as slavery, abolition, mesianism, banditry, the Amazon, race, military rule, and democratization in the making of modern Brazil. This course is the same as Intl 463; course may only be taken once for credit. Recommended prerequisite: upper-division standing.

Hst 464/564
Indians of the Pacific Northwest (4)
Examines the history of peoples native to the Pacific Northwest with a special emphasis on natural resource allocation and the relationships between federal, state, and tribal governments in the 19th and 20th centuries. Recommended prerequisite: Hst 201, 202 or Hst 338U.

*Hst 465/565
Twentieth Century Latin America (4)
Recent political, social, and economic developments with emphasis on the period since World War II. Recommended prerequisite: Hst 365, 366, or Sophomore Inquiry (Latin America).

HST 467/567
Readings in Native American History (4)
Surveys the historiography of Native American history, with a special emphasis on ethno-historical theory and methods, disease and depopulation, contact and encounter, spirituality and missions, federal Indian policy, gender and social roles, environmental context, and frontier theory. Recommended: one of the following: Hst 330, Hst 331, Hst 464/564.

*Hst 468/568, 469/569, 470/570
History of Mexico (4, 4, 4)
Hst 468/568: A study of Mexico’s beginnings from pre-Columbian times through the colonial period. The origins of Mexican culture, society, economy, and political institutions will be examined in the context of Hispanic and indigenous contributions. Hst 469/569: A study of Mexico’s history from the revolutions for independence until 1876. Emphasis will be placed upon the development of constitutional government, the era of reform, foreign interventions, and the restoration of the republic. Hst 470/570: Mexico’s emergence as a modern nation during the Porfiriato dictatorship. The 20th century revolutionary upheaval and consolidation. Recommended prerequisite: Hst 365 or 366.

*Hst 475/575
History of Russia: Origins to Peter The Great. 800-1700 (4)

*Hst 476/576
History of Russia: Imperial, 1700-1917 (4)
This course traces the Romanov dynasty and its subjects until its fall. Analysis of primary sources and historiographical debates. Emphasis on political, cultural, and social aspects, especially on the successive attempts at reform, and intellectual self-definition of the nation and its classes. Recommended prerequisite: upper-division standing.

*Hst 477/577
History of Russia: Soviet Union and its Fall, 1917-Present (4)
Russian Revolution, the Civil War, NEP, Stalinism, Khruščev, Brezhnev, Gorbachev, and the dissolution of the Soviet Union. Analysis of primary sources and historiographical debates. Emphasis on political, social, and cultural aspects. Recommended prerequisite: upper-division standing.

*Hst 478/578, 479/579
Russian Cultural and Intellectual History (4, 4)

HST 484/584
Topics in Middle Eastern History (4)
Explores such transnational topics in the history of the Middle East as Islam and modernity, the Middle East and the world economy, the Middle East and orientalism. May be repeated up to three times for credit. Recommended: upper-division standing.

*Hst 485/585, 486/586
The Ottoman World and Modern Turkey (4, 4)
Study of social, cultural, and governmental patterns in Ottoman and Turkish society, from Hungary to the Red Sea, from the 13th century to the present. Hst 485/585: A study of social, cultural, and governmental patterns in Ottoman society, from the rise to world empire in the Balkans and Middle East of the 13th through 16th centuries, to the Age of Doubt and Tulp Period of the 17th and 18th centuries. Hst 486/586: A study of 19th and 20th century modern Turkey and revolutionary Westernization in the Middle East. Recommended: upper-division standing.

*Hst 487/587
Palestine and Israel (4)
A critical review of the 19th and 20th century social, cultural, economic and political factors behind the formation of two modern Middle Eastern nations, Palestine and Israel. Recommended prerequisite: upper-division standing.

*Hst 488/588
Modern Arabia (4)
A survey of the history of the Arabian Peninsula in the 19th and 20th centuries. Emphasis will be on socioeconomic and governmental institutional change with discussion of changing cultural values. The role of the British and Ottoman empires, Islamic reformism, oil, and the emergence of nation states (Saudi Arabia, Yemen, Oman, and the Gulf States). Recommended prerequisite: upper-division standing.

Hst 495/595
Comparative World History (4)
Comparative examination of important themes in world history. Both the themes and regional focus vary each term, and themes may be drawn from any time period. Maximum number of credits is
12: 4 credits each for three courses with different topics. Graduate credit requires a substantial research paper. Recommended prerequisite: upper-division standing.

Hst 496/596 Introduction to Public History (4)
An introduction to the field of public history with special emphasis on the research methods, procedures, and work in the practice of public history, from archival management to historic preservation and museum studies. Taught in cooperation with the professional staff of the Oregon Historical Society. This course is a prerequisite for Hst 404/504, Public History Internships.

Hst 497/597 Film and History (4)
The study of selected topics of modern history through the viewing and analysis of important documentaries and feature films. Emphasis is on the application of techniques of historical source criticism to the varied information preserved and transmitted in cinematicographic form. The subject matter will vary from term to term. (Maximum number of credits is 12; 4 credits each for three courses with different topics.) Recommended prerequisite: upper-division standing.

Hst 500 Introduction to the Master’s Program in History (4)
An introduction to the professional study of history and to the writing of the master’s thesis. Intended for new or recently entering graduate students in history.

Hst 503 Thesis (Credit to be arranged.)
Hst 509 Practicum (Credit to be arranged.)
Hst 511 Public History Lab (3)
Lab courses will vary from six to eight weeks and focus on a specific sub-field in Public History. Working professionals will instruct students in the latest techniques used in public history work. Lab courses are required for graduate students taking the public history track in the M.A. in history. Prerequisite: Hst 496/596.

Interdisciplinary Studies:
Arts & Letters, Liberal Studies, Science, Social Science

Degree requirements
Requirements for major in arts and letters, science, or social science. The arts and letters academic distribution area consists of courses taken in applied linguistics, architecture, art, black studies (ESt 221, 351, 352, 353, 421, 424, 425, 426, 427 only), chicano/latino studies (ChLa 302, 330, 411, 414 only) communications, conflict resolution, English, foreign languages and literatures, music, philosophy, and theater arts.

The science academic distribution area consists of courses taken in biology, chemistry, environmental studies, geology, mathematics/statistics, physics, and science education.

The social science academic distribution area consists of courses taken in administration of justice (AJ 220 and 330 only), anthropology, black studies (except ESt 221, 351, 352, 353, 421, 424, 425, 426, 427), chicano/latino studies (ChLa 201, 301, 303, 375, 380, 399, 450 only), child and family studies, economics, geography, history, international studies, native American studies, political science, psychology, sociology, urban studies and planning, and women’s studies.

In addition to meeting all of the nonmajor and general education baccalaureate degree requirements, a student in one of the above majors must complete 52 credits in one of the following areas: arts and letters or science or social science. A minimum of 32 of the 52 credits must be upper-division with at least 8 upper-division credits in each of two departments. In addition to 52 credits, all students must take Wr 323 or a Writing Intensive course for a total of 56 credits.

Additional credits in the major academic area ............................................. 20
Upper-division credits from the arts and letters (except Wr 323), science and/or social science academic distribution area(s).............................................. 85†

Courses used to satisfy the major requirements, whether taken at PSU or elsewhere, must be graded C- or above. A maximum of 12 credits may be graded P.

Requirements for major in liberal studies. A student majoring in liberal studies must complete the general University requirements (except general education requirements), either Wr 323 or an approved Writing Intensive Course, and the following requirements for the liberal studies major:

Upper-division credits from the arts and letters (except Wr 323), science and/or social science academic distribution area(s).............................................. 81-85†

14 credits Wr 323, or an approved Writing Intensive Course which can be included in the 81 upper-division requirements.

Courses used to satisfy the major requirements, whether taken at PSU or elsewhere, must be graded C- or above. A maximum of 12 credits may be graded P.

Students majoring in Liberal Studies and also in a second major must meet the general education requirement and the upper-division requirement in the academic distribution areas for the second major.

Graduate programs
Admission requirements
Standard Teaching License. The College of Liberal Arts and Sciences offers graduate work
leading to the Standard Secondary Teaching License. Appropriately prepared students may complete the requirements for the Standard Secondary License and for a Master of Arts in Teaching or a Master of Science in Teaching at the same time. The requirements for the Standard Secondary Teaching License include previous completion of the requirements for a bachelor's degree and for a basic secondary license; admission as a graduate student (see page 60); 45 credits of upper-division or graduate work subsequent to receipt of the bachelor's degree; completion of a standard endorsement or two basic endorsements other than combined endorsements; 15 credits (of the 45 credits) to be approved education courses; 15 credits for the endorsement(s) to be at the graduate level; and two years of successful teaching experience in Oregon schools while holding a basic teaching license. See page 222 for the required education courses.

**Standard Social Studies Endorsement.**

The requirements for the Standard Social Studies Endorsement include at least 24 upper-division or graduate level credits in social science in addition to those required for the Basic Secondary Teaching License and the Basic Social Studies Endorsement. At least 15 of these credits must be at the graduate level. Combined undergraduate and graduate preparation should include at least 36 credits in one of the following: anthropology, economics, geography, history, political science, or sociology. No specified courses are required for the standard endorsement. Each student's program is tailored to meet the needs of the individual and the requirements of the standard endorsement and the standard license.

**Other standard endorsements.** See the appropriate department for the requirements for other standard endorsements.

**Master of Arts in Teaching or Master of Science in Teaching.** The College offers the degrees of Master of Arts in Teaching and Master of Science in Teaching with a major in English (M.A.T. only), social science, mathematics, science, science/biology, science/chemistry, and science/geology.

**Degree requirements**

**Master of Arts in Teaching or Master of Science in Teaching.** University master's degree programs are listed on page 69. Major requirements are:

- **Social Science.** The student's program must include a minimum of 45 credits in approved graduate credits, to include a minimum of 30 credits in the social science area (economics, geography, history, political science, and sociology), and at least 9 but not more than 15 credits in education courses. Of the minimum 30 credits in social sciences, 12 credits must be earned in each of two fields of concentration; a maximum of 12 combined credits may be in courses numbered 501 and 505. Students electing the thesis option must take a minimum of 6 and a maximum of 9 credits of 503. With consent of the adviser, the two fields may be within a single social science department.

- **Science.** In consultation with the graduate adviser, the student should establish the degree program before the completion of 15 credits of course-work. The program must include a minimum of 45 credits in approved graduate courses, to include a minimum of 24 credits in the science area (biology, chemistry, geology, mathematical sciences, and physics). At least 9, but not more than 15 credits, must be in education courses. In order to fulfill requirements for the degree, the student must satisfactorily complete the degree program and pass both a final written and a final oral examination.

**Courses**

*The courses listed below are offered on an irregular basis by various departments.*

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit to be arranged</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASc 410/510</td>
<td></td>
</tr>
<tr>
<td>Selected Topics</td>
<td>Hum 199</td>
</tr>
<tr>
<td>Special Studies</td>
<td>Hum 399</td>
</tr>
<tr>
<td>Special Studies</td>
<td>Hum 405</td>
</tr>
<tr>
<td>Reading and Conference</td>
<td>Hum 410</td>
</tr>
<tr>
<td>Hum 407</td>
<td>Seminar (Credit to be arranged)</td>
</tr>
<tr>
<td>Hum 410</td>
<td>Selected Topics</td>
</tr>
<tr>
<td>Hum 601</td>
<td>Research (Credit to be arranged)</td>
</tr>
<tr>
<td>Hum 602</td>
<td>Thesis (Credit to be arranged)</td>
</tr>
<tr>
<td>Hum 603</td>
<td>Cooperative Education/Internship</td>
</tr>
<tr>
<td>Hum 604</td>
<td>Reading And Conference</td>
</tr>
<tr>
<td>Hum 605</td>
<td>Special Problems/Projects</td>
</tr>
<tr>
<td>Hum 606</td>
<td>Seminar (Credit to be arranged)</td>
</tr>
<tr>
<td>Hum 607</td>
<td>Hum 608</td>
</tr>
<tr>
<td>Hum 609</td>
<td>Workshop (Credit to be arranged)</td>
</tr>
<tr>
<td>Hum 610</td>
<td></td>
</tr>
<tr>
<td>Selected Topics</td>
<td></td>
</tr>
<tr>
<td>ISt 199</td>
<td></td>
</tr>
<tr>
<td>Special Studies</td>
<td></td>
</tr>
<tr>
<td>ISt 399</td>
<td></td>
</tr>
<tr>
<td>Special Studies</td>
<td></td>
</tr>
<tr>
<td>ISt 404</td>
<td></td>
</tr>
<tr>
<td>Cooperative Education/Internship</td>
<td>(Credit to be arranged)</td>
</tr>
<tr>
<td>Sc 601</td>
<td></td>
</tr>
<tr>
<td>Research (Credit to be arranged)</td>
<td></td>
</tr>
<tr>
<td>Sc 602</td>
<td></td>
</tr>
<tr>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>Sc 603</td>
<td></td>
</tr>
<tr>
<td>Thesis (Credit to be arranged)</td>
<td></td>
</tr>
<tr>
<td>Sc 604</td>
<td>Cooperative Education/Internship</td>
</tr>
<tr>
<td>Sc 605</td>
<td>Reading and Conference</td>
</tr>
<tr>
<td>Sc 606</td>
<td>Special Problems/Projects</td>
</tr>
<tr>
<td>Sc 607</td>
<td>Seminar (Credit to be arranged)</td>
</tr>
<tr>
<td>Sc 608</td>
<td>Workshop (Credit to be arranged)</td>
</tr>
<tr>
<td>Sc 609</td>
<td>Practicum (Credit to be arranged)</td>
</tr>
<tr>
<td>Sc 610</td>
<td></td>
</tr>
<tr>
<td>Selected Topics</td>
<td></td>
</tr>
<tr>
<td>SSc 601</td>
<td></td>
</tr>
<tr>
<td>Research (Credit to be arranged)</td>
<td></td>
</tr>
<tr>
<td>SSc 602</td>
<td></td>
</tr>
<tr>
<td>Independent Study</td>
<td></td>
</tr>
<tr>
<td>SSc 603</td>
<td></td>
</tr>
<tr>
<td>Thesis (Credit to be arranged)</td>
<td></td>
</tr>
<tr>
<td>SSc 604</td>
<td>Cooperative Education/Internship</td>
</tr>
<tr>
<td>SSc 605</td>
<td>Reading and Conference</td>
</tr>
<tr>
<td>SSc 606</td>
<td>Special Problems/Projects</td>
</tr>
<tr>
<td>SSc 607</td>
<td>Seminar (Credit to be arranged)</td>
</tr>
<tr>
<td>SSc 608</td>
<td>Workshop (Credit to be arranged)</td>
</tr>
<tr>
<td>SSc 609</td>
<td>Practicum (Credit to be arranged)</td>
</tr>
<tr>
<td>SSc 610</td>
<td></td>
</tr>
<tr>
<td>Selected Topics</td>
<td></td>
</tr>
</tbody>
</table>
International Studies

224 East Hall  
725-3455  
www.intl.pdx.edu/ISP

B.A.

Minor
Certificate in Canadian Studies  
Certificate in European Studies  
Certificate in Latin American Studies  
Certificate in Middle East Studies  
Certificate in Turkish Studies

The International Studies program offers a B.A. degree based on an interdisciplinary curriculum that provides both a global perspective and a comprehensive view of a selected geographic region of the world. Students can select a regional studies or an international development focus for the degree. This degree affords an excellent foundation for careers in which an understanding of international economic, political, social, and cultural affairs is of importance; it also provides a solid foundation for graduate work in the field.

Admission requirements

Admission to the department is based on general admission to the University. See page 37 for more information.

Degree requirements

Requirements for major. In addition to the general University requirements for a degree found on page 37, majors must have third-year proficiency in an appropriate second language. Majors must complete a core curriculum of international studies courses; an individualized curriculum of connected learning courses; and courses in their areas of geographic concentration, to include:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intl 101 Introduction to International Studies</td>
<td>2</td>
</tr>
<tr>
<td>Intl 2xx Introduction to Regional Studies</td>
<td>4</td>
</tr>
<tr>
<td>Intl 395 Colloquium (one credit in each of three terms)</td>
<td>3</td>
</tr>
<tr>
<td>Intl 101 Introduction to International Studies</td>
<td>1</td>
</tr>
<tr>
<td>Intl 407 Seminar</td>
<td>4</td>
</tr>
<tr>
<td>Intl 499 Senior International Experience</td>
<td>3</td>
</tr>
</tbody>
</table>

1 Students may not double count Intl 2xx (for the major and University Studies); a mentor section is required.
2 Or Intl 397 for the Development Studies track.
3 Substitutions for, or waivers of, all other Intl courses must be approved by the program director as well as the adviser.
4 The Intl 499 Senior International Experience requirement may be fulfilled by taking a Unit 421 Capstone from the INTL list of approved courses having a significant international component.

Connected Learning ........................................... 24

At least 24 upper-division credits from adviser-approved courses selected from departments and programs in the College of Liberal Arts and Sciences, the College of Business Administration, the Graduate School of Education, the School of Fine and Performing Arts, and the College of Urban and Public Affairs. Lists of appropriate Connected Learning courses for the International Development focus or with a global or international focus are available online (www.intl.pdx.edu/ISLP/Forms) and by email: internationalsudies@pdx.edu

Regional Focus .................................................. 24

At least 24 upper-division credits from adviser-approved, area-specific courses appropriate to the student’s regional focus; plus three years of language study (or equivalent proficiency) appropriate to the regional focus: Africa, Asia, Europe, Latin America, or the Middle East. International Development Studies focus majors may, in consultation with an adviser, develop a bi-regional Focus.

Thematic/Regional Focus ........................................ 24

At least 12 upper-division credits in adviser-approved, area-specific coursework, and 12 upper-division credits in adviser-approved interdisciplinary coursework related to a theme of international significance approved by an adviser.

Three years, or equivalent, of language study in one language appropriate to the regional focus. For students taking courses at PSU, third-year proficiency is defined by successful completion of the terminal course in the third-year language sequence or completion of an upper division equivalent. For students admitted to PSU in Fall 2007, or later, the terminal course for most languages is 303.

Total: (plus from 0 to 42 depending on language study)

All courses used to satisfy the departmental major requirements, whether taken in the department or elsewhere, must be graded C or above.

Courses taken under the undifferentiated grading option (pass/no pass) will not be accepted toward fulfilling department major requirements.

The approved elective courses which may be used to complete the above curriculum are determined according to the focus of study that a student selects. International Development Studies focus majors are required to complete a colloquium specific to international development.

Academic Adviser: Ari Douangpanya, 503-725-3455

Currently, five regions of concentration and one focus in International Development Studies are available:

Africa: Kofi Agorsah, adviser, 503-725-5080
Asia: 503-725-3455
Europe: Evgenia Davidova, adviser, 503-725-8992
Latin America: Leopoldo Rodriguez, adviser, 503-725-5085
Middle East: 503-725-3455

International Development Studies

Adviser: Leopoldo Rodriguez, 503-725-5085

General Advising: Kimberly Brown (Applied Linguistics), 503-725-8194; Birol Yesilada (Political Science), 503-725-3257
Canada: Claudine Fisher, adviser, 503-725-5298

Information on recommended courses is available from advisers. Majors should meet regularly with advisers beginning no later than the first term of their sophomore year; or first term after transfer.

Requirements for minor.

To earn a minor in international studies a student must:

1. demonstrate competence in an appropriate foreign language either by completing the second year of the language in the final term or by passing a departmentally administered proficiency exam at the same level; and
2. complete 3 credits (8 of which must be taken in residence at PSU and 11 credits of which must be upper-division) to include the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intl 101 Introduction to International Studies</td>
<td>1</td>
</tr>
<tr>
<td>Intl 395 Colloquium (one credit in each of three terms)</td>
<td>3</td>
</tr>
<tr>
<td>Intl 396 The United States and the World</td>
<td>4</td>
</tr>
<tr>
<td>Intl 407 Seminar</td>
<td>4</td>
</tr>
</tbody>
</table>

Total: 15

Courses taken under the undifferentiated grading option (pass/no pass) will not be accepted toward fulfilling department minor requirements.

Certificates

The University awards certificates for language and area specialization to students who have completed, or are completing, the requirements for a bachelor’s degree in any other field. Certificates are currently available in Canadian Studies, European Studies, Latin American Studies, Middle East, and Turkish Studies. The specific courses needed for a certificate in each
area differ; interested students should consult the International Studies Program in 224 East Hall.

Language and area studies certificate programs focus on the study of a group of countries or a geographical area having common linguistic and/or cultural characteristics. The course of study is designed to broaden the student's understanding of a particular world area.

Students must take 24 credits (two years) of one adviser-approved language appropriate to the geographic area of concentration (or demonstrate equivalent proficiency in that language); and they must successfully complete 28 credits of specified area courses.

Education Abroad. Students in both the International Studies and certificate programs are encouraged to consider overseas study opportunities available through the Office of International Education Services, 101 East Hall and NSE (National Student Exchange), 105 Neuberger Hall. However, a study abroad experience is not required.

Courses
*Courses with an asterisk may not be offered every year.

Intl 101 Introduction to International Studies (4)
A survey of the main concepts, analytical tools, fields of study, global problems, and cross-cultural perspectives that comprise international studies.

Intl 2xx Introduction to (Region)
Interdisciplinary or topical study of one of the regional foci in the International Studies degree program. Please be sure to register for a corresponding mentored inquiry section:

Intl 211 Introduction to African Studies (4)
Intl 216 Introduction to Asian Studies (4)
Intl 220 Introduction to Asian Studies (4)
Intl 240 Introduction to European Studies (4)
Intl 247 Introduction to Latin American Studies (4)
Intl 250 Introduction to Middle Eastern Studies (4)

*Intl 317 Topics in Asian Thought (4)
Study of the religious and ethical traditions of Asia including, but not limited to, Buddhism, Confucianism, Hinduism, and Islam, their social and cultural importance, and their ties to political thought and history.

Intl 321 Globalization and Identity: Humanities (4)
Examines how U.S. and Asian societies define the meaning of globalization vis-à-vis themselves and each other using source materials from the humanities.

Intl 322 Globalization and Identity: Social Science (4)
Examines how U.S. and Asian societies define the meaning of globalization vis-à-vis themselves and each other using source materials from the social sciences.

Intl 323 Tradition and Innovation: Humanities (4)
Examines how U.S. and Asian societies employ the meanings of "tradition" and "innovation" to define themselves and view each other. Looks at tradition and innovation in both societies through plays, film and Asian and American literature.

Intl 324 Tradition and Innovation: Social Science (4)
Examines how U.S. and Asian societies employ the meanings of "tradition" and "innovation" to define themselves and view each other. Looks at tradition and innovation in both societies through historical, economic, and political science perspectives.

*Intl 331 Women in the Middle East (4)
Aims to explore the role and status of women in the contemporary Middle East with respect to institutions such as the family, law, education, work, and politics—areas which intersect and overlap with broader cultural questions about women and their place in tradition, modernity, nation-building, Islam, and the West. This course is the same as FL 331 and WS 331, may only be taken once for credit.

Intl 395 Colloquium (1)
Lectures by PSU and visiting speakers on major world issues.

Intl 396 The United States and the World (4)
Interdisciplinary study and analysis of the role of the United States in world affairs with emphasis on the twentieth and twenty-first centuries, relative power and influence of the United States and the third world, the era of the Cold War, American globalism, diplomatic, economic, and geopolitical issues.

Intl 397 U.S. Policy and International Development (4)
Explores relation between U.S. domestic and foreign policy on the formulation of the concept of development, its theoretical evolution and application in developing nations. Utilizes a historical approach starting with colonialism and ending with topics of contemporary salience such as trade, financial liberalization and sustainability.

Intl 399 Special Studies (Credit to be arranged.)

Intl 401 Research (Credit to be arranged.)
Intl 404 Cooperative Education/Internship (Credit to be arranged.)
Intl 405 Reading and Conference (Credit to be arranged.)
Intl 407 Seminar (4)
Reading and discussion about an interdisciplinary topic in international affairs. Restricted to seniors with an International Studies major or minor.

Intl 410 Selected Topics (Credit to be arranged.)
Intl 452 The European Union (4)
Focuses on how the EU has evolved since its beginnings in the 1950s, on its present-day organization and functions, and on how the member countries interact in making EU policies for jointly regulating their internal economies and societies as well as how the EU members also try to manage their relations with the rest of the world. This course is the same as PS 452; course may only be taken once for credit.

*Intl 460 Political Development in Modern Turkey (4)
Designed to provide students with an in-depth study of political development literature with a focus on modern Turkey. Examines how a modern Turkish republic emerged from the ashes of the Ottoman Empire and evaluates stages of political development during the first, second, and third republic. Finally, assesses the implications of Turkey's new geopolitics (post Cold War) on Turkish political and economic development from a global perspective. This course is the same as PS 460; may only be taken once for credit.

*Intl 461/561 Politics of Economic Reform in Modern Turkey (4)
Course examines the politics of planned economic growth under the Republican Peoples Party, transition to the import-substituting growth model during the post-WWII era, problems associated with economic stagnation in the 1970s, and transformation of the Turkish economy during the 1980s and 1990s. The last two decades provide important insight into how politics and economics (domestic as well as international) converge in shaping Turkey's economic growth strategies. This course is the same as PS 461/561; may only be taken once for credit.

Intl 462 Amazon Rain Forest (4)
Examines different ways in which the Amazon has been perceived through time. This course is the same as Hist 462; course may only be taken once for credit.

Intl 463 Modern Brazil (4)
Examines such topics as slavery, abolition, messianism, banditry, the Amazon, race, military rule, and democratization in the making of modern Brazil. This course is the same as Hist 463; course may only be taken once for credit.

Intl 471 Understanding the International Experience (4)
Examination of communication-based dimensions of an international or intercultural experience, including teaching English to speakers of other languages. Development of strategies and activities required to meet the challenges of teaching, working, or doing research in an international/intercultural setting. Prerequisite: upper-division or postbac academic standing. All linguistics students must register for Ling 471/571 which includes a zero-credit lab, however, this course is also offered as BSt 471. Course may only be taken once for credit.

*Intl 499 Senior International Experience (6)
A service learning and/or community-based learning experience in an international or intercultural setting, in a group-supervised, team-centered format, within either a study-abroad program or a local project (or both) with an appropriate international agency, business, community, or nonprofit organization.

† The Intl 499 Senior International Experience requirement may be fulfilled by taking an Urb 421 Capstone from the INTL list of approved courses having a significant international component.
Minor in Judaic Studies

Undergraduate programs

Requirements for minor in Judaic studies
Portland State University offers a conceptually structured yet flexible undergraduate minor in Judaic studies. Students completing the minor will have gained exposure to the study of Jewish history and culture in a variety of national and international contexts. Since the primary, though not exclusive, focus of the Judaic Studies program at PSU is on the encounter of Jews and Judaism with modernity, students completing the minor are required to take an overview of modern Jewish history and culture (JSt 201), as well as coursework dealing with Jews and Judaism in the United States and Israel, the two major centers of Jewish life today. Students are also required to take coursework focusing on Jewish history or culture prior to the modern period (defined as 1700 and earlier). Through exploration of Jewish culture, Jewish contributions to other cultures, and the impact of modernity on national, ethnic, and religious identity, students will have broadened and deepened their education, better preparing them for our interconnected world of diverse cultures and religions.

Students undertaking the minor in Judaic studies at PSU may be eligible for the Sara Glasgow Cogan Scholarship.

To earn a minor in Judaic studies a student must complete 28 credits, at least 16 credits of which must be upper-division courses, and at least 12 credits of which must be taken in residence at PSU. These 28 credits must include the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JSt 201 Introduction to Jews, Judaism, and Modernity</td>
<td>4</td>
</tr>
<tr>
<td>Area electives (see below)</td>
<td>12</td>
</tr>
<tr>
<td>Advisor-approved electives (see below)</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
</tr>
</tbody>
</table>

Area electives must include at least 4 credits of coursework focusing on each of the following categories:
- Jewish history/culture in the United States (e.g., Hst 344) ........................................ 4
- Jewish history/culture in the State of Israel (e.g., Eng 330) ..................................... 4
- Jewish history/culture prior to 1700 (e.g., Hst 461) .................................................. 4

Subtotal: 12

For a complete list of approved area electives, contact the program adviser Michael Weingrad at weingrad@pdx.edu.

Adviser-approved electives may include up to 4 credits of coursework not on the partial list of approved electives below, but which has a conceptual, topical, or methodological relevance to the discipline of Judaic studies. Partial list of courses that may be used to satisfy requirements:
- Eng 318 The Bible as Literature
- Eng 330U Jewish and Israeli Literature
- Heb 203, 301 or higher (up to 8 credits)
- Hst 344U Jews and Judaism in America Since World War Two
- Hst 461/561 Topics in Jewish History
- JSt 399 Special Studies
- JSt 401 Research
- JSt 405 Reading and Conference
- JSt 407 Seminar
- JSt 409 Practicum
- JSt 410 Selected Topics

The program adviser will have a current list of additional approved electives, which includes appropriate topics courses (e.g., Eng 308 Literature of the Holocaust, Hst 407 Jewish Women in U.S. History, etc.).

Courses

JSt 201 Introduction to Jews, Judaism, and Modernity (4)
Provides a historical and conceptual account of the Jewish encounter with modernity. Primary emphasis on enlightenment and post-enlightenment transformations in western and eastern Europe, including emancipation, religious reform, Hasidism, and Zionism. Topics include the Holocaust, the rise of major Jewish centers in the United States and the State of Israel, and Sephardic and Middle Eastern Jewish encounters with modernity.

JSt 399 Special Studies (1-4)
JSt 401 Research (1-6)
JSt 405 Reading and Conference (1-6)
JSt 407 Seminar (1-4)
JSt 409 Practicum (1-8)
JSt 410 Selected Topics (1-4)
Mathematics and Statistics

334 Neuberger Hall
503-725-3621
www.mth.pdx.edu/

B.A., B.S. in Mathematics
Minor in Mathematics
Minor in Mathematics for Middle School Teachers
Teacher Licensing Requirements
Graduate Certificate for Middle School Mathematics Teachers
Graduate Certificate in Applied Statistics
M.A., M.S. in Mathematics
M.S. in Statistics
M.A.T., M.S.T. in Mathematics
Ph.D. in Mathematical Sciences
Ph.D. in Mathematics Education
Ph.D. in Systems Science—Mathematics

Undergraduate programs

The mathematical sciences have long provided the necessary languages of the physical sciences, but are now also recognized as important components of study for students in computer science, social sciences, business administration, education, and the biological sciences. Mathematics and statistics are also disciplines in themselves and may be studied purely for the excitement and discovery it brings to those who study it. To meet these needs the department offers an array of courses in pure and applied mathematics and statistics.

Students, prospective students, and all persons having an interest in the department are welcome at the office and are encouraged to visit the Web site. The Web site provides information about the department's faculty, programs, courses, other services, and its current activities.

Admission requirements

In order to help students plan their programs the Mathematics and Statistics Department provides placement assistance and the opportunity to meet with an adviser. All students are urged to avail themselves of these services, especially those students who are enrolling in their first mathematics or statistics course.

Students interested in majoring in mathematics are urged to meet with a department adviser. Students who have decided to major in mathematics should inform both the department and the registrar's office of that decision. Mathematics majors are encouraged to participate in the activities of the department and to meet on a regular and continuing basis with a departmental adviser.

Degree requirements

Requirements for major. The degree program requires a basic core of courses, but it also has the flexibility that allows students to pursue special areas of interest in mathematics. The program is designed to provide a foundation for more advanced work and/or a basis for employment in government, industry, or secondary education. A joint degree in mathematics with computer science, business administration, economics, physics, or some other area may give a student better opportunities for employment upon graduation.

The department attempts to offer as many courses as possible after 4 p.m. on a rotating schedule so that a degree may be pursued by either day or evening enrollment.

In addition to meeting the general University degree requirements, the major in mathematics must complete the following requirements:

| Credits | Mth 251, 252, 253 Calculus I, II, III | 12 |
| Credits | Mth 261 Introduction to Linear Algebra | 4 |
| Credits | Mth 254 Calculus IV | 4 |
| Credits | Mth 256 Differential Equations | 4 |
| Credits | Mth 271 or CS 161 | 4 |
| Credits | Mth 311, 312 Advanced Calculus | 8 |
| Credits | Mth 344 Group Theory | 4 |
| Credits | One of the following: | 3-4 |
| Credits | Mth 338 Modern College Geometry | 3 |
| Credits | Mth 345 Ring and Field Theory | 3 |
| Credits | Mth 346 Number Theory | 3 |
| Credits | Mth 444 Advanced Linear/Multilinear Algebra | 4 |
| Credits | One approved two-term 400-level Mth or Stat sequence | 6-7 |
| Credits | Two additional approved 400-level Mth or Stat courses | 6-8 |
| Credits | 33-36 |

Only grades of C-, P, or above count toward satisfying the department minor requirements. No more than three courses with a grade of P may be counted toward these requirements.

Requirements for minor in mathematics for middle school teachers. This mathematics minor is intended for those who plan to enter a Graduate Teacher Education Program and be licensed in middle school mathematics (grades 5-9). A student must complete the following program (12 credits must be upper-division; 9 of these 12 upper-division credits must be taken in residence at PSU):

| Credits | Mth 211, 212, 213 Foundations of Elementary Mathematics I, II, III | 12 |
| Credits | Mth 490 Computing in Mathematics for Middle School Teachers | 3 |
| Credits | Mth 491 Experimental Probability for Middle School Teachers | 3 |
| Credits | Mth 492 Problem Solving for Middle School Teachers | 3 |
degree requirements
University master's degree requirements are listed on page 67. Specific departmental requirements are listed below.

Master of Arts or Master of Science in mathematics. Candidates must complete an approved 45-credit program which includes at least 30 credits in mathematics or statistics. These 30 credits must include courses distributed as follows: two 9-credit sequences at the 600 level and either the 3-credit Mth 501 Mathematical Literature and Problems or the 3-credit Stat 501 Statistical Literature and Problems. In addition, the student must pass written examinations.

Master of Science in statistics. Candidates must complete an approved 45-credit program which includes at least 33 credits in courses with the Stat prefix. These 33 credits must include courses distributed as follows: one 9-credit sequence at the 600 level, two 9-credit sequences at the 500 level, 3 credits of Stat 570, Topics in Statistical Consulting, and 3 credits of Stat 501, Statistical Literature and Problems. In addition, the student must pass written examinations.

Master of Science in Teaching or Master of Arts in Teaching. The Master of Science in Teaching or the Master of Arts in Teaching of mathematics are designed for individuals interested in strengthening their understanding of mathematics to enrich the teaching of mathematics. The program prepares teachers in subjects such as geometry, algebra, analysis/calculus, history of mathematics, probability, statistics, discrete mathematics, and use of technology in the classroom. The program is intended for individuals with a mathematics degree or a strong background in mathematics.

An M.S.T./M.A.T. candidate must complete an approved program of 45 graduate credits and complete an approved mathematics curriculum project. The program may also lead to the Standard Teaching Certificate/License. University requirements for a Standard Teaching Certificate/License are listed on page 222.

Doctor of Philosophy in mathematical sciences. Candidates entering with a bachelor's degree must complete an approved program of 99 credit hours distributed as follows: coursework (63 credits), a doctoral seminar (9 credits), and dissertation research (27 credits). Coursework must include: 45 credits of mathematics and statistics courses, of which at least 10 courses are at the 600 level, and 15 credits of allied area courses at the 500 and 600 level. Students entering with a master's degree must complete a minimum of 72 credit hours beyond a master's degree distributed as follows: a minimum of 18 credits of approved courses in mathematics.
ics and statistics at the 600 level, a minimum of 15 credits in an allied area at the 500 and 600 level, 9 credits of doctoral seminar, and 27 credits of dissertation research. Candidates must pass comprehensive examinations in mathematics and an allied area. Students are also required to demonstrate competency in a foreign language approved by the student’s advisory committee.

**Doctor of Philosophy in mathematics education.** The Department of Mathematics and Statistics offers a Ph.D. in Mathematics Education. The main objective of this program is to develop educators with an understanding of mathematics and its teaching and learning, and with the capabilities for research and professional practice in the field. This program provides a balance between mathematics and mathematics education to help in the development of mathematics educators who may become: (1) Faculty members in mathematics education in mathematics departments or schools of education in universities, four-year colleges, or community colleges; (2) Curriculum specialists in mathematics, supervisors of mathematics at the middle school level or secondary school level, or mathematics specialists in state or local departments of education; (3) Private sector specialists in mathematics education.

Candidates must complete an approved program of 84 credit hours which consists of three major components: coursework, a research practicum experience, and dissertation research. Coursework must include 18 credit hours mathematics education research courses (Mth 690-695); 18 credit hours of other 500-600 level mathematics courses; and 18 hours of graduate coursework in supporting areas outside of mathematics (such as curriculum and instruction, psychology, educational policy, science, computer science, philosophy, sociology, anthropology, etc.). Candidates must pass comprehensive examinations in mathematics and mathematics education. In addition, candidates will be strongly encouraged to demonstrate competency in reading research in mathematics education in at least one language other than English.

**Doctor of Philosophy in systems science—mathematics.** The Department of Mathematics and Statistics participates in the Systems Science Doctoral Program offering a Ph.D. in systems science-mathematics. Specialized studies in applied and theoretical mathematics, when combined with core area courses and electives, will partially fulfill the requirements for the Ph.D. in systems science-mathematics. For specific requirements for this degree, contact the Department of Mathematics and Statistics, and for general information related to the Systems Science Ph.D. degree, see page 72.

**Courses**

*Courses with an asterisk (*) are not offered every year.*

A course can be used as a prerequisite for a subsequent mathematics course only if it has been satisfactorily completed. Satisfactory completion of a course means receiving a C-, P, or above in that course. When courses are required to be taken in sequence each course is regarded as a prerequisite for the next.

**Mth 70**

**Elementary Algebra (4)**

This is a basic course covering first-year high school algebra. Credit for enrollment (eligibility) but not toward graduation; satisfies no University or general education requirements.

**Mth 95**

**Intermediate Algebra (4)**

Topics include problem solving, linear equations, systems of equations, polynomials and factoring techniques, rational expressions, radicals and exponents, quadratic equations. Credit for enrollment (eligibility) but not toward graduation; satisfies no University or general education requirements. Recommended prerequisite: Mth 70.

**Mth 105**

**Excursions in Mathematics (4)**

Exploration of a variety of modern mathematical topics. Topics may include the mathematics of voting systems, graphs and networks, symmetry in art and nature, population growth, fractals, probability. Intended for students without a strong background in mathematics. Mth 105: tutoring in sophomore-junior level mathematics. Mth 95: tutoring in arithmetic and other non-university courses.

**Mth 111, 112**

**Introductory College Mathematics I, II (4, 4)**

An integrated treatment of topics from algebra and trigonometry. These courses serve as additional preparation for students with insufficient background who desire to take Mth 251, 252, 253. Neither Mth 111 nor 112 can be taken for credit if a grade of C-, P, or above has already been received for a course which requires either of them as a prerequisite. Courses must be taken in sequence. Recommended prerequisite: Mth 111: second year high school algebra or Mth 95 or equivalent.

**Mth 119, 192, 193**

**Mathematics Tutoring (3, 3, 3)**

Training in one-to-one and small-group tutoring over a wide range of mathematical topics. Mth 191: tutoring in arithmetic and other non-university courses. Mth 192: tutoring in freshman-level mathematics. Mth 193: tutoring in sophomore-junior and senior-level mathematics. Required field work consists of providing tutoring service in the community or University. Recommended prerequisite: consent of instructor.

**Mth 199**

**Special Studies (Credit to be arranged.)**

**Mth 211, 212, 213**

**Foundations Of Elementary Mathematics I, II, III (4, 4, 4)**

A constructivist approach to fundamental ideas of mathematics. Courses must be taken in sequence. Prerequisite for Mth 211: second year high school algebra or equivalent. Prerequisite for Mth 212, 213: Mth 211.

**Mth 251, 252, 253**

**Calculus I, II, III (4, 4, 4)**

Differential and integral calculus of functions of a single variable, analytic geometry, infinite series, and applications. Courses must be taken in sequence. Recommended: Mth 112 or high school precalculus.

**Mth 254**

**Calculus IV (4)**

An introduction to differential and integral calculus of functions of several variables and applications. Prerequisites: Mth 252, 261.

**Mth 256**

**Applied Differential Equations I (4)**

Solution techniques in ordinary differential equations; applications. Prerequisites: Mth 252, 261.

**Mth 261**

**Introduction to Linear Algebra (4)**

Introduction to rudimentary set theory, the algebra of sets, systems of linear equations, linear transformations, matrix algebra, vector spaces, and determinants. Recommended prerequisite: Mth 112.

**Mth 271**

**Mathematical Computing (4)**


**Mth 311**

**Advanced Calculus (4)**

Properties of the real numbers, introduction to metric spaces, Euclidean spaces, functions of a real variable, limits, continuity, the extreme and intermediate value theorems, sequences. Prerequisite: Mth 253, 261.

**Mth 312, 313**

**Advanced Multivariate Calculus (4, 4)**

Differential and integral calculus of functions of several variables, the inverse and implicit function theorems, infinite and power series. Recommended prerequisite: Mth 254 and Mth 311.

**Mth 322**

**Applied Partial Differential Equations (4)**

Introduction to equations of mathematical physics, in particular, linear and nonlinear advection equation, wave equation, initial and boundary value problems, method of characteristics, separation of variables. Prerequisites: Mth 256.

**Mth 324**

**Vector Analysis (4)**

Modern vector methods with applications for students of mathematics, physics, and engineering. Prerequisite: Mth 254.

**Mth 338**

**Modern College Geometry (4)**

Topics in Euclidean and non-Euclidean geometry. Prerequisites: Mth 252, 261.

**Mth 343**

**Applied Linear Algebra (4)**

Topics in matrix algebra, determinants, systems of linear equations, eigenvalues, eigenvectors, and linear transformations. Selected applications from science, engineering, computer science, and business. Prerequisites: Mth 252, 261.
Mth 344
Introduction to Group Theory and Applications (4)
Groups, homomorphisms, factor groups. Selected applications from geometry, combinatorics, computer science, chemistry. Prerequisites: Mth 252, 261.

Mth 345
Introduction to Ring and Field Theory (4)
Topics in rings, integral domains, fields, ordered fields, polynomial rings. The development of the real number system. Prerequisite: Mth 344.

Mth 346
Number Theory (4)
A presentation of the properties of numbers as found in the theory of divisibility, congruence, diophantine equations, continued fractions, and algebraic numbers. Prerequisites: Mth 252, 261.

Mth 356
Discrete Mathematics (4)
Topics in discrete mathematics, including propositional logic, sets, relations, inverse functions, divisibility, induction, recurrences, inclusion-exclusion, permutations, combinations, graphs, graph coloring, and applications. Prerequisite: Mth 253. Recommended: Mth 261.

Mth 399
Special Studies (Credit to be arranged.)

Mth 401/501
Research (Credit to be arranged.)
Consent of instructor.

Mth 404/504
Cooperative Education/Internship (Credit to be arranged.)

Mth 405/505
Reading and Conference (Credit to be arranged.)
Consent of instructor.

Mth 407/507
Seminar (Credit to be arranged.)
Consent of instructor.

Mth 410/510
Selected Topics (Credit to be arranged.)
Consent of instructor.

Mth 411/511, 412/512, 413/513
Introduction to Real Analysis I, II, III (3, 3, 3)
Sequences and series of functions; Lebesgue measure and integration; the Stone-Weierstrass and Baire category theorems; Fourier Series; elements of functional analysis. Courses must be taken in sequence. Prerequisite: Mth 312.

Mth 421/521, 422/522, 423/523
Theory of Ordinary Differential Equations I, II, III (3, 3, 3)
Vector fields and phase flows in the plane. Geometric and algebraic properties of linear systems. Existence, uniqueness, and continuity theorems for systems. Additional topics. Courses must be taken in sequence. Prerequisite: Mth 312.

Mth 424/524, 425/525
Elementary Differential Geometry and Tensor Analysis I, II (3, 3)
Differential geometry of curves and surfaces; elementary Riemannian geometry; tensors and their algebra; elements of tensor analysis; applications from mechanics and field theory. Courses must be taken in sequence. Prerequisite: Either Mth 256 or 421.

Mth 427/527, 428/528
Partial Differential Equations I, II, (3, 3)
Solution techniques, qualitative analysis and applications: separation of variables, eigenfunction expansion, Sturm-Liouville problems, Green’s functions, Fourier transform solutions, finite difference and finite element methods. Courses must be taken in sequence. Prerequisites: Mth 256, Mth 253/254. Prior knowledge of PDEs (Mth 322) is recommended, but not required.

Mth 430/530
Topics in Mathematical Modeling (3)
Basic introduction to mathematical model building starting with prototype, model purpose definition, and model validation. Models will be chosen from life, the physical and social sciences. Applications chosen from differential equations, linear programming, group theory, probability or other fields. Prerequisites: Consent of instructor and either Mth 256 or 421/521. With approval, this course may be repeated for credit.

Mth 431/531, 432/532, 433/533
Topics in Geometry I, II, III (3, 3, 3)
Topics selected from projective geometry, non-Euclidean geometry, algebraic geometry, convexity, differential geometry, foundations of geometry, combinatorial topology. With departmental approval, this sequence may be repeated for credit. Prerequisite: Mth 311, 338, or 344.

Mth 434/534, 435/535, 436/536
Set Theory and Topology I, II, III (3, 3, 3)
Cardinal and ordinal numbers. The axiom of choice and equivalent formulations. Introduction to general topology with the notions of interior, closure, topological space, continuity, and homeomorphism. Construction techniques and properties of point-set topology, especially connectedness, compactness, and separation. Additional topics. Courses must be taken in sequence. Prerequisite: Mth 311.

Mth 441/541, 442/542, 443/543
Introduction to Abstract Algebra I, II, III (3, 3, 3)
Groups and rings with homomorphism theorems, vector spaces, modules, algebraic theory of fields and Galois theory, lattices, algebras. Prerequisite: Mth 344. Courses must be taken in sequence.

Mth 444/544, 445/545
Advanced Linear/ Multilinear Algebra I, II (3, 3)
A second course in linear algebra. Products, quotients, and duals of vector spaces. Multilinear maps, tensor products, exterior algebra. Minimal and characteristic polynomials, canonical forms. Finite dimensional spectral theory. With departmental approval, the course may be repeated for credit. Prerequisite: Mth 344.

Mth 449/549
Topics in Advanced Number Theory (3)
A study of advanced topics selected from the areas of algebraic or analytic theory. With departmental approval, this course may be repeated for credit. Prerequisite: Mth 346.

Mth 451/551, 452/552, 453/553
Numerical Analysis I, II, III (3, 3, 3)

Mth 457/557, 458/558
The Mathematical Theory of Games (3, 3)
Introduction to mathematical game theory and game theoretic analysis. Topics include: combinatorial and strategic games, Perfect Competition, Zermelo’s Algorithm, Payoffs, cooperative and non-cooperative games, bargaining, mixed strategies, Nash Equilibrium, repeated games and finite automata, common knowledge and incomplete information, the prisoner’s dilemma. Selected applications to economics, biology, computer science, and political science. Prerequisite: Mth 261 or Stat 243.

Mth 461/561, 462/562
Graph Theory I, II (3, 3)
Topics in graph theory, including connectivity, matchings, graph algorithms, network flows, graph matrices, isomorphisms, Eulerian and Hamiltonian graphs, spanning trees, decompositions, shortest paths, the matrix-tree theorem, colorings of graphs, planarity and embeddings, Kuratowski’s theorem, matroids, and selected applications. Courses must be taken in sequence. Prerequisites: Mth 261, 356.

Mth 470/570, 471/571, 472/572
Complex Analysis and Boundary Value Problems I, II, III (3, 3, 3)
Fundamental concepts of complex variables, partial differential equations and boundary value problems using Fourier series. Prerequisites: Mth 254 and either 256 or 421.

Mth 480/580
Systems Analysis: Calculus of Variations (3)
Basic problems of the calculus of variations. Euler equations, Lagrange conditions. Lagrange multipliers. Lagrange equations. Hamilton’s equations. Application to mechanical and electrical systems. Prerequisite: Mth 256 or 422/522.

Mth 481/581
Topics in Probability for Mathematics Teachers (3, 2-3)
Introduction to probability as a modeling technique in mathematics and methods of teaching probability. Use of probability in decision making and inferrence. Simulation of experiments. Methods of enumeration. Laws of probability. Special probability distributions. Computer-assisted analysis. With departmental approval may be repeated for credit. Prerequisite: at least two upper-division courses approved for math major credit. Enrollment is limited to pre-service and in-service mathematics teachers or permission of instructor.

Mth 482/582
Topics in Statistics for Mathematics Teachers (3, 2-3)
Introduction to methods of statistical analysis and methods for teaching statistics. Descriptive statistics, organization of data, sampling techniques, sampling distributions, methods of statistical inference, estimation, hypothesis testing, regression, and correlation. Computer-assisted analysis. With departmental approval may be repeated for credit. Prerequisite: at least two upper-division courses approved for math major credit. Enrollment is limited to pre-service and in-service mathematics teachers or permission of instructor.

Mth 483/583
Topics in Geometry for Mathematics Teachers (3, 2-3)
Selected topics in geometry for mathematics teachers. With departmental approval may be repeated for credit. Prerequisite: at least two upper-division courses approved for major credit.

Mth 484/584
Topics in Algebra for Mathematics Teachers (3, 2-3)
Selected topics in algebra for mathematics teachers. With departmental approval may be repeated for credit. Prerequisite: at least two upper-division courses approved for major credit.

**Mth 485/585**
Topics in Analysis for Mathematics Teachers (3, 2-3)
Selected topics in analysis for mathematics teachers. With departmental approval may be repeated for credit. Prerequisite: at least two upper-division courses approved for major credit.

**Mth 486/586**
Topics in The History of Mathematics (3, 2-3)
Selected topics in the historical development of mathematics. With departmental approval, this course may be repeated for credit. Prerequisite: at least two upper-division courses approved for major credit.

**Mth 487/587**
Topics in Combinatorial Analysis (3, 2-3)
Selected topics from: permutations and combinations, partitions, generating functions, inclusion and exclusion principles, recurrence relations, Polya’s theory of counting, elementary theory of graphs and trees, block designs. With departmental approval may be repeated for credit. Prerequisite: at least two upper-division courses approved for major credit.

**Mth 488/588**
Topics in Technology for Mathematics Teachers (3, 1-3)
Hands-on experience in the study of the role of computer software and calculators in the teaching and learning of mathematics. With departmental approval may be repeated for credit. Prerequisite: at least two upper-division courses approved for major credit.

**Mth 490/590**
Computing in Mathematics for Middle School Teachers (3)
A study of the role of computing in mathematics with emphasis on the use of modern technology. Not approved for major credit. Available for graduate credit toward the graduate certificate program in middle school mathematics. Prerequisites: Mth 111, 212.

**Mth 491/591**
Experimental Probability and Statistics for Middle School Teachers (3)
A survey of the historical development of topics in mathematics from ancient to modern times, with special emphasis on topics in arithmetic, algebra and informal geometry. Not approved for major credit. Available for graduate credit toward the graduate certificate program in middle school mathematics. Prerequisites: Mth 493/593, 494/594.

**Mth 496/596**
Topics in Calculus for Middle School Teachers
An introduction to the limit concept and its role in defining the derivative, the integral and infinite series. Applications to middle school mathematics. Not approved for major credit. Available for graduate credit toward the graduate certificate program in middle school mathematics. Prerequisites: Mth 493/593, 494/594.

**Mth 503**
Thesis (Credit to be arranged.)

**Mth 601**
Research (Credit to be arranged.)

**Mth 603**
Thesis (Credit to be arranged.)

**Mth 604**
Cooperative Education/Internship (Credit to be arranged.)

**Mth 605**
Reading and Conference (Credit to be arranged.)

**Mth 607**
Seminar (Credit to be arranged.)

**Mth 610**
Selected Topics (Credit to be arranged.)

**Mth 614, 615, 616**
Modern Analysis I, II, III (3, 3, 3)
Topics from nonlinear analysis, harmonic analysis, analytic functions, ordered vector spaces, analysis on Lie groups, and operator theory. Recommended prerequisite: Mth 412/512.

**Mth 617, 618, 619**
Functional Analysis I, II, III, (3, 3, 3)
Topics from linear analysis, harmonic analysis, analytic functions, ordered vector spaces, analysis on Lie groups, and operator theory. Recommended prerequisite: Mth 412/512.

**Mth 621, 622, 623**
Advanced Differential Equations I, II, III, (3, 3, 3)
Advanced theory of dynamical systems and partial differential equations including the basics of partial differential equations, boundary value problems for elliptic equations, the Cauchy problem, and parabolic equations. Topics selected from Hamiltonian systems, waves and shocks, variational methods, control theory. Recommended prerequisite: Mth 423/523 or 472/572.

**Mth 624, 625, 626**
Advanced Differential Geometry I, II, III (3, 3, 3)
Topics selected from differentiable manifolds, differential forms, DeRham cohomology, Lie groups, fibre bundles, the Riemannian metric, affine and Riemannian connections, parallel translations, holonomy, geodesics, curvature, isometric embeddings and hypersurfaces, the Second Fundamental Form, complete Riemannian manifolds and the Hopf-Rinow theorem, spaces of constant curvature, variations of arc length, and the Morse Index theorem. Recommended prerequisite: Mth 425/525.

**Mth 634, 635, 636**
Algebraic Topology I, II, III (3, 3, 3)
Topics from singular and simplicial homology and cohomology theories, fundamental group and covering spaces, CW complexes and elements of homotopy theory, algebraic theory of manifolds, introduction to differential topology and vector bundles, applications. Courses must be taken in sequence. Recommended prerequisite: Mth 435/535 and 445/545.

**Mth 637, 638, 639**
Geometric Topology I, II, III (3, 3, 3)
Topics from geometric and piecewise linear topology, knots and 3-manifolds and gauge theories, geometric structures and geometrization of manifolds, applications to differential topology, vector bundles and to mathematical physics. Recommended prerequisite: Mth 436/536.

**Mth 641, 642, 643**
Modern Algebra I, II, III (3, 3, 3)
Topics from groups, semigroups, rings, fields, algebras, and homological algebra. Recommended prerequisite: Mth 443/543 or both 442/542 and 445/545.

**Mth 651, 652, 653**
Advanced Numerical Analysis I, II, III (3, 3, 3)
An advanced study of numerical methods with emphasis on theory, economy of computation, and the solution of pathological problems. Topics will typically be chosen from: evaluation of functions, roots of equations, quadrature, ordinary and partial differential equations, integral equations, eigenvalues, construction of approximating functions, orthogonalizing codes, and treatment of singularities. Courses must be taken in sequence. Recommended prerequisite: Mth 453/553.

**Mth 661, 662, 663**
Algebraic Graph Theory I, II, III (3, 3, 3)
Topics selected from algebraic and spectral graph theory, including automorphism groups, transitivity, primitivity, homomorphisms, generalized polygons, designs, projective planes, cores, fractional colorings and cliques, spectral decomposition, eigenvalue interlacing, strongly-regular and distance-regular graphs, line graphs, root systems, graph lattices, graph polynomials, and graph-theoretic link invariants. Courses must be taken in sequence. Recommended prerequisite: Mth 462/562.

**Mth 667, 668, 669**
Stochastic Processes and Probability Theory I, II, III (3, 3, 3)
Mth 690  
Introduction to Research in Mathematics  
Education (3)  
Topics in the history of mathematics education including an examination of the current research trends in mathematics education.

Mth 691  
Curriculum in Mathematics Education (3)  
An analysis of curriculum development and assessment efforts in mathematics education both past and present.

Mth 692  
Research Methodology and Design (3)  
An examination of quantitative and qualitative research methodologies and their applications to the design of research in mathematics education.

Mth 693  
Research on the Learning of Mathematics (3)  
An analysis of the mathematics education research on the learning of mathematics, including topics from K-16 mathematics.

Mth 694  
Research on the Teaching of Mathematics (3)  
An analysis of the research on the teaching of mathematics, including issues from levels K-16.

Mth 695  
Topics in Research in Mathematics Education (3)  
A special topics seminar devoted to exploring particular issues in more depth.

The following in-service courses have limited application toward advanced degrees.

Mth 801  
Research (Credit to be arranged.)

Mth 802  
Independent Study (Credit to be arranged.)

Mth 804  
Cooperative Education/Internship (Credit to be arranged.)

Mth 805  
Reading and Conference (Credit to be arranged.)

Mth 806  
Special Problems/Projects (Credit to be arranged.)

Mth 807  
Seminar (Credit to be arranged.)

Mth 808  
Workshop (Credit to be arranged.)

Mth 809  
Practicum (Credit to be arranged.)

Mth 810  
Selected Topics (Credit to be arranged.)

STATISTICS

Stat 105  
Elementary Data Analysis (4)  
A course in exploration of data analysis and basic statistical topics. May include descriptive statistics, graphical and tabular summaries, computer software, confidence intervals, correlation and regression. Recommended: second-year high school algebra or equivalent.

Stat 199  
Special Studies (Credit to be arranged.)

Stat 243, 244  
Introduction to Probability and Statistics I, II (4, 4)  
A basic course in statistical analysis including presentation of data probability, probability distributions, sampling distributions, estimation, tests of significance, experimental design and analysis of variance, regression and correlation, nonparametric statistics, selected topics, applications, and use of statistical computer packages. A broad non-technical survey designed primarily for non-math students who need to utilize the subject in their own fields. Not approved for major credit. Courses must be taken in sequence. Prerequisite: second year high school algebra, Mth 95, or equivalent, or satisfactory score on the placement exam.

Stat 366  
Introduction to Experimental Design (4)  
Nonparametric statistics, multiple regression, topics in experimental design analysis of variance, factorial designs, analysis of covariance, other designs. Prerequisite: Stat 244.

Stat 399  
Special Studies (Credit to be arranged.)

Stat 401/501  
Research (Credit to be arranged.)

Consent of instructor.

Stat 404/504  
Cooperative Education/Internship (Credit to be arranged.)

Stat 405/505  
Reading and Conference (Credit to be arranged.)

Consent of instructor.

Stat 407/507  
Seminar (Credit to be arranged.)

Consent of instructor.

Stat 410/510  
Selected Topics (Credit to be arranged.)

Consent of instructor.

Stat 451/551, 452/552  
Applied Statistics for Engineers and Scientists I, II (4, 3)

An introduction to techniques of applied probability, statistics, and data analysis. Stat 451/551: sample spaces, probability and counting measures, discrete and continuous probability models, sampling theory, and computer applications. Stat 452/552: point and interval estimation, hypothesis testing, regression, correlation, experimental design, analysis of variance, multivariable experiments, nonparametrics, statistical quality control, and computer applications. Prerequisite: Mth 253 or Mth 254.

Stat 461/561, 462/562, 463/563  
Introduction to Mathematical Statistics I, II, III (3, 3, 3)

Theory of probability, distributions of random variables, central limit theorem, sampling distributions, point and interval estimation, tests of hypotheses, analysis of variance. Courses must be taken in sequence. Prerequisite: Mth 256.

Stat 464/564  
Applied Regression Analysis (3)

Basic concepts of regression analysis, matrix approach to linear regression selecting the “best” regression equation, and multiple regression. Computational algorithms and computer software regression packages. Applications in science, engineering, and business. Prerequisites: Mth 261 and either Stat 451/551 or 461/561.

Stat 465/565, 466/566  
Experimental Design: Theory and Methods (3, 3)

A theoretical and applied treatment of experimental design; analysis of variance, fixed effect models, random effects models, checking model adequacy; block designs, Latin squares, related designs; incomplete designs; factorial designs, confounding two-level designs, split-plot designs; fractional factorial designs; nested designs; relation to regression analysis; analysis of covariance. All sections will illustrate real-world applications with computer usage. Prerequisite: Stat 464/564.

Stat 467/567, 468/568 (3, 3)  
Applied Probability I, II

Basic concepts of probability, conditional probability, conditional expectation, discrete-time Markov chains, branching processes, Poisson processes, continuous-time Markov chains, birth and death processes, queues and inventory, renewal processes. Courses must be taken in sequence. Prerequisite: Stat 461/561 or Stat 451/551.

Stat 470/570  
Statistical Consulting (Credit to be arranged.)

Introduction to techniques and methods of statistical consulting. Faculty supervised consulting sessions with clients on appropriate projects brought to the Statistics Consulting Laboratory. Data and/or statistical problems, from within and outside the University, are provided by clients and interdisciplinary guest lecturers. Introduction to and proficiency with various statistical computing packages as data analytic tools. A community-based learning course.

Stat 503  
Thesis (Credit to be arranged.)

Stat 543  
Survey of Statistical Methods (4)

An introductory, discipline-neutral course in statistical analysis to prepare graduate students for research methods courses in other departments. Topics include descriptive statistics, confidence intervals, hypothesis tests, regression and correlation, analysis of variance, chi-squared tests, and use of statistical software.

Stat 571  
Applied Multivariate Statistical Analysis (3)

Introduction to techniques and methods of multivariate statistical analysis. Deals with vector-valued data generated on individual experimental units. Applies the methods of vector analysis and matrix algebra to statistical problems of estimation and hypothesis testing, based primarily on the multivariate normal distribution. Computing is an integral part of the course. Calculations will be done using a software package such as SAS or SPSS. Recommended prerequisites: Stat 244, Mth 254 and 256.

Stat 573  
Computer Intensive Methods in Statistics (3)

Resampling methods in statistics using empirical data, programming with statistical software, review materials (sampling distributions, hypothesis testing, confidence interval construction, and design of experiments), resampling version of review materials, and applications. Recommended prerequisites: Stat 452/552 or 466/566.

Stat 576  
Sampling Theory and Methods (3)

Introduction to the theory and methodology of random sampling. Includes stratified, cluster, systematic, and multi-stage sampling. Applications include sampling design and analysis, as well as sample weighting and sampling with unequal probabilities. Recommended prerequisite: Stat 451/551.

Stat 577  
Categorical Data Analysis (4)

Topics include cross-tabulation statistics for matched samples, and methods to assess confounding and interaction via stratified tables. Students explore logistic regression in some detail,
undergraduate

The objective of the philosophy program is to help the student develop an ability to grasp and critically analyze concepts and
assumptions made about reality, humanity, knowledge, truth, value, and society, and to evaluate claims about them.

More specifically, philosophy is concerned with such questions as these: How do value judgments differ from other judgments? Are
values relative? If so, relative to what? Is beauty in the eye of the beholder? Is there such a thing as knowledge of right and
wrong, good and bad, ugly and beautiful? If so, how do we get it? What is it for a situation to be unjust? What is it to have a right to
something or to do something?

What makes one society better than another? Is there such a thing as a person being a better human being than another? If so, in
what does this consist? Is happiness the ultimate value? Is not, what other values are there?

What is truth? Is it a human creation or is it there to be discovered? Are there really such things as electrons, or is talk about
electrons merely a convenient device for making predictions? What is explanation in science?

What is the will? Do we have freedom of

will? What is the relation between a person’s body and mind?

Admission requirements

Admission to the department is based on general admission to the University. See page 37 for more information.

Degree requirements

Requirements for major. In addition to meeting the general University degree requirements, the philosophy major must take a minimum of 56 credits in philosophy courses. Specific requirements are as follows:

- **Phil 201 Introduction to Philosophy** ............................ 4
- **Phil 300 Philosophical Methods and Concepts** .......... 4
- **Phil 301, 302 History of Philosophy** ........................ 8
- **Phil 308 Elementary Ethics** .................................. 4
- **Phil 324 Introduction to Formal Logic** ....................... 4
- **Two courses taken from the following (historical figures):** ................................................................. 8
- **Phil 414, 415, 416, 417, 419, 420, 425, 451**
- **Four courses taken from the following (themes):** .......................... 16
- **Phil 423, 424, 432, 433, 445, 446, 470, 471, 474**
- **Philosophy electives** ................................................. 8

Total 56

A maximum of 8 credits of philosophy taken under the undifferentiated grading option (pass/no pass) are acceptable toward fulfilling department major requirements.

Philosophy Department’s Honors Option. The Philosophy Department’s Honors Option is designed to challenge and enrich the educational experience of outstanding philosophy majors and, with a successful completion, recognize and honor their achievements. Application process: students must apply to be admitted. To apply, fill out an application form (available at the department office) and submit it together with a DARS report and a writing sample to the honors option coordinator. The requirements to qualify for departmental honors include: at least junior standing; completion of at least 20 credits of Philosophy including at least one 400-level course; minimum GPA of 3.50 in philosophy courses; writing sample. Requirements for receiving departmental honors include: completion of Honors Seminar (Phil 485) and Honors Thesis (Phil 403) with receipt of A- or above in both courses; minimum GPA of 3.5 in philosophy courses at graduation; at least 60 credits in philosophy. For further details on requirements, expectations, and procedures, please contact department office or honors option coordinator.

Requirements for minor. To earn a minor in philosophy a student must complete 28 credits (8 credits of which must be taken in residence at PSU), to include the following:

- **Phil 201 Introduction to Philosophy** ......................... 4
- **Phil 301, 302 History of Philosophy** ........................ 8
- **Phil 308 Elementary Ethics** .................................. 4
- **Philosophy electives** (to include a minimum of 8
 credits in upper-division courses) ............................. 12

Total 28

A maximum of 4 credits of philosophy taken under the undifferentiated grading option (pass/no pass) are acceptable toward fulfilling department minor requirements.

Courses

Courses with an asterisk (*) are not offered every year.

Note: There are no sequences among the lower division courses. Any of Phil 201-212 make a good starting course in philosophy.

Phil 199 Special Studies (Credit to be arranged.)

Phil 201 Introduction to Philosophy (4)

General introduction to philosophy; its practice and major areas of study.
Phl 210 Philosophy of Religion (4)
Examination of philosophical questions involved in the study of religion, e.g., the meaning of “God,” or “god;” the traditional arguments for the existence of a God; the meaning of faith and the question of its connection to reason; the problem of evil. Note: this is not a class in comparative religion or the history of religion.

Phl 212 Philosophy in Literature (4)
An introduction to traditional philosophical issues as they appear in literature, especially in fiction. The specific philosophical problems and the literary works will vary from term to term and from instructor to instructor.

Phl 300 Philosophical Methods and Concepts (4)
A survey of the major strategies of proof and disproof central to philosophical reasoning, and of the fundamental concepts and distinctions employed in current philosophical discourse. Not recommended as a first course in philosophy.

Phl 301, 302 History of Philosophy (4, 4)
Study of Western philosophy during the ancient period (classical Greek through Hellenistic times) and the early-modern period (17th century to Kant).

Phl 303 Critical Thinking (4)
Designed to improve reasoning and skills of critical assessment of information. Focuses on practical methods that are applied to case studies from public media such as editorials, essays, propaganda, advertisements, and newspaper reports of scientific studies.

Phl 305 Philosophy of Medicine (4)
Examination of central philosophical issues that arise within the theory and practice of medicine such as: the relationship of medicine to basic sciences, the roles played in medicine by normative concepts such as health and illness, the nature of causal reasoning in medicine, and the nature of diagnostic categories in medicine and psychiatry.

Phl 306 Science and Pseudoscience (4)
An examination of basic issues in philosophy of science through an analysis of creation science, faith healing, UFO abduction stories, and other pseudosciences. Some of the questions addressed: What distinguishes science from pseudoscience? How are theories tested? When is evidence reliable? Must we invoke the supernatural to explain certain aspects of reality?

Phl 308 Elementary Ethics (4)
General introduction to ethical theories (relativism, egoism, utilitarianism, and Kantianism) and topics such as whether there are objective moral distinctions, what makes right acts right and wrong acts wrong, and how we know (if we do) that actions are right or wrong.

Phl 309 Business Ethics (4)
Study of the ethical aspects of practices and organizational structures in the business world. The bulk of the course is devoted to specific contemporary topics, for example: the moral status of corporations; the concept of work place rights; responsibility in advertising; environmental constraints on business; affirmative action in hiring; the social roles of profit and private property; role of work in the life of the individual.

Phl 310 Environmental Ethics (4)
Study of our moral responsibilities with respect to the environment (e.g., treatment of non-human animals, rights of animals, trees, rivers and possibly our planet) in light of some of the central environmental problems (e.g., population growth, global warming, and endangered species).

Phl 311 The Morality of Punishment (4)
Nature and proper aims of punishment; moral considerations that bear on the justice and wisdom of punishment. Consideration will be given to the main theories of punishment: retributionism, utilitarianism, paternalism, and the view that punishment should be replaced by therapy.

Phl 312 Feminist Philosophy (4)
Critical examination of classic philosophical schools of thought and methodologies from a feminist perspective which emphasizes the importance of external context in all intellectual pursuits and underscores the interconnections between theory and practice including values.

Phl 313 Life and Death Issues (4)
Study of moral problems dealing with life and death issues including abortion, euthanasia, the death penalty, starvation, and war.

Phl 314 Computer Ethics (4)
Examines the moral principles and judgments relevant for computer-related practices. Topics include: ethical aspects of new information technologies; are technologies value-laden; freedom, privacy, and control; security, reliability, and professional responsibilities; piracy and ownership; ethics of hacking; ethics of virtual environment; and international aspects of new technologies.

Phl 315 Existentialism (4)
Introduction to a number of philosophers and literary figures gathered together under the name “existentialism.” Authors include Dostoyevsky, Kierkegaard, Nietzsche, Rilke, Kafka, Ortega y Gaset, Jaspers, Heidegger, Sartre and Camus. Topics include consciousness, (in)authenticity, alienation, death, anxiety, freedom, time, nihilism, historical meaning and religion.

Phl 316 Social and Political Philosophy (4)
Survey of main theories of social and political justice (utilitarian, liberal, equalitarian, communitarian, and libertarian) through classical and modern representatives.

Phl 317 Philosophy of Art (4)
Philosophical issues concerning the creation, interpretation, and consumption of art. Includes an overview of the major philosophical theories about the nature of art, an examination of the relationship between art and ethics, art and psychology, art and pornography, and relativism of aesthetic value judgments.

Phl 319 Introduction to Asian Philosophy (4)
A study of different systems of eastern philosophy through the main classical texts drawn from Buddhism, Taoism, and Confucianism. Topics include: the nature of reality, the self, causality, language, knowledge, and ethics.

Phl 321 Practical Epistemology (4)
Study of criteria for knowledge-claims based on sources such as: memory, perception, eyewitness testimony, expert testimony, and medical and scientific experts.

Phl 324 Introduction to Formal Logic I (4)
A course in basic formal logic. Major topics include the method of deduction for showing propositional arguments valid and the method of counter-example for showing such arguments invalid. Truth table methods, tests for consistency, and syllogistic arguments are optional topics.

Phl 325 Introduction to Formal Logic II, Predicate Logic (4)
Continuation of Phl 324. Primary emphasis on formal methods for dealing with arguments involving the terms "all" and "some." Major topics include the method of deduction for showing predicate logic arguments valid, and the method of counter-example for showing such arguments invalid. Recommended prerequisite: Phl 324.

Phl 327 Introduction to Quantitative Literacy (4)
The goal is to learn to think intelligently and critically about important uses of quantitative data by means of discussion of the following topics: samples, measures, scales, relationships, risks, predictions, graphs, averages, percentages, distributions, random effects, and estimates. Intended for students who do not normally take classes that involve quantitative matters; its mathematical content is kept at an absolute minimum.

Phl 332 Intentionality, Phenomenology, and Existentialism (4)
Examination of the Kantian roots of intentionality (i.e., that our conscious acts are about or directed toward objects) and subsequent theories and philosophical use of intentionality. Recommended prerequisite: 8 credits in philosophy.

Phl 333 Philosophy of Law (4)
Examines the nature of law, legal obligation and legal interpretation. Is law a part of morality, or nothing more than an expression of social power? When are we permitted or required to disobey the law? What is the proper methodology for interpreting laws and deciding cases? Do judges discover or create law? Readings include classics of jurisprudence (e.g., Austin, Hart, Dworkin) as well as judicial opinions in a selected topic. Recommended prerequisites: Phl 308, 311 or 316.

Phl 369 Philosophy of Sex and Love (4)
An examination of the central philosophical issues emerging from a reflection on sex and love such as: possible essence of heterosexuality, homosexuality, and asexuality; morality of different expressions of sex and love such as sadomasochism and polygamy; role of sexuality and romantic love in our self-conception; influence of conceptual sources on our experiences of sexuality and love.

Phl 399 Special Studies (Credit to be arranged.)
Phl 401 Research (Credit to be arranged.)
Consent of instructor.
Phl 403  Honors Thesis (Credit to be arranged.)  Consent of instructor.
Phl 404/504  Cooperative Education/Internship (Credit to be arranged.)
Phl 405/505  Reading and Conference (Credit to be arranged.)  Consent of instructor.
Phl 407/507  Seminar (Credit to be arranged.)  Consent of instructor.
Phl 410/510  Selected Topics (Credit to be arranged.)  *Phl 414/514
Phl 4 (4)  Study of selected dialogues of Plato and topics such as theory of forms, moral philosophy, political philosophy, being, and the nature of philosophy. Recommended prerequisite: Phl 301.
*Phl 415/515  Aristotle (4)  Study of some of the works of Aristotle and topics such as substance, essence, categories, cause, and practical reason. Recommended prerequisite: Phl 301.
*Phl 416/516  The Rationalists: Descartes, Leibniz, Spinoza (4)  Study of selected works of 17-18th century philosophers who maintained that knowledge is primarily based in reason (e.g., Descartes, Leibniz, and Spinoza). Recommended prerequisite: Phl 302.
*Phl 417/517  The Empiricists (4)  Study of selected works of 17-18th century philosophers who maintained that knowledge is primarily based in sense experience (e.g., Locke, Berkeley, and Hume). Recommended prerequisite: Phl 302.
*Phl 419/519  Kant (4)  Study of Kant's philosophy and topics such as necessary connection, the analytic-synthetic distinction, conceptions of science and metaphysics, relation between metaphysics and morality. Recommended prerequisite: Phl 302.
*Phl 420/520  Wittgenstein (4)  Study of the major works of Wittgenstein and topics such as philosophical method, meaning, intention, understanding, necessity, and the nature of humans as language users. Recommended prerequisite: 8 credits in philosophy.
Phl 421  Nineteenth Century Philosophy (4)  Study of continental European philosophy from Hegel to Nietzsche. Topics include post-Kantian idealism, the "social turn" in epistemology, communitarian ethics, reactions to the crisis in Christianity, and the radical critiques of modern social and political institutions. Recommended prerequisite: Phl 302.
*Phl 422  American Philosophy (4)  Study of American pragmatism through some of its major representatives (e.g., Dewey, Peirce, James, and Mead), its intellectual and cultural context, and its influence on contemporary American philosophers.
*Phl 423/523  Metaphysics (4)  Study of major systems of ontology (e.g., idealism, materialism) and traditional metaphysical issues (e.g., determinism, freedom, properties) including debates over the feasibility of the discipline of metaphysics itself (e.g., positivism and scientific realism).
*Phl 424/524  Epistemology (4)  Philosophical examination of some of the main issues in the theory of knowledge (such as our knowledge of the external world, the mind, and logical and mathematical truths, etc.). Recommended prerequisite: 8 credits in philosophy.
Phl 425/525  Analytic Philosophy (4)  Examination of the analytic philosophical tradition from Frege and Russell through early Wittgenstein and the Postpositivists to Quine. Recommended prerequisite: Phl 324
*Phl 432/532  Philosophy of Mind (4)  Study of the debates over the nature of mental states and our knowledge of them. Main topics are dualism and various forms of materialism, behaviorism, mind-body identity theories, functionalism and eliminativism. Recommended prerequisite: 8 credits in philosophy.
*Phl 433/533  Philosophy of Language (4)  A study of the nature of language and of problems of meaning, reference, and truth. Recommended prerequisite: 8 credits in philosophy.
*Phl 445/545  Advanced Ethics (4)  A course in moral epistemology or "meta-ethics" dealing with topics such as: the distinction and connections between fact and value, "is" and "ought," and description and evaluation. Recommended prerequisite: Phl 308.
Phl 446/546  Topics in Ethics (4)  Topics in contemporary moral philosophy, including (but not limited to) the relation between applied and theoretical ethics, the foundations of moral responsibility, virtues, and the role of outcomes in moral evaluation. Course may be repeated for credit with departmental approval, to apply toward major requirements. Recommended prerequisite: Phl 308 or 445.
Phl 450  Ethics and International Justice (4)  Examination of moral principles and judgments relevant for appraising the key tools of foreign policy. Included are issues of military, humanitarian, and covert intervention, economic sanctions, development assistance, human rights, democracy, and transitional justice. Recommended prerequisite: 8 credits in philosophy.
Phl 451/551  Classical Figures (4)  Intensive study of some classical figure such as Descartes, Spinoza, Leibniz, Nietzsche, Hegel. Course may be repeated for credit toward major requirements. Recommended prerequisites: 8 credits in philosophy.
Phl 455  Morality and Health Care (4)  Examination of issues in health care such as euthanasia, abortion, allocation of transplantable organs, rationing health care, treatment of impaired newborns. Recommended prerequisite: 8 credits in philosophy.
*Phl 470/570  Philosophy of Science (4)  History and philosophy of the scientific method. Topics include an overview of the major models of the scientific method (inductivism, falsificationism, Kuhnian paradigms, etc.) and issues pertaining to their rationality such as theory-ladenness of observation, testing-holism, and the incommensurability of theory change. Recommended prerequisites: 8 credits in philosophy.
Phl 471/571  Topics in Philosophy of Science (4)  An in-depth analysis of some specific metaphysical issue pertaining to scientific epistemology such as (but not limited to) explanation, causation, realism, geometry, and relativism. Course may be repeated for credit toward major requirements. Recommended prerequisites: Phl 470 or 8 credits in philosophy.
*Phl 474/574  Philosophy of Logic (4)  Topics: validity, sentence-proposition, connectives, quantifiers, truth, paradoxes, logical necessity and possibility. Optional topics: metalogic, the construction of formal systems of logic and formal proofs of certain of their properties, e.g., consistency and completeness. Recommended prerequisite: Phl 325.
Phl 481/581, 482/582, 483/583  Biomedical Ethics (4, 4, 4)  A three-term sequence that provides a practical bioethics education in clinical health care, biomedical and behavioral research, and public policy. Phl 481/581: introduction to the concepts, methods, and literature of health care and biomedical research ethics, designed to familiarize participants with the basic definitions and arguments in the major topics of clinical and research ethics. Phl 482/582 and Phl 483/583: concepts and skills developed in Phl 481/581 will be intensively examined; students take responsibility for several aspects of teaching. Courses must be taken in sequence. Recommended prerequisite: an acquaintance with health care services.
*Phl 485  Honors Seminar (4)  Students conduct research and produce substantial written material on a topic, to be shared and critiqued. Recommended particularly for students considering graduate work in philosophy. Prerequisites: see section "Philosophy Department's Honors Option" above.
Physics

Physics is the branch of knowledge that attempts to explain all of the phenomena we observe or infer on earth and in the universe. Its study has made possible a modern understanding of the origin of the universe as well as the behavior of biological materials and chemical processes. Scientists trained in this field can engage in such diverse areas as solid state devices, particle physics, energy and the environment, biotechnology, and space travel.

The study of physics does not involve the following of a specific recipe or set of rules; rather it entails developing an attitude or way of looking at phenomena and asking questions.

Admission requirements

Admission to the department is based on general admission to the University. See page 37 for more information.

Degree requirements

Requirements for major. It is important that students planning to major in physics contact the Department of Physics prior to the start of their work in order that a coherent program can be planned with their assigned adviser.

As an undergraduate, you will take a group of core courses that will give you a general background in the subject. You will study force and motion, heat, optics, electricity, magnetism, atomic and nuclear physics, quantum mechanics, and the physical properties of materials, learning both the theoretical and experimental aspects.

A maximum of one-third of the courses taken under the undifferentiated grading option (pass/no pass) are acceptable toward fulfilling department major requirements except for those major courses offered on a pass/no pass basis only.

Requirements for minor. To earn a minor in physics a student must complete 27 credits (9 credits of which must be taken in residence at PSU, and 12 to 15 credits of which must be upper-division). To include the following:

Courses taken under the undifferentiated grading option (pass/no pass) are acceptable toward fulfilling department major requirements except for those major courses offered on a pass/no pass basis only.

Honors Track

The Physics department's honors track is designed to challenge and enrich the educational experience of superior physics majors and, with a successful completion, recognize and honor their achievements. It is designed specifically for those students who plan to pursue graduate studies in physics or other disciplines that involve scientific research which is either experimental or theoretical in nature. Participation in the track is elective and because honors' studies involve a close mentoring relationship with faculty, students will need to coordinate their proposed

Environmental Option

Environmental programs, electrical engineering, nuclear engineering, and computer science are common graduate school tracks. Medicine and law are also fields that welcome students with physics degrees. Many physicists are entrepreneurs who start their own companies.

Admission requirements

Admission to the department is based on general admission to the University. See page 37 for more information.

Degree requirements

Requirements for major. It is important that students planning to major in physics contact the Department of Physics prior to the start of their work in order that a coherent program can be planned with their assigned adviser.

Students planning to transfer to PSU from community colleges or other universities are strongly advised to contact the Department of Physics well ahead of their proposed date of transfer so that a smooth transition, which avoids course duplication and untimely delays, can be accomplished. Students need to choose between the standard option and the environmental physics option.

In addition to meeting the general University degree requirements, the student must meet the following minimal departmental course requirements:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph 201, 202, 203 General Physics, Ph 211, 212, 213, or Ph 221, 222, 223 General Physics (with Calculus)</td>
<td>9-12</td>
</tr>
<tr>
<td>Ph 214, 215, 216 General Physics Lab</td>
<td>3</td>
</tr>
<tr>
<td>Ph 311, 312 Introduction to Modern Physics</td>
<td>8</td>
</tr>
<tr>
<td>Ph 314, 315, 316 Experimental Physics I</td>
<td>12</td>
</tr>
<tr>
<td>Ph 322 Computational Physics</td>
<td>4</td>
</tr>
<tr>
<td>Ph 424 Classical Mechanics I</td>
<td>4</td>
</tr>
<tr>
<td>Ph 426 Thermodynamics and Statistical Mechanics</td>
<td>4</td>
</tr>
<tr>
<td>PH 431 Electricity and Magnetism I</td>
<td>4</td>
</tr>
<tr>
<td>Total in physics (minimum)</td>
<td>48-51</td>
</tr>
<tr>
<td>Mth 251, 252, 253, 254 Calculus</td>
<td>16</td>
</tr>
<tr>
<td>Mth 256 Applied Differential Equations and Mth 261 Applied Linear Algebra</td>
<td>8</td>
</tr>
<tr>
<td>One year of general chemistry: Ch 221, 222, 223, 227, 228, 229</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>39</td>
</tr>
</tbody>
</table>

Choose 30 credits from the following list:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ph 411 Introduction to Quantum Mechanics</td>
<td>3</td>
</tr>
<tr>
<td>Ph 425 Classical Mechanics II</td>
<td>3</td>
</tr>
<tr>
<td>Ph 432 Electricity and Magnetism II</td>
<td>3</td>
</tr>
<tr>
<td>Ph 434 Introduction to Mathematical Physics</td>
<td>3</td>
</tr>
<tr>
<td>Ph 464 Applied Optics</td>
<td>3</td>
</tr>
<tr>
<td>Two courses in a related area of science or technology (biology, geology, additional chemistry, computer science, electrical circuitry or applied physics)</td>
<td>6-8</td>
</tr>
</tbody>
</table>

Total 39

A maximum of one-third of the courses taken under the undifferentiated grading option (pass/no pass) is acceptable toward fulfilling department minor requirements. Additional courses may be required as prerequisites.

Honors Track

The Physics department's honors track is designed to challenge and enrich the educational experience of superior physics majors and, with a successful completion, recognize and honor their achievements. It is designed specifically for those students who plan to pursue graduate studies in physics or other disciplines that involve scientific research which is either experimental or theoretical in nature. Participation in the track is elective and because honors' studies involve a close mentoring relationship with faculty, students will need to coordinate their proposed
research topic(s) with an appropriate faculty member. For additional information, please contact the Physics office.

SECONDARY EDUCATION PROGRAM
Adviser: Jon Abramson

Students who plan to obtain a teaching license with an endorsement to teach physics at the high school level should complete a baccalaureate degree which includes at least 40 credit hours in physics. An acceptable course of study should include:

Ph 201, 202, 203 or 211, 212, 213 General Physics
Ph 214, 215, 216 Physics Laboratory
Ph 311, 312 Modern Physics
Ph 314, 315, 316 Experimental Physics
Ph 322 Computational Physics
Ph 464 Optics or Ph 426 Thermodynamics

Other courses that may qualify should be discussed with the secondary education adviser.

Courses are to be taken for differentiated grades. A positive recommendation to the Graduate Teacher Education Program will depend on at least a C grade in all physics courses, as well as a cumulative 2.75 GPA.

Graduate programs

The department participates in the Environmental Sciences and Resources Doctoral Program. The Department offers work leading to the degrees of Master of Arts and Master of Science. The M.A. and M.S. programs are designed to further the development of the student as a professional physicist. Specific programs designed to meet the needs of the individual student are planned in consultation with the graduate advisers.

The department offers graduate courses in classical mechanics, quantum mechanics, electromagnetism, statistical mechanics, physics of condensed matter, atmospheric physics, and biophysics. Current research areas in theoretical and experimental physics include: statistical physics, surface physics (scanning tunneling microscopy, near-field optical microscopy, AFM, electron microscopy), and membrane biophysics (transport in biological and artificial membranes), materials physics, and global change science.

Degree requirements

University master's degree requirements are listed on page 69. Specific departmental requirements are listed below.

Master of Arts or Master of Science.

The program must be approved by the student's adviser and must include a minimum of 45 graduate credits in science, including not fewer than 30 credits in physics. These 30 credits in physics must be in 500- or 600-level courses, distributed as follows:

<table>
<thead>
<tr>
<th>Credits</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Cooperative Education/Internship</td>
</tr>
<tr>
<td>3</td>
<td>Project</td>
</tr>
</tbody>
</table>

Of the additional credits required in physics, at least 12 must be in courses with numbers above 610 or the graduate-level sequence in quantum mechanics (Ph 511, 618, 619).

The student must also pass a qualifying examination and a final oral examination in Thesis, Cooperative Education/Internship, or Project. Typically, a thesis involves research (either experimental or theoretical), Cooperative Education/Internship involves relevant student experiences obtained in industry or government, and a project involves review of the literature in a certain area of physics. In all cases, a written report, a presentation, and oral exam are necessary.

Doctor of Philosophy in environmental sciences.

Specialized studies in the basic principles and techniques of the discipline, when combined with a multidisciplinary environmental science course and seminar, will partially fulfill the requirements for the Ph.D. in environmental sciences and resources. For information on the Ph.D. program, see page 125.

Courses

Courses with an asterisk (*) are not offered every year. Some lecture courses may be challenged by examination.

Ph 101, 102 Essentials of Physics (4, 4)
An introductory introduction to the basic principles of physics, their interpretation and application. Designed to accommodate all liberal arts students. Concurrent enrollment in Ph 104, 105 is encouraged. Recommended prerequisite: high school algebra.

Ph 104, 105 Experimental Investigations for Non-science Majors (2, 2)
Discovery labs for essential laws of physics. Investigate gravity, force, acceleration, momentum, heat, work, energy, electricity, light, and radioactivity. Make simple electrical circuits and an electrical motor. Improve computer literacy by working with graphic models of radioactive decay. One two-hour discussion and laboratory period. Concurrent enrollment in Ph 101, 102 is encouraged. Recommended prerequisite: high school algebra.

Ph 121, 122 General Astronomy (4, 4)
An introductory historical, descriptive, and interpretative study of astronomy. Emphasis is on the basic scientific methods as they apply to astronomical problems. Detailed examination of the earth, followed by a survey of the other members of the solar system. Survey of the stars, their types, grouping, and motions. Models for the evolution of the Universe and the possibility of life elsewhere. The nature of light, the types of information it carries, and the types of devices used to detect it. Includes laboratory and fieldwork.

Ph 199 Special Studies (Credit to be arranged.)
Ph 201, 202, 203 General Physics (4, 4, 4)
Introductory physics for science majors. The student will explore topics in physics including Newtonian mechanics, electricity, and magnetism, thermal physics, optics, and modern physics. Recommended prerequisites: for Ph 201, Mth 112; for Ph 202, Ph 201 and Ph 214; for Ph 203, Ph 202 and Ph 215.
Corequisites: for Ph 201, Ph 214; for Ph 202, Ph 215; for Ph 203, Ph 216.

Ph 211, 212, 213 General Physics (with Calculus) (4, 4, 4)
Introductory physics for students majoring in science and engineering. The student will explore topics in physics including statics, dynamics, electromagnetism, thermodynamics, and optics using the methods of calculus. Recommended prerequisites: for Ph 211, Mth 251; for Ph 212, Ph 211 and Ph 214; for Ph 213, Ph 212 and Ph 215. Corequisites: for Ph 211, Ph 214; for Ph 212, Ph 215; for Ph 213, Ph 216.

Ph 214, 215, 216 Lab for Ph 201, 202, 203 or Ph 211, 212, 213 or Ph 221, 222, 223 (1, 1, 1)
Introductory laboratory for students in General Physics (with Calculus). One 3-hour laboratory period. Corequisites: Ph 201, 202, 203 or concurrent enrollment in Ph 211, 212, 213 or concurrent enrollment in Ph 221, 222, 223.

Ph 221, 222, 223 General Physics (with Calculus) (3, 3, 3)
Introductory physics for students majoring in engineering. The student will explore topics in physics including statics, dynamics, electromagnetism, thermodynamics, and optics using the methods of calculus. Recommended prerequisites: for Ph 221, Mth 251; for Ph 222, Ph 221 and Ph 214; for Ph 223, Ph 222 and Ph 215. Corequisites: for Ph 221, Ph 224; for Ph 222, Ph 225; for Ph 223, Ph 216.

Ph 261, 262 General Astronomy (4, 4)
Introductory historical, descriptive, and interpretative study of astronomy. Emphasis is on the basic scientific methods as they apply to astronomical problems. Detailed examination of the earth, followed by a survey of the other members of the solar system. Survey of the stars, their types, grouping, and motions. Models for the evolution of the Universe and the possibility of life elsewhere. The nature of light, the types of information it carries, and the types of devices used to detect it. Includes laboratory and fieldwork.

Ph 299 Special Studies (Credit to be arranged.)
Ph 311, 312 Introduction to Modern Physics (4, 4)

Ph 313 Ideas in Modern Physics (4, 4)
Fundamental ideas of the modern physics of this century. Topics include the development of relativity, quantum mechanics, nuclear and particle physics, and cosmology. Recommended prerequisite: one college-level science course.

Ph 314, 315 Experimental Physics I (4, 4)
Experiments in electrical measurements, digital
logic circuits with applications to experimental control and computer interfacing, and analog circuits. Two 3-hour lab periods. Ph 314 requires concurrent enrollment in Ph 321.

Ph 316 Experimental Physics I (4)

Students will perform several experiments illustrating quantum and relativistic effects. The emphasis will be on computer-assisted experimentation and data analysis. Experiments will include instrumentation and counting in nuclear physics, measurement of band gap in semiconductors, measurement of ratio of electron charge to electron mass, speed of light, Frank-Hertz experiment and electron spin resonance. Two 3-hour laboratory periods. Recommended prerequisite: Ph 311.

Ph 319 Solid State Physics for Engineering Students (4)

Survey of solid state physics including topics necessary for understanding crystalline solids and their electron transport processes. Topics include crystal lattices, x-ray diffraction, concepts of quantum physics, the Schrödinger equation, electron tunneling, physical statistics, the free electron theory of metals, periodic potentials, semiconductors, and superconductors. Recommended prerequisite: Ph 213 or 223.

Ph 321 Current Electricity (4)

Electric potential and current; Kirchhoff's Laws and equivalent circuits. Transient and A.C. behavior of circuit elements. Theory of operation of diodes and transistors. Recommended prerequisites: Ph 203 or 213; concurrent enrollment in Ph 314.

Ph 322 Computational Physics (4)

Formulation and numerical solution of physics problems. Use of computers and graphical displays to enhance intuition and supplement analytical procedures. Approaches to complex physical situations, especially those involving dissipative, nonlinear and stochastic phenomena. Recommended prerequisite: Working knowledge of at least one computer language.

Ph 333 Introduction to Quantum Mechanics (4)

An introduction to the formulation and application of wave mechanics; the Schrödinger equation and its application to time-independent problems (both one- and three-dimensional problems); identical particles; approximation methods including mainly time-independent perturbations. Brief exploration of the potential applications of quantum mechanics to engineering: quantum nano-structures and quantum computers. Recommended prerequisites: Ph 318 or 311, Mth 225; course may be taken only once for credit.

Ph 335 Physical Metallurgy for Engineers (3)

Methods of fabrication of metals. Two lectures; one 3-hour laboratory period. Recommended prerequisite: EAS 213, Ph 213 or 223, Ch 223, or equivalent. Calculus, previously or concurrently, is recommended.

Ph 353 Radiation in the Environment (4)

Types of radiation and their interaction with matter, including organic tissue; methods of detection and shielding; evaluation of dosage and risk assessment; methods of energy generation based on nuclear energy; nuclear waste and disposal problems. Recommended prerequisites: Ph 203, Bi 253, Ch 223, or equivalent. Calculus, previously or concurrently, is recommended.

Ph 363 Color Photography (3)

Principles of color photography, including the physics of color and scientific explanations of the formation of color images on light-sensitive materials. Traces uses and the history of color photography. Recommended prerequisite: one college-level science or photography course.

Ph 365 Fractals, Chaos, and Complexity (4)

Introduction to the basic physical ideas behind fractals in nature, chaos, complexity, and other current concepts in physics, with emphasis on fractals and chaos. Computer simulations and desktop experiments involving fractals, chaos, and complex systems. Recommended prerequisite: astronomy, general physics, or Natural Science Inquiry.

Ph 366 Complexity and the Universe I (4)

Introduction to the basic physical ideas behind complexity and other current concepts in physics. Computer simulations and desktop experiments involving fractals, chaos, and complex systems. Includes laboratory and/or fieldwork. Recommended prerequisite: general physics or Natural Science Inquiry.

Ph 367 Complexity and the Universe II (4)

Continuation of Sci 318/Ph 366. Emphasizes scientific cosmology with a focus on understanding how insights gained from physics and astronomy affect your view of the universe and your place in it. Students participate actively in seeing how some of the information was gathered, to help critically analyze what to believe about the history and arrangement of the universe and what it means to them. Includes laboratory and/or fieldwork. Required prerequisite: astronomy, general physics, or Natural Science Inquiry.

Ph 371 Fractals, Chaos, Complexity, and Other Current Topics in Physics (4)

Introductory survey to current concepts in fractals in the natural world, chaos, complexity, and other related topics in physics. Computer simulations and the use of microcomputers, desktop experiments are an essential part of the course. Recommended prerequisite: one year of general physics.

Ph 375 The Earth's Atmosphere: Global Change and Human Life (4)

An introduction to the global environment and how human activities are causing climatic changes, ozone depletion, and deforestation. Emphasizes the interaction between environmental processes. Deals with the qualitative aspects of how the earth's climate works, how it can be altered by burning of fossil fuels (emissions of carbon dioxide) and by the increasing concentrations of other “greenhouse gases”; how the ozone layer can be depleted by man-made chemicals, and what is being done, or can be done to avert the undesirable consequences of these global changes.

Ph 378 Science Through Science Fiction (4)

This class uses science fiction literature to examine a wide variety of topics in science. Recommended prerequisite: astronomy, general physics, or Natural Science Inquiry. Also listed as Sci 355; course may be taken only once for credit.

*Ph 381 Physical Metallurgy for Engineers (3)

Crystal structure of metals and their relationships to properties. Phase diagrams of alloys, heat treatment, mechanical properties, and corrosion. Methods of fabrication of metals. Two lectures; one 3-hour laboratory period. Recommended prerequisites: EAS 213, Ph 213 or 223, Ch 223.

Ph 399 Special Studies (Credit to be arranged.)

Consent of instructor.

Ph 404/504 Cooperative Education/Internship (Credit to be arranged.)

Consent of instructor.

Ph 405/505 Reading and Conference (Credit to be arranged.)

Consent of instructor.

Ph 407/507 Seminar (Credit to be arranged.)

Consent of instructor.

Ph 410/510 Selected Topics (Credit to be arranged.)

Consent of instructor.

Ph 411/511 Introduction to Quantum Mechanics (4)

An introduction to the formulation and application of wave mechanics; the Schrödinger equation and its application to time-independent problems (both one- and three-dimensional problems); identical particles; approximation methods including mainly time-independent perturbations. Brief exploration of the potential applications of quantum mechanics to engineering; quantum nano-structures and quantum computers. Recommended prerequisites: Ph 318 or 311, Mth 225. This course is the same as ECE 598; course may be taken only once for credit.

*Ph 413/513 Introduction to Solid State Physics (4)

Experimental and theoretical survey of the lattice and electronic properties of solids with particular emphasis on the properties of electrons in metals. Recommended prerequisite: Ph 411 or 312.

†Ph 415/515 Experimental Optics (3)

Advanced experiments in physical optics. One 4-hour laboratory period. Recommended prerequisite: Ph 203 or Ph 213.

† Does not carry graduate credit for M.A., M.S. in physics.
Ph 424
Classical Mechanics I (4)
†Ph 425/525
Classical Mechanics II (4)
Advanced formulation of mechanics. Lagrange's and Hamilton's equations. The inertial tensor, free rotations, and rigid body dynamics. Theory of small oscillations, coupled oscillations and normal modes. Additional special topics may include chaos theory and special relativity. Recommended prerequisites: Ph 424 and Mth 256.
† Does not carry graduate credit for M.A., M.S. in physics.
Ph 426/526
Thermodynamics and Statistical Mechanics (4)
Concepts of temperature, work, and heat; first and second laws of thermodynamics and applications; thermodynamic potentials; heat engines, Carnot cycle, and ideal gases; entropy and its statistical interpretation; kinetic theory of gases; classical and quantum statistics; introduction to statistical mechanical ensembles. Recommended prerequisites: Ph 203 or 213, Mth 254, and Ph 311.
†Ph 431/531, 432/532
Electricity and Magnetism (4, 4)
Advanced study of electricity and magnetism covering field and potential of charge arrays, electrostatic field energy, images, multipoles, Laplace's equation, Biot-Savart and Ampere's laws, magnetic field energy, vector potential, displacement current, dielectrics and their microscopic models, electromagnetic wave equations, boundary conditions, energy radiation, magnetic materials and their microscopic models. Recommended prerequisites: Ph 312 and Mth 256.
† Does not carry graduate credit for M.A., M.S. in physics.
Ph 434/534
Methods of Mathematical Physics (4)
A survey of methods of applied mathematics used in modern physics, to include: vectors, matrices, operators, and eigenvalues; perturbation theory and asymptotic expansions; variation and optimization; numerical methods; transforms; and special functions. Recommended prerequisites: Ph 312 and Mth 256.
*Ph 440/540, 441/541
Physics of Solid State Devices (4, 4)
This is a survey intended to provide the foundation necessary for understanding of function, technology and design of solid state devices, rather than their application. Topics will include: introduction to and application of concepts of quantum physics to solids, effect of periodicity in solids on electron energy states, electron statistics, metals, insulators, semiconductors and superconductors, thermionic and field-assisted electron emission, electron scattering and mobility of charge carriers, intrinsic and extrinsic semiconductors, quantitative treatment of p-n junction, diffusion and recombination of charge carriers, quantitative treatment of electron injection, majority and minority components of the junction current, breakdown, quantitative treatments of bipolar junction transistor, field effect transistor and tunnel diodes, physics of metal-semiconductor and metal-insulator-semiconductor junctions and devices, superconductivity and superconducting devices, DC and AC Josephson effects, Josephson junctions, superconductive quantum interference devices. Recommended prerequisite: Ph 312 or 318.
Ph 451/551, 452/552
Electron Microscopy (4, 4)
Electron optics theory, specimen preparation and experimental work with transmission and scanning electron microscopes, Microchemical analysis with an energy dispersive spectrometer. Specimens from all the sciences. Two lectures, one 3-hour laboratory period. Recommended prerequisites: one year of general physics and one year of any other science.
Ph 464/564
Applied Optics (4)
An overview of optics and such principal applications as fiberoptics; chemical, biological, and physical sensors; optical information processing, acousto-optics; lasers and detectors. Recommended prerequisites: Ph 203 or 213 or 223, Mth 254. This course is the same as ECE 594; course may only be taken once for credit.
Ph 471/571
Atmospheric Physics (4)
Cycles of trace gases in the earth's atmosphere and their role in the environment. Emission, dispersal and removal of natural and man-made trace constituents in the atmosphere that determine the earth's climate and the stratospheric ozone layer. Mass Balance Models for quantitative analysis of atmospheric composition and trends. Climate change and perturbations of stratospheric ozone in modern times. Lays a foundation for the understanding of the complex issues of climatic change and its many linkages and feedbacks. Questions regarding environmental policy and action are examined in the light of current model results, their predictions and uncertainties. Recommended prerequisites: one year each of calculus and calculus-based physics, introductory course in differential equations.
*Ph 472/572
Introduction to Nonlinear Dynamics and Chaos (4)
Introduction to basic theoretical and experimental tools to study chaos and nonlinear behavior. Desktop experiments and computer simulations of chaotic systems. Recommended prerequisites: one year of general physics.
† Ph 475/575
Stellar Astronomy Online for Educators (4)
Class will access online materials in stellar astronomy to help current and prospective science teachers update their knowledge of recent developments in astronomy. Recommended prerequisite: one year of general physics.
† Does not carry graduate credit for M.A., M.S. in physics.
Ph 476/576
Observational Astronomy (2)
Emphasis on hands-on activities and the observation of our own night sky. Observation of planets, sun, moon, globular clusters, galaxies, and black holes. Observational techniques including the use of telescopes, binoculars, and photography will be covered. Observational field trip to an observatory at a dark sky site. Recommended prerequisite: one year of general physics.
† Does not carry graduate credit for M.A., M.S. in physics.
*Ph 477/577
Air Pollution (4)
Air pollution meteorology needed to understand air pollution, atmospheric dispersion models, K-theory, box models and receptor models. Use of simple computer models. This course is a foundation for the quantitative understanding of air pollution: At any point in the environment (receptor), how much pollution is caused by a known source? If there are many sources, how much pollution does each source contribute at a receptor? Recommended prerequisites: Ph 213 or 223, one year of calculus, introductory course in differential equations.
*Ph 478/578
Applications of Air Pollution Modeling (4)
Students work in teams to solve an air pollution problem using dispersion and receptor modeling techniques. It teaches the complementary nature of receptor and dispersion modeling. Teaches the advantages and disadvantages of the two approaches to air pollution modeling when either approach is applicable. Students use established computer models and become proficient in their use. Recommended prerequisite: Ph 477/577.
Ph 481/581
Introduction to Nano(Materials)-Science and Engineering (4)
An introduction to nano-materials-science and engineering for students in physics, chemistry, geology, electrical and computer engineering, and mechanical and materials engineering. Nanoscale processes and devices and their applications. Recommended prerequisites: two specific advanced upper division science courses dependant on major, or consent of instructor.
*Ph 490/590, 491/591
Cellular and Molecular Biophysics (4, 4)
An introduction to the physical ideas and methods in the studies of biological phenomena, organization, structure, and function at the cellular and molecular level. Atomic and molecular structures, energy and interacting forces relating to cellular and molecular biophysics will be discussed. Recommended prerequisites: Ph 203, Bi 253, and Ch 223, Calculus, previously or concurrently, is recommended.
Ph 503
Thesis (Credit to be arranged.)
Ph 545
Microelectronic Device Fabrication I (4)
The principles of crystal growth and wafer preparation, ion implantation, doping and diffusion, and oxidation, including crystal structure, defects, heterogeneous chemical reactions, thermodynamics and kinetics of basic processes such as diffusion. Realistic process flows, physical metrology, device structure, electrical behavior and their trade-offs are discussed.
Ph 546
Microelectronic Device Fabrication II (4)
Emphasis on metallization and dielectrics. Metallization issues discussed include silicon, barrier layers, interconnects, multi-level metallization, and low-k dielectrics. Discussion of deposition and properties of various dielectric films. Epitaxial growth and properties of SOI and SiGe devices are covered. Computer simulations of device fabrication.
Ph 547
Microelectronic Device Fabrication III (4)
Electron beam, x-ray, EUV, and photolithography, including discussion of resist technology. Fundamentals and applications of plasmas for etching and deposition (e.g., high-density plasmas), including plasma damage. The limitations of fabrication and operation of nano-scale devices are discussed. Fabrication of a virtual device with
specified electrical performance parameters. 

*Ph 585, 586
Experimental Methods in Applied Physics (4,4) Introduction to modern instrumentation used in applied physics, focusing on nanoscience and materials, atmospheric physics, and biophysics, including theory and practice of the instruments. Prerequisite: admission to Ph.D program in Applied Physics, M.S. in Physics, or ESR Ph.D programs.

Ph 601
Research (Credit to be arranged.)

Ph 603
Dissertation (Credit to be arranged.)

Ph 604
Cooperative Education/Internship (Credit to be arranged.)

Ph 605
Reading and Conference (Credit to be arranged.)

Ph 606
Special Problems/Projects (Credit to be arranged.)

Ph 607
Seminar (Credit to be arranged.)

Ph 610
Selected Topics (Credit to be arranged.)

*Ph 611, 612
Physics of Solids and Liquids (4, 4) The theory of mechanical, thermal, electrical, magnetic, and optical properties of solids and liquids. Recommended prerequisite: Ph 413.

Ph 617, 618, 619
Quantum Mechanics (4,4,4) A detailed discussion of the approximation models for solving the time-independent Schrödinger equation; scattering theory in terms of stationary unbound states; time-dependent theory including the perturbation method; the two-level problem and its application to laser operation. Dirac’s formulation using bra and ket; different time-evolution pictures; concept of density matrices; Berry’s phase; quantum theory of angular momentum; Feynman’s path integral formulation; introduction to relativistic quantum mechanics; issues on the fundamental aspects of quantum mechanics including Bell’s theorem, the EPR paradox, hidden-variable theory; and Schrödinger’s cat problem. Prerequisites: Ph 411/511, 424.

*Ph 624, 625

*Ph 626
Hydrodynamics (4) The theory of fluids and continuous media. Equations of continuity, Euler’s equation, flow fields, and applications. Recommended prerequisite: Ph 625.

*Ph 631, 632, 633
Electromagnetic Fields and Interactions (4, 4, 4) Classical description of the electromagnetic field: classical electron theory and plasmas. Prerequisites: Ph 431. This course is the same as ECE 635, 636, 637; course may only be taken once for credit.

*Ph 641, 642

*Ph 664, 665, 666
Statistical Mechanics (4, 4, 4) Foundations of statistical mechanics and kinetic theory; statistical interpretation of thermodynamics; ensembles in classical and quantum systems; transport phenomena. Recommended prerequisite: Ph 619 or 625.

Ph 679
Advanced Atmospheric Physics (4) Advanced course to provide a working knowledge of base models for studying global change including the greenhouse effect, global warming, stratospheric ozone depletion from man-made chemicals, tropospheric chemistry of HO and O3 and transport modeling. Recommended prerequisites: Ph 578.

Preprofessional Programs

Portland State offers courses which meet the preprofessional requirements of professional schools within the Oregon State System of Higher Education and, in most cases, the requirements of out-of-state professional schools as well. The program schedules in this section are typical and will vary in individual cases. The majority of preprofessional programs are based on the graduation requirements of other institutions. All preprofessional students should check with a faculty adviser to keep current on all recent changes and remaining requirements.

Pre-Professional Health Sciences Programs

503-725-3822, 498 Neuberger Hall
Advisers: K. Felipe, M. Leonard, L. Marsh
Professional advisers in the College of Liberal Arts & Sciences Advising Center administer programs designed to support students’ efforts to prepare for and apply to professional health sciences programs. Preprofessional health sciences programs at Portland State University are not majors. Rather, they are programs in which students take advantage of advising, coursework and resources all designed to support and guide students’ efforts to apply to undergraduate and graduate health sciences programs offered at other institutions. There are two types of pre-professional health sciences programs at Portland State – 1) transfer programs, and 2) bachelor’s degree programs.

Transfer programs are those in which students complete a set of prerequisite courses at Portland State and then transfer to undergraduate professional health sciences programs at other institutions to complete their bachelor’s degrees. The students’ focus at Portland State is on fulfilling the receiving institutions’ admissions requirements. Transfer programs include the following: Clinical Laboratory Science Dental Hygiene Nursing Radiation Therapy

Students choosing to continue at PSU, rather than pursue a preprofessional transfer program should meet with a faculty adviser to determine PSU graduation requirements.

Bachelor’s degree programs are those designed to prepare students for masters and doctoral programs in the health sciences that require or recommend completion of a bachelor’s degree prior to entry. However, pre-professional Bachelor’s degree programs at Portland State are not majors. Thus, students must a) select a major and fulfill Portland State’s graduation requirements, and b) fulfill the prerequisite coursework required by the professional graduate programs to which they plan to apply. Majors commonly selected by pre-professional health sciences students include biology, chemistry, health studies, science, social science, and psychology. However, a student can select any major offered at Portland State, as long as he or she completes both Portland State’s graduation requirements and those of the receiving professional institutions. Professional schools do not prefer one
major over another. They do look for students who perform well in prerequisite coursework and who are broadly educated; this can be accomplished with any major.

Professional health sciences programs that require or recommend that applicants earn a bachelor's degree before matriculating include the following:

- Allopathic and Osteopathic Medicine
- Chiropractic Medicine
- Dentistry
- Naturopathic Medicine
- Occupational Therapy
- Optometry
- Pharmacy
- Physical Therapy
- Physician Assistant
- Podiatric Medicine
- Veterinary Medicine

A typical pre-professional health sciences program, whether it is a transfer or a bachelor's degree program, includes but is not limited to coursework in mathematics, biology, chemistry, physics, English composition, and sometimes social science. However, coursework varies, depending on the admissions requirements of the institutions granting the professional degrees. It is essential that a student's academic program be planned with a College of Liberal Arts & Sciences health sciences adviser.

College of Liberal Arts & Sciences health sciences advisers work closely with students to facilitate their ability to plan coursework and activities strategically; to integrate personal, academic, and career goals; to develop the ability to evaluate options and make decisions; and to be aware of the available resources across campus that can support their efforts to gain admission to professional health sciences programs. Advisers also provide students with guidance on selecting a major, preparing for graduate admissions tests such as the MCAT and GRE, organizing letters of recommendation, and writing the personal statement for admissions applications.

Postbaccalaureate Pre-Medical Program. For students who already have a bachelor's degree but are lacking the specific science prerequisites for medical or dental school, PSU offers a loosely structured post-baccalaureate program. Students have the option of completing the core sciences for the program in one year (including summer term) of intensive study. Postbaccalaureate students, with sufficient background, start with general chemistry in the summer and continue by taking year-long sequences of organic chemistry, biology, and physics simultaneously during the academic year. They then complete remaining prerequisite coursework such as genetics and biochemistry (required by Oregon Health & Science University School of Medicine) after applying to medical school. Some postbaccalaureate students elect to spread the pre-med curriculum out over two years and then apply.

This enables them to have more coursework completed before applying and gives them more time to accrue relevant experience.

K-12 Teacher Preparation

Portland State University educates prospective K-12 teachers in the Graduate School of Education. Teacher licensing is part of the Master of Education degree and is achieved through the Graduate Teacher Education Program (GTEP) in the Department of Curriculum and Instruction (note: programs in bilingual education, ESL, special education, library/media, counseling, adult education, and administration are also available in the Graduate School of Education and may be contacted by calling 503-725-4619.)

Undergraduates at Portland State University may prepare for competitive admissions by consulting with appropriate advisers, by achieving high academic standards in the recommended and required courses for specialization and in courses in liberal arts, and by documenting successful experience with children in the public schools. Passing scores on teacher exams mandated by the Oregon Teachers Standards and Practices Commission (TSPC) are also required for entry into the GTEP.

PRE-EDUCATION UNDERGRADUATE ADVISING
503-725-3822, 492 Neuberger Hall
Adviser: K. DeVoll

For Child and Family Studies Majors:
503-725-8241, Child and Family Studies Program, 306 Helen Gordon Child Development Center
Advisor: M. Penners.

Early childhood and elementary education: Students who want to be elementary teachers choose from a wide range of majors to complete their undergraduate degrees. Some traditional choices include an interdisciplinary major (such as arts and letters, science, social sciences, or liberal studies); specific disciplinary majors such as English or History (especially those wishing to teach at the upper elementary level); or Child and Family Studies. In addition to meeting with the departmental adviser, students should meet with the elementary education adviser by visiting the College of Liberal Arts and Sciences Advising Center, 498 Neuberger Hall, (503)725-3822.

Middle school education: Prospective middle school teachers who have a preference for teaching multiple subjects (as in elementary education) should follow advice from the College of Liberal Arts and Sciences (503-725-3822). Those who prefer to get a content area specialization that may also apply to teaching at the high school should contact the pre-education academic adviser in the academic department of choice.

High school education: Prospective high school teachers should contact the pre-education academic adviser within their major department. Academic majors and their respective secondary endorsements are as follows: biology (biology and general science); physical education (physical education); history, anthropology, sociology, philosophy, political science, geography, and economics (social studies); health (health); mathematics (mathematics); English (English language arts); art (art); foreign languages and literatures (foreign language); music (music); chemistry (chemistry); physics (physics); business and economics (business); drama (drama); speech (speech). Note: A current adviser list is available from the GTEP admissions secretary, 602 School of Education Building, and on the GTEP Web site.

Graduate Teacher Education Program advising: Students considering application to the PSU GTEP should make an appointment to attend an advising session for prospective applicants by calling 503-725-4619 or stop by the information desk on the second floor of the School of Education Building.

Preparatory coursework

Early childhood and elementary educators:

- Required: Art 312 Art in the Elementary School; Lib 428/528 Children's Literature, K-5; Mth 211, 212 and 213 Foundations of Elementary Mathematics; Music 381 Music Fundamentals; Psy 311 Human Development; Recommended: Ed 420 Introduction to Education and Society; CI 432 Computer Applications for the Classroom; SPED 418 Survey of Exceptional Learners (please see the Elementary Education Minor on page 77).

- Middle, junior, and high school educators: In addition to a strong liberal arts education, all students should complete the requirements for their major in the endorsement area of their choice. Required: Psy 311 Human Development; Recommended: ED 420 Introduction to Education and Society, CI 432 Computer Applications for the Classroom.

Integrated Science

Adviser: M. Cummings

The integrated science endorsement is valid for teaching all science except biology, chemistry, or physics, and, thus, is the endorsement for teaching science in middle and intermediate schools. Additional science courses beyond the requirements for a major in general studies in science are required for the integrated science endorsement. Courses pertaining to Earth/Space, Life, and Physical Science
Content Standards are required. Guidelines for a course of study for the integrated science endorsement include the following.

EarthSpace Content Area: ........................................20
8 credits of lower division geology
with labs/field studies.

Physical Science Content Area: ...........................15
200-level General Physics with labs or
General Chemistry with labs.

Upper Division electives in EarthSpace, Life Science, and/or Physical Science Content areas:......20 credits
May be completed in one department. Minimum of 20 UD electives with science (chemistry, physics, geology, biology, environmental science) or math prerequisites.

Mathematics and Statistics

Credits

Content Area: ........................................................12
Statistics: Stat 243 Introduction to Probability and
Statistics I (4);
Statistics: Stat 244 Introduction to Probability and
Statistics II (4);
Statistics: Stat 245 Introduction to Probability and
Statistics III (4);

Basic Social Studies

Adviser: R. Mercer

Students who major in social science (or in anthropology, economics, geography, history, political science, psychology, or sociology) and wish to teach social studies in secondary schools are recommended to include the following courses in their undergraduate program:

Social Studies Endorsement

Credits

Ec 201, 202 Principles of Economics ......................... 8
Geog 210 Physical Geography .................................. 4
Hist 101, 102 Western Civilization ......................... 8
Hist 201, 202 U.S. History of the United States .......... 8
Psych 101, 102 United States Government ................. 8
Psych 204 Comparative Politics ............................ 4
Psy 200 or 204, Psy 311 Human Development ............ 8
Anth 101, 102, 103 Introductory Anthropology; or
BSt 302 African American Experience in the 20th
Century, BSt 424 African American/African Culture
in Cinema; or Soc 200 General Sociology; or
WS 101 Introduction to Women’s Studies, .........8

Portland State University

EDUCATION MINORS

Minor In Elementary Education

The Minor in Elementary Education is intended for students who plan to enter a graduate teacher education program and be licensed in Early Childhood/Elementary Education. While the minor is not a requirement for admission to the PSU Graduate Teacher Education Program (GTEP), it does include all the prerequisites for admission to the program. Students seeking a license for early childhood and elementary education must complete a graduate-level licensure program. The Graduate School of Education provides the teacher licensure as part of the GTEP.

Degree Requirements

Credits

Language Arts (7 credits)
Lib 428 (3), Children’s Literature, K-5 ............ 3
Lib 233 (4), Language and Mind ....................... 4

Social Studies (8 credits)
G 355 (4), Geosciences for Elementary Teachers.. 4
Sci 311 (4) Teaching Everyday Science ............. 4

Math (12 credits)
Mth 211 (4), 212 (4), & 213 (4) Fundamentals of
Elementary Mathematics ................................. 12

Education (7 credits)
Ed 420 (4), Introduction to Education ............... 4
SpEd 418 (3), Survey of Exceptional Learner ........ 3
Social Studies (8 credits)
Psy 311 (4), Human Development ...................... 4
Soc 337 (4), Minorities ...................................... 4
Fine and Performing Arts (7 credits)
Art 312 (3), Art in the Elementary School .......... 3
Mus 381 (4), Music Fundamentals ..................... 4

Health (4 credits)
PHE 250 (4), Our Community, Our Health OR PHE
365 (4), Health Programs for Children and Youth .. 4

Total 53*

* The total may vary depending on the transfer of community college equivalent courses which carry, in some cases, fewer credits. A minimum of 18 credits must be upper-division. Only grades of C or above may be counted toward these requirements. Students must take all coursework for differentiated grades. At least 16 credits must be in residence at PSU. A minimum cumulative GPA of 2.5 in coursework is required. Students must also complete the required content courses for the subject they plan to teach to apply to GTEP.

Minor In Secondary Education

The Minor in Secondary Education is intended for students who plan to enter a graduate teacher education program and be licensed to teach Special Education. While the minor is not a requirement for admission to the PSU Graduate School of Education, Special Education Program (SPED), it does include all the prerequisites and highly recommended courses for admission to the program. Students seeking a license for teaching special education must complete a graduate-level program. The Graduate School of Education recommends students for teacher licensure at the completion of the Special Education Program.

Core Courses

Credits

Math 211, 212, & 213 Foundations of Elementary
Education ....................................................... 12
SpEd 417 Careers in Special Education ............... 3
SpEd 418 Principles in Special Education ............ 3
SpEd 420 Intro to Education and Society .......... 4
Cl 432 Computer Applications in the Classroom .. 3
Psy 311U Human Development .......................... 4
SpEd 418 Survey of the Exceptional Learner ....... 3
SpEd 460/UNST 421 Outdoor Education/Recreation
With Persons with Disabilities ......................... 3

Elective (choose one class): ................................. 2-4

Total 47-49*

* The total may vary depending on the transfer of community college equivalent courses which carry, in some cases, fewer credits. A minimum of 18 credits must be upper-division. Only grades of C or above may be counted toward these requirements. Students must take all coursework for differentiated grades. At least 16 credits must be in

Minor In Special Education

The Minor in Special Education is intended for students who plan to enter a graduate teacher education program and be licensed to teach Special Education. While the minor is not a requirement for admission to the PSU Graduate School of Education, Special Education Program (SPED), it does include all the prerequisites and highly recommended courses for admission to the program. Students seeking a license for teaching special education must complete a graduate-level program. The Graduate School of Education recommends students for teacher licensure at the completion of the Special Education Program.

Core Courses

Credits

Math 211, 212, & 213 Foundations of Elementary
Education ....................................................... 12
SpEd 417 Careers in Special Education ............... 3
SpEd 418 Principles in Special Education ............ 3
SpEd 420 Intro to Education and Society .......... 4
Cl 432 Computer Applications in the Classroom .. 3
Psy 311U Human Development .......................... 4
SpEd 418 Survey of the Exceptional Learner ....... 3
SpEd 460/UNST 421 Outdoor Education/Recreation
With Persons with Disabilities ......................... 3

Elective (choose one class): ................................. 2-4

Total 47-49*

* The total may vary depending on the transfer of community college equivalent courses which carry, in some cases, fewer credits. A minimum of 18 credits must be upper-division. Only grades of C or above may be counted toward these requirements. Students must take all coursework for differentiated grades. At least 16 credits must be in

Minor In Secondary Education

The Minor in Secondary Education is intended for students who plan to enter a graduate teacher education program and be licensed in Secondary Education. While the minor is not a requirement for admission to the PSU Graduate Teacher Education Program (GTEP), it does include all the prerequisites for admission to the program. Students seeking a license for teaching special education must complete a graduate-level licensure program. The Graduate School of Education provides the teacher licensure as part of the GTEP.

Core Courses

Credits

Ed 150 Teaching as a Career (5 hrs practicum) ....... 2
Ed 420 Intro to Education and Society ............... 4

Total 53*

* The total may vary depending on the transfer of community college equivalent courses which carry, in some cases, fewer credits. A minimum of 18 credits must be upper-division. Only grades of C or above may be counted toward these requirements. Students must take all coursework for differentiated grades. At least 16 credits must be in
residence at PSU. A minimum cumulative GPA of 2.5 in coursework is required.

For more information about any of the education minors, contact Karen DeVoll, CLAS Advising Center, NH 491E, devolllk@pdx.edu

Law

For Liberal Arts and Sciences students:
R. Kevin Hill, Philosophy, 503-725-3594

For Urban and Public Affairs students:
R.W. Lockwood, Administration of Justice, 503-725-4014; R. Lawrence, Political Science, 503-725-3921.

Law schools in the United States, unlike medical, dental, and other professional schools, generally do not require specific pre-law majors or particular courses of study in preparation for law school. They do recommend that the prospective law student acquire a broad liberal education providing a sound basic understanding and appreciation of arts and letters, science, and social science.

All three Oregon law schools, Lewis & Clark, Willamette, and the University of Oregon, and the major law schools in other states, now require that applicants for admission have a bachelor's degree. Valuable information about prelaw study and law school admissions is contained in the Pre-Law Handbook, available at bookstores, from Educational Testing Service, Box 944, Princeton, NJ 08540, and in the annual Law School Admission Test/Law School Data Assembly Service Information Book, available in the Department of Political Science and in the Counseling and Testing Services offices.

Prelaw students are free to select their own undergraduate programs (there is no "prelaw" major as such), but they are advised to choose broad cultural fields in which they have keen intellectual interests, such as economics, history, literature, mathematics, philosophy, political science, science, or sociology, to suggest only some examples. Business administration and administration of justice, when strongly supplemented with work in arts and letters, science or social science, are also suitable.

Students are cautioned not to have a large number of ungraded or pass/no pass credits. Law schools also advise against concentration in courses given primarily as vocational training. Whatever the undergraduate program, prelaw students should develop as fully as possible the ability to read with understanding, to think logically, and to express themselves clearly and cogently in written and oral work. The importance of analytical skills in dealing with concepts, abstract ideas, and complex fact situations, and of communications skills, cannot be overemphasized, for lawyers must be able to research, analyze, and communicate.

And since law is a part of the larger social order, the prelaw student should seek to understand the political, social, economic, and cultural institutions within which the legal system functions. As illustrative of specific subjects (with PSU course numbers) which may be helpful toward that end, the following are suggested with a reminder that they are not prerequisites for law school admission: introductory economics (EC 201, 202); ethics (PHL 202, 445, 446, 447); U.S. history (HST 201, 202); legal history, constitutional history (HST 410, 407); political theory (PS 381, 482); constitutional interpretation, constitutional law, the judicial process (PS 321, 422, 423, 407); administration of justice (AJ 420, 440, 460); psychology (Psy 204); general sociology (SOC 200). In addition, many law schools recommend taking a course in accounting principles.

Completion of the Law School Admission Test (LSAT), administered nationally by the Educational Testing Service, is required by nearly all law schools. It is given at Portland State five times each year, but should be taken at the earliest possible date in the student's senior year. The test measures writing ability and general aptitude for legal studies. It does not test knowledge of specific subjects, and is in no sense a test of knowledge about law. There is no standard "passing score" on the test, for each law school makes its own evaluation of an applicant's admissibility, using the LSAT score, GPA (grade point average) and such other factors as it deems relevant.

Competition for admission to law schools is very keen; thus high grade point averages and high LSAT scores are very desirable. Many law schools use the LSAT score and the GPA in computing a total numerical score which constitutes one important factor in determining admissibility. In such a computation a higher score on the LSAT can help to offset a lower GPA or vice versa. Although the LSAT may be repeated, that is generally advisable only if there is strong reason to believe that the test score was due to factors other than basic aptitude, such as illness or extreme nervousness. When the LSAT is repeated, law schools customarily average the test scores. Information concerning the exact test dates is available from Counseling and Testing Services and the law advisers, Departments of Political Science and Administration of Justice.

Psychology

The program in psychology has been planned with the idea that all students, regardless of major, will have to solve significant psycho-

logical problems in their relations with others, at home and at work, in their personal decisions, and in their efforts to understand the problems and processes of society. The program serves students intending to do professional work in the field; liberal arts majors who are interested in psychology as part of a liberal arts education; and students of other social sciences or in a professional field such as business, education, medicine, or the ministry who seek a working knowledge of psychological principles.

Admission requirements

Admission to the department is based on general admission to the University. See page 37 for more information.

Degree requirements

Requirements for major. The major in psychology requires a minimum of 56 credits in the field. Students must complete the required courses in statistics before taking any 400-level course or any course with statistics as a prerequisite.

All students majoring in psychology, especially those that are considering graduate work in psychology, are encouraged to plan their program with an adviser from the Department of Psychology no later than the beginning of their first term of junior standing.

All psychology majors are strongly encouraged to participate in the advising process,
which includes a Group Orientation session, peer mentoring, and faculty advising. Information about the psychology advising program is available on the Psychology Department website.

It is recommended that freshmen not enroll in psychology courses unless they have a B average (3.00 GPA) or above in high school.

In addition to meeting the general University degree requirements, the student must meet the following requirements for major:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 200, 204</td>
<td>8</td>
</tr>
<tr>
<td>Psy 321</td>
<td>4</td>
</tr>
<tr>
<td>Psy 410 to 498</td>
<td>16</td>
</tr>
<tr>
<td>Additional upper division psychology courses:</td>
<td></td>
</tr>
<tr>
<td>(300 and 400 level, excluding 399 to 409)</td>
<td>20</td>
</tr>
<tr>
<td>Stat 243, 244</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>55</strong></td>
</tr>
</tbody>
</table>

All majors are encouraged to begin their work in statistics as soon as possible in preparation for Psy 321, which is a prerequisite for many of the upper-division courses.

Besides taking courses in a range of subjects in psychology, majors are also encouraged to take courses in human diversity.

All courses submitted to satisfy the requirements for a major in psychology, including the mandatory math courses, must be passed with a grade of C- or above. Courses taken under the undifferentiated grading option (pass/no pass) will not be accepted toward fulfilling department major requirements.

Students considering graduate work in psychology should be especially well prepared in mathematics and should take experimental psychology (Psy 454). They should consider participating in research with a faculty member. They are encouraged to develop breadth by pursuing interests in diverse fields outside psychology before beginning the greater specialization of graduate work.

**Requirements for minor.** To earn a minor in psychology a student must complete 28 credits (8 credits of which must be taken in residence at PSU), to include the following:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 200, Psy 204</td>
<td>8</td>
</tr>
<tr>
<td>20 credits in 300 or 400-level psychology courses (excluding 399 to 409)</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>28</strong></td>
</tr>
</tbody>
</table>

All courses submitted to satisfy the requirements for a minor in psychology must be passed with a grade of C- or above. Courses taken under the undifferentiated grading option (pass/no pass) will not be accepted toward fulfilling department minor requirements.

**SECONDARY EDUCATION PROGRAM**

Adviser: E. Skinner

(See Interdisciplinary Studies: Social Science, page 158.)

**Graduate programs**

The Department of Psychology offers work leading to the degrees of Master of Arts and Master of Science. The department also offers a Ph.D. in Applied Psychology. In addition, the Department of Psychology participates in the Urban Studies Ph.D. program. For information relating to the Ph.D. program in urban studies, see page 347.

Graduate training in psychology at Portland State University provides a sound basis in traditional areas of psychology, while emphasizing applications of psychological theory and research to problems of contemporary society.

The program focus is on applied psychology with an emphasis on three areas: Applied Developmental, Industrial/Organizational, and Applied Social/Community Psychology. The aim is to prepare graduates for research and service roles in a variety of settings such as government agencies, businesses, educational systems, and hospitals. It should be noted that the graduate program in psychology does not offer graduate degrees in clinical or counseling psychology.

**Admissions requirements**

Applications may be made to either the doctoral (Ph.D. in Applied Psychology) or the terminal master’s degree (M.A. or M.S. in Psychology) programs. Those admitted to the master’s program may later apply for admission to the doctoral program, conditional upon demonstrated competence at the master’s level. Applicants to either program are expected to have had preparation in experimental psychology and methods of data collection and analysis, in addition to content areas in psychology. Admissions granted to applicants who do not meet these requirements may be conditional upon completing remedial coursework.

Applicants should provide the following documents: Graduate Record Examination scores (i.e., GRE scores for verbal, quantitative, and analytic abilities); three letters of recommendation from individuals knowledgeable about the applicant’s abilities (preferably from faculty members at colleges or universities attended); transcripts; and a 500 to 1000-word statement of academic and personal goals. The psychology subject test of the GRE is not required. Completed applications should be received by December 15 for admission the following academic year.

**Degree requirements**

**Master of Arts or Master of Science.** Candidates for the master’s degree must earn a minimum of 56 credits in approved graduate courses, including thesis. Proficiency in a foreign language is required for the Master of Arts degree, but not for the Master of Science degree. Students’ individual programs are determined in consultation with their advisors.

The required coursework for the master’s program is as follow:

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Psy 521/621, 522/622</td>
<td>10</td>
</tr>
<tr>
<td>Psy 514/614, 515/615, 516/616, 517/617</td>
<td></td>
</tr>
<tr>
<td>(Three from this list)</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td></td>
</tr>
<tr>
<td>Practicum/Research</td>
<td>4</td>
</tr>
<tr>
<td>Thesis</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>56</strong></td>
</tr>
</tbody>
</table>

**Thesis.** The student must submit and defend the thesis at an oral examination.

**Doctor of Philosophy in applied psychology.** Candidates for the Ph.D. in applied psychology must earn a minimum of 108 credits in approved graduate courses.

Candidates will undertake a program of study determined in consultation with an advisory committee. The doctoral program is equivalent to the two-year master’s program described above plus additional required courses.

**Comprehensive examination.** The comprehensive exam is comprised of exams in the major area and the minor area.

**Dissertation.** The student must submit and defend the dissertation at an oral examination.

**Courses**

*Courses with an asterisk (*) are not offered every year.

Note: Nonmajors can satisfy the 200-level psychology prerequisites for upper-division psychology courses by taking either Psy 200 or 204. Majors must take both Psy 200 and 204. Psy 201, 202, and 203, are the equivalent of Psy 200 and 204; therefore, credit will not be given for 200 and 204 if a student has been given credit for 201, 202, and 203.

**Psy 200** Psychology as a Natural Science (4)

Covers the scientific foundations of human behavior in areas such as physiological and biological psychology, cognitive, moral, and emotional development, sensation and perception, consciousness, learning, thinking and memory. Also focuses on issues in experimental design and teaches students how to critically evaluate psychological research.

**Psy 204** Psychology as a Social Science (4)

Explores human individuality and the social context of behavior. Topics include intelligence, personality, motivation, social psychology, coping, stress, and psychological disorders. Describes theories and research findings in the context of social issues and introduces students to challenges of psychological measurement. Recommended as
Psy 207 Introduction to Applied Psychology (4)
A survey of selected applications of concepts and methodologies from the different areas of psychology such as experimental, industrial/organizational, social, and developmental. Recommended prerequisites: Psy 200, 204.

Psy 299 Special Studies (Credit to be Arranged.)
Prerequisite: Psy 204.

Psy 300U Personal Decision Making (4)
How to make wiser decisions. Ways to think more creatively and more logically in making both everyday choices and major life decisions. Instruction and hands-on experience.

Psy 310U Psychology of Women (4)
Review and evaluate assumptions underlying psychological research on women. Survey the research in areas such as the development of sex differences, acquisition of gender roles and maintenance of gender stereotypes. Explore the pertinence of these findings to topical areas such as women's work roles, women and mental health, and the women's movement. Recommended prerequisite: 4 credits in psychology.

Psy 311U Human Development (4)
Development of the individual across the life span, from conception to death. Surveys the biological bases and social contexts of developmental processes (e.g., cognitive, social, emotional development). Implications of research for education, parenting/family relations, and social policy. Recommended prerequisites: Psy 200 and 204, or appropriate Sophomore Inquiry course.

Psy 317 Personal and Social Adjustment (4)
Traces the course of normal adjustment with special interest in those factors which are instrumental in shaping human behavior. Concepts such as emotional maturity, psychological stress, and maladjustment are considered. Recommended prerequisite: 4 credits in 200-level psychology.

Psy 321 Research Methods in Psychology (4)
Study of methods for evaluating the quality of psychological measurements, including various concepts of reliability and validity, and item analysis techniques; common sources of invalidity in the interpretation of psychological data; strategies of selecting and analyzing observations which minimize these sources of invalidity. Recommended prerequisites: Stat 243, 244, and 4 credits in psychology.

Psy 340 Principles of Behavior Analysis (4)
A course in the concepts of behavior analysis. Includes presentation of respondent and operant conditioning, extinction, response differentiation, schedules of reinforcement, shaping, escape and avoidance behavior, stimulus discrimination, punishment and similar concepts. The course is intended to provide the student with a thorough introduction to a developing technology of behavior.

Psy 342, 343 I, II Social Psychology (4, 4)
Analysis of the psychological and sociological processes in social interaction and in various forms of group behavior. Particular attention to social cognition, roles, and to group origins, functions, ideology, membership, and leadership. Recommended prerequisites: Soc 200, or Psy 200 or 204, for 342; Soc 342 or Psy 342 for 343. Credit will not be given for both Soc 342 and Psy 342, or both Soc 343 and Psy 343.

Psy 345 Motivation (4)
A course on the causes for acquiring, choosing, or persisting in specific actions within specific circumstances. Students review the conditions, principles, and theories of motivation. Recommended prerequisite: Psy 200 or 204.

Psy 346 Learning (4)
Conditions, principles, and theories of learning. Assessment of experimental methods and results in relation to current theory. Recommended prerequisite: 4 credits in 200-level psychology.

Psy 347 Perception (4)
Introduction to the principles and theories of visual and auditory perception. Topics include sensory pathways, color perception, perceptual illusions, and the role of knowledge and cognitive factors in perception. Recommended prerequisite: Psy 200.

Psy 348 Cognition (4)
Processes by which we form representations of reality, and strategies we use for manipulating those representations in order to explore possible actions and outcomes. Includes topics in perception, attention, memory, imagery, language, comprehension, problem solving, creative thinking, judgment, reasoning, and decision making. Recommended prerequisite: 4 credits in 200-level psychology.

Psy 350 Counseling (4)
A survey of counseling and interviewing procedures, contributions of psychological theory to counseling techniques. Recommended prerequisite: 4 credits in 200-level psychology.

Psy 351 Industrial Psychology (4)
Overview of the scientific study of people in work settings, including job analysis, the measurement of individual differences for hiring and promoting workers, the assessment of employee performance through performance appraisal systems, and employee training. Course contains a substantial component focused on application through a community-based learning or class project.

Psy 362 Organizational Psychology (4)
Overview of the scientific study of people in work settings, including work motivation, leadership, organizational change and development, group processes, work and family issues, stress, job attitudes, and occupational health psychology. Course contains a substantial component focused on applications such as community-based learning or class projects.

Psy 399 Special Studies (Credit to be arranged.)

Psy 401/501 Research (Credit to be arranged.)
Consent of instructor.

Psy 404/504 Cooperative Education/Internship (Credit to be arranged.)

Psy 405/505 Reading and Conference (Credit to be arranged.)
Consent of instructor.

Psy 407/507 Seminar (Credit to be arranged.)
Consent of instructor.

Psy 409/509 Practicum (Credit to be arranged.)
Supervised psychological practice including observing, studying, and participating in the activities of private settings or community service agencies such as: schools, mental health clinics, correctional agencies, and day care centers. Supervision may include guided reading, daily journals, and evaluative reports.

Psy 410/510 Selected Topics (Credit to be arranged.)

*Psy 427/527 History and Systems of Psychology (4)
A survey of the history of psychology and of past and current theoretical approaches in psychology. Study of the historical roots of current theories in perception, learning, motivation, personality and other fields. Recommended prerequisites: Stat 243 and 244, at least 18 credits in psychology, including Psy 321.

*Psy 430/530 Applied Social Psychology (4)
Explores current and potential applications of social psychological theories and research methods, with a focus on work conducted in field settings. As a final project, each student examines an applied area of their own choosing (previous projects have focused on normative role transitions, responses to natural disasters, political attitudes, conflict resolution, and intergroup relations). Recommended prerequisites: Stat 243 and 244, Psy 321, 342, or 343.

*Psy 431U Psychology of Men and Masculinities (4)
Reviews various social and personality theories that describe the psychology of men and the diverse forms and expressions of masculinity across cultures. Applies these theories to a wide range of issues in men's lives, including emotions, health, work and family roles, sexuality, relationships, and violence. Prerequisites: four credits in psychology.

*Psy 432 Personality (4)
Personality structure and theory. Recommended prerequisite: Stat 243 and 244, eight credits in psychology, including Psy 321.

*Psy 433 Introduction to Psychological Testing (4)
Covers theoretical and practical issues related to psychological tests used in educational, organizational, and clinical settings. Testing areas covered include intelligence, personality, values, interests, moral development, aptitudes and psychological disorders. Students will learn how to evaluate the quality of a psychological test and how to make informed choices about whether a test is appropriate for a particular setting. Recommended prerequisites: Psy 321 and Stat 243 and 244.

Psy 434/534 Introduction to Psychopathology (4)
Course content will survey the development of
modern ideas of mental illness, the origins of mental illnesses, the diagnostic system and the clinical syndromes, and methods of treatment of neuropsychiatric disorder. This course does not produce diagnosticians of mental illness but is a preparation for the clinical study of diagnosis. Recommended prerequisites: Psy 200, 204, Stat 243 and 244, and at least 6 additional credits in psychology, including Psy 321.

*Psy 440/540 Group Process (4)
A course on the psychology of small groups. Topics will include but not be limited to: interpersonal attraction, stages of group development, group structure, goal formation, formal power, leadership, group decision making and problem solving, intergroup relations and the principles of negotiation. Recommended prerequisites: Stat 243 and 244, Psy 321, graduate standing or consent of instructor.

*Psy 444/544 Job Analysis (4)
Methods (e.g., interviews, surveys) used to collect information about jobs for use in human resource functions such as personnel recruitment and selection, training, performance appraisal, and compensation. Such information is also used to develop job descriptions and specifications. Course contains a community-based learning component. Students participate in a full job analysis including data collection, analysis, and interpretation. Recommended prerequisites: Stat 243 and 244; Psy 321 and 360 or 361; or comparable Business Administration courses.

*Psy 445/545 Employee Development (4)
Covers the application of psychological principles to employee training and development. Topics include organization, job, and person analysis; program design; the application of learning principles to enhance training effectiveness; evaluation of training programs; and employee training and development methodology. A heavy emphasis is placed on current psychological research. This course may include a community-based learning component. Recommended prerequisites: Stat 243 and 244; Psy 321 and 360 or 361.

*Psy 447/547 Personnel Psychology (4)
How individual differences affect work behavior and task performance and how psychologists measure and predict such differences. Covers the development, administration, and utility of modern instruments for selection and appraisal. Data combination strategies and decision making in personnel systems are discussed. Recommended prerequisites: Stat 243 and 244, Psy 321 and 360 or 361.

*Psy 448/548 Psychology of Work Motivation (4)
Examination of the role that motivation plays in initiating, guiding, and maintaining work behavior. Discussion of job attitudes, emotional intelligence, personality factors, socialization and culture, effects of participation, careers, job enrichment, re-engineering, and power and politics. Recommended prerequisite: Psy 321.

*Psy 451/551 Physiological Psychology (4)
Anatomical and physiological properties of the nervous system in relation to fundamental concepts in psychology. The emphasis is on an overall view of neurophysiological properties relevant to psychological functions: sensation, perception, attention, learning, motivation, emotion, activation, and motor responses. Recommended prerequisites: Stat 243 and 244, Psy 321 plus either Psy 345, 346, 347, or 348.

Psy 454 Experimental Psychology (5)
Principles of experimental design, evaluation of research methods, formulation and testing of hypotheses using research procedures, use of statistical software for analyzing the research data, writing a research manuscript using APA form. Recommended prerequisites: at least 12 credits in psychology including Psy 321 and at least one of the following: Stat 243 and 244.

Psy 459/559 Infant Development (4)
Development of the individual from conception to age two. Theory and research pertaining to infant development. Recommended prerequisites: Stat 243 and 244; Psy 311 and Psy 321.

Psy 460/560 Child Psychology (4)
Development of the individual from conception through childhood. Theory and research pertaining to child development. Recommended prerequisite: Stat 243 and 244; Psy 311 and Psy 321.

Psy 461/561 Psychology Of Adolescence And Early Maturity (4)
Development of the individual from puberty to early adulthood. Theory and research pertaining to adolescent development. Recommended prerequisites: Stat 243 and 244, Psy 311 and 321.

Psy 462/562 Psychology of Adult Development and Aging (4)
Development of the individual from early adulthood through old age. Theory and research focusing on adult development from a life-span perspective. Recommended prerequisites: Stat 243 and 244, Psy 311 and 321 plus one of the following: Psy 459, 460, or 461.

*Psy 464/564 Developmental Psychopathology (4)
Study of the origins and course of individual patterns of behavioral adaptation and maladaptation. Application of developmental principles to an understanding of social, emotional, and conduct disorders of children and their outcome in adult life. Recommended prerequisites: Stat 243 and 244, Psy 321 and 434 plus 8 credits in courses numbered Psy 459-461.

*Psy 465/565 Applied Developmental Psychology (4)
Theory, methods, and research in selected areas of applied developmental psychology. Recommended prerequisites: Stat 243 and 244, Psy 321 and consent of instructor.

*Psy 476/576 Work and Family (4)
An examination of the effects of work on family, and family on work, in contemporary society. Includes study of dual-career and dual-work families, effects of maternal employment on children, impact of child care and elder care on the work place, and parental leave and other workplace supports for families. Implications of research for social policy. Recommended prerequisites: Stat 243 and 244, Psy 311 and 321.

*Psy 468/568 Social Development (4)
Development of individual’s social relationships from infancy to adolescence. Theory and research pertaining to social development from an intercultural perspective. Recommended prerequisites: Stat 243 and 244, Psy 311 and 321 and one of the following: Psy 459, 460, 461, or 462.

*Psy 471/571 Health Psychology (4)
Study of the social and psychological influences on how people stay well, why some people become ill, and how persons respond to illness. Particular attention to the stress process. Recommended prerequisites: Stat 243 and 244, plus 12 credits in psychology, including Psy 321; Soc 200 may be substituted for 4 of these credits.

*Psy 478/578 Leadership and Group Effectiveness (4)
Study of leadership in small groups with an emphasis on interpersonal influence processes. Leadership is viewed as statements or actions intended to influence a group’s efforts toward goal setting and achievement. Includes discussion of leadership training/development, and self-awareness of style. Recommended prerequisite: Psy 321.

*Psy 479 Women and Organizational Psychological (4)
Examines the relationship between gender and work in different kinds of organizations across the economy. Focus is on the ways that gender influences such experiences as stress, hiring and career development, leadership opportunity, group interactions and organizational relationships, and the ways the greater understanding of gender/work interactions can influence individual experience and result in strategies for change. Recommended prerequisites: Stat 243 and 244, Psy 310 and 321.

Psy 480/580, 481/581, 482/582 Community Psychology (4, 4)
Applications of basic psychological knowledge and methods to community problems. Course includes identification of the psychological aspects of human problems in the community, the use of psychological procedures for evaluating the individual and the individual’s psychological environment, and the search for techniques for promoting psychological change under these conditions. Field projects will include contact with community resources in the fields of health, education, and welfare such as poverty projects, mental health clinics, etc. Completion of Psy 480 is prerequisite for enrollment in Psy 481. and completion of Psy 481 is prerequisite for enrollment in Psy 482; all three must be taken during the same academic year. Psy 480, 481, 482 is a true sequence in which work in each succeeding course depends on work done in the preceding one. This includes practicum experience which culminates over a 9-month period covered by the three courses in sequence. Recommended prerequisite: Stat 243 and 244, Psy 321 and consent of instructor.

Psy 485/585 Self-modification of Behavior (4)
The technology of self-change developed within the framework of behavior modification theory, including relevant ethical and theoretical issues, specific techniques of change and the application of these techniques within a systematic program development model. Recommended prerequisites: Stat 243 and 244, Psy 321, 340, 346 or 484.

*Psy 487/587 Life-span Development (4)
Theories and methodology for the study of processes and change in life-span developmental per-
perspective. Practical implications of different perspectives for theories and research regarding human development. Recommended prerequisites: Stat 243 and 244, Psy 311 and 321 plus 8 credits in courses numbered Ps 491, 460, 461, or 462.

Psy 491 Decision Making I: Values & Choice (4) Normative models, descriptive models, and cognitive aids for structuring decision problems, evaluating consequences of alternative courses of action, and choosing among alternatives. Prerequisites: Stat 243 and 244, Ps 321 and 348; or permission of instructor.

Psy 493/593 Decision Making Laboratory (4) Practice in the use of judgment techniques and decision software to structure decision problems, evaluate alternative courses of action, perform sensitivity analyses, and prepare presentations. Wherever possible, practice will be on current decision problems in field settings. Recommended prerequisites: Psy 491/591, 492/592.

Psy 495/595 Psychological Test Construction (4) Problems and methods in the construction of tests for the measurement of psychological variables. The issues of reliability, validity, item analysis, standardization will be studied. Students learn about the development of a psychological scale by participation in all facets of actual test construction. Recommended prerequisites: Stat 243 and 244, Ps 321 plus 12 additional credits of psychology.

*Psy 497/597 Applied Survey Research (4) Provides theoretical framework for and experience in design, execution, and interpretation of social surveys including sampling procedures, questionnaire design, interviewing techniques, coding and computer analysis, and report writing. Recommended prerequisites: Stat 243 and 244, Ps 321.

*Psy 498/598 Field Observation Methods (4) Applied experience in the major methodological techniques of field observation, as well as the key problems of validity and reliability as they arise while developing a behavioral observation system. Recommended prerequisites: Stat 243 and 244, Ps 321, plus 12 upper-division credits in psychology.

Psy 503 Thesis (Credit to be arranged) Psy 514/614 Advanced Applied Social Psychology (4) Theory, methods, and selected topics in advanced applied social psychology.

Psy 515/615 Advanced Applied Developmental Psychology (4) Theory, methods, and selected topics in advanced applied developmental psychology.

Psy 516/616 Advanced Organizational Psychology (4) Theory, methods, and selected topics in organizational psychology including leadership, motivation, job attitudes, job stress, organizational climate, and employee retention.

Psy 518/618 Ethics and Professional Issues in Applied Research and Practice (4) Examines ethical issues of importance to applied psychologists with special attention to the use of human subjects in psychological research. Addresses ethical issues in professional relationships and in the teaching of psychology.

Psy 521/621 Univariate Quantitative Methods (5) Survey of topics in univariate quantitative methods, including graphical displays, descriptive statistics, statistical inference, group comparisons, analysis of variance for between and group factor analysis, correlation, regression, and analysis of association for categorical variables.

Psy 522/622 Multiple Regression and Multivariate Quantitative Methods (5) Exploration of statistical methods with several variables, including: simultaneous and hierarchical regression, discriminant analysis, multivariate analysis of variance, analysis of covariance, and logistic regression. SPSS will be used for conducting analyses and students will gain experience in writing journal quality results and discussion sections.

Psy 523/623 Factor Analysis and Covariance Structure Modeling (5) Introduction to factor analysis and covariance structure modeling, topics include common factor analysis, principal components analysis, confirmatory factor analysis, mediator models, moderator models, model modification, research issues in building and confirming models.

Psy 524/624 Research Design in Applied Psychology (4) Process of exploring how key social/community, organizational, and developmental concepts shape the conceptualization and design of research in applied psychology. Students conceptualize and construct three alternative study designs employing the relevant concepts. Explore basic design issues such as control, causation, confounding, contrasts, and threats to validity; measurement; and the use of key concepts such as organizational context, social interactions, dynamics, levels of analysis, and systems in psychological theory and research.

*Psy 526/628 Seminar in Applied Developmental Psychology (4) Theory and research in selected topics in applied developmental psychology.

*Psy 532 Clinical Interviewing (4) Introduction to principles and techniques of interviewing. Focus on clinical applications in organizational settings.

Psy 537/637 Qualitative Research Methods in Psychology (4) Introduction to qualitative research methods in psychology. Covers epistemology, research design, data collection techniques, narrative analysis, computer-aided analysis of text, qualitative research ethics, and writing/reporting of research. Includes field research project in the community.

Psy 546/646 Personnel Selection (4) Technical and theoretical issues involved in selecting the appropriate worker to fit a job. Includes current research and theory in test development, test validation, selection methods, and criterion development. Heavy emphasis on psychological measurement (e.g., reliability and validity) and the legal issues involved in hiring and promoting employees. Prerequisite: admission to the psychology graduate program.

Psy 550/650 Occupational Health Psychology (4) Application of professional psychological principles of practice, theory, and research to work settings. Focus on science and practice drawn from psychology and other disciplines in the promotion and development of workplace health- and safety-related initiatives. Occupational Health Psychology researchers and practitioners draw from the domains of public health, preventive medicine, nursing, industrial engineering, law, epidemiology, and psychology to develop sound theory and practice for protecting and promoting the safety, health, and well being of individuals in occupational settings.

*Psy 554/654 Social Psychology of Mental Health (4) Participants in this seminar will explore these questions: What are appropriate definitions of mental health and mental illness? How is psychological health related to subjective well-being? How do social structural, social role, interpersonal, and personality factors affect psychological health? How is mental health affected by the stress process? Prerequisite: graduate status.

Psy 563/663 Research in I/O Psychology (4) Conducted in collaboration with an approved faculty research mentor. Research areas may include: personnel psychology; work motivation and leadership; training and development; organizational development and change; organizational behavior; and occupational health psychology. Involves data gathering, analysis, and/or reporting results of research conducted in a field setting. Emphasis on applied issues related to research design, data collection, data analysis, and scientific writing.

Psy 566/666 Research in Applied Developmental Psychology (4) Conducted in collaboration with an approved faculty research mentor. Research areas may include: prosocial, social, cognitive, and motivational development, attachment, peer groups, parenting, teaching, early literacy, identity, aging, coping, self-system processes, and the social and cross-cultural contexts of development, including the family, schools, and day care. Involves data gathering, analysis, and/or reporting results of research conducted in a field setting. Emphasis on applied issues related to research design, data collection, data analysis, and scientific writing.

Psy 569/669 Research in Applied Social/Community Psychology (4) Conducted in collaboration with an approved faculty research mentor. Research areas may include: social relationships and health behaviors; social relationships and subjective well-being; community-based interventions; self-help groups; social psychological perspectives on social movements; gender issues; family violence; and prevention. Involves data gathering, analysis, and/or reporting results of research conducted in a field setting. Emphasis on applied issues related to research design, data collection, data analysis, and scientific writing.

*Psy 586 Program Evaluation (4) Foundation concepts in social program evaluation theory and practice including theoretical per-
spectives on the nature and purpose of program evaluation, phases of program evaluation, ethics and standards of practice, socio-ocltical considerations, and proposal and report writing. Recommended prerequisites: Psy 521/621, Psy 522/622, Psy 524/624.

**Psy 589/689**

**Adult Socialization (4)**

This course examines the acquisition of social roles in adulthood. Two themes prevail: stages of socialization; and levels of transmission of social norms (cultural, organizational, and interpersonal). Prerequisite: graduate status.

**Psy 601**

**Research (Credit to be arranged.)**

Consent of instructor.

**Psy 604**

**Internship (Credit to be arranged.)**

The mission of the Center for Science Education (CSE) is to enhance science teaching and learning through innovative education, research, and community outreach programs. The Center administers a Master of Science Teaching (MST) program and professional development opportunities for existing science educators. The Center also supports community partnerships that involve citizens and community institutions in activities that employ the inquiry practices of science. Through its programs, the Center aims to help students and teachers raise their capacity to participate in the community as informed citizens. The Center's community programs provide science education outreach services to teachers and students at the kindergarten through high school level. It is the administrative home of the Intel Northwest Science Exposition and the Robert Noyce Scholarship Program for preservice math and science teachers and a Math and Science Partnership program called the Oregon Teacher Scholars Program. In addition, many CSE faculty partner with local schools, non-profits, and government agencies as part of their organization's professional development program.

**Undergraduate program**

The center's undergraduate science course offerings are designed to introduce scientific methods to students of all majors. Many of these courses are integrated into the University Studies curriculum and satisfy the laboratory-based science course requirements for the PSU Bachelor of Science degree for nonmajors.

**Graduate program**

The College of Liberal Arts and Sciences offers the Master of Science in Teaching: Science degree (M.S.T) in science/general science. The goal of the Master's of Science Teaching (MST) in General Science degree is to advance the use and understanding of teaching science inquiry through graduate level coursework and an active research program. The MST in General Science is administered within flexible guidelines to match the needs of students with varying backgrounds and professional experience. Graduate students work with faculty advisors to develop and carry out a science teaching and learning based research agenda.

The CSE offers two Masters of Science in Teaching programs:

**Option one** is an MST program designed for those who are preparing to teach informal science or in higher education or already hold a teaching certificate. This program is suited to those who are current and future science educators desiring to enhance science teaching and student learning assessment knowledge for Kindergarten through higher education settings or individuals interested in science interpretation for the general public.

**Option two** is the MST portion of the Robert Noyce Scholarship Program. The goal of the program is to prepare students for teaching in diverse classrooms in high needs schools. This two year program is designed specifically for pre-service K-12 science teachers. The first year of this program includes the part-time Graduate Teacher Education Program and the MST graduate level science content courses and classes that will support scholarship in the area of science education research. The second year of Noyce program is primarily focused on continuing the part-time Graduate Teacher Education Program (GTEP), where students complete the requirements to earn a recommendation for an Oregon Teaching Certificate and complete the masters science education research project or thesis. The Noyce program includes a scholarship stipend that supports approximately 80% of the cost of the two year program. As part of their degree requirements for the M.S.T in General Science, students will take:

**Option I MST Requirements**

<table>
<thead>
<tr>
<th>Science</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCIO 501: Research Based Learning I and II (Fall and Winter of first year)</td>
<td>8</td>
</tr>
<tr>
<td>Thesis</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>12</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
</tr>
</tbody>
</table>

**Option II MST Robert Noyce Teacher Scholars Program Requirements**

<table>
<thead>
<tr>
<th>Science</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCIO 510: Teaching Diverse Learning I and II (Fall and Winter of first year)</td>
<td>8</td>
</tr>
<tr>
<td>Thesis</td>
<td>1</td>
</tr>
<tr>
<td>Electives</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
</tr>
</tbody>
</table>

In both Option I and Option II programs, students complete a project or thesis contingent on advisor’s approval. In order to fulfill degree requirements, the student must satisfactorily complete the degree programs and pass their thesis defense or, if completing a project, give a final presentation and submit a final written paper, as specified by their advisor.

**Courses**

Courses with an asterisk (*) are not offered every year. The Science in the Liberal Arts Curriculum contains three distinct types of courses:

- Natural Science Inquiry (NSI), Science
Cornerstone (SC), and the Context of Science in Society (CSS). All the courses are designed as 4-credit hour courses for an academic calendar in the quarter system.

Sci 201
Natural Science Inquiry (4)
This is the University Studies Sophomore Inquiry course that serves as the gateway to the Science in the Liberal Arts curriculum. The course aims to introduce students to the knowledge-making strategies of science. The curriculum is taught using small group and class projects that engage students in various science inquiry activities. Students gain experience in gathering and understanding scientific information, data management, interpretation and presentation, making and defending knowledge claims, working collaboratively, writing technically, and communicating scientific results.

Sci 310-349 Science Cornerstone
These courses have embedded laboratory and/or field activities. The courses are designed for students who are not majoring in science and are seeking to meet the laboratory-based science course requirements for the PSU Bachelor of Science degree. These courses will simultaneously meet Science in the Liberal Arts cluster requirements in the University Studies Program. The Science Cornerstone courses are interdisciplinary and thematic in nature. They engage students in experiential explorations of timely topics in science. Students participate in knowledge-making activities using appropriate scientific methodologies to construct a functional understanding of how knowledge is made in the subject area of the course. The prerequisite course for Science Cornerstone courses is Sci 201 Natural Science Inquiry or consent of the instructor.

Sci 311, 312
Teaching Everyday Science (4, 4)
Two-term sequence designed to immerse potential mathematics and science teachers in laboratory and thinking experiences that they can use as a foundation for their own understanding of the physical sciences and related mathematics and curriculum development in future teaching experiences. In addition to experiences in the laboratory, environmental impact issues will be investigated. Includes laboratory and/or fieldwork. Recommended prerequisite: Natural Science Inquiry.

Sci 313
Environmental Mathematical Modeling (4)
An introduction to differential and integral calculus, this course is intuitive in approach and emphasizes applications, especially with respect to environmental issues. The interested student may follow it with a more extensive and rigorous calculus sequence. Includes laboratory and/or fieldwork. Recommended prerequisites: Natural Science Inquiry, Mth 95.

Sci 315, 316
General Astronomy (4, 4)
Introductory historical, descriptive, and interpretive study of astronomy. Emphasis is on the basic scientific methods as they apply to astronomical problems. Detailed examination of the earth, followed by a survey of the other members of the solar system. Survey of the stars, their types, grouping, and motions. Models for the evolution of the Universe and the possibility of life elsewhere. The nature of light, the types of information it carries, and the types of devices used to detect it. Includes laboratory and/or fieldwork. Recommended prerequisite: Natural Science Inquiry. Taught by a faculty member from the Department of Physics.

Sci 317
Fractals, Chaos, and Complexity (4)
Introduction to the physics of fractals in nature, chaos, and complexity. Computer simulations and desktop experiments involving fractals, chaos, and complex systems. Recommended prerequisite: Natural Science Inquiry. Taught by a faculty member from the Department of Physics.

Sci 318
Complexity and the Universe I (4)
Introduction to the physics of complexity and other current concepts in physics. Computer simulations and desktop experiments involving fractals, chaos, and complex systems. Includes laboratory and/or fieldwork. Recommended prerequisite: Natural Science Inquiry. Taught by a faculty member from the Department of Physics.

Sci 319
Complexity and the Universe II (4)
Continuation of Sci 318/Ph 366. Emphasizes scientific cosmology with a focus on understanding how insights gained from physics and astronomy affect your view of the universe and your place in it. Students participate actively in seeing how some of the information was gathered, help critically analyze what to believe about the history and arrangement of the universe and what it means to them. Includes laboratory and/or fieldwork. Recommended prerequisite: Natural Science Inquiry. Taught by a faculty member from the Department of Physics.

Sci 321, 322
Energy and Society (4, 4)
Study of the generation and usage of energy, including the technical, economic, social, and political issues related to energy production and end uses. Examination of energy resources, methods of producing and converting various forms of energy, energy conservation, and environmental and economic implications of energy production and energy policies. Includes laboratory and possibly fieldwork. Recommended prerequisite: Natural Science Inquiry.

Sci 323, 324
Materials for the 21st Century (4, 4)
Study of the structure and function, in particular the correlation between structure and function, of inorganic, organic, and biological materials, especially those related to economically and technologically important processes, such as electronics, optics, energy, sensors, and synthetic biomaterials. This course is designed with the non-science major in mind and centrally focus on how materials affect our lives as citizens, consumers, and family members. Includes laboratory and fieldwork. Recommended prerequisite: Natural Science Inquiry.

Sci 331, 332
Air: Urban Air Pollution (4, 4)
Interaction of the atmosphere with other earth systems, chemical cycling, and the effect of humans on the atmosphere will be explored. The physical and chemical properties and interactions of the atmosphere will be investigated through laboratory investigations, fieldwork, and computer modeling. Topics will include urban air quality, global climate change, and the “management” of the atmosphere. Includes laboratory and/or fieldwork. Recommended prerequisite: Natural Science Inquiry.

Sci 333
Climate and Water Resources (4)
An inquiry-based examination of the principal controls on climate and hydrology, with emphasis on processes and interactions; students will do fieldwork, data analysis, and laboratory work. Recommended prerequisite: Natural Science Inquiry. Also listed as Geog 310; course may be taken only once for credit.

Sci 334
Climate Variability (4)
Examines the role of climate variability in the Pacific Northwest, including the nature of natural and human-induced variability and the effects on water resources of the region. Students will learn by gathering data, analyzing the data, and reporting on their results. Reading and discussion will accompany the data/laboratory portions of the course. Includes laboratory and/or fieldwork. Recommended prerequisite: Natural Science Inquiry. Also listed as Geog 312; course may be taken only once for credit.

Sci 335, 336
Water in the Environment (4, 4)
Studies of the unique properties of water in all of its roles, including a study of the water cycle, water resources, treatment of municipal water, and wastewater treatment. Special attention will be placed on natural waters as a resource, including natural and introduced constituents and the movements of natural waters. Includes laboratory and fieldwork. Recommended prerequisite: Natural Science Inquiry.

Sci 338
Investigating Forest Ecosystems (4)
Fundamental concepts of terrestrial ecology in the context of present unresolved forest management issues. Participants will learn an appropriate set of field skills in soil and vegetation monitoring and engage in a short-term research project at a local site. Socio-political context of Pacific Northwest forest management will be covered through guided controversies and guest speakers. Prerequisite: one ecology or environmental science course.

Sci 341, 342
Biology Concepts and Applications (4, 4)
Two-term course focusing on four main topics: classical Mendelian and current molecular genetics, evolution and predator/prey interactions, growth and metabolism, and biomes and biodiversity. In each topic area students will participate in laboratory and/or field components, discussion, and Internet exercises. Includes laboratory and/or fieldwork. Recommended prerequisite: Natural Science Inquiry.

Sci 343, 344
Columbia Basin Plant Communities (4, 4)
In this two-term course students will explore the relationships found in alpine, desert, forest, and grassland plant communities. They will gain an understanding of how these plant communities...
interact with their environment and why they exhibit certain characteristics and processes. Includes laboratory and fieldwork. Recommended prerequisite: Natural Science Inquiry.

Sci 345, 346  
Old Growth Forest Ecology and Management (4, 4)  
Explores the ecological characteristics of old-growth forests, including the outstanding biodiversity that exists at multiple levels, as well as the management paradigms that have impacted these systems in the Pacific Northwest (U.S. and Canada), including ethical, social, economic, and political aspects of forest management. Sci 345 includes laboratory and local fieldwork plus projects involving: analysis of environmental impact statement alternatives, evaluation of management issues, and advisory statements for governmental activities. Sci 346 involves more extensive fieldwork, data analysis, and presentations. Recommended prerequisite: Natural Science Inquiry.

Sci 347, 348  
Science, Gender, and Social Context (4, 4)  
Two-semester course explores the strengths and limitations of science to describe and predict nature through laboratory and field investigations. These activities will illustrate the transition from a reductionist view of our natural environment to a systems-oriented view. It will place this historical shift in understanding and scientific practice in the contexts of gender, race, and class using selected case studies in environmental management. Includes laboratory and/or fieldwork. Recommended prerequisite: Natural Science Inquiry.

Sci 350-379 Context of Science in Society  
These courses address the premises and limitations of the scientific enterprise in the framework of “real world” social, economic, political, and ethical issues. Courses also address the historical and cultural role of science and technology, providing a link between laboratory science and contemporary society. Some CSS courses introduce risk-benefit analyses and decision-making methodologies. The prerequisite course for Context of Science in Society courses is Sci 201 Natural Science Inquiry or consent of the instructor.

Sci 351  
Northwest Wetlands: Conservation, Restoration, and Mitigation (4)  
Focus on science and public policy issues in wetland conservation, restoration, and mitigation, especially in Oregon and the Pacific Northwest. Recommended prerequisite: Natural Science Inquiry or consent of instructor.

Sci 352  
Science and Policy of Climate Change (4)  
Evaluates the scientific data and the policy statements concerning the potential for human impact of climate and, in particular the questions of the existence and impacts of global warming. The interaction between scientific analysis and policy analysis will be explored, and students will consider the roles that citizens, scientists, and policy makers in making decisions related to climate change. Recommended prerequisite: Natural Science Inquiry.

Sci 353  
Radiation in the Environment (4)  
Examines various sources of radiation and the hazards they represent. Students will consider the interaction of radiation with matter, especially living tissue, and an examination of “safe” dosage estimates and health risks. The science and policy of nuclear power generation and the problems of nuclear waste disposal will be considered. Recommended prerequisite: Natural Science Inquiry. Also listed as Ph 353; course may be taken only once for credit.

Sci 354  
Science and Politics of Columbia River Decisions (4)  
Exploration of case studies of relationships between science and politics in making decisions about controversial Columbia River management issues. Students will identify a particular issue and its related stakeholders, define objectives, collect, and analyze scientific data and political positions, and participate in role-playing decisions as stakeholders and as management committees. Prerequisite: Natural Science Inquiry.

Sci 355  
Science Through Science Fiction (4)  
This class uses science fiction literature to examine a wide variety of topics in science. Recommended prerequisite: Natural Science Inquiry. Also listed as Ph 378; course may be taken only once for credit.

Sci 356  
Concepts of Global Environmental Sustainability (4)  
Environmental sustainability explored through a variety of international case studies. Focus on role of cultural, economic and political conditions—e.g., global trade agreements, global environmental agreements, and aid and development structures—in shaping decision-making around environmental sustainability.

Sci 357  
Sustainability in the United States-Mexico Border Region (4)  
Explores environmental and economic sustainability issues at the United States-Mexico border. Dialogue with United States and Mexican border residents; tours of immigration facilities and multinational factories; homestays with working class families; and service with Mexican-based agencies. Spanish language skills not required.

Sci 359  
Biopolitics (4)  
Designed to introduce the ethical, social, and political implications of knowledge and technologies attending advances in reproductive medicine and molecular genetics, including: in vitro fertilization, fetal surgery, and somatic cell gene therapy. Particular attention is paid to the manner in which such advances are likely to affect women’s lives. Recommended prerequisite: Natural Science Inquiry.

Sci 361  
Science: Power-Knowledge (4)  
Systematically examines orthodox portrayals of science in comparison to recent anthropological, feminist, and poststructuralist accounts in an attempt to formulate a fresh understanding of the public’s science literacy as a critical component of democratic political practice and civic responsibility. Recommended prerequisite: Natural Science Inquiry.

Sci 365  
The Science of Women’s Bodies (4)  
The female human body is studied from a multidisciplinary perspective including anatomy, physiology, genetics, cell biology, endocrinology and human development, as well as biochemistry. Current social, cultural and political topics related to the science and policy of women’s health are also discussed. This course is the same as WS 365; may only be taken once for credit.

Sci 399  
Special Studies (Credit to be arranged.)

Sci 401/501  
Research (Credit to be arranged.)

Sci 402/502  
Independent Study (Credit to be arranged.)

Sci 404/504  
Cooperative Education/Internship (Credit to be arranged.)

Sci 405/505  
Reading and Conference (Credit to be arranged.)

Sci 407/507  
Seminar (Credit to be arranged.)

Sci 409/509  
Practicum (Credit to be arranged.)

Sci 410/510  
Selected Topics (Credit to be arranged.)

Sci 503  
Thesis (Credit to be arranged.)

Sci 808, 810  
Professional Development Courses

CSE offers a number of credit-based professional development opportunities for existing science teachers. These courses are taught by CSE faculty and community partners and cover a wide range of environmental and science education topics. Credits earned through these courses do not fulfill graduate program credit requirements. For more information about these courses, contact the Center for Science Education at 503-725-4243.
The College of Liberal Arts and Sciences

217 Cramer Hall
503-725-3926
wwwclas.pdx.edu/sociology/

B.A., B.S.
Minor
Secondary Education Program—Social Science
M.A., M.S.
Ph.D.
M.A.T. and M.S.T. (General Social Science)
Ph.D. in Systems Science—Sociology
Ph.D.—Participating department in Urban Studies Doctoral Program

Undergraduate programs

Sociology is the study of society and human interaction. Sociologists examine groups of as small as two or as large as billions. From the smallest friendship or family group to the great global web of human activity, sociologists analyze and interpret our world.

Sociologists use many theoretical approaches, data, and research techniques. Information comes from many sources including surveys, historical documents, census data, intensive interviews, and participant observation. This information is analyzed and used to explain phenomena such as power relations, beliefs and value systems, organizations, and the larger structure of society.

Sociology provides valuable tools for thought and a strong foundation for careers in many fields including education, business, journalism, government, and social service. A major in sociology prepares students for graduate programs leading to careers in research, public service, and higher education. Sociological knowledge helps create informed and thoughtful citizens.

Admission requirements

Admission to the department is based on general admission to the University. See page 37 for more information.

Degree requirements

Requirements for major. In addition to meeting the general University degree requirements, the sociology major is required to take a minimum of 49 credits in sociology courses (including 20 credits in electives in the field) and the mathematics course in statistical methods.

Sociology

Admissions requirements

Students must be admitted to the master’s and Ph.D. programs by the department and by the University. Admission ordinarily is granted only to those students beginning the program in the Fall term. Students are expected to move through the core courses as a cohort and work together with the faculty in a team environment.

In addition to the general University admission requirements for advanced degrees, the applicant for a sociology master’s or Ph.D. degree program must have the following materials sent to the department:

- Three letters of recommendation from persons familiar with the applicant’s academic performance.
- A complete set of transcripts of college and university work.
- Graduate Record Examination scores (Aptitude sections).
- A letter of application describing his or her sociological interests.
- A writing sample.

Applicants for the master’s degree are normally expected to have a bachelor’s degree in Sociology. Students with other undergraduate majors may be accepted, however, if they have completed courses in sociological theory, research methods, and statistics, or their equivalents.

Students applying for the PhD program must have completed a master’s degree (e.g., MA/MS/MPA/MPH/MSW) prior to starting the program. If the master’s degree is not in sociology, additional sociology coursework may be required (see degree requirements section).

Degree requirements

University master’s degree requirements are listed on page 67. Specific departmental requirements are listed below.

Master of Arts or Master of Science.

The candidate must complete a minimum of 55 graduate credits, including 26 credits in core sociology courses, 20 credits of electives (12 of which may be in departments other than sociology), and 9 credits of thesis. Elective courses outside sociology must be approved by the student’s adviser. The student must pass an oral defense of the thesis.

Students working for the Master of Arts degree must satisfy the language requirement.

<table>
<thead>
<tr>
<th>Core</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Soc 587 Social Research Strategies</td>
<td>4</td>
</tr>
<tr>
<td>Soc 581 Theoretical Perspectives</td>
<td>4</td>
</tr>
<tr>
<td>Soc 582 Qualitative Methods</td>
<td>4</td>
</tr>
</tbody>
</table>

Graduate programs

The department offers graduate work leading to the degrees of Master of Arts and Master of Science in Sociology, and for students pursuing graduate work in education, the degrees of Master of Arts in Teaching and Master of Science in Teaching (General Social Science).

The department also offers a Ph.D. in Sociology and Social Inequality. In addition, the department participates in the Urban Studies Ph.D. program. For information relative to that program, see page 347.

Credits | Total |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Soc 200 Introduction to Sociology</td>
<td>4</td>
</tr>
<tr>
<td>Soc 301 Foundations of Sociology I</td>
<td>4</td>
</tr>
<tr>
<td>Soc 302 Foundations of Sociology II</td>
<td>4</td>
</tr>
<tr>
<td>Soc 310 U.S. Society</td>
<td>4</td>
</tr>
<tr>
<td>Soc 320 Globalization</td>
<td>4</td>
</tr>
<tr>
<td>Soc 397 Social Research Methods</td>
<td>5</td>
</tr>
<tr>
<td>Soc 398 Sociology Research Project</td>
<td>4</td>
</tr>
<tr>
<td>Sociology electives, including at least 12 credits in 400-level courses</td>
<td>20</td>
</tr>
<tr>
<td>Stat 243 Introduction to Probability and Statistics</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>49</td>
</tr>
</tbody>
</table>

Up to 10 credits of electives taken under the undifferentiated grading option (pass/no pass) in 200- or 300-level sociology courses can be applied toward fulfilling departmental major requirements. Differentiated grades of C or above are required for all other sociology courses and for Stat 243. A student must pass Soc 301 and Soc 302 with a grade of C or better before taking other required courses as a sociology major.

Requirements for minor. To earn a minor in sociology a student must complete 28 credits (16 credits of which must be taken in residence at PSU, and 16 credits of which must be upper-division), to include the following:

Credits | Total |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Soc 200 Introduction to Sociology</td>
<td>4</td>
</tr>
<tr>
<td>Upper-division sociology credits, 12 credits of which must be numbered 411 through 499, inclusive</td>
<td>24</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
</tr>
</tbody>
</table>

Up to 10 credits taken under the undifferentiated grading option (pass/no pass) can be applied toward fulfilling departmental minor requirements.

SECONDARY EDUCATION PROGRAM

Advisor: M. Toth

(See Interdisciplinary Studies: Social Science page 158)

Credits

Graduate programs

The department offers graduate work leading to the degrees of Master of Arts and Master of Science in Sociology, and for students pursuing graduate work in education, the degrees of Master of Arts in Teaching and Master of Science in Teaching (General Social Science).

The department also offers a Ph.D. in Sociology and Social Inequality. In addition, the department participates in the Urban Studies Ph.D. program. For information relative to that program, see page 347.

Admissions requirements

Students must be admitted to the master’s and Ph.D. programs by the department and by the University. Admission ordinarily is granted only to those students beginning the program in the Fall term. Students are expected to move through the core courses as a cohort and work together with the faculty in a team environment.

In addition to the general University admission requirements for advanced degrees, the applicant for a sociology master’s or Ph.D. degree program must have the following materials sent to the department:

- Three letters of recommendation from persons familiar with the applicant’s academic performance.
- A complete set of transcripts of college and university work.
- Graduate Record Examination scores (Aptitude sections).
- A letter of application describing his or her sociological interests.
- A writing sample.

Applicants for the master’s degree are normally expected to have a bachelor’s degree in Sociology. Students with other undergraduate majors may be accepted, however, if they have completed courses in sociological theory, research methods, and statistics, or their equivalents.

Students applying for the PhD program must have completed a master’s degree (e.g., MA/MS/MPA/MPH/MSW) prior to starting the program. If the master’s degree is not in sociology, additional sociology coursework may be required (see degree requirements section).

Degree requirements

University master’s degree requirements are listed on page 67. Specific departmental requirements are listed below.

Master of Arts or Master of Science.

The candidate must complete a minimum of 55 graduate credits, including 26 credits in core sociology courses, 20 credits of electives (12 of which may be in departments other than sociology), and 9 credits of thesis. Elective courses outside sociology must be approved by the student’s adviser. The student must pass an oral defense of the thesis.

Students working for the Master of Arts degree must satisfy the language requirement.

Core | Credits
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Soc 587 Social Research Strategies</td>
<td>4</td>
</tr>
<tr>
<td>Soc 581 Theoretical Perspectives</td>
<td>4</td>
</tr>
<tr>
<td>Soc 582 Qualitative Methods</td>
<td>4</td>
</tr>
</tbody>
</table>
sociology courses, 16 elective credits (8 may be in other departments), and 27 dissertation credits.

Core
SOC 684 Social Inequality ........................................ 4
SOC 695 Advanced Research Methods ..................... 4
Electives
600 level (at least 8 credits in sociology) ............. 16
Dissertation .............................................................. 27

Courses
Courses with an asterisk (*) are not offered every year.

Soc 199 Special Studies (Credit to be arranged.)
Recommended prerequisite: consent of instructor. Maximum: 8 credits.

Soc 200 Introduction to Sociology (4)
Sociological concepts and perspectives concerning human groups; includes attention to socialization, culture, institutions, stratification, and societies. Consideration of fundamental concepts and research methodology.

Soc 299 Special Studies (Credit to be arranged.)

Soc 301 Foundations of Sociology I (4)
Examination and comparison of modes of sociological thinking, from the emergence of a distinctive sociological perspective through sociological theory of the mid-twentieth century. Recommended prerequisite: Soc 200.

Soc 302 Foundations of Sociology II (4)
Developments in American sociological theory from mid-twentieth century to today. Considers impact of social change and social movements on theory, including neo-Marxism, feminism, post-modernism, and current new directions. Prerequisite: Soc 301 or 470.

Soc 310 U.S. Society (4)
Examination of the social structure, culture, and demography of the United States. Sociological approaches to such institutions as the economy, religion, education, and the family are explored.

Attention given to comparison with other industrialized countries as well as to selected social issues and controversies. Recommended prerequisites: Soc 200, 301, 302.

Soc 320 Globalization (4)
Exploration of issues and approaches in sociological thinking relative to world systems. World systems are treated not only as world orders made up of political and economic exchanges, but also as cultural orders and institutionalized structures transcending national geographic boundaries. Attention given to the international, national, regional, and local ways that people attempt to deal with the instabilities accompanying globalization. Recommended prerequisites: Soc 200, 301, 302.

Soc 337 Minorities (4)
Description and analysis of problems involving specific minorities, with major emphasis on American society. Although racial and ethnic groups are usually emphasized, the term “minorities” is broadly defined to include such subordinate-status groups as women, the aged, and religious and cultural minorities.

Soc 339 Marriage and Intimacy (4)
The sociological and social psychological dimensions of courtship, marriage, and the family. Perspectives on the effects of social environment and transitions in the structure and functions of intimacy, courtship, marriage, and the family. The influence of society and community upon intimate relationships.

Soc 342, 343 Social Psychology (4, 4)
Analysis of the psychological and sociological processes in personality formation and in various forms of group behavior. Particular attention to social cognition, roles, and to group origins, functions, ideology, membership, and leadership. Recommended prerequisites: Soc 200 or Psy 200, 204. Soc 342 is prerequisite for Soc 343. Credit will not be given for both Soc 342 and Psy 342, or for both Soc 343 and Psy 343.

Soc 344 Gender and Sexualities (4)
Examines the ways in which social constructions of gender both influence and are influenced by the cultural organization of and individual expressions of sexuality. The course explores the intersections among sexuality, culture, gender, and the body and examines a variety of sexualities and emphasizes the multifaceted nature of power, privilege, and oppression.

Soc 350 The United States in Comparative Perspective (4)
Comparative analysis of how institutions such as schools, families, and firms shape the choices and life chances of individuals in the United States, Japan, and Europe with emphasis on the ways that these structures facilitate equality and democracy. Prerequisite: Soc 200.

Soc 370 Sociology of Deviance (4)
Introduction and analysis of deviant behavior. Delineation of the sociological and social psychological factors which give rise to deviant roles. Recommended prerequisites: Soc 200.

Soc 376 Social Change (4)
Deals with the technological and ideological factors which govern the evolution and transformation of society, with special emphasis on the operation of such factors since 1800. Recommended prerequisites: Soc 200.

Soc 397 Social Research Methods (5)
Study of the structuring of sociological inquiry, conceptualization and measurement, operationalization, computers in social research, analysis of bivariate and multivariate relations, the logic of sampling and inference. Course includes lecture (4 hours per week) and an introductory research laboratory (2 hours per week). Recommended prerequisites: Soc 301, 302.

Soc 398 Sociology Research Project (4)
Development and execution of a research project integrating some aspect of sociological theory with social science research methodology. Students work in teams to identify a research problem, design and conduct research bearing on this problem, and write a research report. Soc 397 and 398 are to be taken as a two-semester sequence.

Soc 399 Special Studies (Credit to be arranged.)

Soc 401/501/601 Research (Credit to be arranged.)
Consent of instructor.

Soc 404/504/604 Cooperative Education/Internship (Credit to be arranged.)

Soc 405/505/605 Reading and Conference (Credit to be arranged.)
Consent of instructor.

Soc 407/507/607 Seminar (Credit to be arranged.)
Consent of instructor.

Soc 410/510/610 Selected Topics (Credit to be arranged.)
Maximum: 12 credits. Consent of instructor.

Soc 414/514 Alcohol and Other Drugs (4)
Sociological analysis of the behavior and belief patterns relative to alcohol and other drugs in American society, with lesser attention to other societies. Prevention and intervention strategies are briefly reviewed. Recommended prerequisites: Soc 200.

Soc 418/518 Criminology and Delinquency (4)

Soc 419/519 Sociology of Mental Illness (4)
An overview of sociological perspectives on mental health and illness. Informs understanding of mental health and illness by challenging dominant views of mental illness, examining how social relationships play a role in mental illness, questioning the goals and implications of mental health policy and presenting research on how mental health services are organized and provided. Prerequisite: Soc 200.
Soc 420/520
Urbanization and Community (4)
Analytical approach to the meaning of communi-
ty in the modern world. The determinants, social conse-
quences of, and responses to the processes of
urbanization are considered. Theories of the city
emphasizing ecological, sociocultural, and critical
explanations for growth and change in urban
regions are examined. Patterns of social and struc-
tural organization of the metropolis and the cog-
nitive and behavioral aspects of urban life are

Soc 423/523
Stratification (4)
Survey and analysis of stratification theories and
empirical research. Analysis of class, race, ethnicity,
gender, and sexual orientation, considering econom-
ic, social, political, and cultural dimensions of

Soc 424/524
Groups, Interaction and Identity (4)
Analysis of the formation and functioning of
intergroup and intragroup relations. Attention to
group organization and interaction, performance,
communication, conflict, and group membership and
individual identity. Recommended prerequisites:
Soc 200, Soc or Psy 342.

Soc 425/525
Sociology of Women (4)
Analysis of the social position of women in the U.S.
in institutional areas such as family, reproduction,
politics, work, and education. Consideration and
evaluation of feminist theories concerning social con-
dition, behaviors, and characteristics of women.
Recommended prerequisite: Soc 200.

Soc 426/526
Women and Mental Illness (4)
Social and historical evolution of images and expla-
nations of madness in women. Contemporary distri-
butions, diagnoses, and treatments of mental illness
in diverse groups of women are examined. Focus on
psychiatric disorder and gender-based discourse.
Recommended prerequisite: Soc 200. Also listed as
WS 426; course may be taken only once for credit.

Soc 430/530
Hate Crimes (4)
Hate crimes as a social issue. Central themes: the
role that gender plays in the commission and
awareness of hate crimes and the mainstreaming of
bias crimes and the ideology behind them.
Includes analysis of propaganda and coded lan-
guage in the popular media and the Internet,
analysis of the grass-roots response in the popular
media, and evaluation of their effectiveness.
Prerequisite: Soc 200.

Soc 436/536
Social Movements (4)
Formation, dynamics, and outcomes of social
movements. Examination of the effects of circum-
stances, strategies, and alliances on the outcomes of
social movements, including their impact on
politics and society. Recommended prerequisite:
Soc 200.

Soc 441/541
Population and Society (4)
Survey and analysis of population dynamics
(births, deaths, migration) and society.
Examination of demographic concepts, theories,
data and measurements, and research. Role of
population processes on social life and public poli-
cies are highlighted, including population aging,
economic development and the environment,
urbanization, health and health care, race and eth-
nicity, and government/social/business planning.
Prerequisite: Soc 200. This course is the same as
USP 419/519; course may be taken only once for
credit.

Soc 444/544
Race, Ethnicity, and Nationality (4)
Analysis of the emergence, persistence and mean-
ing of definitions of racial, ethnic and national sta-
tuses in selected areas of the modern world.
Consideration of the consequences of changing
definitions for intergroup and global relations.
Recommended prerequisite: Soc 200.

Soc 457/557
Complex Organizations (4)
Examination of complex organizations both as
formal structures and as cultural systems. Analysis of
the relations between organizations and indi-
viduals of inter-organizational dynamics and of
the rationalization of modern societies.
Recommended prerequisite: Soc 200.

Soc 459/559
Sociology of Health and Medicine (4)
The application of sociology to the field of health
and medicine. Attention given to a consideration of
the broader questions of health in modern soci-
ety, including the role of the medical practitioner
in modern society, social factors and disease and
responses to illness. The social organization of
medicine is examined within the context of the
larger medical care system. Recommended prereq-

Soc 460/560
Youth Subcultures (4)
Youth as crisis and in crisis. Focus on methodolo-
gy, ethnomethodology, and field experience; stu-
dents will create ethnographies. Examination of the
science of semiotics to understand subcultural
style as language. Prerequisite: Soc 200.

Soc 461/561
Sociology of the Family (4)
Sociological analysis of the structure and functions of
the family institution and its relationship to external
systems such as the economy and polity. Changing
and diverse forms of family organization in urban
society. Analysis of role relations in the family.
Recommended prerequisite: Soc 200.

Soc 462/562
Sociology of Integrative Medicine (4)
An examination of common systems and practices
considered as complementary and alternative
medicine (CAM) including prevalence, patterns of
use, trends, consumer health beliefs and motiva-
tions, and integration with mainstream allopathic
medicine; philosophical, historical and political
dimensions; theories of health and illness; evi-
dence-based research vs. traditional and folk
beliefs; and a consideration of benefits and limita-
tions considering the growing popularity. Not a
course about how to practice any form of alterna-
tive medicine. Recommended: Soc 200. [NEW]

Soc 463
Global Inequalities and Health (4)
An examination of international health inequali-
ties from social, political and economic perspec-
tives. The impact of globalization, transnational-
ism and migration on population health.
Inequalities within and between countries and
regions, and the social dynamics that shape those
inequalities. Infectious pandemics and chronic
diseases, and global efforts to control diseases and
improve health. Recommended prerequisites: Soc
200.

Soc 465/565
Environmental Sociology (4)
Survey and analysis of the types of social forces
which frame the nature of environmental problems
concerning natural resource use and distribution as
they emerge in public consciousness within the
United States and globally. Examination of the
social forces which lead to the consideration and
implementation of mechanisms to solve these issues
once they have emerged.

Soc 468
Political Sociology (4)
Analysis of consensus and disensus in community
and society. Examination of public opinion, author-
ity, influence, and the processes by which elites are
formed and acquire legitimacy and popular support.
Social bases of democracy and totalitarianism.
Recommended prerequisite: Soc 200.

Soc 469/569
Sociology of Aging (4)
A study of social determinants of the human life
course, including biological and demographic con-
ditions, age status patterns, age grading, rites of
passage, socialization, generational phenomena,
and youth and old age movements. Recommended

Soc 480/580
Sociology of Religion (4)
Analysis of the nature of the sacred; attitudes
toward the sacred in contrast to the secular.
Comparison of the social organization of sect and
church in their relation to the larger society.
Survey of recent empirical studies of religiosity
and religious practices in America. New trends in
American religion. Recommended prerequisite:
Soc 200.

Soc 483/583
Sociology of the Middle East (4)
This course will examine the sociological develop-
ment of the modern Middle East. It will especially
focus on causes and consequences of rapid social
change, including revolutions, coups, and insur-
gent movements. It will examine the role of Islam
and tribalism in these movements. Recommended

Soc 497/597
Applied Survey Research (4)
Provides theoretical framework for and experience
in design, execution, and interpretation of social
surveys including sampling procedures, question-
naire design, interviewing techniques, coding and
computer analysis, and report writing.
Recommended prerequisites: Stat 243 and Soc
397/398 or equivalent.

Soc 498/598
Globalization Seminar (4)
Analysis of the ways in which economic patterns
that reach across national boundaries affect the
security of communities and their standards of liv-
ing. Topics include how different economic classes
fare in the rapid reshuffling of national economies
that globalization entails; the role of international
institutions in shaping economic globalization;
the experience and responses of workers as a
group; and the role of states in facilitating or
resisting the adverse impacts of globalization.
Recommended prerequisite: Soc 320.

Soc 503/603
Thesis (Credit to be arranged.)
Pass/no pass option.

Soc 513
Thesis Workshop (1)
Workshop for all sociology graduate students who
are currently enrolled in Soc 503 for four credits or more. Discussion and review of students’ progress and problems. Recommended prerequisite: graduate status in sociology. Corequisite: Soc 503. Pass/no pass only.

*Soc 576
Theories of Social Change (4)
A critical examination of the major theories of social change. Analysis of the components of change; cause, agents, targets, channels, and strategies. Consideration of the relationship between change and power, influence, planning and control, modernization, development, and world systems approaches. Recommended prerequisite: graduate status.

*Soc 577
Topics in Contemporary Theory (4)
Exploration of theoretical approaches and issues of emerging interest in sociology, such as conceptualization of social systems, conflict, the problems of relativity, and ideology. Specific topics vary with instructor. Recommended prerequisite: Soc 301, 302 and graduate status.

Soc 585/685
Medical Sociology (4)
Seminar in medical sociology. Topics include how social stratification affects health outcomes, environmental hazards, social construction of medical knowledge, health care occupations, U.S. health policy, privatization of medical industries, and comparative health care systems. Recommended prerequisite: Soc 459/559 or consent of instructor.

Soc 586/686
Topics in Health and Inequality (4)
Seminar focusing on the impact of race, class, and gender on health and health care. Topics may include medicalization of women’s bodies, the social consequences of disparities, and current public policy debates about reducing disparities. Recommended prerequisite: Soc 459/559.

Soc 587/687
Comparative Health and Welfare Systems (4)
Explores the sociology of health and inequality by comparing domestic and international social institutions and health care systems. Prerequisite: Soc 586/686.

Soc 588/688
Social Sustainability Theory and Practice (4)
Healthy families; healthy communities; healthy democracies; economic, gender and racial equity; and social justice are all factors of social sustainabil- ity. This course will examine how to measure and how to reach these goals, by examining models locally, nationally and internationally. We will look at best practices of city, state and national governments, businesses, unions, and NGOs. We will also examine the relationship between economic, environmental and social sustainability.

Soc 590
Social Research Strategies (4)
Consideration of the nature of sociological knowledge; elements of social research design; methods of observation and data collection; reliability and validity of information; techniques of data analysis. Recommended prerequisite: graduate status.

Soc 591
Theoretical Perspectives in Sociology (4)
Analysis of the major contemporary theories in sociology. Attention to the problems of order and change, and power and inequality, as well as to the micro/macro problem in sociological theory. Recommended prerequisite: Soc 470 and graduate status.

Soc 592
Qualitative Methods (4)
Strategies for acquisition and analysis of data using such approaches as participant observation, content analysis, field and case studies. Attention to the special problems of validity and reliability in such research. Consideration of ethical issues and researcher responsibility in qualitative research. Recommended prerequisite: graduate status.

Soc 593
Quantitative Methods (4)
The application of quantitative methodology to sociological problems. Topics include: science and logical empiricism; measurement of association; procedures of statistical inference; multivariate and log linear analysis; computer application for social research. Recommended prerequisites: Stat 243, Soc 397, 398, graduate status.

Soc 594
Theory Construction and Research (4)
Exploration of the craft of sociological research in conjunction with thesis work. The role of theory in research, evaluating published work, biases in data sources and the process of thesis writing. Recommended prerequisites: Soc 590, 591; graduate status.

Soc 595
Research Practicum (4)
Overview of the process of linking sociological data and ideas to broader communities of interest. Exercises in preparation of research grants and experience in working in a team research environment. Recommended prerequisites: Soc 590, 591; graduate status.

Soc 684
Social Inequality (4)
Theoretical perspectives and current research in social inequality including dimensions such as social class, race/ethnicity, gender, age, and nativity. Exploration of social inequality in selected domains, such as health services and outcomes, employment and work, educational attainment, housing, and other areas of sociological inquiry.

Soc 695
Advanced Methods in Sociology (4)
Introduces a range of advanced quantitative methods commonly found in published research in sociology. Particular attention will be paid to the techniques commonly used to address the most common shortcomings of sociological data, including estimation of multivariate models with categorical dependent variables (i.e. logistic regression) and to nonparametric methods for analyzing data. Prerequisites: Soc 585/685, Soc 593 and Stat 543 or equivalent.

Speech and Hearing Sciences

85 Neuberger Hall
503-725-3533
www.sphr.pdx.edu
B.A., B.S.
M.A., M.S.
The Department of Speech and Hearing Sciences offers courses and clinical experiences designed to meet the needs of individuals pursuing careers in speech-language pathology and audiology. Advanced degree holders in these fields provide services to people with speech, language or hearing problems in settings such as hospitals, elementary and secondary schools, community clinics, senior care centers, and private practices. The department offers a pre-professional, undergraduate program in speech-language pathology and audiology as well as a master’s degree program in speech-language pathology. The master’s degree program is accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA). The department also offers a program leading to the Oregon Education Initial License in Communication Disorders.

Undergraduate programs
The undergraduate program leads to a B.S. or B.A. in speech and hearing sciences. The program is primarily designed to prepare the student for graduate work in speech-language pathology and audiology. It includes courses in normative, developmental, and pathological aspects of speech, hearing, and language, and offers clinical practicum opportunities. Courses in the undergraduate program may also be taken by students earning College of Liberal Arts and Sciences degrees who are not pursuing careers in speech-language pathology and audiology.

Admission requirements
Admission to the department is based on general admission to the University. See page 37 for more information.

Degree requirements
Requirements for major. In addition to meeting the general University degree requirements, the speech and hearing sciences major must meet the minimum departmental requirements as follows:

SpHr 262 Voice and Diction (4)
SpHr 370 Phonetics and Acoustics (4)
SpHr 371 Anatomy and Physiology
Graduate program

The department offers a program leading to the Master of Arts and Master of Science degrees with specialization in speech-language pathology. Graduates of the program meet American Speech-Language-Hearing Association’s requirements for clinical certification, and are eligible for licensure as speech-language pathologists by the state of Oregon.

The graduate curriculum includes courses aimed at providing students with a solid understanding of the nature of speech and language disorders as well as the assessment and treatment of those disorders. A second major component of the program consists of supervised clinical practicum in which students work directly with individuals who have communication disorders. This type of activity enables students to apply knowledge gained in the classroom and acquire requisite professional skills. Students obtain their first practical experience through speech and language clinics on campus; extensive additional experience is obtained through a broad range of off-campus placements, including hospitals, schools, and community clinics.

Students are provided with research opportunities in laboratories on campus as well as through liaisons with institutions such as Oregon Health & Science University and the VA Medical Center.

Admission requirements

In addition to the University requirements for admission to graduate programs (page 69), candidates for the master’s degree program in speech-language pathology must have a background of undergraduate courses in speech and hearing sciences and related disciplines. These pre-requisites can be met by completing a bachelor’s degree in speech and hearing sciences at Portland State University or elsewhere. Individuals with bachelor’s degrees in other disciplines may obtain prerequisite courses by enrolling in the department for a year of postbaccalaureate studies.

For students pursuing this option, the following courses must be taken to qualify for admission to the master’s degree program:

- SpHr 372 Speech and Language Development in Children (4)
- SpHr 380 Language Disorders in Children (4)
- SpHr 394 Guided Observation (1)
- SpHr 461/561 Neurology of Speech and Hearing (4)
- SpHr 464/564 Speech Disorders in Children (4)
- SpHr 487/587 Basic Audiology (4)
- SpHr 488/588 Advanced Audiology (4)
- SpHr 489/589 Aural Rehabilitation (4)
- SpHr 495/595 Organic Communication Disorders (4)
- SpHr 496/596 Introduction to Clinical Management (4)

Requirements also include 8 credits of American Sign Language

SpHr 370 Phonetics and Acoustics
SpHr 371 Anatomy and Physiology of Speech and Hearing
SpHr 372 Speech and Language Development in Children
SpHr 380 Language Disorders in Children
SpHr 464/564 Speech Disorders in Children
SpHr 487/587 Basic Audiology
SpHr 488/588 Advanced Audiology
SpHr 495/595 Organic Communication Disorders
SpHr 496/596 Introduction to Clinical Management

The courses listed below are not required for admittance into the graduate program, but are required for a master’s degree in speech and hearing sciences and may be taken by postbaccalaureate students:

- Stat 243, 244 Introduction to Probability and Statistics, or Stat 543, or equivalent coursework.
- SpHr 480/589 Aural Rehabilitation
- SpHr 461/561 Neurology of Speech and Hearing

All students applying for admission to the master’s degree program should have successfully completed one or more courses in each of the following areas: biological sciences, physical sciences, mathematics, and social/behavioral sciences.

Students may apply for admission to the master’s degree program while in the process of completing their bachelor’s degree or postbaccalaureate year. Completion of the prerequisite courses does not guarantee admission into the program.

Application procedure. Candidates applying for admission to the graduate program in Speech and Hearing Sciences must submit application packets to the department and the Admissions Office as outlined on page 67. Specific requirements of the department include:

1. Recommendation forms completed by three individuals closely acquainted with the applicant’s academic or employment background.
2. Official transcripts from all colleges and universities attended.
3. Official scores of the Graduate Record Examination.
4. A written narrative outlining the candidate’s academic background and professional goals.

The recommendation forms and details of the application material can be obtained from the departmental office or Web site: www.sphr.pdx.edu.

Conditional status. Students are admitted to the program with conditional status. To be given regular status and to be retained in the graduate program, students must complete 12 graduate credit hours of coursework in speech and hearing sciences with a minimum GPA of 3.00. The granting of regular status also requires the attainment of at least a B- in two consecutive or concurrent clinical practica (4 credits each) in speech-language pathology.

Degree requirements

University master’s degree requirements are listed on page 67. Specific departmental requirements are as follows:

2. Students must complete the following core courses: SpHr 540, 550 (2 terms), 554, 555, 556, 559, 560, 563, 565, 566, 570, 580, 581, 582, 583, 584 and 585. A grade of B- or above must be obtained for each core course.
3. Introductory courses in statistics. Stat 243, 244 Introduction to Probability and Statistics, or Stat 543, or equivalent coursework can fulfill this requirement.

The statistics courses do not count toward the minimum credits for the master’s degree and can be taken prior to entry into the graduate program. The statistics requirement cannot be satisfied by completing SpHr 560.
4. Students must complete three consecutive terms of full-time study during their first year in the graduate program.
5. Clinical practicum. Students must complete a minimum of 400 clock hours of supervised clinical experience in the practice of speech-language pathology. These include 25 hours of observation. In order to receive credit for clinical hours completed in a clinical course, the student must obtain a grade of B- or above in the course.
6. Culminating Experience. Students must complete one of the culminating experiences listed below. The decision as to which of these options to pursue is to be made in conjunction with the student’s academic adviser.

a. Comprehensive Examinations—The student must pass written comprehensive examinations. These are normally taken during the spring term of the student’s second year of graduate study. Specific details of the administration and scoring of the exams will follow current departmental guidelines. Students will register for 3 credits of SpHr 501 Research: Comprehensive Examination during the term in which they write the examination.

b. Master’s thesis—Students opting to complete a thesis will follow the University guidelines for theses outlined on page 68. The student must pass a final oral examination before a committee consisting of at least two faculty members from the Department of Speech and Hearing Sciences. Students pursuing this option are required to register for a minimum of 6 to 9 credits of SpHr 503 Thesis.

c. Master’s project—The student will complete a project related to his or her academic discipline. The student will comply with current departmental guidelines on the selection of the topic and format of the project. The project will be completed
under the direction of a faculty member of the Department of Speech and Hearing Sciences. In addition to the project director, at least one other faculty member from the department must serve on the project committee. Students pursuing this option are required to register for 6 to 9 credits of SpHr 506 Special Project.

Oregon Education Licensure

Students enrolled in the masters degree program have the option of completing the requirements for the Oregon Education Initial License in Communication Disorders. The initial license is required for employment as a Speech-Language Pathologist in Oregon schools. The following undergraduate and graduate courses are required for the initial license: SpHr 370, 371, 372, 380, 461/561, 464/564, 470/570, 487/587, 488/588, 489/589, 495/595, 496/596, 498/598, 550, 551, 556, 581, 582, 583, 584, 585, 591, 592, and 4 credits of American Sign Language.

Courses

Courses with an asterisk (*) are not offered every year.

ASL 101 American Sign Language (4)
Basic mastery of American Sign Language (ASL). Covers ASL vocabulary, grammatical structure, and elements of Deaf culture. Includes sign language practice in class and in the Deaf community.

ASL 102 American Sign Language (4)
Continuation of American Sign Language with the goal of expanding the student's vocabulary and conversational skills. Students will also gain awareness of Deaf culture. Pre-requisite: ASL 101 or proficiency at 101 level. Placement interview may be required.

ASL 103 American Sign Language (4)
Continuation of American Sign Language aimed at intermediate proficiency. Emphasizes enhanced vocabulary, expressive and receptive skills, and communication interactions in the language and culture of the Deaf. Pre-requisite: ASL 102 or proficiency at 102 level. Placement interview may be required.

SpHr 199 Special Studies (Credit to be arranged.)

SpHr 262 Voice and Diction (4)
Study and practice of principles of voice production and articulation of speech sound, with attention to elementary speech physiology and phonetics. Intended for students who desire to develop more effective speech and for meeting special needs of teachers, radio and television speakers, public speakers, and others who require special competence in speaking. Emphasis on both theory and practice. Two hours per week of laboratory work required.

SpHr 365 Survey of Speech, Language, and Hearing Disorders (4)
Designed as an overview of speech, language, and hearing in children and adults. Topics to include: cleft palate, stuttering, hearing impairment, and multi-cultural differences. Recommended for general speech students.

SpHr 370 Phonetics and Acoustics (4)
A study of sounds used in speech, their acoustic properties, and their transcription utilizing the IPA; description of sounds, their symbolic nature, their production, and physical and psychological problems involved in their perception. The acoustical bases of speech and hearing will also be addressed.

SpHr 371 Anatomy and Physiology of Speech and Swallowing (4)
A study of the anatomy and physiology of the respiratory, phonatory, and articular systems for speech, with applications to speech disorders. The physiology of swallowing and swallowing disorders is also covered.

SpHr 372 Speech and Language Development in Children (4)
Provides students with a foundation of knowledge regarding basic processes of language acquisition. In addition to the study of normal language development from a theoretical, developmental, and clinical perspective, related areas of study include cognition, social interactions, play, and literacy. Bilingual and multicultural issues are also addressed.

SpHr 380 Language Disorders in Children (4)
An overview of developmental language disorders in children. Disorders will be presented in terms of etiology, incidence, and characteristics. Assessment issues and treatment principles will be discussed. Prerequisite: SpHr 372.

*SpHr 389 Sign Language: Theory and Practice (4)
Basic mastery of American Sign Language (ASL) and the manual alphabet. Discussion of ASL rules and grammatical structures. Study of cultural, social, vocational, and other related issues associated with deafness. Comparison of a variety of sign language systems and overview of the controversies between total communication and oralism. Includes ASL practice in class and lab assignments. Recommended prerequisite: upper-division standing.

SpHr 394 Guided Observation (I)
Designed to acquaint students with the clinical process in speech, language, and audiology cases. Students will observe phases of clinical operation including diagnostic management, parent conferencing, and material preparation.

SpHr 395 Directed Clinical Assistantship (2)
Designed to acquaint preprofessional students with the direct management of speech, language, and hearing cases in cooperation with advanced clinicians and under the direction of a qualified clinical supervisor. Students enrolled in this course will participate in all phases of clinical operation, inclusive of: scheduling, diagnostic management, parent conferencing, report writing, material preparation, etc. Recommended corequisites: SpHr 370, 372, 380, 464.

SpHr 399 Special Studies (Credit to be arranged.)

SpHr 401/501 Research (Credit to be arranged.)
Consent of instructor. Speech Communication Laboratory.

SpHr 404/504 Cooperative Education/Internship (Credit to be arranged.)

SpHr 405/505 Reading and Conference (Credit to be arranged.)
Consent of instructor.

SpHr 406/506 Special Projects (Credit to be arranged.)
Consent of instructor.

SpHr 407/507 Seminar (Credit to be arranged.)
Consent of instructor.

SpHr 408/508 Workshop (Credit to be arranged.)

SpHr 409/509 Practicum (Credit to be arranged.)
Students must show proof of professional liability insurance.

SpHr 410/510 Selected Topics (Credit to be arranged.)

SpHr 461/561 Neurology of Speech and Hearing (4)
A course specifically designed for speech and hearing majors to provide a study in-depth of the neurology of the speech and hearing mechanisms with special attention given to the major deviations affecting verbal communication.

SpHr 464 Speech Disorders in Children (4)
Discourse of normal speech development and how it can differ in individuals with speech disorders. Exploration of assessment, diagnosis, and treatment for speech disorders in children. Introduction to linguistic and cultural factors related to speech development and disorders, and to special populations with high incidence of speech disorders. Prerequisite: SpHr 370, SpHr 372.

SpHr 470/570 Audiometric Practicum (2)
Supervised clinical practice designed for Speech and Hearing Science majors. Practical training in basic pure-tone and speech audiometry, including audiometric screening of children and adults. Prerequisite: SpHr 488/588.

*†SpHr 486/586 Urban Language Clinic (2)
This on-campus practicum provides students an opportunity to participate in a speech and language enrichment classroom program for children. This practicum experience emphasizes development and use of speech and language units and pragmatic techniques with children from various cultural backgrounds. This is a prerequisite for SpHr 591. Recommended prerequisite: SpHr 498/598.

†SpHr 486/586, and 498/598 require 25 hours of confirmed clinical observation as part of the courses listed as prerequisites.

SpHr 487/587 Basic Audiology (4)
Introductory course in audiology emphasizing basic acoustics and psychoacoustics, anatomy and physiology of the ear, hearing measurement, and types and causes of hearing impairment.

SpHr 488/588 Advanced Audiology (4)
Introduction to the audiological test battery. Topics include bone-conduction, masking, speech audiometry, and objective tests. Auditory pathologies and their audiometric correlates are also covered. Recommended prerequisite: SpHr 487/587.

SpHr 489/589
Aural Rehabilitation (4)
Theoretical course covering the role of speech-reading (lip reading) and auditory training as it relates to speech, language, and communication. Historical perspectives and philosophies considered, communication systems, speech acoustics and perception, amplification and hearing aids, speech reading, and auditory training. Multicultural issues will be included. Recommended prerequisite: SpHr 488/588.

SpHr 495/595
Organic Communication Disorders (4)
Introduction to speech and language disorders with emphasis on voice disorders, stuttering disorders and neurogenic disorders; cleft palate and cerebral palsy will complete the survey. Recommended prerequisite: SpHr 371.

SpHr 496/596
Introduction to Clinical Management (4)
Provides an introduction to management of persons with communication disorders in terms of assessment and treatment of persons with speech, language, and hearing disorders. Administration and interpretation of standardized tests, interview, and case-history taking will be covered. Methods, materials, and techniques in the treatment of communication disorders will be addressed. Terminology and basic techniques of modifying speech, language, and hearing disorders, with specific application to clinical management, will be given, with special consideration of program design and delivery. Theoretical considerations and practical applications of behavior modification theory as applied to children and adults with speech, language, and hearing problems. Recommended prerequisites or corequisites: SpHr 464/564, 496/596.

SpHr 498/598
Speech-Language Practicum (4)
Supervised clinical work with speech and/or language disordered children and adults enrolled for assessment and intervention in the PSU Speech and Hearing Clinic and/or associated clinical programs; group discussion of clients, clinical techniques and clinical principles. Recommended prerequisites: SpHr 380, 464/564, 494/594, 496/596 (with grade B- or better).

SpHr 503
Thesis (Credit to be arranged.)

SpHr 540
Multicultural Topics in Communication Disorders (2)
Introduces topics of communication disorders within the framework of culture and identity. Explores cultural attitudes and beliefs about communication and disabilities, cultural differences, cultural identity, second and bilingual language acquisition, and introduces assessment and intervention strategies for non-mainstream populations. May not be repeated for credit.

SpHr 550
Advanced Speech Disorders Practicum (4)
Students will participate in the evaluation and treatment of children and adults with disorders of speech under the supervision of faculty. Prerequisites: SpHr 495, 498/598.

SpHr 551
Advanced Child Language Disorders Clinic (4)
This on-campus practicum provides students with an opportunity to apply methods covered in SpHr 584 to a practicum experience. Students will evaluate language skills and design and deliver language intervention under faculty supervision to preschool and school-age children with speech/language delays/disorders. Various models of language intervention will be stressed. This is a prerequisite for SpHr 591. Prerequisite: SpHr 498/598, 580. Corequisite: SpHr 584 or permission of instructor.

SpHr 553
Counseling in Communication Disorders (2)
Designed for speech-language pathology and audiology majors to receive an introduction into the major theories of counseling techniques and how they can implement these techniques throughout their careers.

SpHr 554
Advanced Speech Sound Disorders: Theories and Application (4)
Development and disorder of speech sound production, with particular emphasis on children. Phonological and phonetic theories used in understanding speech and sound speech sound disorders. Various means of assessing and providing intervention for speech sound disorders. Information specific to special topic areas, such as childhood apraxia of speech, cleft palate, childhood dysarthria, and oral motor approaches to intervention.

SpHr 555
Hearing Aids I (4)
Introduction to amplification for the hearing impaired. Topics include: types of hearing aids and their components, electroacoustic characteristics of hearing aids, coupler and real-ear measurement, output limitation, programming and earmolds. Prerequisite: SpHr 488/588.

SpHr 556
Hearing Aids II (4)
Advanced topics in amplification for the hearing impaired. Topics include: hearing aid evaluation, prescription of electroacoustic characteristics, fitting procedures, and post-fitting counseling. Prerequisite: SpHr 555.

SpHr 557
Hearing Aids Laboratory (2)
Provides practical experience in hearing aid testing, repair and modification.

SpHr 558
Computer Applications in Communication Disorders (2)
Provides students with basic information on using computerized resources in diagnosis, treatment, and data management. Internet information resources will also be explored.

SpHr 559
Augmentative and Alternative Communication (2)
Introductory course in augmentative and alternative communication. Focuses on current and emerging augmentative and alternative communication methods. Includes strategies for appropriate assessment of speech, language, cognitive, and motor skills, and addresses partner support requirements for AAC use. Students gain knowledge and skills for treating children, adolescents, and adults with moderate to severe congenital or acquired disorders in speech and language.

SpHr 560
Research Methods in Speech-Language Pathology and Audiology (4)
Introduction to research methods in communication disorders, including clinical efficacy studies. Students become familiar with the scientific method, issues in hypothesis tests, approaches to literature review, data collection, reduction, and analysis. Background in statistics is helpful. Questions of current interest in the fields of speech, language, and hearing are presented. Students are encouraged to focus on one as a thesis topic and develop a mini-prospectus for a thesis through class assignments. Computer applications in research also outlined. Prerequisites: Stat 243, 244 or equivalent.

SpHr 562
Instrumentation in Speech Sciences (4)
Designed for speech-language pathology majors to enable exploration of current instrumentation in the speech sciences. Provides exposure to recording equipment, flexible and rigid endoscopy, spirometry digital speech analysis as well as to a variety of computer applications for use in evaluation and therapeutic settings. Prerequisites: SpHr 380, 464/564, 495/595, 560.

SpHr 563
Adult Language Disorders (4)
Serves as an introduction to neurogenic communication disorders. Topics include aphasia, dementia, right-hemisphere disorders, and brain injury. Causes, symptoms, and multicultural issues in assessment and treatment will be discussed. Prerequisite: SpHr 495/595.

SpHr 565
Dysphagia (4)
Designed to provide in-depth study of anatomy and physiology of swallowing mechanism. Assessment and treatment of dysphagia and feeding disorders in neonatal through older adult populations to be addressed. Prerequisite: SpHr 563.

SpHr 566
Motor Speech Disorders (4)
Advanced seminar in diagnosis and treatment of the dysarthrias and apraxia of speech. Prerequisites: SpHr 495, 563, 565.

SpHr 567
Craniofacial Disorders and Speech (3)
Acquaints students with clinical management of cleft palate and other craniofacial anomalies, particularly the role of speech-language pathologist. Students gain exposure to analysis of articulation and resonance disorders of persons with velopharyngeal incompetence. Prerequisite: SpHr 495/595.

SpHr 569
Advanced Audiology Practicum (2)
Supervised clinical practicum in the PSU Speech and Hearing Clinic. Students provide assessment of hearing and hearing aid evaluation and fittings for children and adults. Prerequisites: SpHr 488/588, 577, or concurrent.

SpHr 571
Advanced Hearing Science I (4)
Psychoacoustics and the fundamentals of acoustics. Topics include simple harmonic motion, simple and complex sounds, decibel scales, and impedance. Also covered are psychophysical measurement, auditory sensitivity, pitch and loudness perception, masking, auditory nonlinearities, and binaural hearing. Prerequisite: SpHr 487/587.
Advanced Hearing Science II (4)
Anatomy and physiology of the auditory system, including transmission properties of the middle ear, cochlear mechanics and transduction, and processing of auditory information from cochlea to cortex. The course begins with an introduction to basic electricity, including Ohm’s Law, series and parallel circuits, alternating and direct currents. Prerequisite: SpHr 577.

Medical Audiology III (2)
Continues examination of medical aspects of audiology from SpHr 577 and 578. Specific topics to be addressed include central auditory processing and tinnitus. Evaluation and management of both pathological conditions will be included. Prerequisite: SpHr 578

Vestibular Disorders and Evaluation (4)
An in-depth examination of anatomy and physiology of the vestibular system. Observation and experience with evaluation protocols including electroneystagmography and posturography.

Stuttering (4)
Study of stuttering theories, research, methods of diagnosis, and treatment for stuttering and other disorders of fluency. Prerequisite: 495/595.

Voice Disorders (4)

Language Development and Disorders in Children (4)
Provides students with a basis of knowledge of current research related to language acquisition in children, from both a theoretical and developmental perspective. Normal language processes will be used as a framework for the study of language differences and disorders in the acquisition of language. Areas of study will include specific language and learning disorders, and language delays secondary to mental retardation, autism, brain lesions/pathology, and hearing impairments. Related areas of development, including cognition, play, language, and literacy acquisition will be discussed. Issues of bilingualism and multicultural issues will also be addressed.

Assessment and Treatment of Language Disorders: Birth to Age Five (4)
Outlines causation, prevention, evaluation, and management procedures for addressing developmental language disorders in infants, toddlers, and preschool children. Formal and informal assessment procedures will be covered. Uses and misuses of standardized tests will be discussed. Models of language disorders will be compared and contrasted. Speech sample analysis procedures will be studied. Pragmatic intervention techniques will be stressed. Relations between language and phonology and multicultural issues will also be included. Family-centered practice techniques will be emphasized. Prerequisite: SpHr 498/598, 583, Corequisite: SpHr 551.

Assessment and Treatment of Language Disorders in School-aged Children and Adolescents (4)
Provides information on assessment and intervention of language and learning disorders in children, aged six through adolescence. Formal, informal, dynamic, and curriculum-based assessment of language difficulties will be covered. Treatment topics will include service delivery models, including consultation and collaboration with other school personnel, and intervention strategies. The relationship of language and learning disabilities will be addressed, with a focus on the assessment and treatment of language-based disorders of reading and writing. Issues of assessment and treatment in culturally diverse populations will be presented. Prerequisites: SpHr 583, 584.

Student Teaching: Speech-language Pathology (10)
Practicum in speech-language pathology in the public school setting under the direction of a supervising speech-language clinician (ASHA CCC-SLP). Students participate in the following activities: diagnosis and evaluation; section of caseload and scheduling; management of an entire caseload; maintaining appropriate records; handling both incoming and outgoing referrals; and parent/teacher/staff conferences. Concurrent registration in SpHr 592 required. Admission by approval application only; one full academic term in advance.

Seminar: Speech-language Pathology in Schools (2)
Survey of current methods and materials available to and appropriate for the public school speech-language pathologist. Specific problems encountered in the practicum experience are utilized as topics of discussion. Prerequisite: SpHr 585. Concurrent registration in SpHr 591 required.
Women's Studies

Women's studies is an interdisciplinary program designed to foster students' personal and intellectual development and to prepare them for socially responsible citizenship as well as a broad range of careers. Women's studies advisers work closely with each student to craft a course of study appropriate to the student's academic interests and postgraduate goals.

An expanding field of scholarship, women's studies is on the cutting edge of educational and intellectual innovation. Courses offered through many different disciplines explore how gender has shaped social, economic, and political institutions, culture, and language. Through these analyses, we envision what the world looks like once women's experience is fully included in our thinking. The women's studies core curriculum encourages students to develop critical thinking skills and an appreciation for the range of theoretical frameworks and methodologies present in contemporary feminist scholarship. Courses incorporate the diversity of women's experience with attention to race, class, and sexual orientation as well as gender. Core courses also encourage students' active participation through discussion, informal as well as formal writing, and collaborative learning in the classroom.

Experiential learning plays an important role in a student's progress through the women's studies curriculum. The program's extensive and long-established ties with organizations in the metro area provide wide-ranging opportunities for students to apply their classroom knowledge in a community setting. Many students discover a life's vocation through these experiences, and all develop new skills. Guidelines for women's studies internships, practica, and independent study provide wide-ranging opportunities for students to apply their classroom knowledge in a community setting. Many students discover a life's vocation through these experiences, and all develop new skills. Guidelines for women's studies internships, practica, and independent study are flexible in order to meet individual needs.

Admission requirements
Admission to the department is based on general admission to the University. See page 37 for more information.

Degree requirements
Requirements for major. In addition to meeting the general University degree requirements, the student majoring in women's studies must complete a required core program of 32 credits (24 classroom hours, including a senior seminar, and 8 hours in experiential learning) and an individualized program of study (20 credits). For the individualized program, students will design an emphasis which is based in a discipline or in a theme that crosses disciplines.

Individualized program. To be developed in consultation with the student's adviser. Each student pursuing a women's studies major will select or be assigned an adviser who is knowledgeable in the student's area(s) of academic interest. In order to be considered for the degree, the individualized program of study must carry approval of the adviser. Changes in this individualized program must be similarly approved. Non-approved individualized programs will not be considered to meet major requirements.

In designing their individualized program, students may follow either a discipline-based or a theme-based emphasis.

A discipline-based emphasis will consist of five courses (20 credits) in a department or program outside women's studies. Two of these courses are to be courses which familiarize students with that discipline's materials and approaches. The other three courses in the discipline must be cross-listed with women's studies or approved by the student's studies adviser.

A theme-based emphasis will consist of five courses (20 credits) which together form a coherent, multi-disciplinary approach to a subject. All of the courses must be cross-listed with women's studies or approved by the student's studies adviser.

Courses taken under the undifferentiated grading option (pass/no pass) are not acceptable toward fulfilling major requirements with the following exceptions: one women's studies elective course, WS 404 Cooperative Education/Internship, or WS 409 Practicum.

Requirements for minor in sexuality, gender, and queer studies. The minor in sexuality, gender, and queer studies is an interdisciplinary program which examines sexual desire, sexual practice, gender expression, gender identity, and the sexed body as more than products of biology, but rather as socially organized, even socially produced phenomena located within specific power formations and subject to historical change. This program questions commonplace knowledge, providing new frameworks for the critical study of gender and sexuality. The curriculum includes a broad spectrum of topics related to sexuality and gender, from queer theory and film to the psychol- ogy of masculinities, the history of sexualities, and global issues in sexual health.

The minor consists of 32 credits, including four core courses (16 credits) and 16 credits of electives:

Core Courses
WS 101 Introduction to Women's Studies ........... 4

Credits

WS 301 Gender and Critical Inquiry ................. 4
WS 307 Women, Activism, and Social Change .... 4
WS 315 Feminist Analysis ........................................ 4
WS 415 Senior Seminar ........................................ 4
One of the following courses: WS 340, WS 341, WS 342, WS 370, WS 428 .......................... 4
Experiential learning ........................................... 8
WS 409 Practicum (6) (May be replaced with WS 404 Internship upon adviser's approval) .......................... 4
WS 411 Experiential Learning Seminar (2) Individualized program (to be approved by adviser) ................. 20
Total 52

Requirements for minor in women's studies. A minor in women's studies will consist of 28 credits. Students will be required to take 12 credits in the core courses (not including WS 404, 409, WS 411). The additional 16 credits may be fulfilled by either core courses (including WS 404, 409, WS 411) or women's studies electives including courses cross-listed with other departments or approved by the women's studies coordinator.

Credits

Twelve credits from the core courses (not including WS 404, 409, WS 411) .................. 12
Additional credit may be fulfilled by either core courses (including WS 404, 409, WS 411) or women's studies electives .................. 16
Total 28

Courses taken under the undifferentiated grading option (pass/no pass) are not acceptable toward fulfilling minor requirements with the following exceptions: one women's studies elective course, WS 404 Cooperative Education/Internship, or WS 409 Practicum.

Credits

UNST 266 Sexuality ............................................. 4
WS 3700 History of Sexualities ............................. 4
WS 332U Race/Class/Gender/Sexuality ................. 4
WS 360U Intro to Queer Studies ......................... 4

Electives

ANTH 103 Intro. to Cultural Anthropology ............ 4
ANTH 432/532 Gender in Cross-Cultural Perspective .... 4
BST 342 Black Feminism/Womanism .................. 4
CFS 490U Sex and the Family ............................ 4
ENG 494 Feminist Film Theory ......................... 4
ENG 494/594 Queer Theory ............................. 4
ENG 447 Harlem Renaissance ............................ 4
ENG 441/541 Same-Sex Desire in the English Renaissance ......................................................... 4
PHE 335 Human Sexuality ............................... 4
PHE 453/553 Women's Reproductive Health ............ 4
PHE 410 Sex Education in America ........................ 4
PHE 410 Worldview of Sexual Health .................... 4
PSY 410 Human Sexualities .............................. 4
PSY 431/531 Psychology of Men and Masculinities .... 4
SOC 344U Gender and Sexualities ....................... 4
SP 410 Sex and the Media .................................. 4
SP 452/552 Gender and Race in the Media .............. 4
SPAN 410 Transgenderism in South American Literature ................................................................. 4
SPAN 436/536 Disease and Literature in the Americas ................................................................. 4
WS/ENG 308U Lesbian Literature ......................... 4
SPAN 436/536 Disease and Literature in the Americas ................................................................. 4
WSC 308U Lesbian Literature ......................... 4
WSC 308U Gay and Lesbian Fiction ........................ 4
WS 399U Sex and the State ............................... 4

Total: 32

Other courses may fulfill elective credit requirements with adviser approval.

Courses taken under the undifferentiated grading option (pass/no pass) are not acceptable toward fulfilling minor requirements with the exception of WS 409 Practicum if approved by a program adviser.

Requirements for post-baccalaureate certificate in women's studies.

Credits

WS 101 Introduction to Women's Studies ............. 4
WS 301 Gender and Critical Inquiry .................... 4
WS 315 Feminist Analysis ............................... 4
WS 415 Senior Seminar .................................... 4
WS 404 Cooperative Education/Internship or WS 409 Practicum ......................................................... 6
Approved electives (minimum of 12 upper-division) ............... 16

Total: 38

In meeting the 16 elective credits requirement, students may take a maximum of 12 credits in any one academic area (arts and letters, science, social science) and 4 credits in lower division courses.

Courses taken under the undifferentiated grading option (pass/no pass) are not acceptable toward fulfilling Certificate requirements with the following exceptions: one women's studies elective course, WS 404 Cooperative Education/Internship, or WS 409.

Courses

Courses with an asterisk (*) are not offered every year.

WS 101 Introduction to Women's Studies (4)

A survey and critical analysis of the essential issues of feminism and their effects on women's lives. Topics include: marriage, family, education, justice and reform, health care, sexuality, political and economic status. Focuses on present realities and future possibilities. An introduction to the interdisciplinary field of women's studies.

WS 120 Workshop for Returning Women (4)

Designed for those who have experienced an interruption in their formal education. Examines the educational history of American women. Analyzes the ways in which the roles, status, and experiences of women affect educational decisions and performance. Includes the development of skills and self-confidence in studying, writing, research, examinations, time management, mathematics and science. Credit cannot be used to satisfy certificate requirements.

WS 199 Special Studies (Credit to be arranged.)

A variable topics course dealing with contemporary and historical issues in feminism. Recent offerings have included History of Women Artists and History of Women in Science. WS 199 is also available for students who wish to pursue directed independent study.

WS 260 Introduction to Women's Literature (4)

Introduction to the texts and contexts of women's literature.

WS 301 Gender and Critical Inquiry (4)

This is a theory course. Cross-discipline introduction to feminist frameworks including theoretical issues and varying approaches to the study of women and gender. Attention to the relationship between gender and other axes of inequality. Emphasis on the development of critical thinking skills. Recommended prerequisite: WS 101.

WS 306 Global Gender Issues (4)

Study of gender issues in an international perspective. Courses will focus on a theme that can be studied comparatively, such as gender and public policy, or on a particular country or national/ethnic group, such as Filipina women. This course is repeatable with different topics.

WS 307 Women, Activism and Social Change (4)

Women working collectively to create social change; the activism of self-identified feminists as they struggle to resist and transform oppression as well as the activism of women allied with other social movements. Examines activists' strategies, organizations, goals, accomplishments, and unmet challenges. Topics may include reproductive rights, feminist labor organizing, queer political movements, or third world liberation movements.

WS 308 Topics in Gender, Literature, and Popular Culture (4)

Explores media, popular culture, and literature from a feminist perspective which focuses on how gender and other dimensions of power relations are expressed, reproduced, and challenged within cultural expression. Addresses topics such as lesbian/gay literature, gender/difference in television, and women in contemporary film.

WS 309 Disney: Gender, Race, and Empire (4)

Explores construction of gender, race, and empire in the animated films of Disney. Examines the content of Disney films created within particular historical and cultural contexts in order to understand cultural production in relation to intersections of racism, sexism, colonialism, and imperialism.

WS 310 Psychology of Women (4)

Reviews and evaluates assumptions underlying psychological research on women. Surveys the research in areas such as the development of sex differences, acquisition of gender roles, and maintenance of gender stereotypes. Explores the pertinence of these findings to topical areas such as women's work roles, women and mental health, and the women's movement. Recommended prerequisite: 3 credits in psychology.

WS 312 Feminist Philosophy (4)

Critically examines traditional schools of philosophical thinking from a feminist perspective. Recommended prerequisite: one philosophy course from other than Phil 103, 104, 206.

WS 315 Feminist Analysis (4)

This is an advanced theory and methods course. An exploration of the interpretive frameworks and research strategies utilized in contemporary feminist scholarship. Drawing on examples from more than one discipline, students will be introduced to a range of theoretical and methodological approaches, while learning to identify the choices that scholars make in carrying out their work. Issues under debate within feminist scholarship as well as the differences between feminist scholars and those working from other frameworks will be examined. Recommended prerequisite: WS 301.

WS 330 Women of Color in the United States (4)

A variable topics course focusing on issues which affect women of color in the United States, historically and today.

WS 331 Women in the Middle East (4)

Aims to explore the role and status of women in the contemporary Middle East with respect to institutions such as the family, law, education, work and politics—areas which intersect and overlap with broader cultural questions about women and their place in tradition, modernity, nation-building, Islam and the West. This course is the same as FL 331 and Intl 331, may only be taken once for credit.

WS 332 Race, Class, Gender, and Sexuality in the United States (4)

Examines the ways in which race, class, gender, and sexuality are conceptualized and represented in contemporary U.S. culture and society; investigates the institutions, practices, and discourses that comprise notions of race, class, gender, and sexuality in the United States and how these social categories shape and are shaped by one another.

WS 337 Communication and Gender (4)

Study and practice of the skills involved in competent communication (primarily comprehensive listening and reading, and speaking about writing) in order to separate myths, assumptions and notions from the facts, realities, and truths about communication and about women and men. Examination of communication and gender topics will include: the role of anger in communicating about gender issues; the impact of the type of information on discussions about gender; gender difference as a “catch all” explanation for gender problems; the facts of differences being confused with attitudes about differences; perception of women and men as speaking different languages and communicator behaviors as choices.
WS 340
Women and Gender in America to 1848 (4)
This course is the same as Hist 340. See Department of History for course description.

WS 341
Women and Gender in America 1848-1920 (4)
This course is the same as Hist 341. See Department of History for course description.

WS 342
Women and Gender in the U.S. 1920 to the Present (4)
This course is the same as Hist 342. See Department of History for course description.

WS 343
American Family History (4)
History of the American family from the colonial period to the present. The course will draw upon textual sources and oral histories in examining changes in families in the colonial period, and the nineteenth and twentieth centuries. Recommended prerequisite: Hist 201, 202, Sophomore Inquiry (American Studies), or consent of instructor.

WS 347, 348
Science, Gender, and Social Context (4, 4)
Two-term course explores the strengths and limitations of science to describe and predict nature through laboratory and field investigations. These activities will illustrate the transition from a reductionist view of our natural environment to a systems-oriented view. It will place this historical shift in understanding and scientific practice in the contexts of gender, race, and class using selected case studies in environmental management. Includes laboratory and/or fieldwork. Recommended prerequisite: UnSt 299 Intro to Women's Studies. This course is the same as Sci 347, 348; may only be taken once for credit.

WS 350
Introduction to Interpersonal Violence (1)
Explores the roots of interpersonal violence, the dynamics of domestic violence against women and children and sexual assault, their causes and effects, community resources for intervention and prevention. Discusses the social norms that influence interpersonal violence as well as the psychological results of violence. Examines the big picture of interpersonal violence and how all forms are interrelated.

WS 351, 352, 353
Children and Interpersonal Violence (1, 1, 1)
The courses in this sequence will consider the victimization of children from a variety of perspectives: how they are victimized directly and indirectly and services available to them. WS 351: Special Issues for the Child Victim of Interpersonal Violence; WS 352: Children Affected by Violence; WS 353: Services for the Child Victim of Interpersonal Violence. Each class will consider child physical, emotional and sexual abuse. Recommended prerequisite: WS 350.

WS 354, 355, 356
Interpersonal Violence and Special Populations (1, 1, 1)
Physical, emotional and sexual abuse crosses all age, cultural, religious, ethnic, economic and social boundaries. However, the impact of abuse and the remedies and services available to victims/survivors varies widely across different social groups. WS 354: Young Adults and Dating Violence; WS 355: Battered Women in Prison; WS 356: Diversity Awareness and Domestic and Sexual Violence. Each class will consider physical, emotional and sexual abuse. Recommended prerequisite: WS 350.

WS 357, 358, 359
Interventions for Interpersonal Violence (1, 1, 1)
This course sequence will consider interpersonal violence and intervention from a variety of perspectives—as an individual and societal issue. WS 357: Interventions to Help Victims of Interpersonal Violence; WS 358: Treatment Philosophies and Interpersonal Violence; WS 359: Holding Perpetrators of Interpersonal Violence Accountable. Each class will address physical, emotional and sexual abuse issues. Recommended prerequisite: WS 350.

WS 360
Introduction to Queer Studies (4)
An interdisciplinary course that focuses on the lives of lesbian, gay, bisexual, and trans people in historical and social context. Looks at the historical roots and political uses of sexual norms and sexual identities and explores the complex interactions of race, class, gender, and desire. Finally, looks at some of the current political contests around sexuality.

WS 361
Sexual Assault (1)
Examines sexual assault from historical, political, and psychological perspectives: the legal and medical systems’ responses to sexual assault; the trauma that results from rape and the options for healing. Recommended prerequisite: WS 350.

WS 362
Women and Trauma (2)
Examines effects of trauma on the brain and brain functioning, psychological effects of childhood trauma, resilience as a factor in coping with traumatic experiences, and how to foster healing in trauma survivors. Recommended prerequisite: WS 350.

WS 363
Moving Beyond Trauma (1)
Examines survival from interpersonal violence, draws on resiliency research to understand what fosters healing, explores the role of support systems, altruism, spirituality, and social activism in overcoming trauma.

WS 365
The Science of Women's Bodies (4)
This course is the same as Sci 365; may only be taken once for credit.

WS 370
History of Sexualities (4)
Looks at the various meanings given to sexual desires and practices throughout history. Explores sexuality as reproduction, perversion, pleasure, and as a site of both social/political regulation and subversive agency. Focuses on change over time in the North American context emphasizing the contexts involving sexuality beginning with the period of European conquest and ending with looking at HIV/AIDS and transgender issues.

WS 380
Women and Politics (4)
Analysis of the political role of women in politics. Reviews historical and contemporary analyses of women’s participation and status in politics. Recommended prerequisites: PS 101, 102 or upper-division standing.

WS 399
Special Studies (Credit to be arranged.)
WS 401
Research (Credit to be arranged.)

WS 404
Cooperative Education/Internship (Credit to be arranged.)

WS 405
Reading and Conference (Credit to be arranged.)

WS 407
Seminar (Credit to be arranged.)

WS 409
Practicum (Credit to be arranged.)

WS 410
Selected Topics (Credit to be arranged.)

WS 411
Experiential Learning Seminar (1)
To be taken simultaneously with WS 404 or WS 409. Students will present material based upon their experiences in practica and internships. The seminar provides an opportunity for students to reflect on the settings where they are working and analyze issues that emerge in applying feminist theory to practice.

WS 415
Senior Seminar (4)
With a focus on analysis, critique, comparison and connection, students will work collaboratively as well as independently in this theoretical, thematically-based course. Students will be responsible for planning and leading discussion during some sessions as well as presenting and responding to work-in-progress. Recommended prerequisites: WS 315.

WS 417
Women in the Economy (4)
Different economic theoretical perspectives are presented to account for women’s particular economic roles currently and historically. Emphasis on women’s responsibility for child rearing and housework; women’s relatively low wages; occupational segregation by gender; economic differences among women due to ethnicity, generation, and class; and policy issues with particular importance for women’s economic situation. Recommended prerequisites: Ec 201, 202.

WS 424
Women and the Law (4)
This course is the same as PS 425; may only be taken once for credit.

WS 425
Sociology of Women (4)
Cross-societal analysis of the position of women in industrial societies. Analysis of the social position of women and men in areas such as the family, politics, work, education, etc. Consideration and evaluation of theories of the biological, psychological, sociological basis for the behavior, characteristics, attitudes, and demographic characteristics of women. Recommended prerequisites: Soc 204, 205.

WS 426
Women and Mental Illness (4)
Recommended prerequisites: WS 101. Also listed as Soc 426/526; may only be taken once for credit.

WS 428
Lesbian History (4)
Surveys the history of lesbian existence in the United States. Begins by asking what “lesbian” means, identifying the different historical markers of female same-sex desire. Using a rich variety of primary and secondary sources, we analyze historical attitudes about female same-sex desire, follow the emergence of lesbian subcultures and communities, examine the development of sexual identities during the twentieth century, and end by con-
sidering lesbian issues.

**WS 431**
**Women in the Visual Arts (4)**
This course studies both the representation of women and gender and the art and patronage by women in various media (painting, sculpture, architecture, printmaking, photography, textiles and mixed media). Explores 19th century and 20th century America and Europe. This course is the same as ArH431; may only be taken once for credit.

**WS 443, 444**
**British Women Writers (4, 4)**
Study of the works of British women writers with attention to themes, styles, and characteristic concerns in the light of feminist criticism and scholarship. Recommended prerequisite: 15 credits in literature. WS 260 recommended.

**WS 445, 446**
**American Women Writers (4, 4)**
Study of American women writers, with attention to themes, styles and characteristic concerns in the light of feminist criticism and scholarship. Recommended prerequisite: 15 credits in literature. WS 260 recommended.

**WS 452**
**Gender and Race in the Media (4)**
This course is the same as Sp 452/552; course may only be taken once for credit. See Department of Communication for course description.

**WS 455**
**Gender and Education (4)**
This course is cross-listed as ELP 455; may only be taken once for credit.

**WS 467**
**Work and Family (4)**
An examination of the effects of work on family, and family on work, in contemporary society. Includes study of dual-career and dual-work families, effects of maternal employment on children, impact of child care and elder care on the workplace, and parental leave and other workplace supports for families. Implications of research for social policy. Recommended prerequisites: Psy 311 and 3 credits in courses numbered Psy 321 or higher.

**WS 470/570**
**Asian American Women’s Studies (4)**
Interdisciplinary course focusing on the contemporary experiences of Asian-American women, examining ways in which race, gender, class, sexuality, and national identity shape the experiences of Asian-American women. Topics: histories of immigration and western colonization; family and community structures; representations and stereotypes in media and popular culture; sexuality and sexual identities; mixed-heritage and bicultural experiences; the politics of language; violence against Asian-American women; labor force participation; relationship to feminism; and activism and resistance.

**WS 471/571**
**Global Feminisms (4)**
Themes and theoretical principles of global feminisms, with special emphasis placed on Third World feminist movements. Themes explored include colonialism, globalization, nationalism and nation-building, representation, global economies, and the politics of race, gender, class, sexuality, and nation. Prerequisite: WS 301 or 315 or consent of instructor.

**WS 479**
**Women and Organizational Psychology (4)**
Examines the relationship between gender and the social organization of the workplace. Focus is on gender development as socialization (e.g. hierarchy and leadership, discrimination and harassment, deskilling) from a social psychological perspective. Strategies for change are considered. Recommended prerequisites: Psy 310 and 3 additional credits in courses numbered Psy 330 or higher.
Undergraduate programs

The undergraduate program in business administration adheres to the principle that in a free society the business enterprise must be responsibly and efficiently managed. The undergraduate degree program includes both business and nonbusiness courses. The mission of the undergraduate program is to provide students with a broad understanding of business and to equip them with the dynamic skills required to work successfully in a complex and changing global environment.

Special emphasis options are available within the business administration major and are designed to prepare students for positions in accounting, finance, real estate finance, management and leadership, marketing, human resource management, supply and logistics management, advertising and information systems. The international business studies certificate, food industry management certificate, the business minor, and advertising minor for graphic design majors are also available. The School of Business also offers study abroad opportunities at the undergraduate and graduate levels.

The School of Business offers a Weekend Business Program. Tailored for the returning student who is working full-time, the program allows students to complete their junior and senior years of the business program on Wednesday evenings and Saturdays over six terms. Students enrolled in the Weekend Business Program will complete the full curriculum of standard business courses required for a bachelor's degree in business with an option in general management. Admission and requirements for this program are identical to the traditional undergraduate program.

Student advising. Graduate academic and career advisers are located in 540 SBA and undergraduate academic and career advisers are located in 240 SBA. Current information about admission and degree requirements for students in the School of Business Administration is available there. Students should make appointments with the advising center at least once a year to ensure that requirements are being met. For program option planning and career counseling, students may make an appointment with SBA career counselors, PSU career counselors, or a faculty member of their choice.

The School of Business Administration Web site, http://www.pdx.edu/sba, contains
announcements concerning policies, upcoming activities, scholarships, and other information vital to all business and prebusiness students. Information about student organizations, internships, and career opportunities can also be found there.

Admission requirements

Students may declare business administration as their major field of study at any time after admission to Portland State University. However, students must be admitted formally to the School of Business Administration (SBA) before they are allowed to enroll in all upper-division business administration courses or to graduate with a business administration degree.

If the number of eligible applicants for admission to any business degree program exceeds that for which resources are available, acceptance will be competitive. In the event selective admission becomes necessary, the GPA computed for the required courses for eligibility for program admission will be used. Priority, within reasonable limits, will be given to resident students.

The following requirements must be fulfilled prior to applying for admission to the School of Business Administration:

1. Be formally admitted to Portland State University.
2. Have a grade point average (GPA) of at least 2.85 for each of the following:
   a. all accepted transfer credits
   b. all PSU graded credits
   c. all PSU graded business credits.

Students who do not meet the 2.85 GPA requirements will be considered for admission only if the GPA for their most recent 12 graded credit hours at PSU is 3.00 or higher and the applicant has a minimum 2.50 cumulative PSU GPA and a minimum 2.75 cumulative GPA for all completed business courses at PSU.

3. Have completed each of the pre-business courses with a grade of C- or better. The pre-business courses are:
   BA 101—Introduction to Business and World Affairs
   BA 205—Business Communications Using Technology
   BA 211—Fundamentals of Financial Accounting
   BA 213—Decision Making with Accounting Information
   fCS 106—Computing Fundamentals II
   Ec 201, 202—Principles of Economics
   Stat 243, 244—Introduction to Probability and Statistics I and II (for business majors)
   Sp 220—Public Speaking
   UnSt 101, 102, 103—Freshman Inquiry or Wr 121—College Writing

† See Undergraduate Programs Office for course substitutes approved by the SBA faculty.

Applications for admission are accepted anytime during the term. Students currently taking classes at PSU or another institution must wait until grades post for the current term before applying for admission.

Application forms and deadline dates are available online at http://www.pdx.edu/sba.

Retention policy. A minimum Portland State University cumulative GPA of 2.50 and a minimum GPA of 2.50 in business administration courses taken at Portland State University are required to remain in good standing as an admitted business administration student and for graduation with a degree in business administration.

In addition, students are expected to make satisfactory progress toward graduation by completing a minimum of 9 credits during each academic year.

Failure to maintain a 2.50 PSU cumulative GPA and a 2.75 PSU business GPA will place a student on probation. The probationary period is defined as three terms in which the student takes classes. In no instance will the period of probation extend beyond three consecutive terms beginning with the first term the student is placed on probation. In the first term of probation the student must show progress by raising the deficient GPA(s). By the end of the third term of probation, the student must raise the deficient GPA(s) to the required minimum.

Students who are disqualified must reapply for admission if they desire to complete degree requirements for programs in the School of Business Administration. Disqualified students must wait at least one academic term before applying for readmission. Students applying for readmission must meet the admission requirements in force at the time of reapplication. Business students are limited to only one readmission to the School of Business Administration.

Academic disqualification. If a student who has been admitted to the School of Business Administration is academically disqualified by the University, that student will automatically lose School of Business Administration admitted status. If a student who has lost admitted status desires to complete degree requirements for programs in the School of Business Administration, that student must reapply. At the time of reapplication the student must: (1) be admitted by and in good standing with the University, (2) have completed 24 credits following disqualification (these credits must be 300 and 400 level courses), (3) have a cumulative GPA of 2.75, and (4) have a business GPA of 2.75.

Degree requirements

Requirements for major. In addition to meeting the general University requirements, the student in business administration must take at least 82 credits in business administration courses of which at least 41 must be taken at PSU. This total will include the business core (48 credit hours if taken at Portland State), at least one option area (20-36 credits, depending on option chosen), and enough business electives to meet the minimum of 82 credits in business. Each student in business must also take at least 90 credits outside the School of Business Administration. A minimum of 180 credits is required for graduation.

Prerequisite policy. Before enrolling in any business course students should read the course description and complete any prerequisites that are listed. If a student completes a course before completing the prerequisite and later completes the prerequisite, credit for the prerequisite will not count toward 82 credits required in business. The instructor and/or SBA Administration have the authority to administratively drop any student who has not completed the prerequisites.

Students must successfully complete the course with a C- or better.

Second Degree Students. You will need to meet the requirements for your major. In addition, you should meet with your academic adviser in the School of Business to determine if you have met the Bachelor of Arts or Bachelor of Science requirements. You may also want to meet with an adviser to determine if any of your previous course work counts towards the business major requirements.

Business administration students must complete the following courses with a C- or better:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 101 Introduction to Business and World Affairs</td>
<td>4</td>
</tr>
<tr>
<td>BA 205 Business Communications Using Technology</td>
<td>4</td>
</tr>
<tr>
<td>BA 211 Fundamentals of Financial Accounting</td>
<td>4</td>
</tr>
<tr>
<td>BA 213 Decision Making with Accounting Information</td>
<td>4</td>
</tr>
<tr>
<td>BA 301 Research and Analysis of Business Problems</td>
<td>4</td>
</tr>
<tr>
<td>BA 302 Organizational Behavior</td>
<td>4</td>
</tr>
<tr>
<td>BA 303 Business Finance</td>
<td>4</td>
</tr>
<tr>
<td>BA 311 Marketing Management</td>
<td>4</td>
</tr>
<tr>
<td>BA 325 Competing with Information Technology</td>
<td>4</td>
</tr>
<tr>
<td>BA 339 Operations and Quality Management</td>
<td>4</td>
</tr>
<tr>
<td>BA 495 Business Strategy</td>
<td>4</td>
</tr>
</tbody>
</table>

Business specialization options (see descriptions below) | 20-36 |

Sub-total | 48 |

Business options

The School of Business Administration offers options for those students seeking specialization in a subject area. Each student
must select one of these options and complete the required courses with a C- or better. Option requirements are satisfied by taking 20 to 36 upper-division credits beyond the required business core. The courses specified to satisfy the option requirements are:

**Accounting**

Objective: to enable students to acquire the necessary technical and professional skills for successful careers in public, management, or governmental accounting.

- Actg 335 Accounting Information Systems .......... 4
- Actg 360 Management Accounting .................... 4
- Actg 381, 382, 383 Financial Accounting and Reporting ................................................................. 12
- Actg 421 Introduction to Taxation ....................... 4
- Actg 430 Governmental and Not-for-Profit .......... 4
- Actg 492 Auditing Concepts and Practices .......... 4
- Actg 495 Integrated Accounting Issues ............... 4

One upper-division accounting course to be chosen from Actg 422, 460, 476, 485, 490, 493: 3

Total 36

Students electing accounting as an option will also be required to take: Phil 308 Elementary Ethics or Phil 309 Business Ethics; PS 101 United States Government and PS 102 United States Politics; and 3 or more credits in anthropology, psychology, or sociology.

**Finance**

Objective: to provide undergraduate students with the educational foundation and exposure to the broad field of finance, enabling them to develop their financial decision making skills so that they can be successful as finance professionals in their chosen financial career path.

- Actg 381 Financial Accounting and Reporting I .... 4
- Actg 391 Intermediate Financial Management ........ 4
- Actg 441 Fundamentals of Derivative Securities .... 4
- Actg 449 Valuation .......................................... 4
- Actg 452 Investments ....................................... 4
- Actg 456 International Financial Management .... 4
- Actg 465 Finance Topics and Cases ...................... 4

Total 28

**Real Estate Finance**

Objective: to provide an understanding of the impact of the real estate industry on the local economy and the dynamics that exist between the various components of the industry. A depth of knowledge will be developed in financial accounting, financial instruments, real estate law, market analysis, appraisal, and investment.

- Actg 319 Intermediate Corporate Finance .......... 4
- Actg 333 Foundations of Real Estate Analysis ....... 3
- Actg 360 Real Estate Finance I ......................... 3
- USP 423 Real Estate Development and Finance .... 4
- USP 438 Real Estate Law .................................. 3
- USP 439 Real Estate Valuation I ...................... 3
- USP 440 Real Estate Valuation II ..................... 4
- USP 448 Real Estate Market Analysis ................. 3

Total 27

**Management and Leadership**

Objective: to provide requisite knowledge and skills which enable the student to meet the challenges of leadership and managerial responsibilities.

- Mgmt 351 Human Resource Management .......... 4
- Mgmt 445 Organizational Design and Change .... 4
- Mgmt 449 Team Processes ................................ 4
- Mgmt 464 Contemporary Leadership Issues ....... 4
- Electives ................................................... 8

Of the 8 credits of electives, four credits must be taken within the management area at the 400 level.

The final four credits can be either:

a. within the management area at the 400 level, or
b. from an approved list of courses, some of which will be within the SBA and some outside the SBA.

Total 24

Note: Students who wish to do a double option in general management and human resource management cannot apply more than eight common credits to each option.

**Human Resource Management**

Objective: to provide a conceptual framework, as well as the necessary knowledge, skills, and abilities, that allows students to understand what is required to more effectively manage human resources within an organization.

- Mgmt 351 Human Resource Management .......... 4
- Mgmt 461 Reward Systems and Performance Management ......................................................... 4
- Mgmt 471 Staffing and Employee Selection ......... 4
- Mgmt 493 Human Resource Policies ................. 4
- Upper-division management courses ................. 4

Total 20

Note: Students who wish to do a double option in general management and human resource management cannot apply more than eight common credits to each option.

**Information Systems**

Objective: to prepare students to participate as business professionals in the selection, design, implementation and management of information systems, and to work effectively with technical personnel in support of the organization’s objectives.

- ISQA 360 Computer Programming for Business Applications ....................................................... 4
- ISQA 380 Data Communications .......................... 4
- ISQA 415 Database Management ....................... 4
- ISQA 420 Systems Analysis and Design ............ 4

Sub Total 16

Information systems electives ........................................... 8

- ISQA 405 Reading and Conference (credit to be arranged): 1-4
- ISQA 407 Seminar (credit to be arranged): 1-4
- ISQA 409 Practicum (credit to be arranged): 1-4
- ISQA 418 Client-server Application Development (4)
- ISQA 419 Web Application Development (4)
- ISQA 424 LAN Management (4)
- ISQA 426 Introduction to Decision Technologies (4)
- ISQA 428 Principles and Practices of Information Security (4)
- ISQA 436 Advanced Database Administration (4)

Other courses approved by faculty.

Total 24

**Marketing**

Objective: to provide educational opportunities for those who are interested in developing expertise in marketing strategy and management, marketing information and technology, food and consumer packaged goods marketing and global marketing management.

- Mktg 363 Consumer Behavior and Customer Satisfaction .............................................. 4
- Mktg 460 Marketing Research ............................ 4
- Mktg 464 Marketing Strategy and Management ......................................................... 4

Students must complete eight credits from the following three tracks:

- Marketing Information and Technology track
- Mktg 450 Product Innovation and Management (4)
- Mktg 461 E-marketing and Relationship Management
- Mktg 462 Customer Information (4)
- Food and consumer package goods marketing track
- Mktg 375 Retailing (4)

- Mktg 435 Consumer Package Goods Marketing (4)
- Global marketing management track
- Mktg 376 International Business and Trade Practices (4)
- Mktg 466 International Marketing (4)

Total 28

**Advertising management**

Objective: to provide the knowledge and skills necessary for students to create and execute advertising strategy within the broader context of the marketing function.

- Mktg 340 Advertising ...................................... 4
- Mktg 363 Consumer Behavior and Customer Satisfaction .............................................. 4
- Mktg 441 Media Strategy .................................. 4
- Mktg 442 Creative Strategy ............................... 4
- Mktg 443 Advertising Campaigns or NSAC (4)* .... 4
- Mktg 460 Marketing Research ............................ 4

Sub Total 24

* Note: Advertising Management Students may contact the Undergraduate Programs Office at (503) 725-3712 for a referral to the professor in charge of the National Student Advertising Competition (NSAC).

**Supply and logistics management**

Objective: to provide students with an interdisciplinary foundation in supply and logistics management in preparation for careers in purchasing, industrial distribution, logistics, transportation, and operations management.

- ISQA 429 Transportation and Logistics Management ......................................................... 4
- ISQA 439 Purchasing and Supply Chain Management ......................................................... 4
- ISQA 479 Integrated Supply and Logistics Management ......................................................... 4

Three of the following electives as approved by supply and logistics management faculty (at least one must be ISQA from below):

- ISQA 430 Transportation (4)
- ISQA 431 Transportation Regulation (4)
- ISQA 440 Governmental Procurement (4)
- ISQA 449 Process Control and Improvement (4)
- ISQA 450 Project Management (4)
- ISQA 451 Business Forecasting (4)
- ISQA 454 Supply and Logistics Negotiations (4)
- ISQA 459 Production Planning and Control (4)
- ISQA 458 Purchasing and Logistics within the Food Industry (4)
- ISQA 469 Productivity Analysis (4)
- ISQA 410 Selected Topics (3-4)
- Actg 360 Management Accounting (4)
- Mgmt 351 Human Resource Management (4)
- Mktg 452 Business-to-Business Marketing (3)
- Other electives as approved by Supply and Logistics faculty.

Total 21-24

**Requirements for minor in business administration.** The School of Business Administration offers a 24-credit minor to students majoring in other disciplines who wish to add a business background to their program of study. The minor emphasizes an applied approach to the basic functional areas of business, including accounting and finance, organizational management, marketing and advertising, and entrepreneurship. It is well-suited for the student majoring in the liberal arts and sciences, architecture, fine and performing arts, engineering, urban and public affairs, or pre-health sciences who intends to work as an independent contractor or operate a small firm or practice.
Coursework requirements for the minor in business administration are as follows. Please note that courses in the minor (except BA 101) may not be used to satisfy business major requirements.

Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 101 Introduction to Business</td>
<td>4</td>
</tr>
<tr>
<td>BA 306 Working with Money for Business Minors</td>
<td>4</td>
</tr>
<tr>
<td>BA 316 Working with Customers for Business Minors</td>
<td>4</td>
</tr>
<tr>
<td>BA 326 Working with People for Business Minors</td>
<td>4</td>
</tr>
<tr>
<td>BA 336 Working with Information for Business Minors</td>
<td>4</td>
</tr>
<tr>
<td>BA 346 Working as an Entrepreneur for Business Minors</td>
<td>4</td>
</tr>
<tr>
<td>Total required credits</td>
<td>24</td>
</tr>
</tbody>
</table>

The PSU cumulative GPA and the PSU business GPA must be 2.00 for a student to graduate with the minor.

Requirements for advertising management minor for graphic design majors.
The advertising management minor for graphic design majors provides critical marketing and advertising business skills to students who plan careers in the graphic design field. The six courses in the minor provide exposure to and understanding of advertising and marketing principles, including marketing’s role in business, consumer behavior, identifying target markets, creative and media strategy development, and promotional campaign planning.

Space is limited in the advertising management minor. Interested students should contact the associate dean for undergraduate programs for the School of Business Administration. Courses in the minor include:

Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 311 Marketing Management</td>
<td>4</td>
</tr>
<tr>
<td>Mktg 340 Advertising</td>
<td>4</td>
</tr>
<tr>
<td>Mktg 363 Consumer Behavior and Customer Satisfaction</td>
<td>4</td>
</tr>
<tr>
<td>Mktg 442 Creative Strategy</td>
<td>4</td>
</tr>
<tr>
<td>Mktg 443 Advertising Campaigns (4) or National Student Advertising Competition (8)</td>
<td>4-8</td>
</tr>
<tr>
<td>One 400-level Mktg elective</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>24</td>
</tr>
</tbody>
</table>

Certificates

International Business Studies Certificate

The International Business Studies Certificate provides undergraduate students with an educational foundation in the field of international business. Certificate requirements include the study of cultural, economic, social, and political aspects affecting business operations.

Students are required to gain admission to the School of Business Administration through the regular admission process and must complete degree requirements specified for a business administration major. In addition, students must complete all certificate requirements as specified below.

Business Administration requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA 101, 205, 211, 213, 301, 302, 303, 311, 325, 339, 385, 495</td>
<td></td>
</tr>
</tbody>
</table>

International business requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fin 456 International Financial Management</td>
<td></td>
</tr>
<tr>
<td>Mktg 376 International Business</td>
<td></td>
</tr>
<tr>
<td>Mktg 466 Principles of International Marketing</td>
<td></td>
</tr>
</tbody>
</table>

Business option requirements

Choose from:


International Business Studies Certificate students are encouraged to spend one or more summers in overseas management training work experience by participating in the Portland State University AIESEC exchange program for business and economics students or other overseas internship and exchange programs. Several such programs are available through the School of Business Administration.

Requirements outside the School of Business Administration

Foreign language (two-year proficiency)

Economics courses (two courses) selected from:

- Ec 340, 440, 441, 442, 445, 446, 447, 450, or, with approval, other upper-division economics courses related to international studies.

Area studies—four courses from each of two departments selected from: anthropology, geography, history, political science.

The area study courses will be upper-division (except Ps 205) and must contribute to the student’s understanding of the area of the foreign language being studied. An approved area study course list for languages offered at PSU is available in the Undergraduate Programs Office, 240 SBA. Permission to take an area study course not found on the approved list can be received from your academic adviser.

Food Industry Management Certificate

The Food Industry Management Certificate provides undergraduate students with an educational foundation in the field of food distribution, marketing, and management. Certificate requirements include the study of the overall competitive business marketplace of the food industry from a cross-industry perspective, consumer trends, trade relationships, supply and logistics issues, retailing and distribution, electronic commerce, and industry practice.

Students are required to gain admission to the School of Business Administration through the regular admission process and must complete degree requirements specified for a business administration major. In addition, students must complete all certificate requirements specified below:

Food Industry management requirements

- Mktg 375 Retailing (4)
- Mktg 435 Competing in the Food Industry (4)
- ISQA 458 Purchasing and Logistics Within the Food Industry (4)
- Mktg 409 Food Industry Practicum (4)

4 hours of directed electives, selected with the faculty adviser’s approval.

Postbaccalaureate Accounting Certificate

The Postbaccalaureate Accounting Certificate is a program for students who have earned one or more baccalaureate degrees and who wish to complete the coursework to prepare for a career in accounting. These recommendations include courses in accounting providing professional preparation for public or industry accounting. In addition, courses are recommended in law, basic business, and in other related areas for those whose undergraduate degree is not in business administration.

Students may bring photocopies of their undergraduate transcripts to the Undergraduate Programs Office (240 SBA) for an evaluation of the prerequisite courses to the program.

Application criteria. The following requirements must be fulfilled prior to applying:

1. Have earned a baccalaureate degree recognized by the PSU Office of Admissions, Registration, and Records.
2. Be formally admitted as a postbaccalaureate student at PSU.
3. Have completed the following pre-business courses with a grade of C- or better: BA 211 Fundamentals of Financial Accounting, BA 213 Decision Making, and Accounting Information Stat 243, 244 Statistics I and II (for business majors).
4. Have a grade point average (GPA) of at least 2.85 for each of the following:
   a. all accepted transfer credits
   b. all PSU graded credits
   c. all PSU graded business credits

Students who do not meet the 2.85 GPA requirements will be considered for admission only if the GPA for their most recent 8 grade credit hours at PSU is 3.00 or higher and the applicant has a minimum of 2.50 cumulative PSU GPA and a minimum 2.75 cumulative GPA for all completed business courses at PSU.

Core

- Actg 335 Accounting Information Systems (4)
- Actg 360 Management Accounting (4)
- Actg 381, 382, 383 Financial Accounting and Reporting (4)
- Actg 421 Introduction to Taxation (4)
- Actg 430 Governmental and Not-for-Profit Accounting (4)
- Actg 492 Auditing Concepts and Practices (4)
- Actg 495 Integrated Accounting Issues (4)

Additional credits chosen from: Business Law (4), Business Management (4), Business Statistics (4), and Finance (4)

40-41 Total required accounting core

Other required credits

- BA 303 Business Finance (4)
- BA 325 Competing with Information Technology (4)

48-49 Total required credits
It is recommended that PBAC Students take ACTG 199 to cover debits and credits.

At least 30 credits required for the certificate and at least 27 of the credits in accounting must be taken in residence at Portland State University. Candidates must achieve at least a grade of C- in each course presented for the certificate. Entrance and exit GPA requirements are the same as for the School of Business Administration undergraduate program. For retention in the program, grade point averages will be based only on coursework taken in the certificate program.

Postbacalaureate students who do not hold a degree from a university where the language of instruction is English must satisfy the Wr 323 requirement before completion of a certificate program.

**Graduate programs**

The School of Business Administration offers four programs leading to master's degrees. The School also participates in the System Science Doctoral Program and the Oregon Executive M.B.A. (OEMBA).

**Master of Business Administration.**

The Master of Business Administration is an integrated graduate program focused on leadership, innovation and stewardship. Students master basic technical skills and a series of management competencies, and apply them to real world experience. The curriculum emphasizes innovation and stewardship values of the Northwest. It is designed to accommodate students with business and non-business undergraduate degrees and is best suited for those who have gained at least two years of industry experience prior to their admission date.

Students may elect to complete the M.B.A. program in either the full-time, part-time evening or part-time online format. For the most part, students are expected to progress through the program with their assigned cohort and follow the proposed schedule of classes. Full-time students will have to take some elective coursework during the evenings or weekends. Students are admitted in fall term only. There is no admission in the winter, spring, or summer terms.

One of the fall cohorts is the online M.B.A. All courses can be completed online and will result in the general M.B.A. Three to four on-campus residencies are required each year.

**Online MBA program.**

The PSU Online MBA program is designed specifically for busy professionals and for students who live outside of the Portland area. This program combines the latest in educational and technology with occasional on-campus residencies. Most of the coursework is accessible via the Web. Short, intensive weekend residencies are required three or four times per year.

**Healthcare MBA.**

The Healthcare MBA is a joint degree program offered by Portland State University’s School of Business and the Oregon Health Science University’s School of Medicine. Students in this program learn the knowledge, skills, and tools to become effective managers in healthcare organizations. Specifically, graduates will be able to:

- Manage healthcare organizations in a professional, business-like fashion in order to enhance compassionate care
- Understand the underlying processes and systems of health care organizations in order to improve care delivery and management practices
- Manage cross-professional teams and lead profound change in healthcare organizations

The curriculum incorporates Institute of Medicine’s six criteria (safe, effective, efficient, patient-centered, timely, efficient, and equitable) for a 21st Century healthcare system. It consists of 72 credits of courses from these thematic categories:
- Understanding the Healthcare Industry
- Leadership and Management in Healthcare
- Financial Management in Healthcare
- Marketing
- Business Planning
- Strategy
- Application Projects and Capstone

Healthcare is thoroughly integrated throughout the curriculum, and guest speakers, cases, and examples will be primarily from healthcare. However, where appropriate, attention will be called to best practices in other industries that could be beneficial in healthcare.

**Master of Science in Financial Analysis.**

The Master of Science in financial analysis (M.S.) is a 49-quarter credit hour program aimed at individuals who seek graduate-level specialization in financial analysis, but who do not wish to pursue an M.B.A. The M.S. fills the need for business professionals seeking an in-depth level of expertise in the area of financial analysis as well as accounting students seeking to sit for the CPA Exam. The curriculum is designed to develop forward-thinking professionals with sharp analytic minds, effective communication skills, and the necessary vision to apply financial analysis skills in a wide variety of business situations.

Students may take courses on a full-time (12 credits) or part-time (8 credits) schedule. All classes are in the evening. Applicants should have an undergraduate degree in business or economics. Successful completion of a course sequence in intermediate accounting and an introductory course in business finance is also required, and all students should exhibit proficiency in computer applications and spreadsheet skills. M.S. students are admitted fall term only. Students with a non-business undergraduate degree, interested in pursuing an M.S. will need to complete the business courses listed on our Web site.

**Master of International Management.**

A PSU M.I.M. degree is for those who want to be leaders in the international business arena. The M.I.M. program provides students with international as well as general business skills, proficiency in a foreign language, and a deep knowledge of political and economic environments in which global business leaders work. All gained while working with a culturally diverse group of students from around the world. The M.I.M. degree is for those who want the skills to be successful in the fast-paced global business environment and have a particular interest in working in the Asia Pacific region.

Students may elect to complete the M.I.M. program in either the full-time or part-time format. For the most part, students are expected to progress through the program with their assigned cohort and follow the proposed schedule of classes. Full-time students will have to take some elective coursework during the evenings or weekends. Students are admitted in fall term only. There is no admission in the winter, spring, or summer terms.

**Admissions & Application Requirements**

The entire application process can take up to 12 weeks, so it is best to apply early, taking care to ensure everything is completed properly. An admissions coordinator will contact you with a confirmation once your application is received at the Graduate Business Programs Office.

**Master of Business Administration.**

Applying to the MBA+ program at Portland State University is a two-step process which involves applying to both Portland State University’s Office of Admissions and Records and the Graduate Business Programs Office.

**Priority Dates for Fall Admission.**

- Application and all supporting documents:
  - International applicants—March 1
  - Domestic applicants—April 1
  - GMAT taken by previous February

Students entering the M.B.A. program are expected to know introductory calculus and be microcomputer literate (familiar with word processing, presentation, spread sheet, and database software) no later than the end of the first term of admission.

Admission to the MBA+ program is competitive, based on an applicant’s ability to meet a range of application criteria. To be admitted to this program the student must complete the following:

1. A four year undergraduate degree from an accredited institution, or its equivalent,
with a grade point average (GPA) of 2.75 or higher. Typically, students with a GPA less than 2.75 will need to complete 9 graduate credits with a GPA of 3.00 or higher.

2. A competitive GMAT Score
3. A current resume reflecting a minimum of two years of business or professional work experience is highly recommended.
4. Two letters of recommendation
5. Essay of Intent
6. Interview

7. English proficiency: All graduate students, including resident aliens and citizens, whose first language is not English must meet the English language proficiency requirement prior to enrollment in academic classes. Valid proof of English language proficiency can be demonstrated through one of the following ways:
   - Completion of a bachelor's, master's or doctoral degree from a regionally accredited U.S. institution or an equivalently accredited non-U.S. institution with instruction exclusively in English
   - A TOEFL score of 550 (paper-based), 213 (computer-based), 79 (internet-based) or IELTS score of 7.0.
   - Test scores that are more than two years old may be accepted only if the score exceeded the minimum requirement and the applicant has maintained continuous residency in the US since the exam date.

For further details visit www.mba.pdx.edu.

**Master of Science in Financial Analysis.**
Applying to the M.S. in Financial Analysis program at Portland State University is a two-step process which involves applying to both Portland State University's Office of Admissions and Records and the Graduate Business Programs Office.

**Priority Dates for Fall Admission.**
Application and all supporting documents: International applicants—March 1 Domestic applicants—April 1 GMAT taken by previous February Admission to the M.S. in Financial Analysis program is competitive, based on an applicant's ability to meet a range of application criteria.

The M.S. in Financial Analysis degree is for students who have already completed undergraduate accounting coursework. Because this program is only 49 credits, it requires that applicants have the necessary business background that an undergraduate degree in business, economics or Post-Baccalaureate Accounting Certificate (PBAC) would provide prior to starting the program. Applicants are also expected to be proficient in computer applications and spreadsheet skills.

All applicants need to complete the following coursework prior to admission:

- Managerial and Financial Accounting (BA 211 and BA 213)
- Micro and Macro Economics (EC 201 and EC 202)
- Statistics (STAT 243 and STAT 244)
- Business Finance (BA 303)
- Intermediate Accounting (ACTG 381 and ACTG 382)

1. Applicants must have a four year undergraduate degree from an accredited institution, or its equivalent, with a grade point average (GPA) of 2.75 or higher. Typically, students with a GPA less than 2.75 will need to complete 9 graduate credits with a GPA of 3.00 or higher.

2. A competitive GMAT Score
3. A current resume reflecting a minimum of two years of business or professional work experience is highly recommended.
4. Two letters of recommendation
5. Essay of Intent

6. English proficiency: All graduate students, including resident aliens and citizens, whose first language is not English must meet the English language proficiency requirement prior to enrollment in academic classes. Valid proof of English language proficiency can be demonstrated through one of the following ways:
   - Completion of a bachelor's, master's or doctoral degree from a regionally accredited U.S. institution or an equivalently accredited non-U.S. institution with instruction exclusively in English
   - A TOEFL score of 550 (paper-based), 213 (computer-based), 79 (internet-based) or IELTS score of 7.0.
   - Test scores that are more than two years old may be accepted only if the score exceeded the minimum requirement and the applicant has maintained continuous residency in the US since the exam date.

For further details visit www.msfa.pdx.edu.

**Master of International Management.**
Admission to the MIM program is competitive, based on an applicant's ability to meet a range of application criteria.

**Priority Dates for Fall Admission.**
Application and all supporting documents: Priority Deadline for Scholarship—March 30 International applicants—April 30 GMAT taken by previous March Applicants are admitted to the program during fall quarter only. Each year, we admit one full-time and one part-time cohort. Each cohort that begins the program takes all of their core classes together throughout the duration of the program. During the final two quarters of the program, students are able to further develop expertise in an area of specialization. Visit the MIM program site for details at www.mim.pdx.edu.

For further details visit www.mim.pdx.edu.

Only those students who have been formally admitted to the M.B.A., M.I.M., M.S., or System Science Ph.D. programs may take graduate level courses in the School of Business Administration. Students formally admitted and in good standing in other graduate programs may take courses on a space available basis with the recommendation of their program advisor of the approval of the associate dean of academic affairs in the School of Business Administration.

**Degree requirements**

University master's degree requirements are listed on page 67. In addition, the student must fulfill School and program requirements. Contact the School of Business, www.mim.pdx.edu.
Administration’s Graduate Programs Office directly (503) 725-8001. For the most current program information, see our Web site at www.gradbusiness.pdx.edu.

Master of Business Administration. The goal of the M.B.A. program is to develop highly effective managers and leaders. This requires the program to develop students’ expertise in the technical areas of business, develop a student’s managerial competencies, and develop a student’s ability to integrate this technical expertise with managerial competencies to become an effective leader within organizations. This program seeks to produce future business leaders with an innovative spirit and a commitment to social, economic and environmental stewardship. Our program is built on three key ideas that reflect the values of our Portland community: Leadership, Innovation, and Sustainability. The coursework within the M.B.A. program can be grouped into four segments: foundation segment, discipline courses, elective courses/Concentrations, and Assessments.

The foundation segment has two components: business perspective and leadership development. The business perspective provides students with an integrated understanding of the global and competitive challenges facing business today. The role of innovation and creativity is emphasized.

Foundation: Business Perspective
Mktg 511 Pioneering Innovation (4)
Fin 514 Economic Environment of the Firm (4)
BA 561 Law for Managers (2)
Mgmt 560 Ethics in Organizations (2)

The leadership development component provides students with the necessary background and support to develop into an effective manager and leader.

Foundation: Leadership Development
BA 508 Leadership Development and Assessment (2)
ISQA 511 Managerial Decision Making (4)
BA 531 Executive Briefings (1)

Business disciplines. (26 credits)
Discipline courses build on the integrated foundation coursework and provide more in-depth knowledge and applied skills related to accounting, information systems, finance, management, marketing, and operations. The role of innovation and the global environment is infused throughout these courses. In addition, the student will be provided the opportunity to develop their managerial competencies.

Actg 511 Financial Reporting (4)
Actg 512 Managerial Accounting and Control (2)
Mktg 544 Marketing Research and Strategy (4)
Mgmt 550 Organizational Management (4)
Fin 561 Financial Management (4)
ISQA 551 Managing Information Technology (4)
ISQA 552 Managing Operations and the Value Chain (4)

Integrated applications. (11 credits)
Application courses formally address the systematic integration across all of the business disciplines. This occurs in case studies as well as “real world” business projects. In addition the student is provided opportunities to apply their managerial competencies.

Mgmt 562 Business Strategy Capstone (4)
BA 509 Leadership Immersion (1)
BA 506 Business Project (6)

Students may be eligible for waiver of some required courses in the MBA program. A waiver is based upon the student holding an undergraduate major in the specific business discipline for which the waiver is sought. Specifically, Actg 511, Actg 512, Fin 514, Fin 561, ISQA 511, ISQA 551, ISQA 552, Mktg 544, BA 561 or Mgmt 550 may be considered for waiver. A student can waive a maximum of 12 credit hours from the courses listed above only, thus reducing the required number of hours in the degree program to 60 credit hours.

Electives/Concentrations. (16 credits)
Each student will select elective coursework to complete the M.B.A. program. A maximum of 8 credits of electives may be 400/500 level coursework taken for graduate credit. Electives will be selected from courses offered by the School of Business Administration or may, with the approval of the director of graduate programs, be selected from areas outside business administration. Electives are an opportunity to develop an area of concentration within the M.B.A. program.

It is not necessary for students to select an area of concentration. Electives may be taken any time during the program, but students should plan ahead. Many electives are only offered one or two times per year. Students may also choose to concentrate their electives in related fields, such as Engineering Management, Not for Profit, and Systems Science, among others.

Finance Option
The Finance option offered in conjunction with the MBA+ creates an opportunity to develop a concentrated skill set within the finance area. This option provides students the skills to understand complex financial issues as well as experience in the application of financial tools that facilitate problem solving.

Innovation Management and Entrepreneurship Concentration:
The Innovation Management and Entrepreneurship (IME) concentration offers electives that address processes inside firms including the management of inventors and creative staff, as well as processes in the external environment such as market assessments of novel technologies. The goal is to equip students interested in new product development, entrepreneurship, or technology marketing with the knowledge required to bring new products and services to market.

International Business Concentration:
The International Business concentration provides grounding in the contemporary world affairs that affect business and in the organizational issues facing firms operating in the global arena.

Sustainable Enterprise Concentration:
Learn about sustainable enterprises, product design and stewardship as well as measuring sustainability in business.

Food Marketing & Logistics Concentration (FMLC): Students completing this concentration will obtain an understanding of the macro-competitive dynamics of the industry; understand the industry structure, key players and value chain; and will understand issues in customer driven supply chain and purchasing. The MBA+ required core class BA 506: Business Project offers students an opportunity to put their skills to work in a real industry-sponsored practical experience.

Real Estate Development Certificate: A concentration centering on issues of property development, finance and real estate, and housing economics.

Master of Science in Financial Analysis. Successful completion of the M.S. in financial analysis requires 11 credits of business, 30 credits of financial analysis and accounting, and 8 credits of electives.

Business .......................................................... 11
BA 506 Business Project with finance focus (6)
BA 531 Executive Briefings (1)
Mgmt 562 Business Strategy and Policy (4)

Financial analysis core .......................................... 30
Actg 542 Tax Factors in Business Decisions (4)*
Actg 551 Accounting Information Systems (4)*
Actg 552 Strategic Cost Management (4)
Actg 553 Financial Statement Analysis (4)
Actg 560 Professional Ethics and Public Interest (2)
Fin 551 Financial Management for Financial Analysts (4)
Fin 553 Financial Analysis and Business Valuation (4)
Fin 555 Applied Econometrics for Financial Analysis (4)

Financial Analysis Electives
Select two of the following courses .............................. 8
Actg 5225 Advanced Taxation (4)*
Actg 5253 Tax Research Methods (4)*
Actg 5273 Corporate Taxation (4)
Actg 5855 Business Law (4)
Actg 5925 Auditing Concepts and Practices (4)
Actg 5935 Advanced Auditing (4)
Fin 545 Hedging and Risk Management (4)
Fin 5525 Investments (4)
Fin 5565 International Financial Management (4)
Fin 562 Intermediate Financial Management (4)
Fin 565 Cases in Corporate Financial Management (4)
Fin 573 Investment Analysis and Portfolio Management (4)
at PSU’s main campus as well as the Oregon selected business executives. Classes are held U.S. and foreign universities, as well from Portland State University, University of Portland.

The M.I.M. prerequisite program is a sum-through the M.I.M. prerequisite program. Applicants can complete these prerequisites evaluates each student's application to deter-pleted successfully prior to enrolling in the

Field study in China and Japan. As a capstone experience, students travel to China, Japan and South Korea to visit companies, meet with international business executives, and learn more about these cultures. This trip allows students the opportunity to immerse themselves in the culture and lifestyle of different Asian countries, while gathering firsthand information for their final project.

Admissions. We have fall admission only. Our application deadline is April 30. Please submit all application materials to the M.I.M. Program.

Program schedule

- MIM 517: Accounting for Global Enterprises
- MIM 515: Global Marketing
- MIM 513: Pacific Rim Economies, Trade & Financial Markets
- MIM 588: Global Business Strategy (part 1)
- MIM 576: Intercultural Competence and Communications
- MIM 558: Comparative Operations Management
- MIM 511: Global Business, Society and Ecology
- MIM 568: Managing Information Technology Globally
- MIM 579: 3-Week Asia Study Tour
- MIM 516: Contemporary Pacific Rim and World Affairs
- MIM 564: Global Human Resource Management
- MIM 519: International Law and Ethics
- MIM 574: International Corporate Finance and Investment
- MIM 577: International Business Negotiations
- MIM 589: Global Business Strategy (part 2)
- Specialization Course
- Specialization Course
- Specialization Course
- MIM 505: Foreign Language
- MIM 509: Global Business Immersion
- MIM 506: International Business Research Project
- MIM 510: Age of Pacific Lecture Series

See Web site for full list of Specializations www.mim.pdx.edu.

Doctor of Philosophy in systems sci-ence—business administration. The Systems Science Doctoral Program prepares students for academic or professional careers in systems concepts and techniques. The School of Business Administration participates in the Systems Science Doctoral Program.

There are two options for study in the sys-tems science program. Both options facilit-tate the design of curricula which are indi-vidually tailored to the needs and interests of students. Students may earn the M.B.A. and the systems science Ph.D. concurrently and should anticipate approximately four to five years of full-time study beyond the baccalaureate degree in order to satisfy the pro-gram requirements.

Departmental option: The student undertakes advanced academic preparation primarily in a single department or school. In the School of Business Administration, students concentrate their coursework in one department or subject area and take courses from other departments as well.

Core option: The student pursues inter-disciplinary studies with a stronger emphasis on systems coursework.

For information relating to the Ph.D. pro-gram in systems science, see page 72.

Courses

Accounting

Courses with an asterisk (*) are not offered every year. For information on the accounting option require-ments, see page 200. All 300- and 400-level courses require junior-level standing; all 300- and 400-level courses require admission to the School of Business Administration; graduate courses require admission to the graduate programs.

Actg 199 Special Studies (Credit to be arranged.) Often offered as Debits and Credits, recommend-ed for accounting majors.

Actg 310 Professional Accounting Seminar (2) Designed to introduce students to a wide range of accounting careers. Guest speakers from public accounting firms, private industry, and govern-mental agencies will provide information and dis-cuss various career paths within their organiza-tions. In addition, information on how to find and get the “right” job will be provided. Pass/no pass only. Prerequisites: B or better in both BA 211 and 213 or consent of instructor.

Actg 335 Accounting Information Systems (4) Methodology used in manual and computer sys-tems for the accumulation, classification, process-ing, analysis, and communication of accounting data. Development of the accounting techniques used in the handling of large amounts of informa-tion; special journals and controlling accounts; computer files for storing data; computer process-ing of data. Discussion of the problems encoun-tered in the systems for different types of organi-zations. Prerequisites: BA 213, BA 325.
Actg 360
Management Accounting (4)
Emphasis on the development, analysis, and communication of cost information relevant to the following functions: planning, decision making, cost control and management, pricing, and performance evaluation. Prerequisite: BA 213.

Actg 381, 382, 383
Financial Accounting and Reporting I, II, III (4, 4, 4)
Comprehensive study of the principles, conventions and postulates of financial accounting. Appropriate preparation of GAAP financial statements and financial disclosures, including exposure to the judgment inherent in financial reporting. Considers information requirements and expectations of users of financial statements. International financial accounting standards will be considered where appropriate. Specific focus on the responsibility of accountants for maintaining professional accountability to the public interest in the face of institutional pressures. Courses must be taken in sequence. Prerequisites: BA 213 for Actg 381; Actg 381 for Actg 382; Actg 382 for Actg 383.

Actg 399
Special Studies (Credit to be arranged.)

Actg 401/501
Research (Credit to be arranged.)

Actg 404/504
Internship (Credit to be arranged.)

Actg 405/505
Reading and Conference (Credit to be arranged.)
Consent of instructor.

Actg 407/507
Seminar (Credit to be arranged.)
Student-selected problems in business operation and business management to be studied by the individual and discussed in group meeting under direction of academic staff.

Actg 409/509
Practicum (Credit to be arranged.)

Actg 421
Introduction to Taxation (4)
Introduces students to a broad range of tax concepts, policies, and different types of taxpayers. Students should develop an understanding of how tax laws affect most business and personal financial decisions. Tax reporting, tax planning, and basic tax research skills will be emphasized. Prerequisite: BA 213.

Actg 422/522
Advanced Taxation (4)
Expands students’ knowledge of how tax laws affect sole proprietors, partnerships, corporations, and other business entities. In addition, the tax laws applicable to estates, gifts, trusts, tax exempt organizations, and foreign persons are explored. Prerequisites: Actg 421.

Actg 430
Governmental and Not-for-Profit Accounting (1)
An introduction to governmental and “fund” accounting. Topics include state and local governmental funds and accounting for not-for-profit hospitals, universities, and health/welfare organizations. Prerequisite: Actg 382.

*Actg 460
Advanced Managerial Accounting (4)
Advanced development, analysis, and communication of cost information, focusing on the use of financial and non-financial information in decision making and strategic management. Cases and/or simulations will be used extensively. Prerequisites: Actg 360 and BA 339. (BA 339 not required for students in postbaccalaureate certificate in accounting program)

Actg 485/585
Business Law (4)
Laws of contracts, negotiable checks, notes, and drafts, insurance, documents of title, sales of goods, letters of credit, employees and independent contractors, agency, partnership, corporations, securities, bankruptcy, security interests, mortgages, suretyship and bulk sales. Covers law part of CPA exam.

Actg 490
Advanced Financial Accounting (3)
Emphasizes accounting for business combinations. In addition, accounting issues related to partnerships and foreign currency translation and transactions are studied. Prerequisite: Actg 382.

Actg 492/592
Auditing Concepts and Practices (6)
Auditing standards and procedures observed by Certified Public Accountants in the examination of the financial statements of business and other organizations. Audit standards and objectives and conceptual framework for collection of evidence and assessment of control risk. Short-form audit report and operational auditing. Prerequisites: Actg 335 and 382.

Actg 493/593
Advanced Auditing (4)
Audit objectives and procedures for the collection of evidence and the assessment of control risk are explored. The effects of attribute and variables sampling as well as the effects of computers and computer-control procedures on the audit process are examined. In addition, audit, compilation, and review reports are important elements of this course. Prerequisites: Actg 492.

Actg 495
Integrated Accounting Issues (4)
Integrates topics from various accounting areas. Provides students with opportunities to see the accounting interactions and tradeoffs that result from realistic business situations. Course will enhance students’ understanding of accounting and its influence on business, as well as the understanding of how business processes affect accounting results, through a set of comprehensive case studies. Prerequisites: Actg 360, 421, 492.

Actg 503
Thesis (Credit to be arranged.)

Actg 511
Financial Accounting (4)
An introduction to the reporting system used by businesses to convey financial information to parties external to the enterprise. Primary emphasis is placed on understanding the financial reports that are the end product of this system—what they do and do not tell the user about a business enterprise. The accounting principles, conventions, and concepts underlying financial reporting are examined with the objective of developing the ability to read, comprehend, and perform a basic analysis of financial statements. In addition, an introduction to corporate social responsibility and environmental performance reporting will be provided.

Actg 512
Managerial Accounting and Control (2)
Covers traditional managerial accounting issues, including operational budgeting and cash flow analysis. In addition, the course will consider financial models used in analyzing the economic viability of new product and services and emerging trends in internalizing ecological ‘externalities.’

*Actg 542
Tax Factors in Business Decisions (4)
Tax implications of common business questions and transactions, including choices of business entity, acquisition and sale of business assets, compensation and benefits planning, and U.S. taxation of international trade. Students will be exposed to the common income and estate tax planning strategies of individuals and families engaged in business. Prerequisite: Actg 512 or admission to the Master’s of Science in financial analysis program.

*Actg 550
Advanced Financial Reporting (4)
Financial reporting for general M.B.A. student. Studies of the accounting valuation process, accounting income measurement, and financial disclosure. Contemporary issues are examined in the context of factors that shape accounting standards and current trends in financial reporting. Prerequisite: Actg 511.

Actg 551
Accounting Information Systems (4)
Study of accounting information systems for operations with an emphasis on accounting issues. Addresses the information systems issues encountered by internal financial analysts. Topics may include database and accounting information system design, model building, the use of accounting information for forecasting, and other topics associated with the development of information systems to support financial analysis.

Actg 552
Strategic Cost Management (4)
Course takes the perspective that managers should not use information from accounting systems designed to prepare external financial reports in order to make internal management decisions. Provides alternative approaches to developing and using accounting information. Special emphasis will be placed on understanding traditional cost systems, activity-based costing systems, and determining the cost of quality. Course will rely heavily on the examination of actual company situations. Prerequisite: Actg 512 or admission to the Master’s of Science in financial analysis program.

Actg 553
Financial Statement Analysis (4)
Sound financial information for making business decisions is obtained by an understanding of accounting data from which the information is derived as well as by the application of tools of analysis. Students will gain an increased understanding of the properties and use of accounting numbers in the determination and forecasting of financial positions, results of operations, cash flows, the financial disclosure process, and its use in comparing business performance. Prerequisite: Fin 551 or 561.

Actg 560
Professional Ethics and the Public Interest (2)
Introduces students to ethical perspectives that provide the philosophical context for the study of applied business ethics. Students use practical frameworks to address complex ethical and social
issues and explore organizational processes and structures that can shape social performances. The context for this course is financial and accounting situations.

Actg 601 Research (Credit to be arranged.)
Actg 607 Seminar (Credit to be arranged.)

Business Administration
All 300- and 400-level courses require junior-level standing; all 300- and 400-level courses, except business minor courses require admission to the School of Business Administration; graduate courses require admission to the graduate programs.

BA 101 Introduction to Business and World Affairs (4)
Introduction to the business firm operating in the local, national, and global marketplace. Emphasizes the integration of the various functional areas of business as the firm evolves from its entrepreneurial origins to a mature corporation.

BA 205 Business Communications Using Technology (4)
Provides students with the tools that are needed to collect, organize, and present information in a business environment. Students will learn how to use library and Internet resources to collect information. Word processing, spreadsheet, and graphics applications will be used to organize and present business information. Students will be introduced to business report writing, developing and delivering a persuasive presentation, and electronic-mail methods for team-based communication. Prerequisite: BA 101.

BA 211 Fundamentals of Financial Accounting (4)
Assists students in developing an understanding of financial statements and the tools used by external users such as lenders, shareholders, and competitors to evaluate the performance of the firm. Balance sheets, income statements, statements of cash flows, and industry reports will be used to introduce topics such as: assessing risk, liquidity, solvency, operating efficiency, and profitability of the firm. Prerequisite: BA 101.

BA 213 Decision Making with Accounting Information (4)
Designed to aid students in developing effective decision making skills. Course elements include: understanding the organization as a system, information assessment, cash management, operations and capital budgeting, manufacturing cost systems, cost control procedures, managing inventory, problem solving, and measuring the health of the organization. Prerequisite: BA 211.

BA 301 Research and Analysis of Business Problems (4)
Development and use of business tools and techniques as applied to business problems. Students will identify business problems, articulate the issues, research, develop, and evaluate solution alternatives relevant to the problem, and present the results orally and in writing. Students will integrate and reinforce their skills in logical and analytical processing, critical thinking, and communication. Prerequisite: BA 205 and junior standing.

BA 302 Organizational Behavior (4)
Focuses on issues that are relevant to the three levels of organizational behavior (i.e., individual, group, and organizational). Key topics include: the nature and dynamics of teams, personal values and employee job attitudes, communication, conflict resolution, motivation, leadership, decision making, employee effectiveness, and the impact of organizational level issues such as policies, structure, design, and culture. Techniques used to facilitate learning may include: role plays, cases, presentations, organizational simulations, teamwork, and/or term research papers. Prerequisite: BA 205 and junior standing.

BA 303 Business Finance (4)
Development and study of a decision framework for financial management with special emphasis on small- and medium-sized businesses. Topics include analysis of financial health, planning for future financial performance, evaluation of investment opportunities, and analyses of risk. Financing of firm growth and valuation will be introduced. An integration of the concepts of financial management into a total system approach to business decision making will be facilitated with the use of cases, as appropriate. Prerequisite: BA 205, 211, and junior standing.

BA 306 Working with Money for Business Minors (4)
Essential topics in accounting and finance for business minors. Reading and interpreting income statements and balance sheets, especially for small businesses. Forecasting to determine financing requirements. Use of techniques in time value of money to determine present values, loan payments, etc. Sources of business financing.

BA 311 Marketing Management (4)
Basic marketing concepts from the perspective of the marketing manager. Key focus is to examine the marketing planning and analysis necessary to develop sound marketing plans and strategies. Specific topics include the role of marketing within the firm, analysis of marketing opportunities, selection of target markets and market segmentation, marketing strategies in a global marketplace, use of technology in marketing, and marketing mix decisions. Experiential learning approaches for class participation will be used. Prerequisites: BA 205 and junior standing.

BA 316 Working with Customers for Business Minors (4)
Essential topics in marketing for business minors. Students will be introduced to the basic concepts of marketing and customer satisfaction. Students will explore primary considerations of the market environment and marketing practices including price, promotion, distribution, and product in an applied setting.

BA 325 Competing with Information Technology (4)
Presents the key steps required to gain a competitive advantage in the marketplace through the use of information technology. Primary focus is to help students understand the information systems development lifecycle and the ways that systems can support functional areas of a business. Other topics include: communication technologies to support groups, productivity software and applications, designing systems for competitive advantage, and systems reengineering. Prerequisites: BA 205 and junior standing.

BA 326 Working with People for Business Minors (4)
Essential topics in management and business communications. Focuses on the management of business organizations in an applied setting. Key topics include motivating and leading individuals and groups, working effectively in teams, and conflict management. In addition, students will learn to collect, organize, and present information in a business setting.

BA 336 Working as an Entrepreneur for Business Minors (4)
Capstone course in the business minor. Provides the student an opportunity to link previous coursework in the development of business plans and organizations, with specific emphasis on the challenges of small emerging organizations. Project-based course that provides students with a toolbox of applied skills. Prerequisite: BA 205 and junior standing.

BA 346 Working with Information for Business Minors (4)
Basic marketing concepts from the perspective of the marketing manager. Key focus is to examine the marketing planning and analysis necessary to develop sound marketing plans and strategies. Specific topics include the role of marketing within the firm, analysis of marketing opportunities, selection of target markets and market segmentation, marketing strategies in a global marketplace, use of technology in marketing, and marketing mix decisions. Experiential learning approaches for class participation will be used. Prerequisites: BA 205 and junior standing.

BA 358 Business Environment (4)
Study and critical analysis of the role of business in its environment with special references to the interrelationships of legal, technological, economic, political, and social forces with the business enterprise and to the legal and ethical obligations of the business enterprise with its owners, employees, consumers, and society. Prerequisites: BA 205 and junior standing.

BA 407/507 Seminar (Credit to be arranged.)
Seminars in selected cross-functional and integrative business topics.

BA 495 Business Strategy (4)
Capstone course for the SBA; should be taken in the student’s final term. Students learn to systematically analyze a firm’s internal and external environments and to apply concepts and theories related to the formulation and implementation of
business and corporate level strategies. The influence of other functional areas (marketing, finance, accounting, etc.) on strategic thinking is emphasized in teaching students the linkage between strategic problems, management interpretations, solutions, and firm performance outcomes.

Prerequisites: BA 301, 302, 303, 311, 325, 339, 385 and admission to the School of Business. Priority to graduating seniors who have applied for graduation.

**BA 506 Business Project (2-6)**
Under the direction of a faculty member, students work in teams to apply M.B.A. knowledge and skills to actual business problems or situations. Students may register for six credits during a single term, or register for three credits during two consecutive terms. After initially meeting as a class at the beginning of the term, students meet periodically with an assigned faculty member to monitor progress on the agreed learning contract and to discuss a variety of implementation and organizational issues. Prerequisite: BA 509 or Fin 555 (may be concurrent).

**BA 508 Leadership Development and Assessment (2)**
First stage for the development of leadership competencies. Each student will be expected to write a personal development and learning plan based upon the results of an initial assessment of the student's strengths and weaknesses. During the term the students will be involved in various activities to assess and develop their interpersonal communication, strategic leadership, and conceptual competencies. Pass/no pass course, concurrent enrollment in MKtg 511 is required.

**BA 509 Leadership Immersion (1)**
A business simulation practicum designed to assess students' technical and leadership skills. This course can only be taken as a pass/no pass grading option. Prerequisite: Fin 561.

**BA 531 Executive Briefings (1)**
A weekly series of presentations by local, regional, national, and/or international business leaders on current business topics. This class is repeatable for a maximum of two times.

**BA 548 Special Topics in Business (4)**
The course offered under this number covers a range of specialized topics in business such as Product Design and Stewardship for Global Corporations, Sustainability Metrics in Business, Cross-Sector Partnerships for Sustainable Enterprise, Global Marketing Research, Marketing in Asia, Global Marketing, Global Human Resource Management, etc. Only open to graduate students of the School of Business Administration. May be repeated with different topics; maximum of 12 credits may be applied to the master’s degree.

**BA 561 Law for Managers (2)**
Examines the legal issues that business organizations face. A focus on small and emerging companies will be used. Specifically, contract law, property law (including intellectual property), employment law, secured transactions law, and product liability law will be addressed. Course will also consider the issues with regard to choice of business entity.

**Finance**

For information on finance option requirements, see Finance. All 300- and 400-level courses require junior-level standing; all 300- and 400-level courses require admission to the School of Business Administration; graduate courses require admission to the graduate programs.

**Fin 199 Special Studies (Credit to be arranged.)**

**Fin 218 Personal Finance (4)**
A survey of investments, budgets, real estate ownership, financial institutions, consumers' credit, social security, stock market, mutual funds, and estate planning from the individual's point of view. Optional pass/no pass.

**Fin 301 Stock Market (3)**
Analysis of the operation of the stock market. Procedures in the buying and selling of securities. Examination of current regulatory practices.

**Fin 319 Intermediate Financial Management (4)**
Second level course in financial management to provide more depth in the study of asset pricing, capital budgeting, capital structure, dividend policy, working capital management, growth through mergers, and leasing. Emphasis on the development of problem solving capabilities. Prerequisite: BA 303.

**Fin 333 Foundations of Real Estate Analysis (3)**
Surveys the legal, physical, and economic structure of the real estate market and the characteristics of real estate resources. Develops basic real estate valuation procedures and provides an overview of market analysis and real estate production, marketing and financing methods. Prerequisites: Ec 201, 202.

**Fin 336 Principles of Risk and Insurance (3)**
A study of the principles and practices of life, fire, casualty, marine, and social insurance.

**Fin 360 Real Estate Finance I (3)**
Application of finance and economic principles to real estate analysis and investments. Emphasis on the development of problem solving capabilities through the use of computer application programs. Special attention is given to risk analysis, alternative mortgage instruments, hedging techniques, and the tax effects of real estate investment. Prerequisites: Fin 333. (The course is cross listed as USP 360, and may only be taken once for credit).

**Fin 363 Credit Management (3)**
Management functions performed by a credit department; relation to other functions of the business enterprise; nature of consumer credit and merchant credit, sources of credit information, evaluation of credit risks, and credit controls used in business firms; credit policy determination.

**Fin 399 Special Studies (Credit to be arranged.)**

**Fin 401/501 Research (Credit to be arranged.)**
Prerequisite: BA 303.

**Fin 404/504 Internship (Credit to be arranged.)**
capabilities through the use of computer application programs. Special attention is given to risk analysis, alternative mortgage instruments, hedging techniques, and the tax effects of real estate investment. Prerequisites: BA 303 or USP 423.

Fin 456/556 International Financial Management (4)
Development and study of a framework for the financial decisions of multinational businesses; management of working capital, investment and financing decisions of a firm in an international environment; foreign exchange markets, exchange risk, and international diversification. Prerequisite: BA 303 for Fin 456; 551 or 561 for Fin 556.

Fin 459/559 Advanced Real Estate Valuation (3)
Applies concepts from 439/539 to examine case studies in real estate appraisal and valuation. Topics include valuation for financial reporting, determining the highest and best use for a site, and determination of value following a property taking or condemnation. Prerequisite: Fin 439/539.

Fin 465 Finance Topics and Cases (4)
Case studies of financial problems in business including working capital management, capital budgeting, and financing issues. Special topics covered will be at the discretion of the instructor. Prerequisite: Fin 319 and 449.

Fin 473/573 Investment Analysis and Portfolio Management (4)
A study of the application of both portfolio theory and fundamental valuation techniques in security investment decisions. Students in this course serve as portfolio managers to a real dollar portfolio, providing security and sector oversight to the portfolio. The implications of modern portfolio theory for portfolio management and in portfolio performance evaluation are emphasized. This is the first course in a strongly recommended two-course sequence. Offered fall, winter, and spring terms. Prerequisites: Fin 319, Fin 449, and instructor approval for Fin 473; Fin 551 or Fin 561 for Fin 573; recommended Fin 555 at least concurrently for Fin 573.

Fin 474/574 Portfolio Management: Issues and Performance Assessment (2)
This course is a continuation of Fin 573. Students will continue the responsibility of managing a real-dollar portfolio that was initiated in Fin 573. In addition, assessing and reporting on portfolio performance, and presenting a quarterly report to the investment community, will be an integral aspect of this course. This is the second course in a two-course sequence. Offered winter, spring, and summer terms. Prerequisites: Fin 473 for 474, Fin 573 for 574.

Fin 503 Thesis (Credit to be arranged.)
Fin 514 Economic Environment of the Firm (4)
Examines the microeconomic foundations of the firm and provides a broad overview of the financial markets and institution’s framework. Included is consideration of the components of the U.S. and international financial system in the global economy, the financial institutions that facilitate the flow of funds, interest rate determination, and how government policy affects funds flow and interest rates. Issues of demand and supply determine, market structure, and resulting economic behavior are also considered.

Fin 545 Hedging and Risk Management (4)
Futures, options, swaps, and other derivative instruments, their characteristics, their uses in financial risk management, and their effects in speculative situations; methodologies for valuation of derivatives. Exotic options, innovations in exotic derivatives and in the development and use of derivatives in corporate finance and investments. The rapid development of derivatives in domestic and international finance. Prerequisite: Fin 561 or 551.

Fin 551 Financial Management for Financial Analysts (4)
Gateway course to the Master of Science in financial analysis. Examines the financial concepts and problem-solving skills required to evaluate whether managerial decisions add value to the firm. Students will develop an understanding of the financial implications of business decisions and a framework with which to evaluate their decisions. An integral part of this approach requires understanding how the different functional areas of a business interrelate and the supporting role that finance provides. Topics considered include cash flow analysis, risk determination, valuation, working capital management, and financing. Students will work with which to evaluate their decisions. An integral part of this approach requires understanding how the different functional areas of a business interrelate and the supporting role that finance can provide. Topics considered include cash flow analysis, risk determination, valuation, working capital management, and financing. Prerequisites: Fin 514, Acc 511.

Fin 562 Intermediate Financial Management (4)
Second-level course in financial management to provide more depth in the study of asset pricing, capital budgeting, capital structure, dividend policy, working capital management, growth through mergers, and leasing. Emphasis is placed on the further development of problem solving capabilities. Prerequisite: Fin 551 or 561.

Fin 565 Cases in Corporate Financial Management (4)
The study of financial decisions and actions in business through the use of case studies. Topics generally include forecasting, investment, financing, and management of working capital accounts with special topics at the discretion of the instructor. Applying theory, performing analyses, and making judgments are critical in this case course. Prerequisite: Fin 551 or 561.

Fin 599 Real Estate Finance and Investments (3)
Application of finance and economic principles to analysis of real estate finance and investments. Emphasis on the development of problem solving capabilities through the use of computer application programs. Special attention is given to risk analysis, alternative mortgage instruments, hedging techniques, and the tax effects of real estate investment. Prerequisites: Fin 551 or Fin 561 or USP 598 or equivalent. This course may only be taken once for credit.

Information Systems
For information on Information Systems option requirements, see page 200. All 300- and 400-level courses require junior-level standing; all 300- and 400-level courses require admission to the School of Business Administration; graduate courses require admission to the graduate programs.

*ISQA 111 Fundamental Computer Concepts (2)
The fundamental concepts of Electronic Data Processing; the impact of EDP on the firm, and the fundamental concepts of computer use including programming and applications. Provides a general vocabulary and understanding of the capabilities of the computer in business. (One hour of lecture and two hours of recitation.)

ISQA 360 Computer Programming for Business Applications (4)
Introduction to the fundamental programming theories and concepts necessary to create software applications that address the information needs of an organization. Introduces business students to the object-oriented design, implementation, and testing of event-driven programs. Topics include class definition, methods, data types, control structures, and file-based interactive input/output. Provides an overview of the industry proven software development principles, and outlines the contribution that business professionals make to the program-development process. Prerequisites: BA 325, CS 106.
ISQA 380
Data Communications (4)
Topics include communication between people and machines, transmission systems, protocols for communication technologies, and digital communication and networks. Application areas reviewed include data communications, voice and electronic mail, Internet, and mobile systems. Management issues covered include cost/benefit analysis, organizational impact, international systems, and emerging technologies. Prerequisites: BA 325, CS 106.

ISQA 399
Special Studies (Credit to be arranged.)

ISQA 401
Research (Credit to be arranged.)

ISQA 404
Internship (Credit to be arranged.)

ISQA 405
Reading and Conference (Credit to be arranged.)
Prerequisite: consent of instructor.

ISQA 407
Seminar (Credit to be arranged.)
Student-selected problems in information systems, quantitative analysis, or operations and materials management to be studied by the individual and discussed in group meeting under direction of academic staff.

ISQA 409
Practicum (Credit to be arranged.)
Field work involving the practice of professional activities away from campus. Prerequisite: consent of instructor.

ISQA 410
Selected Topics (Credit to be arranged.)

ISQA 415
Database Management (4)
Study of data environments, the evolution of database technology, database concepts and uses, data models, database design, and query processing. Emphasis will be placed on the relational model and database management systems that support the model. Students will participate in database design projects. Other topics address emerging database trends and opportunities. Prerequisites: BA 325, CS 106.

ISQA 418
Client-Server Application Development (4)
Provides an introduction to client/server application development with emphasis on the client. Topics include graphical user interface development, event-driven programming, and rapid application development tools. Students will participate in the development of projects using programming languages such as Visual Basic. Prerequisite: ISQA 360.

ISQA 419
Web Application Development (4)
Introduces the development of applications in Internet environments, focusing on the design and creation of interactive Web sites that provide access to databases. Other topics will include current issues in the evolution of Web technologies, and considerations affecting requirements determination and application design in the Web context. Prerequisites: ISQA 360.

ISQA 420
Systems Analysis and Design (4)
Examines the scope and organization of the systems development process, with particular emphasis on the roles that business professionals perform in systems projects. Topics include system requirements, system specification, systems design, implementation, and project management. Standard systems analysis methods and techniques will be presented and applied. Prerequisites: ISQA 360, ISQA 380, and ISQA 415.

ISQA 424
LAN Management (4)
Hands-on introduction to the administration of client/server-based local area networks addressing both conceptual and operational aspects of network operating system management and client operating system configuration. Topics include: design and implementation of network directory services and file systems; network security, back-up, and recovery; the implementation and control of distributed print services; user access management and environment automation; and remote workstation management. Prerequisites: ISQA 380.

ISQA 426
Introduction to Decision Technologies (4)
Provides an introduction to the technologies used in aiding decision making in organizations. In addition to the theoretical aspects of decision support, the course exposes students to current technologies. Topics include: human decision making; database technologies for decision support; statistical, analytical, and artificial-intelligence models for decision support; data mining; and on-line analytical processing. Prerequisite: ISQA 415.

ISQA 428
Principles and Practices of Information Security (4)
An introduction to the theories, concepts, and practices relating to the deployment and management of information security systems. Topics include: threat analysis and risk management; encryption and security technology; system design, implementation, and maintenance; and the legal, ethical, and social implications of information security. Prerequisites: ISQA 380.

ISQA 429/529
Transportation and Logistics Management (4)
Overview of logistics including transportation, warehouse location and layout, inventory policies, distribution operations, and information systems. Prerequisite: BA 339 or BA 311.

ISQA 430
Industrial Transportation and Freight (4)
Develops an understanding of various modes of transportation, primarily focused on business applications and the movement of freight. Operational characteristics of the modes are evaluated, freight rate derivation and analyses are understood, and organizational evaluations of transportation strategies are studied. Transportation contract forms are analyzed and transportation risks are evaluated. Prerequisites: BA 339.

ISQA 431
Transportation Regulation (4)
Evolution of transportation law in the U.S., including examination of case law as precedent. Designed for those planning careers in transportation, logistics or supply chain management. Prerequisite: BA 339.

ISQA 436
Advanced Database Administration (4)
Advanced study of data environments, data modeling techniques, database design, query processing, and optimization. Emphasis will be placed on client-server architecture and data environments such as Oracle and SQL Server. Students will participate in database design projects. Other topics will include industry trends and opportunities, and database administration. Prerequisite: ISQA 415.

ISQA 439/539
Purchasing and Supply Chain Management (4)
Deals with developing sound policies and procedures in managing the supply chain. Topics include supplier selection and evaluation, competitive bidding, contract development and administration, value analysis, and standardization. Prerequisite: BA 339 or BA 311.

ISQA 440
Governmental Procurement (4)
Introduction to theories and practices of governmental procurement. Major aspects of purchasing within public agencies in the United States with special emphasis on the Oregon statutes and administrative rules. Differences between public and private purchasing processes. Federal purchasing processes. Prerequisite: BA 339.

ISQA 449
Process Control and Improvement (4)
Study of the principles of quality management including statistical quality control, total quality management, and the quality tools especially as they apply to supply and logistics processes. Prerequisite: BA 339.

ISQA 450
Project Management (4)
Develops a basic understanding of principles and tools of project management. Covering the phases and activities of projects, as well as the management tools used to create project plans, management, including the impacts of organizational strategy, structure and culture on the development and execution of projects. Prerequisites: Upper division standing in the SBA.

ISQA 451
Business Forecasting (4)
Focuses on the use of various forecasting tools to aid in making managerial decisions. Examination of the various forecasting models and methods in a core activity. Understanding the abilities of the forecasting tools will be examined. Students will analyze data using many of the tools and assess and evaluate the validity of each. Prerequisites: BA 339.

ISQA 454
Supply and Logistics Negotiations (4)
An introduction to commercial negotiation. Includes applications both within and outside an organization, such as negotiating with peers and other employees as well as with suppliers of materials and services. Negotiation planning, tools and tactics, and the conduct of a negotiation are studied. Extensive hands-on negotiation practice is included. Prerequisite: BA 339.

ISQA 458/558
Purchasing and Logistics within the Food Industry (4)
Explores the rapid transition of food industry operations through an in-depth look at food commodity production, processing, storage, and transportation; facility location and transportation network design; role of wholesalers and distributors in the food supply chain; food safety; food industry consolidation and globalization; supply chain compression; ECR and demand forecasting; and e-commerce and the food industry. Prerequisite: BA 339.
ISQA 459/559
Production Planning and Control (4)
Intermediate and short range production planning and scheduling. Topics will include aggregate planning, materials requirement planning, scheduling and just-in-time. Prerequisite: BA 339.

ISQA 479
Integrated Supply and Logistics Management (4)
Capstone course using cases and projects to integrate the various concepts of supply and logistics management. Prerequisites: ISQA 429, 439, and 3-4 additional credits in supply and logistics management concentration courses.

ISQA 511
Quantitative Methods For Managers (4)
Covers the quantitative methods useful in managerial analysis and decision making. Basic and advanced statistical models as well as forecasting and management science tools are studied. Prerequisite: admission to graduate program.

*ISQA 518
Electronic Commerce (3)
Survey of technologies and technological applications to conduct business electronically today and in the future. Students will learn about electronic data interchange, the role of technology in electronic markets, the Internet, and the organizational impact of these technologies. Internet-based technologies will be presented and used.

ISQA 551
Managing Information Technology (4)
Course participants explore information technology (IT) from an innovation-management perspective. This has two aspects. First, participants consider IT for its increasingly central role in fostering business innovation, including strategic and operational initiatives in such areas as electronic commerce, global market expansion, supply chain management, business process redesign, and knowledge management. Second, participants examine information technologies as innovations in their own right. In considering the associated management challenges, particular emphasis is placed on IT innovation as a knowledge-based process that demands careful management of business and technical partnerships within and across firm boundaries.

ISQA 552
Managing Operations and the Value Chain (4)
Introduces the students to basic operations and supply chain issues. In addition, issues around the use of natural systems and other models of managing work will be considered within a perspective of sustainable organizations. Prerequisite: Actg 512.

Management
For information on the management option requirements, see page 200. All 300- and 400-level courses require junior-level standing; all 300- and 400-level courses require admission to the School of Business Administration; graduate courses require admission to the graduate programs.

Mgmt 199
Special Studies (Credit to be arranged.)

Mgmt 351
Human Resource Management (4)
Studies the human resource management functions performed by the human resource manager as well as by the line executive or supervisor. Uses contem-porary approaches and problems to analyze the entire process of performance management, including human resource planning/job design, selection and staffing, training and development, compensation, performance appraisal, and employee and labor relations. Also examines legal questions which affect human resource management. Prerequisite: BA 302. Preference on the waiting list will be given to HRM-option students.

Mgmt 399
Special Studies (Credit to be arranged.)

Mgmt 401/501
Research (Credit to be arranged.)

Mgmt 404/504
Internship (Credit to be arranged.)

Mgmt 405/505
Reading and Conference (Credit to be arranged.)
Consent of instructor.

Mgmt 407/507
Seminar (Credit to be arranged.)
Student-selected problems in business operation and management to be studied by the individual and discussed in group meeting under direction of academic staff.

Mgmt 409/509
Practicum (Credit to be arranged.)

Mgmt 410/510
Selected Topics (Credit to be arranged.)

Mgmt 441
Collective Bargaining and Labor Negotiations (4)
Workshop giving students hands-on experience negotiating individual and group contracts. Students will learn how to manage the employment relationship within a union environment, studying: the legal environment of unions; negotiation theory and practice; and grievance resolution procedures. Students will devote significant time in class to negotiating individual and group contracts, and will have ample opportunity to receive feedback to improve their skills. Prerequisite: BA 302.

Mgmt 445
Organizational Design and Change (4)
Study of organizations from a macro perspective. Emphasis will be on the implications of dynamic environments, innovation, and technology for organizational structure, design, and processes. Management of change from a multi-level perspective will also be addressed. Prerequisite: BA 302.

Mgmt 446
Principles of International Management (4)
Study of the managerial functions and problems related to international business activity. The focus of this course is on the management of foreign trade, direct investments, and international operations. In addition, the political, economic, and cultural environments of international business are examined from the perspective of management. Comparative management is also treated through the study of other management systems. Prerequisite: BA 302.

Mgmt 447/547
The Power of Soul and Spirit in Business (4)
Seminar devoted to exploring what soul and spirit means in the context of today’s workplace; its current relevance to business; strategies for injecting more soul and spirit into working environments; and methods for developing sensitivity and appreciation for this dynamic approach to being in the business world. Topics to be explored include methods for building community in the workplace; strategies for developing one’s inner life; methods for fueling creativity; approaches to bringing one’s whole self to work; and examining new methods of leadership. Prerequisites: BA 302 for Mgmt 447; Mgmt 550 for Mgmt 547.

Mgmt 448
Team Processes (4)
Designed to provide the student with a working understanding, and practical skills, related to operating effectively in team settings. The influence of member personality and attributes on teamwork, motivating team members, developing effective team processes, and constructive conflict management and team communication are some of the issues that may be addressed. Also focuses on the development and use of a variety of teams prevalent in contemporary organizations and some of the challenges faced in using these teams in an optimal fashion. Prerequisite: BA 302.

Mgmt 461/561
Reward Systems and Performance Management (4)
Study of reward system practices that aid in motivation, employee development, and productivity improvement to meet organization goals. Shows how job analysis data forms the information base for both compensation and performance appraisal processes. Includes an analytic study of traditional and evolving methods of compensation management, and relates this performance appraisal processes to the broad performance management framework. Prerequisite: prior completion of Mgmt 351; prior completion of or concurrent registration in Mgmt 550. Preference on waiting list will be given to HRM-option students.

Mgmt 464
Contemporary Leadership Issues (4)
Investigation of the ideas of what constitutes “effective leadership” as organizations enter the 21st century. Various aspects of the new leadership paradigm are addressed. Students will develop an awareness of their personal leadership profile and capabilities and the issues they will face as leaders in tomorrow’s organizations. Prerequisites: BA 302.

Mgmt 471/571
Staffing and Employee Selection (4)
The staffing process includes the acquisition, selection, and placement of employees to achieve the strategic human resource goals of the organization. Topics covered include staffing strategies, human resource planning, legal issues, recruitment methods, selection techniques (e.g., biographical information, interviewing, ability tests, work samples, assessment centers), selection validation, and utility analysis. Prerequisite: prior completion of Mgmt 351; prior completion of or concurrent registration in Mgmt 550. Preference on waiting list will be given to HRM-option students.

Mgmt 491/591
Training and Development (4)
Training and development highlights the organization’s commitment to its employees. The course looks at training needs analysis; the nature, types and methods of training; career stages, paths, planning; retraining outdated workers; outplacement, evaluation of training effectiveness; long-term development programs, and processes of organization development. Prerequisite: prior completion of Mgmt 351; prior completion of or
concurrent registration in Mgmt 550. Preference on waiting list will be given to HRM-option students.

**Mgmt 493 Human Resource Policies (4)**
An in-depth, analytical study of human resources and the tasks of the modern human resource manager, with an emphasis on the policy making aspect of human resource management. Studies executive-level decision making within staffing, training, compensation, appraisal, and labor relations. Examines emerging issues in HRM, such as quality of work life, wellness, substance abuse, human resource information systems, etc.
Prerequisites: Mgmt 351 and two of the following courses: Mgmt 461, Mgmt 471, or Mgmt 491; admission to the School of Business Administration. Preference on the waiting list will be given to HRM-option students.

**Mgmt 503 Thesis (Credit to be arranged.)**

**Mgmt 544 Technology Management (4)**
Course takes a systematic approach to managing technology and innovation. Addresses issues of technology and competition, technology infrastructure, technology strategy, research and development, the roles of invention, innovation, research and development, product development, and other critical technology related topics.

**Mgmt 550 Organizational Management (4)**
Covers issues in organizational behavior and human resource management that are critical to organizational effectiveness. Organizations are studied from three perspectives: the individual, the work team, and the organization as a system. Topics include motivation, performance assessment, creative problem-solving, compensation, staffing, employee development, and organizational design. Focal emphasis on business leadership is examined from a multi-level perspective. Prerequisite: Mktg 511.

**Mgmt 551 Managing Human Resources (4)**
How do managers help their subordinates achieve great and sustainable performances? In the 21st century, the employment contract has undergone significant changes, with both the workforce and the organization being vastly different from their predecessors. Focuses on the daily strategies of generalists as they lead their subordinates to high long-term productivity. Studies all aspects of the employee life cycle from selection through separation, including employee development, reward systems, performance management, and employee relations. Emphasis on problem solving for practicing managers. Prerequisite: Mgmt 550.
Mgmt 554
Negotiation and Conflict Resolution (3)
Examines negotiation as a sometimes rational, sometimes irrational social process used for resolving conflict. Studies the interdependence between parties which causes the conflict; focuses on effective and ineffective negotiating tactics between these competing groups. Explores the use of impartial third parties to facilitate negotiations. Practical applications include labor management relationships, purchase agreements, organizational goal setting, etc. Prerequisite: Mgmt 550.

Mgmt 555
Management of Organizational Change (3)
A seminar focused on the concepts, theories, and practice of managing organizational change and development. Class discussion will center on an examination of the history and assumptions of organizational development and change, the action research model and other foundations, plus a variety of organization intervention techniques. Special issues such as ethics in client-consultant relationships will be integrated into class activities. Prerequisite: Mgmt 550.

Mgmt 556
Organizational Politics (3)
A study of the theoretical and practical aspects of success in organizations. Topics may include how to acquire, maintain, and use power; how to deal with superiors and subordinates; techniques for more quickly rising on the organizational ladder; misuse of power; developing mentor relationships; power games; and success symbols. Prerequisite: Mgmt 550.

Mgmt 560
Ethics in Organizations (2)
Provides an understanding of the ethical issues that managers and organizations face. Topics covered include business ethics, corporate social responsibility, public policy process in relation to business, and managerial integrity. Prerequisite: Mgmt 511.

Mgmt 562
Business Strategy Capstone (4)
An integrative, capstone study of strategy formulation and implementation in international and domestic business enterprises. Case analysis and other appropriate methodologies are used to develop the skills and judgment necessary to provide overall direction to the organization. Special emphasis will be placed on how to successfully match competitive strategy with effective implementation policies. Prerequisites: Fin 551 or 561.

Mktg 601
Research (Credit to be arranged.)
Mktg 607
Seminar (Credit to be arranged.)

Marketing

For information on marketing option requirements, see page 200. All 300- and 400-level courses require junior-level standing; all 300- and 400-level courses require admission to the School of Business Administration; graduate courses require admission to the graduate program.

Mktg 199
Special Studies (Credit to be arranged.)
Mktg 338
Professional Selling (3)

An overview of personal selling as an element of the promotion mix. Emphasis is on individual and team selling strategies within a professional sales environment. Topics include characteristics of successful salespersons and firms, buyer behavior as part of individual and group purchase processes, the process and structure of sales presentations, and the role of selling as part of the marketing effort. Prerequisite: BA 205.

Mktg 340
Advertising (4)
An introductory course designed to provide an overview of marketing communications, plus an understanding of fundamental advertising issues and strategies. Course focuses on concepts, principles, processes, terminology, trends, and techniques which shape this constantly changing field including the impact of technology on message delivery.

Mktg 341
Public Relations (3)
Principles of public relations in contemporary America, with emphasis on the role of public relations in business. Prerequisite: Mktg 340.

Mktg 363
Consumer Behavior and Customer Satisfaction (4)
Explores the determinants of consumer and business buying behavior. Applications of behavioral concepts to marketing strategy are emphasized along with how to measure, retain, and enhance customer satisfaction while developing long-term relationships. The use of technology and databases in understanding the marketplace is explored. Prerequisites: BA 311; six credits in psychology, sociology, or anthropology in any combination recommended.

Mktg 375
Retailing (4)
Focuses on the retail distribution of food and consumer goods to consumers with emphasis on the dynamic nature of the retail environment and how changes in consumer demographics, new technology, new competitive forms, and the Internet are revolutionizing the retail industry. Topics include: Stalking, management and retail operations, category management, web marketing, merchandising, and promotion. Prerequisite: BA 311.

Mktg 376
International Business (4)
International business concepts and practices relating to international trade are presented at a survey level. Current global issues related to international trade and actual international problems are identified along with the basic concepts related to international finance, management, and marketing practices.

Mktg 399
Special Studies (Credit to be arranged.)
Mktg 401/501
Research (Credit to be arranged.)
Mktg 404/504
Internship (Credit to be arranged.)
Mktg 405/505
Reading and Conference (Credit to be arranged.)
Consent of instructor.

Mktg 407
Seminar (Credit to be arranged.)
Student-selected problems in business operation and business management to be studied by the individual and discussed in group meeting under direction of academic staff.

Mktg 409/509
Practicum (Credit to be arranged.)
Field work involving the practice of professional activities away from campus. Prerequisite: consent of instructor.

Mktg 410/510
Selected Topics (Credit to be arranged.)

*Mktg 430
Entrepreneurship (3)
The study of entrepreneurship, with emphasis on identifying market opportunities and the development of marketing and business plans to meet these opportunities. Prerequisite: BA 311.

Mktg 435/535
Consumer Package Goods Marketing (4)
Examines marketing distribution systems used by food and consumer package goods (CPG) companies. Emphasis on describing CPG industry value chains and how business environmental factors impact the creation, delivery, and capture of customer value by different industry participants. Examines the marketing relationships between manufacturers, wholesalers, brokers, retailers, and consumers. Topics include ECR, category management, efficient replenishment, retail trends in buyer behavior, e-commerce, new product introductions, efficient promotion, trade relations, industry alliances, competitive trends, channel roles and conflicts, and globalization. Prerequisite: BA 311 or 339.

Mktg 441
Media Strategy (4)
Examines the advertising media process as an outgrowth of marketing and advertising objectives. Focuses on strategic issues, quantitative decision making, and media planning and negotiating techniques. This course is data intensive and analytical, with attention given to the Internet, local, and non-traditional mediums, as well as dominant national measured media. Prerequisite: Mktg 340.

Mktg 442
Creative Strategy (4)
Course puts into practice the theories, principles, and techniques of the advertising business loosely known as “creative.” Course material will focus on the strategy behind advertising messages, techniques for writing and designing advertisements, and the unique requirements of different types of creative messages. Also includes creative considerations for specific media including those driven by technology. Prerequisite: Mktg 340.

Mktg 443
Advertising Campaigns (4)
Emphasis is on the development of total advertising campaign from a marketing perspective. Integrates elements of the advertising process such as setting objectives, selection of target markets, budget development, media selection, message creation, production, development of presentation and recap documents and the staging of a major promotional event using both traditional and emerging advertising media as available. Prerequisite: Mktg 340, 441, 442.

Mktg 444
Advertising Account Management (4)
Course for college seniors who aspire to a career in advertising agencies as account managers as well as students who aspire to a career in advertising media or advertising creative positions working with account managers. Course will cover...
contemporary topics in account service, client relations, skill building, and career planning. Course format is intended to be highly interactive, with numerous guest lectures from ad executives, case problems, written assignments, reading assignments, agency visits, and at least one project. Prerequisite: Mktg 540.

Mktg 445, 446, 447 National Student Advertising Competition (2, 4, 2)
A three-term, advanced learning course which is part of a national competition and is offered in conjunction with the American Advertising Federation. Participants will form a traditional advertising agency and develop a national campaign for a national brand company. Campaign development focuses on research, creative strategy, the media plan, ad production, integration of promotional and interactive components, presentation, and budgeting. Prerequisites: Mktg 340, 441 and 442.

Mktg 450 Product Innovation and Management (4)
Product innovation is at the core of the marketing process. The Internet has changed the rules of product development by erasing competitive barriers and emphasizing rapid development cycles. The class will focus on identifying new product opportunities, rapid innovation procedures, the management of the development process, and alignment with e-marketing strategy. Prerequisite: BA 311.

Mktg 452 Business-to-Business Marketing (3)
Management of the marketing activities of enterprises serving business-to-business markets. The course includes industry and competitor analysis, the fundamentals of competitive advantage and the role of product, price, distribution, and promotion in the creation of competitive market strategies. Prerequisite: BA 311.

Mktg 455 Technology Marketing (4)
Survey of Internet-based marketing strategies with special focus on the Web in business-to-business and business-to-consumer situations. The course emphasizes the strategic market planning and implementation processes as applied to e-business including identifying and analyzing e-market opportunities, data warehousing/mining, developing e-products, creating the customer interface, e-pricing, e-branding, and e-positioning strategies. Additional emphasis is on creating and leveraging a strategic Web presence with portals, partnerships, community building, and permission-based marketing. Prerequisite: BA 311.

Mktg 460 Marketing Research (4)
Studies the planning, data collection, analysis, and reporting issues relating to marketing research. Key issues include defining information needs, sampling, using conventional methods and information technology to obtain primary and secondary data, instrument design, statistical data analysis, interpretation and reporting of data. Prerequisite: BA 311.

Mktg 461/561 eMarketing (4)
Examines important marketing issues in a business world that is being transformed by widespread adoption of the Internet and related technologies. Topics include customer relationship management, effects of Internet on product-related issues (such as branding and new product development), pricing, distribution, and promotion, security, and privacy concerns. Prerequisite: BA 311.

Mktg 462/562 Customer Information and Relationship Management (4)
Examines the operational, organizational and behavioral issues that surround customer relationship management. It explores the marketing processes and strategies that are needed to differentiate and interact with customers through customized offerings. Database mining techniques are used to analyze and address customer needs. Prerequisites: BA 311, Mktg 460 for 462; Mktg 544 for 562.

Mktg 464 Marketing Strategy and Management (4)
Capstone marketing course that focuses on the development of the marketing plan. The emphasis is on integrating the marketing management process including customer identification, industry analysis, product and communication strategies, distribution, pricing, and control in an e-business environment. Prerequisite: BA 311, Mktg 460.

Mktg 466 Principles of International Marketing (4)
Differences between domestic and international marketing are examined. A market-oriented conceptual foundation relating international channels of distribution, financing, documentation, transportation organizing, and staffing is presented. Prerequisites: BA 311, Mktg 376.

Mktg 467 Sales Management (4)
Survey of the sales management function with attention to sales force selection, allocation of sales effort, motivation and reward of sales force, sales automation tools, and the integration of sales with e-business strategy. Prerequisite: BA 311.

Mktg 503 Thesis (Credit to be arranged.)
Mktg 507 Seminar (Credit to be arranged.)

Mktg 511 Pioneering Innovation (4)
This foundational MBA course provides students with an understanding of the innovation process and its relationship to creating and managing organizations that can be sustained in the global economy. Included in the course is consideration of the external forces and trends that confront the innovation process, coupled with an internal assessment of corporate strengths and weaknesses. Consideration of the customer and the customer/firm interface is emphasized. Additionally the course will include methods for fostering the creative process, both individually and within the firm. Concurrent enrollment in BA 508 is required.

Mktg 544 Marketing Research and Strategy (4)
Introduces basic concepts of the marketing process from the perspective of the marketing manager and provides a framework for the analysis of marketing management problems. A key focus is to develop the necessary marketing planning and analytical skills to develop marketing strategies. Specific topics include the role of marketing in a competitive environment, impact of technology on marketing strategies and processes, analysis of marketing opportunities and the competitive environment, selection of target markets, market segmentation, and marketing strategies in the global marketplace. Prerequisite: Mktg 511.

Mktg 546 Buyer Behavior and Communication (4)
Study of determinants and influences on purchasing behavior emphasizing contributions from behavioral sciences. Course explores application of competitive and technological influences on buyer behavior and marketing strategy. Emphasis on marketing communication and promotion. Prerequisite: Mktg 544.

Mktg 547 Distribution Strategies (3)
Examines the fundamental and emerging trends in distribution activities of business enterprises. Course analyzes the competitive advantage(s) associated with distribution strategies. Explores trends in channel design, the changing role of participants, channel relationships, and channel communications. Prerequisite: Mktg 544.

Mktg 548 New Products Management (4)
Reviews the product innovation management process. Major topics include opportunity identification, concept generation, project evaluation, design and development, product launch strategies, and product management. Special consideration will be given to aligning product development with technology-driven, high-growth market opportunities.

Mktg 551 Managing Marketing Information (3)
Study of the uses and implementation of tools, methods, processes, and systems for managing marketing information. Emphasis will be placed on the determination of information needs for marketing decisions, the methods, processes, and systems for effective and efficient management of marketing information, as well as the new marketing approaches and tools that utilize information technology for marketing products and services. Prerequisite: Mktg 544.

Mktg 552 eServices Marketing (4)
Focuses on understanding the distinction between service versus product marketing with an emphasis on assessing, designing, and managing on-line service offerings. eService relationships will be examined within a customer loyalty framework that considers customer value, switching costs, and on-line relational bonds as key drivers of loyalty. Prerequisite: Mktg 544.

Mktg 555 Technology Marketing (4)
Designed to introduce students to the special issues faced by managers marketing technology products in markets characterized by rapid change. Topics include identification of market opportunities, market segmentation, positioning, product innovation, customer value creation, managing the customer interface, and new approaches to distribution. Emphasis will be on strategies for marketing technology products in an e-business environment.

Mktg 560 Research for Marketing Decisions (4)
Designed to study the methods of gathering pri-
mary and secondary information for business decisions. Also designed to study how to become a good information user. Emphasizes the planning, design, and implementation of quantitative and qualitative research projects to obtain information from internal and external business environments. Considers the evaluation and appropriate use of information, information sources and research services. Prerequisite: ISQA 511, Mktg 544.

*Mktg 566
Global Marketing Management (4)
Examines and provides a framework for study of the global marketing environment as well as the management of global marketing enterprises and global marketing practices. Encompasses the preparation for global competition, assessment of environmental forces, and strategic and operational planning for marketing in the global environment. Also examines the management of international, multinational and global marketing enterprises and their marketing activities. Prerequisite: Mktg 544.

*Mktg 567
Sales Force Management (4)
Involves a detailed study of the sales management function. Issues to be addressed include designing the sales force, setting objectives, developing strategy, recruiting, evaluating, compensating, and controlling the program. Special attention is given to integrating the sales force with e-business strategy. Prerequisite: Mktg 544.

Mktg 601
Research (Credit to be arranged.)
Mktg 607
Seminar (Credit to be arranged.)

Master of International Management

MIM 509
Global Business Immersion (Credit to be arranged.)
Two-day intensive and practical application of international business and cross-cultural skills.

MIM 510
Age of Pacific Seminar Series (2)
Special topics either under the sponsorship of the Age of the Pacific Series or an elective course addressing contemporary business issues in international business.

MIM 511
Global Business, Society and Ecology (4)
Examines the meaning of sustainable development for a profit-making global corporation, the effect of global protocols and conventions on global corporate sustainable development strategies, and how corporations and industries develop their strategies for sustainable development. Takes a multiple stakeholder perspective of organizations and the natural and social environments, especially related to systems thinking and innovation. Students learn how to better anticipate and manage a global corporation’s social and environmental issues.

MIM 513
Pacific Rim Economics, Trade, and Financial Markets (3)
Survey of current economic trends among the Pacific Rim economies, focusing on potential problems and opportunities of each country. Course also covers the principles of international trade, balance of payments and adjustments, impediments to trade flows, financial institutions and markets, and national economic policies affecting business in the Pacific Rim and the United States.

MIM 515
Contemporary Global Marketing (4)
The global/international marketing strategies and operations of multinational corporations (MNCs) are studied through assessment of international markets, marketing environments, and various aspects of global marketing strategies and marketing management.

MIM 516
Contemporary Pacific Rim and World Affairs (4)
Study of the contemporary political, economic and social issues of significance to the Pacific Rim countries, with particular emphasis on the international politics of China, Japan and Korea. Enables students to anticipate the politics of international transactions, understand key issues in the transition from the cold-war to post-cold ware period, appreciate the major regional organizations and organizing philosophies in Asia, understand the relationship between domestic and external politics, and clarify the motives and interests of major
governments.

MIM 517  
**Accounting for Global Enterprises (4)**
Study of international accounting issues crucial for effective interpretation and understanding of international business. Goal of the course is to build a framework that can be used to analyze and understand financial reports used by multinational corporations (MNCs). Special managerial and control problems of MNCs, including performance evaluation, transfer pricing, and taxation will also be addressed.

MIM 519  
**International Law and Ethics (4)**
Study of the social, political, and legal context of international business management through the examination of the variety of means by which the values of society and the actions of government impact the success or failure of multinational business transactions. The complex regulatory and ethical issues that may occur in the culturally and historically diverse Pacific Rim markets will also be examined.

MIM 521  
**Sustainability Metrics in Business (4)**
Helps students develop an understanding of how the measurement of a global company's environmental and social performance contributes to business goals and strategies. Students examine how different global companies measure and report on their environmental and social performance, and how their different approaches link to business practices.

MIM 524  
**Global Sourcing and Supply (4)**
Focuses on purchasing and supply management in an international environment. Included will be such topics as locating and qualifying international suppliers, and developing contracts and long-term relationships with chosen suppliers. Other topics for study will be payment processes, including letters of credit and currency exchange rate fluctuation risk management. This course will also contain a segment focused on doing business in specific Pacific Rim countries. A commodity study will be required.

MIM 527, 528, 529  
**Advanced Cross-Cultural Communications I, II, III (1, 1, 1)**
Study of the process of communication, its various components, and how cultural, sociocultural, psychocultural, and environmental influences affect the outcome, including the role of non-verbal communication. Analysis of successful adaptation to new cultures, including developing a communication competence in a new culture and dealing with conflict. While the principles of cross cultural communication and adaptation are generic to all cultures, two cultural environments, China and Japan, will be studied in depth, to develop cultural self-awareness.

MIM 531  
**Product Design and Stewardship for Sustainable Enterprises (4)**
Takes the view that to maximize a company's competitive advantage, managers need to know how to identify opportunities to initiate changes in the firm's value chain to generate value. Addresses the principles of industrial ecology, environmental management systems, product stewardship and life cycle analysis, eco-efficiency and design for the environment. Case studies will be used to explore the practical challenges and opportunities to implementation of product design and stewardship activities.

MIM 534  
**Global Logistics Management (4)**
Includes studies of inventory and warehouse planning and control and the principles of transportation. Managing logistics in an international environment will be the primary focus, with special attention given to air and sea transportation. Topics such as liner conferences and air freight will be included.

MIM 535  
**Global Market Research (4)**
A fundamental difference between the practice of marketing in domestic markets vs. global markets is the greater diversity of global markets and the scope of marketing activities. Global marketing managers need to have accurate and useful information about the nature of international markets to make successful decisions about market selection, positioning and the development and execution of global marketing programs. Introduces students to the tools and methodology of global market research from the perspective of the practicing manager. Emphasis on helping students understand the general kinds of information required to make effective marketing decisions and introducing the sources and methods used to acquire that information.

MIM 541  
**Cross-Sector Partnerships for Sustainable Enterprises (4)**
Studies interactions with key stakeholders to achieve specific sustainability goals, e.g., reduced energy use, contamination remediation, and community engagement. Using a systems approach, examines the roles of key stakeholder groups (e.g., government, non-governmental organizations (NGOs), competitors, suppliers, and customers) in sustainability; the process for identifying and engaging key stakeholder groups; the formation and effective management of cross-sector partnerships, in particular corporate-government and corporate-non-governmental organization partnerships.

MIM 544  
**Integrated Global Supply and Logistics Management (4)**
Final course in the specialization in global supply chain management. Integrates all of the concepts contained within the previous three classes. Global supply and logistics planning and strategy development is the primary emphasis. Case course where each week students will be expected to analyze and prepare a supply and logistics case in an international setting. Emphasis on developing analytical and problem-solving skills and on generating the quantitative information necessary to make superior managerial decisions.

MIM 545  
**Global Selling (4)**
Focuses on helping students develop an understanding of Asian company purchasing practices and buyer behavior, and linking that understanding to the development of effective selling skills in a business-to-business environment. Focus on an understanding of effective sales management strategies and activities. The integration of sales automation technology and e-business will be discussed.

MIM 551  
**Managing and Leading International Non-Governmental Organizations (4)**
Introduction to international non-governmental organizations and the contributions they make to the larger society. Develops an overall understanding of the relationship of strategic international NGO management and program effectiveness. Step-by-step development of a strategic plan that flows logically from the mission of the organization, the external environment and organizational goals and objectives. Studies strategic planning, grant development, project development, evaluation and management, financial management and law as it pertains to international NGOs. Prerequisite: MIM 511.

MIM 558  
**Comparative Operations Management (4)**
The changing international environment in manufacturing will be reviewed through a comparative study of process selection, facilities design, operations planning and control, supply logistics, process benchmarking, technology management, international supply chain and customers, quality management, and performance measurement.

MIM 561  
**International Community Policy, Leadership and Decision-Making (4)**
Focuses on the principles and strategies of community and economic development in relation to participatory role appraisal, livelihood strategies and assessments, and community leadership and decision making. How to identify the interrelationships and influence of human behavior, natural resources and economic circumstances. Also focuses on the design and management of international supply systems. Methods of engagement between international non-governmental organizations, corporations, and communities to their respective and mutual objectives are addressed. Recommended prerequisite: MIM 511.

MIM 564  
**Global Human Resource Management (4)**
Examines the management of human resources in the international firm, including motivating and leading employees in multi-cultural contexts. Course begins with an analysis of the human resource management philosophies and approaches to industrial and employee relations in representative countries. Integration of human resource management systems in international firms, including the creation of global corporate culture, HR support for organizational learning and approaches to human resource management transfer across borders, are also studied. Also examines the nature of successful cross-cultural teams and principles of leading change in multinational firms.

MIM 568  
**Managing Information Technology Globally (4)**
Focus on the use of information technology in a competitive international environment and the impact information technology has on international business operations. The vocabulary and background of information technology issues that cross national boundaries, and the use of information superhighways to obtain critical information and maintain business relationships in other countries will be studied and discussed.

MIM 571  
**Global Strategic Cost Management (4)**
Takes the perspective that global managers should use multiple approaches to developing and using accounting information for global companies. Special emphasis placed on understanding tradi-
tional cost systems, activity-based costing systems, cost management in global supply chains and determining the cost of quality. Relies heavily on the examination of actual global company situations. Prerequisite: MIM 574.

MIM 572
Global Business Valuation (4)
Focuses on financial analysis of the performance of the global business or parts of the global business such as product or projects. Tools and techniques of financial statement analysis from the perspective of chief financial and accounting officers, investors and creditors; development of models for determining and forecasting the profitability and financial position of the global firm. Business valuation techniques, emphasizing cash flow projections. Some issues in costs and risk management. Theoretical principles and practical approaches of valuation of a global business or business interest, including valuation strategies for specific purposes such as mergers, acquisitions, and corporate restructuring, multi-SBU and international operations. Prerequisite: MIM 574.

MIM 573
Cases in International Corporate Financial Management (4)
This final course in the MIM International Corporate Finance Specialization integrates concepts, tools and knowledge gained from the previous specialization coursework. Case analyses are used to enhance analytical and quantitative skills applied to real-world situations. All case work focuses on companies having international operations, with particular emphasis on the Asia-Pacific region. Prerequisites: MIM 574, MIM 571, and MIM 572.

MIM 574
International Corporate Finance and Investment (4)
Focus on investment and financing decisions of firms operating in more than one nation. Topics include international risk and value analysis, cross border capital budgeting and capital acquisitions, financing mix, working capital management of multinationals, foreign exchange risk and exposure management, estimating cost of capital international investment, international capital markets, and sources of financing. Prerequisites: MIM 513, 517.

MIM 575
Marketing in Asia and the Pacific Rim (4)
Study of marketing strategies and practices in Asian and other Pacific Rim countries. Markets, marketing environments, and marketing practices in selected Asian countries are analyzed. Planning, and managing marketing strategies and operations are also included. Prerequisites: MIM 515, 516, 523, 547.

MIM 577
International Business Negotiations (3)
Examination of the issues and techniques of international negotiations in a variety of business settings. Particular emphasis is given to establishing and working within international partnerships. The course makes extensive use of actual negotiation simulations.

MIM 579
Asia Field Study (1)
Field study in China, South Korea and Japan. As a capstone experience, students travel to China, South Korea and Japan (possibly South Korea) to visit companies, meet with international business executives, and learn more about these cultures. This trip allows students the opportunity to immerse themselves in the culture and lifestyle of different Asian countries.

MIM 588, 589
Global Business Strategy I, II (2, 2)
Identify and analyze factors that have accelerated the globalization of industries, define the concept of a global strategy, and examine the organizational issues that are central to enhancing the international competitiveness of a business enterprise. Address institutional contexts that facilitate and impede the formulation and implementation of global strategies. Explore the interdependence and interrelationships in three geopolitical areas: the United States, the Pacific Rim with emphasis on Greater China, Japan and Korea, and the European Economic Community.
Graduate Programs:
Initial and Continuing Licenses
Early Childhood Education
Elementary Education
Middle Level Education
High School Education—in cooperation with appropriate departments
Specialist Programs—Administrative Studies (P-12); Postsecondary, Adult and Continuing Education; Library Media; Counselor Education (options: School, Community, Rehabilitation, Couples Marriage and Family); Literacy Education; Special Education
M.Ed., M.A., M.S.—Education
M.A.T., M.S.T.—In cooperation with appropriate departments
Ed.D.—Educational Leadership (Options: Administration; Curriculum and Instruction; Postsecondary Education; Special and Counselor Education)

The Graduate School of Education has a wide range of comprehensive programs leading to degrees and licensure. It is authorized by the Oregon Teacher Standards and Practices Commission to recommend teacher education and specialist candidates for both initial and continuing licenses.

All programs are fully accredited by the National Council for Accreditation of Teacher Education and by the Oregon Teacher Standards and Practices Commission. Although licensure requirements are incorporated into degree programs, changes by the Oregon Teacher Standards and Practices Commission during the life of this catalog may alter the requirements. Applicants for licenses must meet the Commission requirements in force at the time of the license application.†

† Because licensure rules are controlled by the Oregon Teacher Standards and Practices Commission, it is possible that licensure requirements may change. All persons expecting to be recommended for initial or continuing licenses should consult with an adviser or contact the Graduate School of Education Licensure Office, 503-725-4758.

The school welcomes all students to join in helping us reach our mission: “preparing professionals to meet our diverse communities’ lifelong educational needs.” The faculty and staff are committed to the following guiding principles as we strive to fulfill our mission:

1. We create and sustain educational environments that serve all students and address diverse needs.
2. We encourage and model exemplary programs and practices across the life span.
3. We build our programs on the human and cultural richness of the University’s urban setting.
4. We model professionalism and develop collaborative efforts that support our mission.
5. We challenge assumptions about our practice and accept the risks inherent in following our convictions.
6. We develop our programs to promote social justice, especially for groups that have been historically disenfranchised.
7. We strive to understand the relationships among culture, curriculum, and practice and the long-term implications for ecological sustainability.
8. We model thoughtful inquiry as the basis for sound decision-making.

Goals and Purposes:

We prepare our candidates to provide leadership in:

Diversity and Inclusiveness:
- to work in diverse settings
- to promote inclusive and therapeutic environments
Research-Based Practices and Professional Standards
- to critically analyze and implement research-based practices
- to demonstrate appropriate professional knowledge, skills, and dispositions

Impact on Learning and Development
- to ensure all learners and clients succeed
- to use technology to enhance learning
- to influence policy and provide leadership for organizations

Evidence Informed Decision Making
- to use evidence to solve problems of practice and make educational and therapeutic decisions

Undergraduate programs
Undergraduate students interested in pursuing a career in teaching should refer to the “Education Programs” section in this catalog (page 176) for information regarding recommended preparatory programs for elementary and secondary teachers.

Graduate programs
The Graduate School of Education offers the Doctor of Education, the Master of Education, Master of Arts, and Master of Science degrees in education. In addition, the school coordinates the M.A.T./M.S.T. degree programs offered throughout the University.

Admission requirements
To be admitted to a graduate program in professional education, the applicant must first satisfy minimum University requirements listed on page 67. The applicant must also meet the admission requirements of specific degree, license, or specialist programs that the school is authorized to offer. Detailed information regarding admission requirements for the various graduate programs is available from the Graduate School of Education and on our Web page at www.pdx.edu/education.

Degree requirements
University graduate degree requirements are listed on page 67. Specific Graduate School of Education requirements for degree, educational specialists, or license candidates are listed below. Upon successful completion of all University and Graduate School of Education requirements, the candidate will be awarded the appropriate degree and be recommended, upon request, for the appropriate license.

MASTER OF EDUCATION
The M.Ed. can be earned by students who have completed PSU's Graduate Teacher Education Program (GTEP) and Secondary Dual Educator Program (SDEP). For GTEP, additional coursework includes:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 563</td>
<td>Teacher as Researcher</td>
<td>4</td>
</tr>
<tr>
<td>CI 567</td>
<td>Job Readiness</td>
<td>1</td>
</tr>
<tr>
<td>CI 599</td>
<td>Initial Field Experience</td>
<td>1</td>
</tr>
<tr>
<td>Ed 580</td>
<td>Adolescent Learners in Inclusive Settings</td>
<td>2</td>
</tr>
<tr>
<td>Ed 581</td>
<td>Inclusive Classroom Researcher</td>
<td>2</td>
</tr>
<tr>
<td>Ed 582</td>
<td>Collaborative Teaching &amp; SPED Process</td>
<td>4</td>
</tr>
<tr>
<td>Ed 583</td>
<td>Study Skills &amp; Learning Strategies</td>
<td>2</td>
</tr>
<tr>
<td>Ed 584</td>
<td>Advocacy &amp; Transition Planning</td>
<td>2</td>
</tr>
<tr>
<td>Ed 585</td>
<td>Instructional Planning for Inclusive Classrooms</td>
<td>4</td>
</tr>
<tr>
<td>Ed 586</td>
<td>Collaborative Teaching</td>
<td>2</td>
</tr>
<tr>
<td>Ed 587</td>
<td>Inclusive Ed Research and Leadership</td>
<td>2</td>
</tr>
<tr>
<td>CI 511</td>
<td>Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>CI 514</td>
<td>Multicultural &amp; Urban Education</td>
<td>3</td>
</tr>
<tr>
<td>CI 519</td>
<td>Special Secondary Methods</td>
<td>3</td>
</tr>
<tr>
<td>CI 525</td>
<td>Student Teaching Inclusive Setting</td>
<td>6</td>
</tr>
<tr>
<td>CI 525</td>
<td>Student Teaching Fulltime Inclusive</td>
<td>12</td>
</tr>
<tr>
<td>CI 543</td>
<td>Effective Teaching Strategies &amp; Materials for Working with Linguistically &amp; Culturally Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>CI 548</td>
<td>Advanced Secondary Methods: Specialty Area</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 509</td>
<td>PRAC: Supervised Field Experience</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 510</td>
<td>Functional Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 510</td>
<td>Functional Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 512</td>
<td>Diagnostic Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 513</td>
<td>Classroom-based Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 521</td>
<td>Behavior Management</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 525</td>
<td>Student Teaching SPED half time</td>
<td>6</td>
</tr>
<tr>
<td>SpEd 528</td>
<td>Instructional Methods I: Literacy (mid-IVS)</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 529</td>
<td>Instructional Methods II: Math &amp; Content Area Instruction</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 536</td>
<td>Specialized Techniques</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 571</td>
<td>Adolescents with Learning Differences</td>
<td>3</td>
</tr>
</tbody>
</table>

Total required 10

For a M.Ed through SDEP, students complete the following coursework:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ed 507</td>
<td>Seminar I: Work sample</td>
<td>2</td>
</tr>
<tr>
<td>Ed 507</td>
<td>Seminar II: Work sample</td>
<td>1</td>
</tr>
<tr>
<td>Ed 507</td>
<td>Seminar III: Job Readiness</td>
<td>1</td>
</tr>
<tr>
<td>Ed 509</td>
<td>Initial Field Experience</td>
<td>1</td>
</tr>
<tr>
<td>Ed 580</td>
<td>Adolescent Learners in Inclusive Settings</td>
<td>2</td>
</tr>
<tr>
<td>Ed 581</td>
<td>Inclusive Classroom Researcher</td>
<td>2</td>
</tr>
<tr>
<td>Ed 582</td>
<td>Collaborative Teaching &amp; SPED Process</td>
<td>4</td>
</tr>
<tr>
<td>Ed 583</td>
<td>Study Skills &amp; Learning Strategies</td>
<td>2</td>
</tr>
<tr>
<td>Ed 584</td>
<td>Advocacy &amp; Transition Planning</td>
<td>2</td>
</tr>
<tr>
<td>Ed 585</td>
<td>Instructional Planning for Inclusive Classrooms</td>
<td>4</td>
</tr>
<tr>
<td>Ed 586</td>
<td>Collaborative Teaching</td>
<td>2</td>
</tr>
<tr>
<td>Ed 587</td>
<td>Inclusive Ed Research and Leadership</td>
<td>2</td>
</tr>
<tr>
<td>CI 511</td>
<td>Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>CI 514</td>
<td>Multicultural &amp; Urban Education</td>
<td>3</td>
</tr>
<tr>
<td>CI 519</td>
<td>Special Secondary Methods</td>
<td>3</td>
</tr>
<tr>
<td>CI 525</td>
<td>Student Teaching Inclusive Setting</td>
<td>6</td>
</tr>
<tr>
<td>CI 525</td>
<td>Student Teaching Fulltime Inclusive</td>
<td>12</td>
</tr>
<tr>
<td>CI 543</td>
<td>Effective Teaching Strategies &amp; Materials for Working with Linguistically &amp; Culturally Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>CI 548</td>
<td>Advanced Secondary Methods: Specialty Area</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 509</td>
<td>PRAC: Supervised Field Experience</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 510</td>
<td>Functional Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 510</td>
<td>Functional Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 512</td>
<td>Diagnostic Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 513</td>
<td>Classroom-based Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 521</td>
<td>Behavior Management</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 525</td>
<td>Student Teaching SPED half time</td>
<td>6</td>
</tr>
<tr>
<td>SpEd 528</td>
<td>Instructional Methods I: Literacy (mid-IVS)</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 529</td>
<td>Instructional Methods II: Math &amp; Content Area Instruction</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 536</td>
<td>Specialized Techniques</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 571</td>
<td>Adolescents with Learning Differences</td>
<td>3</td>
</tr>
</tbody>
</table>

Total required 93

The purpose of these programs is to prepare educational leaders who are able to respond positively, creatively, and proactively to the increasing diversity characterizing our metropolitan communities and to view diversity as a foundation upon which to build excellent educational programs for all learners.

All students admitted to the 45-credit master's program must complete four required courses from the Professional Studies Core. Other courses listed may be used as part of the specialization, in consultation with the student's adviser. Within each specialization students may elect to develop, with their advisers, a general program or theme (special emphasis or focus).

Themes in educational leadership include: educational administration; educational policy analysis; leadership studies; educational foundations; early childhood administration; educational research and evaluation; and leadership in ecology, culture, and learning. Themes in postsecondary, adult, and continuing education include: adult learning and development; higher education; student services; and training and development.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 514</td>
<td>Multicultural &amp; Urban Education</td>
<td>3</td>
</tr>
<tr>
<td>CI 519</td>
<td>Special Secondary Methods</td>
<td>3</td>
</tr>
<tr>
<td>CI 525</td>
<td>Student Teaching Inclusive Setting</td>
<td>6</td>
</tr>
<tr>
<td>CI 525</td>
<td>Student Teaching Fulltime Inclusive</td>
<td>12</td>
</tr>
<tr>
<td>CI 543</td>
<td>Effective Teaching Strategies &amp; Materials for Working with Linguistically &amp; Culturally Diverse Learners</td>
<td>3</td>
</tr>
<tr>
<td>CI 548</td>
<td>Advanced Secondary Methods: Specialty Area</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 509</td>
<td>PRAC: Supervised Field Experience</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 510</td>
<td>Functional Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 510</td>
<td>Functional Curriculum</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 512</td>
<td>Diagnostic Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 513</td>
<td>Classroom-based Assessment</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 521</td>
<td>Behavior Management</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 525</td>
<td>Student Teaching SPED half time</td>
<td>6</td>
</tr>
<tr>
<td>SpEd 528</td>
<td>Instructional Methods I: Literacy (mid-IVS)</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 529</td>
<td>Instructional Methods II: Math &amp; Content Area Instruction</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 536</td>
<td>Specialized Techniques</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 571</td>
<td>Adolescents with Learning Differences</td>
<td>3</td>
</tr>
</tbody>
</table>

Total required 93

In consultation with the adviser, students must complete the requirements for their area of specialization (and theme) and select one of two options to complete the requirements for the master's degree (a thesis or a comprehensive examination). The thesis requires an oral examination in addition to the written product. Courses numbered 808 are not allowed. Further information about each of these areas of specialization may be obtained from the Graduate School of Education. For more information please visit our web site at www.pdx.edu/elp/.

Option I: Educational Leadership and Policy
The Department of Educational Leadership and Policy (ELP) offers a department-wide Master of Arts and Master of Science degree with themes in: Educational Leadership; Postsecondary, Adult, and Continuing Education (PACE); and Leadership in Ecology, Culture, and Learning (LECL).

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELP 551</td>
<td>Social Foundations of Education</td>
<td>4</td>
</tr>
<tr>
<td>ELP 554</td>
<td>Philosophy of Education</td>
<td>4</td>
</tr>
<tr>
<td>ELP 555</td>
<td>Gender and Education</td>
<td>4</td>
</tr>
<tr>
<td>ELP 556</td>
<td>Urban Schools and At-Risk Status</td>
<td>4</td>
</tr>
<tr>
<td>ELP 552</td>
<td>History of Education</td>
<td>4</td>
</tr>
<tr>
<td>ELP 553</td>
<td>History of American Education</td>
<td>4</td>
</tr>
<tr>
<td>ELP 557</td>
<td>Cultural Pluralism and Urban Education</td>
<td>4</td>
</tr>
<tr>
<td>ELP 551</td>
<td>Principles of Educational Research and Data Analysis</td>
<td>4</td>
</tr>
<tr>
<td>ELP 556</td>
<td>Educational Organization and Administration</td>
<td>4</td>
</tr>
<tr>
<td>ELP 520</td>
<td>Developmental Perspectives on Adult Learning</td>
<td>4</td>
</tr>
<tr>
<td>ELP 568</td>
<td>ELP 568 Educational Organization and Administration</td>
<td>4</td>
</tr>
</tbody>
</table>

† Required course.

The M.A./M.S. degree in education in curriculum and instruction emphasizes professional education. The purpose of the program is to prepare experienced teachers and others interested in education to be teacher leaders, create curricula, and respond posi-
Option III: Counselor Education

All students who are pursuing a master's degree in counselor education must complete core courses with some additional work needed based on program requirements. This program satisfies University and Graduate School of Education requirements and is part of the requirements needed prior to taking the NCE examination of the National Board for Certified Counselors (NBCC) or of the Commission on Rehabilitation Counselor Certification (CRCC). This program is also approved by the Oregon Board of Licensed Professional Counselors and Therapists and the Teacher Standards and Practices Commission of Oregon. Students should work with their advisers in the process of understanding the licensure requirements of both of these credentialing groups.

The primary purpose of the counselor education program is to educate competent counselors for public and private schools, community behavioral health agencies and rehabilitation facilities. The program is designed to strengthen competencies in the behavioral sciences and to broaden the students' background in human growth and development, counseling theories and interventions, interpersonal relations, individual and group processes, career and life-style planning, assessment, diagnosis and treatment planning, research and program evaluation, and multicultural aspects of counseling.

Students may pursue one of four areas of specialization within the counselor education program: community counseling, rehabilitation counseling, and school counseling; and couples, marriage, and family counseling. This is primarily an evening weekend program. The program takes three years to complete unless students choose to proceed more slowly.

Note: Students in all four specializations must complete Coun 541 Introduction to Counseling and one course in psychopathology prior to admission or before enrollment in the fall term of the first sequence of coursework. Additional prerequisites are specified for students in the school counseling specialization (see "Licensure" on page 221). Courses numbered 808 are not allowed.

Core classes

Coun 594 Occupational Analysis/Vocational Counseling ............................................. 3
Coun 587 Foundations of Mental Health and Rehabilitation Counseling ................. 3
Coun 590 Supervision .................................................. 1
Coun 570 Legal and Ethical Issues ........................................................................... 3
Coun 571 Group Counseling ................................................................................. 3
Coun 569 Developmental Foundations of Counseling ............................................. 3
Coun 585 Diagnosis and Treatment Planning ....................................................... 3
Coun 586 Appraisal Instruments ............................................................................ 3
Coun 587 Foundations of Mental Health Services .................................................. 3
Coun 588 Diagnosis and Treatment Planning ....................................................... 3
Coun 580 Foundations of Couples, Marriage, and Family Counseling .................... 3
Coun 586 Psychopharmacology and Mental Illness .............................................. 3
Coun 587 Foundations of Disability ...................................................................... 3
Coun 567 Using Tests in Counseling .................................................................... 3
Coun 592 Psychosocial Aspects of Disability ......................................................... 3
Coun 585 Research and Program Evaluation in Counseling ................................. 3
Coun 581 Multicultural Perspectives in Counseling ................................................ 3
Coun 551 Theories and Interventions I .................................................................. 3
Coun 552 Theories and Interventions II ................................................................. 3
Coun 550 Practicum: Group Counseling ................................................................. 6
Coun 551 Practicum: Counseling .......................................................................... 6
Coun 550 Practicum: Peer Supervision .................................................................. 2
Coun 551 Foundations of Substance Abuse Counseling ........................................ 3
Coun 543 Interpersonal Relations ......................................................................... 3
Coun 542 Internship ............................................................................................. 9
Coun 568 Career and Lifestyle Planning ............................................................... 3
Coun 541 Introduction to Counseling .................................................................. 3
The Graduate School of Education offers comprehensive programs for the professional preparation of students in special education. A master's degree in special education may be completed in conjunction with state licensure in special education or may be completed independently. For licensing information see “Programs Leading to Licensure: Special Education” on Special Education Licensure Programs.

Students completing a master's degree must complete the special education master's degree core program. The master's core must total at least 12 credits beyond initial special education licensure. Courses numbered 808 are not allowed. The master's degree without Oregon licensure must total at least 45 credits (which includes the master's core).

**Master's core includes:**
- **SpEd 590 Applied Behavioral Research in Special Education**
- **SpEd 591 Issues in Special Education**
- A combination of the following: SpEd 503 Thesis or SpEd 506 Special Project 3-6 Electives 0-6

Students completing the Master's program with a focus on Visually Impaired Learners have the option of completing the Master's Core Program as described above or to complete SPED 590, SPED 591, and an additional 6 elective hours in special education AND complete a proctored, written Master's Comprehensive Examination.

**Option V: Library Media**
The PSU program in library media focuses on the preparation of the school library media specialist for professional positions in K-12 library media centers. The program incorporates all of the coursework that is part of the library media endorsement plus a minimum of 135 credits is required beyond the baccalaureate. Students must either satisfy degree requirements in place at the time of admission or, at the student's option, may elect to apply requirements adopted after admission. Continuous enrollment is required.

A minimum of 72 credits must be completed at Portland State University after admission to the doctoral program, to include the leadership core, specialization, and dissertation. Early in the program the student and adviser jointly develop an individual program of study, approved by the doctoral program coordinator. Courses numbered 808 are not allowed.
in Education ......................................................... 4
Ed 662 Quantitative Research Methods in Education ......................................................... 4
Pre-K-12 Administration
Required Courses .............................................. 8
ELP 658 Social, Historical, Philosophical, and Cultural Foundations of Educational Administration (4)
ELP 659 Theory, Research, and Practice in Educational Administration (4)
Integrative Themes .............................................. 16
The student, in consultation with the adviser, will develop a specialization in one of the following integrative themes. It is possible to use courses from more than one theme in developing a new integrated theme.
District-level Administration. Coursework for the superintendent license may be used in this theme.
School-level Administration. Coursework for the administrator license may be used in this theme.
Educational Policy. This theme focuses on policy development and political processes, building on a solid foundation in educational sociology, history, philosophy, research, evaluation, diversity, and pluralism.

Total 24

Curriculum and Instruction
Required Courses .............................................. 3
CI 510 Research and Resources in Curriculum and Instruction (3)
Integrative Themes for Change ................. 30-33
The student, in consultation with the adviser, either will develop an integrative theme to be proposed as their specialization credits or select an existing specialization, such as reading and language arts, or early childhood education. Examples of integrative themes are: inclusive/multicultural education, mid-level education, mathematics or social studies education, and teacher education/teachers’ professional development.

Total 33-36

Postsecondary Education, Adult and Continuing Education
Required Courses .............................................. 12
ELP 607 Advanced Postsecondary Seminar (4)
ELP 520 Developmental Perspectives on Adult Learning (4)
ELP 538 Contemporary Issues in Postsecondary Education (4)
Integrative Themes .............................................. 12
The student, in consultation with the adviser, will develop an integrative theme, for example: higher education; adult learning and development; student services; or training and development. Examples of courses that may be used in a program are:
ELP 521 Adult Learning (4)
ELP 522 Motivating Adult Learners (4)
ELP 525 Student Services in Higher Education (4)
ELP 526 Facilitating Student Success in Postsecondary Education (4)
ELP 533 Planning and Budgeting in Postsecondary Education (4)
ELP 537 Policy and Governance in Postsecondary Education (4)
ELP 541 The Community College (4)
Independent Study (variable credit)

Total 29

Special Education and Counselor Education
Required Courses
SpEd/Coun 607 Problem-centered Studies in Special and Counselor Education:
Seminar I, II, III ............................................. 18
SpEd/Coun 604 Internshipp ................................ 12
in College Teaching (3-6)
and/or in Pre-service Supervision (3-6)
and/or in School Settings (3-6)
and/or in Community Agencies (3-6)

Total 30

† Minimum of 12 credits. As part of each internship, students/and faculty will attend an internship seminar.

The cognate field (where required 12-18 credits). Students in postsecondary, adult, and continuing education must complete work in a field(s) outside the Graduate School of Education that complement(s) their degree program. The cognate might be used for several purposes: to gain further knowledge about theories and conceptual frameworks developed by those in other fields that have been or might be applied to education; to develop in-depth knowledge of and skill with specific inquiry methods; and to gain greater breadth in related fields. The cognate credits for the special and counselor education program are as follows: Students with a M.A./M.S. in special education must take 12-15 credits of coursework in counselor education. Students with an M.A./M.S. in counselor education must take 12-15 credits of coursework in special education. A list of preferred coursework is available from the Department of Special and Counselor Education. The cognate credits for Pre-K-12 administration are optional, and the C+I specialization does not require a cognate.

Electives. Students may include up to 57 credits as electives. Electives might include courses taken as part of a master’s degree program, additional education courses taken by those coming from fields other than education, and additional cognate work.

Comprehensive examinations. Two comprehensive examinations cover separately the leadership core and the specialization. The first, taken when the student has completed the leadership core, is designed to assess a student’s ability to analyze, synthesize, and apply frameworks from the leadership core to an educational topic of significance. The second, focused on the specialization, is designed to assess a student’s ability to integrate and apply theoretical concepts and research results that inform the dissertation topic. Students write academic papers for each examination. These papers are presented and defended to a faculty committee in a public meeting.

Dissertation. The doctoral dissertation represents original and independent inquiry that is a contribution to knowledge or is of value for educational practice. Students may elect to employ one of several different approved inquiry strategies, including—but not limited to—traditional research designs and methods, ethnographic and descriptive case studies, policy analyses, product development and field testing, and program evaluation. A minimum of 18 credits is directed toward the dissertation project.

Residency. As required for all doctoral degrees at PSU, candidates for the Ed.D. degree fulfill the residency requirement after admission to the doctoral program. Candidates must register for a minimum of three consecutive terms of full-time approved graduate study at PSU (at least 9 credits per term) through coursework, the study of practice (i.e., field-based work), credits by arrangement, and/or dissertation credits. Foreign language competency is not required for the Ed.D. degree.

Licensure

Testing requirements for program completion and Oregon’s test pass rates. Federal regulations require that potential applicants and the general public are informed of the following:

In Oregon, a system of multiple measures is used to determine the status of program completers, who can then be recommended to the Teacher Standards and Practices Commission for licensure. One component of this system requires the educator to pass both a basic skills test and a battery of subject matter tests. For basic skills testing the educator may choose to take the California Basic Educational Skills Test (CBEST) or the PRAXIS I: Pre-Professional Skills Test (PPST). Authorizations in early childhood, elementary, and middle level teaching require passing scores on the Oregon Educator Licensure Assessments (ORELA) Multiple Subjects Examination. The ORELA includes two subtests that consist of multiple choice and constructed response items, which assess knowledge in language arts, social science, the arts, mathematics, science, health, and physical education. Secondary educators must pass PRAXIS II tests in their specific subject matter.

Generally there are one to three tests in each subject matter endorsement area in some combination of multiple choice and constructed response formats.

Because passing of basic skills and subject matter tests is required for program completion in Oregon, the state pass rate is 100 percent. Those who do not pass the required tests are not considered program completers and are not eligible for recommendation for an Initial Teaching License.

Program information for the 2007-2008 academic year. The following information was submitted as part of the Title II federal report:

The total number of students enrolled during 2007-2008 was 759. Twelve faculty and 79 part-time faculty in professional education supervised 339 students enrolled in programs of supervised student teaching for a student/faculty ration of 4:1. The average number of hours per week required in supervised student teaching was 30 over a period of 20 weeks for a total of 600 hours. The teacher preparation program is currently approved by the state and is not designated as “low performing.”
**Graduate Teacher Education Program**  

Programs in early childhood education (age 3-grade 4), elementary education (grades 3-8), mid-level education (grades 5-9), high school education (grades 7-12), and library/media are offered for students who wish to teach in the public schools. Successful completion of these programs culminates in a recommendation to Oregon’s Teacher Standards and Practices Commission for the Initial Teaching License.

**Admission.** The Graduate Teacher Education program has a number of general requirements for admission to its programs in teacher education including, but not limited to:

1. Bachelor’s degree from an accredited institution
2. Admission to PSU
3. Cumulative 3.00 GPA
4. Psy 311 Human Development (or equivalent)
5. C-BEST (California Basic Educational Skills Test) or PRAXIS-PPST (Pre-Professional Skills Test)
6. ORELA (Oregon Educator Licensure Assessments)—Early Childhood, Elementary, and Middle Level
7. PRAXIS Specialty Area Test—Middle Level and High School
8. Departmental recommendation—Middle Level and High School
9. Other prerequisites (Early Childhood/Elementary only): Art 312, Mus 381, Lib 428, and Mth 211, 212, 213
10. Proficiency in the use of computers and Ed 420/520 Introduction to Education and Society (or the equivalent) are strongly recommended.

Specific program admission requirements and application materials are available in each department in the Graduate School of Education.

**Program requirements:**  

**Early childhood and elementary**  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 509</td>
<td>Practicum: Initial Field Experience</td>
<td>3</td>
</tr>
<tr>
<td>CI 511</td>
<td>Classroom Management</td>
<td>3</td>
</tr>
<tr>
<td>CI 512</td>
<td>Teaching and Learning</td>
<td>3</td>
</tr>
<tr>
<td>CI 514</td>
<td>Multicultural and Urban Education</td>
<td>3</td>
</tr>
<tr>
<td>CI 515</td>
<td>The Reflective Practitioner</td>
<td>3</td>
</tr>
<tr>
<td>CI 516</td>
<td>Integrated Methods I</td>
<td>3</td>
</tr>
<tr>
<td>CI 518</td>
<td>Integrated Methods III</td>
<td>5</td>
</tr>
<tr>
<td>CI 550 or CI 552</td>
<td>Student Teaching I</td>
<td>6</td>
</tr>
<tr>
<td>CI 551 or CI 553</td>
<td>Student Teaching II</td>
<td>15</td>
</tr>
<tr>
<td>SpEd 418/518</td>
<td>Survey of Exceptional Learners</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total** 56 Credits

**Mid-level and high school**  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 509</td>
<td>Practicum: Initial Field Experience</td>
<td>3</td>
</tr>
<tr>
<td>CI 510</td>
<td>Engaging High School Learners</td>
<td>3</td>
</tr>
<tr>
<td>CI 511</td>
<td>Classroom Management</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total** 33 Credits

Secondary education at Portland State University is available in the following endorsement areas: art, biology, business, chemistry, drama, foreign languages, health education, integrated science, language arts, mathematics, music, physical education, physics, social studies, and speech. Initial subject matter endorsement requirements are outlined in the appropriate departmental section of this catalog.

Advising in subject matter endorsement areas is through the appropriate academic department. Students completing the secondary education program are eligible to teach in grades 7-12 in integrated subjects and departmental assignments. Students in the following endorsement areas are eligible to teach in grades K-12, provided that they have completed student teaching and/or practicum in two authorization levels (early childhood/elementary and middle-level/high school): Art, music, ESL/bilingual education, physical education, and special education. Students who wish to teach at the middle level (grades 5-9) must complete a practicum, a work sample, and submit passing scores on the ORELA and Praxis special area examinations. For more details, visit the office of the Graduate Teacher Education Program.

**Dual elementary education/special education Licensure with Master’s Degree.**

The inclusive elementary educators program is a full-time dual elementary/special educator endorsement option of integrated coursework and field experiences. Students with these two endorsements are licensed to teach early childhood and elementary (pre K-8) grades and special education (K-12) grades. Faculty from both curriculum and instruction and special education are instructors in the program. This program reflects the rapidly changing nature of America’s schools, where students with disabilities are being integrated into regular classrooms with increasing frequency.

**Dual mid-level and/or secondary and special education with master’s degree.**

The Graduate School of Education offers a dual licensure program in mid-level and/or secondary and special education that also includes a master’s degree. This full-time program of integrated coursework and field experiences is completed over five terms.

Students are licensed to teach in their content area (e.g. math, social studies, English, science, etc.) at mid-level and/or high school as well as licensed as special educators. Students also receive additional instruction in supporting English language learners. Faculty from both the curriculum and instruction and the special education programs teach in the program. The program reflects the rapidly changing needs of America’s schools where a wide range of diverse learners are found in each classroom.

**International Teacher Education Program.**

The Graduate School of Education offers an International Teacher Education Program for students who hold teaching licenses in other countries and who are seeking Oregon teaching licenses. It is designed to meet the Initial Teaching Licensure requirements set forth by Oregon’s Teacher Standards and Practices Commission. Through an individualized planned program, students fulfill all of the requirements stated above for the Graduate Teacher Education Program through either equivalency, substitution, or current coursework/classroom experiences. A 6-credit student teaching experience is required, along with a minimum of 7 credits of coursework taken at PSU. For admissions procedures, testing requirements, and an appointment with program faculty, please call the GSE receptionist at 503-725-4619.

**Bilingual Teacher Pathway (BTP) Program.**

The Graduate School of Education offers a teacher preparation program for bilingual/bicultural assistants in partner school districts seeking initial teacher licensure at both the elementary and secondary levels. In addition, the ESL/Bilingual Endorsement is included as part of the program. The BTP core consists of 40 credits taken over two-and-a-half years and the ESOL endorsement is 22 credit hours. Additionally elementary licensure students complete 22 credits of prerequisite classes; high school licensure students complete up to 22 credits of content-area and prerequisite classes. Students may apply at the undergraduate (minimum 90 credits) or graduate level. BTP is a part-time program offering evening and weekend classes. For more information and school district partners, please see our Web site at www.btp.pdx.edu.

**Initial K-12 Teaching License in Library Media**

Students have the option of selecting a program leading to a K-12 Initial Teaching License in library media. The program includes library media and education coursework, and student teaching experience in a library media center. This enables the student to be a K-12 library media specialist, but not a classroom teacher.
Admission
The Graduate School of Education and Continuing Education/School of Education have a number of general requirements for admission to this licensure program:

- Bachelor’s degree from an accredited institution
- Admission to PSU
- Cumulative 3.00 GPA
- Psy 311 Human Development (or equivalent)
- CI 432 Computer Applications for the Classroom (or equivalent)
- Lib 428/528 Children’s Literature (or equivalent)
- Lib 429/529 Young Adult Literature (or equivalent)
- SpEd 418/518 Survey of Exceptional Learners
- C-BEST (California Basic Educational Skills Test) or PRAXIS PPST (Pre-Professional Skills Test)

Program Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 511 Classroom Management: Elementary</td>
<td>3</td>
</tr>
<tr>
<td>CI 512 Teaching and Learning: Elementary</td>
<td>3</td>
</tr>
<tr>
<td>CI 513 Instruction and Technology: Secondary</td>
<td>5</td>
</tr>
<tr>
<td>CI 514 Multicultural and Urban Education: Elementary</td>
<td></td>
</tr>
<tr>
<td>CI 516 Integrated Methods I: Reading and Language Arts: Elementary</td>
<td></td>
</tr>
<tr>
<td>Lib 428/528 Children’s Literature</td>
<td>3</td>
</tr>
<tr>
<td>Lib 429/529 Young Adult Literature</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 418/518 Survey of Exceptional Learners</td>
<td>3</td>
</tr>
</tbody>
</table>

Students must score above Oregon's cut-off point on the Library Media Praxis Test for PSU to recommend them to TSPC.

For additional information about the program and course work, see www.pdx.edu/lib_media.

ESL/Bilingual endorsement
The Graduate School of Education offers a program leading to an ESL/Bilingual endorsement for teachers already holding a valid Oregon teaching license. The authorized program is as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ling 422/522 How Do People Learn a Second Language</td>
<td>3</td>
</tr>
<tr>
<td>Ling 423/523 Taking Stock: Assessment and Evaluation in Programs with Language</td>
<td>3</td>
</tr>
</tbody>
</table>

Minority Students

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 443/543 Effective Teaching Strategies and Materials for Working with Linguistically and Culturally Diverse Students</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 455/555 Working with LEP Children Who Have Special Needs</td>
<td>2</td>
</tr>
<tr>
<td>ELP 465/565 ELL School/Community Relations</td>
<td>3</td>
</tr>
<tr>
<td>ELP 466/566 Impact of Language and Culture in the Classroom</td>
<td></td>
</tr>
<tr>
<td>ELP 467/567 ESL/Bilingual Program Design and Models</td>
<td></td>
</tr>
<tr>
<td>CI 509 ESL Bilingual Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 22

READOregon
(Previously Collaborative Reading Education and Distance Education)

READOregon is a collaborative program of five universities in Oregon—University of Oregon, Oregon State University, Portland State University, Southern Oregon University, and Western Oregon University—in cooperation with OUS departments of distance and continuing education.

The READOregon program consists of two collaborative distance education programs and one-credit seminars to be taken before, during, and after students complete 6 credits of coursework in a specialized area of study with approval of their adviser. Students will develop a professional portfolio designed to demonstrate their proficiency in the ten advanced competencies required by the state of Oregon for continuing licensure. The final review of the candidate's readiness for a continuing license is cumulative, holistic, and based— at least in part—on the advisor's intimate knowledge of the candidate's development over an extended period of time.

For additional information, see www.ceed.pdx.edu/lib_media.

Continuing Teaching License
The Continuing Teaching License Program at Portland State University consists of three one-credit seminars to be taken before, during, and after students complete 6 credits of coursework in a specialized area of study with approval of their adviser.

For additional information, see www.ceed.pdx.edu/ctl.

Continuing licensure. The Oregon Teacher Standards and Practices Commission (TSPC) issues two licenses, the initial and continuing. Portland State University's Curriculum and Instruction Department offers programs in both the initial and continuing license for licensed Oregon teachers who have completed an initial teacher education program. Oregon teachers who have obtained initial teacher license have up to six years to complete requirements for the continuing license. For information about the continuing license, please contact the Graduate School of Education (503-725-4619).

Library Media Endorsement

The Graduate School of Education offers a graduate-level program leading to a recommendation for a library media endorsement. The Library Media Endorsement Program consists of a comprehensive set of coursework (29 credits) that prepares students to be competent PreK-12 library media specialists. Recommendation for the endorsement, to be added to a current teaching license, is made to Teacher Standards and Practices Commission (TSPC) when a candidate successfully completes this program (the following courses and two 90-hour practica) and receives passing scores on the Library Media Praxis Exam.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lib 509 Initial Practicum</td>
<td>3</td>
</tr>
<tr>
<td>Lib 530 Literature Promotion Programs K-12</td>
<td>3</td>
</tr>
<tr>
<td>Lib 534 Administration of the School Library Media Center</td>
<td>3</td>
</tr>
<tr>
<td>Lib 536 Design and Production of Instructional Media</td>
<td>3</td>
</tr>
<tr>
<td>Lib 538 Organization of Library Media Collections</td>
<td>4</td>
</tr>
<tr>
<td>Lib 541 Reference and Information Systems and Services</td>
<td>4</td>
</tr>
<tr>
<td>Lib 542 Collection Development and Evaluation</td>
<td>3</td>
</tr>
<tr>
<td>Lib 547 Library Media Instructional Programs, K-12</td>
<td></td>
</tr>
<tr>
<td>Lib 548 Organization of Library Media Collections</td>
<td></td>
</tr>
<tr>
<td>Lib 554 Student Teaching I: Elementary or Secondary</td>
<td></td>
</tr>
<tr>
<td>Lib 555 Student Teaching II: Elementary or Secondary</td>
<td></td>
</tr>
<tr>
<td>Lib 561, 562, or 563 Practicum</td>
<td></td>
</tr>
<tr>
<td>Total 64</td>
<td></td>
</tr>
</tbody>
</table>

Please visit the Oregon University Systems Web site for more specific information about the READOregon program: www.readoregon.org.

For more information about Portland State University's READOregon courses and admission, please visit our Web site at www.ceed.pdx.edu/readoregon.

Educational Administration

Two authorized programs comprise the Executive Leadership Program leading to institutional recommendations for initial and continuing licensure of qualified persons for positions as building and district level administrators. All students are required to have an approved program of study, as described below, filed with the Graduate School of Education. Admission requirements and detailed program information for each program are available from the Department of Educational Leadership and Policy (ELP).
The Initial Administrator License (IAL) Program, prepares individuals for positions as building-level administrators. This license requires completion of a master's degree and three years of teaching experience. The licensure program may be completed either as part of a master's degree in educational administration or subsequent to the completion of a master's degree in the professions from an accredited institution. The initial administrator curriculum includes:

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELP 570 Human Relations and Educational Foundations</td>
<td>4</td>
</tr>
<tr>
<td>ELP 571 Teaching, Learning, and Curriculum</td>
<td>4</td>
</tr>
<tr>
<td>ELP 572 Human Resource Development and Organizational Change</td>
<td>4</td>
</tr>
<tr>
<td>ELP 509 Practicum</td>
<td>9</td>
</tr>
<tr>
<td>ELP 573, 574, 575 Educational Leadership Project I, II, III</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits:** 24

The Continuing Administrator Licensure Program (CAL), prepares individuals for positions as continuing school administrators and as school district administrators. This program requires prior completion of the initial administrator program or its equivalent. Each course includes a 30-hour field-based project.

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ELP 576 Education, Community and Society</td>
<td>4</td>
</tr>
<tr>
<td>ELP 577 District and School Staff</td>
<td></td>
</tr>
<tr>
<td>Supervision and Evaluation</td>
<td>4</td>
</tr>
<tr>
<td>ELP 578 Communication and Conflict Management in Educational Organizations</td>
<td>4</td>
</tr>
<tr>
<td>ELP 579 Curriculum, Instruction and Assessment Leadership</td>
<td>4</td>
</tr>
<tr>
<td>ELP 580 District Policy, Operations, Facilities and Finance</td>
<td>4</td>
</tr>
<tr>
<td>ELP 581 U.S. and Oregon School Law and Policy</td>
<td>4</td>
</tr>
<tr>
<td>ELP 506 Special Topics: Administration</td>
<td>4</td>
</tr>
</tbody>
</table>

Students who completed an earlier licensure program prior to 2005 should consult with the Department of Educational Leadership and Policy (ELP) to determine what new license requirements must be met.

**Reading**

The literacy education faculty has designed a program which works to develop classroom teachers, reading specialists, and district reading personnel whose practice grows out of a solid grounding in theory and research and reflects the best current thinking in the field. This includes consideration of:

- Best practices and national and literacy standards.
- The variety of methodologies and resources available for creating classroom literacy environments.
- Principles and practices of working with students needing extra help with literacy.
- Authentic assessment practices.

Completion of the following coursework, the PRAXIS Specialty Area Exam in Reading, and a 90 hour practicum are required for an Oregon reading endorsement. Courses numbered 808 are not allowed.

**Core Course Requirements**

<table>
<thead>
<tr>
<th>Course Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CI 522 Literacy Foundations</td>
<td>4</td>
</tr>
<tr>
<td>CI 474/574 Assessing and Instructing Learners with Literacy Problems</td>
<td>4</td>
</tr>
<tr>
<td>CI 529 School Reading Program Leadership</td>
<td>3</td>
</tr>
<tr>
<td>CI 510 Children's Literature K-12</td>
<td>3</td>
</tr>
<tr>
<td>CI 510 Literacy Assessment for Reading Specialists</td>
<td>3</td>
</tr>
</tbody>
</table>

**Endorsement Levels**

- Early childhood and elementary
  - CI 472/572 Language and Literacy in Early Childhood Education | 3 |
- CI 547 Advanced Elementary Methods: Reading                   | 4 |
- Elective                                                       | 3 |

**Elective Courses**

- Elementary and mid-level
  - CI 521 Reading and Composition in the Content Areas          | 3 |
- CI 547 Advanced Elementary Methods: Reading                   | 4 |
- Elective                                                       | 3 |
- Mid-level and secondary
  - CI 548 and CI 509 Advanced Secondary Methods: Reading and Composition and Practicum | 3 |
- Lib 529 Young Adult Literature                                | 3 |
- Elective                                                       | 3 |

*† Includes a 30-hour practicum.*

**School Counseling Licensing**

The school counseling specialization has three options: track I, track II, and licensure only.

**Track I.** The program consists of 74 credits of study leading to an M.A. or M.S. in education: school counseling specialization. The program is for individuals with two years' teaching experience. Upon completion of the program, students are recommended for the Initial School Counselor License.

After graduation, the Continuing License requires experience as a school counselor, and completion of a portfolio documenting professional development as defined by OAR 584-070-0090.

**Track II.** Track II is designed for students who cannot document two years of successful experience as a licensed school teacher. The program consists of 80 credits of study leading to the approved M.A./M.S. in counseling in education: school counseling specialization. Since track II is designed for individuals who cannot document two years' teaching experience, TSPC requires a 6-credit, 200-clock-hour teaching requirement as part of their program.

**Licensure only.** Students enrolled in the licensure only option must be graduates from an accredited master's program in counseling, psychology, or social work that required a clinical practicum focused on individual and group counseling skills. Graduate degrees in teaching or education are not accepted. The program is designed to meet the requirements for the Initial School Counselor License approved by TSPC. Students must complete 33 credits in the school counseling core to be eligible for the Initial School Counselor license. Continuing License requires experience as a school counselor and documentation of professional development as defined by OAR 584-070-0090.

All students in the licensure only option must take the school counseling specialization core courses. The Teacher Standards and Practice Commission requires school counselors to have two years' experience as a licensed teacher in a public school setting. Individuals in need of the teaching requirement must take the six-credit, 200-clock-hour teaching experience sequence.

All students (track I, track II, and licensure only) are required to:

- Pass the California Basic Educational Skills Test (CBEST) with a score of 123+ for entrance into the program.
- Complete a school counseling action research or related project and professional portfolio documenting the knowledge, skills, and competencies required by TSPC.
- Complete a 600-clock-hour internship; internship includes placement in an early childhood/elementary and/or in a middle/high school setting.
- Have two years' teaching experience. Students without two years' teaching experience must complete a 200-hour teaching experience practicum in a year-long 6-credit course sequence.
- Pass the Praxis II: Specialty Area Counselor (School Guidance and Counseling, 20420) test with score of 630+ to be eligible for licensure.
- Be fingerprinted and pass an anti-discrimination test.
- After graduation and licensure, verify three years of one-half time or more counseling experience in Oregon public schools or in Oregon private schools accredited by the Northwest Association of Schools and of Colleges and Universities as a requirement for Continuing License as a school counselor. Students must complete a 9-credit Continuing School Counseling Licensure program within six years.
- Develop a professional portfolio as a school counselor with an Initial License as a condition for recommendation for the Continuing License as a school counselor. Students must document professional development as defined by Oregon Administrative Rules (OAR 584-070-0090).

Additional information about requirements and specific courses can be obtained from members of the Counselor Education faculty responsible for advising students in the school counseling specialization.

**Special Education Licensure Programs**

The PSU Graduate School of Education offers licensure and endorsement programs for:
Persons seeking their special education endorsement who do not currently hold an Oregon teaching license.

Persons seeking elementary education and special education endorsements through an integrated dual program who do not currently hold an Oregon teaching license.

Persons seeking mid-level and/or secondary education and special education endorsements through an integrated dual program who do not currently hold an Oregon teaching license.

Teachers who hold a valid Oregon teaching license in general education and wish to add the special education endorsement.

Teachers who hold a valid Oregon teaching license in special education and wish to take advanced specialty coursework as part of their continuing professional development plan.

Persons who wish to complete a Master of Arts (M.A.) or Master of Science (M.S.) degree in special education.

**Dual endorsement options.** The Special Education program offers a dual endorsement option in elementary education (general education license) and special education, referred to as the Inclusive Elementary Educators Program. A Secondary Dual Endorsement Program is offered in mid-level high-school education and special education. A third dual endorsement program is offered in special education and vision impairments. These programs include a dual student teaching experience. Students who complete these programs receive two endorsements. Information about these programs is available from the Graduate School of Education.

**Positive Behavior Support Focus (PBS) Area.** The PBS Focus Area provides additional training opportunities for students interested in working with students with challenging behavior. Students receive more intensive instruction and practice in the development and implementation of Behavior Support Plans for students with challenging behavior. Students will also have the opportunity to participate on school teams implementing school-wide systems to promote positive behavior in schools. The Focus Area is an additional option for students completing licensure courses; students in the PBS focus area complete three, 1-credit seminars on Positive Behavior Support and SpEd 510 Advanced Behavior Management.

Positive Behavior Support Focus (PBS) Area

- Three 1-credit seminars in fall, winter, and spring terms
- SpEd 510 Advanced Behavior Management

**Continuing licensure.** The Oregon Teacher Standards and Practices Commission (TSPC) issues two licenses, the initial and the continuing. The Portland State University special education program offers programs at both levels. For information about the continuing license, please contact the Graduate School of Education (503-725-4619).

**Special education common background required.** In addition to a bachelor’s degree, the following courses are prerequisites for admission to the special education licensure programs. Experience in education such as: early childhood special education, elementary, mid-level, or secondary teacher, instructional assistant, substitute teacher, or community experience is strongly recommended.

**Dual endorsement options.** The Special Education program offers a dual endorsement option in elementary education (general education license) and special education, referred to as the Inclusive Elementary Educators Program. A Secondary Dual Endorsement Program is offered in mid-level high-school education and special education. A third dual endorsement program is offered in special education and vision impairments. These programs include a dual student teaching experience. Students who complete these programs receive two endorsements. Information about these programs is available from the Graduate School of Education.

**Positive Behavior Support Focus (PBS) Area.** The PBS Focus Area provides additional training opportunities for students interested in working with students with challenging behavior. Students receive more intensive instruction and practice in the development and implementation of Behavior Support Plans for students with challenging behavior. Students will also have the opportunity to participate on school teams implementing school-wide systems to promote positive behavior in schools. The Focus Area is an additional option for students completing licensure courses; students in the PBS focus area complete three, 1-credit seminars on Positive Behavior Support and SpEd 510 Advanced Behavior Management.

**Special Education Initial Endorsement Program—Elementary (Age 3-grade 8)**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SpEd 536</td>
<td>Specialized Techniques</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 509</td>
<td>Practicum: Functional Life Skills</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 509</td>
<td>Practicum: Academic Skills</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 519</td>
<td>Principles of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 520</td>
<td>Collaboration I: Families and Community-Elementary and Early Interventions</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 526</td>
<td>Instructional Methods I: Literacy—Elementary</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 527</td>
<td>Instructional Methods II: Math—Elementary</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 522</td>
<td>Collaboration II: Inclusion Strategies ECE/Elementary</td>
<td>3</td>
</tr>
<tr>
<td>Ed 511</td>
<td>Reading/Language Arts Pre-K-12</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 513</td>
<td>Classroom Assessment</td>
<td></td>
</tr>
</tbody>
</table>

Total 57

**Vision Impaired Learner Initial Endorsement Program**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SpEd 507</td>
<td>Student Teaching Seminar</td>
<td>1</td>
</tr>
<tr>
<td>SpEd 509</td>
<td>STE I Visually Impaired</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 509</td>
<td>STE II Visually Impaired</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 519</td>
<td>Principles of Special Education</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 520</td>
<td>Collaboration</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 521</td>
<td>Behavior Management</td>
<td>3</td>
</tr>
<tr>
<td>SpEd 525</td>
<td>Student Teaching Visually Impaired</td>
<td>12</td>
</tr>
<tr>
<td>SpEd 540</td>
<td>Education of the Visually Impaired</td>
<td></td>
</tr>
<tr>
<td>SpEd 541</td>
<td>Implications of Vision Problems of Children/Youth</td>
<td></td>
</tr>
<tr>
<td>SpEd 542</td>
<td>Assessment of Visually Impaired</td>
<td></td>
</tr>
<tr>
<td>SpEd 543</td>
<td>Reading and Literacy K-12 Visually Impaired</td>
<td></td>
</tr>
<tr>
<td>SpEd 544</td>
<td>Academic Methods Visually Impaired</td>
<td></td>
</tr>
<tr>
<td>SpEd 545</td>
<td>Orientation and Mobility/Life Skills</td>
<td></td>
</tr>
<tr>
<td>SpEd 546</td>
<td>Braille I</td>
<td></td>
</tr>
<tr>
<td>SpEd 547</td>
<td>Braille II</td>
<td></td>
</tr>
<tr>
<td>SpEd 575</td>
<td>Braille III/Technology for the Visually Impaired</td>
<td></td>
</tr>
<tr>
<td>SpEd 576</td>
<td>Visually Impaired Learner</td>
<td></td>
</tr>
</tbody>
</table>

Total 57

**Early Intervention/Early Childhood Special Education Endorsement Program**

The Early Intervention and Early Childhood Special Education Program is designed to prepare professionals to provide services to infants, toddlers, and young children with special needs, and to their families. Representative positions include teaching special education preschool classes or kindergarten: supporting children with special needs in
community preschool and daycare settings; providing consultation to Head Start, Early Head Start, and preschool providers; providing consultation and support to families; working with young children and their families in their home; providing assessment and evaluation services; and providing service coordination.

The Center for Healthy Inclusive Parenting (CHIP)—503-725-5914

CHIP promotes gender inclusive parenting models.

The Center for Student Success—503-725-8150

The Center provides consultation to school districts on closing the achievement gap and professional learning teams and conducts third-party evaluations.

Courses

Counseling

Coun 199
Special Studies (Credit to be arranged.)

Coun 401/501
Research (Credit to be arranged.)

Coun 402/502
Independent Study (Credit to be arranged.)

Coun 403/503
Thesis (Credit to be arranged.)

Coun 405/505
Reading and Conference (Credit to be arranged.)

Coun 406/506
Special Problems (Credit to be arranged.)

Coun 407/507
Seminar (Credit to be arranged.)

Coun 408/508
Workshop (Credit to be arranged.)

Coun 409/509
Practicum (Credit to be arranged.)

Coun 410/510
Experimental Course (Credit to be arranged.)

Coun 425/525
Guidance for the Classroom Teacher (3)

A study of the responsibilities and procedures of teachers for guiding students at all levels in becoming more effective and capable persons. Recommended prerequisite: completion of 135 credits; student teaching or teaching experience.

Coun 430/530
Abnormal Personality (3)

Covers the causation, criteria, diagnosis and classification of the major psychiatric disorders. Emphasis is placed on both the traditional medical model and on the psychosocial model of diagnosis. Developmental aspects associated with normal and abnormal personalities will also be discussed. Prerequisite for the Counselor Education graduate programs and will not be credited toward the completion of the degree. Recommended prerequisite: Psy 311.

Coun 431/531
Foundations of Substance Abuse Counseling (3)

Provides an overview of the biological, psychological, social, and spiritual dimensions of addictions and addictive behavior. Addictive behaviors are presented as part of a continuum of mental and emotional disorders. Emphasizes the biological substrate and development course of addictions and the relationship of addictive behavior to common psychological disorders. Models and theories of addictive behavior that the professional counselor needs to understand when treating clients with addictive and co-occurring disorders are reviewed.

Coun 432/532
Assessment and Diagnosis of Substance Abuse (3)

Coun 437/537
Current Issues in Addictions Counseling (3)

Current Issues in Addictions Counseling (3)

Coun 441/541
Introduction to Counseling (3)

This course provides an introduction to the counseling profession. Specifically, it focuses on introducing theories and skills related to working with individuals, groups, and families across a variety of settings. It also provides an introduction to various career and educational options within the counseling profession. The course is cross listed as an undergraduate and graduate course, with different requirements for each.

Coun 445/545
Youth at Risk (3)

Designed to provide participants with an overview of information focused on counseling and teaching youth-at-risk. Emphasis will be placed on identifying youth-at-risk for depression, suicide, eating disorders, pregnancy, AIDS, use and abuse of alcohol and drugs, homelessness, gang membership and several other at-risk behaviors. Ideas for primary, secondary and tertiary prevention from individual, family, school and community perspectives will also be presented. Particular attention will be paid to guidelines for development of tragedy response plans for school campuses in conjunction with the topic of tertiary prevention. Presented in a varied format structured to include lecture/discussion, audio-visual presentations, participant self-evaluation of their own at-risk behaviors, role-plays and small group discussion.

Coun 504
Internship (Credit to be arranged.)

Coun 526
Effective Teaching (2)

Designed to meet the education and student teaching requirements for track II school counseling students. Topics covered include effective teaching strategies designed to help school counselors in training to meet the TSPC prescribed teaching competencies: planning for instruction, establishing a classroom climate conducive to learning, implementing instructional plans, evaluating pupil achievement, fostering professional relationships, and addressing organizational expectations. Students are required to complete a 200-hour teaching practicum in the field (125 hours of observation and 75 hours as classroom teacher) and complete a work sample. Students are expected to complete two credits per term during one school year for a total of six credits. Restricted to students admitted to the track II school counselor specialization.

Coun 527
Counseling Individuals with Diverse Needs (3)

Designed to prepare counselors to provide collaborative services for individuals with diverse needs in...
elementary, secondary, and postsecondary educational settings. Topics will include an overview of the legal mandates that impact educational requirements and services for students with disabilities, including eligibility and various types of disabling conditions related to educational success. Issues related to counseling students and family members, transitional planning, and collaborating with special educators and other services providers will also be covered.

Coun 533 Treatment of Substance Abuse I (3) Focuses on the development of the knowledge and skills of treatment planning and implementation. Reviews the various modalities of substance abuse treatment along with the efficacy and indications for use of each modality. Primary focus is on evidence-based practices.

Coun 534 Treatment of Substance Abuse II (3) Focuses on the development of the knowledge and skills of substance abuse treatment for diverse client populations. Examines the ethical issues involved in addictions counseling and the responsibilities for continuing professional development for the addiction specialist. Focus is on both theoretical and practical skills.

Coun 535 Dual Diagnosis (3) Focuses on the development of knowledge, skills, and theoretical framework applicable to the diagnosis and treatment of co-occurring disorders. It provides an understanding of chemical dependency and mental health and looks at best practice models.

Coun 536 Addiction Counseling Capstone (3) Provides participants with an opportunity to research and present material related to a specific topic, treatment approach, or client population, and which demonstrates mastery of the information presented in the addiction counseling series. The final product is to demonstrate an integration of the knowledge from the courses.


Coun 551 Theories and Interventions I (3) This course focuses on providing an overview of counseling theories and their practical applications with various populations. The emphasis will be on learning the key concepts of each major theory across three dimensions: (a) human nature, (b) pathology, and (c) treatment. Focus will also be on conceptually applying each theory to client cases. Completion of COUN 551 is a prerequisite for this class.

Coun 552 Theories and Interventions II (3) This course focuses on providing an overview of advanced and contemporary counseling theories and their practical applications with various populations. The emphasis will be on learning the key concepts of each major theory across three dimensions: (a) human nature, (b) pathology, and (c) treatment. Focus will also be on conceptually applying each theory to client cases. Completion of COUN 551 is a prerequisite for this class.

Coun 553 Advanced Therapeutic Strategies (3) Focuses on advanced interventions for clients seeking personal counseling. Emphasis is focused upon cognitive-behavioral, brief therapy, and selected experiential interventions and their use in treatment planning. The theory and research connected with the application of these interventions in the treatment planning process is also addressed. Prerequisites: Coun 551, 552.

Coun 555 Counseling Children and Youth (3) Theoretical overview of growth and development of children and youth. Emphasis on translating theory into practice through a “person-environment interaction” conception of counseling, consultation, and educational intervention in school settings.

Coun 566 Appraisal Instruments (1) Accompanies Coun 567 and is intended to be an evaluation and application practice of tests used in each counselor education specialty track. Must be taken concurrently with Coun 567.

Coun 567 Using Tests in Counseling (3) The course is a graduate level introduction to testing. It offers the student the option of test usage in the counseling process and introduces issues related to such usage. In addition, the course acquaints the student, through hands-on experience, with test taking, scoring, norming, profiling and interpreting. Prerequisite: Coun 541.

Coun 568 Career and Lifestyle Planning (3) This course examines the theoretical research foundation for career choices, factors that influence choices, the role of information, the skills and practices of effective helpers, the exploration/testing/labor market information sources which contribute to the value choices that are made, and related issues and problems. Prerequisite: admission to the program and Coun 541.


Coun 570 Ethical and Legal Issues in Counseling (3) Designed to further develop the professional identity of counselors by studying the content and application of the ethical standards of the American Counseling Association, the American Psychological Association, and related professional organizations. Also addresses legal issues in counseling and laws that affect the practice of counseling. Course content includes respecting diversity; client welfare; informed consent; confidentiality and privileged communication; records, technology, and court subpoenas; competence and malpractice; boundary issues; child and adolescent clients; family and group counseling; evaluation, testing, and diagnosis; supervision and consultation, conducting research and methods of resolving ethical and legal issues.

Coun 571 Group Counseling (3) This course is designed to provide students with opportunities to learn about group counseling theories and skills. Particular emphasis will be placed on understanding group dynamics and leadership skills as they may apply to different populations and settings. Class time will include lecture/discussion and group-based experiential learning. In conjunction with this course, all students must register for Coun 505: Group Practicum.

Coun 572 Systemic Perspectives on Human Sexuality (3) Designed to provide participants with the opportunity to study the expression of human sexuality and intimacy across the life span as well as strategies to both facilitate healthy sexual development and overcome common sexual functioning problems. Students will be assisted in the process of recognizing personal attitudes and values about various aspects of sexuality and their effect on practice as well as the process of comfortably discussing sexuality with individuals and couples. Also addresses the impact of sexual abuse and sexuality and treatment considerations. Presented in a varied format structured to include lecture/discussion, audio-visual presentations, participant self-evaluation of their own attitudes and values, role-plays and small group discussion.

Coun 573 Contemporary Couples, Marriage, and Family Systems (3) Focus on contemporary couples, marriage and family systems as they exist in American society today. Explore the past, present, and future of these systems, including changing demographics and their implications for professionals.

Coun 574 Family Life Cycle and Transitions (3) Intended for graduate students taking the MFT series, this course examines family development as a foundational framework for family therapy. The developmental context provides opportunity to consider symptoms and dysfunction as related to tasks and challenges of reorganization at transition points.

Coun 575 Foundations of Couples, Marriage, and Family Counseling (3) This course constitutes an introduction to the theory and methodology of marriage and family counseling. Attention is given to the major family interactional patterns which lead to family system breakdowns as well as the development of skills in the identification of such patterns. Family process assessment techniques, beginning work with families, dealing with resistance in family counseling, use of “self,” doubling, sculpting, etc., are interventions which are taught using an experiential format.

Coun 576 Parents, Families, and Communities in Schools (3) Examines effective methods for including parents, families, and communities in schools. Emphasizes a systems perspective that includes consultation and collaboration in addressing academic, career, and personal/social success for all students. Family dynamics and influences on school success will be addressed. Application of school counseling consultation, collaboration, and family support for all
students will result in a school-based project integrated into a school’s comprehensive counseling program.

Coun 577 Family Therapy (3)
This course will provide an overview of family therapy, particularly related to parent-child relationships. Families will be understood from a practical, structural, intergenerational, cultural, developmental, topical, and process perspectives. A foundation in family therapy theory is a prerequisite for this course; the emphasis here will be on application of theory and the development of family therapy skills. Experiential learning (role plays) will occur during class, with participation required from all students.

Coun 578 Couples Therapy (3)
Students learn to conceptualize and intervene systematically with couple units. Attention is given to maintaining therapeutic balance, developing an inter-system treatment plan, and asking systemic/interactional questions. A major emphasis is on supervised skill practice through role play.

Coun 579 Advanced Systemic Interventions: Couples and Families (3)
Intended for graduate students taking the MFT series, this course analyzes current therapeutic assessment tools and interventions grounded in systemic theory/research as they pertain to family transitions. Success in this course builds upon requisite mastery of major systemic concepts that have to do with systemic function, structure, and motivation as related to assessing similarities and differences between normative and pararnormative marriage and family life transitions. Appropriate systemic assessment integrates with systemic therapeutic interventions in resolving crisis resulting from family transitional difficulty, chronic illness, divorce, separation, remarriage, death.

Coun 580 Supervision (1)
Presents a systemic model of clinical supervision and its application to the supervisory process. Relationship of the model to existing conceptual and empirical literature also overviewed. Techniques and skills for debriefing and mentoring supervisees also addressed.

Coun 581 Multicultural Perspectives in Counseling (3)
A study of the human, ecological and societal forces influencing the provision of counseling services to culturally diverse students and other clients in educational and community settings. Current issues, problems and trends will be examined. Increased competence in individual and group counseling strategies and techniques will be emphasized, using didactic and experiential approaches. Prerequisite: Coun 541.

Coun 582 Research and Program Evaluation in Counseling (3)
Covers the areas of research design, basic psychological principles and statistical procedures, test/scale construction, needs assessment, program evaluation, use of library as a research tool, and writing research reports. Specific counseling applications to community, rehabilitation, and school settings are made.

Coun 583 Job Placement and Development (3)
Designed to provide students with a solid understanding of job placement principles, practice and knowledge needed to assist people with disabilities in securing and maintaining employment, and job development and marketing techniques required for seeking both competitive and supported employment.

Coun 585 Diagnosis and Treatment Planning I (3)
First in a sequence of two courses introducing students to the diagnosis and treatment of psychiatric disorders as outlined in the current Diagnostic and Statistical Manual of Mental Disorders. Emphasis on diagnostic reasoning, basic map and thinking process embedded in the current Manual. Use of decision trees to arrive at accurate diagnoses. Overview of conditions covered in the Manual. Prerequisite: Coun 541.

Coun 586 Psychopharmacology and Mental Illness (3)
Examines important psychotropic medications and their therapeutic applications. Drug efficacy, side effects, treatment of specific disorders such as anxiety and mood disorders, psychoactive substance use disorders, and schizophrenia. Prerequisite: Coun 541.

Coun 587 Foundations of Mental Health Services (3)
Examines community mental health movement, policy, service sequence, and related legislative, organization and delivery of mental health services at the federal, state, and local levels; influences and trends in service delivery. Prerequisite: Coun 541.

Coun 588 Diagnosis and Treatment Planning II (3)
Second in a sequence of two courses that examine the diagnosis and treatment of mental disorders, as outlined in the current Diagnostic and Statistical Manual.

Coun 589 Action Research in Counseling (1)
Designed to enable counselors to conduct action research in counseling settings. Development of an action research project directly related to improving comprehensive counseling programs. Emphasizes developing research projects that address the academic, career, and personal/social success of all students. Course is restricted to counselor education students enrolled in internship. One credit per term.

Coun 590 Foundation of Rehabilitation Counseling (3)
Introductory course for students pursuing graduate study in rehabilitation counseling and is also oriented toward students with a more peripheral interest in related human service fields. Intended to provide a broad overview of the profession of rehabilitation counseling with an emphasis on both theoretical and practical aspects of the field. Prerequisite: Psy 534 or Coun 541.

Coun 591 Medical Aspects of Disability (3)
Covers the most common physical, sensory, and mental disabilities encountered by the rehabilitation professional. The major symptomatology, diagnostic procedures, treatment modalities, functional implications, and psychosocial and vocational correlates of each disabling condition will be discussed. Prerequisite: Coun 590.

Coun 592 Psychosocial Aspects of Disability (3)
Covers the psychological and social aspects of adjustment and adaptation to a variety of disabling conditions. Theoretical and practical issues relating to various types of physical, psychiatric, mental and social disabilities will be examined and discussed. Prerequisite: Coun 590.

Coun 593 Case Management (3)
Students will study case management systems and skills as used in both public and private rehabilitation and related other human service agencies. Topics covered include case identification, referral, eligibility determination, assessment, goal setting, plan development, intervention strategies, case monitoring, inter-agency coordination, advocacy, promotion of self-advocacy by client, software systems, information flow, organizational structures, time management, critical case management skills, funding sources and billing, as well as other topics of interest to the student. Prerequisite: Coun 590.

Coun 594 Occupational Analysis/Vocational Evaluation (3)
Content and experiences presented through this course are designed to familiarize the student with the basic principles and imperatives of occupational analysis and vocational evaluation and how these are applied and used in real world settings. Didactic instruction, experiential research, and collegial participation will be used to help students integrate course teachings into a core of personal and professional understanding which can then be applied to many different settings or systems. Prerequisite: Coun 590.

Coun 595 Contemporary Issues and Applications in Rehabilitation Counseling (3)
Covers contemporary issues in the field of rehabilitation counseling as well as recent applications of rehabilitation theories, technologies, assessment procedures, and counseling modalities, to a variety of rehabilitation settings and across rehabilitation populations.

Coun 596 Foundations of School Counseling (3)
Foundational course for students pursuing graduate study in the specialized field of school counseling. Intended to provide a broad overview of the school counseling profession with an emphasis on both theoretical and practical aspects of comprehensive school counseling programs. Field study required.

Coun 597 Strengths, Risk Factors, and Disturbance in Infants, Toddlers, and their Families (3)
Focus on infants, toddlers, and their families and how they cope successfully with life tasks and external stressors. Examination of what happens when coping breaks down and problems emerge in families with young children. Students will (1) identify relevant strengths and resiliency factors for infants, toddlers, and their families; (2) understand developmentally relevant risk factors, especially parental mental health issues, and their potential impact on infants, toddlers, and their families; and (3) gain knowledge of major forms of psychopathology within infant/toddler mental health.

Coun 601 Research (Credit to be arranged.)

Coun 602 Independent Study (Credit to be arranged.)
Curriculum and Instruction

CI 199 Special Studies (Credit to be arranged.)
CI 251 Introduction to Early Childhood Education (3)
This course will provide an overview of the early childhood education profession, including issues, research, historical influences, programs for young children, and career options. Field experience required.

CI 252 Instruction and Management in Preschool Education (3)
Growth and development characteristics of preschool children (ages 3-5) for planning educational programs, curriculum, instruction, scheduling, and environment, management, and parent communication. Field experience required. Recommended prerequisite: CI 251 or coursework in human growth and development.

CI 253 Preschool Programming (3)
This course will provide experience and guidance in planning, implementing, and evaluating developmentally appropriate teaching and learning experiences in preschool settings. Field experience required. Recommended prerequisite: CI 252.

CI 350 Aesthetics and Physical Education for Young Children (4)
This course will provide preparation for planning, implementing, and evaluating developmentally appropriate integrated teaching and learning experiences in art, music, movement, drama, and physical education for young learners, ages 4-8 years. Recommended prerequisites: admission to teacher education; CI 251.

CI 351 Science, Social Studies and Health for Young Children (5)
This course will provide preparation for planning, implementing, and evaluating developmentally appropriate integrated teaching and learning experiences in science, social studies, and health for young learners, ages 4-8 years. Recommended prerequisites: admission to teacher education; CI 251.

CI 401/501 Research (Credit to be arranged.)
Consent of instructor.

CI 402/502 Independent Study (Credit to be arranged.)
CI 403/503 Thesis (Credit to be arranged.)
CI 404/504 Cooperative Education/Internship (Credit to be arranged.)
CI 405/505 Reading and Conference (Credit to be arranged.)
Consent of instructor.

CI 406/506 Special Problems (Credit to be arranged.)
CI 407/507 Seminar (Credit to be arranged.)
CI 408/508 Workshop (Credit to be arranged.)
CI 409/509 Practicum (Credit to be arranged.)
Consent of instructor.

CI 410/510 Experimental Course (Credit to be arranged.)

CI 432/532 Computer Applications for the Classroom (3)
Computer Applications for the Classroom (3)
This course is designed for preservice or inservice teachers who wish to become comfortable with the use of the computer to enhance classroom teaching and learning. Topics include an introduction to computers and technology in education; review and curriculum integration of courseware; use of word processing; designing and using computer-based databases in the classroom; computer literacy; and graphics software for the classroom.

CI 433/533 Computer Applications in Instruction (3)
A comprehensive survey of the use of microcomputers in instruction. Terminology, educational applications, ethical issues, courseware, evaluation and selection, multimedia applications, management tools for educators, planning and organizing for school computer use, hardware selection, computer literacy and technological literacy, and network resources for teachers. Hands-on use of the computer to review courseware is an important part of the course. Recommended prerequisite: CI 432 or equivalent.

CI 443/543 Effective Teaching Strategies and Materials for Working With Linguistically and Culturally Diverse Students (3)
What strategies and materials work in teaching children who are learning English? Become acquainted with the current research on identification, development, and practice of developmentally and linguistically appropriate strategies and materials to effectively engage English Language Learners (ELL) at all grade levels in the learning process. Special attention will be given to students' bilingual/bicultural characteristics as important aspects of developing successful curriculum.

CI 458/558 Advanced Curriculum Design in Kindergarten/Primary Grades (3)
This course will consider growth and development characteristics of children ages 5-8 years and research on teaching for planning educational programs, curricula, instruction, environment, management, and guidance.

CI 472/572 Language and Literacy in Early Childhood Education (3)
Helps teachers understand, assess, and promote early experiences with language that contribute to the process of becoming literate. Recommended prerequisite: Undergraduate early childhood education coursework or teaching experience with young children.

CI 474/574 Assessing and Instructing Learners with Literacy Problems (4)
Focuses on working, particularly in the regular classroom, with students experiencing difficulties in learning to read and write. Deals with: theoretically-based understanding and analysis (such as mis- cue analysis) of students' reading and writing; developing students' reading and writing knowledge and strategies; social and psychological aspects of literacy problems. A field experience, usually a case study, is included.

CI 475/575 Supervision in Early Childhood Education (3)
Integrates theory and research of adult and professional development with supervisory models and practices appropriate for early childhood education settings. Recommended prerequisite: Undergraduate early childhood education coursework or teaching experience with young children.

CI 476/576 Equity and Cultural Diversity in Early Childhood Education (3)
Explore developmental early childhood education...
practices, emphasizing developmentally and culturally appropriate objectives as well as anti-bias learning goals. Develop awareness of quality teaching practices by exploring personal cultural history; gaining insights into living examples of difference, witnessing the effects of bias, and learning to support fairness and issues of equity in a classroom.

CI 491/591
Enriching Children's Reading (3)

CI 511
Classroom Management (1-3)
Principles and practices of K-12 classroom management and discipline. Topics include organization and logistics of classroom procedures, communication and routine building, procedures for prevention and resolution of disruptions, problem solving, decision making, and multicultural and urban perspectives. Prerequisite: admission to the teacher education program.

CI 512
Teaching and Learning (1-3)
Principles of human learning and related practices for classroom teaching. The psychology of learning in a school setting includes both individual and group generalizations. The roles and functions of a classroom teacher as a facilitator of learning, and a decision maker concerning pupil needs and achievement. Prerequisite: admission to the teacher education program.

CI 513
Classroom Instruction and Technology (2-5)
Principles and skills for organization and presentation of K-12 classroom instruction. Topics included are: student needs analysis, planning, direct and indirect instructional techniques, use of aids, assessment of pupil achievement, and evaluation of teaching. Includes mediated instruction and preparation and use of instructional materials. Prerequisite: admission to the teacher education program.

CI 514
Multicultural and Urban Education (1-3)
Principles, practices, promises, and problems of multicultural education, with emphasis in urban settings. Use of student and community diversity to enhance subject matter, learning, and classroom life. Characteristics, opportunities, and needs of students in city schools presented with examples of current effective practice. Political and sociological influences in U.S. educational system, especially urban school settings. Prerequisite: admission to the teacher education program.

CI 515
The Reflective Practitioner (1-3)
Perspectives and techniques for formal and informal analysis, information gathering, decision making, value judgments about educational practice. Prerequisite: admission to the teacher education program.

CI 516
Integrated Methods I (1-5)
An integrated approach to literacy development. Deals with processes of becoming literate, the content of instruction in the language arts, and methods for implementing an integrated curricula. Includes field assignments in school settings. Prerequisites: admission to the teacher education program.

CI 517
Integrated Methods II (1-5)
Students explore trends, practices, materials, and resources for teaching health, science, and social science in the elementary classroom. Includes content-specific methods and materials as well as those appropriate to an integrated elementary curriculum. Field experience required. Prerequisites: admission to the teacher education program, CI 512.

CI 518
Integrated Methods III (1-5)
Trends, practices, materials, and resources for teaching art, music, mathematics, and physical education in the elementary school. Includes content-specific methods and materials as well as those appropriate to an integrated elementary curriculum. Field experience required. Prerequisites: admission to the teacher education program; CI 512.

CI 519
Special Secondary Methods (3)
Problems and methods in selecting and organizing materials for instruction: comparison and evaluation of methods, laboratory techniques, supplies, equipment, or economy of time and materials. Prerequisite: admission to the teacher education program.

CI 520
Linguistics for Teachers (3)
What should classroom teachers know about language and how it works? This course will give teachers background knowledge about the sounds, grammar, meaning system, and social context of language and the implications these have for classroom practice in reading, writing, and speaking. Addresses topics such as invented spelling, the role of phonics in reading, the teaching of grammar, and Black English and other linguistic variations.

CI 521
Reading and Composition in the Content Areas (3)
Course designed to help educators guide their students in acquiring skills needed for adequate reading, thinking, writing, and study in content areas. Emphasis on the functional teaching of reading and writing—design and preparation of materials to use with textbooks in all school subjects. Prerequisite: admission to the teacher education program.

CI 522
Literacy Foundations (4)
Focuses on the foundational areas of psychology, history, theory, and research, and familiarizes teachers and reading specialists with varied ideas about how reading and writing work and how they are learned, through the examination of major theorists and researchers, both present and past.

CI 523
Language Arts in Middle Schools (4)
Designed for teachers at the middle school level. Explores the nature of teaching young adolescents, including developmental psychology and methods of literacy education with a corresponding field experience. Includes ways of studying language through literature and the arts, using writing and speaking to study language, language use in different academic settings and content areas, and emerging trends for studying language in the 21st century.

CI 524
Writing Workshop (3)
Primary focus is on establishing writing workshops in the elementary/secondary classrooms. Approach guides educators through all phases of establishing a writing workshop atmosphere. Inclusion of state writing standards and peer editing procedures as well as integrating writing across the curriculum are included.

CI 525
Issues and Perspectives in the Teaching of Reading (3)
An examination of the development of current practices in the teaching of reading. The identification of major trends and issues and a critical review of relevant past and present research. Prerequisite: completion of student teaching.

CI 526
Reading for the Creative and Gifted (3)
A study of the unique reading characteristics of the creative and gifted and an overview of psychological and philosophical understandings important for the teacher teaching reading to these able students. Prerequisite: Lib 428/528.

CI 528
Whole Language Approach to Literacy (3)
Designed to give the rationale and theory base for the whole language approach to literacy and to examine appropriate classroom practices and materials for grades K-8.

CI 529
School Reading Program Leadership (3)
The course is for current or future administrators, coordinators, curriculum consultants, or teachers whose responsibilities will include leadership roles in the administration of school-wide or district-wide reading programs. It deals with long- and short-term objectives, school organizational patterns, staff competencies, materials selection, program evaluation, needs assessment, and the use of community resources. Prerequisite: CI 474/574 or equivalent.

CI 530
Teaching Struggling Adolescent Readers (3)
Designed to help teachers to develop an understanding of adolescent readers within school settings, to expand their teaching repertoire, to assist struggling readers, and to organize plans that improve secondary literacy programs. Appropriate for classroom teachers, reading specialists, and administrators interested in adolescent literacy.

CI 536
Language, Literacy, and Culture (3)
Understanding the central importance of language as it functions within educational contexts. Implications of social, cultural, and linguistic diversity on teaching and learning.

CI 545
Educating Early Adolescents (3)
Focuses on the nature of early adolescence and examines theory and practice informing develop-
ment of the philosophy of early adolescent education, organizational structures appropriate for these learners, and the diverse roles of the middle-level teacher. Introduces students to the curriculum and delivery methods appropriate for emerging adolescents.

CI 547 Advanced Methods-Special Subject Fields in the Elementary School (4)
Concentrated study of recent trends and recurring problems in selecting, organizing, evaluating, and presenting concepts, information, and materials of instruction in subjects taught in elementary school: art, health, language arts, mathematics, music, physical education, reading (includes one additional field work credit), science, social studies.

CI 548 Advanced Methods-Special Subject Fields in the Secondary School (3)
Concentrated study of recent trends in the curriculum and methodology of the subject area. Investigates the problems and methods in selecting and organizing materials for instruction, including integration of media, computers, and technology. Separate courses in art, business education, English, health, mathematics, modern foreign languages, music, physical education, reading and composition, science, social science, speech, theater arts.

CI 550 Student Teaching I, Early Childhood (6)
Observation and some teaching under direction of supervising classroom teacher and University supervisor. Direct responsibility for learning activities, developing skills in techniques of teaching and classroom management; related professional activities. Weekly seminar. Prerequisite: admission to the teacher education program.

CI 551 Student Teaching II, Early Childhood (15)
Observation and teaching under direction of classroom teacher and University supervisor. Direct responsibility for learning activities, developing skills in techniques of teaching and classroom management; related professional activities. Attends regularly scheduled seminar. Prerequisites: admission to teacher education program; successful completion of Student Teaching I; all appropriate GTEP methods courses; 3.00 GPA in professional courses. Admission by approved application to student teaching.

CI 552 Student Teaching I, Elementary (6)
Observation and some teaching under direction of supervising classroom teacher and University supervisor in conjunction with assignments related to methods coursework and diagnosis of individual needs. Prerequisite: admission to the teacher education program.

CI 553 Student Teaching II, Elementary (15)
Observation and teaching under direction of classroom teacher and University supervisor. Direct responsibility for learning activities, developing skills in techniques of teaching and classroom management; related professional activities. Weekly seminar. Prerequisite: admission to the teacher education program.

CI 554 Student Teaching I, High School (6)
Observation and some teaching under direction of supervising classroom teacher and University supervisor in conjunction with assignments related to methods and classroom management coursework and diagnosis of individual needs. Prerequisite: admission to the teacher education program.

CI 555 Student Teaching II, High School (15)
Observation and teaching under the direction of classroom teacher and University supervisor. Direct responsibility for learning activities, developing skills in teaching and classroom management; related professional activities. Weekly seminar. Prerequisite: admission to the teacher education program.

CI 556 Mid-Level Student Teaching I (6)
Observation and teaching in a middle or junior high school setting under direction of supervising classroom teacher and university supervisor in conjunction with assignments related to methods coursework and diagnosis of individual needs. Prerequisites: admission to teacher education program; at least 14 credits in residence; cum. 3.00 GPA; 3.00 GPA in professional courses. Admission by approved application to student teaching.

CI 557 Mid-Level Student Teaching II (15)
Observation and full-time teaching in a middle or junior high school setting under direction of supervising classroom teacher and university supervisor. Direct responsibility for learning activities developing skills in techniques of teaching and classroom management; related professional activities. Attends regularly scheduled seminar. Prerequisites: admission to teacher education program; successful completion of Student Teaching I; all appropriate GTEP methods courses; 3.00 GPA in professional courses. Admission by approved application to student teaching.

CI 561 Advanced Educational Psychology (3)
Review and development of modern viewpoints in educational psychology with particular attention to theories of learning and their application to school and educational problems; an examination of experimental material that seems most useful and relevant to educational psychology.

CI 563 Teacher as Researcher (4)
This course is intended to promote the philosophical approach and the skills necessary for novice teachers to become effective researchers in their own classrooms. Teachers will improve their ability to expand their practice through systematic study. This involves, for example, the development and use of teacher networks, the skills necessary to locate, evaluate and use current educational research, and the involvement of K-12 students in studying their own classrooms. Includes an introduction to action research as a tool for instructional improvement and professional development. Teacher work samples provide a basis for expanded inquiry and instructional planning.

CI 565/665 Theoretical Models of Curriculum (3)
Study of the evolution of curriculum and curricular theory in the United States. Emphasis is placed on the historical, philosophical, and scientific foundations of curriculum theory. A main goal of the course is to provide a framework for evaluation, selection, and development of school curricula.

CI 566 Curriculum Construction (3)

CI 567 Curriculum and Culture (3)
Understanding the cultural basis of instructional materials in curriculum development and teaching and how the organization of knowledge in a subject area and the explanation of new ideas are influenced by cultural root metaphors. Planning and administering the instructional materials center in the modern school. The cooperative roles of the teacher, administrator, and librarian in curriculum development and materials.

CI 568 The Curriculum of the Public School (3)
Overview of the public school curriculum with emphasis on the various subject fields; organization of the school for curriculum development; education objectives: the course of study; evaluation of the public school curriculum.

CI 570 Child Development and Education (3)
In-depth study of child development theory; principles, current research, practice of observational strategies, and application of growth and development data to educational programs for young children. Study will extend to decision making and developmentally appropriate practice in early childhood education. Prerequisite: Undergraduate early childhood education coursework or teaching experience with young children.

CI 571 Play: Curriculum in Early Childhood Education (3)
Study of stages of play, theory, research on play, cultural differences in play, and adult role in facilitation of play. Curriculum will be reviewed, developed, and integrated with a focus on play for teaching and learning, for child-centered approaches, and for meeting needs of special learners. Prerequisite: Undergraduate early childhood education coursework or teaching experience with young children.

CI 573 Assessment and Technology in Early Childhood Education (3)
Study of and experience with a range of developmentally appropriate assessment and technology strategies for use in diagnostic, formative, and summative evaluation of growth and development of young children and for appropriate educational decisions in early childhood education settings. Prerequisite: Undergraduate early childhood education coursework or teaching experience with young children.

CI 580 Theories of Instruction (3)
An investigation of what happens in the classroom, emphasizing the interconnectedness of learning, subject matter, and teaching; testing of scholars’ and the student’s own ideas against concrete case studies of instruction; formulation and defense of one’s own theory. Prerequisite: teaching experience or consent of instructor.

CI 581/681 Issues in Education (3)
An introduction to the study of contemporary issues which impact teaching and learning environments for K-12 students and their teachers. This course is a graduate seminar in which students will identify critical issues in contemporary education and analyze those issues from a variety of perspectives.
CI 590  
Action Research Proposal (3)  
Designed to help educators see themselves as researchers so that they can conduct research in educational settings that contribute to the improvement of education. Knowledge of accessing and using research literature, the range of educational research paradigms and using appropriate research methods included. Students will develop a proposal for an action research project related to improving educational outcomes for all learners.

CI 591  
Action Research Implementation (3)  
Implementation of action research project designed in CI 590. Discuss issues related to implementation of action research project designed in CI 590. Learn skills to analyze data collected during implementation of action research proposal from surveys, interviews, focus groups, observation, journaling writing and concept maps. Develop critical thinking abilities to analyze, synthesize and evaluate research results. Present final project in written paper. Prerequisite: CI 590 Action Research project.

CI 592  
Dynamic Models of Infant/Toddler Development (3)  
Provides information on typical infant and toddler mental health development and strategies for working with young children and their families within a culturally sensitive context. Includes prenatal and postnatal development, brain development as well as theories of development including attachment, resiliency, and self-regulation are presented from a cross-disciplinary perspective. Content reflects recommended practices across disciplines when working with young children and their families.

CI 601  
Research (Credit to be arranged.)

CI 602  
Independent Study (Credit to be arranged.)

CI 603  
Dissertation (Credit to be arranged.)

CI 604  
Cooperative Education/Internship (Credit to be arranged.)

CI 605  
Reading and Conference (Credit to be arranged.)

CI 606  
Special Problems/Projects (Credit to be arranged.)

CI 607  
Seminar (Credit to be arranged.)

CI 608  
Workshop (Credit to be arranged.)

CI 609  
Practicum (Credit to be arranged.)

CI 610  
Selected Topics (Credit to be arranged.)

CI 806  
Special Problems (Credit to be arranged.)

CI 807  
Seminar (Credit to be arranged.)

CI 808  
Workshop (Credit to be arranged.)

CI 809  
Practicum (Credit to be arranged.)

CI 810  
Experimental Course (Credit to be arranged.)

Education

Courses with an asterisk (*) are not offered every year.

Ed 150  
Teaching as a Career (2)  
Exploration of the challenges and privileges of teaching children and young adults in American public schools. Examines the purpose of schools and schooling, learning as a developmental process, and teaching as a skilled profession.

Ed 407  
Seminar (Credit to be arranged.)

Ed 410  
Experimental Course (Credit to be arranged.)

Ed 420/520  
Introduction to Education and Society (4)  
Explores the nature of public education in the social context of the United States. Purpose is to develop critical ways of thinking about schools as social institutions and as a means of cultural transmission and transformation. Includes one-credit (30 hour) assigned practicum in public school setting.

Ed 507  
Seminar (Credit to be arranged.)

Ed 509  
Practicum of Children/Youth (Credit to be arranged.)  
Consent of instructor.

Ed 510  
Experimental Course (Credit to be arranged.)

Ed 511  
Reading/Language Arts Pre-K-12 (3)  
Provides an overview of language development and general education literacy instruction from pre-kindergarten to 12th grade. Age-appropriate methods for literacy instruction at each grade level are discussed and evaluated with respect to the exceptional learner. Prerequisites: Psy 311, Ed 520.

Ed 525  
Student Teaching (6-15)

Ed 620  
Doctoral Studies Proseminar (1-4)  
This three course four-credit sequence is required for all doctoral students and is taken during the first year of doctoral study, beginning with two credits in the fall and one credit each in winter and spring term. The course is designed to extend and deepen thinking about education, “educational leadership” and inquiry through shared readings, interaction with faculty and local educational leaders, and critical reflective writing and conversation. Students are expected to initiate and maintain a learning and a professional portfolio and by the end of spring term to develop and present a formal paper that examines an educational issue using frameworks and concepts from Ed 630, 640 and 650, which are also taken during their first year. This paper may serve as an initial draft of the doctoral core examination paper. Prerequisite: admission to doctoral program or permission of instructor.

Ed 630  
Principles and Practices of Learning (4)  
The study of theories of learning in a variety of educational contexts: classrooms for youth and for adults, counseling, and non-school settings. Study of the narratives of teaching and learning to analyze the enactment of theory and to examine the variety of ways to research learning. Prerequisite: admission to doctoral program or permission of instructor.

Ed 640  
Organizational and Leadership Theory and Research in Education (4)  
Organizational and leadership theory and research in education informing the study, practice, and improvement of educational policy and practice in Pre-K-12, higher education, and non-school contexts; emphasis on emergent perspectives and their significance for theory, research, and practice. Prerequisite: admission to doctoral program or permission of instructor.

Ed 650  
Educational Policy and Politics (4)  
The study of how policy is proposed, adopted, implemented, and changed in educational organizations. Special emphasis on the political process and how it influences the policy cycle. Prerequisite: admission to doctoral program or permission of instructor.

Ed 660  
Foundations of Research Paradigms and Methods (4)  
An introduction to research paradigms and research methodologies that are useful to better understand and/or address problems of educational practice. Provides doctoral students with knowledge of basic processes of inquiry so they are able to begin designing individual research projects. Prerequisite: admission to doctoral program and/or ELP 511 or 515 or permission of instructor.

Ed 661  
Qualitative Research Methods in Education (4)  
Introduces qualitative research methods of data collection and analysis in education. Reviews theoretical foundations, field research problems, and qualitative data collection and analysis methods including participant observation, depth interviewing, and development of grounded theory. Prerequisite: admission to doctoral program or permission of instructor.

Ed 662  
Quantitative Research Methods in Education (4)  
Introduces quantitative research methods of data collection and analysis in education. Reviews theoretical foundations, applications and design issues of methods such as survey, correlational and experimental research. Also, introduces how to conduct a statistical data analysis and use such methods as correlation, t-test, analysis of variance and chi-square. Prerequisite: admission to doctoral program or permission of instructor.

Ed 700  
In-service Education (Credit to be arranged.)  
Credits for in-service and are not counted toward a graduate degree or specialist license.
Educational Leadership and Policy

ELP 401/501 Research (Credit to be arranged.)
ELP 402/502 Independent Study (Credit to be arranged.)
ELP 403/503 Thesis (Credit to be arranged.)
ELP 404/504 Cooperative Education/Internship (Credit to be arranged.)
ELP 405/505 Reading and Conference (Credit to be arranged.)
ELP 406/506 Special Problems (Credit to be arranged.)
ELP 407/507 Seminar (Credit to be arranged.)
ELP 408/508 Workshop (Credit to be arranged.)
ELP 409/509 Practicum (Credit to be arranged.)
ELP 410/510 Experimental Course (Credit to be arranged.)
ELP 418/518 Educational Leadership in Public Schools (4)
Familiarizes students with the theoretical development, empirical studies, policies, and decision-making processes of public schooling. Structured around a number of themes, including instructional leadership, moral leadership, democratic leadership, facilitative leadership, curricular leadership, constructivist leadership, and ethical leadership in education. Students explore the operational meaning of these perspectives through a combination of experiences including class discussions, case studies, guest speakers, and interviews and observations of school leaders at work.
ELP 429/529 Principles of Training and Development (3)
Examination of the principles of training and development with emphasis on applying adult learning theory to the training function. Essential principles include those related to developing training objectives, selecting training methods and resources, sequencing the learning experiences, and evaluating the training. Designed for trainers from a variety of work settings with a strong background in a content area who have little background in adult learning theory and its application to training and development practices.
ELP 430/530 Course Design and Evaluation (4)
Examination of the field of instructional program design for adult learners within the training and development field, in educational and non-educational organizational settings. Focus on learning to design and manage instructional activities in response to training needs and skills analyses. Students are required to select and use an appropriate design model, design a preliminary needs assessment, develop program goals and learning objectives, develop an instructional plan, develop a plan to assess student learning and evaluate the program, and critically review the design document. Major emphasis given to developing the instructional design document that demonstrates a student's ability to align and integrate effectively all aspects of the design process to incorporate adult learning theory. Recommended prerequisite: ELP 429/529.
ELP 431/531 Contemporary Issues in Training and Development (3)
Building on competencies developed during previous courses in the training and development series, provides a culminating experience to the series. Provides an opportunity for students to examine national and local trends in training and organizational development and to prepare for ongoing professional growth in the context of contemporary issues in the field. Recommended prerequisite: ELP 429/529 plus two other courses in the series.
ELP 432/532 Training Methods (3)
Focuses on instructional strategies and effective delivery of training programs necessary for enhancing adult learning and professional development. Students will examine individual learning preferences and multiple types of active pedagogy for increasing transfer of learning. In addition, various techniques and tools for linking learning outcomes with organizational goals will be addressed. Prerequisites: ELP 429/529.
ELP 434/534 Leadership of the Training Function (3)
Focuses upon research-based, practical approaches for leading, managing, and evaluating the training and development function in organizations. It explores the role of training and development in achieving individual and organizational goals, as well as strategies and resources used in effective personnel development. Students analyze how to: develop, manage and evaluate the training function; identify strategies and resources for effective training management; and diagnose how the organization's culture and needs affect the selection and success of training management efforts. Prerequisite: ELP 429/529.
ELP 435/535 Organization Transformation through Training and Development (3)
Designed for managers of the training and development function in organizations, this course focuses on the role of training and development in organization transformation, improvement, and change. The course provides opportunities to bring real workplace examples into the classroom and to apply organization development and systems theory in the development strategies for organization improvement through the training and development function. Prerequisite: ELP 429/529.
ELP 439/539 Developing Training Materials (3)
Focuses on the theories, knowledge and skills necessary to plan, develop and use effective participant and presentation training materials that enhance adult learning in training and development settings. Study the linkage of instructional design, adult learning representational systems and graphic design theories and how materials increase transfer of learning. In addition, examine writing issues relevant to effective communication, the selection and use of production methods, and project plans for training materials.
ELP 444/544 Instructional Design for Online Based Training (3)
Examines the adult learning instructional strategies, interactive techniques, information architecture, and user-interface design principles used in online training. Analyze audience learning and experience preferences, training requirements, and content objectives and use that information to choose appropriate online training strategies and methods.
ELP 445/545 Building Online Training (4)
Examines development methodologies/processes, principles of task identification, risk mitigation, technical architecture, creative tools, and project management strategies used in building online training courses. Apply learning theory and project management principles to development of online trainings.
ELP 446/546 Early Childhood Education: Relationships With Home and Society (3)
Considers the sociology of families and communities in the development of cooperative relationships with programs for young children. Prerequisite: Undergraduate early childhood education coursework or teaching experience with young children.
ELP 447/547 Administration of Early Childhood Programs (3)
Examines theory and practice informing the administration/leadership of early childhood programs to include: 1) organizational configurations, 2) leadership and the dynamics of the work group, 3) developmentally appropriate curriculum, 4) interaction with families of children, and 5) significance of poverty, race, and gender for such programs. Prerequisite: child and family studies major or admission to an education graduate program.
ELP 448 Introduction to Global Political Ecology (4)
In order to grasp the emerging discipline of political ecology, engages in discussions regarding the following: impact of globalization on human and non-human communities; relationship between poverty and environmental degradation; distribution of resource use and commodification in the global North and global South, and the relationship of these issues in our personal lives.
ELP 450 Introduction to Leadership for Sustainability (4)
Multi-media seminar and discussion course reviews, analyzes and critiques the history, politics and rhetoric of sustainability. Four key themes are covered: issues surrounding the Johannesburg Summit 2002; growing conservation economy in the Pacific Northwest; the issue of indigenous cultures and sustainability, and a critical review of the emergence and future of transnational civil society. Examines the very idea of local, regional, and global and discusses the role social movement networks, information society, and globalization play in meaningful social change and leadership.
ELP 451/551 Social Foundations of Education (4)
Study of sociological theories that illuminate the effects of education on individuals and society. Problem areas in race, class, and gender are explored in the process of examining theories of socialization, certification, allocation, and legitimation and their application to historical and current educational situations.
ELP 452/552 History of Education (3)
A general review of the growth and development of education in relation to the civilization of the times; emphasis is placed upon the development of educational theories at various points in history.
ELP 453/553 History of American Education (4)
The historical development of the American educational system, from European backgrounds and colonial beginnings to the present time.

ELP 454/554 Philosophy of Education (4)
Study and comparison of the philosophical bases of educational ideas and of the educational implications of philosophical thought. ELP 554 includes an additional, concurrent 30 hour minimum field project requirement.

ELP 455/555 Gender and Education (4)
Explores the significance of gender in educational work. The focus will be on the history of gender arrangements in educational organizations and the formation of gender roles in contemporary American society, particularly in the family, schools, and the economy. Students will examine differential socialization of males and females, ongoing practices in educational organizations that are gender-related and/or gender biased and the convergence of gender, race, and class in education-al organizations. This course is cross-listed as WS 455, may only be taken once for credit. ELP 555 includes an additional, concurrent 30 hour minimum field project requirement.

ELP 456/556 The Urban School and “at Risk” Status (4)
Draws upon theory, research, and practice for the examination of the conditions of being “at-risk” in urban schools. Examines the family, community, and school environments and their relationships in the hindrance of development of children and youth leading to their “at-risk” status. ELP 556 includes an additional, concurrent 30 hour minimum field project requirement.

ELP 457/557 Cultural Pluralism and Urban Education (4)
This course is designed to explore the process of education policy development and implementation in culturally diverse, urban environments. The course is organized around several cultural pluralism perspectives; among the topics to be explored are the issues of socialization of the child, governmental operations, educational administration, teacher preparation and curriculum design. ELP 557 includes an additional, concurrent 30 hour minimum field project requirement.

ELP 465/565 ELL School Community Relations (3)
Learn how to work with families to overcome barriers to setting-up support systems in and out of school. Access appropriate community resources that can be critical for ensuring classroom success with ELL students. Gain understanding about other cultures’ orientations to education and school. Learn strategies to build bridges between home, school, and the community.

ELP 466/566 Impact of Language and Culture in the Classroom (3)
Learn the importance of intercultural communication in working with children from a wide range of cultures in today’s classroom. Survey the cultural, linguistic, educational, and ethical issues present in all classrooms today. Study the sociological and language issues and the impact of these on the classroom. ELP 566 includes an additional, concurrent 30 hour minimum field project requirement.

ELP 467/567 ESL/Bilingual Program Design and Models (3)
Exemplary schools provide second language learners with a rich intellectual diet, not a remedial or basic skills curriculum. They expect all students to achieve high standards in literacy and other academic areas. Learn how these schools combine their understandings and apply the knowledge of local, state, and federal laws and policies along with pedagogical considerations to create effective programs. Participants will examine a variety of local, regional, and national program models for ESL and Bilingual instruction. This will create opportunities to develop expertise in assessing the critical components of programs serving preschool through adults.

ELP 511, 512 Principles of Educational Research and Data Analysis I, II (4,4)
Research paradigm; measurement and test characteristics; planning and evaluation; library resources; identifying research problems; planning research; types of research; research designs, central tendency, variability and relationships; sampling, sampling error, and hypothesis testing; crossbreaks; one, two, and multiple group, and multiple independent variable designs; computer applications; information systems. Prerequisite: graduate standing.

ELP 513 Advanced Research Designs and Data Analysis in Education (4)
Designs for multiple independent variables; equating designs for multigroups; designs for multiple dependent variables; follow-up procedures for multiple dependent variable designs; selected data collection methods, including questionnaires, interviews, observation, sociometry, and objective tests and scales; computer application in the use of selected designs. Prerequisite: ELP 512.

ELP 514 Educational Measurement and Assessment (4)
Minimum competency, norm-referenced, and criterion-referenced tests; classroom student assessment: characteristics and levels of measurement; reliability; validity; interpreting test scores; standardized tests; using performance standards; planning and constructing classroom selection; supply and performance tests; portfolio assessment; evaluating test items. Prerequisite: graduate standing.

ELP 515 Program Evaluation (4)
An examination of evaluation theory and approaches and their applications in educational settings. Emphasis is given to program evaluation and to understanding how the usefulness of evaluation results may be increased. Prerequisite: graduate standing.

ELP 516/616 Collaborative Ethnographic Research Methods (4)
Explores if and how a participatory and collaborative form of research will foster knowledge democracy, and give ownership to those whose knowledge it is. Methodologies covered are: different genres of qualitative methods, community-based planning and research, participatory action research, Gaian participatory science, classical ethnography, auto-ethnography, ethnographic performance, life histories, feminist methodologies, and “dialogue circles.”

ELP 517/617 Ecological and Cultural Foundations of Learning (4)
Explores how we teach and learn ecologically and what constitutes ecological and cultural ways of knowing. One of the key foundational courses for LECL specialization, this course is beyond simply justifying or advocating that our education should be grounded in ecological principals. Rather it offers an opportunity to engage in critical and comparative analyses of what has already been accomplished and the new areas of innovations in environmental education, mature education, outdoors education, naturalist training, and other such genres.

ELP 519 Sustainability Education (4)
Course covers local, national, and global innovation in light of the UN decade for Education for Sustainability (2005-15). We also critically assess earlier traditions such as nature education, environmental education, outdoor education, place-based education, and ecological literacy. Students are involved in developing curriculum and teacher preparation modules for K-12.

ELP 520 Developmental Perspectives on Adult Learning (4)
Explores professional applications of adult development theory and research to facilitating adult learning in a wide variety of contexts, including formal educational and training programs as well as general environments such as learning organizations. Course includes an additional, concurrent 30 hour minimum field project requirement. Prerequisite: admission to a graduate program.

ELP 521 Adult Learning and Motivation (4)
An examination of the complex interaction among adult development, motivation, and learning. Attention is focused on the intra- and interpersonal dynamics that motivate human behavior in general, and how they specifically motivate adult learning and behavior within a wide variety of educational settings. Course includes additional, concurrent 30 hour minimum field project requirement. Prerequisite: graduate standing. Completion of ELP 520, Developmental Perspectives on Adult Learning, highly recommended.

ELP 522 Teaching Diverse Adult Learners (4)
An examination of the theoretical, philosophical, and practical aspects of teaching adult students regarding issues of difference and diversity in the classroom. Students will develop skills in planning, delivering, and evaluating individual and group learning activities in a wide variety of learning environments. Course includes additional, concurrent 30 hour minimum field project requirement. Prerequisite: graduate standing. Completion of ELP 520, Developmental Perspectives on Adult Learning, highly recommended.

ELP 523 Assessing Adult Learning (4)
Introduction to the approaches, processes, and tools that can be used to assess adult learning. Emphasis is given to applications at the classroom and program levels and to practices that themselves contribute to adult learning. Course includes an additional, concurrent 30 hour minimum field project requirement. Prerequisite: graduate standing.

ELP 531, 532 Assessment in Education and School (4)
Examinations of the conditions of being “at-risk” in urban schools. Examines the family, community, and school environments and their relationships in the hindrance of development of children and youth leading to their “at-risk” status. ELP 532 includes an additional, concurrent 30 hour minimum field project requirement.

ELP 533, 534 Assessment in Education and School (4)
Examinations of the conditions of being “at-risk” in urban schools. Examines the family, community, and school environments and their relationships in the hindrance of development of children and youth leading to their “at-risk” status. ELP 534 includes an additional, concurrent 30 hour minimum field project requirement.

ELP 535 Assessment in Education and School (4)
Examinations of the conditions of being “at-risk” in urban schools. Examines the family, community, and school environments and their relationships in the hindrance of development of children and youth leading to their “at-risk” status. ELP 535 includes an additional, concurrent 30 hour minimum field project requirement.
ELP 525
Student Services in Higher Education (4)
Provides an introduction to the professional field of student affairs within the context of colleges and universities, including its historical, philosophical, ethical, and theoretical foundations. Current and future issues for the profession are also critically examined. Course includes an additional concurrent 30-hour minimum field project requirement. Prerequisite: graduate standing.

ELP 526
Facilitating Student Success in Postsecondary Education (4)
Provides an introduction to theory and research related to factors and conditions that affect student success in postsecondary education and to assessment approaches and techniques in student services. Informed by theory, research, and practice, students will develop an intervention proposal related to facilitating student success and a plan for assessing that intervention. Prerequisite: graduate standing.

ELP 527
Legal Issues in Higher Education (4)
Provides a general introduction to the law related to higher education and professional practice in colleges and universities. In addition to the substance of related law, the course explores how the law is applied to rules and policy and how ethical standards and principles impact that application. Course includes an additional concurrent 30-hour minimum field project requirement. Prerequisite: graduate standing.

ELP 528
Leadership in Postsecondary Education (4)
Examines emerging conceptualizations and forms of leadership and leadership development in postsecondary education. Ethical and value bases of leadership inform a focus on the creation of organizational and social change within postsecondary settings. Course emphasizes non-hierarchical models of leadership that value diversity and involve collaborative relationships and collective action. Application of leadership development issues within a variety of educational and social service organizations are explored. Course includes an additional concurrent 30-hour minimum field project requirement.

ELP 529
Planning and Budgeting in Postsecondary Education (4)
Provides an introduction to the planning and budgeting processes used in colleges and universities. Major emphasis is placed on key concepts, planning models, and applications to institutional cases. Strategies for linking planning and budgeting function will be explored. Students will examine and use various planning and budgeting tools and techniques. Budget reduction and the connection between planning and assessment will be examined. Prerequisite: graduate standing.

ELP 530
Postsecondary Curriculum (4)
Provides an introduction to the field of curriculum or program design for adult learners and introduces students to a process of program planning and development. Curriculum development or design is viewed as both a technical and political process. It also provides a historical and philosophical perspective on postsecondary curriculum, with attention given to review and analysis of current practices and issues, including life-long and collaborative learning. A comprehensive program planning model will be examined. Prerequisite: graduate standing.

ELP 537
Policy and Governance in Postsecondary Education (4)
An examination of theory and research that relates to how policy is formulated and implemented in postsecondary environments. The course focuses on the policy and governance role of faculty, administrators, and trustees at the single college or university level, and state and federal roles in postsecondary policy and governance. Prerequisite: graduate standing.

ELP 538
Contemporary Issues in Postsecondary Education (4)
The course is designed to provide students with an introduction to the study of postsecondary education using as the vehicle a focus on some of the more pressing issues currently facing postsecondary education. The course is designed to increase the capacity for the identification and analyses of issues and the development of positions relative to the issue. Prerequisite: graduate standing.

ELP 541
The Community College (4)
An introduction to the two-year college in the United States, with an emphasis on the public community college with a comprehensive educational program. Topics include: transfer studies; career education; general education; community services; basic skills education; and student development services. The purpose of the course is to provide students with theoretical and practical knowledge related to the history, philosophy, students, staff, services, and patterns of organization of the public community college.

ELP 548
Advanced Global Political Ecology (4)
In order to grasp the emerging discipline of political ecology, we cover the following themes: the impact of globalization on human and non-human communities; the relationship between poverty and environmental degradation; the distribution of resources and commodification in the global North and global South; and the relationship of these issues in our personal lives. Students apply these concepts in real life through a multi-media study and presentation of a commodity in terms of its production, distribution, and consumption.

ELP 550
Advanced Leadership for Sustainability (4)
This multi-media seminar and discussion course will review, analyze and critique the history, politics and rhetoric of sustainability. Four key themes are covered within the rubric of leadership for sustainability: the issues surrounding the Johannesburg summit, 2002, the growing conservation economy in the Pacific Northwest, the issue of indigenous cultures, and sustainability. Students apply these concepts in real life by developing a wildest dream project in sustainability and outlining social, natural and economic capital needed to implement it.

ELP 558
Educational Leadership (4)
Analysis of leadership theories, skills, and techniques as applied to the organization and administration of public education. Prerequisite: graduate standing.

ELP 559
The Principalship (4)
Designed to develop complementary theoretical and practical understanding of the principalship; to acquire knowledge and to learn practices and skills needed to become a successful first-year principal. Prerequisite: ELP 560.

ELP 560
Supervision and Evaluation of Instruction (4)
The role of the supervisor in keeping education geared to the changing demands of society; theories of leadership; group processes and individual conference techniques; action research and related approaches to curriculum change; analysis of concrete supervisory problems.

ELP 561
Staff Development: Planning, Implementation, and Evaluation (4)
Staff development goals; characteristics of staff development programs; establishing a staff development organization; policy and decision-making; identifying and responding to the concerns of participants; assessing needs; planning and implementation of specific programs; networking; formal and informal methods of evaluation; models for staff development; program evaluation; management information systems; evaluating instructional effectiveness. Prerequisite: graduate standing.

ELP 562
School and Community Relations (4)
An intensive examination of the school and its environment. Major emphasis is on the linking mechanisms utilized by the school in interacting with parents, citizens, and special interest groups. Course includes an additional, concurrent 30-hour minimum field project requirement. Prerequisite: graduate standing.

ELP 563
Human Relations in Educational Organizations (4)
Issues and perspectives in group processes; models for studying groups; principles of group dynamics; human relations within educational organizations; strategies for group problem-solving and conflict management; application of group dynamics to leadership, communication, and decision-making within educational organizations; evaluating processes and production of educational groups. Prerequisite: graduate standing.

ELP 564
Administration of Curriculum (4)
Provides a broad and critical understanding of curricular matters that are relevant and important to administrators: 1) decision making about the choice of content; 2) politics of curriculum development; 3) implementation and monitoring of curriculum at building site; 4) testing and alignment of curriculum; and 5) evaluation of curriculum implementation. Prerequisite: graduate standing.

ELP 568
Educational Organization and Administration (4)
Examination of the role, functions, and responsibilities of the educational leaders and administrators; study of administrative and organizational theory and its application to the operation of educational programs and organizations in various settings, including school districts, higher education and educational divisions in private sector organizations. Course includes an additional, concurrent 30-hour minimum field project requirement. Prerequisite: graduate standing.

ELP 569
Introduction to Educational Administration (4)
Introductory course required of applicants to the
Initial Administrator certificate program.

Considers educational, social, political, economic, organizational, and cultural forces shaping U.S. public schools and their administration. Course includes an additional, concurrent 30 hour minimum field project requirement.

ELP 570 Human Relations and Educational Foundations (4)
Explains the historical, social, philosophical, and organizational foundations of public education. Examines the dynamics of human relationships, leadership, and community building in schools and educational settings. Analyzes public education goals and decision-making processes for achieving these goals. Prerequisites: admission to initial administrator program; ELP 569.

ELP 571 Teaching, Learning, and Curriculum (4)
Examines the complex relationships between staff evaluation, individual professional development, staff development, and effective teaching, learning, and curriculum. Students will examine those factors which make supervision and evaluation really work, i.e., contribute to the larger purpose of building supervision where teachers can deliver their best and children can learn most. Prerequisite: ELP 570.

ELP 572 Human Resource Development and Organizational Change (4)
Examines how the relationships between people and organizational structures, policies, and processes influence school culture and change efforts. Studies how school leaders secure and manage resources to improve teaching and learning for all within the school community. Prerequisite: ELP 571.

ELP 573 Educational Leadership Project I (1)
Focus on the development, in a school or agency setting, of an Educational Leadership Project demonstrating knowledge, skills, and dispositions required by the TSPC Initial Administrator License Standards. The first quarter of a three quarter project designed in conjunction with a practicum supervisor to address a leadership challenge area in teaching and learning for student success within an assigned practicum setting. Students will define the challenge area, research the problem context and related literature, and develop an action plan. Prerequisite: admission to Initial Administrator Licensure Program.

ELP 574 Education Leadership Project II (1)
Focus on the implementation, in a school or agency setting, of an Educational Leadership Project demonstrating knowledge, skills, and dispositions required by the TSPC Initial Administrator License Standards. The second quarter of a three quarter project designed in conjunction with a practicum supervisor to address a leadership challenge area in teaching and learning for student success within an assigned practicum setting. Students will implement their action plan by collecting, organizing, and analyzing data. Prerequisite: admission to the Initial Administrator Licensure Program, ELP 573.

ELP 575 Educational Leadership Project III (1)
Focus on final analysis of an Educational Leadership Project demonstrating knowledge, skills, and dispositions required by the TSPC Initial Administrator License Standards. The third quarter of a three quarter project designed in conjunction with a practicum supervisor to address a leadership challenge area in teaching and learning for student success within an assigned practicum setting. Students will analyze the outcome of their year-long project, suggest implications for further research, and reflect on the entire project. Prerequisite: admission to the Initial Administrator Licensure Program, ELP 573 and ELP 574.

ELP 576 Education, Community, and Society (4)
A review of sociological theories and research that illuminates the social and economic functions of education in modern society, with special emphasis placed on application of the role of the practicing school administrator as instructional leader and manager. Race, class, gender, and differing ability levels are explored in the process of examining theories of socialization, certification, allocation, and legitimation and their application to historical and current educational situations, particularly in schools and school districts. 30 hours of field-based experiences are used to connect the theories and research covered in class to the practice of schooling and the work of a school administrator. Prerequisite: admission to continuing administrator/initial superintendent licensure program or permission of instructor.

ELP 577 District and School Staff Supervision and Evaluation (4)
Advanced course in alternative approaches to district and school staff supervision and evaluation in an era of school reform, heightened accountability, and emerging state and national standards. Topics to be covered are dealing with the at-risk and incompetent staff and new directions in teacher evaluation. 30 hours of field-based experiences are used to connect the theories and research covered in class to the practice of schooling and the work of a school administrator. Prerequisite: admission to continuing administrator/initial superintendent licensure program or permission of instructor.

ELP 578 Communication and Conflict Management in Educational Organizations (4)
Issues of communication within educational organizations and various audiences. Definitions of conflict and models for peaceful resolution/management of conflict within educational organizations and with various other individuals and organizations. Attention to world view, cultural styles, positions, underlying needs, bargaining, reforming, and finding common ground. Strategies for group problem-solving, conflict management including collective bargaining and contract management, and community-building. 30 hours of field-based experiences are used to connect the theories and research covered in class to the practice of schooling and the work of a school administrator. Prerequisite: admission to continuing administrator/initial superintendent program or permission of instructor.

ELP 579 Curriculum, Instruction, and Assessment Leadership (4)
An examination of standards-based reform, curriculum and instructional models, assessment models, school improvement strategies, and educational change theories. Emphasis is given to understanding how assessment information can be used to improve student learning and overall school performance within the context of Oregon’s state reform framework. 30 hours of field-based experiences are used to connect the theories and research covered in class to the practice of schooling and the work of a school administrator. Prerequisite: admission to continuing administrator/initial superintendent program or permission of instructor.

ELP 580 District Policy, Operations, Facilities, and Finance (4)
The role of the district superintendent and local school boards in planning, managing, organizational, and fiscal improvement of policies and programs related to school operations, personnel, facilities, and finance to meet school district needs. Examines state and federal laws, regulations, and the roles of ODE and the legislature in governing Oregon’s public schools and their administration. Prerequisite: admission to continuing administrator/initial superintendent licensure program or permission of instructor.

ELP 581 U.S. and Oregon School Law and Policy (4)
Examines federal and Oregon school law governing educational practice and policy at the school and district levels; the relationships among these factors and their implications for effective communication with educational stakeholders, instruction and student learning, and effective organizational management of schools. 30 hours of field-based experiences are used to connect the theories and research covered in class to the practice of schooling and the work of a school administrator. Prerequisite: admission to continuing administrator/initial superintendent licensure program or permission of instructor.

ELP 582 Teaching, Learning and Curriculum I (2)
Examines the role of effective school leadership for best practices in teaching, learning and curriculum which promote the success of all students. Students will examine those factors which make supervision and evaluation really work, i.e., contribute to the larger purpose of building an environment where teachers can deliver their best and children can learn the most. Prerequisite: admission to Initial Administrator Licensure Program. Must be taken concurrently with ELP 570.

ELP 583 Teaching, Learning and Curriculum II (2)
Examines the complex relationships between staff evaluation, individual professional development, staff development, and effective teaching, learning, and curriculum. Students will formulate a working knowledge of the change process, staffing, program, and faculty needs within an educational setting through problem-based learning. Prerequisite: admission to Initial Administrator Licensure Program. ELP 570 and ELP 582. Must be taken concurrently with ELP 572.

ELP 594 School Law (4)
Critical analysis of the legal framework governing school law in the United States, with emphasis on contemporary legal problems of education, implications of landmark and current court decisions. Prerequisite: graduate standing.
Library

Lib 181
Use of the Library (3)
Initial training in the effective use of the University library and resources, such as the card catalog, reference materials, and electronic resources, including the on-line catalog, CD-ROM databases, and Internet.
Lib 401/501
Research (Credit to be arranged.)
Lib 402/502
Independent Study (Credit to be arranged.)
Lib 403/503
Thesis (Credit to be arranged.)
Lib 404/504
Cooperative Education/Internship (Credit to be arranged.)
Lib 405/505
Reading and Conference (Credit to be arranged.)
Lib 406/506
Special Problems (Credit to be arranged.)
Lib 407/507
Seminar (Credit to be arranged.)
Lib 408/508
Workshop (Credit to be arranged.)
Lib 409/509
Practicum (Credit to be arranged.)
Lib 410/510
Experimental Course (Credit to be arranged.)
Lib 428/528
Children's Literature, K-5 (3)
Materials grades K-5. Traditional genres such as picture books, traditional tales, modern realism, romance, adventure, mystery, historical fiction, science fiction, fantasy, biography, poetry, and nonfiction. Study of literature that illustrates cultural diversity. Resources for selection; awards and honors. Prerequisite: junior standing.
Lib 429/529
Young Adult Literature (3)
A survey of books and nonbook materials suitable for students of junior and senior high school age. Emphasis on selection and evaluation of books, adolescent reading interests, and reading guidance for curricular and personal needs.
Lib 432/532
Multicultural Literature K-12 (3)
An introduction to contemporary multicultural literature, fiction and nonfiction, for use with early childhood, elementary, middle school and high school students. Emphasis is on the selection, evaluation, and utilization of literature in the classroom and library media center.
Lib 433/533
Global Literature: K-12 (3)
A survey of global literature for use with students in elementary, middle, or high school classrooms. A major focus will be on selecting reading materials and using them in the library and classroom.
Lib 530
Literature Promotion Programs, K-12 (3)
A study of techniques for promoting literature in elementary and secondary schools: author/illustrator studies, reading books aloud, storytelling, booktalks, reading promotion programs, and incorporating literature throughout the curriculum. Prerequisite: Lib 428/528.

Lib 534
Administration of the School Library
Media Center (3)
Study of the school library media center and its integral role in the instructional program of the school. The school library media movement. Focus on the leadership role of the media specialist; management of personnel; media program budgeting; facility planning; role of state and national standards in planning, evaluation, and development; other administrative areas. Field activities included. Prerequisite: Lib 428/528.

Lib 536
Design and Production of Instructional Media (3)
Study of the use of instructional media, K-12. Instructional design; criteria for quality print and nonprint media. Production of instructional media including slide/tape presentations, video recordings, and advanced techniques for overhead transparencies; graphic techniques; and uses of computers and technology in production. Effective use of instructional equipment and technology. Research of education technology and communication. Prerequisite: Lib 425 or CI 432/532.

Lib 541
Reference and Information Systems and Services (4)
An analysis of reference services and procedures. Study of print, nonprint, and electronic database reference sources to include bibliographic tools, indexes, encyclopedias, ready references, bibliographical tools, geographical tools, dictionaries, government documents, and specialized materials. Research in reference services and technological delivery systems. Prerequisite: Lib 428/528.

Lib 542
Collection Development and Evaluation (3)
Principles and practice of evaluation, selection, and acquisition of all types of materials included in a library media center collection. Selection and collection development policies and procedures. Study of professional evaluation and selection sources. Field activities included. Prerequisite: Lib 428/528.

Lib 547
Library Media Instructional Programs, K-12 (3)
A study of the K-12 information skills program, including the development of a scope and sequence, effective teaching strategies, specific skills instruction, correlation and integration with the classroom curriculum, and organization and development of a teaching program in the library media center. Prerequisite: Lib 428/528.

Lib 548
Organization of Library
Media Collections (4)

Lib 554
Student Teaching I (6)
Beginning student teaching in a library media center under the direction of a supervising library media teaching and university supervisor. Observation and participation in teaching, administrative and other responsibilities of a library media specialist. Opportunities for
involvement in student learning activities, development of teaching skills, basic skills in management and discipline of students. Prerequisites: admission to the program and approved application.

Lib 555
Student Teaching II (15)
Ten weeks of full-time student teaching in a school library media center under the supervision of a library media teacher and university supervisor. Participation in a full range of teaching, administrative, and other responsibilities of a library media specialist. Direct responsibilities for student learning activities, development of teaching skills, creating a climate conducive for learning; management and discipline of students, and related professional activities. Weekly seminar. Prerequisites: admission to program and approved application.

Lib 561
Practicum Elementary
Library Media Center (3)
A planned experience consisting of practical application of the full range of roles and responsibilities of the library media specialist in an elementary library media center under the direction of a supervising elementary school library media teacher and a University supervisor. Prerequisite: admission to Library Media Endorsement Program.

Lib 562
Practicum Middle or Junior High Library Media Center (3)
A planned experience consisting of practical application of the full range of roles and responsibilities of the library media specialist in a middle or junior high school library media center under the direction of a supervising middle or junior high school library media teacher and a University supervisor. Prerequisite: admission to Library Media Endorsement Program.

Lib 563
Practicum High School Library Media Center (3)
A planned experience consisting of practical application of the full range of roles and responsibilities of the library media specialist in a high school library media center under the direction of a supervising high school library media teacher and a University supervisor. Prerequisite: admission to Library Media Endorsement Program.

Lib 573
Advanced Methods and Procedures in School Library/Media Centers (3)
A study of the school library/media center as a teaching agency. Designed to focus on the teaching role of the school librarian/media specialist in presenting concepts, principles, content, and techniques to students and teachers. Emphasis placed on instruction in library and research skills; reading, viewing and listening guidance; in-service for school personnel; and problems involved in performing effectively as a teacher. Observation of library/media centers required. Prerequisite: Library Media Endorsement or consent of instructor.

Lib 574
Research Strategies for Library Media Specialists (3)
Advanced reference materials available in school and academic libraries, including computer databases and network resources. Prerequisite: Library Media Endorsement or consent of instructor.

Lib 575
Directed Field Experience (3)
Directed field work and visitsations to various libraries and information centers will be the emphasis of the course. Seminar meetings on campus deal with topics related to the field experience as well as intensive study of related advanced issues such as automation, personnel, and management. Prerequisite: Library Media Endorsement or consent of instructor.

Lib 576
Planning and Evaluation of Library Media Program (3)
Analysis of library media center programs and planning techniques; study and application of media center evaluation instruments; analysis and development of library media center programs. Prerequisites: Basic Educational Media Endorsement or consent of instructor. Prerequisite: Library Media Endorsement or consent of instructor.

Lib 587
Video Production (3)
Study and practice of video recording techniques including storytelling, various camera techniques, editing, character generation. Students will spend time in a recording studio in addition to using the portable camera. Prerequisite: Lib 536 or consent of instructor.

Lib 588
Computers and Advanced Technology in the Library Media Center (3)
An analysis and study of the role of computers and advanced technology in the library media center and classroom. Administrative uses as well as curriculum development will be studied for the technology. Prerequisite: Lib 536 or consent of instructor.

Lib 589
Creative Photography in Education (3)
A study of photographic processes to include photography without a camera, basic animation techniques, and darkroom techniques. Analysis of completed photographs in terms of composition, style, and technique will also be studied. All techniques will be related to classroom instruction in the elementary and secondary schools. Prerequisite: Lib 536 or consent of instructor.

Lib 592
Contemporary Children's and Young Adult Literature (3)
An analysis and study of contemporary children's and young adult literature. A study of trends and styles in modern literature. Includes picture books, fiction, and nonfiction. Contemporary authors and illustrators featured. Prerequisite: Lib 428/528 or equivalent.

Lib 601
Research (Credit to be arranged.)
Lib 602
Independent Study (Credit to be arranged.)
Lib 603
Dissertation (Credit to be arranged.)
Lib 604
Cooperative Education/Internship (Credit to be arranged.)
Lib 605
Reading and Conference (Credit to be arranged.)
Lib 606
Special Problems (Credit to be arranged.)
Lib 607
Seminar (Credit to be arranged.)
Lib 608
Workshop (Credit to be arranged.)
Lib 609
Practicum (Credit to be arranged.)
Lib 610
Selected Topics (Credit to be arranged.)
Lib 801
Research (Credit to be arranged.)
Lib 802
Independent Study (Credit to be arranged.)
Lib 804
Cooperative Education/Internship (Credit to be arranged.)
Lib 805
Reading and Conference (Credit to be arranged.)
Lib 806
Special Problems (Credit to be arranged.)
Lib 807
Seminar (Credit to be arranged.)
Lib 808
Workshop (Credit to be arranged.)
Lib 809
Practicum (Credit to be arranged.)
Lib 810
Experimental Course (Credit to be arranged.)

Reading

Read 509
Practicum: ReadOregon (3)
The practicum is carried out in schools and/or districts and consists of reading endorsement candidates working directly with students, other faculty, administrators, and the school community to fulfill various roles of the reading specialist. Among the roles to be demonstrated during the practicum are: (1) teaching reading; (2) literacy testing; (3) developing curriculum for various groups of readers including ELL, struggling, readers, average and/or gifted readers; (4) assessing and making recommendations for a school's reading program; and (5) developing literacy-focused professional development sessions for faculty, administrators, instructional assistants, and parents. Prerequisite: The practicum may not be taken until a candidate has completed a minimum of 12 credit hours of coursework in literacy. Typically, the practicum is the final capstone course of the reading endorsement course of study.

Read 519
Language Study for Teachers, K-12 (3)
In-depth knowledge in linguistics important to literacy teachers working with all students. Topics include fundamentals in: phonetics and phonology; morphology; syntax; semantics; pragmatics and language use in society; and classroom discourse. Gain important knowledge to facilitate instructional planning and delivery in phonetics instruction, vocabulary development, sentence structure, word meaning and choice in comprehension, questioning strategies, and textual structures for culturally diverse students.

Read 530
Reading and Composition in the Content Areas (3)
Designed for preservice and inservice teachers to
explore literacy strategies in order to guide their students in acquiring skills needed for adequate reading, writing, and study in content areas. Emphasis is on the functional teaching of reading and writing including designing and preparing materials to use with curriculum materials in all school subjects. Designed also to help educators identify and design materials to promote and develop Oregon's Standard and Benchmark literacy abilities in their students.

Read 531 Teaching the Struggling Adolescent Reader (3)
For middle and high school teachers who want to experience hands-on teaching and learning strategies for improving motivation and learning in the core subject areas. As part of a collaborative effort, teachers will work with each other to develop tutoring plans and activities in curriculum materials to be used in teaching struggling readers in their own classroom. Recommended prerequisites: enrollment in ReadOregon Reading Endorsement program or GSE Literacy or master's program.

Read 532 Writing across the Curriculum, Grades 4-12 (3)
Learners will explore instructional strategies in order to guide their students in acquiring writing skills in content areas. Emphasis is on the functional teaching of writing, including designing and preparing materials to use with curriculum materials in all school subjects.

Read 551 Literacy Instruction for Special Needs Students K-12 (3)
Designed to prepare effective and reflective teachers in language and literacy instruction for students with special needs. Participants will explore multiple perspectives, practices, and methodological approaches to literacy instruction which are research-based, and proven effective to promote literacy development. Topics include (but are not limited to): (1) language and literacy development; (2) characteristics of special needs students; (3) framework of effective literacy instruction within context of students with special needs; (4) methods of effective basic literacy skills instruction; (5) methods of teaching comprehension and critical thinking strategies; (6) methods of promoting learning and meta-cognitive strategies for lifelong learning, and (7) methods of appropriate and meaningful assessment.

Read 554 Literacy Instruction Strategies with ELL Students, K-12 (3)
Focuses on research-based effective literacy instruction frameworks and strategies for working with English language learners. Emphasis is placed on frameworks and strategies that promote ELL's academic and English literacy development in an authentic and culturally responsive environment.

Read 571 Principles/Methods of Diagnosis and Assessment K-12 (3)
Literacy theory (review/overview of the psychological, sociological, and linguistic foundations of reading processes and instruction, including developmental stages of literacy). Psychometrics (the science of measurement in the social sciences). Measures of reading proficiency and reading achievement (with specific examples of standardized reading measures and discrete-point reading proficiency measures). Authentic literacy assessment (with specific examples of authentic reading assessment tasks). Literacy assessment and students with special needs (English language learners, students with learning disabilities, talented and gifted students). Test ethics and how assessment results are used (including communication with various stakeholders). Recommended prerequisites: enrollment in ReadOregon Reading Endorsement program or GSE Literacy or master's program.

Read 580 School Reading Program Leadership (3)
Overview of human resources within the context of health care organizations. Focus on the practical application of human resources management principles in the work setting through discussion of situations common in health care environments. Elements of the situation evaluated from the health care employee and health care manager perspectives. Examples of techniques, forms, and tools will be discussed.

Read 582 Reading Leadership in Middle and High Schools (3)
Designed for administrators and teachers in leadership roles in middle and high schools. Explores ways to improve reading achievement in schools by identifying the school's existing strengths, apply current research and practice, and creating an action plan. Recommended prerequisite: enrollment in ReadOregon Reading Endorsement program or GSE Literacy or master's program.

Special Education

SpEd 199 Special Studies (Credit to be arranged.)
SpEd 401/501 Research (Credit to be arranged.)
SpEd 402/502 Independent Study (Credit to be arranged.)
SpEd 403/503 Thesis (Credit to be arranged.)
SpEd 404/504 Cooperative Education/Internship (Credit to be arranged.)
SpEd 405/505 Reading and Conference (Credit to be arranged.)
SpEd 406/506 Special Problems (Credit to be arranged.)
SpEd 407/507 Seminar (Credit to be arranged.)
SpEd 408/508 Workshop (Credit to be arranged.)
SpEd 409/509 Practicum (Credit to be arranged.)
Consent of instructor.
SpEd 410/510 Experimental Course (Credit to be arranged.)
SpEd 417 Introduction to Special Education (4)
Provides an introduction to the field of special education and the use of evidence-based teaching practices in special education. Students explore particular career options of interest and participate in a community-based learning experience in public school settings with learners who are at-risk or have special education needs. Recommended prerequisite (or concurrent enrollment): Psy 311, SpEd 418.

SpEd 418/518 Survey of Exceptional Learners (3)
Overview of working with exceptional individuals, including special education and multicultural differences. Nature of diversities (including the talented and gifted) and educational ramifications for the teacher. Recommended prerequisite: Psy 311.

SpEd 419/519 Principles of Special Education (3)
Prepares students entering special education with basic knowledge, skills, and values necessary for future success in their profession. Major overview of theory and research underlying delivery of special education services in the public schools. Intensive study of career planning, graduate writing and research, information systems, current legislation, teaching and learning theory, curricular models, and professional ethics and standards. Specific attention is given to the various federal and state laws, rules, and regulations regarding the prohibition of discrimination about which Oregon teachers must be knowledgeable as required by Oregon Revised Statute 342.123.

SpEd 455/555 Working With LEP Children Who Have Special Needs (2)
Examine the current research in special education in working with the Limited English Proficient (LEP) child. Consider issues including testing and diagnosis, appropriate teaching material and method, and placement. Discuss political, social, and community concerns in working with LEP students with special needs.

SpEd 460/560 Outdoor Education/Recreation With Persons With Disabilities (6)
Course provides a supervised practicum in a variety of outdoor activities with children, youth, and adults with disabilities. Students serve as counselor trainees, under the guidance of experienced outdoor specialists and teachers in a residential program located at the Mt. Hood Kiwanis Camp. Emphasis on learning from and about persons with disabilities, teamwork within living groups, and developing outdoor and leadership skills.

SpEd 480/580 Introduction to Early Intervention/Early Childhood Special Education (3)
Provides historical, social and legal foundations for early intervention and early childhood special education and other services to young children with special needs. Introduces concepts and processes for screening and assessment, family-centered planning, blending developmentally and individually appropriate practices, providing learning opportunities in natural environments and activities to include all children and transition planning. Specific attention is given to the various federal and state laws, rules, and regulations regarding the prohibition of discrimination about which Oregon teachers must be knowledgeable as required by Oregon Revised Statute 342.123.

SpEd 481/581 Family Guided Early Intervention (3)
Develops knowledge and skills necessary for providing early intervention services to infants and toddlers with developmental delay/disabilities and their families.

SpEd 482/582 Specialized Techniques: Early Intervention/Early Childhood Special Education (3, 3)

Develops specialized knowledge and skills necessary for providing early intervention and early childhood special education services to infants, toddlers, and preschool children with severe and multiple disabilities, including children with physical and sensory impairments, children with health impairments, and children with autism.

SpEd 483/583 Communication and Language Development: EI/SE (Early Intervention/Early Childhood Special Education) (3)
Designed to provide information about typical and atypical communication development, birth through early childhood. In addition, information will include strategies for EI/SE to promote communication development for all children. Recommended prerequisites: SpEd 480/580 and admission to program.

SpEd 512 Diagnostic Assessment (3)
Examination and application of diagnostic/assessment procedures and instruments used to appraise current academic performance of K-12 students with intellectual, learning, and behavioral disabilities. Prospective special education teachers will develop the foundational knowledge and skills to collect background information on students; select, administer, and interpret the results of norm-referenced assessment tools; and develop reports that are meaningful to teachers and parents and abide by federal, state, and professional guidelines. Prerequisites: SpEd 519 and admission to program.

SpEd 513 Classroom Based Assessment and Instructional Planning (3)
Informal, formative, ongoing assessment techniques for students with special needs in special and regular education settings. Using information from assessments to make instructional decisions and for IEP documentation and planning. Prerequisites: SpEd 519 and admission to program.

*SpEd 514 Methods of Teaching Academics (3)
Emphasis on instructional programming and teaching techniques for implementing language arts, reading, and mathematics curricula for students with disabilities. Prerequisites: SpEd 418/518 and admission to certificate program.

*SpEd 515 Methods of Teaching Life Skills (3)
Emphasis on life skills programming and teaching techniques for implementing functional curriculum. These curriculum areas include: communication, leisure education, vocational, gross/ fine motor, social/ sexual and self-help for students with disabilities. Prerequisites: SpEd 418/518 and admission to certificate program.

SpEd 520 Collaboration I: Families and Community—EL and EI/SE (3)
Designed to develop knowledge in the areas of family systems theory, strengths-based model, information gathering techniques, and collaboration techniques with families and professionals. Information related to cultural competence is infused throughout the course. In addition, students receive information on grief related to having a child with a disability and the death of a student. Students are required to participate in a family conversation project to identify family strengths, concerns, and resources with a family who has a child with special needs. Prerequisite: admission to program.

SpEd 521 Behavior Management in the Classroom (3)
Primary emphasis will be on observation of classroom behavior with concomitant development of alternatives for intervention in helping children develop more appropriate behavioral skills.

SpEd 522 Collaboration II: Inclusion Strategies (ECE/Elementary) (3)
Designed to help preservice teachers learn collaborative strategies that facilitate the inclusion of students with disabilities into the general education program. Prerequisites: SpEd 520 or permission of instructor.

SpEd 523 Collaboration I: Work-Based Learning and Transition (Mid-level/High School) (3)
Designed to help preservice teachers learn collaborative strategies that facilitate the inclusion of students with disabilities in the areas of career development and transition planning. Prerequisites: SpEd 519 and admission to program.

SpEd 524 Collaboration II: Schools and Inclusion Strategies (Mid-level/High School) (3)
Designed to help preservice teachers learn collaborative strategies that facilitate the inclusion of students with disabilities into the general education program. Prerequisites: SpEd 523 or permission of instructor.

SpEd 525 Student Teaching (6-12)
Observation and teaching under the direction of a supervising teacher. Opportunities for assuming direct responsibility for the learning activities of the disabled learner, for developing skill in techniques of teaching and schoolroom management, and for participating in the life of the school. Prerequisite: Satisfactory completion of SpEd 509 Directed Field Experience II.

SpEd 526 Instructional Methods I: Literacy (Elementary) (3)
Designed to help preservice teachers learn methods and curriculum for teaching reading and language arts skills to children with special needs. Prerequisites: SpEd 519, Ed 511, and admission to program.

SpEd 527 Instructional Methods II: Math (Elementary) (3)
Students will examine curriculum and learn explicit methods for teaching mathematics concepts and skills to children with special needs. Prerequisites: SpEd 519 and admission to program.

SpEd 528 Instructional Methods I: Literacy (Mid-level/High School) (3)
Develops knowledge and practices for teaching reading, writing, and other literacy skills to middle and secondary students with high incidence disabilities. Curriculum and instructional methods for students who are emergent, developing, and fluent readers and writers are addressed. The development of student’s use of learning strategies to become more independent and effective learners is described. Prerequisites: SpEd 519, Ed 511, and admission to program.

SpEd 529 Instructional Methods II: Math and Content Instruction (Mid-level/High School) (3)
Purpose of this course is for preservice and practicing educators to develop the knowledge and skills to effectively teach mathematics and other content area subjects to students with mild disabilities in middle/secondary schools. Educators will learn how to use instructional methods and content enhancement devices to make curricular content more accessible for students with disabilities. Strategies for promoting retention, application, and generalization of content learning will also be examined. Prerequisites: SpEd 519 and admission to program.

SpEd 532 Functional Assessment and Curriculum I (4)
Develops philosophical and social foundations for services to individuals with multiple disabilities, early childhood through adulthood. Emphasizes ecological and functional assessment strategies for life skills, communication, social, motor, and functional academic domains. Strategies for including students with significant and multiple disabilities in system-wide, standards-based assessment are addressed. Prerequisite: admission to appropriate special education cohort or permission of instructor.

SpEd 534 Functional Assessment and Curriculum II (4)
Applies knowledge and skills for functional assessment and applied behavior analysis in the design and implementation of an individualized, functional curriculum for students with significant and multiple disabilities, early childhood through adulthood. Emphasizes curricular content for life skills, communication, social, motor, and cognitive/functional academic domains. Provides instructional strategies for routines-based, naturalistic, and teacher-directed learning. Includes strategies for using positive behavioral supports for students with significant disabilities, based upon functional behavioral assessment and analysis. Prerequisites: SpEd 532 and admission to the program.

SpEd 536 Specialized Techniques (3)
Information and skills development for meeting the specialized support needs commonly found with students with significant disabilities. Focus on educational implications considering (1) the nature of the medical condition, (2) methods for instruction (i.e., positioning, mobility), and (3) procedures for structural modifications. Course incorporates information from various disciplines and is designed to assist the student in becoming an effective member of a collaborative team that serves students with routine and emergency medical and physical needs. Prerequisite: SpEd 418/518 and admission to the program.

SpEd 540 Education of the Visually Impaired Learner (3)
Beginning with a historical background of the education of the visually impaired, this course provides an overview of basic information about children and youth who are visually impaired. Basic programming components and implications for conceptual and motoric development. Basic curricular components necessary for transition from school to adult life. Prerequisites: SpEd 418/518 and admission to the program.
SpEd 541
Implications of Vision Problems of Children/Youth (3)
Anatomy, physiology, common diseases, and hygiene of the human eye. Emphasis on vision screening, testing, and techniques for evaluation of functional visual skills in the classroom. Focus includes strategies for improving medical/optometric eye reports. Emphasis on working with the regular classroom teacher regarding prevention of potential eye disorders and referral to eye specialists. Prerequisites: SpEd 540 and admission to the program.

SpEd 542
Assessment of the Visually Impaired (3)
Examination and application of diagnostic and assessment instruments useful with or modified for visually impaired learners. Designed to prepare teachers of the visually impaired for administering, scoring, and interpreting test results for program planning and implementation. Developmental areas include cognition, social/emotional skills, psychomotor skills, and self-help skills. Prerequisites: SpEd 418/518 and admission to the program.

SpEd 543
Reading and Literacy—Visually Impaired Learners (3)
This course provides an overview of language development and literacy instruction from pre-reading through adolescence. Age-appropriate methods for literacy instruction will be discussed, with an emphasis on similarities and differences between sighted print readers and readers with visual impairments, including blindness. Both conventional and functional literacy will be addressed.

SpEd 544
Methods of Teaching Academics: Visually Impaired Learner (3)
Course focuses upon curricular adaptations for use with the visually impaired learner in the classroom. Academic areas examined and strategies for inclusion for the visually impaired learner in all aspects of the school curriculum. Teaching of Braille, use of abacus for mathematics, and adapted materials. In-depth curricular focus for the child who has multiple disabilities. Prerequisites: SpEd 418/518 and admission to the program.

SpEd 545
Orientation and Mobility/Life Skills (3)
Focus on teaching independent travel skills to totally or functionally blind students. Methods and techniques presented to help the special and regular class teacher promote success in daily living skills as well. Prerequisite: SpEd 418/518.

SpEd 546
Braille I (3)
The Braille code is presented, to include Grade II literary Braille, and use of the abacus. Prerequisites: SpEd 540 and admission to the program.

SpEd 547
Braille II (2)
All special signs and symbols relating to the literary code are learned and special formatting techniques used in printed materials, charts, and graphs. Study of Braille Nemeth Code for mathematics. Prerequisites: SpEd 546 and admission to the program.

SpEd 553
Leisure Education for Persons with Disabilities (3)
Focuses on recreation and leisure as a major component of independent living and community adjustment. Role of the school in providing a comprehensive leisure education program for students with disabilities. Prerequisite: SpEd 418/518.

SpEd 556
Career Education for Persons with Disabilities (3)
Course presents a broad conceptual framework for organizing and developing career education programs for students with disabilities (elementary/young adult): helps participants gain knowledge which strengthens vocational success for persons with disabilities; and program models train persons with disabilities in transition from school to community life. Prerequisite: SpEd 418/518.

SpEd 563
Advanced Techniques of Reading (3)
Primarily concerned with educational methods designed to teach students with severe to moderate reading disabilities. 

SpEd 564
Learning Disabilities (3)
Concepts, issues, and major sources in the field of learning disabilities: definition, causes, identification, ability vs. task analysis models, perceptual training, and aptitude treatment interactions, early identification, and reading disability.

SpEd 568
Advanced Behavior Management (3)
Course for educational professionals serving students with behavior issues. Focuses on advanced methods of behavior management that go beyond traditional behavior modification practices. Prerequisite: SpEd 521.

SpEd 570
Communication Systems for Persons with Severe Disabilities (3)
Course for students who will be teaching communication skills to persons with severe disabilities, including nonverbal individuals. Examines specialized systems for teaching communication skills, normal speech, and implementation of communication instruction. Prerequisite: SpEd 418/518.

SpEd 573
Assessment and Planning for Students With Mild Disabilities (3)
Examination and application of diagnostic and assessment instruments used to measure cognitive language abilities and social/emotional functioning. Formal and informal methods of assessment. Prerequisite: SpEd 418/518.

SpEd 575
Braille III/Technology for the Visually Impaired (3)
Study of computer applications for visually impaired learners, including existing and proposed hardware and software that would improve accessibility to print information by visually impaired and blind students. Adaptations of existing technology, evaluation of its effectiveness. Prerequisite: SpEd 540.

SpEd 576
Visually Impaired Learner with Multiple Disabilities (3)
Study of visually handicapped students with concomitant disabilities such as hearing impairments, mental retardation, and behavior disorders.

Emphasis on curricular adaptations, teaching strategies, and behavior management. Prerequisite: SpEd 418/518.

SpEd 584
Assessment: EI/SE (3)
Provides an overview of assessment procedures in the field of early intervention/early childhood special education. These procedures include screening and testing using norm-referenced, criterion-referenced, curriculum-based, and observational methods. Reliability and validity of assessments are discussed in relation to standardized testing. Learners have the opportunity to observe and record the behaviors of young children. Assessment strategies such as arena assessment, play-based assessment, parent reporting, and family interviewing. Emphasis on the assessment process for the young child and the family's role in the assessment of the young child with development delays or disabilities.

SpEd 585
Instructional Strategies I: EI/SE (3)
Develops knowledge and practices for teaching and facilitating development of children with special needs, birth through the primary grades. Builds upon the student's knowledge of child development and developmentally appropriate practices. Focuses upon the design of individually appropriate practices, principles of applied behavior analysis, activity-based intervention, naturalistic teaching strategies, discrete trial teaching, and positive behavioral supports. Develops knowledge and skills for curriculum-based assessment, design of individual program plans, and use of data collection systems to monitor child progress.

SpEd 586
Instructional Strategies II: EI/SE (3)
Develops advanced knowledge and practices for teaching and facilitating development of children with special needs, birth through the primary grades. Builds upon the student's knowledge of individually appropriate practice, applied behavior analysis, and design of individual and group plans for instruction. Develops knowledge and skills for implementation of specific strategies supported by current research and recommended practices, including strategies to support early relationships, peer interaction, social-emotional development, cognitive development, and early literacy.

SpEd 590
Applied Behavioral Research in Special Education (3)
Study of applied behavioral research in special education. Conceptualization of a variety of research designs appropriate for problems in special education, including multiple baseline design research. Development of hypotheses, definition and measurement of important variables, research design strategies, analysis of data, interpretation and inference, and writing a research report. Prerequisite: SpEd 418/518.

SpEd 591
Issues in Special Education (3)
Review of the major issues related to special education in the United States. Emphasis upon moral, ethical, and legal considerations related to children and youth with disabilities. Prerequisite: SpEd 418/518.

SpEd 594
Assessment Methods and Classification in Infant Mental Health (3)
Develop knowledge and skills to complete the assessment process of infants, toddlers, and their
caregivers through multiple sources of information within a culturally relevant context. Topics include selection of tools and methods for information collection, methods for screening and assessment, and use of classification systems within the mental health system. Prerequisite: admission to Infant Toddler Mental Health Graduate Certificate Program.

SpEd 595
Prevention and Intervention in Infant Mental Health (3)
Concepts of early intervention and prevention with the infant-toddler mental health perspective. Examines the range of interventions used in the field of infant mental health. Emphasis on the importance of treating infants and toddlers in the context of their families and communities. Intervention strategies for those targeted at children with psychosocial/relational and developmental disturbances as well as those determined to be at risk. Includes a review of international, national, and regional established and pilot programs in early intervention and prevention. Assess and critically evaluate the current science around treatment efficacy of various interventions. Prerequisite: admission to Infant Toddler Mental Health Graduate Certificate Program.

SpEd 601
Research (Credit to be arranged.)
SpEd 602
Independent Study (Credit to be arranged.)
SpEd 603
Dissertation (Credit to be arranged.)
SpEd 604
Cooperative Education/Internship (Credit to be arranged.)
SpEd 605
Reading and Conference (Credit to be arranged.)
SpEd 606
Special Problems (Credit to be arranged.)
SpEd 607
Seminar (Credit to be arranged.)
SpEd 608
Workshop (Credit to be arranged.)
SpEd 609
Practicum (Credit to be arranged.)
SpEd 610
Selected Topics (Credit to be arranged.)
SpEd 801
Research (Credit to be arranged.)
SpEd 802
Independent Study (Credit to be arranged.)
SpEd 804
Cooperative Education/Internship (Credit to be arranged.)
SpEd 805
Reading and Conference (Credit to be arranged.)
SpEd 806
Special Problems (Credit to be arranged.)
SpEd 807
Seminar (Credit to be arranged.)
SpEd 808
Workshop (Credit to be arranged.)
SpEd 809
Practicum (Credit to be arranged.)
SpEd 810
Experimental Course (Credit to be arranged.)
B.S.—Civil Engineering, Computer Engineering, Computer Science, Electrical Engineering, Environmental Engineering and Mechanical Engineering
Minor in Computer Science
Minor in Environmental Engineering
M.S.—Civil and Environmental Engineering, Computer Science, Electrical and Computer Engineering, Engineering and Technology Management, Mechanical Engineering, and Materials Science and Engineering
M.Eng.—Civil and Environmental Engineering, Civil and Environmental Engineering Management, Electrical and Computer Engineering, Engineering and Technology Management (Option in Technology Management, Option in Project Management), Manufacturing Engineering, Mechanical Engineering, Systems Engineering.
M.S.E.—Master of Software Engineering
Ph.D.—Civil and Environmental Engineering, Computer Science, Electrical and Computer Engineering, Technology Management
Ph.D.—Participating college in Systems Science Doctoral Program
Ph.D.—Participating college in Environmental Sciences and Resources Doctoral Program
Graduate Certificates

Undergraduate programs

At the undergraduate level, the student may select degree programs in civil engineering, computer engineering, computer science, electrical engineering, and mechanical engineering. Cooperative educational programs with Portland-area industries, government agencies, and engineering consulting offices are available to qualified students.

The degree programs in civil engineering, computer engineering, electrical engineering, and mechanical engineering are accredited by the Engineering Accreditation Commission of ABET (EAC/ABET), www.abet.org. The computer science program is accredited by the Computing Accreditation Commission of ABET (CAC/ABET).

Admission requirements

Policy on admission to the engineering programs

Students may declare engineering or computer science as their major at any time after enrolling at Portland State University.
However, students must be admitted formally to a specific degree program in civil engineering, computer engineering, computer science, electrical engineering, environmental engineering or mechanical engineering before they will (1) be allowed to enroll in restricted upper-division courses offered by the program and (2) be graduated from that program. Application forms may be obtained from the Dean’s Office, Maseeh College of Engineering and Computer Science, Suite 500, Engineering Building or from respective departments. PSU students who anticipate completing all eligibility requirements before the term for which admission to a degree program is sought may apply. Students transferring from other institutions who want to be admitted formally to a specific engineering degree program (civil engineering, computer engineering, computer science, electrical engineering, environmental engineering, mechanical engineering) must:

- Meet all eligibility requirements.
- Apply for admission to PSU.
- Apply for program admission to the Maseeh College of Engineering and Computer Science.
- Have one copy of their transcripts sent to their engineering or computer science department.
- Have one copy of their transcripts sent to the Office of Admissions.

Application deadlines for admission to a degree program are:
- for fall term—June 15
- for winter term—November 1
- for spring term—February 1

Eligibility
To be eligible for admission to a degree program, each student should meet the following minimum requirements:

1. Complete, with a minimum grade of C and a minimum GPA of 2.25 (except for civil engineering and environmental engineering which require a minimum GPA of 2.33), a designated set of courses for each undergraduate degree program as follows:

   **Civil Engineering.** Mth 251, 252, 254, 256, 261; Ch 221, 222, 227, 228; Ph 221†, 222†, 223†, 214, 215, 216; EAS 101, 115, 211, 212, 215; CE 211, 212; UnSr (27 credits) or transfer 27 credits of arts and letters, including WR 121 and Sp 100 (or equivalent).

   **Environmental Engineering.** BI 234 and lab; Ch 221, 222, 227, 228; EAS 101, 115, 211, 212, 215; MTH 251, 252, 254, 256, 261; PH 221, 222, 223, 214, 215, 216; Freshman/Sophomore Inquiry (27 credits) or transfer 27 credits of Arts and Letters including WR 121 and Sp 100 (or equivalent).

   **Mechanical Engineering.** The engineering core consisting of Ch 221, 227; EAS 101, 211, 215; ECE 221, 241; Mth 251, 252, 254, 256, 261; Ph 221†, 222†, 223†, 214, 215, 216; Freshman Inquiry† (59 credits).

   **Electrical Engineering.** The engineering core consisting of Ch 221, 227; EAS 101; ECE 171; EAS 102 or CS 161; ECE 201, 221; MTH 251, 252, 253, 256; Ph 221†, 222†, 223†, 214, 215, 216; Freshman Inquiry† (65 credits).

2. Have a minimum GPA of 2.25 in all engineering and computer science course work (except for civil engineering and environmental engineering which require a minimum GPA of 2.33). For computer science students: earn grades of C or better in each computer science course and grades of C- or better in other courses required by the department.

3. Complete a minimum of 90 credits.

Candidates who do not meet all criteria may, upon petition, be granted eligibility when an evaluation of the student’s total record justifies such action and they are recommended by the Maseeh College’s Academic Appeals Committee.

† Physics 211, 212, and 213 also accepted
‡ Sp 111 or 220 and Wr 121 for transfer students

Selective admission
If the number of eligible applicants for admission to any engineering degree program exceeds that for which resources are available, acceptance will be competitive. In the event selective admission becomes necessary, the GPA computed for the required courses for eligibility for program admission will be used. Priority, within reasonable limits, will be given to resident students. Although the primary purpose of the selective admission procedures is to limit enrollment to the number of students who can be served at a high level of quality, it is recognized that the rigid application of these procedures may eliminate applicants with high potential but who, due to circumstances beyond their control, have had limited access to the type of preparatory education that is essential to achieving the high performance level required for admission. All such applicants will be considered on the basis of their life experience and leadership qualities in addition to their academic achievement.

Continuation criteria
After admission to a computer science or engineering degree program (civil engineering, computer engineering, electrical engineering, mechanical engineering), students will be expected to make satisfactory progress toward their declared degree and will be subject to the following rules:

1. The term GPA in all courses taken at PSU must be 2.00 or higher.
2. At the conclusion of each term of the academic year full-time students are normally expected to complete a minimum of 12 credits applicable toward their degree program. Part-time students are expected to complete a minimum of 12 credits per year applicable toward their degree program.
3. Students will be placed on probation when their term GPA as described in (1) is below 2.00, or their progress toward the degree is less than that described in (2).
4. Students placed on probation for two consecutive terms or for a total of three terms will be suspended from specific degree programs. Students also will be suspended if not enrolled in engineering and/or computer science courses for three consecutive terms.
5. Students denied admission or suspended must wait at least one term before reapplying. This waiting period does not apply to those denied due to “selective admission.”
6. For students pursuing an electrical or computer engineering degree the “term GPA in all courses taken at PSU” in items 1 and 3 above should be replaced by “cumulative major GPA” as the continuation criterion.

Appeals
Students denied admission or suspended may request reconsideration by submitting a petition. The petition and supporting materials will be reviewed by the appropriate department chair and the Maseeh College’s Academic Appeals Committee, and a recommendation will be forwarded to the dean. The appeal must be made within 30 days of notice to the student of denial of admission or suspension.

Pass/No Pass Grading Policy
All courses specifically required by the University or by a particular department must be taken for a letter grade unless a required course is only offered with a pass/no pass option.

Policy on admission to the Computer Science Program
Students who are intending to graduate with...
an undergraduate degree in computer science must file the Application for Admission to the Computer Science Program with the Department of Computer Science after completing the lower-division requirements. No more than 8 upper-division computer science credits (including any approved upper-division transfer credits) taken prior to admission to the program will be counted toward the student’s departmental requirement of 44 upper-division computer science credits (CS 300, 305, 321, 322, 333, 350, 386, 487, 488 and 12 credits of upper-division computer science electives). Students also must be in admitted status during the term they intend to graduate.

Graduate programs
The Maseeh College offers graduate programs leading to the degrees of Master of Science, Master of Engineering, Master of Software Engineering, and Doctor of Philosophy.

Master’s programs are available in civil and environmental engineering, computer science, software engineering, electrical and computer engineering, mechanical engineering, engineering management, manufacturing engineering, materials science and engineering, and systems engineering.

Ph.D. programs are available in civil and environmental engineering, computer science, electrical and computer engineering, and technology management.

In addition, the Departments of Civil and Environmental Engineering, Mechanical Engineering, and Engineering and Technology Management in the Maseeh College of Engineering and Computer Science participate in the single-discipline option of the Systems Science Ph.D. Program and offer discipline-oriented doctoral degrees. The Department of Civil and Environmental Engineering also participates in the Environmental Sciences and Resources Doctoral Program. Graduate Certificates are also available in select departments.

Manufacturing Engineering

LL Suite 50
Fourth Avenue Building
503-725-4660
www.etm.pdx.edu/

M.Eng.—Manufacturing Engineering

Manufacturing engineering is concerned with the application of specialized engineering and managerial knowledge to the development of productive systems involving people and machines. Primary emphasis is on the design, operation, and control of integrated systems for the production of high quality, economically competitive goods utilizing efficient product design, computer networks, machine tools, robots, and materials-handling equipment.

The master’s degree in manufacturing engineering is designed to provide engineering professionals with the opportunity to pursue advanced level study in a field of engineering that involves subject matter normally not covered in basic engineering undergraduate programs.

The program is administered by the Department of Engineering and Technology Management.

Admission requirements

Applicants to the program are required to have:

- An undergraduate degree in engineering or a closely related discipline from an accredited institution.
- A combined GPA of 3.0 on the last 90 credit hours of graded undergraduate work plus all work completed thereafter.

Under special conditions, applicants who partially satisfy the above admission requirements may be considered for conditional acceptance, provided they meet all institutional requirements to the campus to which they apply.

International applicants are required to demonstrate proficiency in English by taking the Test of English as a Foreign Language (TOEFL). A TOEFL score of 550 or greater is required of all students whose native language is not English and who have not received a degree from an accredited institution in the United States.

Degree requirements

A total of 45 credits of approved graduate coursework is required to complete the master’s degree in manufacturing engineering. The program consists of 30 to 36 credits in the core and 9 to 15 credits in electives. A comprehensive final oral examination is required after the completion of coursework.

<table>
<thead>
<tr>
<th>Courses satisfying core requirements</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Analysis</td>
<td>3-9</td>
</tr>
<tr>
<td>Applied Statistics for Engineers</td>
<td>3-9</td>
</tr>
<tr>
<td>Statistical Process Control</td>
<td>3-9</td>
</tr>
<tr>
<td>Design of Industrial Experiments</td>
<td>3-9</td>
</tr>
<tr>
<td>Manufacturing Systems Management</td>
<td>3-9</td>
</tr>
<tr>
<td>Manufacturing Systems Management</td>
<td>3-9</td>
</tr>
<tr>
<td>Project Management</td>
<td>3-9</td>
</tr>
<tr>
<td>Communication and Team Building</td>
<td>3-9</td>
</tr>
</tbody>
</table>


courses may be substituted.

Oregon Master of Software Engineering

Suite 120
Fourth Avenue Building
503-725-2900
www.pdx.edu/omse

M.S.E.—Master of Software Engineering Graduate Certificate in Software Engineering

The Oregon Master of Software Engineering (OMSE) is a part-time professional development and degree program geared toward working software engineers with two or more years of practical software development experience. OMSE’s vision is to provide high quality software engineering education and training for engineers in the high technology industry.

The curriculum of 13 core courses and three electives is focused on proven industry techniques for developing products. Students will receive a sound practical perspective on the entire software development enterprise—from requirements engineering, system and software design, project management, and software testing—that can be immediately applied to their real-world work environments.

Faculty members have hands-on industry experience as well as strong academic foundations.

More information about the Oregon Master of Software Engineering program is located on our Web site at www.pdx.edu/omse.

Admission requirements

A committee consisting of the OMSE program director and faculty determines admission. Admission requirements are:

- At least two years of software development experience (a work resume is required);
A four-year bachelor’s degree with a 3.00 GPA;

- Completion of the following undergraduate-level coursework in computer science: Programming Languages, Discrete Mathematics, Data Structures, Operating Systems, and Computer Architecture

Applicants who partially satisfy the above conditions may be considered for admission on a case-by-case basis. Students needing one or more of the computer science courses may enroll in OMSE courses on a non-admitted basis provided the prerequisites for those courses are satisfied. Upon admission to the OMSE program, students can transfer up to 15 credits (including electives) into the degree program.

In addition, international students may need to provide a TOEFL written score of 600 if their native language is not English. Students who earned undergraduate degrees in the United States are exempt from this requirement.

### Degree requirements

The OMSE curriculum comprises 48 credits: 39 credits of core courses and 9 credits of elective courses.

- OMSE 500 Principles of Software Engineering
- OMSE 511 Software Project Management
- OMSE 513 Professional Communication Skills for Software Engineers
- OMSE 521 Using Metrics and Models to Support Quantitative Decision Making
- OMSE 522 Modeling and Analysis of Software Systems
- OMSE 525 Software Quality Engineering
- OMSE 531 Software Requirements Engineering
- OMSE 532 Software Architecture and Domain Analysis
- OMSE 533 Software Design Techniques
- OMSE 535 Software Implementation and Testing
- OMSE 551 Strategic Software Engineering
- OMSE 555 Software Development Practicum I
- OMSE 556 Software Development Practicum II

### Systems Engineering

**Suite 500, Engineering Building**

503-725-4262  
www.cecs.pdx.edu/Systems/

**M. Eng.—Systems Engineering Graduate Certificate**

Systems engineering focuses on defining customer needs and required functionality early in the development cycle, documenting requirements, then continuing with design synthesis and system validation while considering the complete problem: operations—performance—test—manufacturing—cost and schedule—support—disposal.

Systems engineering integrates all the disciplines and specialty groups into a team effort, forming a structured development process that proceeds from concept to production to operation. Many of us already practice systems engineering, but call it something else: design or development of product, process, service. This course of study will enable the engineer to function in an interdisciplinary team and apply their area of engineering specialty toward the development of a product, process, or service.

### Admission requirements

For both the M.Eng. and Grad Certificate, a minimum of three years of responsible engineering experience, baccalaureate degree in engineering, and at least 3.00 GPA for upper-division courses.

Conditional admission is based on approval and a study plan specified by the director of systems engineering.

### Degree requirements

**Master of Engineering in Systems Engineering.** A total of 45 credits: 16 in systems core; 16 in elective speciality and related engineering areas; 9 in internship/project; and 4 in integrative workshop.

<table>
<thead>
<tr>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Systems core</td>
</tr>
<tr>
<td>Elective specialty and related engineering areas</td>
</tr>
<tr>
<td>Integrative workshop</td>
</tr>
<tr>
<td>Project</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

**Graduate Certificate in Systems Engineering Fundamentals.** A total of 16 credits; same as master’s systems core.
Graduate Certificate of
Ph.D.—Participating department in
Ph.D.—Civil and Environmental Engineering

Basic courses in all these areas are part of the
engineering or geotechnical engineering.

Students often choose a specialty area in
facilities.

content, quality of faculty, and adequacy of
education defined in terms of curricular
organization sets standards for engineering
Technology (EAC/ABET). This national
Accreditation Board for Engineering and
State University is accredited by the
resources engineering.

mechanics and foundations, engineering
project management, transportation engi-
hydraulics, surveying and mapping, soil
systems, power plants, buildings, dams, and
water and wastewater treatment facilities.

In addition, they are involved in improving
the quality of surface water, rivers, lakes, res-
ervoirs, estuaries, and ground water systems
and predicting the quantity of water avail-
able for human use.

Civil and Environmental Engineering

Undergraduate program

The undergraduate degree program in civil engineering includes required courses in the
analysis and design of structures, applied hydraulics, surveying and mapping, soil
mechanics and foundations, engineering project management, transportation engi-
neering, and environmental and water resources engineering.

The civil engineering curriculum at Portland State University is accredited by the
Engineering Accreditation Commission/ Accreditation Board for Engineering and
Technology (EAC/ABET). This national organization sets standards for engineering
education defined in terms of curricular content, quality of faculty, and adequacy of
facilities.

Students often choose a specialty area in
structural analysis and design, environmental engineering, water resources, transportation engineering or geotechnical engineering.

Basic courses in all these areas are part of the
B.S. curriculum, and students may choose to specialize by taking electives in one or more areas. Students are encouraged to speak with faculty members in specialty areas to find out more about these fields.

Whereas the Civil Engineering B.S. degree focuses on the infrastructure of society in the areas of structural, geotechnical, trans-
portation, environmental/water resources, and project management, the B.S. degree in Environmental Engineering focuses on the fundamentals of environmental and water resources engineering with recommended tracks in geo-environmental, surface water hydrology and remote sensing, surface and groundwater water quality, groundwater hydrology, and air quality. Many of the required courses in the program are interdisciplinary drawing from the Departments of Chemistry, Mathematics and Statistics, Environmental Science, Physics, and Biology.

The B.S. degree in Environmental Engineering provides training for engineers to preserve the natural environment – an especially important part of our culture in Oregon. Oregon prides itself on its environmental commitments, and educating engi-
neers to fulfill this commitment is in-line with meeting the needs of the State, as well as those of the global community. More environmental engineers are needed to improve the quality of life by improving our environment and living in a sustainable manner.

Portland State University's undergraduate degree program in Civil Engineering is accredited by EAC/ABET. The new program has not yet been evaluated by ABET; however, it would be evaluated during our next scheduled ABET visit during 2012. ABET requires that at least one student should have graduated from the program before submitting it for evaluation. We will have this criterion at the time of the next visit. If successfully accredited upon evaluation, the program will be considered retroactively accredit-
ed from the required courses including engi-

required courses in the BSCE program. Any deviation
from the BSCE program. Any deviation
PSU GPA must be 2.33 or higher to gradu-
ated with a minimum grade of C-; pre-requi-
site courses must be passed with a grade of C-
or better in order to move ahead in the
sequence; and a student's cumulative
PSU GPA must be 2.33 or higher to gradu-
ate from the BSCE program. Any deviation from the required courses including engi-
neering and mathematics substitutions must be approved in writing by the chair of the department.

Admission requirements

Please refer to page 243 for admission requirements.

Degree Requirements for Major in Civil Engineering

Majors in civil engineering must complete the following University (see pgs 11-12) and department degree requirements: junior and senior engineering courses must be complet-
ed with a minimum grade of C-; pre-requi-
site courses must be passed with a grade of C-
or better in order to move ahead in the
sequence; and a student's cumulative
PSU GPA must be 2.33 or higher to gradu-
ate from the BSCE program. Any deviation from the required courses including engi-
neering and mathematics substitutions must be approved in writing by the chair of the department.

Freshman Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAS 101 Engineering Problem Solving</td>
<td>4</td>
</tr>
<tr>
<td>EAS 115 Engineering Graphics</td>
<td>3</td>
</tr>
<tr>
<td>Ch 211, 222 General Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>Ch 227, 228 General Chemistry Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>Mth 251, 252 Calculus I, II</td>
<td>8</td>
</tr>
<tr>
<td>Mth 261 Linear Algebra</td>
<td>4</td>
</tr>
<tr>
<td>Freshman Inquiry</td>
<td>15</td>
</tr>
<tr>
<td>Total</td>
<td>48</td>
</tr>
</tbody>
</table>

Sophomore Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAS 211 Statistics</td>
<td>4</td>
</tr>
<tr>
<td>EAS 212 Strength of Materials</td>
<td>4</td>
</tr>
</tbody>
</table>
majors in environmental engineering must complete the following University (see pgs 11-12) and department degree requirements: junior and senior engineering courses must be completed with a minimum grade of C-. Pre-requisite courses must be passed with a grade of C- or better in order to move ahead in the sequence; and a student's cumulative PSU GPA must be 2.33 or higher to graduate from the BSEE program. Any deviation from the required courses including engineering and mathematics substitutions must be approved in writing by the chair of the department.

Freshman Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAS 101 Engineering Problem Solving</td>
<td>4</td>
</tr>
<tr>
<td>EAS 115 Engineering Graphics</td>
<td>3</td>
</tr>
<tr>
<td>CH 221, CH 222 General Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>CH 227, 228 General Chemistry Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>MTH 251, 252 Calculus I</td>
<td>8</td>
</tr>
<tr>
<td>MTH 261 Intro Linear Algebra</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIO 234 Elementary Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 235 Elementary Microbiology Lab</td>
<td>2</td>
</tr>
<tr>
<td>Freshman Inquiry</td>
<td>15</td>
</tr>
</tbody>
</table>

Sophomore Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAS 211 Statics</td>
<td>4</td>
</tr>
<tr>
<td>EAS 212 Strength of Materials</td>
<td>4</td>
</tr>
<tr>
<td>EAS 215 Dynamics</td>
<td>4</td>
</tr>
<tr>
<td>MTH 254 Calculus IV</td>
<td>4</td>
</tr>
<tr>
<td>MTH 256 Applied Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>PH 221, 222, 223 General Physics (with calculus)</td>
<td>9</td>
</tr>
<tr>
<td>PH 214, 215, 216 Physics Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>Sophomore Inquiry</td>
<td>12</td>
</tr>
</tbody>
</table>

Junior Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAS 361 Fluid Mechanics</td>
<td>4</td>
</tr>
<tr>
<td>ESR 320, 321, 322 Analysis of Environmental Systems</td>
<td>12</td>
</tr>
<tr>
<td>MTH 451CM Applied Statistics for Engineers &amp; Scientists</td>
<td>4</td>
</tr>
<tr>
<td>Stat 451 Applied Statistics for Engineers and Scientists</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Year</td>
<td>46</td>
</tr>
<tr>
<td>ESR 432, 432, 432 Environmental Systems</td>
<td>12</td>
</tr>
<tr>
<td>MTH 481 Engineering Thermodynamics</td>
<td>4</td>
</tr>
<tr>
<td>ME 315 CEE Profession Seminar</td>
<td>1</td>
</tr>
<tr>
<td>ME 362 Hydraulics</td>
<td>4</td>
</tr>
<tr>
<td>CE 401 [Soil mechanics]</td>
<td>4</td>
</tr>
<tr>
<td>CE 402 [Hydraulics and contaminant transport]</td>
<td>4</td>
</tr>
<tr>
<td>CE 547 Geotechnical Design</td>
<td>4</td>
</tr>
<tr>
<td>CE 494 Civil Engineering Project Management &amp; Design</td>
<td>3</td>
</tr>
<tr>
<td>CE 495 Civil Engineering Project Management &amp; Design II</td>
<td>3</td>
</tr>
<tr>
<td>EC 314 Private and Public Investments Analysis</td>
<td>4</td>
</tr>
<tr>
<td>Approved Environmental Engineering Electives*</td>
<td>20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Year</td>
<td>46</td>
</tr>
<tr>
<td>EAS 444 Geotechnical Design</td>
<td>4</td>
</tr>
<tr>
<td>EAS 454 Urban Transportation Systems</td>
<td>4</td>
</tr>
<tr>
<td>EAS 484 Engineering Project Management</td>
<td>3</td>
</tr>
<tr>
<td>EAS 494 Civil Engineering Design</td>
<td>3</td>
</tr>
<tr>
<td>EAS 432 Steel Design OR EAS 434 Principles of Reinforced Concrete</td>
<td>4</td>
</tr>
<tr>
<td>Approved civil engineering electives**</td>
<td>19</td>
</tr>
<tr>
<td>Upper Division Cluster</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>**Approved Civil Engineering Electives</td>
<td>45</td>
</tr>
<tr>
<td>CE 401 (4 credits maximum), CE 403 (4 credits maximum), CE 404 (4 credits maximum), CE 405 (4 credits maximum), CE 406 (4 credits maximum), CE 407/507 (3 credits maximum), CE 410-499, and CE 510-599 Courses outside CEE Department require prior approval of CEE Chair.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved Environmental Engineering Electives*</td>
<td>20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>52</td>
</tr>
</tbody>
</table>

The entire BS curriculum in Civil Engineering is 189 credit hours.

Degree requirements for Major in Environmental Engineering

Majors in environmental engineering must complete the following University (see pgs 11-12) and department degree requirements: junior and senior engineering courses must be completed with a minimum grade of C-; pre-requisite courses must be passed with a grade of C- or better in order to move ahead in the sequence; and a student's cumulative PSU GPA must be 2.33 or higher to graduate from the BSEE program. Any deviation from the required courses including engineering and mathematics substitutions must be approved in writing by the chair of the department.

Freshman Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAS 101 Engineering Problem Solving</td>
<td>4</td>
</tr>
<tr>
<td>EAS 115 Engineering Graphics</td>
<td>3</td>
</tr>
<tr>
<td>CH 221, CH 222 General Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>CH 227, 228 General Chemistry Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>MTH 251, 252 Calculus I</td>
<td>8</td>
</tr>
<tr>
<td>MTH 261 Intro Linear Algebra</td>
<td>4</td>
</tr>
<tr>
<td>BIO 234 Elementary Microbiology</td>
<td>4</td>
</tr>
<tr>
<td>BIO 235 Elementary Microbiology Lab</td>
<td>2</td>
</tr>
<tr>
<td>Freshman Inquiry</td>
<td>15</td>
</tr>
</tbody>
</table>

Sophomore Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAS 211 Statics</td>
<td>4</td>
</tr>
<tr>
<td>EAS 212 Strength of Materials</td>
<td>4</td>
</tr>
<tr>
<td>EAS 215 Dynamics</td>
<td>4</td>
</tr>
<tr>
<td>MTH 254 Calculus IV</td>
<td>4</td>
</tr>
<tr>
<td>MTH 256 Applied Differential Equations</td>
<td>4</td>
</tr>
<tr>
<td>PH 221, 222, 223 General Physics (with calculus)</td>
<td>9</td>
</tr>
<tr>
<td>PH 214, 215, 216 Physics Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>Sophomore Inquiry</td>
<td>12</td>
</tr>
</tbody>
</table>

Junior Year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAS 361 Fluid Mechanics</td>
<td>4</td>
</tr>
<tr>
<td>ESR 320, 321, 322 Analysis of Environmental Systems</td>
<td>12</td>
</tr>
<tr>
<td>MTH 451CM Applied Statistics for Engineers &amp; Scientists</td>
<td>4</td>
</tr>
<tr>
<td>Stat 451 Applied Statistics for Engineers and Scientists</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Senior Year</td>
<td>46</td>
</tr>
<tr>
<td>EAS 444 Geotechnical Design</td>
<td>4</td>
</tr>
<tr>
<td>EAS 454 Urban Transportation Systems</td>
<td>4</td>
</tr>
<tr>
<td>EAS 484 Engineering Project Management</td>
<td>3</td>
</tr>
<tr>
<td>EAS 494 Civil Engineering Design</td>
<td>3</td>
</tr>
<tr>
<td>EAS 432 Steel Design OR EAS 434 Principles of Reinforced Concrete</td>
<td>4</td>
</tr>
<tr>
<td>Approved civil engineering electives**</td>
<td>19</td>
</tr>
<tr>
<td>Upper Division Cluster</td>
<td>8</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>**Approved Civil Engineering Electives</td>
<td>45</td>
</tr>
<tr>
<td>CE 401 (4 credits maximum), CE 403 (4 credits maximum), CE 404 (4 credits maximum), CE 405 (4 credits maximum), CE 406 (4 credits maximum), CE 407/507 (3 credits maximum), CE 410-499, and CE 510-599 Courses outside CEE Department require prior approval of CEE Chair.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approved Environmental Engineering Electives*</td>
<td>20</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>52</td>
</tr>
</tbody>
</table>

The entire BS curriculum in Environmental Engineering is 186 credit hours.

* Approved tracks in geo-environmental engineering, surface water quality, surface hydrology and hydraulics, subsurface hydrology and contaminant transport, and air quality. Suggested Junior/Senior Specialty Tracks in Environmental Engineering:

Geoenvironmental
CE341 [Soil mechanics], CE 444 [Geotechnical design], CE440 [Geohydraulics], CE445 [Geoenvironmental with synthetics]

Subsurface hydrology and contaminant transport
CE 341 [Soil mechanics], CE 569 [Introduction to Subsurface Flow and Contaminant Transport], CE 570 [Modeling of Subsurface Flow and Contaminant Transport]

Surface water hydrology
CG 464 [Hydrologic and hydraulic modeling], CE 467 [Hydrologic and hydraulic design], CE 565 [Watershed hydrology]

Surface water hydrodynamics and water quality
CE 410 [Columbia River as a physical system], CE578 [Water quality modeling], CE 410 [Sediment transport], CE 572 [Environmental fluid mechanics I], CE 410 [Estuarine circulation], CE 576 [Environmental fluid mechanics II]

Air quality
PH 375 [The earth’s atmosphere], PH 477 [Atmospheric physics], PH 477 [Air pollution], PH 478 [Applications of air pollution modeling]

Requirements for minor in environmental engineering

A student wishing to minor in this area should complete, with a minimum grade of C, and a minimum GPA of 2.33, a designated set of courses as follows:

MTH 254, 256; PH 221, 222, 223, 214, 215, 216; CH 221, 222, 227, 288; EAS 361; CE 362, 364, 371, 474; and a minimum of 4 credits of approved electives.

All courses must be taken for letter grade and at least one-third of the credit hours must be taken at Portland State University.

Course requirements for the minor also meet partial eligibility requirements for admission to the Civil engineering program.

Students who complete the requirements for the minor may wish to apply for admission to this program. Students graduating in civil engineering may not claim a minor in environmental engineering. Students planning to minor in environmental engineering should consult with an adviser in the Department of Civil and Environmental Engineering.

Honors track

The Civil Engineering honors track is intended for high-achieving undergraduate students, many of whom go on to graduate or professional school; it gives highly motivated engineering students the chance to develop undergraduate degree programs that reflect their particular interests. Working closely with an adviser in the Civil and Environmental Engineering Department, honors track students will choose an area of research interest and complete an honors thesis, usually during their senior year.

Upon acceptance into the honors track, and no later than the beginning of his/her senior year (preferably by spring quarter of the junior year), the student will declare one of the following areas of interest for his/her research topic: environmental/water resources, geotechnical, structural, or transportation. The CEE chair, in consultation with faculty, will assign the student an honors adviser. The adviser will work with the student to complete a written proposal for the honors thesis research that requires chair approval.

Research will be conducted in one of the CEE specialty areas, usually during the senior year. Honors theses will follow ASCE document guidelines for style and formatting.

CEC students who meet honors track requirements will graduate with honors and will receive special recognition on their diploma.

Honors Track Admission Requirements

- Completion of CEE Honors Program application form
- Completion of a minimum of 90 credit hours
- Completion of courses required for admission to CE Program
- Minimum GPA of 3,50
Honors Track Graduation Requirements
- Completion of a written honors thesis in conjunction with a faculty adviser with a minimum grade of B+
- Presentation of research to CEE faculty/students in seminar format
- GPA above 3.50
Note: the written report can count as a CEE elective in the senior year, CE 405, Reading and Conference, 4 credit hours.

Graduate programs

Admission requirements

Master of Science in civil and environmental engineering. The master's program in civil and environmental engineering is designed to provide students with the technical and professional knowledge necessary to develop their abilities to seek creative solutions to complex problems in their field of interest.

The program involves advanced courses in the areas of structural analysis and design, transportation engineering, water resources, environmental engineering, geotechnical engineering, and project management, as well as science and mathematics. Flexibility is achieved by designing programs of study to meet individual needs.

Admission requirements include a B.S./B.A. degree in an engineering field, science, or closely related area with a minimum GPA of 3.00 in all upper-division engineering courses. Courses should include calculus through differential equations, physics and chemistry, computer programming, and all the necessary prerequisites for the graduate courses that comprise the student's program of study. Applicants without all these qualifications may be considered for "conditional" or "alternate status" admission. Applicants must also meet PSU graduate admission requirements (pages: 60-62).

Master of Engineering in civil and environmental engineering. The admission requirements are the same as those for the department's M.S. degree.

Master of Engineering in civil and environmental engineering management. The admission requirements include a B.S. degree in civil engineering and satisfaction of the requirements for admission to the M.S. in engineering management and M.S. in civil engineering programs.

Doctor of Philosophy in civil and environmental engineering. A student applying to the Ph.D. program in civil and environmental engineering will normally be required to have completed an M.S. degree in civil and environmental engineering or a closely related field. In addition to the University doctoral degree requirements, the program requirements include the equivalent of at least two years of full-time graduate work beyond the master's degree, a minimum of 24 hours of coursework, a comprehensive examination, prospectus defense, 27 hours of dissertation credit, and final dissertation defense. For further information on admission and degree requirements, current course schedule, and research opportunities, students should refer to the departmental Web site www.cee.pdx.edu.

Degree requirements

Master of Science in civil and environmental engineering. Students are required to complete tentative degree plans that have been approved by their advisers no later than the second quarter of their residence at PSU. An M.S. plan form for this purpose is available in the Department of Civil and Environmental Engineering. Students are also required to obtain their adviser's approval of coursework each quarter on a quarterly study plan form when there are deviations from their submitted M.S. study plan. Coursework taken without adviser approval may not be accepted as part of the student's program. University master's degree requirements are listed on page 67.

The master's program consists of two options. The first option involves a total of 45 credits, including 6 to 9 credits of thesis; the second option requires completion of a total of 45 credits, including a minimum of 41 credits of coursework and 4 credits of research project that includes a project report and a technical presentation. Student research is conducted under the supervision of faculty. In both options, a minimum of 30 credits must be taken in the Civil and Environmental Engineering Department unless otherwise approved by the Department Chair.

To become a candidate for the master's degree, the student must successfully complete all departmental requirements for one of the options described above. For the thesis option, successful completion of a final oral examination covering the thesis is required. Current faculty research areas include transportation systems, nonlinear structural analysis and design, earthquake engineering, mechanics of composites, stochastic modeling in hydrology and water resources, water quality and hydrodynamic modeling in environmental engineering, near-field mixing, zone modeling, ground-water contaminant transport, and in-situ soil properties in geotechnical design.

Master of Engineering in civil and environmental engineering. A total of 48 graduate credits is required. There are two M.Eng. options: coursework only requiring a minimum of 48 hours of approved coursework and the internship option in which up to 13 internship CE 504 credits can be included in the degree program.

Master of Engineering in civil and environmental engineering management. In addition to the University's general master's degree requirements, listed on page 67, the M.Eng. in civil and environmental engineering management requires a total of 48 graduate credits, including 35 course credits and a 4-credit capstone. Nine credits of internship are required, but substituting an equal number of course credits upon approval of the student's advisers may reduce the internship credits.

Doctor of Philosophy in civil and environmental engineering. A student applying to the Ph.D. program in civil and environmental engineering will normally be required to have completed an M.S. degree in civil and environmental engineering or a closely related field. In addition to the University doctoral degree requirements, the program requirements include the equivalent of at least two years of full-time graduate work beyond the master's degree, a minimum of 24 hours of coursework, a comprehensive examination, prospectus defense, 27 hours of dissertation credit, and final dissertation defense. For further information on admission and degree requirements, current course schedule, and research opportunities, students should refer to the departmental Web site www.cee.pdx.edu.

Program of study. The Ph.D. program in civil and environmental engineering offers advanced courses in the areas of structural analysis and design, transportation engineering, water resources, environmental engineering, geotechnical engineering, and project management. The faculty are engaged in research related to: management of urban stormwater; surface hydrodynamic and water quality modeling including fish bienergetics models; management of eutrophication of urban water systems; impact of habitat destruction and dams on Columbia River flows and water quality; mathematical modeling of groundwater and contaminant transport; mathematical modeling of near-field mixing of contaminants; creep response of fibrous composite materials; nonlinear behavior of composite plates; intelligent transportation systems; urban transportation; traffic flow theory; data fusion and macroscopic modeling; multi-modal traveler information; sustainability; alternative fuels; traffic management of freeways; video-imagining technologies and ITS; traffic operations using real-time traffic information; access management and traffic safety; land use and access relationships; earthquake vulnerability of buildings in urban areas; retrofit of buildings against seismic damage; and seismic testing of structures, transmission towers.
sub-structures, and equipment. Research facilities. Laboratories and computer facilities include almost 30,000 ft² (2800m²) of space in three buildings that support teaching and research. These laboratories include infraStructure Testing and Applied Research (iSTAR), Intelligent Transportation Systems, traffic signal, surveying and mapping, transportation engineering and GIS, water quality modeling, hydrology, fluid mechanics, hydraulics, geotechnical design, insitu testing, soil mechanics, infrastructure materials, concrete, and four separate environmental engineering laboratories.

Doctor of Philosophy in systems science—civil and environmental engineering. The Ph.D. in Systems Science—civil and environmental engineering is a single-discipline option of the Systems Science Ph.D. Program (Departmental Option), whose general requirements are listed on page 73. The departmental requirements are a master’s degree in civil and environmental engineering or equivalent coursework, 9 credits of Systems Science core courses, 9 credits of additional Systems Science or approved engineering systems-related courses, and 9 credits of other approved coursework. Twenty-seven credits of dissertation research are also required. Specialization areas of research related to structural engineering, transportation engineering, geotechnical engineering, environmental engineering, and water resources are available.

Doctor of Philosophy in environmental sciences and resources. The department participates in the Environmental Sciences and Resources Doctoral Program. Specialized studies in environmental and water resources engineering, along with environmental sciences courses and seminars, will partially fulfill the requirements for the Ph.D. in environmental sciences and resources. For information on the Ph.D. program in environmental sciences and resources, see page 124.

The Graduate Certificate in Transportation. The Graduate Certificate in Transportation is a 21-credit program designed to build the technical and analytical knowledge of those who are in or wish to enter the transportation field. This program could be completed in a single year on a full-time basis or over two years on a part-time basis. The certificate includes courses from the Toulan School of Urban Studies and Planning and the Department of Civil and Environmental Engineering. Credits taken as part of this certificate program may be used to satisfy partial master's degree requirements in either program. Admission to this program will require an undergraduate degree at an accredited university and a GPA that meets university admission requirements. More information about the certificate and application procedures can be found at www.cts.pdx.edu.

---

120 Fourth Avenue Building  
503-725-4036  
www.cs.pdx.edu/

B.S.—Computer Science  
Minor in Computer Science  
M.S.—Computer Science  
Ph.D.—Computer Science  
Graduate Certificate in Computer Security

Undergraduate program

The computer science program is designed to provide students with the educational background required for a professional career in the computing industry and for further study at the graduate level. The program includes a core of required courses and an elective program of courses over a wide range of topics. Seniors work in teams to carry out community-based projects during the two-semester capstone course in software engineering.

The computer science curriculum at Portland State University is accredited by the Computing Accreditation Commission of ABET (CAC/ABET), www.abet.org. This national organization sets standards for computer science education defined in terms of curricular content, quality of faculty, and adequacy of facilities.

Computer Science

Program Objectives

The objectives of the undergraduate program in computer science are to produce graduates with:

- a thorough understanding of and ability to apply the core principles and practices of computing;
- the professional skills to meet the immediate needs of regional and other employers, while being able to adapt to rapidly changing technology;
- a foundation in the supporting areas of communication, science, and mathematics;
- an understanding of ethical responsibilities in the social context in which their contributions occur;
- the motivation and preparation to engage in life-long learning, including entering advanced degree programs in computer science.

Admission requirements

Please refer to page 243 for admission requirements.

Degree requirements

Requirements for major. Majors in computer science must complete the following University and departmental degree requirements. All computer science courses used to satisfy the departmental major must be graded C or better. Courses taken outside the department as part of departmental requirements must be graded C- or better.

Transfer students majoring in computer science are required to complete a minimum of 40 upper-division computer science credits at PSU. This requirement can be waived with prior written approval from the Computer Science Undergraduate Adviser. The following is a sample curriculum. Students choosing to make modifications to this schedule are urged to consult with an adviser.

Freshman year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 162 Introduction to Computer Science</td>
<td>4</td>
</tr>
<tr>
<td>CS 163 Data Structures</td>
<td>4</td>
</tr>
<tr>
<td>CS 202 Programming Systems</td>
<td>4</td>
</tr>
<tr>
<td>Mth 251, 252, 253 Calculus I, II, III</td>
<td>12</td>
</tr>
<tr>
<td>Freshman Inquiry</td>
<td>15</td>
</tr>
<tr>
<td>Electives</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>51</strong></td>
</tr>
</tbody>
</table>

Sophomore year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 201 Computer Systems Programming</td>
<td>4</td>
</tr>
<tr>
<td>CS 250 Discrete Structures I</td>
<td>4</td>
</tr>
<tr>
<td>CS 251 Discrete Structures II</td>
<td>4</td>
</tr>
<tr>
<td>Approved Laboratory Science</td>
<td>15</td>
</tr>
<tr>
<td>Sophomore Inquiry</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>39</strong></td>
</tr>
</tbody>
</table>

Junior year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CS 300 Elements of Software Engineering</td>
<td>4</td>
</tr>
<tr>
<td>CS 305 Social, Ethical, and Legal Implications of Computing</td>
<td>2</td>
</tr>
<tr>
<td>CS 311 Computational Structures</td>
<td>4</td>
</tr>
<tr>
<td>CS 321, 322 Languages and Compiler Design</td>
<td>8</td>
</tr>
<tr>
<td>CS 333 Introduction to Operating Systems</td>
<td>4</td>
</tr>
<tr>
<td>CS 350 Algorithms and Complexity</td>
<td>4</td>
</tr>
<tr>
<td>Stat 451 Applied Statistics for Engineers</td>
<td>4</td>
</tr>
</tbody>
</table>

Students must complete a minimum of 40 upper-division credits in computer science.
Graduate programs

The Department of Computer Science offers M.S. and Ph.D. degrees, with graduate-level work in the areas of database, programming languages, software engineering, systems and networks, learning and adaptive systems, theory, and security. Flexibility is achieved by designing programs of study to meet individual needs.

The departmental Web site www.cs.pdx.edu provides full details on the departmental regulations for these programs.

Admissions requirements

To be considered for admission to the graduate program in computer science, the student must have a four-year baccalaureate degree from an accredited institution. This degree should normally be in computer science; otherwise, the applicant must demonstrate knowledge of the core curriculum of an undergraduate computer science degree. An undergraduate GPA of at least 3.00 in upper-division coursework is required. Applicants must take the general portion of the Graduate Record Examination, and submit two letters of recommendation, transcripts, and a statement of purpose to the department.

Normally, an applicant to the Ph.D. program will have an M.S. in computer science. Students may apply to the M.S. program and later apply to the Ph.D. program. Students with a bachelor's degree may apply directly to the Ph.D. program.

Degree requirements

Master of Science in computer science. The master's program in computer science is designed to prepare students for advanced careers in the computer industry, to create a research environment in computer science, and to prepare students for graduate work at the Ph.D. level.

University master's degree requirements are listed on page 69. The master's program in computer science consists of two options. The first option involves the completion of an approved program of 45 credits. The second option requires the completion of an approved program of 45 credits, which includes 6 to 9 credits of thesis. In both options, coursework is to include core courses in theory of computation, programming languages, and operating systems, plus a 9-credit concentration in one of the areas listed on the computer science departmental web site. For the thesis option, successful completion of a final oral examination covering the thesis is required.

Doctor of Philosophy in computer science. The doctoral degree program in computer science is designed to prepare students for advanced research or university teaching in the field.

University doctoral degree requirements are listed on page 69. The student must complete an approved program of 90 graduate credits, including 18 credits of core courses and 27 credits of dissertation research. To be admitted to Ph.D. candidacy, a student must pass the Ph.D. examination and must present an acceptable dissertation proposal. The dissertation comprises original research work, which is expected to be of a quality meriting publication in a refereed journal or conference.

Graduate Certificate in security. The security certificate program requires admission as a graduate student, similar to admission to the Master's program, in the Computer Science department. The program requires 21 hours total of graduate classes. There are five core classes for a total of 15 hours. In addition two optional classes must be taken for the needed additional six credit hours. In summary, seven graduate classes must be taken, five are core, and two classes are optional.
Electrical and Computer Engineering

1900 SW Fourth Ave., Suite 160
503-725-3806
www.ece.pdx.edu/

B.S.—Computer Engineering
B.S.—Electrical Engineering
Minor in Electrical Engineering
M.S.—Electrical and Computer Engineering
M.Eng.—Electrical and Computer Engineering
Ph.D.—Electrical and Computer Engineering
Graduate Certificates

Undergraduate programs

The Department of Electrical and Computer Engineering offers programs in electrical and computer engineering. Qualified freshmen are encouraged to participate in the University Honors Program described on page 54. Qualified upper-division students should consider the Electrical and Computer Engineering honors track; details are available from the department.

The electrical engineering and computer engineering programs at Portland State University are accredited by the Engineering Accreditation Commission of ABET (EAC/ABET), www.abet.org.

Program Objectives

The electrical and computer engineering programs have the following educational objectives:

- **Knowledge**: To provide our students with a broad knowledge base in the fundamentals and techniques of the engineering sciences, required for engineering careers in a changing technical environment, to prepare them for successful participation in multi-disciplinary teams.

- **Application**: To provide our students with an in-depth knowledge of the concepts, techniques and tools of the electrical and computer engineering disciplines and impart the ability to apply their proficiency to engineering design and problem solving.

- **Innovation**: To provide our students with the ability and desire to continually renew their education in a rapidly developing discipline, enabling them to participate in the research and development of the discipline and to realize their full potential throughout their career.

- **Community**: To ensure awareness of (a) the need for personal development, both in discipline related aspects and in terms of understanding the impact of the profession on social and environmental issues and (b) the importance and benefits of personal involvement in professional societies and local communities.

Admission requirements

Please refer to page 243 for admission requirements.

Degree requirements

**Electrical and Computer Engineering General Education requirements.** The MCECS General Education requirements for engineering students can be met in one of the following ways:

1. Students who complete their entire program at Portland State University meet the requirement by taking 39 credits of University Studies. (15 credits Freshmen Inquiry, 12 credits Sophomore Inquiry, and 12 credits Upper-division Cluster).
2. Transfer students meet the requirement by having Wr 121, Sp 100, and 33 credits as a combination of University Studies courses and liberal arts/social science transfer credits. (At a minimum the 12 credit upper-division cluster must be taken at PSU. Please contact ECE departmental adviser for details of this requirement.)
3. Courses specifically required in a program must be taken on a graded basis unless those classes are only available with a pass/no-pass grading option. Classes not specifically identified by a unique number, for example an upper-division cluster class, may be taken on a P/NP basis.

**GPA requirements.** In order to graduate, electrical and computer engineering students must have overall GPA, which includes all courses taken at PSU, larger than 2.00. Major GPA must also be larger than 2.00. Major GPA includes all of the engineering courses used toward satisfying the degree requirements, whether taken at PSU or transferred. Normal PSU policies apply for grade replacement in major GPA calculation. If at any point either of these GPAs falls below 2.00 students will be placed on probation, as explained in MCECS Continuation Criteria.

**Requirements for major in electrical engineering.** The electrical engineering program is designed to provide a comprehensive background in the electrical sciences and offers an opportunity for specialization in the areas of physical electronics, circuit design, electrical power engineering, automatic control systems, communication systems, computer engineering, signal processing, and electromagnetics. This program provides the student with the educational background necessary for employment in virtually all electrical engineering fields. Majors in electrical engineering must complete the following University and departmental degree requirements. Any deviation from the required courses must be approved by the department.

**Freshman year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 171 Digital Circuits</td>
<td>4</td>
</tr>
<tr>
<td>EAS 101 Engineering Problem Solving</td>
<td>4</td>
</tr>
<tr>
<td>EAS 102 Engineering Computation Structures</td>
<td>4</td>
</tr>
<tr>
<td>CS 161 Introduction to Computer Science I</td>
<td>4</td>
</tr>
<tr>
<td>Mth 251, 252, 253 Calculus I, II, III</td>
<td>12</td>
</tr>
<tr>
<td>Ph 221, 222, 223 General Physics (with Calculus)</td>
<td>9</td>
</tr>
<tr>
<td>Ph 214, 215, 216 Physics Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>Freshman Inquiry</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>51</strong></td>
</tr>
</tbody>
</table>

**Sophomore year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 201, 202, 203 Electrical Engineering Laboratory I, II, III</td>
<td>3</td>
</tr>
<tr>
<td>ECE 221 Electric Circuits</td>
<td>4</td>
</tr>
<tr>
<td>ECE 222 Signals and Systems I</td>
<td>4</td>
</tr>
<tr>
<td>ECE 223 Signals and Systems II</td>
<td>4</td>
</tr>
<tr>
<td>ECE 271 Digital Systems</td>
<td>5</td>
</tr>
<tr>
<td>Ch 221 General Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>Ch 227 General Chemistry Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>Mth 254 Calculus IV</td>
<td>4</td>
</tr>
<tr>
<td>Mth 256 Applied Differential Equations I</td>
<td>4</td>
</tr>
<tr>
<td>Mth 261 Introduction to Linear Algebra</td>
<td>4</td>
</tr>
<tr>
<td>Sophomore Inquiry</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>49</strong></td>
</tr>
</tbody>
</table>

**Junior year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 311 Feedback and Control</td>
<td>5</td>
</tr>
<tr>
<td>ECE 321, 322, 323 Electronics I, II, III</td>
<td>12</td>
</tr>
<tr>
<td>ECE 331 Engineering Electromagnetics</td>
<td>4</td>
</tr>
<tr>
<td>ECE 332 Engineering Electromagnetics II</td>
<td>5</td>
</tr>
<tr>
<td>ECE 301, 302, 303 Electrical Engineering</td>
<td>3</td>
</tr>
<tr>
<td>Laboratory IV, V, VI</td>
<td>4</td>
</tr>
<tr>
<td>Stat 451 Applied Statistics for Engineers and Scientists I</td>
<td>4</td>
</tr>
<tr>
<td>Ph 319 Solid State Physics for Engineering</td>
<td>4</td>
</tr>
<tr>
<td>Students</td>
<td>4</td>
</tr>
<tr>
<td>Approved junior electrical engineering electives 8</td>
<td>8</td>
</tr>
<tr>
<td>Approved electives for two junior electrical engineering electives include: ME 321 Engineering Thermodynamics, ECE 371 Microprocessors, ECE 372 Microprocessor Interfacing and Embedded Systems, ECE 351 Hardware Description Languages and Prototyping</td>
<td>8</td>
</tr>
<tr>
<td>Wr 227 Technical Writing</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>49</strong></td>
</tr>
</tbody>
</table>

**Senior year**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECE 411, 412, 413</td>
<td>8</td>
</tr>
<tr>
<td>Approved electrical engineering electives 20</td>
<td>20</td>
</tr>
<tr>
<td>Upper-division cluster</td>
<td>12</td>
</tr>
<tr>
<td>†E 314 Private and Public Investment</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>40</strong></td>
</tr>
</tbody>
</table>
Requirements for minor in electrical engineering. A minor program is available within the Maseeh College of Engineering and Computer Science in the area of electrical engineering. A student wishing to minor in this area should complete, with a minimum grade of C, and a minimum GPA of 2.25, a designated set of courses as follows: 

EAS 101, 102, ECE 171, 201, 202, 203, 221, 222, 223, 271 or approved equivalents. At least four of the courses selected from EAS 101, 102, ECE 171, 221, 222, 223, 271 must be taken at Portland State University.

Course requirements for the minor also meet partial eligibility requirements for admission to the electrical engineering and computer engineering programs. Students who complete the requirements for the minor may wish to apply for admission to one of the programs. Students graduating in computer engineering may not claim a minor in electrical engineering. Students planning to minor in electrical engineering should consult with an adviser in the Department of Electrical and Computer Engineering.

Requirements for major in computer engineering. The computer engineering program is designed to provide a comprehensive background in computer engineering and offers an opportunity for specialization in the areas of digital electronics, VLSI circuit design and computer aided design, robotics, computer architecture, communication systems, and embedded microprocessor system design. This program provides the student with the educational background necessary for employment in virtually all branches of the digital electronics and computer industry. Majors in computer engineering must complete the following University and departmental degree requirements. Any deviation from the required courses must be approved by the department.

Graduate programs

The ECE Department offers M.Eng., M.S., and Ph.D. degrees in a variety of electrical and computer engineering technical areas. Programs are available on both a full-time and part-time basis. Many classes are offered in the late afternoons and early evenings. Please refer to the departmental ECE Graduate Handbook for detailed program information.

Admission requirements

Master of Engineering in electrical and computer engineering. Applicants with a B.S. degree in either electrical or computer engineering and a grade point average of 3.00 or better in all junior- and senior-level technical courses may be considered for admission to the Department of Electrical and Computer Engineering as regular graduate students. Applicants with a B.S. degree in a related field (e.g., mathematics, physics, computer science, or mechanical engineering) or a B.S. in either electrical or computer engineering and a grade point average in their upper division technical coursework below 3.00 but higher than 2.75 may be granted qualified admission status. Master of Science in electrical and computer engineering. The admission requirements are identical to the ECE Department’s M.Eng. program. Additionally, applicants with a non-ABET accredited electrical or computer engineering degree must submit official GRE scores. GRE scores must be no older than five years at time of application.
degree in electrical engineering or a related field and must submit official GRE scores. GRE scores must be no older than five years at time of application.

Graduate Certificate in a specific area of electrical and computer engineering. Admission requirements are identical to the ECE Department's M.Eng. program.

Degree requirements

Master of Engineering in electrical and computer engineering. Please refer to the ECE Graduate Handbook for detailed degree requirements. In addition to the University master's degree requirements listed on page 67, a candidate for the M.Eng. degree must complete at least 45 graduate-level credits.

Master of Science in electrical and computer engineering. Please refer to the ECE Graduate Handbook for detailed degree requirements. In addition to the University master's degree requirements listed on page 67, a candidate for the M.Eng. degree must complete at least 45 graduate-level credits.

Master of Science in engineering and technology management.

Graduate Certificate in electrical and computer engineering. Please refer to the ECE Graduate Certificate Handbook for detailed degree requirements and deadlines. In addition to the University graduate certificate requirements listed on page 67, a student must meet the program requirements for the specific certificate. The total number of graduate level credits in a student's program must be at least 15 credits, and some ECE certificates may require more than 15 credits or have additional requirements.

Engineering and Technology Management

LL Suite 50, Fourth Avenue Building
503-725-4660
www.etm.pdx.edu/

M.S.—Engineering and Technology Management
M.Eng.—Technology Management
M.Eng.—Project Management
M.Eng.—Manufacturing Engineering Management
Ph.D.—Technology Management
Ph.D.—Participating department in Systems Science Doctoral Program

Strong management skills are increasingly important to technical professionals. Managing R&D projects, technological systems, technical organizations and resources, and other professionals requires management knowledge and skills. Engineers and scientists are faced with these challenges very early in their careers. Typically, within three to seven years after graduation, they find themselves addressing complex issues which necessitate that they play two roles simultaneously: the role of the specialist and the manager of technology. Those who choose the management path start moving toward management responsibilities while maintaining identity in their technical backgrounds.

The Engineering and Technology Management Department (ETM) has been designed for them.

ETM is a graduate department addressed to the needs of engineers and scientists whose objective is to advance to technical management positions in business, industry, or government. It also addresses the needs of those who are interested in continuing their studies toward a research-based career in engineering/technology management in academic institutions or R&D organizations.

ETM draws on the strengths of the Maseeh College of Engineering and Computer Science, the School of Business Administration, and several other relevant academic disciplines. By utilizing the diverse faculty resources of the University, the program offers the opportunity to study the human, technical, and analytical aspects of management.

Most of the courses in the program are offered during the late afternoon and evening hours to fit the schedule of practicing professionals.

Admission requirements

Master of Science in engineering and technology management, Master of Engineering in technology management, and Master of Engineering in project management. In addition to meeting general University admission requirements listed on page 69, applicants to the program are required to have a baccalaureate degree in engineering or related discipline, background in probability/statistics, and four years of professional experience. Admission is granted to applicants who are judged to have a higher potential as reflected by their past academic performance and professional experience. Any variation from these requirements must be approved by the ETM department.

Degree requirements

Master of Science in engineering and technology management. A minimum of 52 credits in approved graduate courses is required to complete the Master of Science degree in engineering and technology management. The program consists of 28 credits in the core, 4 credits (or 8 with thesis option) in the capstone requirement, and 20 credits (or 16 with thesis option) in electives.

Core courses Credits
ETM 520 Management of Engineering and Technology ........................................... 4
ETM 530 Decision Making in Engineering and Technology Management ..................... 4
ETM 540 Operations Research in Engineering and Technology Management ................. 4
ETM 545 Project Management in Engineering ................. 4
ETM 555 Technology Marketing ................................................................. 4
One of the following two courses:......... 4
ETM 522 Communication and Team Building (4)
Mgmt 550 Organizational Management (4)
One of the following two courses:......... 4
Actg 511 Financial Accounting (4)
ETM 535 Advanced Engineering Economics (4)

Capstone requirement

(one of the following: 4 or 8 credits):
ETM 503 M.S. Thesis ......................................................... 8
ETM 585 Capstone Project ..................................................... 4
ETM 590 Engineering and Technology Management Synthesis ...................................... 4

Electives (20 credits or 16 credits with the thesis option)

The Engineering and Technology Management Department offers a wide range of elective courses. In addition, students may choose electives in several other programs throughout the University with the approval of their adviser.

Master of Engineering in Engineering Management. The Master of Engineering
programs are currently approved for the ETM department, but we are not accepting applications at this time.

**Doctor of Philosophy in Technology Management.** Admission requirements include Bachelors or higher degree in engineering, sciences, management with technology emphasis, or related disciplines; minimum 3.0 undergraduate GPA or 3.50 GPA in at least 12 graduate credits; GRE scores obtained within five years of application to the program; a detailed statement of research interests acceptable to the ETM faculty; minimum 575 TOEFL score for international applicants; and three letters of recommendation. In addition to the University's general degree requirements, the Ph.D. program in Engineering and Technology Management consists of the following nine steps: (Step-1): Admission to the program; (Step-2): Successful completion of the equivalent of at least 60 credits of coursework beyond the Bachelors degree distributed as follows: CORE: at least 20 credits from the following courses with at least one course from each group. All courses are four credits each. Additional courses taken from this group beyond the minimum required 20 credit hours can be counted toward the fulfillment of the specialization course requirements described below. **Group-1:** Management of Engineering and Technology, Innovation Management; **Group-2:** Project Management, Technology Marketing; **Group-3:** Strategic Management of Technology, Competitive Strategies in Technology Management; **Group-4:** Technology Assessment and Acquisition, Technology Transfer. SPECIALIZATION: at least 20 credits from courses supporting the proposed research area, including Communications and Teambuilding, Strategic Planning in Engineering Management, Manufacturing Systems Engineering, Manufacturing Systems Management, Quality Management, Technology Forecasting, Managing Intellectual Capital, Ethical Issues in Technology Management, Technological Entrepreneurship, Project Management Framework, Project Management Tools, R&D Management, New Product Management, Managing New Technology Introduction, Human Side of Technology Management, MGMT 544: Technology Management, MKTG 511: Pioneering Innovation, MKTG 548: Product Management and Innovation, MIM 524: Global Sourcing and Supply, ISQA 551: Managing Information Technology, ISQA 552: Managing Operations and the Value Chain, PSY 578: Leadership and Group Effectiveness, PSY 615: Advanced Industrial/Organizational Psychology, PA 545: Organization Development, PA 555: Program Evaluation and Management, USP 578/678: Impact Assessment, PA 598: Value-based Management, SOC 557: Complex Organizations, CS 686: Introduction to Database Management, EC 511: Cultural Economics, EC 531: Urban Economics, EC 532: Environmental Economics. METHODOLOGY: at least 20 credits from the following courses: Decision Making in Engineering & Technology Management, Engineering Economic Analysis, Productivity Analysis, Operations Research, Manufacturing Systems Simulation, Research Methods for Engineering Management, Technology Forecasting, Decision Support Systems: Data Warehousing, Project Management Tools, Probability/Statistics for Technology Management, Strategic Intelligence, ISQA 572: Models for Quality Control, PSY 621: Univariate Quantitative Methods, PSY 622: Multiple Regression & Multivariate Quant Methods, PSY 623: Factor Analysis & Covariance Structure Modeling, PSY 593: Decision Making Laboratory, MTH 667, 668, 669: Stochastic Processes and Probability Theory–I, II, III, MTH 692: Research Methodology and Design, STAT 451, 452: Applied Statistics for Engineers and Scientists–I, II, STAT 564: Applied Regression Analysis, SYSC 514: System Dynamics, SYSC 625: Agent Based Simulation, SYSC 627: Discrete System Simulation, SYSC 629: Business Process Modeling and Simulation, USP 655: Structural Equation Modeling, USP 656: Multilevel Regression, SOC 597: Applied Survey Research, EC 585: Cost-Benefit Analysis, EC 586: Project Evaluation, EC 570: Econometrics. The students may also choose additional courses in other academic units throughout the university, approved by their adviser, if such courses are supportive of their proposed research areas. (Step-3): 12 credits of independent study supervised by ETM faculty culminating in the preparation of a research paper evaluated by the ETM faculty as being at the level of acceptable papers for a national or international conference on Engineering and Technology Management. (Step-4): Successful completion of a comprehensive examination to demonstrate mastery of the Engineering and Technology Management field, including the defense of the research paper described in step 3 above. (Step-5): Selection of the dissertation adviser from the ETM faculty and formation of the Ph.D. committee including one member appointed by the Dean of Graduate Studies. (Step-6): Development of the dissertation proposal and its approval by the Ph.D. committee resulting in the advancement to Ph.D. candidacy. (Step-7): Registering for at least 27 dissertation credits while conducting research after the advancement to candidacy. (Step-8): Preparation of at least one publishable paper for a research journal or a recognized refereed technical conference proceedings based upon the dissertation research. (Step-9): Defense of the dissertation. Specialization areas of research related to emerging technologies, decision analysis, data envelopment analysis, technology evaluation, technology forecasting, technology roadmapping, technology transfer, technology diffusion, knowledge management, new product development, multicriteria decision making, quantitative benchmarking, productivity management, project management, manufacturing management, technology marketing, resource optimization, strategic management of technology, and human side of technology management are available.

**Doctor of Philosophy in Systems Science—Engineering Management.** The Ph.D. in systems science—engineering management is a single-discipline option of the Systems Science Ph.D. Program (Departmental Option). The general requirements are listed on page 73. The program requirements are a master’s degree in engineering management or equivalent coursework, 9 credits of Systems Science core courses, 9 credits of additional Systems Science or approved engineering management systems-related courses, and 9 credits of other approved coursework. Twenty-seven credits of dissertation research are also required.
Mechanical and Materials Engineering

Undergraduate program

The BSME curriculum at Portland State University is distinguished by its emphasis on the design process culminating in the Capstone project in the Senior year. The curriculum allows specialization in fluid systems, mechanical systems, thermal systems, and machine design. It affords an education suited to meeting the technology needs of the Northwest.

The mechanical engineering curriculum is accredited by the Engineering Accreditation Commission of ABET (EAC/ABET), www.abet.org. This national organization sets standards for engineering education defined in terms of curricular content, quality of faculty, and adequacy of facilities.

The mechanical engineering department is engaged in a continuous program improvement process in which the educational needs of our students have the utmost importance. The goal of the department is to ensure that all of our graduates receive a balanced education that make them highly desirable to employers.

Program Objectives

The educational objectives of the program are to prepare engineers who have:

- The ability to practice the profession of mechanical engineering effectively and responsibly.
- The ability to pursue advanced degrees and engage in engineering research.

Admission requirements

Please refer to page 243 for admission requirements.

Degree requirements

Majors in mechanical engineering must complete the following University and departmental degree requirements. Any deviation from the required courses, including engineering and mathematics course substitutions, must be approved in writing by the chair of the Department of Mechanical Engineering.

Freshman year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAS 115 Engineering Graphics</td>
<td>4</td>
</tr>
<tr>
<td>Ch 221, 222 General Chemistry</td>
<td>8</td>
</tr>
<tr>
<td>Ch 227, 228 General Chemistry Laboratory</td>
<td>2</td>
</tr>
<tr>
<td>Mth 251, 252 Calculus I, II</td>
<td>8</td>
</tr>
<tr>
<td>Mth 261 Linear Algebra</td>
<td>4</td>
</tr>
<tr>
<td>Freshman Inquiry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total 15</td>
</tr>
</tbody>
</table>

Sophomore year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAS 211 Statics</td>
<td>4</td>
</tr>
<tr>
<td>EAS 212 Strength of Materials</td>
<td>4</td>
</tr>
<tr>
<td>EAS 213 Properties of Materials</td>
<td>4</td>
</tr>
<tr>
<td>EAS 215 Dynamics</td>
<td>4</td>
</tr>
<tr>
<td>ME 241 Manufacturing Processes</td>
<td>4</td>
</tr>
<tr>
<td>ECE 241L Electrical Engineering Laboratory</td>
<td>1</td>
</tr>
<tr>
<td>ECE 241 Introduction to Electrical Engineering</td>
<td>4</td>
</tr>
<tr>
<td>Mth 254 Calculus IV</td>
<td>4</td>
</tr>
<tr>
<td>Mth 256 Applied Differential Equations I</td>
<td>4</td>
</tr>
<tr>
<td>Ph 221, 222, 223 General Physics (with Calculus)</td>
<td>9</td>
</tr>
<tr>
<td>Ph 214, 215, 216 Physics Laboratory</td>
<td>3</td>
</tr>
<tr>
<td>Sophomore Inquiry</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total 44</td>
</tr>
</tbody>
</table>

Junior year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>EAS 361 Fluid Mechanics</td>
<td>4</td>
</tr>
<tr>
<td>ME 313 Analysis of Mechanical Components</td>
<td>4</td>
</tr>
<tr>
<td>ME 314 Analysis and Design of Machine Elements</td>
<td>4</td>
</tr>
<tr>
<td>ME 321 Engineering Thermodynamics</td>
<td>4</td>
</tr>
<tr>
<td>ME 322 Applied Fluid Mechanics and Thermodynamics</td>
<td>4</td>
</tr>
<tr>
<td>ME 323 Heat Transfer</td>
<td>4</td>
</tr>
<tr>
<td>ME 350 – Numerical Methods in Engineering</td>
<td>4</td>
</tr>
<tr>
<td>ME 351 Vibrations and System Dynamics</td>
<td>4</td>
</tr>
<tr>
<td>Stat 451 (CM) Applied Statistics for Engineers and Scientists</td>
<td>4</td>
</tr>
<tr>
<td>Wr 327 Technical Report Writing</td>
<td>4</td>
</tr>
<tr>
<td>EC 314U Private and Public Investment</td>
<td>4</td>
</tr>
<tr>
<td>Upper-division cluster</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total 57</td>
</tr>
</tbody>
</table>

Senior year

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ME 411 Engineering Measurement and Instrumentation Systems</td>
<td>4</td>
</tr>
<tr>
<td>ME 488 Design of Experiments</td>
<td>2</td>
</tr>
<tr>
<td>ME 491 Design Process</td>
<td>2</td>
</tr>
<tr>
<td>ME 492 Conceptual Design Project</td>
<td>4</td>
</tr>
<tr>
<td>ME 493 Detailed Design Project</td>
<td>4</td>
</tr>
<tr>
<td>Approved mechanical engineering electives</td>
<td>16</td>
</tr>
<tr>
<td>Upper-division cluster</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Total 36</td>
</tr>
</tbody>
</table>

Honors Track

Entry Requirements

- Admission to the Mechanical Engineering Program
- Minimum overall GPA of 3.50
- Minimum GPA of 3.40 in upper-division engineering courses (16 credits minimum)
- Submission of an application to the Mechanical Engineering honors track

Each student participating in the Mechanical Engineering honors track will be assigned an honors adviser. The adviser will work with the student to complete a written proposal for the Honors Thesis research, to be conducted in a specialty area within mechanical engineering. The completed Honors Thesis research will be presented to Mechanical Engineering faculty and students in a seminar. The Honors Thesis, ME 403, may qualify as an approved mechanical engineering elective.

Graduate programs

Master of Science in mechanical engineering. The master’s program in mechanical engineering gives the practicing engineer advanced professional opportunities and the student considering a career of research or university teaching a first level of graduate study. The program includes a core of required mechanical engineering courses, advanced mathematics courses, a selection of engineering electives, and supervised individual research.

The department supports research in microfluidics, fluid flow in microgravity, energy conservation in the built environment, manufacturing, materials science, electronic packaging, and engineering science. Current faculty research areas include energy systems, electronic cooling, dynamic systems modeling, computational mechanics, thermo-fluid sys-
systems, materials, and FEM applications in mechanical design.

Master of Engineering in mechanical engineering. The Master of Engineering in Mechanical Engineering degree is a professional degree for students seeking to advance their skills in engineering applications. The program involves coursework only, and is well-suited to working engineers.

Master of Science in materials science and engineering. The Master of Science in materials science and engineering degree provides advanced coursework and research that blends basic materials science with fundamental engineering principles and practice. Closely tied to industry needs and applications, the program supports research in metallurgy, semiconductor materials, composites, welding and joining, photovoltaic manufacturing, and material testing. Current faculty research includes high strength alloys, electroslag welding technology, acoustic emission methods, modeling of molding and casting, chemical-mechanical planarization, and heat treatment.

Doctor of Philosophy in mechanical engineering. The Ph.D. program in Mechanical Engineering aims to educate technical experts and researchers to fill leadership roles in industry, research and education. The program culminates in a written dissertation representing an original contribution to knowledge in the field. Research areas for the degree include, but are not limited to, Bioengineering, Building Science and Energy Systems, Controls and Dynamics, Fluid Mechanics, Heat Transfer, Materials Science, and Mechanical Design. Candidates for the Ph.D. must meet the University requirements for the degree in addition to the requirements listed below.

Admission requirements

Master of Science in mechanical engineering. Applicants who have received a B.S. degree in mechanical engineering or closely related field from an accredited university, and meet university graduate admission requirements found on page 69, will be considered for admission to the Mechanical Engineering Department for regular admission. Conditional admission may be granted in exceptional cases.

Master of Engineering in mechanical engineering. Admission requirements for the M.Eng. degree are identical to those for the Master of Science in Mechanical Engineering.

Master of Science in materials science and engineering. For regular admission consideration, applicants should meet University graduate admission requirements found on page 69 and have received a B.S. degree in engineering or a related science field such as materials science, physics, or chemistry. Conditional admission may be granted in exceptional cases.

Doctor of Philosophy in mechanical engineering. A student applying to the Ph.D. program in mechanical engineering will normally be required to have completed an M.S. degree in mechanical engineering or a closely related field. Applicants will need to provide three letters of recommendation, a statement of purpose, a resume or curriculum vitae and scores on the GRE exam taken no more than 5 years before the date of application. Additional admission requirements and details are published on the MME department web site at www.me.pdx.edu.

Degree requirements

Master of Science in mechanical engineering. University master's degree requirements are listed on page 69. In addition, a candidate for the M.S. degree must complete at least 27 credits in engineering, excluding thesis or project. The master's degree may be completed with one of two options. The thesis option requires 36 credits of course work and 9 credits of thesis (ME 503). The project option requires 36-39 credits of coursework and 6-9 credits of research project (ME 501). Student research is conducted under the supervision of faculty, and a final oral examination covering the thesis or project must be successfully completed. Coursework may include special projects, but a maximum of 12 credits total of 501, 503, 505, and 506 may be applied toward either option.

Required core courses include ME 511, 551, and 4 credits each of approved graduate math and numerical methods. In addition, for the project/thesis options, ME 507 (one credit) and ME 501 or 503 must be taken. All students must submit a study plan approved by their adviser before the beginning of their third term with additional plans submitted at the request of their adviser.

Master of Engineering in mechanical engineering. In addition to the University master's degree requirements are listed on page 67, a candidate for the M.Eng. degree must complete 45 graduate credits, including the same core courses (excluding ME 507) required for the M.S. degree. Up to 6 credits of approved industrial experience can be applied toward the degree. No research project is required, but students can include up to 12 credits of 501, 503, 505, and 506 in the 45 credits required for completion of the degree.

Master of Science in materials science and engineering. In addition to meeting all University requirements for the M.S. degree found on page 69, the candidate must satisfy the following departmental requirements: (1) 45 graduate credits; (2) Core requirements of ME 513 or MSE 513 (depending on student background), MSE 547, MSE 515, MSE 525, and MSE 507; (3) A set of specialty courses approved by the Student Program Committee; (4) Research yielding 6-9 credits; (5) Passage of the final oral examination. The student will be able to choose between a thesis option and a project option for the research component.

Each student is assigned an adviser upon acceptance to the program, and the adviser will be the primary contact for the student in the department. The Student Program Committee, a group of three faculty members, will meet with each student twice per year to review the course of study that the student and adviser have chosen and to monitor overall program progress.

Doctor of Philosophy in mechanical engineering. In addition to the University doctoral degree requirements, the program requirements include a minimum of 27 credit hours of coursework, a comprehensive examination, prospectus defense, 27 hours of dissertation credit and final dissertation defense. The 27 credits of coursework must consist of at least 16 credits of 600-level courses, which can include up to 3 credits of ME 607 seminar. For further information on admission and degree requirements, current course schedule, and research opportunities, students should refer to the departmental web site www.me.pdx.edu.

Doctor of Philosophy in systems science—mechanical engineering. The Ph.D. in systems science—mechanical engineering is a single-discipline option of the Systems Science Ph.D. Program (Departmental Option), whose general requirements are listed on page 73. The departmental requirements are a master's degree in mechanical engineering or equivalent coursework, 9 credits of Systems Science core courses, 9 credits of additional Systems Science or approved engineering systems-related courses, and 9 credits of other approved coursework. Twenty-seven credits of dissertation research are also required. Specialization areas of research related to building energy conservation, CAD/CAE, controls, heat transfer, microprocessor applications, computational fluid dynamics, transport processes, thermochemical conversions, and advanced manufacturing.

Courses

Courses with an asterisk (*) are not offered every year.

EAS 101 Engineering Problem Solving (4)
Introduction to basic ideas and tools used in the engineering profession. Basic preparation in rudiments and working methods of engineering design, analysis, and problem solving, with emphasis on developing skills in computer-aided
problem solving methods utilizing tools such as MATLAB, Mathcad, and EXCEL. Introduction to structured computer programming methods via MATLAB scripting language. Lecture and recitation. Prerequisite: Mth 112.


EAS 199 Special Studies (Credit to be arranged.) Consent of instructor.

EAS 211 Statics (4) Principles and applications of static equilibrium to structures and machines. Prerequisite: Mth 252 or Mth 261, Ph 221 taken concurrently.

EAS 212 Strength of Materials (4) Study of the relationship between strain and stress in deformable bodies; principles of stress analysis for axial force, flexure, torsion, and shear; studies in combined stresses and column stability. Prerequisites: EAS 211, Mth 261.

EAS 213 Properties of Materials (4) Basic properties, behavior, and survey of engineering and industrial applications of materials. Prerequisite: Ch 221, Lecture and laboratory.

EAS 215 Dynamics (4) Fundamental principles and methods of Newtonian mechanics including kinematics and kinetics of motion and the conservation laws of mechanics. Basic particle and rigid body applications. Prerequisites: EAS 211, Mth 252, Mth 261.

EAS 361 Fluid Mechanics (4) Properties of fluid; fluid statics; differential analysis; conservation of mass, energy, and momentum; dimensional analysis; and fluid metering. Prerequisites: EAS 215, Mth 256 taken concurrently. Lecture and laboratory.

EAS 401 Research (Credit to be arranged.) Consent of instructor.

EAS 405 Reading and Conference (Credit to be arranged.) Consent of instructor.

EAS 406 Special Projects (Credit to be arranged.) Consent of instructor.

EAS 407 Seminar (Credit to be arranged.) Consent of instructor.

EAS 410 Selected Topics (Credit to be arranged.) Consent of instructor.

*EAS 461/561 Reliability Engineering (4) Design of reliable components and systems for engineering fields. Includes elements of probability and statistics, reliability, mathematics, failure modes and effect analysis; and design for given reliabilities under constraints. Prerequisite: senior standing in engineering.

Civil Engineering

CE 199 Special Studies (Credit to be arranged.) Consent of instructor.


CE 212, 213, 214 Field Problems in Plane Surveying (1, 1, 1) CE 212: Care and operation of plane survey instruments. Field projects in testing instrumental adjustment and executing basic survey circuits. CE 213: Development and completion of a topographic map by field method. CE 214: Layout of a route design; adjustment of optical instruments. Elementary field geometry. Prerequisite: CE 211 concurrently.

CE 311 Engineering Surveys (4) The principles of geometric design of route engineering. The reconnaissance, design, control, and layout of highway and railroad systems including curves and earthwork. Municipal surveys and introduction to spherical astronomy. Computer applications. Prerequisite: CE 211.

CE 315 The Civil and Environmental Engineering Profession (1) Introduction to civil and environmental engineering (CEE) practice in structural, environmental, geotechnical, and transportation engineering. Overview of education, training, research, and employment opportunities for each area of CEE. Engineering registration and ethics. Prerequisite: junior standing in CEE.

CE 321 CEE Properties of Materials (4) Introduction to structure and properties of civil engineering materials such as steel, asphalt, cement, concrete, soil, wood and polymers. Laboratory tests include evaluation of behavior of these materials under a wide range of conditions. Lectures and laboratory. Prerequisite: CE 212.

CE 324 Elementary Structural Analysis (4) Loads on structures as dictated in various codes and specification; load flow through a structural system and tributary areas; methods of analysis of statistically determinate planar trusses, beams, and frames; concepts of stability and indeterminacy; axial, shear, and bending moment; calculations of displacements and rotations by virtual work, Castigliano's theorem for trusses, beams and frames; computer analysis of structures using an existing commercial program. Prerequisites: EAS 212 and Mth 254.

CE 325 Indeterminate Structures (4) Analysis of indeterminate structures by force and displacement methods; consistent deformations and the theorem of least work; slope deflection; moment distribution including sway; approximate methods. Prerequisite: CE 324.

CE 333 Design of Steel Structures (4) Design of tension members, columns, beams, beam-columns, and connections based on allowable stress design. Prerequisites: CE 321, CE 325.

CE 341 Soil Classification and Properties (4) Determination and interpretation of significant engineering properties and behavior of soils; selected application in mechanics of foundations and earth structures. Three lectures; one 3-hour laboratory period. Prerequisite: CE 321.

CE 351 Transportation Systems: Planning and Design (4) A study of engineering problems associated with the planning and design of urban and intercity transportation with emphasis on systems approach to problems definition and solution. Vehicle operation characteristics and traffic control devices for land, air, and water. Data collection methods and development of transportation models for the establishment of design criteria for transportation structures. Prerequisites: Stat 451 and junior standing in engineering.

CE 362 Hydraulics (4) Laminar and turbulent flow and introduction to boundary layer theory; flow in pressurized closed conduits including simple and multiple pipe systems, uniform and non-uniform flow in open channels, behavior of centrifugal pumps, and analysis of pump-pipeline systems. Three hours of lecture and one 3-hour laboratory period each week. Prerequisite: EAS 361.


CE 401 Research (Credit to be arranged.) Consent of instructor.

CE 403 Honors Thesis (Credit to be arranged.) Consent of instructor.

CE 404 Cooperative Education/Internship (Credit to be arranged.) Consent of instructor.

CE 405 Reading and Conference (Credit to be arranged.) Consent of instructor.

CE 406 Special Projects (Credit to be arranged.) Consent of instructor.
CE 407 Seminar (Credit to be arranged.) Consent of instructor.

CE 410 Selected Topics (Credit to be arranged.) Consent of instructor.

*CE 420/520 Advanced Mechanics of Materials (4) Advanced studies in mechanics of materials including fundamentals of elasticity, phenomenological material behavior, and theories of failure. Timoshenko beam theory, stress functions, shear stresses, unsymmetrical sections, and beams on elastic foundations. Thick-walled cylinders; approximate methods. Prerequisite: EAS 212, Mth 256 or equivalent.

*CE 421/521 Analysis of Framed Structures (4) Generalized analysis of multi-story and irregular structural framework with classical methods; analysis of arches, curved beams and frames with nonprismatic members. Energy methods with introduction to matrix methods. Prerequisite: CE 325.


*CE 431/531 Stability of Structures (4) Study of elastic and inelastic flexural buckling of bars and frames; use of energy methods and successive approximations; bracing of columns and frames; torsional, lateral-torsional, and local buckling. Prerequisites: CE 333, Mth 261 or equivalent.


*CE 433/533 Cold-Formed Steel Design (4) Design of cold-formed steel beams, columns, beam-columns, cylindrical tubular members, and connections based on the Allowable Stress Design (ASD) and the Load and Resistance Factor Design (LRFD) methods of the AISI specification. Prerequisite: CE 432/532.

CE 434 Principles of Reinforced Concrete (4) Loads, load factors and structural safety, ultimate strength analysis; short column behavior, design of simple and continuous beams; one-way slabs; serviceability and detailing requirements with reference to current codes. Prerequisites: CE 321, 325.

CE 435 Design of Reinforced Concrete Structures (4) Development and splicing of reinforcement; design of long columns, retaining walls, footings, and slabs with reference to current codes; lateral loads; laboratory demonstration of beam and column behavior. Prerequisite: CE 434.

*CE 436/536 Masonry Engine Design (4) Materials of construction; design of masonry elements, lateral load resisting systems, and connections with reference to current codes. Prerequisite: CE 434.

CE 437 Timber Design (4) Design of solid and glued-laminated structural members including arches, connections, plywood components, and diaphragms; design provisions for lateral forces. Prerequisite: CE 325.

*CE 438/538 Design of Composite Structures (4) Design of composite steel-concrete members based on allowable stress design and load and resistance factor design methods. Prerequisite: CE 432/532.

CE 440/540 Geosynthetics in Infrastructure Engineering (2) Testing and design with polymer-based geosynthetic products in and on soil for the civil infrastructure. Strength-based design applications are introduced with design-by-function principles, and product approval for transportation, structural, and geotechnical disciplines. Use of geotextiles, geogrids, and geo-composites in slopes, mechanically stabilized earth retaining walls, pavement subgrades, and overlays. Prerequisite: CE 444.

CE 442/542 In Situ Behavior and Testing of Soils (4) Introduction to field behavior of soils related to engineering properties; site investigation procedures and in situ testing. Development of fundamental analytical solution techniques for engineering with soil, the use and limitations of elasticity assumptions. Three lectures, one 3-hour laboratory period. Prerequisite: CE 441.

CE 443/543 Introduction To Seismology And Site Evaluation (4) Earthquakes and exploration seismology, the origin and occurrence of earthquakes, nature and propagation of seismic waves in the earth, earthquakes as a hazard to life and property. Uses of reflection and refraction exploration seismology, borehole velocity measurements, seismic remote sensing, and direct measurement techniques. Earthquake hazard assessment including liquefaction, ground failure, and site amplification. Techniques for evaluating the susceptibility, potential, and severity of the hazards and other science and engineering applications. Prerequisite: senior/graduate standing. This course is the same as G 477/577; course may be taken only once for credit.

CE 444 Geotechnical Design (4) Effect of soil conditions upon the behavior and choice of type of foundation; study of earth pressure theories; design of foundations and earthretaining structures. Prerequisite: CE 341.

CE 445/545 Geo-environmental Engineering with Geosynthetics (2) Application of polymer-based geosynthetic products for geo-environmental and municipal engineering including landfill; erosion control, filters, and drains; testing, design, and product selection for hydraulic, degradation, and chemical stability properties. Introduction to reliability, endurance, and design life with reference to RCRA, ESA, and EPA laws. Prerequisite: CE 341.

CE 448/548 Earthquake Accommodation and Design (4) Effects of earthquake shaking in the design of buildings, pipelines, bridges, and dams. Incorporating the earthquake hazard assessment for a project in the design process. The goal of this course is to allow geologists, geotechnical engineers, structural engineers, and architects to see how their particular tasks are impacted by the earthquake effects. Types of analysis used to evaluate earthquake design requirements in several disciplines, including geology, geotechnical engineering, structural engineering, and architecture. Prerequisite: CE 443/543 or G 477/577. This course is the same as G 477/577; course may be taken only once for credit.

CE 450/550 Transportation Safety Analysis (4) Incorporating safety in highway engineering and transportation planning that includes highway design, operation, and maintenance, as well as human factors, statistical analysis, traffic control and public policy. Design concepts of intersections, interchanges, signals, and pavement markings; analyzing data sets for recommendations and prioritization; principles of driver and vehicle characteristics in relation to the roadway. Prerequisite: CE 351.

CE 451/551 Traffic Control and Analysis (4) Traffic control principles; maintenance and responsibility for traffic control devices; choice of traffic control; signs, markings, and signals; low-volume roads, temporary control, and school areas; traffic control for highway-rail grade crossings, bicycles, and transit; warrants for control; control techniques and analysis, advanced technologies. Prerequisite: CE 351.

CE 453/553 Freight Transportation and Logistics (4) Components and performance characteristics of the U.S. freight transportation system, with emphasis on data needs, planning, design, and operation of the entire supply chain. Discussion of impact of freight on passenger transportation system and economy. Modal emphasis includes freight rail, motor freight, ocean freight, and air freight. Terminal operations, roles of public and private actors in freight system. Prerequisite: CE 351.

CE 454 Urban Transportation Systems (4) Urban street patterns and transportation demand, highway capacity analysis, process of urban transport planning, travel-demand forecasting and its application to traffic studies. Development of transport models, multiple regression analysis, models of land use and trip generations, stochastic trip distribution models, applications and case studies. Route assignment analysis and traffic flow theory. Prerequisite: CE 351.

CE 455/555 Intelligent Transportation Systems (4) Introduction to intelligent transportation systems, including enabling surveillance, navigation, communications, and computer technologies. Application of technologies for monitoring, analysis, evaluation, and prediction of transportation system performance. Intervention strategies, costs and benefits, safety, human factors, institutional issues, and case studies. Prerequisite: CE 351. CE 454 recommended.

CE 456/556 Traffic Engineering (4) Traffic system components, traffic stream charac-
teristics, traffic studies and data collection, volume studies, speed, travel-time, delay and pedestrian studies, capacity analysis, freeway systems, weaving sections, ramp junctions, rural highways, signalized and unsignalized intersections, signal coordination, arterial operations, and access management. Prerequisite: CE 454.

*CE 457/557
Pavement Design (4)

Pavement structure classification and components, wheel loads and design factors, stresses in flexible pavements, subgrade strength and evaluation, design methods, material characteristics, stresses in rigid pavements, design of concrete pavements, joints and reinforcement, condition surveys. Prerequisite: CE 351.

CE 458/558
Public Transportation Systems (4)

Performance characteristics of public transportation systems, with emphasis on urban systems. Planning, design, and operational issues related to public transportation systems. Emerging technologies. Prerequisite: CE 351. CE 454 recommended.

CE 459/559
Transportation Operations (4)

Operation, modeling, and control of unscheduled and scheduled transportation modes; elementary traffic flow concepts; flow, density and speed; scheduling; route and bottleneck capacities; networks; data interpretation; analysis techniques; diagrams; simulation queuing; optimization. Prerequisite: CE 351. CE 454 recommended.

CE 460/560
Access Management Transportation Systems (4)

Access management issues; geometric design, roadway operation, and access; safety and other benefits; access design concepts; functional integrity of highway; driveway and intersection spacing; functional area of intersection; turn lanes; median openings; access management techniques; regulations and policy; case studies; research issues. Prerequisite: CE 351.

*CE 464/564
Hydrologic and Hydraulic Modeling (4)

Development and application of deterministic and statistical models for hydrologic and hydraulic analysis and design. Presentation of hydrologic processes and development of hydrologic models related to rainfall-runoff including precipitation, infiltration, evapotranspiration, watershed and channel routing. Statistical analysis procedures for hydrologic data including estimation of rainfall and flood frequency. Application of HEC-HMS to model streamflow including model calibration and verification. Modeling steady flow in rivers using HEC-RAS. Prerequisite: CE 362.

*CE 467/567
Hydrologic and Hydraulic Design (4)

Application of hydrologic and hydraulic principles to selected topics in hydrologic and hydraulic design. Topics include risk-based design of hydraulic structures, design of culverts, flood profile computation and floodplain management, design of reservoirs, design of spillways including development of design flood hydrograph and hydraulic design, design of energy dissipation works. Prerequisite: CE 464/564 or knowledge of HEC 1 and HEC 2.

CE 469/569
Groundwater Hydrology (4)

Introduces students to the basic principles of groundwater flow in the subsurface, emphasizing the importance of groundwater as a resource. Topics include: the hydrologic cycle, history of groundwater usage, aquifer classification and properties, Darcy's experiments and Law, hydraulic head and potential, porosity and permeability, transmissivity and storativity, heterogeneity and anisotropy, saturated vs. unsaturated subsurface flow, and hydraulic and pumping wells (drawdown, flow in confined and unconfined aquifers, nonequilibrium flow conditions, slug tests, and aquifer-test design). Prerequisite: senior/graduate standing.

CE 474/574
Unit Operations of Environmental Engineering (4)

Unit operations of water and wastewater treatment: pre-treatment; sedimentation, filtration, aeration, disinfection, sludge treatment and disposal, advanced water-waste treatment processes. Prerequisite: CE 371.

*CE 477/577
Solid and Hazardous Waste Management (4)

Systematic approach to the complex technical, political, and socio-economic aspects of managing, handling, and disposal of spent solid materials and hazardous wastes. Prerequisite: senior/graduate standing in civil engineering or consent of instructor.

CE 479/579
Fate and Transport of Toxics in the Environment (4)

Chemical, physical, and biological principles that govern the behavior of toxic materials such as heavy metals and synthetic organic compounds in the environment. Course emphasizes practical ways to represent chemical processes in models of pollutant behavior. Topics include: adsorption of pollutants on soils and sediments; transport across sediment-water and air-water interfaces; biodegradation of pollutants; multiphase fugacity models of organics; case studies of contaminated surface water, sediment and groundwater. Prerequisite: senior or graduate standing. This course is the same as ESR 479/579; course may be taken only once for credit.

CE 480/580
Chemistry of Environmental Toxics (4)

The fate and transport-related behavior of toxic compounds in the environment. Classification, nomenclature, examples of anthropogenic compounds, and case studies. Introducing the physical and chemical processes associated with air-water exchange, organic-liquid exchange, sorption processes, chemical transformations, and bioaccumulation. Prerequisite: Ch 221; Ch 222. Recommended.

CE 484
Civil Engineering Project Management and Design I (3)

Engineering design process including owner-design, professional-constructor relationships, procurement procedures, project evolution; contracts, dispute resolution, bonds, warranties; construction documents, including specifications; cost estimating, planning, and scheduling; construction administration; group process, diversity, and leadership. Two lectures, one 3-hour design project laboratory period. Prerequisite: CE 444, CE 454, CE 364, CE 325, and CE 434 or CE 333.

CE 494
Civil Engineering Project Management and Design II (3)

Synthesis of civil engineering specialties in a diverse multi-disciplinary project. Teamwork approach in design of components and systems to meet stated objectives. Consideration of alternative solutions, methods, and products including constraints such as economic factors, safety, reliability, and ethics. Preparation of design documents including: memoranda, computations, drawings, cost estimates, specifications, bidding materials; written and oral presentations. Two lectures, one 3-hour design project laboratory period. Prerequisite: CE 484.

CE 501
Research (Credit to be arranged.)

Consent of instructor.

CE 503
Thesis (Credit to be arranged.)

Consent of instructor.

CE 504
Cooperative Education/internship (Credit to be arranged.)

Consent of instructor.

CE 505
Reading and Conference (Credit to be arranged.)

Consent of instructor.

CE 506
Special Projects (Credit to be arranged.)

Consent of instructor.

CE 507
Seminar (Credit to be arranged.)

Consent of instructor.

CE 510
Selected Topics (Credit to be arranged.)

Consent of instructor.

*CE 522/622
Plastic Analysis of Structures (4)

Techniques in the analysis of structures beyond the elastic limit. Methods of limit analysis and design. Prerequisite: CE 333.

*CE 524/624, 525/625
Matrix and Computer Methods in Structural Analysis (4, 4)

Fundamental concepts of analysis for statically determinate and indeterminate structures utilizing matrices and computers; displacement and force methods applied to trusses and rigid frames; techniques for the analysis of large complex structures for static and dynamic loads. Prerequisite: CE 325.

*CE 526/626
Theory of Plates (4)

Small and large deformation theories of thin plates; numerical and energy methods; free vibrations. Prerequisite: Mth 256.

*CE 527/627, 528/628
Finite Elements in Structural Mechanics (4, 4)

Principles of stiffness analysis of structures, essential of the finite element formulation of elastic problems with applications to structural mechanics, plates and shells, and other related problems utilizing digital computers. Prerequisite: CE 524/624.

*CE 529/629
Structural Dynamics (4)

*CE 530/630  
Energy Principles in Structural Mechanics (4)  
Review of stress and deformation; material behavior; theorem of virtual work, stationary value of potential and complementary potential; reciprocal theorems, Engesser's theorem, and Rayleigh-Ritz method; thermoelastic behavior. Prerequisite: CE 420/520.

*CE 535/635  
Prestressed Concrete Design (4)  
Analysis and design of components of prestressed concrete structures with reference to current codes. Prerequisite: CE 434.

*CE 537/637  
Earthquake Engineering (4)  
Response of structures to ground motions; determination and use of response spectra; seismic design criteria and provisions for buildings and other structures; and review of current practices for earthquake resistant design. Prerequisite: CE 529/629.

*CE 539/639  
Advanced Steel Design (4)  
Analysis and design of metal structures including connections, plate girders, design loads, structural systems, and bracing. Prerequisite: CE 432/532.

*CE 541/641  
Advanced Soil Mechanics (4)  
Study of the advanced principles of soil behavior related to stress-strain, shear strength, permeability, and consolidation. Prerequisite: CE 444.

*CE 544/644  
Advanced Shallow Foundation Design (4)  
Advanced topics in settlement and bearing capacity analysis of shallow foundation; application of numerical schemes to foundation design. Prerequisite: CE 444.

*CE 546/646  
Numerical Methods in Geotechnical Engineering (4)  
Application of finite difference and finite element methods to the solution of soil-structure problems, stability of soil masses and foundation installation. Use of commercial computer programs in working applied problems. Prerequisite: CE 444.

*CE 547/647  
Earth Dams (4)  
Design, construction, and operation of earth and earth-rock dams; seepage analysis, slope stability, and construction procedures. Emphasis includes both the design of new structures and the evaluation of safety of existing facilities. Prerequisite: CE 442.

CE 549/649  
Deep Foundation Design and Analysis (4)  
Comprehensive study of both driven and augered pile foundations, including concrete, steel, and timber. In-depth review of design methods for axial and lateral capacity. Special emphasis on the differences between driven piles and drilled shafts, including the role of full-scale load testing in the semi-empirical methods. Introduction to group theory in elasticity and plasticity. Prerequisite: CE 444.

*CE 552/652  
Highway Design for Capacity (4)  
Principles of highway capacity, traffic characteristics, operational analysis, design and planning of freeways, multi-lane and two-lane rural highways, intersections and arterials, transit facilities. Prerequisite: CE 454.

*CE 561/661  
Water Resource Systems Analysis (4)  
A development of quantitative techniques used in the analysis of water resource systems for planning, design and operation. Emphasis is placed on their physical, legal and economic aspect and their incorporation into simulation models. Applications include reservoir systems for water supply and hydropower, irrigation planning and operation, and water quality management. Prerequisite: CE 464/564 or equivalent.

*CE 565  
Watershed Hydrology (4)  
Study of the movement and storage of water in watersheds, emphasizing physical processes. Includes systems analysis of watersheds, precipitation, snowmelt, infiltration, evapotranspiration, ground-water flow, stream flow generation, open channel flow, hydrograph analysis, and an introduction to watershed hydrological modeling. Prerequisites: Mth 252, Ph 201, Stat 244; recommended: ESR 320 and/or an undergraduate course, such as CE 464. This course is the same as ESR 525; course may be taken only once for credit.

CE 566/666  
Environmental Data Analysis (4)  
Application of probabilistic and statistical models to the description of environmental data with a focus on hydrology and water quality. Graphical and quantitative techniques of exploratory data analysis, selection and fitting of appropriate probability distributions, simple and multiple and multivariate regression and their applications to analysis and modeling, and detection of changes and trends in environmental time series. Prerequisites: graduate standing and Stat 243 and 244 or Stat 460.

*CE 569/669  
Groundwater Hydrology (4)  
Principles of flow and contaminant transport in porous media and application to problems of water supply and contaminant transport. Topics include: properties of porous media; Darcy's law and aquifer equations; solution for steady and unsteady flow problems; flow net analysis; regional vertical circulation; unsaturated flow; well dynamics and pump test analysis; surface-groundwater interactions; water quality and contaminant transport; transport models; transport in heterogeneous porous media and tracer test. Prerequisite: senior/graduate standing in civil engineering.

*CE 570/670  
Groundwater Modeling (4)  
The objective is to give students a good introduction to practical groundwater flow and contaminant transport modeling. Designed as hands-on and application oriented. Covers the fundamental equations, numerical methods, and modeling techniques with emphasis on conceptual modeling and teaching students how to solve real world problems using an interactive groundwater modeling and visualization system. Specific topics include conceptual representations and grid design, selecting model boundaries, sources and sinks, profile models, special needs for transient simulations, calibration, verification, sensitivity analysis, and several hands-on projects on modeling groundwater contamination, well-field management, and remediation system. Prerequisite: CE 569/669.

*CE 571/671  
Stochastic Subsurface Hydrology (4)  
A probabilistic approach to analyzing the effects of complex heterogeneity of subsurface environment on field-scale ground-water flow and contaminant transport. Classical transport processes; heterogeneity/uncertainty and probabilistic representations; temporally variable subsurface flow and lumped parameter water quality models; spatial variability in subsurface flow; contaminant transport processes in heterogeneous media; geostatistical methods, measurement conditioning and parameter estimation; field applications of stochastic methods. Emphasis is placed on analysis of field-scale heterogeneous groundwater systems. Prerequisite: CE 569.

*CE 572/672  
Environmental Fluid Mechanics I (4)  
Introduction to the basic physical processes which transport pollutants in natural waters; mathematical formulations. Use of predictive mathematical models as a basis for water and air quality management. Prerequisites: EAS 361, CE 371.

*CE 573/673  
Numerical Methods in Environmental and Water Resources Engineering (4)  
Introduction to the mathematical solution of partial differential equations by finite difference and finite element techniques. Development of solution approaches to water quality and hydraulic problems in surface and groundwater systems. Analysis of model sensitivities, calibration and verification. Prerequisite: senior or graduate standing in civil engineering.

*CE 575/675  
Advanced Physical/Chemical Environmental Engineering Processes (4)  
Theoretical and laboratory analysis of major physical and chemical processes used to treat water, wastewater, industrial and hazardous wastes. Analysis of reactor hydraulics, reactor kinetics, coagulation, flocculation, solid-liquid separation processes, adsorption, and gas transfer. Prerequisite: CE 474/574.

*CE 576/676  
Environmental Fluid Mechanics II (4)  
Introduction to the fundamentals of the fluid dynamics of natural surface waters by analysis of the governing equations of mass, momentum, and heat conservation. Applications include turbulence modeling, finite depth water motions, stratified flow phenomena, and seiche phenomena. Prerequisites: CE 572/672 or EAS 361, CE 362, 371.

*CE 578/678  
Water Quality Modeling (4)  
Introduction to deterministic and modeling approaches for analyzing water quality changes in lakes, reservoirs, rivers, and estuaries. Applications include modeling dissolved oxygen, temperature, nutrients, and algal dynamics. Prerequisites: EAS 361, CE 371.

*CE 591/691  
Engineering Optimization (4)  
Development of optimization methods applicable to the solution of engineering problems. Conditions for optimality, univariate, and multivariate search methods, constrained optimization. Particular techniques include gradient-based methods, linear programming, and dynamic programming. Prerequisite: graduate standing in engineering.
Computer Science

CS 105 Computing Fundamentals I (4)
Overview of computers and computer technology for non-CS majors. Focus on the personal computer. Hardware performance criteria are discussed and terminology defined. Hardware topics: central processing units (such as microprocessors like Pentium, Athlon, and others) are characterized regarding speed and data (bit) processing capabilities; memory size, speed and types, and how much is needed; storage media and capacity; input/output devices. Software is the primary focus for the remainder of the course. Main topics are system software (Windows, Unix, etc) and applications (such as browsers, word processors, spreadsheets, presentation graphics and database managers). Concludes with legal and ethical issues surrounding computer technology, management information systems, and systems analysis. Recommended prerequisite: high school algebra.

CS 106 Computing Fundamentals II (4)
Introduction to programming designed for the non-CS major. Introduction to the logical thought processes used when programming. Programming language generations, low and high level languages and the more popular high level languages. Puts you in the role of a programmer and takes you through the entire process. Concepts include problem definition, generating a description of its step-by-step solution (the algorithm), writing the program, and finally documenting your program. Tutorial using the programming language Visual Basic and five programming projects are completed. Recommended prerequisites: high school algebra, knowledge of Windows and the ability to use Windows Explorer.

CS 107 Computing Fundamentals III (4)
Introduction to Web programming and associated web tool usage for non-CS majors. Centering around the more sophisticated aspects of browsers. Web pages that represent the input to browsers are defined. In-depth study of HTML, VBScript and JavaScript. Brief exploration into CGI Scripts and other server-side tools. Course differentiates between Web page design (a graphics designer's role) and Web page programming, taking the results of their work and committing it to workable code. Recommended prerequisites: high school algebra and CS106 or some programming experience.

CS 161 Introduction to Computer Science I (4)
Introduction to fundamental concepts of computer science. Problem solving, algorithm and program design, data types, loops, control structures, subprograms, and arrays. Learn to write programs in a high level programming language. Surveys current social and ethical aspects of computer science. Recommended prerequisite: MTH 111.

CS 162 Introduction to Computer Science II (4)
Introduction to programming using a high level programming language. Conditional statements, I/O, files, functions, classes, pointers, dynamic memory, linear linked lists, and multi-dimensional arrays. Program correctness, verification, and testing. Prerequisite: CS 106, or CS 161, or prior programming experience.

CS 163 Data Structures (4)
Data abstraction with formal specification. Elementary algorithm analysis. Basic concepts of data and its representation inside a computer. Linear, linked, and orthogonal lists; tree structures. Data structures are implemented as data abstractions. Sorting and searching strategies. Data management. Prerequisite: CS 162.

CS 199 Special Studies (Credit to be arranged.)

CS 201 Computer Systems Programming (4)
Introduction to computer systems from a software perspective. Topics include: Basic machine organization, System programming using C and assembly language. Introduction to system programming tools (gcc, makefile, gdb). Data representation (bits & bytes, characters, integers, floating point numbers), Implementation of control flow, procedure calls, and complex data types at machine level. Linking and loading. Exceptions and interrupts, Process control and signals. System calls, file I/O, Timing and improving program performance. Introduction to memory hierarchy, dynamic memory allocation techniques. Prerequisite: CS 162.

CS 202 Programming Systems (4)
Students will become familiar with the language and operating system environment used in most upper division courses in the Computer Science major curriculum. Use of the file system, operating-system calls, and shell-level programming; low-level debugging of high-level programs. Programming exercises will include applications from data structures (e.g. B-trees) and memory management techniques. Prerequisites: CS 163.

CS 250 Discrete Structures I (4)

CS 251 Discrete Structures II (4)
Continuation of CS 250. Logic: propositional calculus, first-order predicate calculus. Formal reasoning, natural deduction, resolution. Applications to program correctness and automatic reasoning, Introduction to algebraic structures in computing. Prerequisite: CS 250.

CS 299 Special Studies (Credit to be arranged.)

CS 300 Elements of Software Engineering (4)
Practical techniques of software development for medium-scale software produced by individuals. Software development from problem specification through design, implementation, testing, and maintenance. The fundamental design techniques of step-wise refinement and data abstraction. A software project will be carried through the development cycle. Prerequisites: CS 163, 201, 202.

CS 305 Social, Ethical, and Legal Implications of Computing (2)
History of computing, social context of computing, professional and ethical responsibilities, risks and liabilities of safety-critical systems, intellectual property, privacy and civil liberties, social implications of the Internet, computer crime, economic issues in computing. Prerequisites: a course in computer science at the 300 or higher level. Sophomore inquiry or a course in public speaking and a course in writing a research paper.

CS 311 Computational Structures (4)
Introduces the foundations of computing. Regular languages and finite automata. Context-free languages and pushdown automata. Turing machines and equivalent models of computation. Computability. Introduction to complexity. An appropriate programming language is used for programming experiments. Prerequisites: CS 250, 251.

CS 313 Artificial Intelligence and Game Design (4)
Study of the basic principles of computer game design, the most popular techniques and technologies for game implementation, focusing on the many ways in which advances in artificial intelligence influences game design. Prerequisite: Prior computer programming experience.

CS 321, 322 Languages and Compiler Design (4, 4)

CS 333 Introduction to Operating Systems (4)
Introduction to the principles of operating systems and concurrent programming. Operating system services, file systems, resource management, synchronization. The concept of a process; process cooperation and interference. Introduction to networks, and protection and security. Examples drawn from one or more modern operating systems. Programming projects, including concurrent programming. Prerequisites: CS 201, 311.

CS 340 Discrete Structures for Engineers (4)
A one-semester introduction to discrete structures with applications to computing problems. Topics include sets, relations, functions, counting, graphs, trees, recursion, propositional and predicate logic, proof techniques, Boolean algebra. The course may not be used as part of the degree.
CS 330
Prerequisites: CS 163, Math 252.

CS 350
Algorithms and Complexity (4)
Techniques for the design and analysis of algorithms. Case studies of existing algorithms (sorting, searching, graph algorithms, dynamic programming, matrix multiplication, fast Fourier transform.) NP-Completeness. Prerequisites: CS 250, 251, 311.

CS 386
Introduction to Databases (4)
Introduction to fundamental concepts of database management with the relational model. Schema design and refinement, query languages, transaction management, security, database application environments, physical data organization, overview of query processing, physical design tuning. Prerequisites: CS 161 or 162, 250. Recommended prerequisites: CS 251.

CS 399
Special Studies (Credit to be arranged.)
Consent of instructor.

CS 401
Research (Credit to be arranged.)
Consent of instructor.

CS 403
Honors Thesis (Credit to be arranged.)
Consent of instructor.

CS 404
Cooperative Education/Internship (Credit to be arranged.)
Consent of instructor.

CS 405
Reading and Conference (Credit to be arranged.)
Consent of instructor.

CS 406
Special Projects (Credit to be arranged.)
Consent of instructor.

CS 407
Seminar (Credit to be arranged.)
Consent of instructor.

CS 409
Practicum (Credit to be arranged.)
Consent of instructor.

CS 410
Selected Topics (Credit to be arranged.)
Consent of instructor.

CS 415/515
Parallel Programming (4/3)
An introduction to parallel programming concepts and techniques. Topics include: parallel programming models and languages, shared-memory programming, message-passing programming, performance models and analysis techniques, domain-specific parallel algorithms. Prerequisites: CS 321 and CS 333.

CS 420/520
Object-Oriented Programming (4/3)
The fundamental concepts of object-oriented programming languages, including data abstraction and typing, class inheritance and generic types, prototypes and delegation, concurrency control and distribution, object-oriented databases, and implementation. To illustrate these issues, programming assignments in languages such as Smalltalk, Eiffel and C++ will be given. Prerequisite: CS 322.

CS 438/538
Computer Architecture (4/3)
Processes, memory hierarchy, and bus systems. Multi-level caches and cache coherence in MP systems. Arithmetic algorithms. RISC vs. CISC instructions, pipelining, and software pipelining. Superscalar, superpipelined, and VLIW architectures. Connection networks. Performance evaluation, simulation, and analytic models. Performance enhancement through branch prediction and out-of-order execution. Prerequisite: CS 322 or 333.

CS 441/541
Artificial Intelligence (4/3)
Introduction to the basic concepts and techniques of artificial intelligence. Knowledge representation, problem solving, and AI search techniques. Program will be written in one of the AI languages. Prerequisites: CS 202, 311.

CS 442/542
Advanced Artificial Intelligence: Combinatorial Games (4/3)
Covers the theory and practice of finding optimal and satisfying solutions to one-player and two-player combinatorial games, including such popular games as Sokoban, Othello, checkers, chess, backgammon, bridge, and CCGs. Simple applications in decision theory and economics may also be discussed. Emphasis on implementation of state-of-the-art solution techniques. Prerequisite: CS 202 or experience with algorithms and data structures.

CS 443/543
Advanced Artificial Intelligence: Combinatorial Search (4/3)
Explores methods for the solution of constraint satisfaction and related problems using search techniques, in the context of real-world problems such as resource-bounded scheduling, enterprise planning, classical planning, and one- and two-player games. Emphasis on coding projects, and on reading and reporting on selected literature. Prerequisite: CS 202 or experience with algorithms and data structures.

CS 445/545
Machine Learning (4/3)
Provides a broad introduction to techniques for building computer systems that learn from experience; conceptual grounding and practical experience with several learning systems; and grounding for advanced study in statistical learning methods, and for work with adaptive technologies used in speech and image processing, robotic planning and control, diagnostic systems, complex system modeling, and iterative optimization. Students gain practical experience implementing and evaluating systems applied to pattern recognition, prediction, and optimization problems. Prerequisites: Mth 253, 343; Stat 244; CS 202.

CS 446/546
Advanced Topics in Machine Learning (4/3)
Covers a number of more advanced topics in machine learning from a more mathematically-oriented view. Provides preparation for successful use of machine-learning techniques for various applications. Also provides preparation for graduate-level research in machine learning and adaptive systems. Prerequisite: CS 445/545.

CS 447/547
Computer Graphics (4/3)
This course will provide an introduction to graphics systems and applications. Basic structure of interactive graphics systems, characteristics of various hardware devices. Control of display devices, implementation of simple packages, device independence, and standard packages. Distributed architectures for graphics, hidden line and hidden surfaces algorithms, representations of curves and surfaces. Prerequisites: CS 202, Mth 261.

CS 451/551
Numerical Computation (4/3)
Introduction to numerical methods. Includes topics from elementary discussion of errors, polynomials, interpolation, quadrature, linear systems of equations, and solution of nonlinear equations. Prerequisites: Mth 261; CS 200.

CS 452/552
Building Software Systems with Components (4/3)
Designed to familiarize students with the concepts behind and opportunities afforded by modern component architectures, such as Microsoft COM, Java Beans, and CORBA. Students are exposed to component development techniques and methods for developing complex software architectures using components. Students become familiar with component development, scripting and composing components, and the strengths and weaknesses of using components in designing large complex software systems. Prerequisites: CS 300, 333, 350; knowledge of C++ or Java programming.

CS 454/554
Software Engineering (4/3)
Current methodologies for the development of large, industrial strength software systems. Topics include requirements, specification, design, implementation, testing, project management and cost estimation, formal methods, and software process improvement. Prerequisite: CS 321.

CS 457/557
Functional Languages (4/3)
Introduction to functional notation, recursion, higher-order functions, reasoning about functions, and models for the evaluation of applicative expressions. Use of functional languages. Prerequisites: CS 202, 311.

CS 465/565
Construction and Analysis of Web-Based Applications (4/3)
Covers the basics of writing both CGI-Bin and client-side scripts for the World Wide Web. Topics include the Client-server Model used by the World Wide Web; server-side programming; client-side programming; security and accessibility concerns; HTTP protocols; and human-interface issues on the World Wide Web. Recommended prerequisites: programming ability equivalent to CS 161 as well as familiarity using UNIX or Linux, and some familiarity with creating simple HTML files. The course may not be used as part of the departmental degree requirements for either the BS or the MS degrees in Computer Science.

CS 485/585
Cryptography (4/3)
The goal of cryptography is the encoding of information via a cryptographic system. Cryptanalysis studies the breaking of cryptosystems. This course focuses on cryptography but with respect to cryptanalysis. An overview of classical systems with an in-depth examination of modern cryptosystems. This includes block algorithms such as DES; public-key cryptosystems, such as RSA; and one-way functions. Additional topics include cryptographic protocols, signature schemes, pseudo-random number generation, Shannon's information theory, and stream ciphers. Prerequisite: CS 350.
CS 487, 488
Software Engineering Capstone (3, 3)
Emphasizes teamwork in small groups on a substantial project that will be performed for a real customer. Projects are chosen so as to provide interdisciplinary content with project proposals being solicited from the community at large. Projects that involve students as well as customers from other disciplines are encouraged. Lectures will be directed toward the management of software development projects such as those being carried out by the teams. It is the intent of the course to provide a capstone experience that integrates the materials contained in the remainder of the CS curriculum through work on a project that applies this material in another discipline. Each team member will contribute to the design, documentation, and testing phases of the project. This course creates an obligation for participation for two consecutive quarters. Prerequisites: senior standing. For CS majors: CS 201, 202, 250, 251, 300, 311, 321, 333, 350. Non-CS majors: permission of the instructor.

CS 491/591
Introduction to Computer Security (4/3)
Provides a broad overview of computer security. Provides a solid theoretical foundation, as well as real-world examples, for understanding computer security. Fundamental theoretical results, foundational models, and salient examples will be covered. Security in computer operating systems, networks, and data will be covered, with emphasis on operating system and program security. Prerequisites: CS 333, 350, C and Java programming.

CS 492/592
Computer Security Practicum (4/3)
Practical study of good security practices in software. Issues of correctly implementing security strategies, including why some strategies fail. State-of-the-art implementation techniques and appropriate conditions under which these techniques apply (or not). Students will apply concepts from software engineering, cryptography, and security theory to a non-trivial project that will stress correct secure programming techniques. Prerequisites: CS 333, CS 491/591.

CS 493/593
Digital Forensics (4/3)
Detailed, hands-on approach to the investigation of criminal incidents in which computers or computer technology play a significant or interesting role. Familiarization with the core computer science theory and practical skills necessary to perform rudimentary computer forensic investigations, understanding the role of technology in investigating computer-based crime, and preparation to deal with investigative bodies. Recommended: CS 333 or 533. No prior background in criminal justice or law is assumed.

CS 494/594
Internetworking Protocols (4/3)
Advanced study of the protocols and algorithms used in the Internet (IETF) family of networking protocols. For example, ARP, IP, UDP, TCP, multicasting, routing protocols like RIP and OSPF, and application protocols like DNS, NFS, SNMP, FTP and HTTP. Issues such as addressing, name service, protocol design, and scalability will be explored. Prerequisite: CS 333.

CS 497/597
Sensor Networks (4/3)
Foundations of sensor networks, with a focus on activity-based learning through a sequence of hands-on programming exercises with embedded devices with a high-level programming language. Basic building blocks in design and deploying a sensor network application. Positioning and time synchronization of networked sensor devices, wireless communication characteristics of low-powered radios, energy conservation and harvesting, macro-programming a network of sensor devices and security. Recommended prerequisites: Familiarity with computer systems concepts that could be satisfied by CS 201. Familiarity with programming in C, C++ or Java. Familiarity with basic concepts in probability and linear algebra that could be satisfied by Math 301 or equivalent.

CS 501/601
Research (Credit to be arranged.)
Consent of instructor.

CS 503/603
Thesis (Credit to be arranged.)
Consent of instructor.

CS 504/604
Cooperative Education/Internship (Credit to be arranged.)
Consent of instructor.

CS 505/605
Reading and Conference (Credit to be arranged.)
Consent of instructor.

CS 506/606
Special Projects (Credit to be arranged.)
Consent of instructor.

CS 507/607
Seminar (Credit to be arranged.)
Consent of instructor.

CS 509
Practicum (Credit to be arranged.)
Consent of instructor.

CS 510/610
Selected Topics (Credit to be arranged.)
Consent of instructor.

CS 533/633
Concepts of Operating Systems (3)
Survey of concepts and techniques used in modern operating systems. Sample concepts covered are concurrency, IPCs, scheduling, resource allocation, memory management, file systems, and security. Techniques for implementing operating systems taught through a programming project. Prerequisite: CS 333.

CS 550/650
Parallel Algorithms (3)
Definition and nature of parallel computation. Parallel computation from the point of view of hardware/architecture, program/scheduling, and algorithms. Why and how parallel computation is different from serial computation. Examples to highlight the differences. Parallel algorithms in general: illustration of the most important features and techniques. Illustration of the limitations. A survey of major results, general form of results, limitations on speed-up. Prerequisite: CS 350.

CS 553/653
Design Patterns (3)
Software design patterns are reusable solutions to recurring software problems. They capture successful experiences and convey expert insight and knowledge to less experienced developers. Course provides an in-depth view of patterns using Java as the presentation language. Course is suitable to software architects and developers who are already well-versed in this language. In addition, it offers continuous opportunities for learning the most advanced features of the Java language and understanding some principles behind the design of its fundamental libraries. Prerequisites: programming in Java and CS 520.

CS 555/655
Software Specification and Verification (3)
Theoretical and practical aspects of the software development process or software lifecycle. Covers the first part of the cycle: formulating the external requirements, specifying what the software is to do, and the abstract design. Emphasis will be on the formal aspects of specification and verification.

CS 556/656
Software Implementation and Testing (3)
Theoretical and practical aspects of the software development process or software lifecycle. Covers the second part of the cycle: detailed design, implementation in a programming language, testing, and maintenance. Emphasis will be on the technical aspects of software testing.

CS 558/658
Programming Languages (3)
In-depth study of current and historical issues in the design, implementation, and application of programming languages. Topics range from basic to advanced. Areas include syntax, semantics, scoping, typing, abstraction, exceptions, and concurrency. Computational paradigms such as functional, logic, and/or object oriented are analyzed. Several “recent” programming languages used. Prerequisite: CS 322.

CS 560/660
Human-Computer Interaction (3)
Introduction to the basic theory of human-computer interaction. Principles of human cognition and interface design, interface evaluation techniques. Several prototyping tools will be presented. A project is required. Prerequisites: Stat 460, CS 202.

*CS 568/668
Functional Logic Programming (3)
Introduction to functional logic programming. Foundations and basic principles of this paradigm will be explained in some depth and complemented by encoding practical problems in a functional logic language using a leading compiler/interpreter. Focus on non-determinism and computations with incomplete information. Implementation techniques will be briefly discussed. Prerequisite: CS 558 Programming Languages.

CS 569/669
Scholarship Skills for Computer Science and Engineering (5)
The purpose of this course is to make participants better scholars in Computer Science. In particular it attempts to help students become better researchers, better writers, better presenters, and better reviewers. It concentrates on reading, writing and composition skills: on the production and consumption of the “media” used by computer scientists to communicate professionally. At the completion of the course, students should be familiar with the tasks and activities of modern scholars in computer science. Prerequisite: admission into a Ph.D. program within MCECS.

CS 572/672
Operating System Internals (3)
Internals of a specific operating system including...
structure of the kernel, block buffering cache, file system structure and system calls, process structure and scheduling, memory management, device driver interface, and interprocess communication. Prerequisite: CS 333.

**CS 576/676 Computer Security (3)***

Introduction to the principles of computer security. Development of the notion of security through formal models and the examination of existing secure systems. Systems intended for the protection of classified information as well as commercial systems will be examined. Prerequisite: CS 333.

**CS 577/677 Modern Language Processors (3)***

An advanced course on compiler construction for modern programming languages, such as object-oriented or functional languages. Topics include type-checking, executable intermediate representations, interpretation and virtual machines, code generation for modern architectures, memory management and garbage collection, and optimization. Prerequisite: CS 322.

**CS 578/678 Programming Language Semantics (3)***

Introduction to the formal mathematical study of program meaning (semantics), using one or more approaches such as operational semantics, denotational semantics, or programming logics. Emphasis on rigorous mathematical development and formal proof techniques. Language features to be studied may include types and type safety, purity and imperative effects, functional and modular abstraction, polymorphism, higher-order functions, and object-oriented features. Recommended prerequisites: CS 558 and/or CS 557.

**CS 579/679 Formal Verification of Hardware/Software Systems (3)***

Introduction to the formal verification of functional correctness of hardware and software systems. Topics to be covered include: formal logics for system verification (first-order logic, higher-order logic, and temporal logic), formal specifications, theorem proving systems, circuit verification, microprocessor verification, and system software verification. Prerequisites: CS 321, 333.

**CS 581/681 Theory of Computation (3)***

Computability theory: study of models of computation (Turing, Church, Kleene), recursive function theory, properties of recursive, and recursive-ly inumerable sets. Prerequisite: CS 311.

**CS 582/682 Theory of Computation: Advanced Topics (3)***

Complexity theory: study of resource bounded computation, complexity classes (P, NP, PSPACE, and PH), NP-completeness, relativized computation, randomized classes. Prerequisites: CS 311, 350.

**CS 583/683 Automata and Formal Languages (3)***

An advanced study of the theory of automata, formal languages, and computational complexity. Main subjects are finite state concepts, formal grammars, computability, Turing machines, and computational complexity. Prerequisite: CS 582/682.

**CS 584/684 Algorithm Design and Analysis (3)***

An advanced in-depth study in the design and analysis of algorithms. Topics include models of computation, sorting, data structures, graph algorithms, matrix multiplication, fast Fourier transform, polynomial arithmetic, pattern matching, and NP-complete problems. Prerequisite: CS 350 or equivalent.

**CS 586/686 Introduction to Database Management (3)***

Introduction to fundamental concepts of database systems at the graduate level. Database system architecture; relational data model and languages; data modeling; normalization theory; transaction management; security; object databases; data warehouses; deductive databases. Prerequisites: CS 163, 250, and 251.

**CS 587/687 Relational Database Management Systems (3)***

Internal design of a relational database management system. Concurrency control; lock managers; crash recovery; query and operator evaluation; query optimization; storage management; index structures; system catalogs. Prerequisites: CS 586/686 and CS 333.

**CS 588/688 Distributed Database Systems (3)***

Theory and design of distributed database systems. Concurrency control and recovery, distributed deadlock detection, replication, query processing and optimization, parallel database machines, multimedia servers, and heterogeneous multidatabase systems. Prerequisites: CS 587/687.

**CS 589/689 Principles of Database Systems (3)***

This course explores the foundations of database systems, with a focus on data models and query languages. It will show how formal methods are applied to issues in database design and processing. Topics may include query formalisms and their equivalence, query transformation, semi-structured data models, dependencies and normal forms, logic and deductive databases, data language complexity, treatment of incomplete information, complex-value models, semantic models and classification, and temporal databases. Recommended prerequisites: CS 386 or CS 586 or equivalent course; familiarity with discrete math and logic that could be satisfied by CS 250/CS 251 or by Mth 356.

**CS 595/695 Network Routing (3)***

Class will study modern packet-based routing protocols as used in the Internet including interior gateway protocols (IGPs) like RIPV1, RIPV2, OSPF, and exterior gateway protocols (EGPs) like BGP. Certain routing control theory topics will be introduced; for example, link-state and vector distance routing, policy routing, source routing and tunnels, and the general use of metrics in existing routing protocols. Other aspects of routing protocols may be presented as time permits; for example, multicast routing, mobile routing, and tag-switching protocols. This class may take the form of a seminar with students asked to present various aspects of recent experimental research in routing. Prerequisite: CS 594.

**CS 596/696 Network Management and Security (3)***

Covers both network management and network security. Network management will include the design of LAN-based networks, including spanning tree protocols, bridge learning protocols, virtual LANs, and Ethernet switches, and the security of switches and routers. Network management protocols will be covered in-depth including switch and router management information bases, as well as associated SNMP protocols, and network monitoring tools. The second half of the class will focus on network security. In order to understand the network security problem, the security section will begin with a review of various forms of network attacks. We then turn to network-side security management including both passive measures like firewall defense schemes including packet filters, and bastion hosts. Newer secure protocols will then be covered including network-layer security and various application-layer secure protocols. Prerequisite: CS 594.

**Electrical and Computer Engineering**

**ECE 171 Digital Circuits (4)***

Foundation course in digital design. Topics such as number systems, basic logic gates, TTL device parameters, Boolean algebra, logic circuit simplification techniques, timing analysis, the application of MSI combinational logic devices, programmable logic devices, flip-flops, synchronous state machines and counters. Introduces students to a systematic design methodology. Uses computer-based tools such as schematic capture program, programmable logic development programs, and digital circuit stimulators. Recommended: Mth 111.

**ECE 199 Special Studies (Credit to be arranged.)***

Consent of instructor.

**ECE 201, 202, 203 Electrical Engineering Laboratory I, II, III (1, 1, 1)***

Concurrent enrollment in: ECE 221, 222, 223, respectively.

**ECE 221 Electric Circuits (4)***

Experimental laws, network theorems, and computer analysis techniques of electrical circuit analysis. Network responses to various forcing functions using time-domain and phasor-domain methods. Prerequisite: Mth 253.

**ECE 222 Signals and Systems I (4)***

Introduction to continuous time and discrete time systems. Through exposure to the Laplace transform for circuit and system analysis, transfer functions, Bode plots, analog filters, and two port networks. Prerequisites: ECE 221, ECE 201; Mth 256 or concurrent.

**ECE 223 Signals and Systems II (4)***

Continuous-time and discrete-time Fourier series, continuous-time Fourier transform, discrete-time Fourier transform, fast Fourier transform, sampling, aliasing, communications, modulation, the z-transform, discrete-time filters. Prerequisite: ECE 222, ECE 202.

**ECE 241 Introduction to Electrical Engineering (5)***

DC circuit theory, passive electrical components, transient and sinusoidal steady state circuit responses (including Bode plots, and resonance), diode and op-amp circuits, magnetic circuits and transformers; laboratory; recitation. Prerequisites: Phy 212 or 222, Mth 252.
ECE 271 Digital Systems (5)
Second course in a sequence of digital and microprocessor courses. Covers shift register devices and circuits; design, timing analysis, and application of synchronous state machine circuits using discrete devices and programmable logic devices; timing analysis of asynchronous state machines, arithmetic circuits and devices; internal architecture of a microprocessor; design and interfacing of memory systems; and an introduction to design for test techniques. Reinforces the systematic design methodology; documentation standards, and use of computer-based tools introduced in ECE 171; weekly laboratory. Prerequisite: ECE 171, ECE 201.

ECE 301, 302, 303 Electrical Engineering Laboratory IV, V, VI (1, 1, 1)
Prerequisites: ECE 201, 202, 203. Concurrent enrollment in: ECE 321, 322, 323, respectively.

ECE 311 Feedback and Control (5)

ECE 321 Electronics I (4)
Introduction to solid state electronics, leading to the physical properties and characteristics of solid state electronic devices: diodes, bipolar junction transistors and field effect transistors. Analysis and design of analog systems and operational amplifier based amplifiers, active filters, oscillators and rectifier topologies. Application of a computer-aided design (CAD) tool, such as SPICE. Prerequisite: ECE 222.

ECE 322 Electronics II (4)

ECE 323 Electronics III (4)

ECE 331 Engineering Electromagnetics I (4)
Theory and applications of transmission lines and their effects on signal integrity, review of vector calculus, static Maxwell’s equations, theory and applications of electrostatics and magnetostatics. Prerequisites: Mth 254, Mth 256, Ph 223 or Ph 213.

ECE 332 Engineering Electromagnetics II (5)
Review of Maxwell’s equations and electromagnetic wave propagation, boundary conditions and reflections, antenna analysis and design; practical aspects: crosstalk, electromagnetic interference and compatibility; weekly lab. Prerequisite: ECE 331.

ECE 341 Introduction to Computer Hardware (4)
Prerequisite: ECE 331. Introduces the students to the Verilog Hardware Description Language and describes its role in the electronic design automation environment. Students learn to prototype digital designs using FPGAs. Prerequisite: ECE 271.

ECE 351 Hardware Description Languages and Prototyping (4)
Covers microprocessor instruction set architecture of a 32-bit microprocessor, structured development of assembly language programs, interfacing assembly language and high-level language programs, interrupt procedures, handshake data transfer, and interfacing with simple digital devices and systems. Also included are introductions to microcomputer buses, the memory system design, virtual memory systems, and an overview of microprocessor evolution. Course includes several software and hardware development projects. Prerequisite: EAS 102 or CS 161, ECE 271.

ECE 372 Microprocessor Interfacing and Embedded Systems (5)
Prerequisite: ECE 351. Microcontrollers and microprocessors; interfacing with display, vision, and speech systems; Real Time Operating System (RTOS) operation; creation of device drivers; intelligent robotics applications; and an introduction to the Unified Modeling Language (UML); weekly laboratory. Prerequisite: ECE 371.

ECE 401 Research (Credit to be arranged.)
Consent of instructor.

ECE 403 Honors Thesis (Credit to be arranged.)
Consent of instructor.

ECE 404 Cooperative Education/Internship (Credit to be arranged.)
Consent of instructor.

ECE 405 Reading and Conference (Credit to be arranged.)
Consent of instructor.

ECE 406 Special Projects (Credit to be arranged.)
Consent of instructor.

ECE 407 Seminar (Credit to be arranged.)
Consent of instructor.

ECE 409 Practicum (Credit to be arranged.)
Consent of instructor.

ECE 410 Selected Topics (Credit to be arranged.)
Consent of instructor.

ECE 411 Industry Design Processes (2)
Prerequisite: ECE 322 Senior Project Development I and ECE 413 Senior Project Development II classes. Topics covered include: design documentation standards; building and managing effective teams; product development steps; developing a project proposal; the design process; Intellectual Property, Non-Disclosure Agreements, and professional ethics; Design for X; and design for the environment. Class has weekly lectures and a small team-based term project. Prerequisite: WR 227, senior standing in the University, completion of all junior-level required ECE classes. For non-ECE majors, consent of instructor.

ECE 412 Senior Project Development I (4)
In this course, groups of three to five students will apply the structured design methodology learned in ECE 411 or UnSt 421 to original projects with the assistance of faculty and industrial/community advisers. After initial research each student group will prepare a written and oral project proposal. Each student is required to keep a log of his or her individual design work and to turn in weekly progress reports. At periodic intervals, each group will give an oral progress report to the entire class. Prerequisite: ECE 411, ME 491, or UnSt 421 (Industry Design Processes), WR 227.

ECE 413 Senior Project Development II (2)
Continues development of the design projects started in ECE 412 or UnSt 421 to their conclusion. Each student maintains a log of his or her individual work and turns in weekly progress reports. Each group prepares a final written report and delivers a final oral report to the entire class. Note: Non ECE/CpE majors are welcome in this class, but they do not need it to fulfill the University Capstone requirement.

ECE 414/514 Electronics Packaging for Electrical & Computer Engineers (4)
Introduction to electronics packaging: electrical aspects of package design, (signal and power integrity and EMC, electromagnetic modeling) basic concepts in mechanical and thermal package design, (elastic, plastic, and visco-elastic properties, thermo-mechanical stress, thermal cycling, conduction and convection;) packaging materials, (solders, polymers;) package reliability, (theory, testing, failure mechanisms, and the Physics of Failure approach to design;) current packaging research topics, (e.g. ECA.) Prerequisites: Senior or graduate standing in ECE.

ECE 415/515 Fundamentals of Semiconductor Devices (4)
Solid-state electronic devices; operation, fabrication and applications: single crystal growth, p-n junction, diodes, bipolar junction transistors, MOS capacitor, FET. Course provides students with a sound understanding of existing devices and gives the necessary background to understand the problems and chal-
lengths of the micro-electronic manufacturing.

**ECE 416/516**
**Integrated Circuit (IC) Technologies (4)**
Microelectronic processing of solid-state devices and integrated circuits. A base for understanding more advanced processing and what can and cannot be achieved through IC fabrication processes. Oxidation, diffusion, and ion implantation will be discussed. Bipolar, CMOS, and BiCMOS fabrication processes. DRAM technology. Defining system rules for IC layout. Packing and yield. New technologies, such as Wafer-Scale Integration and Multi-Chip Modules, will be discussed. Students will be introduced to the concept of designing for manufacturability. Prerequisite: ECE 415/515.

**ECE 417/517**
**Nanoelectronics (4)**
Operational principles and circuit applications of nanoelectronic devices: electron tunneling devices, (Esaki and resonant tunnel diodes, single electron transistors, nanodot arrays) carbon nanotubes, nanowires, molecular electronics, and spintronics; nano-fabrication techniques. Prerequisites: ECE 322 and PH 319; ECE 415 and 416 recommended.

**ECE 418/518**
**Linear System Analysis I (4)**
Advanced concepts of continuous-time signals, systems, and transforms. Signals: periodicity, orthogonality, basis functions; system: linearity, superposition, time-invariance, causality, stability, and convolution integral; transforms: Fourier series and Fourier transform, Hilbert and Hartley transform, Laplace transform. Prerequisite: ECE 223.

**ECE 419/519**
**Linear System Analysis II (4)**
Advanced concepts of discrete-time signals, systems, and transforms. Signals: periodicity, orthogonality, basis functions; system: linearity, superposition, time-invariance, causality, stability, and convolution sum; transforms: Z-Transform, discrete Fourier transform and Fast Fourier transform, discrete-time Fourier transforms; State Space description of a system. Prerequisite: ECE 418/518.

**ECE 421/521**
**Analog Integrated Circuit Design I (4)**
Modeling of IC devices: transistors, capacitors, resistors. Temperature and device parameter variation effects. Building blocks of analog integrated circuits: current sources and mirrors, gain stages, level shifters, and output stages. Design of supply and temperature independent biasing schemes. CAD tools for circuit design and testing. Prerequisite: ECE 323.

**ECE 422/522**
**Analog Integrated Circuit Design II (4)**

**ECE 425/525**
**Digital Integrated Circuit Design I (4)**
Students in electrical and computer engineering are introduced to the analysis and design of digital integrated circuits. A design project is an integral part of this course. Prerequisite: ECE 323, Stat 451.

**ECE 426/526**
**Digital Integrated Circuit Design II (4)**
Students are instructed in methods and the use of computer-aided design tools for the design and testing of large-scale integrated digital circuits. A design project is an integral part of this course. Prerequisite: ECE 425/525.

**ECE 428/528**
**VLSI Computer-Aided Design (4)**
Introduces basic techniques and algorithms for computer-aided design and optimization of VLSI circuits. The first part discusses VLSI design process flow for custom, ASIC and FPGA design styles and gives an overview of VLSI fabrication with emphasis on interconnections. The necessary background in graph theory and mathematical optimization is introduced. In the second part, application of different analytical and heuristic techniques to physical design (partitioning, placement, floorplanning and routing) of VLSI circuits is studied. We shall emphasize VLSI design issues encountered in deep submicron technology. Throughout the course students will be exposed to research methodology and to a set of academic and commercial CAD tools for physical design. Prerequisite: senior or graduate standing.

**ECE 431/531**
**Microwave Circuit Design I (4)**

**ECE 432/532**
**Microwave Circuit Design II (4)**
Small-signal amplifier design for gain and noise. Non-linear effects and nonlinear circuit design. Oscillator design. Introduction to MMIC design. Design project is an integral part of this course. Prerequisite: ECE 431/531.

**ECE 441**
**Electrical Energy Systems Components (4)**
Introduces the following topics: three-phase power, per unit system calculations, impedance and reactive diagrams, nodal equations, bus admittance and impedance matrices, transformer and synchronous generator modeling, transmission line parameters, steady state operation, generation models, basic power flow. Prerequisite: ECE 332.

**ECE 442**
**Electrical Energy Systems Protection and Control (4)**
Introduces the following topics: symmetrical components, fault studies, system protection fundamentals, numerical methods for symmetric and unsymmetrical operation, transmission line and system protection analysis, transmission line transient modeling, electromagnetic transients. Prerequisite: ECE 332.

**ECE 445/545**
**Power Electronic Systems Design I (4)**
Basic DC-to-DC switching converter topologies are presented. Operation in various modes is examined. Steady state design is undertaken using state space techniques and equivalent circuit modeling. Design issues concerning semiconductor devices and magnets design are also addressed. Prerequisite: ECE 322.

**ECE 446/546**
**Power Electronic Systems Design II (4)**
Dynamic analysis of DC-to-DC converters is presented using state space techniques and the method of equivalent circuit modeling of the switching device. Different control techniques such as current programming and sliding mode control are introduced. Inverter and input current waveshaping rectifier circuits are also introduced. Prerequisite: ECE 445/545.

**ECE 451/551**
**Control Systems Design I (4)**
State space description of linear systems. Controllability and observability. State feedback used in controller and observer design by pole placement. Optimal control, linear quadratic regulator, linear quadratic estimator (Kalman filter), linear quadratic Gaussian, and linear quadratic Gaussian with loop transfer recovery design procedures. Prerequisite: ECE 311, Mth 261 or Mth 343.

**ECE 452/552**
**Control Systems Design II (4)**
Discrete-time control systems, z transforms, difference equations, pulse transfer function, sampling, data hold, block diagram reduction. Jury stability test. Various approaches to classical control design of discrete time controllers. State space analysis and design in discrete-time. Prerequisite: ECE 451/551.

**ECE 455/555**
**AI: Neural Networks I (4)**
Introduces approach for developing computing devices whose design is based on models taken from neurobiology and on notion of “learning.” A variety of NN architectures and associated computational algorithms for accomplishing the learning are studied. Experiments with various of the available architectures are performed via a simulation package. Students do a major project on the simulator, or a special programming project. Prerequisites: senior standing in ECE/CPE or CS, or graduate standing.

**ECE 456/556**
**AI: Neural Networks II (4)**
Focuses on applications. Topics in fuzzy set theory, control theory, and pattern recognition are studied and incorporated in considering neural networks. A design project (using NN simulator) in selected application area is done by each student. Prerequisite: ECE 455/555.

**ECE 457/557**
**Engineering Data Analysis and Modeling (4)**
Introduces statistical learning theory and practical methods of extracting information from data. Covers time-proven methods of statistical hypothesis testing, linear modeling, univariate smoothing, density estimation, nonlinear modeling, and multivariate optimization. Student project presentations and reports familiarize students with research methodology and professional journal standards. Prerequisites: Mth 343 and Stat 451.

**ECE 461/561**
**Communication Systems Design I (4)**
An introduction to signals and noise in electrical communication systems; signal spectra and filters, noise and random signals, baseband transmission of analog and digital signals, linear modulation and exponential modulation. Prerequisite: ECE 223.

**ECE 462/562**
**Communication Systems Design II (4)**
Study of the relative merits of communication systems, noise in continuous wave and pulse modulation schemes, information theory, digital
data systems, and advanced topics. Prerequisite: ECE 461/561.

**ECE 465 Digital Signal Processing (4)**
Intended to teach students the skills to design a complete DSP-based electronic system. Students will have a design project using embedded DSP hardware and software. Topics include: digital processing of analog signals, A/D converters, D/A converters, digital spectral analysis, digital filter design, signal processing applications and multi-rate signal processing. Prerequisite: ECE 223.

**ECE 478/578 Intelligent Robotics I (4)**

*ECE 479/579 Intelligent Robotics II (4)*

**ECE 481/581 ASIC: Modeling and Synthesis (4)**
Covers the fundamentals of the ASIC design process. The topics include ASIC design flow, basic HDL constructs, testbenches, modeling combinational and synchronous logic, modeling finite state machines, multiple clock domain designs, qualitative design issues, ASIC construction. Prerequisites: ECE 271, 371, 372.

**ECE 483/583 Low Power Digital IC Design (4)**
Introduction to the existing techniques for IC power modeling, optimization, and synthesis. Topics include: sources of power dissipation, design for low power, voltage scaling approaches, power analysis techniques, power optimization techniques, low-power system-level designs. Focus on abstraction, modeling, and optimization at all levels of design hierarchy, including the technology, circuit, layout, logic, architectural, and algorithmic levels. Prerequisite: ECE 425/525.

**ECE 485/585 Microprocessor System Design (4)**
Advanced hardware and software design of desktop type microcomputers. Topics include large project design management and documentation; microprocessor design, cache organization, connections, and coherence; the memory hierarchy and virtual memory; I/O buses such as AGP, PCI-X, and Infiniband; multithreaded operating system considerations; JTAG (IEEE1149.1) and Design For Test; high frequency signal integrity; and power supply considerations. Team-based, independent design projects are a substantial part of the homework for this class. Prerequisite: ECE 372.

**ECE 486/586 Computer Architecture (4)**
An introduction to the key concepts of computer system architecture and design. Topics include the design and analysis of instruction set architectures, memory systems, and high-performance IO systems; basic CPU implementation strategies; basic pipelined CPU implementation; performance analysis; and a survey of current architectures. Prerequisite: ECE 485/585.

*ECE 491/591 Laser Systems Design I (4)*
Laser topics: especially design of laser, fiber-optic, and related optical systems. Formation and propagation of modes and beams, matrix methods for the analysis and synthesis of optical systems. Prerequisite: ECE 331.

*ECE 492/592 Laser Systems Design II (4)*

**ECE 501 Research (Credit to be arranged.)**
Consent of instructor.

**ECE 503 Thesis (Credit to be arranged.)**
Consent of instructor.

**ECE 504 Cooperative Education/Internship (Credit to be arranged.)**
Consent of instructor.

**ECE 505 Reading and Conference (Credit to be arranged.)**
Consent of instructor.

**ECE 506 Special Projects (Credit to be arranged.)**
Consent of instructor.

**ECE 507 Seminar (Credit to be arranged.)**
Consent of instructor.

**ECE 510 Selected Topics (Credit to be arranged.)**
Consent of instructor.

*ECE 511/611, 512/612, 513/613 Solid State Electronics I, II, III (4, 4, 4)*
The solid state electronics course sequence deals with advanced topics in solid state device physics and modeling. Following a discussion on semiconductor properties and modeling as a function of doping and temperature, advanced bipolar transistor structures and MOS transistors will be treated in detail. Device models aimed at numerical circuit simulators will be discussed. Prerequisite: ECE 323.

*ECE 527/627 High-performance Digital Systems (4)*
The use of computer-aided design tools in high-performance digital systems is explored. The trade-offs between automated and hand design are examined in the context of performance vs. development time. The impact of new developments in MOS circuit technology are also examined. Prerequisite: ECE 426/526.

*ECE 529/629 Advanced VLSI Computer-Aided-Design (4)*
Introduces advanced, interconnect-centric, power-aware methodologies, techniques and algorithms for computer-aided design and optimization of VLSI circuits. It emphasizes analytical approach to design automation through the use of graph theory and mathematical optimization techniques. Vertical integration of different synthesis levels is discussed. Application of different analytical and heuristic techniques to physical design of VLSI circuits is studied in detail. We shall emphasize VLSI design issues encountered in deep sub-micron technology. Student group projects and project presentations introduce students to research and industry project requirements. Prerequisite: ECE 428/528.

*ECE 530 Fault Tolerant Systems (4)*
Introduction to the design and analysis of dependable systems; study of failure modes in embedded and distributed computer systems and linear control systems; introduction to fault detection, fault masking and fault recovery strategies; case studies of fault tolerant systems. Prerequisite: graduate standing.

**ECE 533/633 Advanced Electromagnetics (4)**
Advanced course in electromagnetics. Mathematical methods, electrostatic, boundary value problems, magnetostatics, time varying fields, plane waves. Prerequisite: ECE 331.

**ECE 534/634 Acoustics (4)**

*ECE 538/638 Statistical Signal Processing I: Nonparametric Estimation (4)*
Unified introduction to the theory, implementation, and applications of statistical signal processing methods. Focus on estimation theory, random signal modeling, characterization of stochastic signals and systems, and nonparametric estimation. Designed to give a solid foundation in the underlying theory balanced with a discussion of the practical advantages and limitations of nonparametric estimation methods. Prerequisites: Math 261 and ECE 565/665. Should have some proficiency in programming in MATLAB.

**ECE 539/639 Statistical Signal Processing II: Linear Estimation (4)**
Unified introduction to the theory, implementation, and application of statistical signal processing methods. Focus on optimum linear filters, least square filters, the Kalman filter, signal modeling, and parametric spectral estimation. Designed to give a solid foundation in the underlying theory balanced with examples of practical applications and limitations. Recommended: ECE 538/638.

**ECE 541 Transmission Operation and Control (4)**
Introduces the following topics: state estimation, security analysis, contingency monitoring, optimal power flow, reliability, interchange of energy, market and pool operation. Prerequisite: ECE 441, 442, or consent of instructor.

**ECE 542 Generation Operation And Control (4)**
Introduces the following topics: power generation unit characteristics, economic dispatch, unit commitment, flow constraints and limited energy supply, automatic generation control, production cost
models, interchange of power and energy, extended auction mechanisms and reliability. 

Prerequisite: ECE 441, 442, or consent of Instructor.

ECE 543/643 Electric Energy Systems Control (4)  
State estimation, security and contingency monitoring, automatic generation control, economic dispatch, optimal power flow, power system stability, unit commitment and pool operation. 

Prerequisite: ECE 442/542.

ECE 547 Energy Economic Systems, (4)  
Introduces the following topics: Electric power industry, operation and information systems, optimization methods, information technologies, short-term electricity markets and locational marginal prices, risk management and financial derivatives, basics of public good economics, optimization methods. 

Prerequisite: ECE 441.

ECE 548 Power System Protection (4)  
Introduces the following topics: relaying concepts & general philosophies, per unit calculations & symmetrical components, phasors, polarity and direction sensing, current/voltage transformers, protection fundamentals & basic design principles, system grounding principles, device protection, directional comparison, blocking & blocking pilot protection, line differential & phase comparison pilot protection, out of step tripping and blocking. 

Prerequisite: ECE 442.

*ECE 559/659 Genetic Algorithms (4)  
Theory and applications of genetic algorithms. Study of the Schema and No Free Lunch theorems. Techniques for using genetic algorithms to solve multi-objective and NP-hard optimization problems from physical science, natural science, engineering and mathematical fields. Investigation of game theory problems, evolvable hardware and constrained parameter optimization problems. Survey of current technical literature in evolutionary computation. 

Prerequisite: CS 163 or equivalent.

*ECE 563/663 Information Theory (4)  
Established theoretical limits on the performance of techniques for compression or error correction of signals. This course focuses on communications applications, specifically source coding and channel coding for discrete signals. Topics will include: Entropy and Mutual Information, Asymptotic Equipartition (the Ergodic Theorem of Information Theory), Entropy Rates of Information Sources, Data Compression, and Channel Capacity. This course is also listed as SySc 545/645; may only be taken once for credit. 

Prerequisite: graduate standing.

ECE 565/665 Signals and Noise (4)  
Students are introduced to “noise” as it appears in communication and control systems, its mathematical and statistical properties and practical filtering methods to minimize its impact on systems. Advanced topics in filter and estimation theory are also introduced. Prerequisite: graduate standing in electrical engineering. 

Prerequisite: ECE 223.

ECE 566/666 Digital Signal Processing (4)  
Study of discrete time signals and systems. Mathematics of discrete time systems in time and frequency domains. Discrete Fourier Transform, FFT algorithms and applications, digital filter design, random signals in digital linear systems form the foundations of this course. 

Prerequisite: ECE 565/665.

ECE 567/667 Statistical Communications Theory (4)  
As an advanced course in communication theory, topics of statistical decision, estimation, and modulation theory are introduced. Statistical aspects of transmission detection and error detection/correction schemes are covered. 

Prerequisites: ECE 461/561, 565/665.

*ECE 568/668 Introductory Image Processing (4)  
Two-dimensional systems, image perception, image digitization (sampling and quantization), image transforms (Fourier, Cosine, K-L transforms), image enhancement (histogram equalization, filtering, spatial operation). 

Prerequisite: ECE 223.

*ECE 569/669 Advanced Image Processing (4)  
Introduction to random fields, image representation by stochastic models, image restoration (Wiener and Kalman filtering), image coding and compression predictive and transform coding, vector quantization. 

Prerequisites: ECE 565/665, 568/668.

ECE 572/672 Advanced Logic Synthesis (4)  

Prerequisite: ECE 271.

ECE 573/673 Control Unit Design (4)  

Prerequisite: ECE 572/672.

ECE 574/674 High-level Synthesis and Design Automation (4)  

Prerequisite: ECE 573/673.

ECE 575/675 Introduction to Integrated Circuit Test (4)  
Course will cover the traditional role of IC test in parametric and functional testing and the changing role of IC testing in semiconductor design and manufacturing. The course is divided into three parts. The first part reviews integrated circuit technologies and fault modeling. The second introduces digital IC test, DC parametric testing, and functional and structural testing. The third part examines technology trends. 

Prerequisite: ECE 425/525, ECE 416/516.

ECE 576/676 Computational Methods in Electrical Engineering (4)  
Students are introduced to advanced mathematical techniques applicable to electrical engineering. Content includes topics such as: optimization techniques, solution of partial differential equations, solution of eigenvalue problems, Fourier methods, vector space and complex variable theory. Additional mathematical topics will be introduced as application examples at the discretion of the instructor. 

Prerequisite: graduate standing.

ECE 582/682 Formal Verification of Hardware/Software Systems (4)  
Objectives is to introduce the main formal verification methods of hardware/software systems. Topics to be covered include: formal logics for system verification (first-order logic, higher-order logic, temporal logic), formal specifications, theorem proving systems, microprocessor verification, and system software verifications. 

Prerequisite: ECE 371, or CS 321, 333.

ECE 584/684 Nanotechnology and Biosensors (4)  
Overview of basic materials and methods in developing “lab-on-a-chip” based devices. Materials section involves an analysis of silicon-based devices, polymer based devices and nanomaterial based devices. Methods section covers the key features of micro fabrication, soft lithography, microfluidics, and nanofabrication. Applications section focuses on integration of micro and nanoscale structures for “lab-on-chip” devices. 

Prerequisites: Graduate Standing.

ECE 587/687 Advanced Computer Architecture I (4)  
An advanced course in computer system architecture and design. Key topics include advanced CPU implementation techniques including pipelining, dynamic instruction issue, superscalar architectures, and vector processing; high-performance memory and I/O systems design; an introduction to parallel computers; and a survey of current literatures in computer architecture and of current advanced computer systems. Students will begin a project that will be completed in ECE 588/688. 

Prerequisite: 486/586.

ECE 588/688 Advanced Computer Architecture II (4)  
Discussion of parallel computer architectures and their uses. Key topics include MIMD architectures; associative processing; shared-memory and message-passing architectures; datalow and reduction architectures; special-purpose processors; and analysis and of interconnection networks; and an overview of parallel software issues. Students will complete the project started in ECE 587/687. 

Prerequisite: ECE 587/687.

*ECE 590/690 Digital Design Using Hardware Description Languages (4)  
An introductory graduate class to digital design
using hardware description languages and to advanced digital design for programmable devices. Class covers the following topics: fundamentals of Hardware Description Languages; VHDL syntax and semantics; behavioral, functional, structural and register-transfer descriptions; combinational circuits; finite state machines; levels of system simulation; arithmetic and sequential blocks and interfaces; pipelined and systolic processors; advanced VHDL language features and extensions; specification of controllers and data path architectures; reconfigurable Field Programmable Gate Array systems; verilog for VHDL programmers. Students must complete two computer-based software mini-projects and a project. Prerequisite: graduate standing in ECE.


*ECE 594 Applied Optics (4) An overview of optics and such principal applications as fiberoptics; chemical, biological, and physical sensors; optical information processing, acoustooptics; lasers and detectors. Recommended prerequisites: Ph 203 or 213 or 223, Mth 261. This course is the same as Ph 564; course may only be taken once for credit.

*ECE 595/695 Optoelectronics I (4) Techniques of optoelectronic systems including optical modulation, deflection, and detection. Anisotropic media, electro-optics, nonlinear optics, harmonic generation. Recommended prerequisite: ECE 331.

*ECE 598 Introduction to Quantum Mechanics (4) An introduction to the formulation and application of wave mechanics; the Schrödinger equation and its application to time-independent problems (both one- and three-dimensional problems); identical particles; approximation methods including mainly time-independent perturbations. Brief exploration of the potential applications of quantum mechanics to engineering-quantum nano-structures and quantum computers. Recommended prerequisites: Ph 318 or 311, Mth 261. This course is the same as Ph 511; course may only be taken once for credit.

ECE 601 Research (Credit to be arranged.)
ECE 603 Thesis (Credit to be arranged.)
ECE 604 Cooperative Education/Internship (Credit to be arranged.)
ECE 605 Reading And Conference (Credit to be arranged.)
ECE 606 Special Problems/Projects (Credit to be arranged.)
ECE 607 Seminar (Credit to be arranged.)
ECE 610 Selected Topics (Credit to be arranged.)
*ECE 635, 636, 637 Electromagnetic Fields and Interactions (4, 4, 4) Classical description of the electromagnetic field: classical electron theory and plasmas. Prerequisite: ECE 331 or Ph 431. This course is the same as Ph 631, 632, 633; course may only be taken once for credit.

ECE 641 Power System Planning (4) Introduces the following topics: regulatory issues, power quality, system design for reliability, transient and voltage considerations, distributed generation, information technology requirements, market implications, remedial action and contingency analysis. Prerequisites: ECE 441 and (one of ECE 541, ECE 542 or ECE 545).

ECE 642 Energy Systems Capital Budgeting (4) Introduces the following topics: decision analysis, frontier analysis, leontief industrial model, input/output model, financing decisions, strategy, dynamic simulation, portfolio theory, models and data, dynamics of asset models, forwards, futures and swaps, basic and advanced option theory, optimal portfolio theory, and general investment evaluation and management, profit at risk assessment and management. Prerequisite: ECE 545.

ECE 643 Sustainable Energy Systems (4) Introduces the following topics: alternative energy supplies, conservation, and environment issues of distributed power systems, solar, wind, tidal, geothermal, bio-fuel systems, and hybrid systems, impact of distributed generation and reliability as cogeneration, independent generation, or qualifying facility. Cogeneration considerations when electric energy is an alternative product by manufacturing companies. Prerequisite: ECE 545.

Engineering and Technology Management

ETM 501 Research (Credit to be arranged.)
ETM 502 Independent Study (Credit to be arranged.)
ETM 503 Thesis (Credit to be arranged.)
ETM 504 Cooperative Education/Internship (Credit to be arranged.)
ETM 505 Reading and Conference (Credit to be arranged.)
ETM 506 Special Projects (Credit to be arranged.)
ETM 507 Seminar (Credit to be arranged.)
ETM 510 Selected Topics (Credit to be arranged.)
ETM 518/618 Ethical Issues in Technology Management (4) Designed to meet the needs of engineers who are or will be moving into greater responsibility for management as they advance in the profession. Emphasizes the theory of ethical behavior as it relates to real world applications faced regularly in the business world today.

ETM 519/619 Human Side of Technology Management (4) Introduction to leadership and human resource management issues that technical managers are confronted with while managing their culturally diverse workforce of technicians, scientists and engineers.

ETM 520/620 Management of Engineering and Technology (4) Study of fundamental concepts of engineering and technology management to provide the students with an in-depth understanding of the underlying principles of this discipline. Innovation process, technological change, motivation and leadership theories applicable to engineers and scientists, technological entrepreneurship, strategic management of technology and system interfaces in existing and emerging technologies are discussed in the course. Ongoing engineering and technology management research is critically evaluated in classroom discussions. Case studies and team projects are included.

ETM 522/622 Communication and Team Building (4) Developing high performance teams for engineer- and technology-driven companies; fundamental concepts that make an effective team; building a high-performance team; the keys to high performance; converting risks into assets; the power of commitment and discipline, and constructive communication; getting results through team dynamics, creative problem solving, and interactive exercises.

ETM 525/625 Strategic Planning (4) Critical issues in shaping the competitive strategy for the engineering- and technology-driven companies in a turbulent business environment; key steps and end results of the planning process; corporate mission; Key Result Areas (KRAs) and situational analysis including strengths, weaknesses, opportunities, and threats in KRAs. Identifying planning assumptions, critical issues, setting objectives, formulating strategy. Leadership, organizational culture, and structure to support the implementation of a strategic plan as well as the strategic control systems. Case studies, presentations, term projects, teamwork, and interactive exercises.

ETM 526/626 Strategic Management of Technology (4) Analyzes the structure and competitive dynamics of technology-driven industries; resource- and knowledge-based frameworks for competitive advantage, which are applied to technology-driven industries; as well as a discussion of corporate, international and global strategies for technology-driven ventures.

ETM 527/627 Competitive Strategies in Technology Management (4) Provides perspectives, theories and methods used to analyze, formulate and implement competitive strategies in technology intensive industries. Provides a historical perspective on the evolution of competitive strategy theory and techniques including their foundations with key concepts and issues from strategic management thought leaders and present examples of the application of those concepts in business situations. Covers frameworks and tools used for strategy analysis, development and implementation.

ETM 530/630 Decision Making (4) Decision and value theory concepts are applied to technical and management decisions under uncertainty. Multicriteria decisions are analyzed. Subjective, judgmental values are quantified for expert decisions and conflict resolution in strategic decisions involving technological alternatives.
Hierarchical decision modeling approach is introduced. Individual and aggregate decisions are measured. Decision discrepancies and group disagreements are evaluated. Case studies are included in the course. Prerequisites: ETM 520/620, knowledge of probability/statistics.

ETM 531/631 Technology Assessment & Acquisition (4)
Fundamental concepts of assessing technologies including evaluation attributes and methodologies, impacts and impact relationships, and technology diffusion from individual, organizational, technical and market perspectives. Case studies, professional and research articles, and guest speakers from local companies included.

ETM 532/632 Technology Transfer (4)
Fundamental concepts of technology forecasting. Differences between ordinary forecasting and technology forecasting, objectives of technology forecasting, tools and methods and their applications, selection of the right forecasting methodology, planning for technology forecasting, identifying attributes for forecasting, and managing technology forecasting. Topics are discussed through case studies, professional and research articles, guest speakers from local companies, and recently published books.

ETM 533/633 Technology Transfer (4)
Fundamental concepts of transferring technologies. Topics include university, industry and government collaboration for technology development, transfer of technologies from labs into product groups, research and development consortia, and international technology transfer. Case studies, professional and research articles, and guest speakers from local companies included.

ETM 534/634 Technology Roadmapping (4)
Introduces Technology Roadmapping (TRM), which provides a structured approach for exploring and communicating the relationships between evolving and developing markets, products and technologies over time. Roadmaps allow technologies and developments to be integrated with business planning, and the impact of new technologies and market developments to be assessed. Roadmaps also seek to capture the environmental landscape, threats and opportunities for a particular group of stakeholders in a technology or application area.

ETM 535/635 Advanced Engineering Economics (4)
Economic evaluation of engineering and R&D projects is covered from the engineering management viewpoint. Time value of money, tax considerations, break-even analysis, sensitivity analysis, project evaluation under uncertainty, risk sharing, capital budgeting, financial ratios, and cost estimating techniques are studied. A business simulation game is used throughout the course to gain a better understanding of financial decision making. Prerequisite: knowledge of probability/statistics.

ETM 536/636 R&M: R&D Management (4)
Managerial aspects of Research and Development (R&D) including special issues in managing research at national labs, university settings, and industry labs. Reviews evaluation methods and multi objective analysis used for R&D project selection. Development analyzed across the following venues: Roadmap Development, Eco-system Development, Platform Development, Product Development, Technology Development, Prototype Development, Initiative Development. Focus on integration of research and development functions; project management challenges resulting from the uncertain nature of R&D; and the difficulties in measuring on-going R&D outputs.

ETM 537/637 Benchmarking Using Data Envelopment Analysis (4)
This course focuses on data envelopment analysis, a powerful technique for quantitative benchmarking and productivity analysis. Applications and case studies from a wide range of areas including engineering, health care, education, financial services, new product development, technology forecasting, and non-profit organizations will be included. Prerequisites: linear programming.

ETM 538/638 Decision Support Systems: Data Warehousing (4)
Critical issues in developing data warehouse for decision support systems. Examines when and why an organization needs a data warehouse for decision support systems; how to organize data in a data warehouse; complications in designing a data warehouse system; and identifying resources.

ETM 540/640 Operations Research (4)
This course covers the use of operations research techniques in making engineering and technology management decisions. The primary emphasis is placed on applying and interpreting linear and integer programming. Problem formulations, mathematical model building, the basic principles behind the Simplex algorithm, and multiple objective linear optimization are included in the course. Post-optimality analysis is studied from the viewpoint of technology management. Other operations research techniques such as queuing models will also be covered. This course includes a term project involving an actual operations problem.

ETM 543/643 Front End Management for New Product Development (4)
Provides students with an understanding of the activities and challenges of managing the early phases of a new product development, the so-called “fuzzy front-end”. It covers concepts, methods and tools for bridging the gap between strategic planning and new product development, for identifying opportunities, for generating and selecting product ideas, for developing product concepts, and for selecting new product development projects.

ETM 544/644 Organizational Project Management, (4)
Critical issues in organizational project management in technology-driven companies including characteristics and structure of organizational project management, linking competitive strategies with projects and project portfolios, and project culture. Includes: standardizing project management processes and project management maturity models, information systems, building a project office and developing organizational project metrics, behaviors and competencies of project managers, and the role of top management. Case discussions and term projects are included.

ETM 545/645 Project Management (4)
Critical issues in the management of engineering and high technology projects; analysis of time, cost, performance parameters from the organizational, people, and resource perspectives; project planning evaluation and selection, including project selection models; project and matrix organizations; project teams; scheduling and termination of projects. Case discussions and term projects are included in the course. Prerequisites: ETM 520/620 or consent of instructor.

ETM 546/646 Project Management Tools (4)
An in-depth study and review of the major problems and analytical techniques used in the planning and implementing of major industrial projects. Specific focus on three primary areas: (1) time management: network scheduling techniques, including CPM/PERT, Critical Chain, etc.; (2) cost: earned value analysis, and (3) risk: management techniques such as Monte Carlo analysis. An emphasis is placed on the integration of the techniques in the areas. The contingency approach to designing project management toolboxes based on the three areas of time, cost, and risk management is included. Prerequisites: ETM 545/645 or project management experience.

ETM 547/647 New Product Development (4)
Examines complete product development process and key issues in new product development critical to developing profitable products in today's technology oriented companies. Topics include technology integration, disruptive technologies, concurrent engineering, and creating innovative environments. Review of cases and published articles addressing these issues. Students develop a plan for a new product including risk assessments in areas such as manufacturing, design, and test.

ETM 548/648 Managing New Technology Introduction (4)
Management procedures and key underlying concepts for effective planning, development, and introduction into volume production utilizing new technology. Emphasis on semiconductor technology and manufacturing but most principles and methodologies are generally applicable to both hardware and software.

ETM 549/649 Management of Technology Innovation (4)
Describes and explains phenomena pertaining to technological innovation. Focus on the interplay between engineering/technology and the economical, cultural, psychological, social and technical aspects of the engineering environment. Provides technology managers a toolkit to make engineering and technical innovations successful. Also covers how engineering and technology management enables technological innovation.

ETM 550/650 Manufacturing Systems Engineering (4)
Underlying concepts of manufacturing or production systems; product and process planning; job/flow shops; group technology, and flexible manufacturing cells. Prerequisite: graduate standing or eligibility for admission to the engineering management program.

ETM 551/651 Manufacturing Systems Management (4)
Traditional and emerging techniques in manufacturing management; the evolution of concepts from EOQ to MRP and JIT including what has gone wrong with them. Other management level issues include aggregate production planning, enterprise requirements planning, and concurrent
the complete venture creation process: key issues
gy company or high technology venture. Covers
Examines how to start and grow a high technolo-
ling for quality; human resource and empower-
philosophies; planning, organizing, and control-
ical innovation and commercialization are
technology-driven industries in a global setting.
knowledge of probability and statistics.
Expert Systems in Engineering (4)
Insights into artificial intelligence exposing stu-
dents to the building of expert systems (ES) with
an emphasis on solving a variety of engineering
management problems; components of ES and an
emphasis on solving a variety of engineering man-
agement problems; components of ES and design
methodology; principles of heuristic and logic pro-
grammings; fundamental issues related to knowl-
edge acquisition, representation, inferencing, and
learning; design of inference engines and their
implementation. Fuzzy reasoning, neural nets, and
learning mechanisms and a review of some of the
more popular AI and ES shells.
Technology Marketing (4)
This course is designed to introduce students to the
special issues faced by managers marketing techno-
logical products in markets characterized by rapid
environmental change. Topics will include an exami-
nation of the marketing/engineering/manufacturing
interface, product innovation strategies, value-based
pricing, buyer behavior and strategic selling, compet-
itive market analysis and positioning, and distribu-
tion strategies. Emphasis is placed on strategies for
marketing technology products in industrial markets.
User-Centered Innovation (4)
Introduction to the various strengths and weak-
esses of approaches to innovation. Focuses on a
customer-driven methodology and introduces the
increasingly prominent role of design in creating
memorable experience, and emotional connection
with a product and/or a company.
Global Management of Technology (4)
Explores issues associated with the management of
technology-driven industries in a global setting.
Strategic planning and management of technolog-
ical innovation and commercialization are
explored in selected countries, using processes in
the US as benchmarks. A specific objective of this
course is to explore ways to manage the develop-
ment of competitive products or services, using
project teams focused on one or more countries.
Total Quality Management (4)
Critical principles and procedures of quality man-
agement in a competitive global environment; con-
temporary definitions of quality; quality in produc-
tion/services; quality economics; quality
philosophies; planning, organizing, and control-
ding for quality; human resource and empower-
ment strategies, and QC. tools. Case studies, pre-
sentations, term projects, and teamwork.
Technology Entrepreneurship (4)
Examines how to start and grow a high technolo-
gy company or high technology venture. Covers
the complete venture creation process: key issues
in high tech markets, startup finance, growth
strategies and exit strategies. Guest lectures by
practicing entrepreneurs, executives and finan-
ciers. Student teams create a technology startup
business around technology that they develop,
write a business plan and present their technology
business idea to a financier.
New Venture Management (4)
Explores actual emerging technologies that are
likely to impact or create technology-based indus-
tries in the next 1-5 years, and gives a framework
for identifying, analyzing, acquiring, implement-
ing and finally commercializing leading-edge tech-
nologies into new products or services.
Entrepreneurship in Technology, (4)
The development of new products and services is
fundamental to sustaining a long-term competi-
tive advantage. The efforts of the individual or
team of entrepreneurs who are responsible for this
activity become even more complex when the
activity must be carried out inside an existing on-
going business. Explores a procedural framework,
along with typical issues often encountered such as
resources, timing, political conflicts, bureaucrata-
cy, and other obstacles that must be overcome to
succeed in developing products within an existing
company. Recommended prerequisites: ETM
555/655 and ETM 555/655.
Probability and Statistics for Technology
Management (4)
Provides coverage of probability and statistics con-
cepts with a balance of both engineering and
managerial orientations with relevant applications.
Topics include probability distributions, sampling,
statistical inference, hypothesis testing, and regres-
tion. Technology management research papers
using these approaches will be examined and a
group project will apply these techniques to real
world cases.
Research Methods for Engineering and
Technology Management (4)
This course provides coverage of a range of tech-
niques employed in technology management
research and issues confronting new researchers. It
is open to students enrolled in graduate programs
or considering Ph.D. programs both in ETM and
from other departments. Statistical topics include a
variety of statistical techniques including proper
selection, use, and interpretation of parametric,
nonparametric, and multivariate techniques.
Additional topics covered include literature review
methods and tools, hierarchy of research questions,
survey design, research ethics, and visual display of
quantitative information. Prerequisites: probability
and statistics or consent of instructor.
Knowledge Management (4)
Introduction to some of the critical issues and
debates in knowledge management. Stresses the
human and business aspects of knowledge man-
agement. Taught from the perspective of the user
of technical tools and methods.
Role of Government in Technology
Management (4)
In their desire to grow their nation’s economies,
governments often play an enormous role in fos-
tering and regulating technology-related indus-
tries. Explores the connection between the GDP
and its growth that is driven by technology and
technology businesses.
Managing Emerging Technologies (4)
Explores 10 current emerging technologies that are
likely to impact or create technology business
industries in the next 5-10 years. Develops a
framework for identifying, analyzing, implement-
ning and finally commercializing leading-edge tech-
nologies into new products or services.
Management of Intellectual Capital (4)
Learn strategies that technology companies use to
maximize profits through intellectual capital, with
a focus on legally protected intellectual property.
Understand that companies in different industries
require different strategies. Learn how to research
a company’s intellectual capital and prepare an
appropriate intellectual capital management plan.
Engineering and Technology Management
Synthesis (4)
This is the capstone course in the Engineering
Management Program. It synthesizes the concepts
and methodologies of engineering and technology
management into an individual or group project.
The research base for the project may come from
any combination of the study areas covered in the
Engineering Management Program.
Research (Credit to be arranged.)
Independent Study (Credit to be arranged.)
Thesis (Credit to be arranged.)
Cooperative Education/Internship
(Credit to be arranged.)
Reading and Conference
(Credit to be arranged.)
Special Problems/Projects
(Credit to be arranged.)
Seminar (Credit to be arranged.)
Selected Topics (Credit to be arranged.)
Software Engineering
Principles of Software Engineering (3)
An introduction to software engineering in industry.
This course focuses on understanding the nature of
software engineering, the software engineering pro-
cess, and the problems and solutions manifest in
real software development and modification proj-
ects. Different models of the software engineering
process are compared and contrasted. Current best
practices in software engineering and various
approaches to software process improvement are
presented. Two years of software development expe-
rience is required for registration.
OMSE 511
Software Project Management (3)
Provides the knowledge and skills needed to plan,
organize, lead, and control a software project. Topics
include planning and estimating, measuring and
controlling, and leading and directing a software
project. Quantitative measures and risk manage-
ment will be emphasized throughout the course.
Students will prepare project plans for real or hypo-
thetical software projects, to include effort, cost,
and schedule estimates and risk management plans. Two
years of software development experience is required for registration.

OMSE 513 Professional Communication Skills for Software Engineers (3)
Covers the skills necessary for appropriate professional conduct and effective communication in a professional setting. It includes technical writing, making effective presentations, conducting effective meetings, conflict resolution, team and decision-making skills, and professional ethics. Students will engage in a project that covers the major topics of the course. Two years of software development experience is required for registration.

OMSE 521 Using Metrics and Models to Support Quantitative Decision Making (3)
Provides the knowledge and skills needed to apply quantitative tools to the role of requirements and the basis of the software product and development process to make decisions under uncertainty. Topics covered will include measurement concepts, decision-making under uncertainty, and model and metric development for the software development enterprise. Foundation coursework is required for registration.

OMSE 522 Modeling and Analysis of Software Systems (3)
Abstract models are used to formalize specifications of software systems. Formalized reference specifications serve as a basis for the design of software implementations and for validating critical properties of software systems. Provides the fundamental mathematical concepts needed to understand abstract models of software and to reason about them. Foundation coursework is required for registration.

OMSE 525 Software Quality Engineering (3)
Processes, methods, and techniques for developing quality software, for assessing software quality, and for maintaining the quality of software. Tradeoffs between software cost, schedule time, and quality. Integrating quality into the software development process; formal review and inspection methods; principles of testing and test planning; module design for testability; maintaining quality while supporting existing software. Two years of software development experience is required for registration.

OMSE 531 Software Requirements Engineering (3)
Principles, tools, and techniques for requirements elicitation, specification, and analysis. Focus on understanding the role of requirements in the development process, goals of the requirements phase, essential difficulties of specifying requirements for real systems, and effective methods, tools, and techniques. Covers techniques for formally modeling and specifying software requirements with hands-on experience. Two years of software development experience is required for registration.

OMSE 532 Software Architecture and Domain Analysis (3)
Methods and principles of the architectural design of complex, large-scale software systems to accommodate change and evolution through many product releases or versions. Survey of the major architectural styles, their strengths and weaknesses, and architectural trade-offs with respect to system goals and desired properties. Study of architectural approach to development of open systems and frameworks based on case studies. Software engineering of domain-specific software architectures for families of systems (e.g., product lines) including domain analysis, domain modeling, and design of domain-specific software architectures. Relation of software architecture to requirements and its effects on downstream design and software evolution. Students examine domain analysis and the architectural design process and products in the business context and understand the effect of decisions on cost and schedule. Foundation coursework is required for registration.

OMSE 533 Software Design Techniques (3)
Covers the principles of software design and a survey of design methods, techniques, and tools. In-depth and hands-on study of at least one method such as object-oriented design as applied to a realistic industrial problem. Examines the effects of design decisions on the functional and non-functional properties of the software (e.g., ease of understanding, maintainability, and reuse) and how software engineering principles are applied to make appropriate trade-offs. Also examines the design process and products in context including the effect of design decisions on function, quality, cost, and schedule. Foundation coursework is required for registration.

OMSE 535 Software Implementation and Testing (3)
Covers the principles of implementing and verifying computer software. Implementation topics include coding style, packaging principles, reuse, testability, and maintainability. Verification topics include structural (white box) testing and techniques for code verification. Also included will be verification and integration of foreign code; testing techniques and how to apply them; including code-based and specification-based testing; hands-on application of the testing process including test case generation; and test adequacy, test validation, test execution, and automation. Foundation coursework is required for registration.

OMSE 551 Strategic Software Engineering (3)
Where traditional software engineering focuses on the development and maintenance of individual systems, strategic software engineering addresses the development of multiple systems over time. Significant gains in productivity, cost, and schedule can result from systematic improvement of the software development process and systematic reuse of life-cycle products over multiple developments. Covers the principles, methods, and tools for strategic software development including process modeling and improvement, developing programs as families of systems, and systematic approaches to code generation and the reuse of non-code products, including requirements and design. Prerequisites: All previous OMSE courses.

OMSE 555/556 Software Development Practicum I, II (3, 3)
In the practicum courses, students apply skill gained in the foundation and context courses to synthesize a solution to a real software development problem. Students work in teams to analyze a problem, develop a software concept, plan a software development effort, define requirements, and implement a solution. Students will work closely with OMSE program faculty and, where possible, industrial reviewers to apply advanced software engineering techniques to a disciplined development of a realistic product and evaluate the results. Prerequisites: All previous OMSE courses.

Mechanical Engineering

ME 199 Special Studies (Credit to be arranged.) Consent of instructor.

ME 241 Manufacturing Processes (4)
Study from the designer's viewpoint of the principal manufacturing processes utilized. Includes casting, forming, material removal, and joining processes. Process selection will be discussed in terms of the economics, process effects on the products, and dimensional and quality of the finished product. Lecture and laboratory. Prerequisite: EAS 215.

ME 304 Energy and Society (4)
Study of the energy problem: a complex societal problem which has a major technical component. Designed to help nonscience majors understand the technical side of the energy problem as well as the multidisciplinary effects of technical decisions on the social, political, and economic framework. Examination of energy requirements and usage, energy resources, methods for producing energy, environmental and economic implications of energy production, energy conservation, and energy policies. Power production techniques utilizing coal, nuclear, solar, wind, geothermal, and other energy sources will be studied. Prerequisite: upper-division standing.

ME 313 Analysis of Mechanical Components (4)
Stress and deflection analysis of structural components including review of stress and strain; curved beams; pressure vessels, impact loading, stability, and energy methods. Topics will be synthesized in a design project. Prerequisites: EAS 212, Mth 261.

ME 314 Analysis and Design of Machine Elements (4)
Analysis and design of machine elements and systems, covering failure theories, fatigue, fasteners, welds, gears, springs, bearings, introduction to stochastic design. Topics will be synthesized in a design project. Prerequisite: ME 313.

ME 321 Engineering Thermodynamics I (4)
Study of energy sources and utilization; First and Second Laws of thermodynamics; closed and control volume systems; thermodynamic processes and cycles; thermodynamic properties; heat power systems; Prerequisites: Ph 223, Mth 252.

ME 322 Applied Fluid Mechanics and Thermodynamics (4)
Internal flow, external flow, and compressible flow. Lift and drag. Turbomachinery, combustion, and psychrometry. Prerequisites: EAS 361, ME 321.

ME 323 Heat Transfer (4)
Fundamentals of engineering heat transfer with design applications; steady-state and transient analysis of conduction in one and two dimensions; concepts of convection, forced convection, internal and external flows, natural convection, and heat exchanger design; study of radiation concepts and radiation exchange between surfaces.
Prerequisites: Mth 256, Mth 261, ME 321, EAS 361.

**ME 350**
Numerical Methods in Engineering (4)
Introduction to numerical methods used in engineering. Topics include: number representation and truncation errors, integration, differentiation, interpolation and approximation, linear system of equations, non-linear equations, and solution of differential equations. Prerequisites: EAS 101, Mth 261.

**ME 351**
Vibrations and System Dynamics (4)
An introduction to vibrations and system dynamics for single and multiple degree-of-freedom linear systems. The course includes: free and forced vibrations: resonance; modeling of mechanical, fluid, and electrical systems; Laplace transforms; and dynamic system response in the time and frequency domains. Computer analysis and solution techniques will be utilized. Prerequisites: EAS 215, Mth 256, Mth 261, EAS 361, ECE 241, ME 352.

**ME 401**
Research (Credit to be arranged.)
Consent of instructor.

**ME 403**
Honors Thesis (Credit to be arranged.)
Consent of instructor.

**ME 404**
Cooperative Education/Internship (Credit to be arranged.)
Consent of instructor.

**ME 405**
Reading and Conference (Credit to be arranged.)
Consent of instructor.

**ME 406**
Special Projects (Credit to be arranged.)
Consent of instructor.

**ME 407**
Seminar (Credit to be arranged.)
Consent of instructor.

**ME 410**
Selected Topics (Credit to be arranged.)
Consent of instructor.

**ME 411/511**
Engineering Measurement and Instrumentation Systems (4)
Principles and applications of measurement methods and instrumentation techniques, as used in various engineering disciplines, are studied. Examination of general measurement concepts and instrumentation characteristics. Specific devices for measuring such parameters as displacement, force, strain, pressure, flow, temperature, motion, time, and frequency are discussed. Testing and verification of theory, design, and laboratory evaluation of mechanical components and systems are also made. Lecture and laboratory. Prerequisites: ECE 221, senior standing in engineering.

**ME 413/513**
Engineering Material Science (4)
Study of materials with emphasis on solids; effect of microstructure and macrostructure on properties; equilibrium and non-equilibrium multiphase systems; effects of mechanical and thermal stresses, electromagnetic fields, irradiation, and chemical environments, surface and related phenomena; examples from metallic, ceramic, polymeric, and composite materials. Prerequisite: EAS 213.

**ME 415/515**
Advanced Topics in Energy Conversion (4)
Topics chosen for relevance to current technological practice concerned with energy conversion. Examples include cogeneration, combined cycles, gas-power plants in the Northwest, wood waste utilization, advanced engine design and combustion, systems, and energy conversion systems pollution control. Each offering of this course will focus on a different single selected topic.

**ME 418/518**
Analysis of Powerplant Cycles (4)
Review of thermodynamic cycle analysis for power generation systems. Advanced treatment of conventional Rankine and gas turbine powerplant cycles. Analysis of advanced energy conversion cycles and schemes, including combined cycles, binary cycles, cogeneration, and fluidized bed reactors. Application to power generation such as geothermal electric and solar thermal electric. Utilization of garbage and wood wastes. Project required. Prerequisites: ME 322 or equivalent and consent of instructor.

**ME 420/520**
Thermal Systems Design (4)

**ME 421/521**
Heating, Ventilating, and Air Conditioning Design Fundamentals (4)
Fundamental principles and methods of controlling living space environments; design of heating, ventilating, air conditioning, and refrigeration systems for residential, commercial, and industrial purposes. Topics include: moist air properties (psychrometrics), air conditioning processes, indoor air quality (comfort and health), heat transmission in building structures, solar radiation, space heating and cooling load analysis, energy calculations, and air conditioning systems and equipment. Prerequisite: ME 323.

**ME 422/522**
Building Energy Use Modeling (4)
Analysis of annual energy use of residential and commercial buildings. Emphasis on computer simulation techniques for analysis of building energy use and study of energy-efficient building design. Topics include: heat loss and gain in buildings, heating and cooling load calculations, energy use analysis, daylighting in commercial buildings, energy efficiency, green building technologies, and modeling for energy code compliance. Project in design/simulation.

**ME 424/524**
HVAC System Design and Controls (4)
Design of HVAC equipment, integration of systems, and design of controls for buildings. Application of HVAC fundamentals. Subjects include: building; block and zone load estimates; air/hydrone systems design; refrigeration; air-handling units; cooling and heating plants; basic control concepts; sensors and actuators; pneumatic, electronic, and digital controls; HVAC subsystem and controls; complete HVAC systems and controls. Prerequisites: ME 421/521 and 351.

**ME 426/526**
Solar Engineering (4)
Overview of solar energy and its applications.

Solar resources, solar economics, collector technology, solar thermal systems, power generation, industrial applications, thermal storage, photovoltaics, and design of systems for effective utilization of solar energy. Prerequisite: ME 323.

**ME 437/537**
Mechanical Systems Design (4)
Objective of this course is to integrate various analysis methods in the context of design projects with realistic constraints. Emphasis is on defining problems, identifying solution methods, and synthesizing solutions while considering production and economic factors. Teamwork, communication skills, and ability to learn independently is highly emphasized. Prerequisites: ME 241, 351, 314.

**ME 441/541**
Advanced Fluid Mechanics (4)
Partial differential equations governing the conservation of mass, momentum, and energy of Newtonian fluids are derived. Dimensional analysis is used to simplify the governing equations and in particular justify the assumption of incompressible flow. Exact solution of the Navier-Stokes equations are presented. Boundary layer approximations to the governing equations are derived, and both exact and integral solutions are obtained. Prerequisite: EAS 361.

**ME 442/542**
Advanced Heat Transfer (4)
Advanced treatment of the principles of conductive and convective heat transfer. Analytic and numerical solutions of heat conduction problems. Laminar and turbulent convective heat transfer. Prerequisites: ME 322, 323.

**ME 445/545**
Advanced Topics in Thermal and Fluid Sciences (4)
Course topics are chosen for relevance to current technological practice concerned with thermal and fluid sciences. Each offering of this course focuses on a specific area and is not a survey. Examples include thermal management of electronic equipment and theoretical fluid mechanics.

**ME 447/547**
Transfer and Rate Processes (4)
An advanced treatment of heat, mass, and momentum transfer. Development of the conservation laws, transport laws, transport properties, and basic analytic solutions. Applications to heat transfer equipment, catalytic reactors, drying processes. Prerequisites: ME 323, EAS 361, senior or graduate standing.

**ME 448/548**
Applied Computational Fluid Dynamics (4)
Computational fluid dynamics (CFD) is presented as a design tool for analyzing flow and heat transfer. Algorithms implemented in commercial CFD packages are reviewed. Training in use of a commercial code is provided. Case studies reinforce fundamental understanding of flow and heat transfer, and highlight the implementation-specific aspects of commercial codes. An independent project is required. Prerequisite: ME 441/541.

**ME 449/549**
Thermal Management Measurement (4)
Provides a survey of laboratory-based techniques used to diagnose electronic cooling problems, and to obtain design data for developing thermal management solutions. Provides significant practical experience: students design and build their own experiments; they take and analyze their own data. Measurements are made with hand-held instruments, bench-top instruments, and with computer equipment.
controlled data acquisition systems. Data reduction techniques involving centering (removal of bias error) and uncertainty analysis are used extensively. Lecture and laboratory. Prerequisites: ME 323, 411.

ME 450/550 Solid Modeling (4)
Emphasis is on solid model construction methods using state-of-the-art solid modeling software. Topics include use of parametric geometry, construction and modification of solids, building and animating assemblies, working in groups, building sheet metal parts, drafting, and the presentation of the fundamentals of solids modeling including representation and manipulation of wireframes, surfaces, and solids. Lecture and laboratory. Prerequisite: senior or graduate standing in engineering or a closely related field.

ME 452/552 Control Engineering I (4)
Introductory control class offered to upper-division mechanical engineering undergraduates and graduate students. Includes classical theory as applied to linear systems with topics: mathematical modeling of control systems; transfer functions and block diagrams; transient response; stability; root-locus method; frequency response method; and control system design techniques. Computer analysis and solution techniques will be utilized. Prerequisites: upper-division ME undergraduate or graduate student; Mth 256; ECE 221; ME 351.

ME 453/553 Control Engineering II (4)
Continuous control system design and applications using transfer function and state variable approaches. Introduction to digital control system design, including: transfer function and state space formulation, and time and frequency domain analysis techniques. Computer analysis and solution techniques will be utilized. Prerequisite: ME 452/552.

ME 454/554 Controls Engineering Laboratory (4)
Design, construction and implementation of continuous controllers using analog devices. Experimental identification of the dynamic properties of mechanical systems. Digital controllers introduced, implemented and compared with the corresponding continuous controllers. Recommended prerequisite: ME 453/553. Prerequisite: ME 452/552.

ME 455/555 Finite Element Modeling and Analysis (4)
The finite element method as related to the solution of mechanical design problems including thermal stress analysis. Various element formulations will be discussed, and existing commercial codes will be used to demonstrate modeling and analysis techniques. Prerequisite: ME 455: ME 314; ME 555: graduate standing in engineering.

*ME 457/557 Introduction to Robotics (4)
Robot kinematics dynamics and control; basic components of robots: controllers, power supplies and end effectors; industrial applications of robots using peripheral devices, sensors, and vision. Prerequisite: ME 351.

*ME 458/558 Principles Of CNC Machining (4)
A study of principles of machining, tool path generation and analytic geometry; part design and programming, integration of CAD/CAM software, structure and control of CNC machines, and introduction to computer-integrated-manufacturing. Prerequisite: ME 241 and senior standing in mechanical engineering. Lecture and laboratory. Prerequisites: ME 241 and senior standing in mechanical engineering.

*ME 463/563 Advanced Topics in Control Engineering (4)
Mathematical foundations and applications of various advanced topics in control engineering for both continuous- and discrete-time systems. Prerequisite: ME 453/553.

ME 471/571 Process Measurement and Control (4)
Introduction to process control hardware, software, and interfacing. Lecture topics include: number systems, hardware concepts, data movement, programming, and interfacing. Lab exercises involve the use of microcomputers interfaced and programmed for various control and data acquisition applications. Lecture and laboratory. Prerequisites: ME 411/511; ECE 201, 221.

ME 475 Joining Processes and Design (4)
Course covers welding, brazing, and soldering processes such as: shielded metal arc, gas metal arc, pulse gas metal arc, flux core arc, gas tungsten arc, plasma arc, submerged arc, electroslag, resistance, gas, and older welding processes; diffusion brazing, transient liquid phase bonding, wave soldering, reflow soldering, and others. Manual, automatic, and robotic methods of welding, brazing, and soldering. Rapid and economical cutting methods such as: plasma, laser, andoxy-fuel cutting. Welding design with steel, stainless steel, and aluminum alloys will be emphasized. Design of joints to provide economy, strength, and crack resistance. Heat flow calculations in welding: preheat calculations and other crack-preventing calculations will be utilized. Welding codes will be covered. Prerequisite: ME 241.

ME 476 Materials Failure Analysis (4)
Fundamental mechanisms related to failure of metal and alloys used in engineering structures. Mechanisms include: ductile and brittle fracture, fatigue, corrosion fatigue, wear, liquid erosion, stress corrosion, hydrogen-assisted cracking, elevated temperature failures, and many others. Analytical tools used to identify types of failures including: optical metallography, scanning electron microscopy, secondary ion mass spectroscopy, electron probe microanalysis, X-ray photoelectron spectroscopy, Auger electron spectroscopy, and others. Ductile, brittle, intergranular, cleavage, quasi-cleavage, and microvoid coalescence modes of fracture are discussed. Failures in weldments, brazed and soldered joints, castings, bearings, boles, forgings, pipelines, bridge components, gears, springs, wear components, tools, and dies. Prerequisite: ME 314.

*ME 481/581 Mechanical Tolerancing (4)
Principles of current dimensioning and tolerancing standards including their syntax, meaning, methods of verification, and their relation to design requirements. Statistical techniques for tolerance analysis and synthesis relevant to various assembly and fit requirements. Other topics include standards of surface roughness, limits and fits, and relevant hardware and software products. A term project on a mechanical part product intended for manufacturing is required. Prerequisites: ME 241, 491 concurrently.

ME 488 Design of Experiments (2)
Principles of planning the data collection scheme in industrial experimentation. Topics to be covered are methods of statistical inference, randomization, blocking, empirical and mechanistic model building using factorial, fractional factorial designs, and least squares methods. Prerequisite: Stat 451 CM.

ME 491 Design Process (2)
Design methodologies will be discussed as a framework for solving broadly defined technology problems. Interdisciplinary organizational principles will be presented as tools in the design process and as a foundation for the subsequent project course. Lectures, weekly and term case studies. Prerequisites: ME 314, ME 322, ME 351, WS 327.

ME 492 Conceptual Design Project (4)
Application of design methodology to original projects performed by groups of 3 to 5 students under faculty and industrial adviser. Design process will encompass engineering analysis and broader factors such as group organization, interdisciplinary interaction, and communication. The project problem to alternative selection phases will be emphasized. Lectures, group, and class presentations. Prerequisite: ME 491.

ME 493 Detailed Design Project (4)
Application of design methodology to original projects begun in ME 492. The alternative selection to implementation phases will be emphasized. Lectures, group and class presentations. Prerequisites: ME 492.

ME 501 Research (Credit to be arranged.)
Consent of instructor.

ME 503 Thesis (Credit to be arranged.)
Consent of instructor.

ME 504 Cooperative Education/Internship (Credit to be arranged.)
Consent of instructor.

ME 505 Reading and Conference (Credit to be arranged.)
Consent of instructor.

ME 506 Special Projects (Credit to be arranged.)
Consent of instructor.

ME 507 Seminar (Credit to be arranged.)
Consent of instructor.

ME 510 Selected Topics (Credit to be arranged.)
Consent of instructor.

*ME 512/612 Advanced Vibrations (4)
Vibration analysis of single and multiple degree of freedom systems. Topics include: (1) modeling of linear systems using matrix methods; (2) modal analysis; (3) general forcing and Fourier series methods; (4) random and self excited vibrations; (5) nonlinear vibrations. Prerequisite: ME 351.

*ME 543 Advanced Engineering Thermodynamics (4)
Thermodynamics of physical and chemical sys-
tems with engineering applications: basic thermodynamic relationships; advanced techniques for their use; systems of variable composition; heat effects for reacting systems; equations of state, phase, and chemical equilibria for ideal and nonideal systems. To include one or more of several special topics: chemical kinetics; reactor analysis fundamentals; second law analysis of thermodynamic systems; introduction to statistical thermodynamics; advanced energy conversion systems. Prerequisite: ME 321.

ME 551/651 Engineering Analysis (4)
Application of mathematical techniques to the solution of controls, dynamics, mechanical, and transport phenomena problems. Emphasis given to modeling, physical interpretation, and normalization. Topics include modeling, linear systems, partial differential equations, and complex variables. Prerequisite: graduate standing.

*ME 562 Engineering Numerical Methods (4)
Numerical methods applied to engineering problems. Coverage includes interpolation, integration, root solving, solution of boundary value and initial value problems, solution of linear systems. Programming will include Fortran or C, MATLAB and Maple. Prerequisites: ME 352.

*ME 565 Advanced Finite Element Applications (4)
Discussion and implementation of advanced element types and modeling techniques in finite element analysis; topics include plate and shell elements, non-linear problems (geometric, materials, and gap/contact), frequency and buckling, thermal conduction, and steady-state flow problems. Implementation of the above topics using available commercial finite element analysis codes. Prerequisite: ME 455/555.

*ME 588 Design of Industrial Experiments (4)
Presents the statistical basis of industrial experimentation used in process and design improvement. Topics include model building, randomized and blocked designs, Latin squares, analysis of variance, factorial designs, fractional factorial designs, time series analysis, and evolutionary operations. Prerequisite: Stat 451 CM.

*ME 596 Design Optimization (4)
Application of Numerical Optimization techniques to engineering design process. Mathematical theory of optimization and application problems in structural and machine component design will be discussed. The course involves computer-aided design optimization projects. Prerequisite: graduate standing in engineering.

ME 601 Research (Credit to be arranged.)
Consent of instructor.

ME 603 Thesis (Credit to be arranged.)
Consent of instructor.

ME 604 Cooperative Education/Internship (Credit to be arranged.)
Consent of instructor.

ME 605 Reading and Conference (Credit to be arranged.)
Consent of instructor.

ME 606 Special Projects (Credit to be arranged.)
Consent of instructor.

Consent of instructor.

ME 607 Seminar (Credit to be arranged.)
Consent of instructor.

ME 610 Selected Topics (Credit to be arranged.)
Consent of instructor.

Materials Science and Engineering

ME 507 Seminar (Credit to be arranged.)
Consent of instructor.

ME 513 Engineering Design for Materials Scientists (4)
Application of engineering design principles to materials problems: problem definition, design methodology, design philosophy, and practice. Introduction to fundamentals of machine design, mechanical models, mechanical systems. Required course for materials science and engineering students without an engineering background. Prerequisite: graduate standing.

ME 515 Material Testing Methods (4)
Discussion and application of techniques for materials scientists including image analysis, thermal-physical analyses, fracture, and materials testing. Lecture and laboratory. Prerequisite: graduate standing.

ME 547 Diffusion (4)
The mathematics, physics, and applications of diffusion theory in materials science. Topics include carburization, nitriding, and sensitization of metals; oxidation and ion implant in semiconductors, and polymer diffusion. Prerequisite: Mth 261, EAS 213, graduate standing.

Systems Engineering

SysE 561 Logistics Engineering (4)
Concentrates on logistics from a systems engineering perspective. Systems will include a mix of products and processes, materials, equipment, software, people, data, information, and services, within in some form of hierarchy. The design for supportability/serviceability, the production and effective distribution for customer use, and the sustaining maintenance will be addressed on a total system life-cycle basis, with particular emphasis in the early phases of the development of new systems and/or reengineering of existing systems. Prerequisite: basic knowledge of systems engineering concepts and statistics.

SysE 573 Requirements Engineering (4)
Students gain knowledge to translate needs and priorities into process requirements that are the starting point for the engineering of complex hardware/software systems. Topics include: larger context in which requirements for a system are developed; developing mission needs or market opportunities first versus assessing available technology first; translating needs and priorities into an operational concept and then into specific functional and performance requirements; assessment of requirements, including such aspects as correctness, completeness, consistency, measurability, testability and clarity of documentation; relationship between interface definitions and requirements; risk management of requirement issues, and stakeholders input to increase the prospects for project success. Case studies will be used, many provided by students and involving software-intensive systems. Recommended prerequisite: SysE 591.

SysE 575 Reducing Risk in Decision Making (4)
Examines the concepts, techniques and tools for managing risk and making decisions as key components of the systems engineering process. Risk concepts notes a measure of the probability and severity of an undesired event. Begins with an overview of the risk management (identifying, assessing, monitoring, and mitigating) and decision process. Differences between mission critical and non-mission critical programmatic risk emphasized. Other topics include the limits of expected value-based risk analysis, decision making strategies such as max/min, min-max, and expected value. Prerequisite: elementary decision analysis and decision trees, multi-objective decision making, pareto techniques, optimality, and trade-off analysis will be covered. Risk and decision techniques will be contrasted with the interfacing processes of program management and software engineering, from both the government and industrial perspectives. Prerequisite: experience with systems engineering process.

 SysE 590 Integrative Workshop (1-4)
Systems engineering is an acquired behavior to be developed throughout the master's degree program. Students and faculty advisors will engage in creative, hands-on workshop activities integrating technical specialty skills and project experience invoking systems engineering applications of communication, synthesis and creativity, team building, problem solving, management of time and resources, and system life-cycle thinking. A student portfolio will document the program plan and document that the desired behavioral change is taking place. Prerequisite: consent of instructor. Pass/No pass only.

SysE 591 Systems Engineering Approach (4)
Engineering of complex hardware/software systems encompasses quantitative methods to understand vague problem statements, determine what a proposed product/system must do (functionality), generate measurable requirements, decide how to select the most appropriate solution design, integrate the hardware and software subsystems, and test the finished product to verify it satisfies the documented requirements. Additional topics that span the entire product life cycle include interface management and control, risk management, tailoring of process to meet organizational and project environments, configuration management, test strategies, and trade-off studies. Prerequisite: consent of instructor.

SysE 595 Hardware-Software Integration (4)
Systems engineering is applied to the integration of hardware/software systems, focusing on embedded computer products development and information technology systems. Factors that affect the selection of hardware and software solutions in design will be examined, as well as the use of trade studies to optimize the efficiency of integration issues. Techniques for partitioning of system-level functions and requirements to hardware/software components will be provided, as well practical guidance, through case studies, process templates, and design checklists. Prerequisite: basic understanding of hardware and software development.
School of Fine and Performing Arts

B.A., B.S.—Architecture, Art, Arts Studies, Film, Music, and Theater Arts
B.A.—Art History
B.F.A.—Art Practices
B.M.—Music
Minor in Architecture, Art, Dance, Film Studies, Jazz Studies, Music, and Theater Arts
Secondary Education Program in Art, Music, and Theater Arts
M.F.A.—Contemporary Art Practices
M.A.T., M.S.T.—Music
M.M.—Music
M.A., M.S.—Theater Arts

The mission of the School of Fine and Performing Arts is based upon the belief that students make the most creative progress when taught by professional working artists in a thriving urban environment. The school is committed to the study and practice of architecture, art, music, theater arts, and dance within a nurturing environment that encourages individual growth and imagination. Located in the heart of Portland’s cultural district, the school resides within the Park Blocks of downtown, in which the major arts organizations are based, such as the Portland Art Museum and the Portland Center for the Performing Arts. We view this as our extended campus. Within blocks of the school reside theaters, galleries, professional studios, and design and architectural firms, which provide a stimulating environment in which our students develop through interactions and internships. The combination of a celebrated faculty and a professional arts environment creates exciting and challenging undergraduate and graduate programs with high professional standards.

Undergraduate program

Arts Studies – B.A., B.S. degree. The Arts Studies program gives students the option to major in the arts gaining experience in a minimum of two, three, and possibly all four of the fields offered in the School of Fine and Performing Arts (art, architecture, music, and theater art).

This degree serves those undergraduates who would like to major in the arts but who do not wish to specialize in a single area, as well as other students with an interest in multiple art forms. Additionally, the program provides an undergraduate option in the arts for those students who wish to pursue teaching in elementary schools. At PSU as well as at other institutions, the School of Education is a graduate school. Students are required to have completed a BA/BS degree prior to entering the program. Students who complete the Arts Studies degree would then apply to a school of education to complete their teaching education and credentialing.

The degree requires 52 credits of study, including three FPA courses, two that provide a foundation and a third that serves as a senior project allowing students to apply what they have learned in the study of multiple arts theory and practice. This project may involve community-based learning, internships, apprentice teaching or creative projects. Students take 16 credits of entry level course work in both arts theory and practice, continue their exploration in at least two fields, taking 24 upper division credits chosen with an adviser and finish with the senior project.
Degree requirements

Requirements for Bachelor of Arts and Bachelor of Science in Arts Studies. Each student enrolled in the Arts Studies BA/BS must complete 52-hours of coursework from the following disciplines: Art, Architecture, Music and Theater Art. Students will plan with the degree adviser, the Associate Dean for the School of Fine and Performing Arts. Students with their adviser should pay particular attention to any courses that are prerequisites for upper division coursework they may want to take as they plan their coursework.

Each student will participate in a multidisciplinary course at three points in the curriculum, entering, mid-point and exiting: FPA 101 (4 credits), FPA 301 (4 credits), FPA 445 (4 credits).

The majority of courses necessary to fulfill the Arts BA/BS are currently a part of the course catalogue. The FPA abbreviation is used to distinguish three new courses: 101, 301 and 445 that are specifically meant to serve the BA/BS.

Core – required for all students

1. First year *FPA 101 Perspectives in the Arts (4)
   Mid-point *FPA 301 Creative Thinking in the Arts (4)
   Exit course (taken after completion of minimum of 40 credits in the major) *FPA 445 Senior Project (3-6)

2. Eight credits taken from 2 different disciplinary areas from the following list of courses; a total of two courses in theory/two in practice from two different disciplinary areas.

Art

Practice

Art 115 Foundation Studio 1: Two-dimensional design (4)
Art 116 Color Theory (4)
Art 120 Computer Graphics for Art and Design (4)
Art 131 Introduction to Drawing (4)

Art 230 Alternative Drawing I (4)
Art 270 Intro to Printmaking I (4)
Art 271 Intro to Printmaking II (4)
Art 281 Intro to Painting I (4)
Art 282 Intro to Painting II (4)
Art 257 Video I (4)
Art 262 Photo Imaging I (4)

Theory

ArH 204, 205, 206 History of Western Art (4, 4, 4)
Art 260 Photographic Seeing (4)

Architecture

Practice

Arch 180 Beginning Design Studio, I (6)
Arch 181 Beginning Design Studio II (6)

Theory

Arch 100 Introduction to Architecture (4)
Arch 230, 231, 232 Architecture and Cultural History I, II, III (4, 4, 4)

Music

Practice

MUS 190, 290, Applied Lessons (1-4)
MUS 195, 196, 197, 198; Band, Orchestra, Choir, Jazz Lab Band (1)
MUS 191 OR 192 OR 193 Class piano, guitar, or voice (2)

Theory

MUS 101, 102, 103 Basic Materials (4, 4, 4)
MUS 111, 112, 113; Music Theory (3,3,3)
MUS 201, 202 Introduction to Music (4,4)
MUS 203; Music in the Western World (4)
MUS 261, 262, History of Rock and Roll (4,4)

Theater Art

Practice

TA 102 Introduction to Acting (4)
TA 147 Movement for Actors (2-3)
TA 350 Dance Improvisation (4)
TA 351 Dance Composition (4)
TA 248 Acting I: Process (4)
TA 111/114 Tech Theater Prod I (4)

Theory

TA 101 Theater Appreciation (4)
TA 102 Dance Appreciation (4)
TA 121 Understanding Movies (4)
TA 305 U Understanding Theater (4)

3. Approximately 24 upper division credits taken from at least two of the four areas. As majors may take any 300/400 in any of the four areas that have no prerequisites or for which they have taken the appropriate prerequisites.

Total 52

Architecture

235 Shattuck Hall
503-725-8405
www.pdx.edu/arch

B.A., B.S.—Architecture
B.A., B.S.—Architecture with Concentration in Architectural Project Management
Minor—Architecture
M. Arch

The architecture program engages students in the fascinating creative questions that pertain to the making of architecture. The program develops the creative identity of each student while nurturing civic responsibility, critical judgment and the representational and technical ability to translate ideas into plausible architectural works. This lies at the heart of an educational experience that provides a rich initiation into the world of architectural practice and preparation for a career as a licensed professional. The heart of the program resides in the architecture design studio and is nourished by the accompanying lecture and seminar courses that bring focused study in the humanities, technology, and the profession. Alongside a progressive attitude to design process and theoretical speculation, the program participates in the advancement of knowledge in contemporary issues and technologies of sustainable urban living and environmental stewardship.

In giving place to human situations architecture bears the responsibility of being the most public of the arts and it cannot be practiced meaningfully without a conversation with the community at large. Our design studio classes, in particular, are sustained by an engagement beyond the university to the lifeworld we share with our urban cohabitants, including direct interaction with the architectural practice community through our extensive networks of architectural discourse and practice.
adjunct professors, critics, guest speakers and advisers. This fosters the generation of imaginative responses to the challenge of ‘what ought to be’ in the context of ‘what is’.

The educational emphasis of the program encourages students to recognize the value of creative engagement with the prevailing realities of the city as a primary means of cultural transformation, and to perceive Portland as an ‘urban laboratory’ for experimental investigations of contemporary human issues. This takes place through interaction and dialogue with the communities at large and by continual acts of interpretive making with diverse media at multiple scales, including full-size fabrication.

Undergraduate programs

Portland State University encourages the study of architecture at undergraduate level in the context of a broad and enriching liberal arts education. It is important to understand the place of a specialist or professional knowledge of architecture in relation to its wider cultural setting. Students studying for the undergraduate degree would include those seeking a professional education leading to graduate study and eventually licensure, those seeking careers in design and related fields, and those interested in a liberal arts education focused on architecture.

Admission requirements

Admission to the department as an undergraduate is based on general University admission requirements.

Degree requirements

Requirements for the major in Architecture. The B.A./B.S. major in Architecture requires the completion of a minimum of 94 credits in addition to the general University requirements for a degree. The required courses are as follows:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arch 100 Introduction to Architecture</td>
<td>4</td>
</tr>
<tr>
<td>Arch 101 Introduction to Environmental Design</td>
<td>4</td>
</tr>
<tr>
<td>Arch 120, 121 Visual Communication</td>
<td>8</td>
</tr>
<tr>
<td>Arch 230, 231, 232 Architectural Fabrication</td>
<td>12</td>
</tr>
<tr>
<td>Arch 280, 281 Design Fundamentals</td>
<td>12</td>
</tr>
<tr>
<td>Architecture History I</td>
<td>12</td>
</tr>
<tr>
<td>Arch 344 The Profession of Architecture</td>
<td>4</td>
</tr>
<tr>
<td>Arch 360, 361, 362 Building Tectonics 1, 2</td>
<td>8</td>
</tr>
<tr>
<td>Arch 425, 426 Architectural Fabrication</td>
<td>8</td>
</tr>
<tr>
<td>Arch 466 Specifications Interpretation</td>
<td>4</td>
</tr>
</tbody>
</table>

Total 94

Requirements for minor. To earn a minor in architecture a student must complete 44 credits including the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arch 100 Introduction to Architecture</td>
<td>4</td>
</tr>
<tr>
<td>Arch 280, 281 Design Fundamentals</td>
<td>12</td>
</tr>
<tr>
<td>Arch 230, 231, 232 Architectural Fabrication</td>
<td>12</td>
</tr>
<tr>
<td>Architecture History I</td>
<td>12</td>
</tr>
<tr>
<td>Architecture or art studio electives</td>
<td>8</td>
</tr>
<tr>
<td>Adviser-approved upper-division credits in architecture</td>
<td>8</td>
</tr>
</tbody>
</table>

Total 44

Architectural courses taken under the undifferentiated grading option (pass/no pass) will not be accepted toward fulfilling department minor requirements. Eighteen of the final 24 credits must be taken in residence at PSU.

Graduate program

The 2-year professional Master of Architecture program at Portland State University encourages substantive investigation of significant urban situations and prevailing architectural issues pertinent to contemporary human experience. It also aims to satisfy the demands of an accredited first professional degree in architecture as determined by the National Architectural Accrediting Board.

Through a series of focused design studios, and courses in humanities, technology and the profession, the first year of the program encourages depth in questioning, aptitude in discursive thinking, and versatility in means of representation as each student assimilates the skills, knowledge and dexterity to negotiate the professional demands of comprehensive design while developing a mode of creative inquiry that extends beyond established conventions to possibilities yet to be tested in a critical arena. Student generated questions and polemics will form the inspiration for the second year Design Thesis exploration culminating in a unique thesis proposal fully articulated in drawings, models and text.

Admission requirements

To be eligible to enter the 2-year Master of Architecture program a candidate must have completed a 4-year undergraduate pre-professional degree majoring in architecture (BA, BS or BFA). Admission to the graduate program is based upon satisfaction of the institutional requirements together with competitive application. Submission materials include a portfolio of architectural design and other creative work, a statement of intent, undergraduate GPA, a GRE score, curriculum vitae, and at least 3 letters of recommendation. Please contact the Department for detailed application information and deadlines.

Requirements for the Master of Architecture. Students must complete a minimum of 74 graduate level credits including the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arch 530 Contemporary Architectural Theory</td>
<td>4</td>
</tr>
<tr>
<td>Arch 53x Architectural Theory Elective</td>
<td>4</td>
</tr>
<tr>
<td>Arch 540 Professional Practice</td>
<td>4</td>
</tr>
<tr>
<td>Arch 54x Professional Practice Elective</td>
<td>4</td>
</tr>
<tr>
<td>Arch 560 Advanced Architectural Technology</td>
<td>4</td>
</tr>
<tr>
<td>Arch 561 Detail Design Elective</td>
<td>4</td>
</tr>
<tr>
<td>Arch 580, 581, 582 Arch Design Studio 7, 8</td>
<td>18</td>
</tr>
<tr>
<td>Arch 584 Design Development Studio</td>
<td>6</td>
</tr>
<tr>
<td>Arch 585 Design Thesis Elective</td>
<td>6</td>
</tr>
<tr>
<td>Arch 5xx Special Interest Electives</td>
<td>16</td>
</tr>
</tbody>
</table>

Total 74

The graduate program is designed for students intending to become licensed architects and is in Candidacy status for professional accreditation with the National Architectural Accrediting Board.

In the United States, most state registration boards require a degree from an accredited professional degree program as a prereq-

Credits
uisite for licensure. The National Architectural Accrediting Board (NAAB), which is the sole agency authorized to accredit U.S. professional degree programs in architecture, recognizes three types of degree: the Bachelor of Architecture, the Master of Architecture, and the Doctor of Architecture. A program may be granted a 6-year, 3-year, or 2-year term of accreditation, depending on the extent of its conformance with established educational standards.

Master’s degree programs may consist of a pre-professional undergraduate degree and a professional degree that, when earned sequentially, constitute an accredited professional education. However, the pre-professional degree is not, by itself, recognized as an accredited degree. The NAAB grants candidacy status to new programs that have developed viable plans for achieving initial accreditation. Candidacy status indicates that a program should be accredited within 6 years of achieving candidacy, if its plan is properly implemented.

The Department of Architecture reserves the right to retain for archival or exhibition purposes any student work executed as part of a Department of Architecture instructional program. In addition, the department reserves the right to document, reproduce, and publish images of any such student work in PSU publications, printed or electronic, for the purposes of research, publicity, and outreach, giving publication credit to the student.

Owning a laptop computer will provide critical advantages in your progress through the Architecture program, especially the ability to work in any of our classrooms and studios. Therefore, beginning in the 2009-2010 academic year, all students studying Architecture are required to own a laptop computer that meets minimum system specifications published by the department, including software required for courses in our program. Contact the department office for complete information on our Student Laptop Purchase Program.

Courses

Courses with an asterisk (*) are not offered every year.

**Arch 100**
Introduction to Architecture (4)

Introductory course designed to introduce concepts, theories, and practices of the discipline of architecture. Includes a study of perceptual, environmental, technical, and organizational concepts through lectures and individual projects in observing architectural spaces and forms. Open to non-majors.

**Arch 101**
Introduction to Environmental Design (4)

Concepts and theories of the fields of environ-

mental and sustainable design. Includes a study of perceptual, technical, and philosophical concepts of natural and built resources through lectures, design projects, and individual projects.

**Arch 120**
Visual Communication 1 (4)

An introduction to freehand drawing focused on the delineation of both interior and exterior space, starting with direct observation through to conceptual drawings of imagination. Use of different media and color including the study of light and light qualities. Open to non-majors.

**Arch 121**
Visual Communication 2 (4)

Develops skills in graphic visualization, representation, and communication as used in architecture and related design fields. Concepts and conventions, from freehand to digital media and production, used as a means to imagine, develop and represent design ideas. Prerequisite: Arch 120.

**Arch 199**

Special Studies (Credit to be arranged.)

**Arch 201, 202**

Project Management I, II (6, 6)

Series of courses designed to develop in students construction project management techniques for profitable construction administration. Students will demonstrate knowledge of course material by completing projects in light construction administration. Coursework includes utilization of estimating, critical path, and presentation computer software relevant to current practices.

**Arch 201:** emphasis on estimating, construction sequence scheduling, critical path, specification interpretation and design standards necessary for successful administration of construction projects.

**Arch 202:** developing standards of performance, bidding, contracts and liability, production scheduling, and techniques for controlling a profitable construction project. Prerequisite: Building construction certificate program, instructor’s consent, or equivalent. Courses must be taken in sequence.

**Arch 225**

Digital Graphics (4)

A beginning computer graphics course that has at its core the idea to probe, to experiment, and to investigate the computer’s 3D modeling capability as a tool for rigorous design investigations. Prerequisite: Arch 180.

**Arch 230, 231, 232**

Architecture and Cultural History I, II, III (4, 4, 4)

A series of courses tracing the history of Western culture through its architecture from the early Paleolithic Age up to the 20th century. The first course examines the early Stone Age through to the Renaissance, the second course examines the late Renaissance through to the 19th century, and the third course addresses the 20th century. The courses will focus on a select number of architectural works that are representative of specific cultural beliefs, values, and ideologies as embodied in architectonic forms and experiences. Must be taken in sequence.

**Arch 280, 281**

Design Fundamentals Studio 1.2 (6, 6)

Foundational design studio sequence initiating awareness of the creative language of architecture through practical assignments in drawing, modeling, and artful making. The communication of perceptions and imaginative propositions through the use of diverse media is encouraged. Includes individual criticism, lectures, and seminar discussions. Must be taken in sequence. Prerequisite: Arch 100.

**Arch 330, 331**

Twentieth Century Architectural History and Theory (4, 4)

Introduction to the history and theories of Modernism from the late 19th century to present day. Explores diverse, contemporary issues with a focus on the relationship between theory and the art and craft of building. Selected topics will emphasize the probing of philosophical and ideological aspects of current practice. Prerequisite: 6 credits lower-division art history.

**Arch 340**

The Profession of Architecture (4)

Introduction to the profession and practice of architecture. Topics include education, licensure, specialized body of knowledge, ethics, and the range of issues that have an impact on the design of the built environment.

**Arch 341**

Developing as a Professional (4)

An interdisciplinary course designed for students to gain an understanding of professional development as a sequence of processes. Students will gain an understanding of different problem-solving processes; the importance of communication inside and outside the organization; the role of assessment in terms of self, organization, and client; and gain an understanding of the impact of professional ethics and social responsibilities.

**Arch 343**

Project Management III (6)

Third in a series of courses designed to develop in students advanced construction management techniques. Emphasis on developing customer service plans, customer relations, quality control, project evaluation, and planning for future opportunities. Prerequisite: Arch 202.

**Arch 344**

Construction Codes and Compliance (4)

Application of Oregon codes and regulations that govern the commercial and industrial construction industry. Students complete assignments and quizzes in the utilization and interpretation of uniform standards defined by predominant industry standards. Upon completion of the coursework, students will be able to interpret applicable jurisdictional codes.

**Arch 345**

Advanced Construction Projects (4)

Course gives students an opportunity to apply project management skills to a construction process. Provides verification of previous project management course content through implementing and evaluating its effectiveness in relation to a direct field application. Prerequisite: Arch 343.

**Arch 350, 351**

Architectural Structures II (4, 4)

Arch 350 will cover principles and applications of static equilibrium to structures with emphasis on building structures. Includes stress analysis for axial force, flexure, and shear and studies in combined stress and column stability. Arch 351 will cover lateral force analysis; structural design of solid and glue-laminated wood members and trusses; design of steel and reinforced concrete members. Must be taken in sequence. Prerequisite: Mth 111, 112.

**Arch 360, 361, 362**

Building Tectonics 1, 2, 3 (4, 4)

A three-quarter sequence introducing technologies in terms of self, organization, and client; and gain an understanding of the impact of professional ethics and social responsibilities.

**Arch 345**

Advanced Construction Projects (4)

Course gives students an opportunity to apply project management skills to a construction process. Provides verification of previous project management course content through implementing and evaluating its effectiveness in relation to a direct field application. Prerequisite: Arch 343.

**Arch 350, 351**

Architectural Structures II (4, 4)

Arch 350 will cover principles and applications of static equilibrium to structures with emphasis on building structures. Includes stress analysis for axial force, flexure, and shear and studies in combined stress and column stability. Arch 351 will cover lateral force analysis; structural design of solid and glue-laminated wood members and trusses; design of steel and reinforced concrete members. Must be taken in sequence. Prerequisite: Mth 111, 112.

**Arch 360, 361, 362**

Building Tectonics 1, 2, 3 (4, 4)

A three-quarter sequence introducing technologies in terms of self, organization, and client; and gain an understanding of the impact of professional ethics and social responsibilities.
involved in the design and construction of buildings. Topics include construction materials and methods, envelope design, mechanical systems, thermal, and other environmental building systems. Courses must be taken in sequence. Prerequisites: Arch 281.

Arch 376 Fundamentals of Environmental Design (4)
Basic concepts of climate and impacts on personal comfort. Thermal, lighting, and acoustical topics covered. Design approaches and concepts discussed from large urban sites to individual buildings in order to minimize mechanical systems and reduce energy use. Alternative energy sources and building materials introduced. Prerequisite: Junior year standing.

Arch 380, 381, 382
Architectural Design
Studio 1, 2, 3 (6, 6, 6)
Studio investigations of fundamental design concepts, issues, and process. Projects and exercises focusing on the concepts of making three-dimensional forms—organization, proportion, scale, human activities, and introductory site and building design relationships. The release of the student’s potential creative capabilities is a primary concern for the course. Includes individual criticism, lectures, and seminars. Courses must be taken in sequence. Prerequisites: Arch 181.

Arch 384
Architectural Design Focus Studio I (3)
Studio investigations of architectural designs based on supporting human activities, structure and theory. Includes individual criticism, lectures and seminars. Prerequisite: Arch 380.

Arch 385
Architectural Design Focus Studio II (3)
Studio investigations of architectural designs based on supporting human activities, structure and theory. Includes individual criticism, lectures and seminars. Prerequisite: Arch 380.

Arch 399
Special Studies (Credit to be arranged.)

Arch 401/501
Research (Credit to be arranged.)

Arch 404/504
Cooperative Education/Internship (Credit to be arranged.)

Arch 405/505
Reading or Studio and Conference (Credit to be arranged.)

Arch 407/507
Seminar (Credit to be arranged.)

Arch 408/508
Workshop (Credit to be arranged.)

Arch 410/510
Selected Topics (Credit to be arranged.)

Arch 420/520
Advanced Architectural Graphics and Media (4)
Study assignments exploring a full range of graphic representational techniques and media. Exploratory drawing and modeling work addressing the visualization of ideas in architecture, including: speculative thought and concept formation; studies of light and shadow; exploration of color and texture of materials; and the composition of appropriate and coherent forms of visual presentation.

Arch 421/521
Urban Design Methods (4)
Introduction to analytical and synthetic research methodologies inherent in the design of natural, architectural and urban contexts essential to contemporary urban design practice.

Arch 425/525, 426/526
Architectural Computer Graphics I, II (4, 4)
Focuses on computer-aided design software as used in the architecture field (e.g., AutoCAD). Arch 425 explores various methods for constructing, editing, and displaying two-dimensional architectural drawings. Arch 426 explores methods for creating, modifying, and visualizing three-dimensional architectural forms. Must be taken in sequence. Prerequisite: Arch 282.

Arch 430/530
Contemporary Architectural Theory (4)
Seminar course investigating architectural theory and critical thought by examination of key texts and contemporary architectural works.

Arch 431/531
Studies in Contemporary Urban Design (4)
Seminar course examining the contemporary relationships between the making of architecture and the making of cities. The course critically explores emerging urban characteristics, comparative design strategies, and the integration of design approaches with the processes of economic and social change. Prerequisite: upper-division standing.

Arch 432/532
History and Theory of Urban Design (3)
Introduction to the development of historical and contemporary urban design with parallel developments in architecture and urban planning. Theoretical models are related to current practices in the design of various sociopolitical, environmental and aesthetic urban contexts.

*Arch 440/540
Professional Practice (4)
Focuses on the context, responsibilities, licensure, principles, and processes of the practice of architecture, including project and client acquisition, risk analysis, project and practice management, project delivery methods, services and scope definition, roles and responsibilities of all parties, contract forms, general conditions of the contract, compensation methods, fee budget management, contract administration, and standard of care. Prerequisite: upper-division standing.

Arch 441/541
Practicum and Internship (4)
Offers students an opportunity to gain industry experience and to integrate the skills and concepts learned in the academic curriculum. Weekly seminars review and establish internship objectives, which closely parallel the architectural internship development program required for licensure. Students are expected to secure employment or positions that meet the objectives of the course. Prerequisite: Arch 440/540.

*Arch 442/542
Building Economics (4)
Focuses on the economic and life cycle context of building design and management decisions. Topics include project life cycle, decision milestones, value analysis of design and project performance, discounted cash flow and equivalency calculation methods, and conceptual estimating techniques for building projects. Strategic leveraging of project value is emphasized, and sustainability objectives are examined. Prerequisite: Arch 440/540.

Arch 460/560
Advanced Architectural Technology (4)
A lecture and seminar course providing exploration of current advanced building technology and form generative responses to current sustainability issues. Includes extensive investigation of current technologies for envelope, mechanical, and thermal comfort systems, and lighting and day-lighting strategies. Strategies for formal integration with architectural design are emphasized. Prerequisites: Arch 360, 361.

Arch 466
Specifications Interpretation (4)
Extensive use of specifications and interpreting plans organized around the Construction Specifications Institute (CSI) format for construction documents. Focus on interpretation and evaluation of stock specifications, plans, and standards of performance. Prerequisites: Arch 360, 361.

Arch 467/567
Advanced Architectural Structures (4)
A workshop and seminar based course addressing the design and construction of large-scale structural systems. Investigates the innovative use of traditional and non-traditional building materials and structural detailing, exploring the potential of visually expressive structural systems through a series of working models. Architectural precedent and nature’s engineering will be studied to gain insight into the correlation of form and structure. Prerequisites: Arch 362.

Arch 480, 481, 482
Architectural Design Studio 4, 5, 6 (6, 6, 6)
Studio investigations of architectural designs based on supporting human activities, structure, and theory. Continued study of design process and methods encompassing concepts of architecture, landscape architecture, and interior design. Includes individual criticism, lectures, and seminars. Courses must be taken in sequence. Prerequisites: Arch 381 or 382.

Arch 511
Pro-thesis Seminar (4)
A research and discussion based course to identify, define and articulate specific cultural issues and concerns that will become the inspiration for individual design thesis proposals. Students will generate the conceptual parameters and theoretical agenda of their proposed thesis, explore precedents and develop the program for a significant urban intervention.

Arch 561
Detail Design (4)
A companion course to the Design Thesis, developing the technological implications of the thesis proposition. Addresses the detailed application of technological know-how in terms of materials, envelope, environmental control, tectonics and structural logic, with respect to a predetermined portion of the architectural project.

Arch 580, 581, 582
Architectural Design Studio 7, 8, 9 (6, 6, 6)
Advanced investigations of architectural and urban design issues in concluding series of studios. Projects include the design of private and public buildings which require comprehensive, integrative design development. Includes individual criticism, lectures, and seminars. Courses must be taken in sequence. Prerequisites: Arch 481.

Arch 583
Architectural Design Studio X (6)
Studio projects and critical discussions addressing themes and issues pertinent to the imaginative design of architectural intervention in urban envi-
Arch 584
Design Development Studio (6)
A studio course offering intensive creative study in laying the foundation for, and developing, an architectural design strategy and approach in preparation for the student generated thesis proposition (Arch 585). The class incorporates research, preliminary graphic and modeling work in idea generation, and critique. Prerequisite: Arch 511.

Arch 585
Design Thesis (6)
A studio course offering a focused culmination of architectural design studies by means of a student generated thesis proposition incorporating research, development, and creative transformation of a specific urban situation. Prerequisites: Arch 511, 584.

Undergraduate programs
Many prominent Northwest artists, designers, and art historians began their professional careers by studying art at Portland State University. An even greater number of successful and productive people have used their training in the Department of Art as the basis for careers in commerce, industry, education, and a variety of fields limited only by imagination. Art, which requires personal initiative and imagination and develops skills in mental and manual dexterity, can provide the student with a background well suited for applications that are wide reaching and greatly rewarding.

The Department of Art at Portland State University consists of artists and designers, educators, and art historians actively engaged in their respective fields and with the extended community. As part of an urban university, the mission of the Department of Art is dedicated to helping students understand and experience ways that artists and their works are involved in a larger social context, both in the contemporary world and in the course of world history.

The foundation of the Department of Art is the development of a visual, verbal, and critical language of the arts for future artists and scholars, as well as for members of the community. Since visual arts are a form of communication related to all other forms, understanding the theoretical bases and critical interpretations of this communication is a crucial component of our curriculum. At the same time, because the visual arts are a unique form of communication, students are trained in the necessary technical skills, the theories, the terminology and processes specific to the production of the visual arts.

Because learning "to see" is a most crucial component of any art program, the department requires all students to study both the history of art and to have studio experience. The Department of Art supports the full integration of art/design studio practice with art history and theory. Whether in the studio, computer lab, lecture hall, or seminar room, students have the opportunity to forge connections between traditions of visual art and their own developing imagination and expression.

Art programs are designed to develop the student’s creative faculties, a sense of critical judgment, and fundamental skills and techniques. Within the art major, the principal and supporting courses have one general purpose: to instill a mature, professional attitude toward the process of artistic creation and expression.

Students enrolled in the Department of Art at PSU will acquire:
- Knowledge and experience of the creative problem solving processes.
- Knowledge of discipline-specific skills and vocabulary.
- Knowledge of art history and design.
- Knowledge of critical theories in art.
- Knowledge and experience to formulate a cumulative body of work in their discipline.

At the same time, the programs seek to permit the student a choice upon graduation. The alternatives are: (1) to undertake formal graduate study; (2) to begin a professional career in the fine or applied arts; or (3) to combine the student’s degree program with the basic teaching norm in order to qualify to teach in Oregon public schools.

As a general rule, the major in art requires a minimum of 88 credits in art courses. Included are extensive experiences in studio work and a comprehensive study of the history of art. Majors in art history require a minimum of 68 credits.

Programs in the Department of Art are accredited by the National Association of Schools of Art and Design.

Art history—B.A. degree only. The study of the history of art is intended to enable the student to analyze diverse works of painting, sculpture, architecture, and other art forms and to relate artistic expression to historical, cultural, and philosophical factors. We offer two distinct tracks for the art history B.A. The first degree is a major in art with a concentration in art history, which provides a minor focus on studio arts. This major is intended for students entering professions that work directly with artwork, such as in art galleries or conservation. The second is a major in art history with a liberal arts focus and is intended for those students planning work requiring more advanced writing and analytical skills. Both tracks within art history begin with the lower-division History of Western Art sequence and studio coursework, and advance to upper-division art history courses comprising both Western and non-Western traditions.

Graphic design—BA, BS degree. The graphic design program provides a comprehensive education in design principles, applications, theories, history, and practice. Students work with faculty primarily through studio courses that introduce an increasing complexity of design problems combined with opportunities for independent development and interaction with the professional community. The first year of the concentration introduces principles of basic design and art and their specific applications in graphic
design. The second year provides a comprehensive studio experience in graphic design and computer graphics. These first two years of study culminate with a required sophomore review.

All design students (including students transferring in with lower- or upper-division credits) must pass this review to enroll in 300-level graphic design and computer graphics courses (Contact the department office or Web site for details, www.pdx.edu/art). In the third and fourth years, students choose courses in areas of increasing specialization, engage in professional internships, and develop a professional portfolio as the culmination of their studies.

Owning a laptop computer system will provide critical advantages in your progress through the Graphic Design program, especially the ability to work in any of our classrooms and studios. Therefore, beginning in the 2009-2010 academic year, all upper-division (third-year and fourth-year) students majoring in Art with a concentration in Graphic Design are required to own a laptop computer that meets minimum system specifications, including software required for courses in our program.

All lower-division (first-year and second-year) students majoring in Art with a concentration in Graphic Design are also advised to purchase one of these recommended laptop systems. The sooner you make a commitment to your own system, the sooner the advantages of ownership will impact your ability to perform competitively and successfully in your studies. Please visit our website for complete information on our Student Laptop Purchase Program (http://www.pdx.edu/art/graphic-design).

Art Practices—BA, BS degree. The studio art program provides a comprehensive view of studio art practices, applications, theories, and history, with an emphasis on trends in contemporary art. The first and second year focuses on the foundations courses including art history, drawing, art theory and design. During the second year the student is encouraged to begin sampling a variety of studio courses in printmaking, painting, drawing, sculpture, digital art and art and social practices. In the third and fourth years students select a focus further developing their knowledge of visual language, media skills and conceptual and expressive aspects of their work. Also, during the third and fourth years critical theory and professional practices in art are investigated aiding the student in establishing a sense of place within the visual arts community.

Art Practices—BFA degree. The BFA is a competitive program providing a comprehensive education in visual art practices, applications, theories, and history, with an emphasis on trends in contemporary art.

The BFA differs from the BA/BS in art, providing greater depth conceptually and technically as well as professional preparation. The BA/BS is a liberal arts degree in visual art (88 credits). The BFA (108 credits) is designed as a professional degree, providing students with greater knowledge and skills designed specifically to prepare students for a career as practicing artist upon graduation and or the master of fine art degree.

Students interested in the BFA degree will submit a portfolio for review at the end of spring quarter in their sophomore year. (Submission is made only after completing all 52 credits of the required and selected art and art history courses in the first two years of the degree program.) The BFA degree requires the student to research, develop, assemble and present a strong body of well conceived and executed work in the form of a thesis exhibition and includes an oral defense of their culminating body of work.

Undergraduate admission requirements

Admission to the department is based on general admission to the University. See PSU Bulletin for more information.

Entrance into the Department of Art is selective and competitive. In addition to admission into the University students must make application directly to the Department of Art. Contact the Department at 503-725-3515 or www.pdx.edu/art for application packets.

Degree requirements

Requirements for Art majors and minors. In addition to general University requirements for a degree, majors and minors in art must meet departmental requirements. Please visit the department Web site, www.pdx.edu/art or office to obtain a "Program Major Course Distribution Sheet" that describes the program in detail. All students must obtain an adviser for academic planning of their program by the second year.

All art and art history courses used to satisfy departmental major or minor requirements, whether taken in the department or elsewhere, must be assigned a grade of C- or better.

For students transferring from other colleges and universities, a maximum of 12 credits may be graded P (pass) and may be accepted in fulfilling art department requirements with approval from an art adviser. In addition, any upper-division transfer credits being applied to major requirements must meet departmental standards. In these cases, a portfolio of work is required and the work contained in it must be approved by the concentration advising coordinator to receive transfer credit.

To satisfy departmental major requirements students must complete at least 24 credits of their upper-division (300/400) art/art history courses in residency at PSU. These 24 credits must be primarily within the student’s focus of study in art.

To satisfy departmental minor requirements students must complete at least 24 credits of their work within the subject area in residency at PSU. These 24 credits must primarily be in 200/300 level courses within the student’s focus area.

The Department of Art reserves the right to cancel any course that does not have sufficient enrollments, in accordance with University policy.

Graduate programs

The Department of Art offers a two-year study program leading to the Master of Fine Arts degree. Students choose an emphasis in either Studio Practice or Social Practice. This 90-credit in-residence program prepares the student to be a practicing artist within a regional, national, and international arts community. The student will acquire a strong theoretical foundation in order to analyze and discuss their work and that of others as well as to place their work in a historical and socio-cultural context. In addition, the student cultivates work, process, and research habits required of the self-directed artist. The MFA in Contemporary Art Practices is a small, individualized program that offers the student great accessibility to the MFA faculty on an ongoing basis, providing constant assessment and direction. Degree Requirements In Residence.

Graduate admission requirements

Application for admission to the MFA program must be made by February 1 prior to the fall term in which the student intends to begin work towards the degree. Accepted students are expected to be in fulltime residence for two years.

Applicants must have a B.A., B.S., or B.F.A. degree in Art or related field. Rare exceptions may be made for related experience and a solid art history background.

The departmental application form should be sent to the Department of Art along with a statement of intent, transcripts from each degree-granting institution, a digital portfolio of creative work, and three letters of recommendation. Variations on documentation material for the Social Practice emphasis may be acceptable.

The application is a dual process between the Department of Art and the Office of Admissions. Therefore the applicant also must contact the PSU Office of Admissions for a graduate admission application.
MFA degree requirements
The student will complete at least 90 credits. Working with designated faculty during the first year, students are encouraged to explore new media, models and ideas as they develop a proposal for creative activity that culminates with an exhibition project in the second year. Individual faculty discussions, peer critiques, seminars in current issues/contemporary art history and weekly lectures by nationally and internationally recognized visiting artists help students broaden their field of inquiry.

Upon successful completion of the first-year candidacy review, students work with a faculty adviser to produce their exhibition project. The project is presented in a public exhibition or other appropriate form in the spring quarter of the second year.

ART EDUCATION: SECONDARY EDUCATION PROGRAM

Grades K through 12. Students who wish to teach art in the public schools must first complete a B.A., B.S. or B.F.A. in Art before applying to the School of Education for teacher training in the graduate program.

Prospective teachers should contact the art education adviser in the Department of Art before beginning the program.

Each student’s program is tailored to meet the needs of the individual and the requirements of the continuing endorsement license.

Although licensure requirements are incorporated into degree programs, changes by the Oregon Teacher Standards and Practices Commission during the life of this catalog may alter the requirements. It is imperative that the prospective teacher be in touch with the art education adviser from the beginning, as applicants for licensure must meet the commissions requirements in force at the time of the licensure application. Please refer to the Graduate School of Education requirements.

Department Archival Policy

The Department of Art reserves the right to retain for archival or exhibition purposes any student work executed as part of a Department of Art instructional program. In addition, the department reserves the right to document, reproduce, and publish images and any other media containing such student work in PSU publications, printed or electronic, for the purposes of research, publicity, and outreach, giving publication credit to the student.

Courses

Courses with an asterisk (*) are not offered every year.

Art History

ArH 199
Special Studies (Credit to be arranged.)

ArH 204, 205, 206
History of Western Art (4, 4, 4)
Survey of the visual arts from prehistoric art to the present. Selected works of painting, sculpture, architecture, and other arts are studied in relation to the cultures that produced them. ArH 204: Prehistoric through Early Medieval. ArH 205: Romanesque through Rococo. ArH 206: Enlightenment through Contemporary Art. Open to non-majors.

*ArH 208
Introduction to Asian Art (4)
Historical survey of the visual arts in Asia from prehistory to 1900. Selected works of painting, sculpture, architecture, and ceramics from India, China, Japan, Korea, Southeast and Central Asia are studied in relation to the religions and cultures producing them. Open to non-majors.

ArH 290
History of Modern Design (4)
History of graphic design from c. 1800 to the present, focusing on the changes in style within the field, but also on the interconnection between design and other forms of expression. Open to non-majors.

*ArH 291
History of Animation (4)
Exploration of the history of animation, its sources in drawing, painting, photography, film, video, and digital media, its various innovators, styles, and techniques, its relationship with cinema, and its reliance on the development of creative and presentation technologies. Emphasis is placed on the theory and critical study of animation. Readings and discussion are combined with extensive screenings of animations and animated films, including the history of computer animation. Open to non-majors.

ArH 311, 312, 313
History of Asian Art (4, 4, 4)
A survey of art and architecture of Asia from prehistoric times to the 19th century. The art and architecture (including ceramics, sculpture, painting, textiles, and other utilitarian implements—e.g., ritual bronze vessels of China) of Asia will be presented in context of chronology, source (indigenous or foreign influence), site and in relation to the forces of each society's culture, religion, politics, geography, and history. Buddhism, Hinduism, Confucianism, Shintoism, Taoism, Shamanism, symbolism, and mythology are basic to the arts of Asia.

ArH 311: South Asia (India) and Southeast Asia (Sri Lanka, Cambodia, Thailand, Burma, and Indonesia). ArH 312: China and Korea. ArH 313: Japan. Open to non-majors.

*ArH 321
Survey of Korean Art (4)
A chronological survey of art and architecture of Korea, and its uniqueness, in the context of East Asian art history. Prehistoric arts, as well as tomb paintings, and artifacts recognizing Buddhism's effect on Korea's sculptural, painting, and architectural heritage. Also treats Confucianism shaping Korean ink painting, folk painting, and porcelain. Open to non-majors.

*ArH 392
History and Contemporary Issues in Photography (4)
The history of photography focusing on its exemplary masters, the impact of photographic technologies and techniques, contemporary issues of aesthetics and ethics in photography, the role of photography in the fine arts and design, and emerging photographic media.

ArH 399
Special Studies (Credit to be arranged.)

ArH 401/501
Research (Credit to be arranged.)
Terms, section, instructor and hours to be arranged. Consent of instructor and chair of the Department of Art required.

ArH 404/504
Cooperative Education/Internship (Credit to be arranged.)
Terms, section, instructor and hours to be arranged. Consent of instructor and chair of the Department of Art required.

ArH 407/507
Seminar (Credit to be arranged.)

ArH 410/510
Selected Topics (Credit to be arranged.)

*ArH 411/511
Chinese Buddhist Art (4)
A concentrated study of the Buddhist art of China and Central Asia. Buddhist art of caves of the Six-dynasties period (220-589 C.E.) to the Tang period will be covered in-depth. Basic concepts of Buddhism, such as Hinayana, Mahayana, and Tantric Buddhism; arts related to specific sects; and the iconography and stylistic changes will be covered. Open to non-majors.

*ArH 412/512
Japanese Buddhist Art (4)
A survey of the Japanese Buddhist art and architecture, including sculpture, painting, Shingon Buddhist art, Zen garden and architecture, and ink paintings through selected examples from the 6th century to the 18th century. Open to non-majors.

*ArH 415/515
Issues in Asian Art (4)
Issues in Asian art may be keyed to museum exhibitions or deal with thematic topics or specific media. Examples include Buddhist or other religious art, tomb art, ceramics, special topics in Korean art, or the work of Asian-American artists. Open to non-majors.

*ArH 422/522
Chinese Painting (4)
A concentrated study of the Chinese paintings from the 3rd century B.C.E. to the 18th century. Open to non-majors.

*ArH 423/523
Japanese Painting (4)
A survey of Japanese painting from the 4th century to the 19th century. Buddhist paintings, ink paintings, and decorative paintings. Open to non-majors.

*ArH 425/525
Modern Japanese Painting (4)
Recent scholarship in the history of modern...
Japanese paintings and prints, from the Meiji, Taisho, and Showa periods covers major themes of Japan's westernization in a new light. The issues revolve around westernization: conflict and nationalism. New art forms, the revival of traditional styles, redefining women's theme, and the gaze of subjects will be explored. Open to non-majors.

*ArH 426/526
African Art (4)
Examination of selected African art forms, styles, and traditions. Emphasis on the context of the art and their relationship to politics and society in African history. Open to non-majors. This course is the same as BSt 470/570; course may be taken only once for credit.

*ArH 431/531
Women In The Visual Arts (4)
This course studies both the representation of women and gender and the art and patronage by women in various media (painting, sculpture, architecture, printmaking, photography, textile and mixed media). Explores 19th century and 20th century America and Europe. Cross-listed as WS 431/531. Prerequisites for ArH 431/531 (for art and art history majors only) ArH 206. Open to non-majors.

*ArH 432/532
Issues in Gender and Art (4)
Research, reading, and discussion on sexual subjectivity and the construction of gender in visual images and various cultural contexts. May be keyed to regional exhibitions, collections, or symposia. Topics include: masculinity in ancient Rome, pornography and representation, surrealism, and sexuality. Open to non-majors. Prerequisites (for art and art history majors only) ArH 206 and either 204 or 205.

*ArH 437/537
Nature Into Art (4)
Focuses on a specific theme concerning the relationship of the nature and the environment with the visual arts. Specific themes may include topics such as environmental art, landscape painting and/or photography, landscape architecture, cartography and art, and the representation of animals. Open to non-majors. Prerequisite (for art and art history majors only) ArH 205 or 206.

*ArH 439/539, 440/540
History of Architecture (4, 4)
A history of architecture from Prehistory to Post-Modernism. Open to non-majors. Prerequisites ArH 439/539 (for art and art history majors only) ArH 204 or 205. Prerequisites ArH 440/540 (for art and art history majors only) ArH 206.

*ArH 449/549
Art History Methods (4)
Seminar for juniors and seniors. Explores major approaches to the study of art history through readings, discussion, and essays. Includes the development of art history as a field and common methodologies such as iconography, gender theory, social art history, and post-modernism and post-structuralism. Open to non-majors. Prerequisites: at least three prior upper-division art history courses.

ArH 450/550
Great Periods and Themes in Art and Architecture (4)
A concentrated study of the art and/or architecture of a major historical period or theme, for example, Pre-Columbian art and architecture or Medieval Venetian Architecture. May be repeated for credit with different topics. Open to non-majors, Prerequisite (for art and art history majors only): ArH 204, 205, or 206.

*ArH 451/551, 452/552, 453/553
Ancient Art (4, 4, 4)
Art and architecture of the ancient world from Paleolithic through Roman times. ArH 451/551: Prehistoric, Egyptian, Mesopotamian, ArH 452/552: Aegean and Greek. ArH 453/553: Etruscan and Roman. Open to non-majors. Prerequisites (for art and art history majors only) ArH 204.

*ArH 456/556
Early Medieval Art (4)
Focuses on the art and architecture of Early Christian, Celtic, Carolingian, and early Islamic world. Open to non-majors. Prerequisite (for art and art history majors only): ArH 204.

*ArH 457/557
Byzantine Art (4)
Focuses on the art and architecture of the Byzantine world from the founding to the fall of Constantinople (330-1453 A.D.) Open to non-majors. Prerequisite (for art and art history majors only): ArH 204.

*ArH 458
Romanesque Art (4)
Focuses on the art and architecture of the Romanesque, Crusader, and medieval Islamic world. Open to non-majors. Prerequisite (for art and art history majors only): ArH 205.

*ArH 459
Gothic Art (4)
Studies Gothic art and architecture across Europe from the 13th to the 16th centuries. Topics include the development of the cathedral, and the rise of the city, and artists such as Giotto and Duccio. Open to non-majors. Prerequisite (for art and art history majors only): ArH 205.

*ArH 461/561
Northern Renaissance Art (4)
Manuscript illumination, painting, and sculpture in the Netherlands, Germany, and France from the late 14th to the 16th century. Open to non-majors. Prerequisites (for art and art history majors only) ArH 205.

*ArH 471/571, 472/572, 473/573
Italian Renaissance Art (4, 4, 4)
Painting, sculpture, and architecture from the 13th to the 16th century in Italy. Open to non-majors. Prerequisites (for art and art history majors only) ArH 205. Prerequisites (for art and art history majors only) ArH 206.

*ArH 476/576, 477/577, 478/578
Baroque Art (4, 4, 4)
A study of European art and architecture from the late 16th to the late 18th century. 476/576: Italy and Flanders; 477/577: Holland, Germany, and England; 478/578: Spain and France. Open to non-majors. Prerequisites (for art and art history majors only) ArH 205.

*ArH 481/581, 482/582
19th Century Art (4, 4)
A survey of painting and sculpture in the 19th century. ArH 481/581: Neoclassicism, Romanticism, and Realism; ArH 482/582: Impressionism and Post-Impressionism. Open to non-majors. Prerequisites (for art and art history majors only) ArH 206.

*ArH 486/586, 487/587
American Art and Architecture 17th through 19th Centuries (4, 4)
ArH 486/586: Colonial through the Early Republic. ArH 487/587: Jacksonian to the 20th century. Open to non-majors. Prerequisites (for art and art history majors only) ArH 206.

*ArH 491/591, 492/592, 493/593
Modern Art (4, 4, 4)
A survey of the mainstream of modern art including cultural influences, trends in style and expression, and comparative relationships in the visual arts. From 19th century Romanticism, Realism, and Impressionism through the varied movements of the 20th century. Open to non-majors. Prerequisites (for art and art history majors only) ArH 206.

*ArH 498
Contemporary Art I (4)
This course will explore major developments in the art world from the late 20th century. We will look at the origins of contemporary art, the transition from Modernism to Post-Modernism, important themes in contemporary art, and issues facing the practicing artist of today, in the US and globally. Material will be covered through textbook readings, occasional web articles and websites; through slide lectures/presentations and films; a visit to the Portland Art Museum as well as your own exploration of contemporary art in Portland. Prerequisite: ArH 206. Recommended prerequisites: ArH 491, 492, 493.

*ArH 499
Contemporary Art II (4)
A thematic approach will be used to examine historical dimensions of contemporary practices in the 21st century. Explores themes, movements and trends as much as individual artists or works of art. Places art into a broad historical and social context, and looking at cross-cultural and interdisciplinary connections. Material will be presented through in-class instruction and field trips. Prerequisites ArH 206. Recommended prerequisites: ArH 491, 492, 493, 498.

*ArH 500
Art History Methods and Practice Seminar (4)
Introduces major methodological approaches of art history as well as research tools necessary for later work on the master's thesis. It is intended for new or recently entering graduate students in art history.

*ArH 503
Thesis (Credit to be arranged)

*ArH 598
Contemporary Art I (4)
This course will explore major developments in the art world from the late 20th century. We will look at the origins of contemporary art, the transition from Modernism to Post-Modernism, important themes in contemporary art, and issues facing the practicing artist of today, in the US and globally. Material will be covered through textbook readings, occasional web articles and websites; through slide lectures/presentations and films, a visit to the Portland Art Museum as well as your independent research. Prerequisites Graduate standing in the MFA program.

500-level classes intended for M.F.A. students only.

*ArH 598
Contemporary Art II (4)
A thematic approach will be used to examine historical dimensions of contemporary art practices in the 21st century. Explores themes, movements and trends as much as individual artists or works of art. Places art into a broad historical and social context, and looking at cross-cultural and interdisciplinary connections. Material will be presented through in-class instruction and field trips. Prerequisites ArH 206. Recommended prerequisites: ArH 491, 492, 493, 498.

*ArH 500
Art History Methods and Practice Seminar (4)
Introduces major methodological approaches of art history as well as research tools necessary for later work on the master's thesis. It is intended for new or recently entering graduate students in art history.

*ArH 503
Thesis (Credit to be arranged)
context, and looking at cross-cultural and interdisciplinary connections. Material will be presented through in-class instruction and field trips.

Prerequisites: Graduate standing in the MFA program. Recommended prerequisites: Art 591, 592, 593, 598.

Art

Courses with an asterisk (*) are not offered every year.

Art 100 Introduction to Communication Design for Non-Art Majors (4)
Introduction for non-art majors to communication design principles and methods used in composition. Lectures, readings, and projects enable creative application of design principles, color theory, and typography. Projects address formal concerns of visual communication design, visual literacy, design nomenclature, and design process through methods and strategies for creative problem-solving. Students demonstrate verbal and visual application of a design and compositional vocabulary, an effective design process, and skillful use of materials and tools. Projects do not require computer experience.

Art 112 Idea & Form (4)
Introduces an interdisciplinary approach to understanding images and image systems, their history, and their intersection with the larger culture.

With an emphasis on critical thinking and analysis, the course investigates the way social and cultural dynamics shape meaning and perception in art and design. Examples from art history, contemporary practice, popular culture and print/broadcast culture are examined through illustrated lectures, discussion, readings, writing assignments and studio projects. No prerequisite required.
Open to non-majors.

Art 115 Foundation Studio I: 2-D Design (4)
Introduces fundamental principles and their application through the concepts, processes and practices of two-dimensional design and color theory. Students investigate visual problems, develop a visual language for communicating ideas and explore basic materials and techniques. Methods for critical evaluation draw on examples of historical and contemporary art and design, aesthetics and concepts of visual culture. No prerequisite required.
Open to non-majors.

Art 117 Foundation Studio II: 3-D Design (4)
Introduces fundamental principles and their application through the concepts, processes and practices of three-dimensional design and continues the exploration of color theory. Students investigate physical properties of form, the interaction of forms in space, the inherent qualities of materials, basic methods of fabrication and methods for critically evaluating works of art and design. Illustrated lectures, reading, discussion and studio projects place the exploration within contemporary and art historical contexts. No prerequisite required.
Open to non-majors.

Art 118 Introduction to Communication Design (4)
Applies the fundamental design principles covered in Art 115 and 116 to typography and the visual language of communication design. Methods, strategies, and processes for thinking creatively and solving communication design problems are investigated. Projects address the formal concerns of communication design with an emphasis placed on typography as medium. Skillful use of materials and tools used in communication design. Prerequisites: Art 115. Open to non-majors with instructor's consent.

Art 119 Foundation Studio III: Digital Media/Time Design (4)
Introduction to concepts, tools, techniques, processes, and practices of digital and time-based media. Students survey and explore a range of digital media, including photographic imaging, illustration, visual narrative, video, and animation. Lectures, readings, discussion, and studio projects place the exploration within contemporary and art historical contexts. No prerequisite required. Open to non-majors.

Art 120 Computer Graphics for Art and Design (4)
Introduction to computer graphics as a technical and creative medium for art and design. Introduces concepts of vector and raster graphics, including digital type, image and device resolution, electronic color theory, file formats, and digital print technologies. Teaches fluency in computer graphics programs and application of creative projects. Prerequisites: Art 115 or Art 100 for non-majors. Open to non-majors with instructor's consent.

Art 131 Introduction to Drawing I (4)
Introduction to observational, expressive, and formal modes of drawing. Critical approaches drawn from art history, aesthetics, and art criticism are examined relative to these modes of drawing to establish methods of evaluating art and placing one's own work and that of others in a historical context. Emphasis on strategies, methods, and techniques for translating three-dimensional form and space onto a two-dimensional surface using the language of line and value, and the illusion of depth and texture. Markmaking and its expressive and descriptive qualities is examined. Open to non-majors with instructor's consent or departmental approval.

Art 199 Special Studies (Credit to be arranged.)

Art 200 Digital Page Design I (4)
Studio course introducing concepts, applications, and projects in page composition, document design, and color pre-press. Text processing, type-setting, image capture, color correction, page layout, and pagination. Emphasis is placed on workflow and project management for production of documents in print and electronic media. Open to non-majors with instructor's consent. Prerequisite: Art 120.

Art 203 Making and Meaning (4)
Explores the relationship of material, method and process to the construction of meaning in art practice. Students experiment with various research methods as a way to generate, inspire and inform projects that reflect current topics of interest in contemporary art and culture. Course focus depends on instructor; examples include personal narratives, time, the constructed body, self and ritual, history and memory, public space, concepts of beauty. Prerequisites: (required for art and art history majors; recommended for non-majors), Art 112 and 115. Maximum 4 credits. Open to non-majors with instructor's consent or departmental approval.

Art 210 Digital Imaging and Illustration I (4)
Studio course in digital image creation with an emphasis on photo-illustration, vector illustration, and hybrid illustration techniques. Image capture, compositing, retouching, stylizing techniques, shading, typography, and simulated three-dimensional imagery. Workflow and production issues, including color pre-press and digital formats appropriate to multiple media. Open to non-majors with instructor's consent. Prerequisite: Art 120.

Art 224, 225 Communication Design Studio I, II (4, 4)
A sequence that develops strong conceptual solutions and thoughtful communication while addressing formal design issues related to typography, composition, scale, and proportion. Theoretical approaches, critical readings, group and individual critiques, and written assignments support visual design exploration.

Art 224: Development of problem solving and idea generation skills with an emphasis on the integration of process and execution. Projects may explore visual languages and the visual essay.

Art 225: Further development of working processes and idea generation. Projects explore a personal visual language through the expansion of a strong individual design process. Open to non-majors who have prerequisites and consent of the instructor. Prerequisite: Art 224.

Art 227 Introduction to Art and Social Practices (6)
Introduces an interdisciplinary approach to understanding and producing post-studio/social practice art projects. With an emphasis on critical thinking and analysis, the course investigates the history and application of social practice, post-studio, relational aesthetic, community based art, and non-traditional forms of documentary approaches to art making. The class is not media specific. Students will be encouraged to use a wide range of media and approaches in responding to various class assignments. Exploration of the PSU and Portland community will be an essential part of the class. The students will create work that responds to the dynamics of social spaces and public environments. Recommended Prerequisites: Art 112. Maximum 4 credits. Open to non-majors.

Art 230 Drawing Concepts I (4)
Develops drawing and compositional strategies, languages and methods that build on skills learned in foundation courses and embraces a transition from formal observational methods to abstract expressive modes of drawing. Students explore historical and contemporary strategies of visual analysis, surface and space as tools for creative exploration and employ analytical and verbal skills. Prerequisites: ART 112, 115, & 131. Open to non-majors with instructor's consent or departmental approval.

Art 250 Life Drawing I (4)
Developing skills for drawing the human figure from observation in a variety of media. This is the first of a sequence of three classes. Develops, skills in observation and perception. Later, analytic skills are combined with personal expression and invention. A variety of media is used to explore the implications of line and modeled form to explore the figure in compositional...
environments. The skeleton and muscles will be studied in relationship to the model poses. Open to non-majors with instructor's consent or departmental approval. Prerequisites: (for art and art history majors only) Art 115, Art 131.

**Art 254**

**Typography I (4)**

First course in a sequence on typography. Builds on the principles introduced in Art 118. Projects focus on typography as medium and message. Typographic history, including the history of letterforms and the construction and use of grids. Design projects range from purely textual to problems that require the successful integration of typography and image. Conceptual solutions are emphasized. Prerequisites: Art 115, 118, and 120. Open to non-majors who have prerequisites and consent of the instructor.

**Art 255**

**Two-dimensional Animation I (4)**

Studies principles and processes of two-dimensional animation composed in digital form. Storytelling and animation skills are developed in projects that apply tools and techniques for writing, staging, movement, timing, key framing, editing, and the use of sound and music. The language and aesthetics of animation are investigated through the design and production of a two-dimensional animation. Focus may be placed on either pixel or vector graphics. Project planning and workflow are explored in response to technical requirements for presenting the work in multiple media delivery formats. Recommended prerequisites: Art 115 and 119.

**Art 256**

**Three-dimensional Animation I (4)**

Studio introduction to principles and processes of three-dimensional modeling and animation composed in digital form. Projects apply tools and techniques for modeling, lighting, surface rendering, scene construction, animation sequencing, editing, and the integration of sound and music. The language and aesthetics of animation and cinematography are investigated through the design and production of a three-dimensional animation. Project planning and workflow are explored in response to technical requirements for presenting the work in multiple media delivery formats. Recommended prerequisites: Art 115 and 119.

**Art 257**

**Video I (4)**

Studio introduction to moviemaking with digital video technologies. The language and aesthetics of cinematography are explored through design and production of a digital video short. Pre-production practices include: conceptual, character, and narrative development, scene and lighting design, and sound design, with an emphasis on storyboard visualization. Production practices include: camera operation, scene setup and lighting, direction, acting, shooting, audio recording, digital transfer, editing, and composition. Post-production practices include: titling, special effects, and output for tape, web, or disk formats. Recommended prerequisites: Art 115 and 119.

**Art 260**

**Black and White Photography (4)**

Studio introduction to black and white photography using both film-based darkroom and digital imaging techniques, including 35mm camera controls, film processing, enlargement, digital image capture, and basic digital image adjustment. Assignments focus on two dimensional design principles of line, shape, pattern, texture, symmetry, asymmetry, and vantage point, and culminate in a coherent photo story. While learning basic photographic techniques, students discuss form, content, and the aesthetics of photographic image-making. Studio includes lecture, demonstration, critique, and supervised lab work. Students must furnish a focus camera, film or digital, with adjustable f-stops and shutter speeds. Automatic cameras must have manual override.

**Art 261**

**Color Photography (4)**

Studio introduction to color photography concentrating on the use of color as an aesthetic tool. Additive and subtractive color theory, color perceptions, and aesthetics are investigated through the design and production of a digital image. Color materials and alternative color processes are investigated. The use of color by various photographers is examined. Basic 35mm camera controls are mastered, culminating in a portfolio of images. Photographs are output with digital printers. Studio includes lecture, demonstration, critique, and supervised lab work. Students must furnish a focus camera, film or digital, with adjustable f-stops and shutter speeds. Automatic cameras must have manual override.

**Art 262**

**Photoimaging I (4)**

Studio introduction to concepts, techniques, practices, aesthetics, and ethics of photographic imaging and image-making with digital technology. Investigations in photographic media are enabled through a variety of digital imaging techniques, including retouching, color correction, filtering, masking, layering, and compositing. Projects explore concepts of digital imaging, including image capture and resolution, color models, tonal relationships, presentation formats, and digital printmaking. Prerequisites: Art 261 or Art 260.

**Art 270, 271**

**Introduction to Printmaking (4, 4)**

A laboratory course in print art taught in sequence which focuses on a specific technique each term. From a drawing-based foundation the thought process involved in making prints is strongly explored, translating drawn images into a graphic language. Concepts and content are investigated appropriate to the technique taught. Individual and group discussions as well as portfolio reviews are an intricate part of the review process. Art 270 explores monotype or dry point. Art 271 explores etching or relief. Prerequisites: (required for art and art history majors; recommended for non-majors), Art 112, 115, 117 and 131. Open to non-majors with instructor's consent or departmental approval.

**Art 282**

**Introduction to Painting I, II (4, 4)**

A two-term sequence course that introduces the principles and practice of painting. Art 281: explores basic theory and use of color and composition. Assignments involve both conceptual approaches and direct observation using still life, figures and landscape. Art 282: moves from the basic theory and use of color and composition to assignments involving both direct observation using still life, figures and landscape and a more conceptual approach. Further explores the various painting styles, techniques, and media used throughout the early 20th century. Courses must be taken in sequence. Prerequisites: (required for art and art history majors; recommended for non-majors): Art 112, 115, 117 and 131. Open to non-majors with instructor's consent or departmental approval.

**Art 291, 292, 293**

**Sculpture I, II, III (4, 4, 4)**

Art 291: Mass: students will be introduced to working in three dimensions through observation and those materials that lend themselves to forms that produce actual mass and volume. Some work from a life model. Plaster mold-making will be included. Art 292: Plane: an approach to three dimensions that involves constructive techniques. Mass and volume will be achieved through planer construction. Art 293-Plane: focus on how an object exists in space and how that space makes an object. Both planer and mass forms will be considered. Open to non-majors with instructor's consent. Prerequisites: (required for art and art history majors; recommended for non-majors): Art 112 and 117. Open to non-majors with instructor's consent or departmental approval.

**Art 294**

**Water Media (4)**

The techniques and uses of watercolor, gouache, and other water-based mediums with attention to unique characteristics as painting mediums. Collage and mixed media may be included with water-soluble pencils and crayons. Lectures on historic uses of these media and discussions of the aesthetic possibilities for layering and transparency. Prerequisites: (required for art and art history majors; recommended for non-majors), Art 112, 115, 117 and 131. Open to non-majors with instructor's consent or departmental approval.

**Art 295**

**Sculture-The Figure (4)**

A studio art course that studies sculptural forms and volumes through observation of the human body. The focus of this course will be a study of the human figure in form and gesture and an exploration of the methods and materials appropriate to that study. Observation and perception, proportion, analysis of the human skeleton and musculature, and figurative abstraction will be addressed. Prerequisites: (required for art and art history majors; recommended for non-majors), Art 112 and 117. Maximum 4 credits. Open to non-majors with instructor's consent or departmental approval.

**Art 296**

**Digital Drawing and Painting (4)**

Studio course introducing concepts and processes in computer graphics through a set of defined problems examined through digital drawing and painting applications. Projects explore a range of tools and techniques used in the digital paint environment, including the acquisition of imagery. The unique features of digital tools and techniques are investigated in terms of their relationships with traditional materials and processes. A critical and conceptual framework is developed for the many uses of these tools in a fine art context through an emphasis on using the computer as an artist's tool and the inclusion of digital art forms and processes into the mixed media studio. Prerequisites: (required for studio art and art history majors; recommended for non-majors): Art 115, 119 and 131. Studio artists will be given preference. Open to non-majors with instructor's consent or departmental approval.
*Art 297

Book Arts (4)

This mixed media class will explore the book as an art form. The relationship of images and/or words will be explored in relationship to narrative and sequential structures. Traditional and experimental methods of binding will be taught. Lectures on the history of the artist's book and issues in imagery and/or typography will be presented. Class emphasizes an experimental and conceptual approach that integrates content and form. Prerequisites (required for art and art history majors only) Art 112, 115, 117, 131 and 230. Open to non-majors with instructor's consent or departmental approval. Maximum 8 credits.

Art 299

Special Studies (Credit to be arranged.)

Art 300

Digital Page Design II (4)

A sequence focusing on concept development and solutions for communication design problems. History, theoretical approaches, critical readings, group and individual critiques, and written assignments support visual design exploration. Art 320: Focus is placed on narrative and information structures. Historical context and ethical design concerns are addressed. Open to non-majors who have prerequisites and consent of the instructor. Prerequisite: Art 225, Art 321: Complex problems focus on public communication, branding, and information design. Design strategy, creative briefs, project management, and team skills are applied to the conceptual problem-solving process. Open to non-majors who have prerequisites and consent of the instructor. Prerequisite: Art 320.

Art 327

Intermediate Art and Social Practices (4)

For this class students will choose a dept on campus that is not the art dept and will make arrangements to become "artists in residence" for that dept during the quarter. The students will keep journals documenting information presented in the class, personal project ideas, etc. They will work with professors, students, and administrators in their selected depts. to create projects that respond to the qualities, needs and interests of that dept and those people found there. Class will be on tours of the various depts. and learn about them from the students who have selected them and the people they are working with in those depts. The professor will meet independently with the students in their selected depts and the class will meet together to discuss their individual progress on the projects that they are working on. The students will be asked to produce several small projects and a larger final project that is done in conjunction with their selected dept. Students will document their process and projects, and will be graded on engagement in class and with their depts. journals and projects. Recommended prerequisites: Art 227. Recommended that it be taken in sequence. Open to non-majors.

Art 330

Critical Theories in Art I (4)

After a brief look at art of the 1960s and 1970s, this class will explore major theoretical and philosophical developments in the art world over the last quarter-century. Various themes and forms of art and individual artists will be examined as manifestations of specific theories and philosophies that have emerged during the past 25 years. Particular emphasis will be on art of the post-9/11 era. Material will be covered through readings, slide lectures and films as well as frequent visits to the Portland Art Museum; we will also take advantage of gallery shows, lectures and other relevant local events. Assignments will include critical response and research papers, group presentations. Prerequisites: (required for art majors); Art 112, 115 and ARH 206. Maximum 4 credits. Open to non-majors with instructor's consent or departmental approval.

Art 341, 342

Interactive Media I, II (4, 4)

A two-term studio sequence in design for interactive media. Art 341: Interactive design for the Web focusing on information architecture, navigation systems, and visual interface. HTML markup and the use of visual design tools. Creation and optimization of graphics in compressed formats. Experience with Web production workflow through development of site projects. Topics include usability and the aesthetics of web media. Open to non-majors with instructor's consent. Prerequisites: Art 120 and 210. Art 342: Interactive design enhanced through the integration of animation, video, sound, and other media. Critical analysis of work in the field establishes vocabulary and principles for effective design, usability, and interactivity. Animation developed in vector, bitmap, and video formats. Technical standards for delivery of animation. Open to non-majors with instructor's consent. Prerequisite: Art 341.

Art 350

Life Drawing II (4)

This is the second class in the Life Drawing sequence. The course continues development of skills in drawing the human figure in a variety of poses working with a variety of materials with an emphasis on the muscular system. Prerequisite: Art 131. Art 250 or have equivalent experience drawing from a live model. The student should be able to state the figure quickly, economically and in proportion. Open to non-majors with instructor's consent. Prerequisites: (for art and art history majors only) Art 131, Art 250.

Art 354

Typography II (4)

The second course in a sequence on typography addressing more complex communication problems. An emphasis is placed on developing strong conceptual solutions and integrating text and image. Design, art, and literary theory is introduced and applied to the problem-solving process. Continued emphasis is placed on understanding design within a historical context. Projects to include large, multiple page formats, such as books, editorial design, and annual reports. Open to non-majors who have prerequisites and consent of the instructor. Prerequisites: Art 200 and 254.

*Art 360

Photographic Exploration I (4)

Study of photography as visual language. Lectures, demonstrations, and extended assignments explore technical, aesthetic, and ethical issues of contemporary photographic communication. Working in either a documentary or conceptual approach, students begin development of their photographic portfolios, with emphasis placed on the photographic series. Prerequisites: Art 260, 261, 262, and ARH 392.

Art 365

Digital Portfolios for Visual Artists (4)

Studio course for visual artists focusing on design and development of digital portfolios. Concepts of portfolio development, graphic design, and interactive design are applied to create an effective communication of the artist's body of work. Digital production techniques are practiced as portfolios are assembled and published in a variety of print, time-based, and interactive formats. 

*Art 367

Design Team Management I (4)

Introduction to multidisciplinary, team-based, problem-solving practices in communication design. Majors in art/graphic design and non-art majors enroll in this course to form interdisciplinary teams working on hypothetical projects or case studies in current business problems, issues, and trends. Emphasis is placed on strategic design and planning, creative process, project management, and studio management. Students demonstrate skills in research, conceptual development, persuasive writing and communication, negotiation, initiative, collaboration, and team dynamics. This course prepares students for participation in team-
based community service projects developed in Art 468 Design Team Management II. Open to non-majors with instructor’s consent. Prerequisites: for non-art majors, Art 100, 120, 200, 224, and 290. For art majors, Art 321, Art 354, and either Art 300 or Art 341.

Art 373
Creative Sculpture (4)
A creative study of all aspects of sculpture involving various media such as clay, plaster, wood, stone, and the metals, with emphasis, as necessary, on architectural sculpturing. Open to non-majors with instructor’s consent. Recommended prerequisite: 8 credits in elementary sculpture. Maximum: 12 credits.

Art 391
Drawing Concepts II (4)
Engages the theories and practices involved in the many processes, methods, and techniques of drawing. Readings, discussions, and research are expected. Open to non-majors with instructor’s consent. Prerequisites (for art and art history majors only): Art 230. ARH 206 strongly recommended.

Art 392, 393
Intermediate Painting I, II (4,4)
Study of various concerns in the expansion of technical and conceptual approaches dealing with form and content in both historical and contemporary practices. Students investigate a variety of ways of seeing that expands their approach to the subject and prepares them to begin development of an independent body of work in advanced painting. Students work both individually and in a group setting. Art 392: emphasis is placed on surface, materials, and other technical concerns, although issues dealing with the relationships of form and content are also discussed. Art 393: utilizing traditional and non-traditional technical processes while dealing with specific themes, students develop a personal vocabulary within a contemporary discourse. Open to non-majors who have prerequisites and consent of the instructor. Prerequisites (for art and art history majors only): Art 230 and Art 281, 282.

Art 399
Special Studies (Credit to be arranged.)

Art 401/501
Research (Credit to be arranged.)
Terms, section, instructor and hours to be arranged. Consent of instructor and chair of the Department of Art required.

Art 402/502
Independent Study (Credit to be arranged.)
Terms, section, instructor and hours to be arranged. Consent of instructor and chair of the Department of Art required.

Art 404/504
Cooperative Education/Internship (Credit to be arranged.)
Terms, section, instructor and hours to be arranged. Consent of instructor and chair of the Department of Art required.

Art 405/505
Reading or Studio and Conference (Credit to be arranged.)
Terms, section, instructor and hours to be arranged. Consent of instructor and chair of the Department of Art required.

Art 406/506
Projects (Credit to be arranged.)
Terms, section, instructor and hours to be arranged. Consent of instructor and chair of the Department of Art required.

Art 407/507
Seminar (Credit to be arranged.)
Terms, section, instructor, and hours to be arranged. Consent of instructor and chair of Department of Art required.

Art 408/508
Workshop (Credit to be Arranged.)
Terms, section, instructor, and hours to be arranged. Consent of instructor and chair of the Department of Art required.

Art 410/510
Selected Topics (Credit to be arranged.)
Maximum: 12 credits in one area. Prerequisite: consent of instructor and chair of Department of Art.

Art 427
Advanced Art and Social Practices (4)
For this class the students will work outside of the PSU campus. The class will select a particular area of Portland, for example Old Town or NE Alberta Ave, or a specific institution like a high school or senior center. The students will then become artists-in-residence in that area or institution. The students will keep journals documenting information presented in the class, personal project ideas, etc. The students will research the area both from first hand interviews with locals, and from historical documents and current day written materials. The students will produce a series of site-specific project that collaborate with in someway the people local to the selected site. Documentation and presentations of each project will be required. General class engagement and journal writing will form the basis for grades. Prerequisites: Art 227 or Art 327 or consent of instructor. Open to non-majors.

Art 430
Critical Art Theories II (4)
Artwork and artists of the 21st century are examined in the context of contemporary art theory. A thematic rather than a chronological approach will be used when examining theoretical, philosophical and socio-cultural aspects. Material will be presented through in-class instruction and field trips. Prerequisite: Art 330 and non-majors must have departmental or instructor’s consent.

*Art 436/536, 437/537
Painting Topical Issues (4, 4)
Advanced painting problems based on various subjects. Work may include various media, such as oils, acrylics, and mixed media. May be offered with specified subtitles such as Figure Painting or Landscape Painting. Maximum: 8 credits. Open to non-majors with instructor’s consent. Prerequisites (for art and art history majors only): Art 392 and Art 393.

† 500-level classes intended for M.F.A. students only.

Art 440/540
Interactive Team (4)
Interactive media design and development for internal and external community clients. Design solutions are presented, critiqued, and revised based on initial and ongoing client contact. Sites are developed, tested, and maintained on web servers. Team-based design and development process is coordinated through project management practices. Emphasis is placed on strategic and tactical design process, industry standards, usability studies, business proposals, design documents, and other professional practices. Prerequisites: Art 341, 342.

Art 450
Life Drawing III (4)
The third course in the life drawing sequence. If students have had the preparation of prior classes in learning to draw the figure accurately from observation and have learned a little about basic anatomy then they will continue to develop skills in drawing the human figure in a variety of poses with the addition of compositions dealing with two or more figures when possible. Emphasis on compositional and expressive means Use of variety of materials. Prerequisites (required for art and art history majors): Art 350. Recommended that it be taken in sequence. Open to non-majors with instructor’s consent.

*Art 455
Time Arts Studio (4)
Advanced practice for students seeking a minor in time arts. Students propose projects that may encompass or combine work in 2D animation, 3D animation, and video. Emphasis is placed on the professional presentation and delivery of projects. Prerequisites: Take at least two of the following, Art 255, 256, or 257.

*Art 460
Digital Media Practicum (4)
Advanced topics in digital media are explored through individual research and design projects implemented through a teaching assistantship for digital media courses. Projects include, but are not limited to, the design and development of learning resources in a variety of digital and online formats. Topics include: graphic design as applied to the objectives of instructional design, information architecture and sequencing, and effective instructional formats, such as interactive media, animation, and streaming video. Prerequisite: senior standing, completion of at least one upper-division digital media elective, and permission of instructor.

*Art 461/561
Photographic Exploration II (4)
Continuation of Art 360 Photographic Exploration I, culminating in the completion and presentation of a final photographic portfolio. Multiple portfolio formats are possible. Graduate students also complete original research or critical study on either a photographer or photographic technique. Prerequisite: Art 360.

*Art 462/562
Professional Practices in Photography (4)
Introduces senior and graduate students to the photography profession in its diverse forms and the commercial operation of photographic studios. Projects investigate one or more specialized forms of photographic practice, such as product, architectural, portrait, landscape, photo-illustration, or immersive photography. Specialized techniques in lighting and digital imaging may be explored. Prerequisite: Art 360.

*Art 467
Design Team Management II (4)
This course applies skills and knowledge gained in Design Team Management I. Non-art majors enroll in this course that meets with a 300- or 400-level communication design course engaged in community service projects. Both groups of students work collaboratively in teams on contracted projects for community clients. Projects address a variety of problems, such as print, audio, video, or interactive media. Emphasis is placed on skills required to create media campaigns: marketing, branding, identity, and advertising. Teams develop solutions for client business problems.
Art 479/579 Advanced Printmaking (4)
Advanced laboratory course in print art in which students specialize in one or more (in combination) of the following techniques, i.e., lithography, etching, monotype, relief, collagraph. Required course for the print major with the intention that each student explore and experiment to arrive at a cohesive body of printed work that speaks to an individual vision which is finalized in portfolio form. Analytical and critical discussion are part of the group and individual review process. Open to non-majors who have prerequisites and consent of the instructor. Prerequisites: Art 100, 120, 200, 367, and ArtH 290.

Art 469 Communication Design Internship (4)
An advanced, elective course with a required 100-hour placement in a professional design setting. Students conceive design, and develop client-orientated projects to gain experience in professional design practices, including design strategy, cost estimation, preparation of the creative brief, effective written and verbal presentation, team dynamics, client meetings, and project management. In-class sessions focus on topics and concerns related to professional practice. Stress is placed on understanding both the client's designer's point of view in the conceptual process. Portfolio and permission of the instructor required. Pre-registration in this class is possible. However, final approval and acceptance into this class is based on portfolio review and instructor approval. Prerequisites: senior status in the major and Art 321, 341, 354. Maximum: 8 credits.

Art 470 Contemporary Design Projects (4)
Required for all design majors in their senior year. Students pursue their own body of work with a focus on the development of independent mechanisms for generating design problems and solutions. Emphasis is placed on accessing independent modes of analysis. Students learn to clarify concepts and execution methods in a sustained and integrated body of work that demonstrates refinement of visual and verbal communication ideas. The role of theory and criticism is emphasized. Prerequisites: Art 321, 354.

Art 471 Communication Design Seminar (4)
Concentrated visual exploration of current topics in contemporary design, such as cross-cultural communication or environmental graphic design. Topics are supported by investigation of theoretical and critical issues. Projects focus on demonstrating a nuanced and multi-faceted investigation of the topic. Open to non-majors with instructor's consent. Prerequisites: Art 321, 354. Maximum: 8 credits.

Art 472 Communication Design Portfolio (4)
Development of a design portfolio that depicts, in a consistent and professional manner, the creative, conceptual, strategic, and technical abilities of the designer. Independent exploration and refinement of projects is required. Communication of design strategy and accomplishment through effective written and verbal presentation. Emphasis is placed on business, project management, and professional skills required in the marketplace. Required course for all majors in design. Prerequisites: senior status in the major and Art 321, 341, 354, 470.

Art 479/579 Advanced Printmaking (4)
Advanced laboratory course in print art in which students specialize in one or more (in combination) of the following techniques, i.e., lithography, etching, monotype, relief, collagraph. Required course for the print major with the intention that each student explore and experiment to arrive at a cohesive body of printed work that speaks to an individual vision which is finalized in portfolio form. Analytical and critical discussion are part of the group and individual review process. Open to non-majors who have prerequisites and consent of the instructor. Prerequisites (for art and art history majors only): Art 270, 271 and 230. Maximum 12 credits.

Art 485 Studio Art Seminar (2)
A required class for studio artists. This class will explore special topics in contemporary art and issues of further professional development in the visual arts. Various contemporary theoretical issues and art world practices will be investigated. Prerequisites: upperdivision standing in art program. Intended for art majors only. Maximum 4 credits.

†Art 488/588 Advanced Sculpture Welding (4)
Constructivist approaches to working with the focus on steel. Welded metal sculpture fabrication using gas, electric, and heliarc welding methods. Experimental materials, methods, and concepts optional, consistent with the facilities and circumstances. Maximum: 12 credits. Open to non-majors with instructor's consent. Prerequisite: 8 credits in elementary sculpture and Art 373.

†Art 489/589 Advanced Sculpture Casting (4)
Bronze casting using the lost wax investment method. Experimental materials, methods, and concepts optional, consistent with the facilities and circumstances. Maximum: 12 credits. Open to non-majors with instructor's consent. Prerequisite: 8 credits in elementary sculpture and Art 373.

†500-level classes intended for M.F.A. students only.

†Art 498/598 Advanced Printmaking (4)
Advanced laboratory course in print art in which students specialize in one or more (in combination) of the following techniques, i.e., lithography, etching, monotype, relief, collagraph. Required course for the print major with the intention that each student explore and experiment to arrive at a cohesive body of printed work that speaks to an individual vision which is finalized in portfolio form. Analytical and critical discussion are part of the group and individual review process. Open to non-majors who have prerequisites and consent of the instructor. Prerequisites (for art and art history majors only): Art 270, 271 and 230. Maximum 12 credits.

†500-level classes intended for M.F.A. students only.

Art 493/593 Advanced Drawing Mixed Media (4)
This class represents the culminating experience in drawing and mixed media. Students are expected to develop a unified body of work that reflects and is informed by art history and contemporary theory. Open to non-majors who have prerequisites and consent of the instructor. Prerequisites (required for art and art history majors only): Art 391. Maximum 8 credits.

†Art 494/594, 495/595, 496/596 Advanced Sculpture Topics (4, 4, 4)
Art 494/594, 495/595: series of rotating topics that address current conceptual approaches and issues in the arts including: installation, site specific, space/body, language, and materials. Art 496/596 independent projects: acting as a capstone course within the concentration the student will be expected to develop their own criteria and issues that result in a body of work which exhibits a focused direction. Open to non-majors who have prerequisites and consent of the instructor. Prerequisite: upperdivision standing. 8 credits in sculpture and Art 373. Maximum: 16 credits.

†500-level classes intended for M.F.A. students only.

Art 498 BFA Thesis Exhibition (2)
This is a tutorial and directed study in studio production with assigned supervising faculty members. Preparation and production of a cohesive body of work culminating in an end of the program BFA thesis exhibition. In-depth discussions and assessment of student's studio work in relation to subject matter, materials, content, presentation, contemporary art practices and criticism, technical and formal concerns and/or related interdisciplinary interests. This course should be taken in the last quarter of the BFA program before graduation. Directed assignments and course of study will be given as appropriate. An oral defense of the final project will take place at the time of the final exhibition. Required for all BFA students. Prerequisites: Acceptance into the BFA program and Senior Standing.

Art 503 Thesis (Credit to be arranged.)

Art 514, 515

Art 503 Thesis (Credit to be arranged.)

Art 514, 515

Art Methods for Secondary School Teachers (4)
Methods and materials for teaching and coordination of art programs in grades 5-12, with an emphasis on organizing historical, aesthetic, criti-
new economies of art. Course format consists of cultural production and censorship; globalism and modernisms and modernity; new technologies and interests determine course material. Examples of culture. The given instructor’s current research Examines selected issues in contemporary art and MFA Graduate Seminar I: Special Topics in †Art 581 † 500-level classes intended for M.F.A. students only.

†Art 530 Critical Art Theories II (4) Artwork and artists of the 21st century are examined with in the context of contemporary art theory. A thematic rather than a chronological approach will be used when examining theoretical, philosophical and socio-cultural aspects. Material will be presented through in-class instruction and field trips. Prerequisite: Graduate standing in the MFA program.

† 500-level classes intended for M.F.A. students only.

†Art 580 Studio Practice: Directed Studies (4) Tutorial and directed study in studio production with a supervising faculty member. In-depth discussions and assessment of graduate student’s studio work-in-progress in relation to contemporary art practices and criticism, historical practices, technical and formal concerns and/or related interdisciplinary interests. Directed assignments and course of study will be given as appropriate. May be repeated for credit. Maximum credits 40. Required for MFA. Prerequisite: Graduate standing.

† 500-level classes intended for M.F.A. students only.

†Art 581 MFA Graduate Seminar I: Special Topics in Contemporary Art (2) Examines selected issues in contemporary art and culture. The given instructor’s current research interests determine course material. Examples of topics include: post-colonialism and Diaspora; issues in feminism; gender and queer studies; modernisms and modernity; new technologies and digital culture; autobiography and memoir; cultural production and censorship; globalization and new economies of art. Course format consists of assigned readings, discussion and a writing component. Field trips, student presentations, screenings and assigned lectures may also be included. May be repeated for credit. Maximum credits 4. Required for MFA. Prerequisite: graduate standing.

† 500-level classes intended for M.F.A. students only.

†Art 582 MFA Graduate Seminar II: Writing and Research (2) Explores the role of writing and research in contemporary art practice. Course materials include library research and developing bibliographies relevant to students’ studio practice, discussion of methodologies and practices of contemporary art production. Preparatory course for written component of the MFA exhibition project: second-year students are expected to develop an abstract and outline for their exhibition project. May be repeated for credit. Maximum credits 4. Required for MFA. Prerequisite: graduate standing.

† 500-level classes intended for M.F.A. students only.

†Art 583 MFA Graduate Seminar III: Teaching Visual Culture (2) Explores teaching at local and national institutions as preparation for teaching in higher ed. This seminar includes curriculum development, syllabi development, assessment, educational objectives reading and discussion of post-modern theory and other matters in the area of art education and visual culture. Required for MFA. Maximum credits 2. Prerequisite: graduate standing. Letter grade.

† 500-level classes intended for M.F.A. students only.

†Art 584 Social Practice: Directed Studies (2) Tutorial and directed study in social practice production with a supervising faculty member. In-depth discussions and assessment of graduate student’s work-in-progress in relation to contemporary art practices and criticism, historical practices, technical and formal concerns and/or related interdisciplinary interests. Directed assignments and course of study will be given as appropriate. May be repeated for credit. Maximum credits 20. Required for MFA. Prerequisite: graduate standing.

† 500-level classes intended for M.F.A. students only.

†Art 585 MFA Graduate Seminar IV: Professional Practices (2) Explores practical issues of career development for professional artists including preparing a portfolio, grant writing, C.V. writing, applying for teaching positions and residencies, working with museums and galleries, working in and with public, nonprofit and community arts organizations. The course includes guest speakers and individual research projects. Required for MFA. Prerequisite: graduate standing in MFA.

†Art 586 Visiting Artist Program / Group Critique (2) A critique-based course focusing on the studio production of the individuals enrolled. Students are expected to help foster and develop an environment for serious and sophisticated peer review. The work of visiting artists will be presented. Visiting artists participate in group critiques, as well as conduct individual studio critiques. May be repeated for credit. Maximum credits 12. Required for MFA. Prerequisite: graduate standing.

†Art 587 MFA Exhibition Project (4) Tutorials and directed study in developing a final MFA exhibition project. Conduct supporting research and studio production with approval of the students’ individual MFA advisor, Exhibition committee chair and committee members. Required for MFA. Maximum credits 4. Prerequisite: graduate standing.

† 500-level classes intended for M.F.A. students only.

†Art 588 Social Practice: Workshop (2) This course is a co-requisite to Art 584 Social Practice: Directed Studies. In this workshop the focus will be on the creative aspects involved in social practice rather then theory. Formulate and work on collaborative public projects, discuss the creative aspect and practical application of art and social practice. May be repeated for credit. Maximum credits 20. Required for MFA. Prerequisite: graduate standing.

† 500-level classes intended for M.F.A. students only.

†Art 599 MFA Exhibition Critique (2) Public presentation of MFA exhibition project and MFA exhibition lecture; production of written MFA exhibition statement with the student’s individual MFA advisor, graduate faculty and graduate program coordinator. Maximum credits 2. Required for MFA. Prerequisite: graduate standing.

† 500-level classes intended for M.F.A. students only.
Music

150 Extended Studies Building
503-725-3011
www.pdx.edu/music

B.A., B.S. — Music
Minor in Music; Minor in Jazz Studies; Minor in Music History
B.M. — Performance, Voice, Jazz Studies, Music Education and Composition
M.A.T., M.S.T. — Music
M.M. — Performance; Conducting, and Jazz Studies

Mission statement
The Department of Music is to provide an excellent forum for the professional training and support of a highly diverse student body in the areas of performance, conducting, jazz studies, music education and composition. In addition the Department provides general training in music where students study theory, history, literature, pedagogy, composition, improvisation, music technology, and ethnomusicology. Framed by the University’s motto, “Let Knowledge Serve the City,” the Department of Music offers a wide spectrum of activities by students, faculty and guest artists which enhances the artistic and cultural life of the city of Portland.

Undergraduate programs
The Department of Music is located within the hub of musical activity in the Pacific Northwest, only three blocks from the Portland Center for the Performing Arts. It maintains close ties to the Oregon Symphony, Portland Opera, Portland Symphonic Choir, Portland Jazz Orchestra, and Portland Youth Philharmonic, among other organizations. Faculty and students alike interact with these performing organizations in various ways. Both traditional and innovative musical opportunities through the study of classical performance, jazz, performance, pedagogy, music history, ethnomusicology theory, conducting, composition and music education are available for PSU students who live in the community or in campus housing.

Faculty members in the Department of Music are internationally recognized performers, conductors, composers, and scholars. From the beginning of their studies, music majors and minors study with some of the finest faculty in the nation in the string, wind, percussion, piano, jazz, and vocal areas. Standards are high as students pursue the conservatory-like Bachelor of Music degree or the more general Bachelor of Arts or Science in Music. Our graduates have consistently demonstrated their excellence in the fields of performance, conducting, composition, and scholarship. Many are leaders in music around the Northwest and elsewhere.

Programs in the Department of Music are accredited by the National Association of Schools of Music. The department also offers many courses for the non-major, including: Beginning Guitar, Beginning Piano, Beginning Voice, Introduction to Music, Survey of Music Literature, applied music ensembles, Basic Materials, Music Theory I, Music in the Western World, History of Rock, Jazz History, Guitar History, World Music, and American Musical Traditions.

Admissions requirement
Admission to the department is based on general admission to the University. See “Admission requirements” on page 37 for more information. Additionally, the Department of Music requires students to apply to the department and audition before they are accepted into the music program.

Degree requirements
All courses used to satisfy the major and minor requirements, whether taken in the department or elsewhere, must be graded C or above. All degrees where upper division applied music is required must pass the mandatory upper division examination. Admission to the BM in Music Education program or the BM in Composition program is contingent on a mandatory portfolio review.

Requirements for Bachelor of Arts and Bachelor of Science
In addition to meeting the general University degree requirements, students seeking the B.A. or B.S. in music must complete the following courses:

Credits

Music

Mus 111, 112, 113 Music Theory I ........................................................... 9
†Mus 114, 115, 116 Sight-Singing/Ear Training ..................................... 3
Mus 46 Piano Proficiency Exam. .......................................................... (no credit)
Mus 203 Music in the Western World ................................................. 4
Mus 211, 212, 213 Music Theory II .................................................... 9
††Mus 214, 215, 216 Sight-Singing/Ear Training and Keyboard Harmony .................................................. 3
Mus 304, 305, 306 Music History ....................................................... 12
One of the following: ............................................................................. 4
Mus 355 Jazz History
Mus 374, 375 World Music
Mus 376 American Music Traditions
‡Mus 195, 395 Band; Mus 196, 396 Orchestra;
Mus 198, 398 Jazz Lab Band;
Mus 197, 397 Chorus ................................................................. 12
†Mus 190, 290, 390, 490 Applied Music (minimum of 6 upper-division credits) ....................... 12
Mus 351 Accompanying (required of piano majors only in lieu of 2 credits of Mus 395, Mus 396, or Mus 397) ................................................... (2)
‡Mus 47 Final Project or
Mus 48 Junior Recital ........................................................................ (no credit)
*Mus 188 Recital Attendance ......................................................... (no credit)
Music Electives .................................................................................. 8

Total 76

†Concurrent enrollment in Mus 111, 112, and 113 is required.
††Concurrent enrollment in Mus 211, 212, and 213 is required.
†Music majors and minors and jazz majors, and minors must enroll in Applied Music and the related large ensemble (Mus 135/335, 160/360, 197/397, 198/398) each term.
‡All B.A./B.S. candidates must complete a final project consisting of one of the following: a half recital (Mus 48); a 30-minute performance; or regular performance on area recitals.
To be taken concurrently with Applied Music

The credits in applied music are divided into 3 credits at each level. With departmental approval this distribution may be altered; however, a minimum of 6 of the 12 credits must be completed at the upper-division level. A minimum of 6 of the 12 credits of band, orchestra, or chorus must be completed at the upper-division level. A piano proficiency examination is also required of all music majors before entering Music Theory II (Mus 211).
### Bachelor of Music in Performance

In addition to meeting the general University degree requirements, music majors seeking the professional music degree (Bachelor of Music in Performance) must complete the following courses:

**Area Coordinator:** C. Meadows

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mus 111, 112, 113 Music Theory</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mus 111, 114, 115, 116 Sight-Singing/Ear Training</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mus 191, 192, 193 Classical Piano</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mus 46 Piano Proficiency Exam.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mus 49 Senior Recital</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mus 111, 112, 113 Music Theory 1</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>MUS 195, 196, 197, 198 Large Ensemble:</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Band, Orchestra, Choir or Jazz Lab Band</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Mus 111, 114, 115, 116 Sight-singing/Ear Training</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>*Mus 188 Performance Attendance</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mus 191, 192, 193 Class Piano</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Mus 197/397 Chorus</td>
<td></td>
<td></td>
</tr>
<tr>
<td>(minimum of 6 credits at the 397 level)</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mus 203 Music in the Western World</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Mus 211, 212, 213 Music Theory 2</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>MUS 214, 215, 216 Keyboard Harmony,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sign-singing/Ear Training</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Mus 304, 305, 306 Music History</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose one course from the following</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mus 355 Jazz History</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Mus 374, 375 World Music</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mus 376 American Traditions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose one course from the following</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mus 311 Formal Analysis</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mus 312 Orchestration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mus 313 Counterpoint</td>
<td></td>
<td></td>
</tr>
<tr>
<td>FL 203 Choose one of Italian, German,</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French or Chinese</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose one course from the following</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mus 430 Song Literature</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Mus 436 Opera Literature</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mus 481 Vocal Pedagogy</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mus 485, 486, 487 Dictior for Singers</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>TA 248 Acting</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Mus 427 Opera Workshop</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Mus 428 Opera Production</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>9-13</td>
<td></td>
</tr>
<tr>
<td>Total: 123</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Concurrent enrollment in Mus 111, 112, and 113 is required.

### Requirements for Bachelor of Music in Jazz Studies

In addition to meeting the general University degree requirements, music majors seeking the professional music degree (Bachelor of Music in performance with a jazz emphasis) must complete the following courses:

**Area Coordinator:** C. Gray

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mus 111, 112, 113 Music Theory</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>Mus 114, 115, 116 Sight-Singing/Ear Training</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Mus 191, 192, 193 Classical Piano</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Mus 46 Piano Proficiency Exam.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mus 203 Music in the Western World</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>Mus 211, 212, 213 Music Theory II</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>MUS 214, 215, 216 Sight-Singing/Ear Training and Keyboard Harmony (jazz section)</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Mus 271, 272, 273 Jazz Improvisation</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Mus 304, 305, 306 Music History</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Mus 320 Fundamentals of Conducting</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Mus 471, 472, 473 Advanced Jazz Improvisation</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Mus 355 Jazz History</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>*MuP 190, 290, 390, 490 Jazz Lab Band</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>*Mus 198 Jazz Lab Band</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>*Mus 394 Chamber Music Jazz Ensembles</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>*Mus 398 Jazz Lab Band</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>*Mus 424, 425, 426 Instrumental Jazz Arranging</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>*Mus 474, 475 MIDI Applications</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>*Mus 188 Performance Attendance</td>
<td>no credit</td>
<td></td>
</tr>
</tbody>
</table>

*Concurrent enrollment in MUS 111, 112, and 113 is required.

### Requirements for Bachelor of Music in Music Education

In addition to meeting the general University degree requirements, music majors seeking the professional music degree (Bachelor of Music in Music Education) must complete the following courses:

**Area Coordinator:** D. Glaze

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUP 190, 290, 390 &amp; 490 Applied Music</td>
<td>(minimum of 6 upper-division credits is required: 6 credits of 390 or 490)</td>
<td>12</td>
</tr>
<tr>
<td>MUS 046 Piano Proficiency Exam.</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>MUS 047 or 048 Final Project or Junior Recital</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>MUS 111, 112 &amp; 113 Music Theory I</td>
<td>9</td>
<td></td>
</tr>
<tr>
<td>MUS 114, 115 &amp; 116 Sight-Singing/Ear Training</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>*Mus 188 Performance Attendance</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Elective music courses to be taken from the following areas: Music History, Music Literature, Music Technology, World Music, Applied Music, Pedagogy, Practicum, Conducting, Ensemble Performance, Instrumental Technique</td>
<td>13</td>
<td></td>
</tr>
<tr>
<td>Total 123</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Concurrent enrollment in MUS 211, 212, and 213 is required.

### Instrumental Track

**Area Coordinator:** C. Gray

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mus 197 &amp; 397 University Chorus</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 409 Marching Band Practica</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MUEd 336 Flute/Double Reeds</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MUEd 337 Clarinet/Sax</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MUEd 338 High Brass</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MUEd 339 Bar Bass</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MUEd 341 Jazz Techniques</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MUEd 422/423 Instrumental Literature &amp; Rehearsal Techniques</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>13</td>
<td></td>
</tr>
</tbody>
</table>

*Concurrent enrollment in MUS 211, 212, and 213 is required.

### Choral/General Track

**Area Coordinator:** C. Gray

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 397 Conductor’s Chorus</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MUS 408 Kodaly or Orff Techniques</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MUEd 340 Wind Instrument Techniques</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MUEd 420/421 Choral Literature &amp; Rehearsal Techniques</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

*Concurrent enrollment in MUS 111, 112, and 113 is required.

### Electives

**Area Coordinator:** C. Gray

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 304, 305 &amp; 306 Music History</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>MUS 312 Orchestration</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MUEd 320, 321, 322 Fundamental, Instrumental, Choral Conducting</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>MUEd 328 Introduction to Music Education</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUEd 332, 333, 334 &amp; 335 Guitar, Strings, Vocal, and Percussion Techniques</td>
<td>4</td>
<td></td>
</tr>
<tr>
<td>MUS 355, 374, 375 &amp; 376 World Music</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>MUS 395, 396, 397 or 398 Large Ensemble</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td>Band, Orchestra, Choir or Jazz Lab Band</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>MUS 409 Practica</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUS 474 MIDI Applications</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>MUEd 484 Music with Children</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>Additionally, students need to choose a teaching sub-specialty and complete the following course in the appropriate track</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Instrumental Track

**Area Coordinator:** C. Gray

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUS 397 Conductor’s Chorus</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MUS 408 Kodaly or Orff Techniques</td>
<td>1</td>
<td></td>
</tr>
<tr>
<td>MUEd 340 Wind Instrument Techniques</td>
<td>3</td>
<td></td>
</tr>
<tr>
<td>MUEd 420/421 Choral Literature &amp; Rehearsal Techniques</td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>Electives</td>
<td>12</td>
<td></td>
</tr>
</tbody>
</table>

*Concurrent enrollment in MUS 211, 212, and 213 is required.

**Notes:**

- Credits for courses must be completed as part of the appropriate track.
- Electives are required in addition to the required courses.
- Students must choose a teaching sub-specialty and complete the following course in the appropriate track.
- Requirements may vary by student and track.
- Consult with an academic advisor for specific course selection.
- Advanced standing students may be required to complete additional courses or workshops.
must enroll in Applied Music and the related large ensemble (Mus 195/395, 196/396, 197/397, 198/398) each term.

**To be taken concurrently with Applied Music**

**Requirements for minor in music.** To earn a minor in music, a student must complete 35 adviser-approved credits (17 credits must be in residence at Portland State University), to include the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mus 111, 112, 113 Music Theory I</td>
<td>9</td>
</tr>
<tr>
<td>†Mus 114, 115, 116 Sight-Singing/Ear Training</td>
<td>3</td>
</tr>
<tr>
<td>Mus 203 Music in the Western World</td>
<td>4</td>
</tr>
<tr>
<td>‡MuP 190 Applied Music</td>
<td>3</td>
</tr>
<tr>
<td>Mus 195 Band; Mus 196 Orchestra; Mus 197 Chorus</td>
<td>6</td>
</tr>
<tr>
<td>Upper-division Music History or World Music</td>
<td>4</td>
</tr>
<tr>
<td>‡MuP 290 Applied Music</td>
<td>3</td>
</tr>
<tr>
<td>*Mus 188 Performance Attendance</td>
<td>(no credit)</td>
</tr>
<tr>
<td>Mus 395 Band; Mus 396 Orchestra; Mus 397 Chorus</td>
<td>3</td>
</tr>
</tbody>
</table>

**Credits**

**Total 35**

†Concurrent enrollment in Mus 111, 112, and 113 is required.

‡Music majors and minors and jazz majors, and minors must enroll in Applied Music and the related large ensemble (Mus 195/395, 196/396, 197/397, 198/398) each term.

**To be taken concurrently with Applied Music**

**Requirements for minor in jazz studies.** To earn a minor in jazz studies, a student must complete 35 adviser-approved credits (17 credits must be in residence at Portland State University), to include the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>†MuP 190 Applied Music</td>
<td>3</td>
</tr>
<tr>
<td>‡MuP 290 Applied Music</td>
<td>3</td>
</tr>
<tr>
<td>Mus 111, 112, 113 Music Theory I</td>
<td>9</td>
</tr>
<tr>
<td>†Mus 114, 115, 116 Sight-Singing/Ear Training</td>
<td>3</td>
</tr>
<tr>
<td>*Mus 188 Performance Attendance</td>
<td>(no credit)</td>
</tr>
<tr>
<td>Mus 198 Jazz Lab Band</td>
<td>6</td>
</tr>
<tr>
<td>Mus 203 Music in the Western World</td>
<td>4</td>
</tr>
<tr>
<td>Mus 355 Jazz History</td>
<td>4</td>
</tr>
<tr>
<td>‡Mus 398 Jazz Lab Band</td>
<td>3</td>
</tr>
</tbody>
</table>

**Credits**

**Total 35**

†Concurrent enrollment in Mus 111, 112, and 113 is required.

‡Music majors and minors and jazz majors, and minors must enroll in Applied Music and the related large ensemble (Mus 195/395, 196/396, 197/397, 198/398) each term.

**To be taken concurrently with Applied Music**

**Requirements for minor in music history.** To earn a minor in music history, a student must complete 31 adviser approved credits (17 credits must be in residence at Portland State University), to include the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mus 191, 192, and 193 Class Piano</td>
<td>6</td>
</tr>
<tr>
<td>MUS 111, 112 &amp; 113 Music Theory I</td>
<td>9</td>
</tr>
<tr>
<td>(Concurrent enrollment in MUS 114, 115 &amp; 116 is not required for this minor)</td>
<td></td>
</tr>
<tr>
<td>MUS 188 Performance Attendance (Six terms are required)</td>
<td>0</td>
</tr>
<tr>
<td>Mus 203 Music in the Western World</td>
<td>4</td>
</tr>
<tr>
<td>Three elective courses:</td>
<td>12</td>
</tr>
<tr>
<td>MUS 304, 305 &amp; 306 Music History</td>
<td></td>
</tr>
<tr>
<td>MUS 355 Jazz History</td>
<td></td>
</tr>
<tr>
<td>MUS 360 The Guitar/Its Music and History</td>
<td></td>
</tr>
<tr>
<td>MUS 361/362 History of Rock Music</td>
<td></td>
</tr>
<tr>
<td>MUS 374/375 World Music</td>
<td></td>
</tr>
<tr>
<td>MUS 376 American Musical Traditions</td>
<td></td>
</tr>
</tbody>
</table>

**Total Music Credits 31**

**Graduate programs**

Graduate Coordinator: J. Bluestone

The Department of Music offers graduate work in music leading to the degrees of Master of Music (M.M.) in performance, Master of Music (M.M.) in conducting, Master of Music (M.M.) in Jazz Studies, as well as a Master of Arts in Teaching (M.A.T.) and a Master of Science in Teaching (M.S.T.). The M.A.T./M.S.T. degrees are general master's degrees in music. Graduate students in music may also pursue recommendation for standard teaching certification. This curriculum differentiates between specialists in vocal music and instrumental music, but candidates in both areas complete a core of required courses.

**Admission requirements**

For admission to graduate study the student must hold a bachelor's degree representing a course of study equivalent to that pursued by PSU undergraduates in music.

Students applying to the M.A.T./M.S.T. programs must submit one of the following as part of their application process:

1. History Paper
2. Theory Paper, descriptive analysis or composition.
3. Audition Performance demonstrating mastery at the MUP 490 level.
4. Teaching Certificate.

Students applying to the M.M. in Performance/Conducting must audition. See the Department of Music’s Web site at www.pdx.edu/music for specific area requirements.

**All Masters Programs**

In addition to meeting the general requirements for admission to graduate study in the University, each student must successfully take the music placement examination prepared by and administered in the Department of Music. All courses used to satisfy graduate requirements, whether taken in the department or elsewhere, must be graded B or above.

**Degree requirements**

**M.A.T./M.S.T. PROGRAM**

All M.A.T./M.S.T. candidates must take a final written examination.

**Core curriculum**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of the following:</td>
<td></td>
</tr>
<tr>
<td>Mus 511 Research Methods (Music)</td>
<td>3</td>
</tr>
<tr>
<td>Mus 520 Analytical Techniques</td>
<td>3</td>
</tr>
<tr>
<td>‡MuP 590 Applied Music</td>
<td>3</td>
</tr>
<tr>
<td>MuP 591 Applied Music-Secory Instrument</td>
<td>2</td>
</tr>
<tr>
<td>Ensemble: Chosen with advice of graduate faculty</td>
<td>3</td>
</tr>
<tr>
<td>Education/Performance (chosen with advisor's assistance)</td>
<td>9</td>
</tr>
<tr>
<td>Two of the following:</td>
<td></td>
</tr>
<tr>
<td>Mus 560 Music History: Medieval Period</td>
<td></td>
</tr>
<tr>
<td>Mus 561 Music History: Renaissance Period</td>
<td></td>
</tr>
<tr>
<td>Mus 562 Music History: Baroque Period</td>
<td></td>
</tr>
<tr>
<td>Mus 563 Music History: Classical Period</td>
<td></td>
</tr>
<tr>
<td>Mus 564 Music History: Romantic Period</td>
<td></td>
</tr>
<tr>
<td>Mus 565 Music History: Early 20th Century</td>
<td></td>
</tr>
<tr>
<td>Mus 566 Music History: Music Since 1950</td>
<td></td>
</tr>
<tr>
<td>One of the following:</td>
<td></td>
</tr>
<tr>
<td>Mus 532 Band Literature</td>
<td>3</td>
</tr>
<tr>
<td>Mus 533 Orchestral Literature</td>
<td>3</td>
</tr>
<tr>
<td>Mus 534 Choral Literature</td>
<td>3</td>
</tr>
<tr>
<td>One of the following:</td>
<td></td>
</tr>
<tr>
<td>Mus 521 Band Arranging</td>
<td>3</td>
</tr>
<tr>
<td>Mus 522 Orchestral Arranging</td>
<td>3</td>
</tr>
<tr>
<td>Mus 523 Choral Arranging</td>
<td>3</td>
</tr>
<tr>
<td>Elective Studies</td>
<td>10</td>
</tr>
<tr>
<td>Music electives chosen from the following areas:</td>
<td></td>
</tr>
<tr>
<td>applied music, theory, arranging, composition,</td>
<td></td>
</tr>
<tr>
<td>music history, world music, music literature,</td>
<td></td>
</tr>
<tr>
<td>pedagogy, education, conducting, or additional</td>
<td></td>
</tr>
<tr>
<td>ensemble performance</td>
<td></td>
</tr>
</tbody>
</table>

**M.M. PROGRAM**

Master of Music in Performance*

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>†MuP 590 Applied Music</td>
<td>12</td>
</tr>
<tr>
<td>Mus 506 Graduate Recital</td>
<td>2</td>
</tr>
<tr>
<td>Mus 594, 595, 596, 597, 598</td>
<td>3</td>
</tr>
<tr>
<td>Chamber Music and/or Ensemble</td>
<td>3</td>
</tr>
<tr>
<td>Mus 511 Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>Mus 520 Analytical Techniques</td>
<td>3</td>
</tr>
<tr>
<td>Two of the following:</td>
<td>4</td>
</tr>
<tr>
<td>Mus 560-566 Music History</td>
<td></td>
</tr>
<tr>
<td>Two of the following:</td>
<td>6</td>
</tr>
<tr>
<td>Mus 530, 531, 532, 533, 534, 536 Music Literature</td>
<td></td>
</tr>
<tr>
<td>One of the following:</td>
<td>3</td>
</tr>
<tr>
<td>Mus 581, 582 or 583 Pedagogy</td>
<td></td>
</tr>
<tr>
<td>Electives (Determined in conjunction with adviser)</td>
<td>9</td>
</tr>
</tbody>
</table>

**Total 45**

For an M.M. in Vocal Performance consult the Department of Music for Language Requirement.

Master of Music in Conducting

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>†Mus 541, 542, 543 Conducting</td>
<td>9</td>
</tr>
<tr>
<td>Mus 506 Graduate Recital</td>
<td>2</td>
</tr>
<tr>
<td>Mus 520 Analytical Techniques</td>
<td>3</td>
</tr>
<tr>
<td>Mus 513 Score Reading</td>
<td>3</td>
</tr>
<tr>
<td>Mus 595, 596, 597 Ensemble</td>
<td>3</td>
</tr>
<tr>
<td>Mus 522 or 521 Orchestra or Band Arranging</td>
<td>3</td>
</tr>
<tr>
<td>Mus 523 Choral Arranging</td>
<td>3</td>
</tr>
<tr>
<td>Two of the following:</td>
<td>4</td>
</tr>
<tr>
<td>Mus 560-566 Music History</td>
<td></td>
</tr>
<tr>
<td>One of the following:</td>
<td>3</td>
</tr>
<tr>
<td>Mus 530, 531, 532, 533, 534, 536 Music Literature</td>
<td></td>
</tr>
<tr>
<td>Mus 511 Research Methods</td>
<td>3</td>
</tr>
<tr>
<td>Electives (Determined in conjunction with adviser)</td>
<td>9</td>
</tr>
</tbody>
</table>

**Total 45**

Master of Music in Jazz Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>All of the following:</td>
<td></td>
</tr>
<tr>
<td>MUS 506 Project: Graduate Recital</td>
<td>2</td>
</tr>
<tr>
<td>(Recital information packet available from Music Office; be sure to register for 2 credit section.)</td>
<td></td>
</tr>
<tr>
<td>MUS 511 Research Methods (Music)</td>
<td>3</td>
</tr>
<tr>
<td>MUS 520 Analytical Techniques</td>
<td>3</td>
</tr>
<tr>
<td>MUS 526 Instrumental Jazz Arranging</td>
<td>2</td>
</tr>
<tr>
<td>MUS 540 Jazz Literature</td>
<td>2</td>
</tr>
<tr>
<td>MUS 567 History of Jazz</td>
<td>2</td>
</tr>
<tr>
<td>MUS 581 Pedagogy: Jazz</td>
<td>3</td>
</tr>
<tr>
<td>‡MuP 590 Applied Music</td>
<td>12</td>
</tr>
<tr>
<td>One of the following:</td>
<td>2</td>
</tr>
<tr>
<td>MUS 560 Music History: Medieval</td>
<td></td>
</tr>
<tr>
<td>MUS 561 Music History: Renaissance</td>
<td></td>
</tr>
<tr>
<td>MUS 562 Music History: Baroque</td>
<td></td>
</tr>
</tbody>
</table>
The School of Fine and Performing Arts

MUS 563 Music History: Classical
MUS 564 Music History: Romantic
MUS 565 Music History: Early 20th Century
MUS 566 Music History Since 1950
Complete 3 credits from the following: 3 credits
MUS 594 Chamber Music: Jazz Combo
MUS 598 Major Ensemble: Jazz Lab Band
Elective Studies Selected with Advisor: 10 credits
Music electives are determined in conjunction with the advisor and chosen from these areas: applied music, theory, diction, arranging, composition, music history, world music, music literature, pedagogy, conducting, or additional ensemble performance.

All M.M. degree candidates must take a final oral examination. All graduate students must receive a grade of B or above in music courses.

Courses

Courses with an asterisk (*) are not offered every year.

MuEd 328
Introduction to Music Education (2)
Overview of the music education profession, with emphasis on the various levels, genres, options, and requirements of the field. Concurrent enrollment in an appropriate practicum (Mus 409) required. Prerequisites: Mus 111, 112, 113.

MuEd 332
String Techniques (1)
Study of the stringed instrument family for students in the teacher education program. Special emphasis will be given to the teaching of these instruments to groups of young and/or inexperienced students.

MuEd 333
Guitar Techniques (1)
Study of the guitar and the methods and materials used to teach guitar to young and/or inexperienced students. Required for students in the Music Education Program.

MuEd 334
Vocal Techniques K-12 (1)
Study of vocal techniques for students in the teacher education program. Special emphasis will be given to teaching voice to groups of young and/or inexperienced students from childhood through high school.

MuEd 335
Percussion Techniques (1)
Study of the percussion instruments of orchestra and band for students in the teacher education program. Special emphasis will be given to the teaching of these instruments to groups of young and/or inexperienced students.

MuEd 336
Flute and Double Reeds (1)
Study of how to teach and play flute and double reeds (bassoon and oboe) for students enrolled in the teacher education program.

MuEd 337
Clarinet and Saxophone (1)
Study of how to teach and play clarinet and saxophone for students enrolled in the teacher education program.

MuEd 338
High Brass Techniques (1)
Study of how to teach and play trumpet and horn for students enrolled in the teacher education program.

MuEd 339
Low Brass Techniques (1)
Study of how to teach and play trombone, euphonium and tuba for students enrolled in the teacher education program.

MuEd 340
Wind Instrument Techniques (3)
For students in the Choral/General Music Education track. Techniques of brass and woodwind instruments for groups of young students with special emphasis on resources, beginning techniques, and appropriate literature.

MuEd 341
Jazz Techniques (1)
Study of techniques used in the teaching of middle and high school instrumental jazz music. Includes rehearsal techniques, basic arranging, swing concepts, rhythm section concepts, and improvisation. Prerequisite: instructor approval.

MuEd 420/520, 421/521
Choral Literature and Rehearsal Techniques (2, 2)
Students will learn the essentials of rehearsing large choral groups from grades 6-12 and requisite materials and techniques for starting and building a choral program. Prerequisites: Mus 322, MuEd 328, 334.

MuEd 422/522
Instrumental Literature and Rehearsal Techniques I (2)
Study of critical thinking about many aspects of music education and developing a repertoire of teaching techniques and leadership skills—for students enrolled in the teacher education program. Prerequisites: Mus 321, MuEd 328, 335.

MuEd 423/523
Instrumental Literature and Rehearsal Techniques II (2)
Study of critical thinking about many aspects of music education and developing a repertoire of teaching techniques and leadership skills—for students enrolled in the teacher education program. Prerequisites: Mus 321, MuEd 328, 335, 422/522.

MuEd 424/524
Instrumental Literature and Rehearsal Techniques III (2)
Discussion of organization and administrative strategies utilized in a typical high school instrumental program. Topics will include travel, booster organizations, fundraising, marching and maneuvering (including computerized field show design). Prerequisites: Mus 321, MuEd 328, 335, 422/522.

MuEd 484/584
Music with Children (3)
Methods and materials for teaching general music classes in the elementary school. Designed for the music specialist; required of all students who seek a basic teaching certificate in music. It is presupposed that all students have performing and theoretical skills and at least one year of music history. Concurrent enrollment in an appropriate practicum (Mus 409) required. Prerequisite: upper-division standing in music.
Mus 101, 102, 103
Basic Materials of Music (4, 4, 4)
Basic course in the theory, structure, and literature of music, requiring no previous musical experience. Includes basic sight-singing, music reading, writing, score analysis and composition in a variety of musical styles. For non-majors and preparation for students for enrollment in Music Theory I.

Mus 111, 112, 113
Music Theory I (3, 3, 3)
Provides a thorough ground-work in the melodic, harmonic, and rhythmic elements of music with written exercises and analysis based on the styles of Bach, Haydn, Mozart, Beethoven, and other 17th and 18th century composers. Registration in the appropriate Sight-Singing/Ear Training course is required. An entrance placement examination will be given. Basic Keyboard Skills is recommended for music majors and minors.

Mus 144, 145, 146
Sight-Singing/Ear Training (1, 1, 1)
Studies to develop the ability to sing notation at sight and to recognize and notate aural patterns. Registration in the appropriate Music Theory I course is required.

Mus 125, 126, 127
Guitar Workshop (2, 2, 2)
A workshop for discussion and applications of guitar related topics. Topics to include technique, sight-reading, transcribing. Audition may be required.

Mus 185
Guitar Orchestra (1)
A large guitar ensemble. Audition required.

Mus 189
Repertoire Study (1)
Study and performance of selected repertoire. Available only to students enrolled in large ensemble, chamber music or applied music. Prerequisite: consent of instructor.

MuP 190
Applied Music (1-2)
Freshman year. Individual instruction in organ, piano, harpsichord, voice, guitar, orchestral and band instruments. Maximum: 12 credits. Prerequisite: approval of faculty applied music supervisor.

Mus 191, 192, 193
Class Instruction (2, 2, 2)
Class instruction in instruments or voice. Offerings include piano, guitar, and voice. Students in Mus 193 Class Piano must be enrolled in Mus 46 concurrently.

Mus 194
Chamber Music (1)
Instruction in the art of small ensemble performance; the established repertory of string, wind, keyboard, or vocal chamber music. Maximum: 6 credits. Audition may be requested. Prerequisite: consent of instructor.

Mus 195
Band (1)
Maximum: 6 credits. Audition may be requested.

Mus 196
Orchestra (1)
Maximum: 6 credits. Audition may be requested.

Mus 197
Chorus (1)
Maximum: 6 credits. Audition may be requested.

Mus 198
Jazz Lab Band (1)
Performance of jazz literature in a big band setting. Maximum: 6 credits. Audition may be requested.

Mus 199
Special Studies (Credit to be arranged.)
Mus 201, 202
Introduction to Music (4, 4)
Designed for non-majors. Course involves lectures, reading, and listening. Course may emphasize music of different world cultures. Successively
the course deals with elements of music and small forms (201), and large forms of music and categories of musical literature (202).

Mus 203
Music in the Western World (4)
Designed for music majors and others with the ability to read music. Introduction to the great composers and their compositions within a historical framework.

Mus 204
Body Mapping for Musicians (2)
Provides instrumentalists and singers with information about the structure and function of the body as it relates to playing an instrument and singing. Prerequisite: At least one year of experience as a singer or instrumentalist.

Mus 211, 212, 213
Music Theory II (3, 3, 3)
Continuation of the study of harmony. Introduction to harmonic counterpoint. Composition in small forms in various 18th, 19th, and 20th century idioms. Registration in the appropriate Sight-Singing/Ear Training and Keyboard Harmony course is required. Prerequisites: Mus 46, 113, and 116.

Mus 214, 215, 216
Sight-Singing/Ear Training and Keyboard Harmony (1, 1, 1)
Application of theoretical principles to the keyboard; understanding more advanced theory through the keyboard. Elementary score reading, keyboard harmonization of folk tunes, advanced work in sight-singing and ear training. Registration in the appropriate Music Theory II course is required. Prerequisites: Mus 46, 113, and 116.

Mus 240, 241, 242
Composition I (2, 2, 2)
The course involves the study of 20th century composition techniques. Students will compose chamber works using techniques studied in the class. Prerequisites: Mus 113 and 116. Must be taken in sequence.

Mus 261, 262
History of Rock Music (4, 4)
Traces the history and development of a popular music style in the United States, Great Britain, and other parts of the world. Includes other types of popular music in the twentieth century.

Mus 271, 272, 273
Jazz Improvisation (2, 2, 2)
Introduces the fundamentals of jazz improvisation. Beginning jazz skills include scales, song forms, melodic patterns, and repertoire development. Instructor approval required.

MuP 290
Applied Music (1-2)
Sophomore year. Continuation of MuP 190. Maximum: 12 credits. Prerequisites: MuP 190 and audition.

Mus 301, 302
Survey of Music Literature (4, 4)
For non-majors; study of the history of music through examination of the literature of particular periods as follows: Mus 301: Music from 1700 to 1875; Mus 302: Music from 1875 to present.

Mus 304, 305, 306
Music History (4, 4, 4)
Intensive analytical study of the history of music in the Medieval and Renaissance Periods (Mus 304), Baroque and Classical Periods (Mus 305) and Romantic and 20th century periods (Mus 306). Prerequisites: Mus 113, 203.

Mus 311
Formal Analysis (3)
Thorough study of formal analysis, including phrases and periods, variations, two- and three-part song forms, developed ternary forms, sonata, rondo, and the concerto. Prerequisite: Mus 213.

Mus 312
Orchestrations (3)
Fundamentals of arranging music for instrumental ensembles. Emphasis on basic principles of orchestration and their practical applications. Prerequisite: Mus 213.

Mus 313
Counterpoint (3)
Intensive study of polyphonic music. Analysis and application in writing contrapuntal exercises using two, three, and four voices. Prerequisites: Mus 213.

Mus 319
Choral Arranging (2)
Fundamentals of arranging music for vocal ensembles. Emphasis on basic principles of SATB writing. Prerequisite: Mus 213.

Mus 320
Fundamentals of Conducting (2)
The basic principles of conducting as they apply to both instrumental and vocal ensembles. Basic baton technique and beat patterns. Development of an independent use of the hands. Fundamentals of score reading, both instrumental and vocal. Prerequisite: Mus 213.

Mus 321
Instrumental Conducting (2)
The principles of conducting and training instrumental organizations. Prerequisite: Mus 320.

Mus 322
Choral Conducting (2)
The principles of conducting and training choral organizations. Prerequisite: Mus 320.

Mus 325, 326, 327
Guitar Workshop (2, 2, 2)
A workshop for discussion and applications of guitar related topics. Topics to include technique, sight-reading, transcribing. Audition may be required.

Mus 351
Accompanying (2)
Theoretical and practical study of the art of accompanying vocal and instrumental solos and performing duo-sonatas.

Mus 352
Jazz History (4)
Examines the development of jazz from its African and European roots and its origins in New Orleans to its florescence in Chicago and New York. Covers period from about 1900 to 1960. Focuses on important musicians and major musical styles.

Mus 360
The Guitar: its History and Music (4)
This course is designed to explore the origins of the guitar by examining its history, repertoire and performers. The course will look at all aspects of the guitar's history from the related ancient Sumerian stringed instruments to the modern-day electric guitar.

Mus 361, 362
History of Rock Music (4, 4)
Traces the history and development of a popular music style in the United States, Great Britain, and other parts of the world. Includes other types of popular music in the twentieth century.

Mus 374, 375
World Music (4, 4)
Study of the major musical cultures of Asia, the Middle East, and sub-Saharan Africa. Explores social and cultural contexts, instrument types, and structural organization of the music. Emphasis on listening.

Mus 376
American Musical Traditions (4)
Examines the diversity of musical traditions found in American history and culture. Included are African American, Anglo-American, Hispanic, and Native-American musical cultures, in the areas of folk, popular, and classical music genres.

Mus 381
Music Fundamentals (4)
Basic musicianship for the elementary teacher. Instruction includes integration projects in Music for the elementary classroom.

Mus 385
Guitar Orchestra (1)
A large guitar ensemble. Audition required.

Mus 389
Repertoire Study (1)
Study and performance of selected repertoire. Available only to students enrolled in large ensemble, chamber music or applied music. Prerequisite: consent of instructor.

MuP 390
Applied Music (1-2)
Junior year. Continuation of MuP 290. Maximum: 12 credits. Prerequisites: MuP 290 and upper division examination.

Mus 394
Chamber Music (1)
Instruction in the art of small ensemble performance; the established repertory of string, wind, keyboard, or vocal chamber music. Maximum: 6 credits. Prerequisite: consent of instructor.

Mus 395
Band (1)
Maximum: 6 credits. Audition may be requested.

Mus 396
Orchestra (1)
Maximum: 6 credits. Audition may be requested.

Mus 397
Chorus (1)
Maximum: 6 credits. Audition may be requested.

Mus 398
Jazz Lab Band (1)
Performance of jazz literature in a big band setting. Maximum: 6 credits. Audition may be requested.

Mus 399
Special Studies (Credit to be arranged.)

Mus 401/501
Research (Credit to be arranged.)
Consent of instructor.

Mus 404/504
Cooperative Education/Internship (Credit to be arranged.)

Mus 405/505
Reading and Conference (Credit to be arranged.)
Consent of instructor.

Mus 407/507
Seminar (Credit to be arranged.)
Consent of instructor. Recent topics have included Style Analysis; Style Criticism; Music History; Music in the Elementary School; Seminar in Composition.
Mus 408/508  Workshop (Credit to be arranged.)
Mus 409/509  Practicum (Credit to be arranged.)
Mus 410/510  Selected Topics (Credit to be arranged.)
Mus 420  Analytical Techniques (3)
Study of the formal structure of musical compositions of various styles with the purpose of discovering the sources of unity, variety, order, and expression present in them. Prerequisites: Mus 311 is required for 420. Successful completion of the department's graduate entrance examination is required for 520.

*Mus 421  Analysis of Contemporary Music (3)
Thorough study of the compositional techniques and structural devices used in contemporary music. Topics include formal, harmonic, and rhythmic aspects of modern music. Serialism, set theory, texture, and indeterminacy are also addressed. Prerequisites: Mus 211, 212, 213.

Mus 424/524, 425/525, 426/526  Instrumental Jazz Arranging (2, 2, 2)
In-depth study and application of the fundamentals of composing and arranging for small to large jazz ensembles. Subjects included are history, transposition, instruments, forms, harmonic and melodic construction, rhythm section, voicing, moving harmonization, score and part preparation, vocal arranging techniques, rehearsal techniques, and MIDI applications. Instructor approval required.

Mus 427/527  Opera Workshop (1)
A workshop in preparing and performing operatic literature for advanced singers. Prerequisite: consent of instructor through audition.

Mus 428/528  Opera Production (2)
Annual production of a major operatic work. Designed for singers, orchestral instrumentalists, and technical support staff in the areas of costuming, set design, and other areas. Casting for production is by audition during fall quarter.

*Mus 430/530  Song Literature (3)
Study of the solo literature for voice through analysis of scores and recordings and live performances. Historical perspectives from Elizabethan song to 20th-century art songs. Prerequisites: Mus 304, 305, 306.

*Mus 431/531  Chamber Music Literature (3)
Historical survey of the music associated with the chamber music repertoire from 1600-1950. Emphasis on analysis of scores and recordings. Prerequisites: Mus 304, 305, 306.

*Mus 432/532  Band Wind Literature (3)
A study of literature for ensembles of wood and wind/percussion instruments from about 1600 to the present. Historical perspective will be gained through reading, style-analysis, and listening. Attention will be given to the practical application of band literature in elementary and secondary teaching situations. Prerequisites: Mus 304, 305, 306.

*Mus 433/533  Orchestral Literature (3)
A historical survey of the music associated with the symphony orchestra from the development of each orchestral instrument to the present day. Intensive study of those works of great significance is achieved through score study and analysis of several interpretations through recordings. Attention will be given to the practical application of orchestral literature in elementary and secondary teaching situations. Prerequisites: Mus 304, 305, 306.

*Mus 434/534  Choral Literature (3)
This course offers an investigation and analysis of literature for choir of all sizes, for secular and sacred use. A study in particular in relation to use in public school at the junior high and high school levels and in church choir situations. A survey of the development of choral literature from c. 1400 to the present, with examples via listening and study of scores, will be included. Prerequisites: Mus 304, 305, 306.

*Mus 436/536  Opera Literature (3)
An intensive study of the development of opera in western music, from the works of Monteverdi in the early 17th century to the important operas of this century. Prerequisites: Mus 304, 305, 306.

*Mus 437/537, 438/538  Keyboard Literature (3, 3)
A study of Baroque, Classical, Romantic, and Twentieth Century literature for keyboard instruments. In addition to providing an overview of the historical development of keyboard music, specific works from the repertoire of each period will be selected for intensive study and performance. Intended primarily for piano or harpsichord majors. Prerequisite: by audition.

*Mus 439/539  Instrumental Literature (3)
An intensive study of the development of literature for various individual or groups of instruments (e.g., flute, clarinet, oboe, bassoon, saxophone, trumpet, horn, trombone, tuba, violin, viola, cello, bass, percussion, brass, woodwinds, strings). The course may be listed with the specific instrument in the title. Prerequisites: Mus 304, 305, 306.

Mus 441/541, 442/542, 443/543  Advanced Conducting (3, 3, 3)
A study of technical and interpretive problems encountered in the rehearsal and conducting of standard symphonic or choral literature. Experience in conducting this literature. Particular attention given to the problems facing the public school music director. Prerequisite: Mus 321 or 322.

Mus 446/546, 447/547, 448/548  Coordinate Movement Master Class (1,1,1)
Provides pianists with information about the structure and function of the body as it relates to playing the piano. Prerequisite: at least three years piano performance experience.

Mus 451/551, 452/552  Advanced Keyboard Skills (3, 3)
This course investigates and applies advanced theoretical concepts to keyboard playing and improvisation. Applications include sightreading, transcription, harmonization, and figured bass reading. Prerequisite: by audition.

Mus 471/571, 472/572, 473/573  Advanced Jazz Improvisation (2, 2, 2)
Advanced concepts of jazz improvisation. Principles of pentatonics, diminished harmonies, inside-outside playing, synthetic scales, and free improvisation. Instructor approval required. Prerequisites: Mus 271, 272, and 273.

Mus 474/574, 475/575  Midi Applications (2, 2)
Study of the fundamentals of MIDI and computer music programs. Includes work on synthesizers, sequencing, and notation software. Prerequisite: consent of instructor.

Mus 476  Computer Music Composition (2)
Introduces concepts, applications, and projects in sound synthesis, sampling, and digital signal processing. Students learn to create real time compositions using a graphical programming environment and studio pieces using various sound editing applications. Prerequisite: Mus 242 or permission of instructor.

Mus 481/581, 482/582, 483/583  Pedagogy (3, 3, 3)
Methods, materials, curriculum, and philosophical bases for teaching in a private studio and classroom with focus on individual and group instruction. Prerequisites: Mus 213, 216, 304, 305, 306.

*Mus 485/585, 486/586, 487/587  Diction for Singers: Italian, German, and French (2, 2, 2)
Designed for singers and other musicians interested in classical vocal literature in Italian, German, and French. It presents the principles of lyric diction and provides practice in the skills needed to sing the language correctly, idiometrically, and expressively.

MusP 490  Applied Music (1-2)
Senior year. Continuation of MuP 390. Maximum: 12 credits. Prerequisites: MuP 390 and audition.

MusP 491/591  Applied Music in Secondary Area (1-2)
Private instruction in voice, keyboard, guitar, and orchestral or band instruments, not to include the student's major performance area in order to extend the performance skills of the music special-  

Mus 503  Thesis (Credit to be arranged.)

Mus 506  Graduate Project or Recital (2)
Final conducting project or performance recital required for all Master of Music degrees.

Mus 511  Music Research Methods (3)
A systematic study of research techniques and materials in music history, literature, and music education. Emphasis on the use of library resources and practical applications of research techniques. Prerequisite: graduate standing in music.

Mus 512  Graduate Theory Review (3)
A course designed for graduate students who need to review their knowledge of basic theoretical concepts. Can be taken for credit but will not be applied toward completion of degree require- ments.

Mus 513  Score Reading (3)
Techniques for reading and studying scores with a goal of performance.

*Mus 517, 518, 519  Advanced Harmony (2, 2, 2)
A study of the harmonic practices of the late 19th and 20th centuries. Written work, analysis, and
 analytical research. Prerequisite: Mus 316.

*Mus 529 Analytical Techniques (3)
Study the formal structure of musical compositions of various styles with the purpose of discovering the sources of unity, variety, order, and expression present in them. Prerequisites: Successful completion of the department's graduate entrance placement examination is required.

*Mus 521 Advanced Band Arranging (3)
Designed to develop fundamental skills in arranging music for concert, marching and stage bands, and small wind and/or percussion ensembles, such as those encountered in the public schools. Prerequisite: successful completion of the department's graduate entrance examination.

*Mus 522 Advanced Orchestral Arranging (3)
Instruction in writing for instruments used in large orchestras, showing techniques of scoring for string quartet, woodwind and brass quintet, and percussion ensemble. Practical application through scoring of piano music for various orchestral groups of the nature and capability found in the public schools. Prerequisite: successful completion of the department's graduate entrance examination.

*Mus 523 Advanced Choral Arranging (3)
Study of voice types, text setting, and techniques of arranging for various combinations of voices. Practice in arranging melodies for two- and three- and four-part choruses, mixed and unmixed, such as those encountered in the public schools. Prerequisite: successful completion of the department's graduate entrance examination.

*Mus 524 Grad History Review (3)
A course designed for graduate students who need to review their knowledge of basic historical concepts of music. Can be taken for credit but will not be applied toward completion of degree requirements.

*Mus 540 Jazz Literature (3)
Study and analysis of the classic Jazz compositions and recordings. Prerequisite: Mus 355.

*Mus 560 Music History: The Medieval Period (2)
Intensive, analytical study of the history of music of the Middle Ages and its relationship to contemporary historical events. Prerequisite: successful completion of the department's graduate entrance examination. Normally limited to graduate music majors only.

*Mus 561 Music History: The Renaissance Period (2)
Intensive, analytical study of the history of music from 1400 to 1600 and its relationship to contemporary historical events. Prerequisite: successful completion of the department's graduate entrance examination. Normally limited to graduate music majors only.

*Mus 562 Music History: The Baroque Period (2)
Intensive, analytical study of the history of music from 1600 to 1750 and its relationship to contemporary historical events. Prerequisite: successful completion of the department's graduate entrance examination. Normally limited to graduate music majors only.

*Mus 563 Music History: The Classical Period (2)
Intensive, analytical study of the history of music from 1750 to 1825 and its relationship to contemporary historical events. Prerequisite: successful completion of the department's graduate entrance examination. Normally limited to graduate music majors only.

*Mus 564 Music History: The Romantic Period (2)
Intensive, analytical study of the history of music from 1825 to 1900 and its relationship to contemporary historical events. Prerequisite: successful completion of the department's graduate entrance examination. Normally limited to graduate music majors only.

*Mus 565 Music History: Early 20th Century (2)
Intensive, analytical study of the history of music since 1900 to 1950 and its relationship to contemporary historical events. Prerequisite: successful completion of the department's graduate entrance examination. Normally limited to graduate music majors only.

*Mus 566 Music History: Music Since 1950 (2)
Intensive, analytical study of the history of music since 1950 and its relationship to contemporary historical events. Prerequisite: successful completion of the department's graduate entrance examination. Normally limited to graduate music majors only.

*Mus 567 Jazz History (2)
Advanced studies in Jazz History. Course involves individual research projects culminating in student class presentations. Historical research projects will be coordinated through PSU's Leroy Vinnegar Jazz Institute. Prerequisite: Mus 355.

Mus 585 Guitar Orchestra (1)
A large guitar ensemble. Audition required.

Mus 587 Advanced Choral Methods (3)
Designed for the experienced teacher. In addition to studies of current methods and trends in choral music teaching, the course also provides a forum for problem solving and dealing with special issues and problems in current choral music education.

Mus 588 Advanced Instrumental Methods (3)
Designed for the experienced teacher. In addition to studies of current methods and trends in instrumental music teaching, the course also provides a forum for problem solving and dealing with special issues and problems in current music education.

Mus 589 Jazz Lab Band (1)
Performance of jazz literature in a big band setting. Maximum: 6 credits. Prerequisite: graduate standing in music.

Mus 590 Chamber Music (1)
Instruction in the art of small ensemble performance: the established repertory of string, wind, keyboard, or vocal chamber music. Maximum: 6 credits. Prerequisite: graduate standing in music.

Mus 595 Band (1)
Maximum: 6 credits. Prerequisite: graduate standing in music.
programs

The Department of Theater Arts is committed to providing pre-professional training which effectively balances theory and practice, and is based on a quality liberal arts foundation.

Through classroom study, studio/laboratory preparation, field practice, and university drama productions, students are encouraged to pursue a passion for their discipline, commitment to individual excellence and collaboration, and a firm grounding in all aspects of live and mediated performance. Students seeking professional careers, preparing for advanced degree programs, training to be educators, or pursuing non-major study of the arts participate in production encompassing new, modern, and classic works interpreted to confront and illuminate the diverse concerns of contemporary life. The Department of Theater Arts is an accredited institutional member of the National Association of Schools of Theater. Production is an essential and integral part of the department’s educational mission. Students in the university, both majors and non-majors, are provided with a variety of opportunities to gain experience and develop creative and collaboration skills before and behind the scenes. In the selection of dramatic and other works, the department seeks to reflect vital contemporary issues, personal and public, in varied and challenging forms, both new and classic, thereby creating a forum for cultural and social concerns. The program actively pursues the development of new works, collaborations with urban and educational institutions, and the expansion of cultural exchange.

The university’s urban location enables the Department of Theater Arts to provide students with the richest diversity of teaching staff in the studio and the maximum of diverse educational experiences without. The resident faculty are active members of the region’s arts and creative community, as professional practitioners as well as educators. Their work is represented at every major theater company in the area, as well as through other arts organizations including smaller theaters, film units, dance companies, production companies, the media, and educational institutions. They frequently engage their students as assistants on creative projects, and they facilitate student placements as interns and regular employees with a variety of organizations. The associate faculty are of the highest caliber, both as practicing artists and as teachers of their craft.

Graduates of the program have gained admission to both university graduate programs and professional training programs, they have entered the profession directly, they have become teachers and university professors, and they have pursued a range of related professions in the arts, commerce, law, social services and the public sector.

Both majors and minors are urged to apply for an advising appointment at the Department Office during their first term at PSU, and no later than the beginning of their first term of junior standing.

Admissions requirement

See “Admission requirements” on page 37 for information on general admission to the University. See www.theaterarts.pdx.edu for information on admission to programs in the Department of Theater Arts.

Degree requirements

Requirements for the major in theater arts. Undergraduates in theater arts are expected to acquire basic skills in performance, design and production, dramatic literature, and theater history. These basic skills are developed in the core requirements. The remaining credits allow a student to specialize in an area of interest.

In addition to meeting the general University degree requirements, the Major in Theater Arts a student must complete 68 adviser-approved theater arts credits to include the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA 101 or TA 305</td>
<td>4</td>
</tr>
<tr>
<td>Four credits chosen from:</td>
<td></td>
</tr>
<tr>
<td>TA 464, 465 Development of Dramatic Art I and II</td>
<td></td>
</tr>
<tr>
<td>TA 469 Women, Theater, and Society</td>
<td></td>
</tr>
<tr>
<td>TA 471, 472 Theater History</td>
<td></td>
</tr>
<tr>
<td>16 elective credits from the Theater Arts curriculum with at least 8 carrying numbers 300 or above</td>
<td>16</td>
</tr>
</tbody>
</table>

Courses taken under the undifferentiated grading option (pass/no pass) will not be accepted toward fulfilling department major requirements. All courses used to satisfy the major requirements must be graded C or above.

At least 16 credits of upper-division Theater Arts courses, including 2 credits from TA 333, TA 334, TA 335, and/or TA 336 must be taken in residence at Portland State University.

Requirements for the minor in theater arts. To earn a minor in theater arts a student must complete 28 adviser-approved credits to include the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA 111, 112 Technical Theater I and II</td>
<td>6</td>
</tr>
<tr>
<td>TA 114, 115 Technical Theater Production I, II</td>
<td>2</td>
</tr>
<tr>
<td>TA 248 Acting I: Process</td>
<td>4</td>
</tr>
<tr>
<td>TA 252 Stage Makeup</td>
<td>2</td>
</tr>
<tr>
<td>TA 301 Script Analysis</td>
<td>4</td>
</tr>
<tr>
<td>TA 311 Scene Design I</td>
<td>4</td>
</tr>
<tr>
<td>TA 316 Technical Theater Lab</td>
<td>2</td>
</tr>
</tbody>
</table>

Courses taken under the undifferentiated grading option (pass/no pass) will not be accepted toward fulfilling department minor requirements, with the exception of TA 101 Theater Appreciation. All courses used to satisfy the minor requirements must be graded C or above.

At least 12 credits must be taken in residence at Portland State University.

Requirements for the major in film. The Bachelor of Arts/Bachelor of Sciences in Film is designed to offer students the opportunity to major in a diverse film curriculum that prepares them for a variety of careers in visual expression and understanding. Students in the program will study all forms and genres of the moving image, ranging from the silent film era to present day cinema, television, and digital video production. The faculty are
committed to providing strong emphasis on written, oral and visual expression and critical thinking, diverse and international perspective, and creative experiences.

In addition to meeting the general University degree requirements, the major in film will plan a program with a faculty adviser that meets the following minimum requirements:

- TA 131 Understanding Movies .......................... 4
- TA 301 Script Analysis .................................... 4
- TA 381, 382, 383 History of Film I, II, III (4, 4, 4) 12
- TA 480 Film Theory ........................................ 4

16 credits chosen from the following: ........................................ 16
- TA 384, 385 American Cinema and Culture I, II
- TA 474, 475 Dramatic Writing I, II
- TA 484, 485 Anatomy of a Movie I, II
- *16 elective credits chosen from the Film curriculum with at least 12 carrying numbers 300 or above........................................ 16

Courses taken under the undifferentiated grading option (pass/no pass) will not be accepted toward fulfilling major requirements. Additional courses may be required as prerequisites. All courses used to satisfy the major requirements must be graded C or above.

At least 16 credits of upper-division major courses must be taken in residence at Portland State University.

*Students may also seek program adviser approval to substitute elective coursework from other film courses in the university.

Requirements for the minor in film studies. To earn the interdisciplinary minor in film studies, a student must complete 28 adviser-approved film credits to include the following:

**Credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TA 131 Understanding Movies</td>
<td>4</td>
</tr>
<tr>
<td>TA 135 Classic Movies</td>
<td>4</td>
</tr>
<tr>
<td>English 304 Critical Approaches to Cinema</td>
<td>4</td>
</tr>
<tr>
<td><em>20 elective credits from the Film curriculum with at least 12 carrying numbers 300 or above</em></td>
<td>20</td>
</tr>
</tbody>
</table>

Total 28

Courses taken under the undifferentiated grading option (pass/no pass) will not be accepted toward fulfilling department minor requirements, with the exception of TA 150 Dance Appreciation. All courses for the minor must receive a grade of C or above.

At least 12 dance credits must be taken in residence at Portland State University.

SECONDARY Teacher EDUCATION PROGRAM—Drama

Adviser: W.M. Tate

It is imperative that the student who wishes to teach theater arts in secondary school be in contact with the Department of Theater Arts secondary education adviser as early as possible, so that various options and requirements can be fully explained and a program of study developed.

Graduate program

Adviser: R. Wattenberg

The Department of Theater Arts offers the degrees of Master of Arts and Master of Science. The Master of Arts degree prepares students who want to focus their graduate study on playwriting, research and scholarship in the history, literature, and criticism of the theater and who may also plan to continue their graduate work in a doctoral program in theater. The Master of Science degree prepares for students who wish to focus more intensively on performance and production areas in preparation for a career in the professional theater and/or further degree work in a Master of Fine Arts theater or film program.

The program of each graduate student is developed. Individual students may be required to complete additional graduate and undergraduate courses to make up for deficiencies.

All master's degree students must successfully complete a minimum of 45 graduate credits with at least 33 credits of adviser-approved courses in theater arts. Twelve credits may be taken in approved areas outside the Department of Theater Arts. In addition, the student must successfully complete one of the following projects, for which no fewer than 6 graduate credits in theater arts will be given: (1) a research thesis on an approved topic from the fields of theater history, theory, practice, or dramatic literature and criticism; (2) two papers of appropriate length on subjects chosen from the fields of theater history, theory, practice, or dramatic literature and criticism; (3) a project in directing, scenic design, lighting design, costume design, or acting; or (4) the composition of two one-act plays or one full-length play. An oral examination is required.

The Master of Arts student must demonstrate competence in the use of a foreign language and will typically complete the degree program with a thesis, playwriting, or two paper project. The Master of Science student must demonstrate expertise in skills pertaining to either advanced theater/film performance or design and will typically complete the degree program with a project in directing, acting, scene design, costume design or lighting design, a project in dramatic writing, or a two-paper project.

Degree requirements

University master's degree requirements are listed on page 67. Specific departmental requirements are listed below.

Master of Arts or Master of Science.

Prospective graduate students who plan to earn an M.A. or M.S. degree should present a minimum of 24 credits in theater arts, including 4 credits in script analysis, 4 credits in acting, 4 credits in directing, 8 credits in technical theater, and 4 credits in costume, scenic and/or lighting design or equivalent competencies as determined by the department. Individual students may be required to complete additional graduate and undergraduate courses to make up for deficiencies.

All master's degree students must successfully complete a minimum of 45 graduate credits with at least 33 credits of adviser-approved courses in theater arts. Twelve credits may be taken in approved areas outside the Department of Theater Arts. In addition, the student must successfully complete one of the following projects, for which no fewer than 6 graduate credits in theater arts will be given: (1) a research thesis on an approved topic from the fields of theater history, theory, practice, or dramatic literature and criticism; (2) two papers of appropriate length on subjects chosen from the fields of theater history, theory, practice, or dramatic literature and criticism; (3) a project in directing, scenic design, lighting design, costume design, or acting; or (4) the composition of two one-act plays or one full-length play. An oral examination is required.

The Master of Arts student must demonstrate competence in the use of a foreign language and will typically complete the degree program with a thesis, playwriting, or two paper project. The Master of Science student must demonstrate expertise in skills pertaining to either advanced theater/film performance or design and will typically complete the degree program with a project in directing, acting, scene design, costume design or lighting design, a project in dramatic writing, or a two-paper project.

Courses

Courses with an asterisk (*) are not offered every year.

**TA 101**
**Theater Appreciation (4)**

This course is intended as a general introduction to the art of the theater: acting; directing; playwriting; scenic, costume, and lighting design. Emphasis is placed on theater as a performing art today rather than upon the history or origins of the theater. The class, in part, involves attendance at live performances and events in the Portland area.
TA 102
Introduction to Acting (4)
A study in the basic building blocks of how to approach, prepare, and act a role. Text analysis, improvisation, exercises to expand the imaginative world of the play, preparation, commitment to an action, and commitment to body and voice exercises to increase awareness, and how to work collaboratively.

TA 104
Dance Appreciation (4)
Develop an awareness and appreciation of dance in its artistic, social, or cultural contexts through a variety of experiences, viewing and participating in dance. Will cover the basic roles in dance along with concepts and principals such as space, time and effort as well as expression, form, style and period.

TA 111, 112
Technical Theater I, II (3, 3)
First term of sequence concerns the planning and building of sets and stage properties, and the production organization skills needed to mount theatrical productions. Second term adds elements of stage lighting, scene painting, and theater sound. Both terms require a three-hour lab period per week and participation in departmental productions presented that term. Must be taken in sequence.

TA 114, 115
Technical Theater Production I, II (1, 1)
Attached lab to TA 111, 112 will combine skills in practical construction of stage sets with actual production experience on department productions.

TA 131
Understanding Movies (4)
An introductory course in film appreciation with special emphasis on cinema as a dramatic art. Elements to be considered will include cinematography, performance, edited image, and sound. Selected films will be shown.

TA 135
Classic Movies (4)
Study and analysis of representative films with special emphasis on the importance of directorial concept and the screenplay. Relationships between film and theater will be examined.

TA 144
Voice for the Actor I (5)
An introductory course in basic principles and techniques of voice production specifically for stage performance including physiology, breath support and resonance, articulation and projection.

TA 147
Movement for the Actor (3)
Introduction to concepts and techniques of theatrical movement and physical theater. Will utilize a variety of relaxation, centering, stylization, and imagery exercises designed to increase body awareness and expressiveness. Skills in ensemble, mime, mask, and light acrobatics will be developed.

TA 150
Dance Appreciation (4)
Designed to develop awareness and appreciation of dance in its artistic, social and cultural context. Offers a variety of experiences, including the viewing of dance in live and video formats, reading about dance, discussing dance, hearing from guest experts and experiencing selected dance movements from various dance genres. Considers aspects of dance as cultural, spiritual and aesthetic expression, exploring origins and the related roles of the dancer, choreographer and spectator. Covers the basic concepts and principals of dance such as space, time and effort as well as expression, form, style and period. Students will gain experience in viewing, discussing, writing about and evaluating dance.

TA 154
Dance Laboratory: Modern I, II, III (2, 2, 2)
Beginning modern dance technique, emphasis on body alignment, strength, flexibility and development of basic technical skills. Maximum: 12 credits.

TA 195
Dance Laboratory: Topics I, II, III (2, 2, 2)
Beginning dance technique in topics to be named, for example musical theatre, tap, hip hop, etc. Maximum: 12 credits.

TA 196
Dance Laboratory: Ballet I, II, III (2, 2, 2)
Beginning ballet technique, emphasis on body alignment, development of basic technical skills, and understanding basic ballet vocabulary. Maximum: 12 credits.

TA 197
Dance Laboratory: Jazz I, II, III (2, 2, 2)
Beginning laboratory in jazz dance technique emphasizing body alignment, contraction, and isolation technique of Latin, West Indian, African and American rhythms. Maximum: 12 credits.

TA 199
Special Studies (Credit to be arranged.)
*TA 241, 242
Improvisational Acting I, II (3, 3)
Seeks to acquaint the student through exercises, theater games, and study of basic techniques for creative role playing with the skills and techniques necessary for improvisational acting and development of material for public performance. Must be taken in sequence.

TA 248
Acting I: Process (4)
The first acting class for the major. Emphasis on the building blocks of actor technique leading into scene work; text analysis for the actor, preparation, commitment, character arc, boldness, rhythm, living a life onstage, and collaboration. This course is rigorous and demands outside time commitment for rehearsal. Prerequisites: TA major; TA 111, 112 or sophomore standing.

TA 252
Stage Makeup (2)
A study of the basic principles of the art and technique of makeup for stage and screen.

TA 253
Workshop Theater I (1-3)
Training in theater production through the intensive study and rehearsal of scenes and plays. Maximum: 12 credits.

TA 299
Special Studies (Credit to be arranged.)

TA 301
Script Analysis (4)
Examination and analysis of fundamental principles of dramatic structure, form, and style through study and analysis of representative plays selected from major periods. Emphasis on the production implications of selected texts.

TA 304
Dance Appreciation (4)
Develop an awareness and appreciation of dance in its artistic, social and cultural contexts through a variety of experiences, viewing and participating in dance. Covers the basic roles involved in dance along with concepts and principals of dance such as space, time and effort as well as expression, form, style and period. Prerequisite: Upper-division standing.

TA 305
Understanding Theater (4)
An investigation of theater designed to develop a heightened awareness of how the theater arts express and communicate ideas and experiences. To expand critical awareness of the process by which theater creates meaning and communicates through performance to contemporary audiences. Course will examine the dynamic relationship between theater and the society it both mirrors and influences.

TA 311
Scene Design I (4)
A study of visual arts principles as related to scenic design. Projects in stage geography, design composition, and visual imagery are used to develop the student's communication skills in the area of scenic design. Prerequisites: TA 111, 112, 301, 316. Recommended: TA 114 and 115.

*TA 312
Scene Painting (3)
Training to extend the student's basic skills in traditional methods and techniques of scene painting. Prerequisites: TA 111, 112, Recommended: TA 114, 115, and 316.

TA 313
Scene Design II (3)
Basic principles of scenic design for the theater. Prerequisite: TA 311.

*TA 314
Lighting Design I (3)
Practical and theoretical study of lighting the stage. Developing student awareness of how light affects objects in the theater laboratory and the crafting of intelligent lighting plots. Prerequisites: TA 112, 301, 316.

TA 316
Technical Theater Lab (2)
Laboratory course designed to allow students to further develop stagecraft skills and gain additional practical production experience. Prerequisite: TA 111, 112. Recommended: TA 114 and 115.

TA 317
Theater Technologies (2)
The study and practical application of advanced techniques and materials in all aspects of stagecraft, including drafting and drawing for the scene shop, the organization and planning of scenery construction within a production calendar, and problem solving on current department productions. Prerequisites: TA 111, 112, 316. Recommended: TA 114, 115

TA 321
Introduction to Costume Design (4)
An introduction to the theory, techniques, and design principles of contemporary stage costumes. Prerequisites: TA 111, TA 301.

*TA 325
Costume Production (2)
A study and practical application of stage costume construction techniques, beginning and advanced. Students will participate in the construction of costumes for departmental productions. Recommended prerequisite: 3 credits of theater arts. Maximum 6 credits.
TA 326
Pattern Development (1-4)
A study and practical application of the methods for creating patterns for theatrical costumes, including flat drafting, draping, and period pattern adaptation. Prerequisites: TA 325. Recommended: TA 321.

TA 327
Costume Technology (1-4)
A study and practical application of costume craft and decorative techniques, including fabric dyeing and painting and accessories fabrication. Recommended prerequisite: TA 321.

TA 330
Multicultural Theater (1-4)
Exploration of the diversity of our society through theater—comparing and contrasting the works of certain ethnic specific writers and those writers often considered to be in the mainstream of the modern theater.

TA 331
Understanding Movies (4)
An intermediate course in film appreciation with special emphasis on cinema as a dramatic art. Elements to be considered will include cinematography, performance, edited image, and sound. Selected films will be shown. Recommended prerequisite: upper-division standing.

TA 333
Workshop Theater: Directing/Stage Management/Dramaturgy (1)
For PSU Theater Department productions. Offerings include stage manager, assistant director, dramaturgy, choreography, and music direction. Participants are required to audition or interview for Main Stage and/or Studio productions. Information about auditions/interviews is provided on the Theatre Call Board outside of LH 127. Meeting times are arranged by the director. Most performances and rehearsals are in the evening; therefore, evening classes will usually conflict. Technical rehearsal for mainstage productions require a full weekend technical schedule. Course is repeatable for credit.

TA 334
Workshop Theater: Scenery & Lighting Production (1)
For PSU Theater Department productions. Offerings include scene construction and painting, costume construction and crew, stage/run crews, props, sound design and crew, lighting design and crew. Meeting times depend upon the assignment registered for, but usually include daytime, evening, and/or weekends. Technical rehearsal for mainstage productions require a full weekend technical schedule. Course is repeatable for credit.

TA 335
Workshop Theater: Management/Publicity (1)
For PSU Theater Department productions. Offerings include house management, public relations, audience development, publications, educational outreach, and display. This course meets each term for one hour per week as a group, with the remaining meeting times depending upon the specific assignments for the term in question. Meeting times depend upon the assignment registered for, but may include daytime, evening, and/or weekends. Course is repeatable for credit.

TA 336
Workshop Theater: Costume Production (1)
For PSU Theater Department productions. Offerings include wardrobe crew head, wardrobe crew, makeup head/crew, wigs head/crew, assistant designer, cutter/drafter, dyer, costume artisan, milliner, stitcher.

TA 340
Acting II: Scene Study (4)
Building on TA 248, coursework deepens the student actor’s understanding of arc, character development, commitment, rhythm of sound and language, and choices that ignite the text. Class demands commitment to intense scene work outside the classroom. Must be taken in sequence. Prerequisites: TA major, TA 248, and permission of instructor.

TA 341
Acting III: Classical Text (4)
Building on TA 340, and using increasingly difficult texts, this advanced class moves the actor further into technique. Language and epic style is a major focus of the work, with emphasis on such writers as Shakespeare, Moliere, Behn, and Ford. Class demands commitment to intense scene work outside the classroom. Prerequisites: TA major; TA 248 and TA 340, and permission of instructor.

TA 342
Advanced Acting (4)
Builds on past lessons and explores the way we rehearse and apply our craft. Individual acting blocks are addressed. Advanced acting problems are explored through complex texts. Must be taken in sequence. Prerequisites: TA major; TA 341, and permission of instructor.

*TA 344
Voice for the Actor II (3)
An intermediate course in the principles of voice
production for the stage, concepts and techniques for adapting the voice to various stage environments, and techniques necessary for analyzing stage speech problems and developing appropriate solutions. Prerequisite: TA 144.

**TA 346 Stage Dialects (4)**
An introduction to the method and techniques of dialect production for theatrical performance, including a survey of basic American, English, and European dialects.

**TA 348 Acting for the Camera (4)**
An introduction to acting before the camera for film and video. Prerequisite: TA 248 or consent of instructor.

**TA 350 Dance Improvisation (4)**
An exploration of spontaneous movement as individual and group creativity and expression, as a potential performance form and as the beginnings of choreography. “The body thinks.” Designed to develop awareness, focus, sensitivity and personal movement vocabularies. Recommended: upper division standing.

**TA 351 Dance Composition (4)**
Exploration of basic elements of dance and choreographic strategies through readings, observations and preparation of solo dance studies. Recommended: upper division standing.

**TA 352 Dance Choreography (4)**
Exploring compositional devices and craft unique to group choreography. Choreographing and producing a dance in a performance setting. Recommended prerequisites: TA 350, TA 351.

**TA 353 Workshop Theater II: Acting-Directing (1-3)**
Workshop in acting-directing. Maximum: 6 credits toward major requirements. Prerequisite: consent of instructor.

**TA 354 Workshop Theater II: Technical Theater (1-3)**
Workshop in technical theater. Maximum: 6 credits toward major requirements. Prerequisite: consent of instructor.

**TA 355 Workshop Theater II: Management And Public Relations (1-3)**
Workshop in theater management and public relations. Maximum: 6 credits toward major requirements. Recommended prerequisite: consent of instructor.

**TA 361 Theater Appreciation (4)**
An intermediate course in the art of the theater: acting; directing; playwriting; and, design. Special emphasis on theater as a performing art today, not the history or origins of the theater. Course involves in part, attendance at live performances in the Portland area. Prerequisite: upper-division standing.

**TA 362 Contemporary Dance 1920 to Present (4)**
Historical foundations for the development of current dance forms. Contemporary dance styles and theories will be studied via lectures and videos, field trips to exhibits and concerts. Recommended: upper division standing.

**TA 365 Classic Movies (4)**
An intermediate study and analysis of representative films with special emphasis on the importance of directorial concept and the screenplay. Relationships between film and theater will be examined. Recommended prerequisites: upper division standing.

**TA 370 Topics: Theater, Media, and Culture (4)**
Study of a variety of dramatical, cultural, and historical issues as they appear in film, television, and other theatrical media. From quarter to quarter topics might include: Shakespeare on Film, '50s Media and Culture, Vietnam on Film, Film History, Film Genres, and Hitchcock.

**TA 381 Film History I: 1894 to the Second World War (4)**
A study of film language from the silent era to the introduction of sound; how the influences of a broad range of cinematic art movements, including Expressionism, Impressionism, Surrealism and Poetic Realism, contributed to the classical Hollywood style. Also examines the artistic, economic and technological forces that led to the Hollywood studio system and the popularity of genres such as the western, the musical and the gangster film. Prerequisites: TA 131 and sophomore standing recommended.

**TA 382 Film History II: Cinema and Modernism (1946-1970's) (4)**
A study of the major artistic, economic and technological trends of motion picture production during the post-war era; how directors such as Hitchcock and Welles were able find a unique expression within the parameters of the classical style and the commercial pressures of the studios. Explores how world cinema movements presented aesthetic and political challenges to the Hollywood model. Prerequisites: TA 131 and sophomore standing, or consent of instructor.

**TA 383 Film History III: Contemporary World Cinema (1970's-Present) (4)**
A study of contemporary world film production from the struggles of an independent and avant-garde cinema to the CGI effects of today's blockbuster. Also examines how world cinema production has adapted to new digital technologies and the demands of a global market. Prerequisites: TA 131 and sophomore standing recommended.

**TA 384 American Cinema and Culture I (4)**
Examination of the American film industry as an art form, an industry, and as a system of representation and communication within the context of American popular culture. Rather than being strictly chronological, the course focuses on ideas, problems, issues, and thematic concerns. Primary period of focus will extend from the era of the speechless cinema through 1945. Recommended prerequisites: TA 131 and sophomore standing.

**TA 385 American Cinema and Culture II (4)**
Examination of the American film industry as an art form, an industry, and as a system of representation and communication within the context of American popular culture. Rather than being strictly chronological, the course focuses on ideas, problems, issues, and thematic concerns. Primary period of focus will extend from the end of WWII to the present. Recommended prerequisites: TA 131 and sophomore standing.

**TA 393 Dance Laboratory: Modern I, II, III (2)**
Intermediate modern dance technique, emphasis on body alignment, strength, flexibility and development of intermediate level technical skills. Maximum: 12 credits. Recommended: TA 193 I, II, III or previous dance experience.

**TA 396 Dance Laboratory: Ballet I, II, III (2)**
Intermediate level ballet technique. Emphasis on execution and application of all basic ballet vocabulary and on alignment and skill development. Maximum: 12 credits. Prerequisite: low-intermediate technique required; TA 196 Dance Lab: Ballet I, II, III.

**TA 397 Dance Laboratory: Jazz I, II, III (2)**
Intermediate laboratory in jazz dance technique emphasizing body alignment, contraction, and isolation technique of Latin, West Indian, and American rhythms. Maximum: 12 credits. Prerequisite: TA 197 Dance Lab: Jazz I, II, III.

**TA 399 Special Studies (Credit to be arranged.)**

**TA 401/501 Research (Credit to be arranged.)**

**TA 402/502 Independent Study (Credit to be arranged.)**

**TA 404/504 Cooperative Education/Internship (Credit to be arranged.)**

**TA 405/505 Reading and Conference (Credit to be arranged.)**

**TA 406/506 Special Projects (Credit to be arranged.)**

**TA 407/507 Seminar (Credit to be arranged.)**
Recent topics have included Introduction to Playwriting and Women, Theater, and Society.

**TA 408/508 Workshop (Credit to be arranged.)**

**TA 409/509 Practicum (Credit to be arranged.)**

**TA 410/510 Selected Topics (Credit to be arranged.)**

**TA 414/514 History of Decor (4)**
A historical survey of period decor focusing on furniture and interior architectural detail from Egyptian to modern times with emphasis on periods most commonly used in theater production. Recommended prerequisite: 6 credits of theater arts.

**TA 421/521 Costume Design (3)**
An in-depth study of costume design principles. Emphasis is placed on the design of costumes for specific plays, using a variety of styles and rendering media. Prerequisite: TA 321. Recommended: TA 325.

**TA 425/525, 426/526 History of Dress I, II (4, 4)**
Historical survey of dress in Western civilization from ancient Egyptian to modern times with emphasis on the aesthetic, cultural, and political expressions of clothing. Course may be taken out of sequence. Prerequisite: upper-division standing.

**TA 430/530 Scene Design III (3)**
Advanced study of scenic design problems and concept development. Maximum: 6 credits. Prerequisite: TA 313.

*TA 435/535 Lighting Design II (3)
Advanced lighting design skills and techniques involving the practical application of script analysis and collaboration techniques while working in the department's Studio Theater lighting student-directed, one-act plays and/or participating in departmental stage productions. Prerequisite: TA 314. Maximum: 6 credits.

TA 440/540 Advanced Acting Studio (1-4)
Advanced studio work focusing on rehearsal technique, style, preparation, developing material, and working with diverse environments, all leading to a public performance. May be repeated for a total of 12 credit hours. Prerequisites: TA major; TA 342, by audition/interview and permission of instructor.

*TA 441/541 Acting Studio (1-5)
Advanced studio work and individual projects in acting to consist of analysis, preparation, rehearsal, and studio performance of dramatic material representing a range of forms and styles. Maximum: 18 credits. Recommended prerequisites: 16 credits of acting or equivalent plus instructor approval based on audition and/or interview.

TA 454/554 Directing I (4)

TA 455/555 Directing II (4)

*TA 460/560 Advanced Directing (3)
Specific problems in directorial methods and styles for presentation in public performance. Prerequisite: TA 455 or equivalent experience.

TA 464/564, 465/565 Development of Dramatic Art (4, 4)
Survey of dramatic literature and theater history from ancient times to the emergence of the modern theater in the 19th century. The course is chronological in its presentation but each term may be taken separately.

TA 467/567, 468/568 Modern Theater I, II (4, 4)
A consideration of theater and drama from the late 19th and early 20th century to the present. Representative plays chosen from continental European; English, Irish, and American repertoires. Examination of key directors and trends in staging. Course may be taken out of sequence. Prerequisite: upper-division standing.

*TA 469/569 Women, Theater, and Society (4)
An examination of ways in which women and sexuality have been represented in Western theatrical production since the Greeks. Selected topics will be analyzed relating feminist theories to the creation of the theater arts by women, with consideration of cultural contexts in which they work. Study of artistic practice by women in relation to issues of power, representation, and access.

TA 471/571 Theater History: Periods and Topics (1-4)
Concentrated study of a particular period and/or topic in theater history: for example, Ancient Greek Theater and Drama; Medieval and Renaissance Theater; Theater and Science; Restoration/Ath Century Drama, American Theater and Drama, and Theatrical Expressionism. Recommended prerequisites: TA 464 and 465 or appropriate sophomore inquiry course.

TA 472/572 Theater History: Major Figures (1-4)
Concentrated study of the contribution of one or more major theater artists: for example, Ibsen, Stanislavsky, Appia, Brecht, and Artaud. Prerequisite: upper-division standing.

TA 474/574, 475/575 Dramatic Writing I, II (4, 4)
A sequence in scriptwriting involving analysis of dramatic structure, practical application of scriptwriting techniques. Must be taken sequentially. Recommended prerequisite: 8 credits of TA and/or English.

TA 480/580 Film Theory (4)
A survey of film theory and criticism from their inception to the present day. Students are introduced to key concepts and major figures from Classical Film Theory (Eisenstein, Arnheim, Bazin) through Structuralism, Semiotics, Psychoanalysis, Feminism, and Cognitive Studies. Prerequisite: TA 131 and junior standing, or consent of instructor.

*TA 484/584 Anatomy of a Movie I: Product of the Studio Era (4)
First in a sequence intended for advanced film students. Operates as a case study of one well known, critically acclaimed film of the studio era, examining the industrial, technical, cultural, and artistic elements in the film's production, exhibition and reception. Topics include studio ideology and production strategies, the star system, and historic context and meaning of films. Prerequisites: TA 131 and upper division standing. Recommended: TA 370 Film History I, II, III.

*TA 485/585 Anatomy of a Movie II: The Independent Film (4)
Second in a sequence intended for advanced film students. Operates as a case study of one well known, critically acclaimed film produced independently since 1968, examining the industrial, technical, cultural and artistic elements in the film's production, exhibition and reception. Topics will include the independent filmmaker as auteur, the economics of the New Hollywood, and ideology and politics of independent filmmaking, in the U.S. and abroad. Prerequisites: TA 131 and upper division standing. Recommended: TA 370 Film History I, II, III.

TA 486/586 Topics in Film and the Moving Image (4)
Concentrated study of genre, structure and style of a particular period, topic and/or figure in film and the moving image; for example, 1970's Film & TV Renaissance, Irish Cinema, and/or Robert Altman. Prerequisites: TA 131 and upper division standing.

TA 503 Thesis—(Credit to be arranged.)

TA 511 Introduction to Theater Research (2)
An introductory course in research methods and bibliography for graduate study in theater.
B.A., B.S.—Child and Family Studies
B.A.—Social Work
M.S.W.
Ph.D.

The School of Social Work was established at Portland State University in 1961 by a resolution of the Oregon Legislature. The school is committed to the enhancement of the individual and society. Further values and beliefs include a dedication to social change and to the attainment of social justice for all peoples, the eradication of poverty, the empowerment of oppressed peoples, the right of all individuals and groups to determine their own destinies, and the opportunity to live in harmony and cooperation. While the School maintains a special commitment to these values, it recognizes the need for joining with others in society who are working toward this same purpose.

Consistent with the goals of Portland State University and the Oregon University System, the three major functions of the School are teaching, research, and community service. Teaching is directed toward preparing effective and creative social workers who are ethical and culturally competent. Social workers learn to serve individuals and families directly, evaluate practice, develop and administer programs, organize neighborhoods and communities, analyze social policies, conduct research, and initiate necessary reforms of existing practice, programs, and policies. Research and scholarship focus on understanding, preventing, and ameliorating social problems. Community service involves collaborative efforts with individuals and organizations to develop innovations in social welfare services and policies.

The school has an educational program involving seven structural components: the Child and Family Studies program; the Baccalaureate Social Work (B.S.W.) program; the Master of Social Work (M.S.W.) program; the Distance Education M.S.W. option; the Ph.D. in Social Work and Social Research program; the Center for Improvement of Child and Family Services; and the Regional Research Institute for Human Services.

Child and Family Studies

300 Helen Gordon Child Development Center
1609 SW 12th Avenue
503-725-8241
www.cfs.pdx.edu

The Child and Family Studies Program is for students who have varied professional goals related to working with children, youth, and their families. Students who are interested in becoming elementary school teachers, social workers, counselors, early childhood educators, or special educators are advised to consider a degree in Child and Family Studies (CFS). The degree is also appropriate for students seeking career pathways such as parent educators, family advocates, youth workers, social service caseworkers, program directors/administrators, and classroom assistants. Students gain an interdisciplinary perspective on children, youth, and families, a broad understanding of family systems, and a working knowledge of the diverse socio-cultural contexts in which children and families develop.
Program content integrates theory with practice. A liberal arts foundation, coursework in professional development and the application of content knowledge, practicum experiences in three diverse settings, and the completion of a Professional Portfolio prepare students for professional roles as well as graduate school. Eleven different specialization options within the degree program allow students maximum choice as they prepare for the diverse professions that are of interest to most students. These specializations include: human development, families in society, youth worker, administration of programs for children, youth and families, early childhood education, early intervention/early childhood special education, elementary education, child welfare/human services, international worker, and family life educator. A strong emphasis is placed on preparing students to become professionals who are committed to becoming change agents in creating a more just world for children, youth, and families.

Admission requirements

Students must be admitted into the program to earn a baccalaureate degree in child and family studies. They are admitted as juniors (90 credits completed). Thirty applicants are admitted each term. Information meetings are held for students who are considering application into the program. Call 503-725-8241 to schedule attendance at an informational meeting. Information and application forms can be obtained by visiting the Web site: www.cfs.pdx.edu. The application packet includes a two to three page essay, an application form, completed reference forms, unofficial transcripts, and registry with the Oregon Employment Department’s Criminal History Registry. Students are accepted provisionally until they attend an Orientation meeting which is scheduled in the term prior to their admittance.

Degree requirements

Requirements for major. In addition to meeting the general University requirements, majors must complete the following program components:

Child and Family Studies major requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CFS 409 Practicum</td>
<td>5</td>
</tr>
<tr>
<td>CFS 480 Societal Influences on Professional Practice</td>
<td>4</td>
</tr>
<tr>
<td>CFS 481 Family Health Issues</td>
<td>4</td>
</tr>
<tr>
<td>CFS 491 Conceptual Foundations in Child and Family Studies</td>
<td>3</td>
</tr>
<tr>
<td>CFS 492 Families and the State: Effects of Legislation and Policies on Children and Their Families</td>
<td>3</td>
</tr>
<tr>
<td>CFS 494, 495, 496 Professional Development in Child and Family Studies</td>
<td>3, 2, 1, 1</td>
</tr>
<tr>
<td>CFS 498 Advanced Practicum</td>
<td>3</td>
</tr>
</tbody>
</table>

Total 30 credits

Special Education for School-Aged Children

Adviser: Ben Anderson-Nathe, Ph.D.

Designed to develop knowledge and skills for serving children and youth with special needs and their families in inclusive settings or to prepare for graduate study in special education for school-aged children or related fields (e.g., social work).

Coursework includes special needs and disabilities of children and youth, foundations of special education, and supports for children and youth within school, home, and community.

Elementary Education

Adviser: Carol Morgaine, Ph.D.

Provides the necessary requirements for application into PSU’s Graduate Teacher Education Program (GTEP). All the classes included in the Elementary Education specialization are all prerequisites for this graduate program. Students are eligible for early admission into the GTEP program, although admission is not guaranteed.

Child Welfare/Human Services

Adviser: Michael Taylor, Ph.D.

This specialization is designed to provide basic competence in entry-level human services positions in child welfare (child protective service, foster care, adoptions, in-home services, case management, group care), mental health, and community-based organizations. Working with children and families from diverse backgrounds (ethnic, racial, economic, sexual orientation) is emphasized.

International Worker: Children, Youth and Families

Adviser: Carol Morgaine, Ph.D.

Designed for people who want to work internationally with children, youth, or families in such areas as the Peace Corps, non-governmental organizations, project management, or humanitarian relief work. This area of study will emphasize cross-cultural understanding, language acquisition, global issues, and intercultural communication.

Family Life Educator

Adviser: Jana Meinhold, Ph.D. / Carol Morgaine, Ph.D.

Designed to develop knowledge about a broad range of topics including how families work; the inter-relationship of the family and society; human growth and development throughout the life span; both the physiological and psychological aspects of human sexuality; the impact of money and time management on daily life; the importance and value of education for parenting; the effects of policy and legislation on families; ethical considerations in professional conduct; and a solid understanding and knowledge of how to teach and/or develop curriculum for what are often sensitive and personal issues. The completion of this specialization will also provide the necessary requirements for the Family Life Education Provisional Certification awarded by the National Counsel on Family Relations.

All courses submitted to satisfy the requirements for a major in Child and Family Studies must be passed with a grade of C or above. In addition, courses taken under the undifferentiated grading option (pass/no pass) will not be accepted toward fulfilling program major requirements.

Social Work

400 University Center Building
503-725-4712
www.ssw.pdx.edu

The School of Social Work offers the only accredited graduate social work education programs in Oregon. Two graduate degree programs are offered by the School: a Master
The Baccalaureate Social Work (BSW) Program prepares students to become professional entry-level generalist social workers to work in a variety of settings with client systems in different communities. Part of the mission statement of the BSW Program emphasizes commitment to social justice, equity, and the eradication of poverty. The curriculum prepares professional entry-level generalist social workers to provide competent, value/ethics based, and effective services to individuals from a wide range of backgrounds. The BSW Program has five goals: (1) to provide a statewide program with the goal of preparing generalist social workers who are informed and effective leaders in challenging injustice and promoting social and economic change; (2) to prepare social workers to practice with at-risk individuals and families through strengthening the capacities of family and community systems; (3) to prepare social workers to assume the role of change agent regarding issues, policies, and community needs that affect individuals and their families and to contribute to the knowledge base of the profession; (4) to prepare generalist social workers able to work with diverse populations, integrating empirically informed practice and consumer voice within an established ethical framework; and (5) to provide a foundation for advanced graduate study in social work and prepare social workers to be lifelong learners.

The BSW Program was initiated in fall 2008 with a cohort of 34 students. The courses are taken within two years over six terms. The courses include social welfare history, the profession of social work, social policy, generalist practice, research, human behavior and the social environment, diversity electives, upper division program electives, and field education. The field practicum is taken at the same time as the generalist practice courses in which theory, application, knowledge, values and ethics, and practice skills are directly applied in a variety of field settings. Students in the BSW program complete three terms of professionally supervised field instruction. The field education is based on a concurrent class-and-field plan with two days each week in practicum, and weekly practice classes on campus. In addition to class and field, students meet regularly for a practicum seminar. Some of the field placements include: social services agencies, health and wellness services, mental health settings, child welfare, substance abuse, runaway and youth services, elder services, and other generalist placements.

The first Bachelor of Arts in Social Work degrees will be conferred in 2010. The BSW Program has applied for initial accreditation from the Council on Social Work Education with the goal of awarding accredited baccalaureate degrees to students admitted in fall 2008.

Master of Social Work. The Master of Social Work degree program is designed to prepare graduates for entry into advanced practice in direct human services, community-based practice, or social service administration and leadership. Students may take courses in selected fields of service: mental health; children, youth, and families; older adults; and health care, among others. The curriculum combines concurrent on-campus coursework and field work in a range of human service organizations. Typical practice settings are mental health programs, public welfare and human service agencies, schools, hospitals and health care centers, courts, family service agencies, correctional services, community planning agencies, legislative offices, child and youth service agencies, neighborhood centers, multicultural service centers, and programs for older adults. Each student’s program of study consists of a combination of required and elective courses. The required core courses are in the following areas: (1) social work practice, (2) diversity and social justice, (3) social welfare policy and services, (4) human behavior in the social environment, and (5) research. Core courses also address the following areas: economic and social justice, populations at risk, ethics and values, and diversity. Additionally, students participate in field instruction during each of the two years of full-time study.

Four plans of study are available. In the two-year (six-term) option, students enroll in two or three courses and participate in a field practicum each term. In the three-year (nine-term) option, students enroll in two courses per term in the first year and complete additional courses and practice during the next two years. In the four-year option, students enroll in two classes per term in the first year and two or three classes per term in the third year. Students take field practicum and one class per term in the second and fourth years. An advanced standing program is available to BSW graduates of Council on Social Work Education accredited programs. Day and evening sections of many courses are available. Since fall 2004 a three-year distance graduate education option has been offered. The distance program is available in selected cities in Oregon and is delivered through a combination of on-site instruction and interactive technology. In fall 2009 a new cohort of distance students admitted to the Eugene site will begin their three year program of study. Cohorts in Ashland and Salem will enter their second year of the three year program, and students in Bend and Eugene will begin their third and final year of study. New cohorts of distance students will be admitted from Ashland and Salem in fall 2010.

Students may combine the M.S.W. with a Masters in Public Health (M.P.H.). To pursue this option, applicants must apply to both programs and work closely with the departments to develop a study plan that meets the requirements of both programs. Two M.P.H. program tracks are available to students who choose the dual degree option: the Health Management and Policy track (administered through the Mark O. Hatfield School of Government) and the Health Promotion track (administered through the School of Community Health). Selecting the combined M.S.W./M.P.H. option requires one additional year of study, on average. A certificate in gerontology may be obtained through the Institute on Aging while the student completes requirements for the M.S.W. degree. The School also participates in the Graduate Certificate Program in Infant and Toddler Mental Health.

Doctor of Philosophy in Social Work and Social Research. The School of Social Work offers the Ph.D. in Social Work and Social Research. The program offers a unique opportunity to integrate practice, policy, and research. The program prepares students to understand critical social welfare problems, to conduct research and policy analysis related to solutions, to take responsibility for program development and administration in the human services, to teach, and to provide leadership. The Regional Research Institute for Human Services and the Center for the Improvement of Child and Family Services are major resources for the program.

Admission requirements

Bachelor of Arts in Social Work. Students must be admitted to the Baccalaureate Social Work (BSW) program in order to complete the requirements for the Bachelor of Arts degree with a major in social work (B.A.S.W.). Students are admitted as juniors (90 credits completed). A cohort will be admitted annually during spring term. Additional information and an application form can be obtained by calling 503-725-4712, by writing Portland State University, School of Social Work, PO Box 751, Portland, OR 97207, or by visiting the School’s Web site, www.sws.pdx.edu.

Applicants to the BSW program must have completed at least one course in psychology, Psy 200, and one in sociology, Soc 200. SW 301 Introduction to Social Work is also advised, since this course is designed in part
to assist interested students in selecting social work as a profession. If applicants have not completed this requirement prior to admissions they must take it once they are enrolled in the major.

The application packet includes an application form, questions for a brief personal essay, two reference forms and unofficial transcripts. Students will be required to attend an orientation session prior to beginning their course of study. Orientation schedule information will be provided at the time of admission. Reading the BSW Program Handbook is recommended.

Master of Social Work. Students are admitted fall term only. Admission is selective; applications and all supporting materials must be submitted by February 1 for consideration for admission in September. Early submission of application materials is encouraged. Further information and application forms may be obtained by writing: School of Social Work, Portland State University, PO. Box 751, Portland, OR 97207. The telephone number is 503-725-4712 or 725-3949. Application materials for the M.S.W. program are also available on-line through the school's Web site at: www.ssw.pdx.edu.

The M.S.W. program of the School of Social Work is open to qualified graduates from colleges and universities of recognized standing. Undergraduate preparation should include a broad background in liberal arts and sciences including natural sciences, social sciences, and humanities. Competence in written and spoken English is important for social work practice. Students whose native language is not English should include the scores of the Test of English as a Foreign Language (TOEFL). Graduates of bachelor of social work (B.S.W.) programs accredited by the Council on Social Work Education may apply for advanced standing. Students who have completed up to one year of study toward the M.S.W. degree at another graduate school of social work accredited by the Council on Social Work Education may apply for admission and transfer of credits.

Students admitted to the master's program are required to be in continuous enrollment unless an approved leave of absence has been granted. A student who withdraws from the School must reapply.

For the M.S.W.-M.P.H. dual degree, students need to submit separate applications to each program (the School of Social Work and either the School of Community Health or the Mark O. Hatfield School of Government, depending on the focus of study) and will need to meet the minimum requirements for each program. The MSW Program and the MPH Health Promotion track admit students in Fall term, while the MPH Health Management and Policy track admits students every quarter. Additional guidelines for admissions for Social Work are at http://www.ssw.pdx.edu/, Health Promotion at http://www.pdx.edu/sch/index.html, and Health Management and Policy at http://www.pdx.edu/hatfield-school/mphmhp_degree_info.html.

It is possible to add a second program after beginning one program, if the student completes an application and is accepted by the second program during her/his first year in the entry program. Students must take classes in both programs at the same time for at least one term.

Doctor of Philosophy in Social Work and Social Research. Applicants for admission to this program must have a master's degree in social work or have a master's degree in a related field enhanced by experience in the field of social welfare. Students with a master's degree in another field may choose to enter a combined program, in which they work simultaneously toward the M.S.W. and Ph.D. degrees. Applicants must have writing ability and the capacity for creative and independent work. At least two years' experience in social work or a related field is recommended. Students must apply to and be accepted into the doctoral program and be admitted to the University as a graduate student. As part of the admission procedure, students must furnish:

- transcripts of undergraduate and graduate studies;
- scores for the Graduate Record Examination (GRE);
- an example of scholarly writing;
- names of four references, two of whom must be academic; and
- a personal statement.

Students whose native language is not English should include the scores of the TOEFL. Application materials for the Ph.D. program are available through the school's Web site at: www.ssw.pdx.edu.

Application must be made by January 15; admission to the program is for the fall term only.

Residence. The program will require the equivalent of approximately three year's full-time work to complete if the student enters with an M.S.W. Three consecutive terms must be spent in full-time residence (9 credit hours or more) on campus. The minimum credit hour requirement for the Ph.D. is 90, of which at least 27 must be devoted to the dissertation. The Portland State University general doctoral degree requirements are listed on page 69.

Degree Requirements

Bachelor of Arts in Social Work Requirements for the Major. In addition to meeting the general University requirements for a Bachelor of Arts degree, majors must complete the following program components:

- Professional Foundation
  - Course Requirements ........................................ 49 credits
    - SW 301 Introduction to Social Work (4)
    - SW 440 Human Behavior and the Social Environment (4)
    - SW 441 Psychobiology of Social Workers (3)
    - SW 439 Diversity in Social Work (3)
    - SW 491 Conceptual Foundations in Children, Youth, and Families (4)
    - SW 492 Family Law and Policy (4)
    - SW 400 Practicum and Seminar I, II, III (4, 4, 4)
    - SW 430, SW431, SW432 Generalist Social Work Practice I, II, III (3, 3, 3)
    - SW 450, SW451 Research Methods for Social Work Practice I, II (3, 3)
  - Diversity Electives ........................................ 12 credits
    - Students must choose one course from each of three lists of courses: (a) Culture/History; (b) Family/Gender/Sexuality; and (c) RaceClass/Identity. Prospective students may consult a complete list of approved courses under each topic area at the School's Web site, www.ssw.pdx.edu, where under-graduate program requirements are included in an on-line B.S.W. Student Map.
  - Upper Division Program Electives ................. 12 credits

Total 73

Master of Social Work. The M.S.W. is a 78 credit program in two levels. The first, or foundation level, can be satisfied in one of two ways:

1. Completion of a B.S.W. degree accredited by the Council on Social Work Education, plus 10 credits of bridge courses taken at PSU, and additional requirements, or
2. Completion of a 42 credit graduate foundation course sequence at PSU, which includes the following courses: SW 500 Field Instruction (4 credits each of three terms), SW 520 Social Work and Social Welfare Policy (4 credits, full term only), SW 530, 531, 532 Generalist Social Work Practice (3 credits fall term, 4 credits each winter and spring terms), SW 539, Diversity and Social Justice (3 credits, fall term only), SW 540, SW 541 Human Behavior in the Social Environment (3 credits each winter and spring terms), SW 550, Foundation of Social Work Research (3 credits winter term only), and SW 551 Data Analysis in Social Work Research (3 credits spring term only).

The second, or advanced level, involves an additional 36 credits of advanced graduate coursework in concentration requirements, including concentration-endorsed advanced electives in policy and human behavior in the social environment, advanced research electives, advanced policy electives, and other elective courses. The Portland State University general master's degree requirements are listed on page 69. Students may not receive credit for life experience or previous work experience or have any field experience or professional foundation coursework waived on this basis.

Students in the M.S.W.-M.P.H. dual degree option may share a maximum of one-third of the credits needed for the smaller degree program. Consequently, students will need 119-
Comprehensive examination. A written and oral comprehensive examination is taken after completion of foundation coursework.

Dissertation. After successful completion of the comprehensive examination, the chairperson and dissertation committee are appointed. The student develops a dissertation proposal which is defended orally before the dissertation committee. When the proposal has been approved by the dissertation committee and by the University Human Subjects Research Review Committee, the student is considered a candidate for the Ph.D. in social work and social research. A dissertation must be completed following the outlines of the approved proposal. Students must maintain continuous registration while engaged in dissertation research.

Final examination. At the completion of doctoral work, the student defends the completed dissertation before the dissertation committee and other interested faculty and doctoral students. The student is expected to demonstrate knowledge of the topic selected for study and to show that the dissertation is a contribution to knowledge in the problem area.

Extended Studies. In cooperation with professional organizations, the Extended Studies Program in Social Work is prepared to provide conferences, lectures, new career learning, and recent information on practice. Students may attend the School of Social Work in that substantive area. Each student's program will be individually planned and approved. In the first and second years of the program are required to attend a Ph.D. seminar that is open to all Ph.D. students and faculty. A research practicum is required. This involves participating in research under the direction of a qualified supervisor. A teaching practicum may be elected.

Required Coursework for the Ph.D.

Core Courses.............................................. 42 credits
SW 620 Social Problem Analysis: Assessment Phase (3)
SW 621 Social Problem Analysis: Intervention Phase (3)
SW 622 Social Problem Analysis: Evaluation Phase (3)
SW 630 Empirical Foundations of Knowledge Building in Social Work (3)
SW 631 Introduction to Quantitative Research Methods in Social Work (3)
SW 632 Quantitative Data Analysis in Social Work Research I (4)
SW 633 Introduction to Qualitative Research Methods in Social Work (2)
SW 634 Quantitative Data Analysis in Social Work Research II (4)
SW 635 Qualitative Research Methods in Social Work II (2)
SW 640-642 Research Practicum and Seminar (2, 2, 2)
SW 650 History and Philosophy of Social Welfare and Social Work (3)
SW 660 Ph.D. Seminar (1)—required for six terms

Elective Courses........................................... 21 credits
Cognate Electives—6 credits taken outside the School
Other Electives—15 credits
Dissertation............................................... 27 credits
Total......................................................... 90

Courses

Courses with an asterisk (*) are not offered every year.

Child and Family Studies

CFS 401 Research (Credit to be arranged.)
CFS 404 Cooperative Education/Internship (Credit to be arranged.)
CFS 405 Reading and Conference (Credit to be arranged.)
CFS 406 Projects (Credit to be arranged.)
CFS 407 Seminar (Credit to be arranged.)
CFS 408 Workshop (Credit to be arranged.)
CFS 409 Practicum (Credit to be arranged.)

Supervised community-based learning experience in organizations and agencies that serve children and families. One credit equals 30 hours. Includes reflective, integrative seminar. Prerequisite: CFS 494.
Laws and policies that influence the well-being of families, youth, and children will be examined from a historical, socio-political perspective. Analysis of contextual influences and community-based learning experience will assist students in practical applications related to professional roles. Prerequisite: junior standing.

CFS 492 Community Resources and Family Support (4)
Examination of community resources in the context of community building, family support and empowerment, cultural competence, and cultural democracy. Factors that influence the effectiveness of community programs serving children and families. The mission, professional roles, and services of particular community agencies and programs that serve, support, and/or advocate on behalf of children and families. Prerequisite: junior standing.

CFS 494 Professional Development in Child and Family Studies I (2)
Introduces students to interdisciplinary perspectives and the ways in which personal development, professional identity, and professional action contribute to one's professional development. Emphasis will be on reflection, personal ethics, self care, career options, and scholarly foundations. Prerequisite: admittance into child and family studies program.

CFS 495 Professional Development in Child and Family Studies II (1)
Continued examination of interdisciplinary perspectives and the ways in which personal development, professional identity, and professional action contribute to professional development. Emphasis will be on reflective practice, professional ethics, professional boundaries, professionalization processes, legislation, and advocacy. Prerequisite: CFS 494.

CFS 496 Professional Development in Child and Family Studies III (1)
Final examination of interdisciplinary perspectives and the ways in which personal development, professional identity, and professional action contribute to professional development. Emphasis will be on reflective practice for social justice, goal setting, self-directed learning, codes of ethics, and leadership. Prerequisite: CFS 495.

CFS 498 Advanced Practicum (Credit to be arranged.)
Child and family studies practicum conducted in approved professional settings selected with consideration of students’ professional goals. Accompanying seminar. Prerequisite: admittance into the CFS program, five credits in CFS 409, and senior status, and CFS 480 (completion or concurrent registration).

CFS 501 Research (Credit to be arranged.)

CFS 505 Reading and Conference (Credit to be arranged.)

Social Work

SW 301 Introduction to Social Work (4)
An introduction to the profession and practice of social work. Assists students to clarify decisions concerning selection of social work as a profession; relates beginning social science theory to the profession. Prerequisites: 4 credits of psychology and 4 credits of sociology.

SW 399 Special Studies (Credit to be arranged.)

SW 400 Practicum and Seminar I-III (4 credits per term)
This course is the agency-based internship where students apply social work knowledge to generalist social work practice interventions. Students are supervised by social workers and qualified field instructors. Community based learning is enhanced through a seminar that assists students to integrate theoretical learning with practical application and develop generalist social work professional identity. Prerequisites: Psy 311, CFS 491 and CFS 492. Corequisite: SW 430, 431 and 432.

SW 405 Reading and Conference (Credit to be arranged.)
Consent of instructor.

SW 407 Seminar (Credit to be arranged.)
Consent of instructor.

SW 410 Selected Topics (Credit to be arranged.)

SW 430, 431, 432 Generalist Social Work Practice I, II, III (3, 3, 3)
Based on generalist social work practice principles, this three-term sequence examines the major influences on the service delivery system with emphasis on the multiple roles of the generalist social worker, and social work values and ethics. Examines the entire change process, focusing on assessment, goal formulation, intervention, evaluation, and endings through the lenses of strengths, empowerment, and ecological systems perspectives. Focus is on multiple levels of practice: individual, family, group, organization, and community. Introduction to theory and application of theoretical concepts to guide change activities. Development of interviewing skills for engagement, development of rapport, definition of purpose, assessment, intervention, and endings, taking account of cultural considerations. Integration of attention to populations at risk. Assessing and facilitating macro-level change process. Advocacy, collaboration and teamwork examined, with emphasis on strategies of promoting equity and social justice and preparing students for entry level professional practice. Prerequisites: Psy 311, SW 430-431, SW 439, CFS 491, CFS 492; Corequisite: SW 400.

SW 439 Diversity in Social Work (3)
Explores diversity and oppression based on race, ethnicity, gender, sexual orientation, religion, (dis)ability status, and social class; models for intergroup relations; the historical context of group relations; and cultural variables significant to ethnic, racial and cultural minority populations. Examines social, political, and cultural processes as they affect intergroup and intragroup relations. Explores the role of social worker as border crossing, cultural learner, and agent of change. Opportunities for cross-cultural dialogue and content analysis and skills development. Requires examination of the meaning systems in which each of us is immersed, as well as examination of those meaning systems that social workers must strive to understand. Prerequisite: admission into BSW program.

SW 440 Human Behavior in the Social Environment (4)
Presents a range of theories that seek to explain and predict human behavior across various levels of social systems, and that inform social work practice. Basic knowledge of human development from infancy to late adulthood in the context of individuals and families presented, and relationships between theoretical frameworks and the bio-psycho-social environment identified. Considers the development, behavior and change processes of groups, organizations, and communities. Particular attention paid to ways the experiences of marginalized populations negatively influence the process of development, and to related ethical issues. Prerequisite: Admission to major.

SW 441 Psychobiology for Social Workers (3)
Provides baccalaureate level social workers with a basic understanding of biological concepts, physiological systems, and neurological-environmental interactions. Enhances social work practice skills by providing a holistic conceptualization of people-in-environment. Prerequisite: Admission to major.

SW 450 Research Methods for Social Work Practice I (3)
Introduction to research in social work. Stresses the importance of research to social work practice and policy. Introduction to ethics of social work research, qualitative and quantitative methods, group designs and single case studies. Considers scientific method, systematic inquiry, relation of theory to research, problem formulation, measurement, sampling, design, and data collection. Emphasis on application of research to practice and on evaluation of own practice.

SW 451 Research Methods for Social Work Practice II (3)
Focuses on techniques of quantitative data analysis and introduces methods of qualitative data analysis. Focus on interpreting and using data to improve social work practice, including program evaluation and advocacy for client groups. Covers descriptive statistics, probability theory and hypothesis testing, and inferential methods. Includes discussion of culturally sensitive research and ethical issues in social work research. Prerequisite: SW 450.

SW 491 Conceptual Foundations in Children, Youth, and Families (4)
Theoretical and conceptual foundations of working with children, youth, and families in professional settings. Historical, socio-political contexts of significant theories and their relevance for professional application. Prerequisite: junior standing.

SW 492 Family Law and Policy (4)
Laws and policies that influence the well-being of families, youth, and children examined from a historical, socio-political perspective. Analysis of contextual influences and community-based learning experience assists students in practical applications related to professional roles. Prerequisite: junior standing.
SW 500
Field Instruction I-VI (Credit to be arranged.)

SW 501
Research (Credit to be arranged.)

SW 502
Laboratory (Credit to be arranged.)

SW 503
Thesis I, II, III (Credit to be arranged.)

SW 504
Cooperative Education/Internship (Credit to be arranged.)

SW 505
Reading and Conference (Credit to be arranged.)

SW 506
Special Problems (Credit to be arranged.)

SW 507
Seminar (Credit to be arranged.)

SW 508
Workshop (Credit to be arranged.)

SW 510
Selected Topics (Credit to be arranged.)

SW 520
Social Work and Social Welfare Policy (4)
Course defines and describes social welfare policy and the policy-making process. Examines historical and contemporary issues and their impact on the profession of social work and the institution of social welfare. Emphasis is given to policy analysis and the development of policy-practice skills from the perspective of social and economic justice. Highlights the relationships between social problems, social policies, social programs, and social work practice.

SW 522
Issues in Child Welfare (3)
Discusses the rapid change in the goals and methods of child welfare agencies, those agencies charged with the protection of children and the provision of permanency in their lives. Analysis of the formation of policy to reflect empirically based knowledge, ever changing community forces, and developing practice wisdom. Explores major issues facing child welfare services today. Develops skills for policy change. Prerequisite: SW 520.

SW 523
Health Care Policies and Programs (3)
Advanced policy course analyzes the history of selected health care policies, programs, and disease categories within the context of social work practice in health care. Contemporary outcomes in current health and service delivery systems presented from a policy perspective. Develops skills for policy change. Prerequisite: SW 520.

SW 524
Community Organization (3)
Prepares community organizing as a well-established social work method for promoting social change and improving community life through community and institutional reform. Topics for class will include an overview of the history of community organizing, models of community change (locality development, social planning and social action), methods of social change (advocacy, mobilizing, organizing, coalition building, and partnerships), examples of community-based organization, leadership development, and measuring the benefit to communities. Discussion also includes understanding the role of power and culture that exists within neighborhoods and communities. Prerequisite: SW 520.

SW 525/625
Poverty: Policies and Programs (3)
Examines the nature and causes of poverty and inequality in the United States and the impact of economic globalization on social work's response to these critical social problems. Studies ways in which people in poverty cope and support each other in low-income urban neighborhoods; examines the ways in which work and welfare interact with each other and with informal social supports. Addresses policy issues, including those involved in both service and income strategies to relieve or prevent poverty; develops skills for effective practice with low-income communities, families, and individuals. Prerequisite: SW 520.

SW 526
Social Work and the Law (3)
Topics include an overview of the legal system, the legal basis of the professional relationship, confidentiality and legal privilege, informed consent, professional malpractice and other legal liabilities—including termination and abandonment—social welfare law, family law and adoption, and unlawful discrimination. Prerequisite: SW 520.

SW 527
Political and Legislative Advocacy (3)
Exposes students to strategies and tactics for political and legislative advocacy. Emphasis is placed on developing skills for effective political lobbying, including the mechanics of political campaigns and working with policy-makers, citizens and issue-specific communities and political interest organizations. Students will be introduced to working with professional/community organizations and coalitions, local, state and federal level policy and decision-making processes, and methods to influence legislative process and administrative rule implementation. Prerequisites: SW 520.

SW 529/629
International Mental Health Policy (3)
Compares mental health policies from a global perspective, emphasizing United Nations and World Health Organization perspectives. Programs and policies from various countries are compared and contrasted with those of the U.S. and Oregon in particular. Prerequisite: SW 520.

SW 530, 531, 532
Generalist Social Work Practice I, II, III (3, 4, 4)
Three-term sequence examines the major influences on the service delivery system with emphasis on the multiple roles of the generalist social worker, and social work values and ethics. Examines the entire change process, focusing on assessment, goal formulation, intervention, evaluation, and endings through the lenses of strengths, empowerment, and ecological systems perspectives. Focus is on multiple levels of practice: individual, family, group, organization, and community. Introduction to theory and application of theoretical concepts to guide change activities. Development of reviewing skills for engagement, development of rapport, definition of purpose, assessment, intervention, and endings, taking account of cultural considerations. Integration of attention to populations at risk. Assessing and facilitating macro-level change processes. Advocacy, collaboration and teamwork examined, with emphasis on strategies of promoting equity and social justice. Must be taken in sequence. Corequisite: SW 500.

SW 533
Advanced Practice for Direct Human Services I (3)
Reviews the problem-solving process and introduces the process of constructing a frame of reference or model of practice. Addresses the evaluation of practice and theories for understanding individuals and how they both seek and resist change. Application of theories to the direct social work practice process with consideration of the importance of culture, strengths, and empowerment. Prerequisite: SW 532; corequisite: SW 500.

SW 534
Advanced Practice for Direct Human Services II (3)
Addresses the family of origin perspective on family systems theory. Both the worker's and the client's families of origin considered as sources of influence on the intervention process. Provides advanced consideration of family centered practice and integration of other theories with family systems theory. Prerequisites: SW 533; corequisite: SW 500.

SW 535
Advanced Practice for Direct Human Services III (3)
This course builds on material presented in SW 533 and SW 534 and provides students with an opportunity to integrate knowledge gained across courses and field practicums. The primary purpose of integrating knowledge and experience is for students to develop and articulate a personal practice model, as this is an essential step to beginning a professional career. Additionally, post-masters professional development including supervision, self-care, and licensure will be addressed. Prerequisite: SW 534; corequisite: SW 500.

SW 536 Advanced Community-Based Practice I (3)
First of 3-course concentration that emphasizes the person-environment interplay with a focus on the identification of multilevel assessment strategies in collaboration with local citizens, leaders, associations, and institutions. Utilizes asset-based, community development perspective to assist individuals, families, neighborhoods, and functional communities and organizations in identifying and meeting community social justice needs. Focuses on strategies for engaging groups, communities, and organizations using multicultural communication techniques and other qualitative assessment approaches. Identifies individual, group, and community resilience while assisting in assessing local strategies that strengthen protective factors and lower risk factors for ethnically and culturally diverse families, schools, neighborhoods, and communities. Prerequisite: SW 532; corequisite: SW 500.

SW 537 Advanced Community-Based Practice II (3)
Emphasizes the person-environment interplay with a focus on collaborative partnerships between local citizens, leaders, associations, and institutions. Builds intervention strategies based upon the asset-based, qualitative assessment techniques and perspectives utilized in identifying issues of concern that are driven by collaborative efforts. Focuses on the consumer/community perspective while assisting in implementing local strategies that strengthen protective factors and lower risk factors for ethnically and culturally diverse families, schools, neighborhoods, and communities. Prerequisite: SW 536; corequisite: SW 500.

SW 538 Advanced Community-Based Practice III (3)
Provides integrative experiences and materials build-
ing on and supportive of SW 536/537. Emphasis is placed on skills and techniques for the evaluation of community-based practice; articulation of the student’s personal model/framework of reference for community-based practice; and strategies for post-master’s professional development and contributions to the student’s field of community-based practice.

Prerequisites: SW 536, SW 537; corequisite: SW 500.

**SW 539 Social Justice in Social Work (3)**
Explores diversity and oppression based on race, ethnicity, gender, sexual orientation, religion, (dis)ability status, and social class; models for intergroup relations; the historical context of group relations; and cultural variables significant to ethnic, racial and cultural minority populations. Examines social, political, and cultural processes as they affect intergroup and intragroup relations. Explores the role of social worker as border crossing, cultural learner, and agent of change. Opportunities for cross-cultural dialogue and content analysis and skills development. Requires examination of the meaning systems in which each of us is immersed, as well as examination of those meaning systems that social workers must strive to understand.

**SW 540 Human Behavior in the Social Environment: Micro Theory (3)**
Prepares students with knowledge of how development from infancy to late adulthood in the context of individuals and families and identifies relationships between theoretical frameworks and the biopsychosocial environment. Considers populations at risk and the impact of racism and other forms of oppression on development. Provides students with knowledge of how developmental frameworks organize information about human dynamics, while still stressing the multi-causal nature of behavioral outcomes. Prerequisite: SW 539.

**SW 541 Human Behavior in the Social Environment: Macro Theory (3)**
Prepares students with knowledge of how development from infancy to late adulthood in the context of individuals and families and identifies relationships between theoretical frameworks and the biopsychosocial environment. Considers populations at risk and the impact of racism and other forms of oppression on development. Provides students with knowledge of how developmental frameworks organize information about human dynamics, while still stressing the multi-causal nature of behavioral outcomes. Prerequisite: SW 539.

**SW 544/564 Mid-life and Beyond (3)**
Focuses on development in mid and late adulthood from a lifespan perspective and promotes an appreciation of the developmental potential for normal and healthy aging. Explores demographic, socio-historical and developmental characteristics of the currently emerging cohort of older adults. Focuses on current developmental theories in social cognition and identity development in mid and late adulthood, contemporary psychodynamic views, and spiritual and transcendent possibilities for late adulthood. Addresses practice implications related to theories, especially as they relate to important developmental transitions.

Prerequisites: SW 540 SW 541, or admission to Gerontology Certificate Program with consent of instructor.

**SW 545/546 Advanced Human Behavior in the Social Environment (3)**
Provides an opportunity for students to explore current theoretical developments in the social and behavioral sciences which apply to social work practice including populations at risk. Taught in different sections each of which covers social and cultural contexts for human behavior in the social environment. May be repeated for additional credit. Prerequisites: SW 540, SW 541.

**SW 546 Human Sexuality and Social Work (3)**
Physiological, psychological and cultural perspectives of human sexuality presented and discussed. Application of social work assessment and change strategies relevant to personal and interpersonal dynamics of sexual and intimacy concerns.

Prerequisites: SW 532, 540.

**SW 550 Foundation of Social Work Research (3)**
Introduction to research in social work. Stresses the importance of research to social work practice and policy. Introduction to qualitative and quantitative social work research, group designs, single case studies, and evaluation of programs and of practice. Introduction to critical consumption of research, to ethics of social work research. Considers scientific method, systematic inquiry, relation of theory to research, problem formulation, measurement, sampling, design, and data collection.

**SW 551 Data Analysis in Social Work Research (3)**
Focuses on techniques of quantitative data analysis and introduces methods of qualitative data analysis. Considers interpreting and using results to improve social work practice including program evaluation. Covers descriptive statistics, probability theory and hypothesis testing, and inferential methods. Includes discussion of culturally sensitive research and ethical issues in social work research. Prerequisite: SW 550.

**SW 552/562 Advanced Social Policy Analysis (3)**
Selected social policy evaluation models and techniques reviewed, including discursive approaches. Content area focus include mental health, child welfare, disabilities and aging. Current policy initiatives covered from social welfare and legislative perspectives. Use of data analysis strategies to evaluate social welfare problems and their implications for policy development and implementation considered. Encourages development of policy evaluation questions and design of appropriate methodologies to address those questions including evaluation design, sampling, measurement and analysis. Prerequisites: SW 520 and 551 or SW 622.

**SW 554 Social Work and Health Care (3)**
Presents an overview of social work across health care settings and systems. Physiological, psychosocial, and cultural components of illness considered for individuals, families, and groups. Multidisciplinary teamwork, crisis intervention, and ethical dilemmas in health care practice explored. Prerequisite: SW 532.

**SW 555 Social Work Perspectives on Mental Health Disorders (3)**
Explores the major mental health disorders from an understanding of the biological, psychological, social, and cultural determinants of mental illness.

Emphasis is given to the changing roles of social workers who work with people diagnosed with a mental illness. Topics include ethics of diagnosing, history and theories of mental illness, overview of classification systems including a review of six major DSM-IV diagnostic categories, biopsychosocial model of assessment which includes diagnostic interviewing, accessing evidence-based practice (EBP) interventions, and applying practice evaluation methods to EBP strategies. Prerequisites: SW 532, SW 540.

**SW 557 Psychotherapy: Theory and Practice (3)**
Provides coverage of advanced mental health practice, including understanding of theory, applying techniques in clinical practice, and the current state of the research evidence for psychodynamic and cognitive-behavioral therapy. Provides practice content for clinically-oriented social work students. Prerequisites: SW 540, SW 541 and SW 533.

**SW 558 Abuse and Trauma: Theory and Intervention (3)**
Exposes the impact of trauma and abuse on adults, children, and families. Acute and long-term sequelae will be identified, emphasizing the interaction of traumatic and developmental effects. An integrative biopsychosocial intervention model for working with individuals, groups, and families will be explored through crisis and trauma, psychodynamic, constructivist, narrative, and feminist theories. Policy practice and advocacy issues, ethical and ideological issues, and current clinical, research, and policy debates in the field will be identified and discussed. The relationship of clinical narrative to contemporary social discourse about abuse and trauma will set the framework for the course, including clinical and empirical knowledge regarding effects of abuse and trauma and efficacy of treatment. Prerequisites: SW 532, SW 540.

**SW 560 Social Work with Gay, Lesbian, Bisexual, and Transgendered Individuals, Families, and Communities (3)**
Explores social work practice with gay, lesbian, bisexual, and transgender individuals, their families, and communities. Students examine the policy context of practice as it is affected by institutional and cultural homophobia or heterosexism. Takes a lifespan approach to practice issues, covering topics such as: developmental theories of gender identity and sexual orientation, families of origin, ‘coming-out’, dating, partnering, child-rearing, defining family and community, and aging. Important topics such as gender transitioning, HIV prevention and treatment, same-sex domestic violence, and chemical dependency will be presented. Special classroom emphasis will be placed on developing practice awareness within a historical and political perspective. Prerequisite: SW 552.

**SW 561 Clinical Social Work with Groups (3)**
Deals with the theory and practice of clinical social work within the wide range of groups in which social workers participate as workers and co-workers. Articulates issues related to group process and development as to their effect on the group experience. Includes leadership strategies and diverse populations. Prerequisites: SW 532.

**SW 562 Social Work with Grief and Loss (3)**
Examination of death at different stages of the life cycle. Review of theory and research about death and dying, loss, and grief resolution. Unique cultural and religious differences are emphasized. Examines social service assistance for persons, families and communities that face acute, chronic and terminal illnesses. Prerequisites: SW 532, SW 540.

SW 563 Social Work with Children, Adolescents, and Their Families (3)
Explores clinical social work practice with children, adolescents, and families. Emphasizes a collaborative and contextual approach that, in addition to child-focused interventions, includes work with parents, families, and groups in a variety of settings. Delineation and demonstration of specific clinical strategies and techniques with opportunities to practice and apply to field work. Prerequisite: SW 532.

SW 564 Social Work in Schools (3)
Uses a policy/practice perspective to prepare students for effective and culturally sensitive social work practice in early childhood and K-12 education. Presents multiple roles of school social workers and educational policies that provide context for practice. Emphasizes collaboration among families, schools, and communities. Prerequisite: SW 532.

SW 565 Introduction to Indian Child Welfare and the Indian Child Welfare Act (4)
Introduction to Indian child welfare with an emphasis on understanding legal, historical, and cultural issues applying to work with American Indian and Alaskan native youth. Emphasis is on Indian child welfare issues in the Pacific Northwest.

SW 566 Social Work Practice in Child Welfare (3)
Designed for students who are either considering a career or are interested in public child welfare. Explores selected areas of child welfare related to child maltreatment. Emphasis on the critical examination of empirically based case management intervention strategies and their appropriate use with children and their families. Prerequisite: SW 532.

SW 567 Evidence Based Interventions for Community Mental Health Practice (3)
Reviews and critiques evidence-based interventions for community-based mental health populations. These interventions include supported employment, assertive community treatment/case management, psychosocial rehabilitation, psychopharmacology, recovery and consumer perspectives, and integrated treatment for co-occurring substance use disorders. Theoretical frameworks include harm reduction, transtheoretical/readiness to change, and health promotion. Prerequisites: SW 532, SW 540.

SW 568 Community Mental Health Seminar (3)
Seminar on interdisciplinary relationships among social work, psychiatry, and nursing; and on a variety of clinical, and policy topics. For students in community mental health placements and those working with individuals with severe and persistent mental illness. Jointly offered with OHSU's Department of Public Psychiatry. Enrollment is limited to six students per term and requires instructor approval.

SW 569 Social Work in End-of-Life and Palliative Care (3)
Covers a broad range of topics related to social work and end-of-life and palliative care. Addresses cultural and spiritual dimensions at end-of-life, pain and symptom management, hospice, ethical considerations, practice and policy guidelines, team work, mental heal at end-of-life, vulnerable populations, and resources available to patients and families.

SW 571 Substance Use, Abuse and Addiction and Social Work Practice (3)
Designed to provide students with a foundation in both direct and indirect social work practice issues with clients, families and communities challenged by substance abuse and addiction. The primary goal is to assist students in further developing and integrating their social work practice frameworks with deeper understanding and skill regarding the psychological, biological and ecological nature of substance abuse disorders, as well as the range of evidence-based practices available to address them. Prerequisite: SW 532.

SW 574 Social Work with Frail Older Adults (3)
Mental and physical frailities experienced by older adults are examined for their implications for adaptation and intervention. Mental disorders as they are uniquely characterized in late adulthood are reviewed, with special emphasis on age appropriate assessment. Psychosocial interventions for both community and institutionalized populations will include individual, family, group, and environmental approaches. Prerequisite: SW 532.

SW 575 Multicultural Social Justice Work in Action (3)
Examines current perspectives on multicultural practices for children and families marginalized due to vulnerable social status such as, ethnicity, culture, race, economic status, sexual identity and other forms of bias in the larger service systems and society. Specific assessment and intervention strategies include ethnically sensitive practice, cultural awareness and effective approaches for intervening with children, families and the social service providers. Students will examine international perspectives on effective practice with vulnerable groups and will gain an enhanced appreciation for how values and customs of the larger society shape experience and life chances for ethnically and culturally diverse people. Prerequisite: SW 532.

SW 578/678 Social Work in the Juvenile and Criminal Justice Systems (3)
Analyzes current controversies concerning the origin and meaning of criminal and delinquent behavior; the socio-economic and multicultural characteristics of contemporary life contributing to delinquency and crime; social work's role in the "people processing system"; the major current modalities and inquiry into their effectiveness; social policy issues confronting the juvenile justice system; and current policy and practice trends toward incarceration and away from rehabilitation. Prerequisite: SW 532.

SW 579 Working with Voluntary Clients (3)
Course examines legal, ethical and effective practice with involuntary clients, often members of oppressed groups. Will also address research regarding "involuntary practitioners," self-care, client advocacy, value conflicts, and reform efforts. Prerequisites: SW 532, SW 550.

SW 580 Introduction to Social Service Administration, Leadership and Management (3)
Introduces the student to theoretical and practical elements of social work administrative and management roles to develop and manage the conditions, processes and mechanisms that support evidence-based service delivery systems that benefit consumers, families and communities. Topics include analysis of contemporary organizational leadership task environments, internal and external assessment skills and tools, building strong coalitions and developing strong cross-sector collaborations for dynamic social problem impact and understanding theoretical underpinnings of a variety of organizational leadership approaches. Prerequisite: SW 532.

SW 581 Issues in Social Service Administration, Leadership, and Management (3)
Emphasizes critical leadership and management skills relevant to a variety of for-profit, non-profit and government social service agency environments including managed care principles, internal advocacy, hiring processes and procedures, staff supervision and discipline, staff ethics, sexual harassment, and equal employment opportunity laws. Analyzes management philosophy in complex organizations, team building, work with governance boards, participation in organizational planning, and program quality and development of accountability systems. Prerequisites: SW 520, SW 532.

SW 582 Social Service Program and Policy Development (3)
Focuses on the conceptual and behavioral skills related to planning and designing programs, program/policy evaluation, and understanding the analysis and design of agency policy and the role of policy in the change process. Students learn ways to compose statements of need, goals, objectives, interventions, action plans, evaluation approaches, and policy changes. Prerequisites: SW 520, SW 552.

SW 585 Fundraising, Grantwriting, and Human Services Entrepreneurship (3)
Concrete fundraising strategies, grant writing, and creation of innovative programs, business plans, and marketing strategies for social service agencies. Program development and budgeting, case statement, grant strategies and application, and donor cultivation and solicitation. Prerequisites: SW 520, SW 532.

SW 589 Advanced Standing Seminar (2)
Seminar offers students accepted into the advanced standing program to the Graduate School of Social Work and the MSW program, provides a connection between BSW curriculum and advanced MSW curriculum, discusses core values and ethics associated with social work, reviews the assessment process at five levels of social work practice, introduces incoming students to social work practice in Oregon, and assists students with successful entry into their advanced field education placement. Prerequisite: admission to advanced standing program.

SW 590 Advanced Topics in Applied Research Methods for Social Work (3)
Builds on foundation research methods and data analysis courses. Courses offered under this number present an evidence-based framework for social work practice and methods for analyzing quantitative data (e.g., multiple linear regression) and/or qualitative data (e.g., ethnography). Emphasizes application of methods to build knowledge in a specialized area relevant to a student’s field of practice and/or to complete an evaluation of program(s) or practice. Emphasizes interpretation of results to inform effective social work practice in community and agency-based settings. May be repeated for credit. Prerequisite: SW 551.

SW 591 Child and Adolescent Behavior and Development in the Social Environment: Advanced Theory and Research (3) Builds on foundation courses on micro and macro Human Behavior in the Social Environment and on foundation courses on research methods. Presents ecological-developmental framework and empirically-supported and culturally sensitive theories for understanding individual, family, peer, school, community, and societal influences on child and adolescent behavior and development. Presents a prevention framework for building and using research-based knowledge of behavior and development. Emphasizes integration of theory and research to guide social work practice. Prerequisites: SW 541 and 551.

SW 596 Development and Utilization of Collaborative Partnerships to Support Infants, Toddlers, and Their Families (3) Understanding of the family and cultural contexts in which child development occurs; identify cultural, political, and socioeconomic biases within which mainstream research and theory have emerged; and understand and apply system-of-care concepts and values as they engage in relationship-based consultation. Content includes information about the roles and knowledge bases of specific disciplines as they apply to infant/toddler social/emotional development (e.g., child care, pediatric nursing, early intervention, mental health, allied health, child welfare). Students will learn about the roles and knowledge bases of informal family and community supports as they apply to infant/toddler social/emotional development. Students will gain knowledge and training related to infant/toddler key transitions from one setting to the next (e.g., from home to community child care, child care to preschool).

SW 601 Research (Credit to be arranged.)
SW 603 Dissertation (Credit to be arranged.)
SW 605 Reading and Conference (Credit to be arranged.)
SW 607 Seminar (Credit to be arranged.)
SW 610 Selected Topics (Credit to be arranged.)
SW 620 Social Problem Analysis: Assessment Phase (3) First in a three course sequence. Assessment phase of the problem solving process applied to the student’s selected social problem. Emphasis on conducting a comprehensive analysis of the social problem, which includes identifying and defining the problem, determining its scope and consequences, and evaluating theory and evidence at various levels of social organization to explain its existence. Involves examination of the relevant cultural, historical, and political contexts.

SW 621 Social Problem Analysis: Intervention Phase (3) Intervention phase of the social problem solving process applied to the student’s selected social problem. Focus is on the development of a multi-level intervention plan based on review of empirical literature. Program theory and theories of change will be explored. Analysis of policy-level interventions and related effectiveness literature. Construction of logic models. Integration of policy and practice will be emphasized. Prerequisite: SW 620.

SW 622 Social Problem Analysis: Evaluation Phase (3) Continuation of social problem sequence. Focuses on the evaluation phase of social problem analysis. Evaluation is a set of practices and skills in an applied area of the social sciences that requires grounding in a number of theoretical perspectives and methodological approaches. It necessitates a clear formulation of questions to be answered, an awareness of stakeholders to be considered and a plan for how data will be collected, analyzed and disseminated. Additional priorities include responsiveness to the role of consumers and sensitivity to the cultural context in which research is conducted. Practicality, usefulness and accessibility emphasized. Focuses on the demands and nuances of the science and art of evaluation. Prerequisites: SW 621, SW 634, SW 635.

SW 630 Empirical Foundations of Knowledge Building in Social Work (3) Examines the assumptions and conceptual foundation of research in social work. Application of alternative research paradigms to questions important to social work. Context of community and social agency emphasized. Ethical issues of participation of vulnerable populations considered. Exploration of social implications of use of research findings.

SW 631 Introduction to Quantitative Research Methods in Social Work (3) Introduces students to basic quantitative methods for applied social work research and examines the assumptions underlying quantitative methods. Reviews core elements of research design and the selection of appropriate methods to address specific types of research questions with attention to questions of ethics and research across diverse populations. Includes a review of internal and external validity issues in conducting experimental and quasi-experimental designs. Provides experience in applying quantitative methods by developing a proposal for social work research project.

SW 632 Quantitative Data Analysis in Social Work Research (4) Provides preparation in the selection and use of statistical methods appropriate for social work research questions. Covers descriptive statistics, probability theory, statistical inference, and basic inferential methods. Preparation for multivariate statistical methods. Empirical social work studies critiqued and discussed. Includes application and analysis laboratory. Prerequisite: SW 630, 631.

SW 633 Introduction to Qualitative Research Methods in Social Work (2) First course in required 2-course sequence that introduces students to the theory and methods of qualitative research in social work. Examines assumptions and theories underlying qualitative methods, especially issue of ontology, epistemology, and methodology, and specific qualitative traditions (e.g., grounded theory, narrative, participatory action research, ethnography), from a critical perspective. Emphasizes qualitative methods for understanding cultural issues and the empowerment of marginalized populations; considers issues of power, privilege, and oppression. Design of qualitative research, ethical issues, and data collection emphasized. Students gain experience in applying qualitative methods in social work by developing a proposal for a qualitative research project and engaging in some data collection and preliminary analysis, and self reflection. Prerequisite: SW 630.

SW 634 Qualitative Data Analysis in Social Work Research II (4) Introductory multivariate statistical procedures. Core topics: correlation and partial correlation, reliability and validity of measures and scale construction, and linear and logistic regression. Covers considerations of level of measurement and distributional assumptions for each statistical procedure. Balances developing theoretical understanding and hands-on running of tests and interpretation of results. Prerequisite: SW 632.

SW 635 Qualitative Research Methods in Social Work II (2) Second course in required 2-course sequence on qualitative research methods in social work. Addresses methods of data description, analysis, interpretation, and presentation. Issues of researcher subjectivity, criteria for rigor, as well as the write-up and dissemination of qualitative research. Data analysis techniques associated with ethnography, case studies, participatory action methods, as well as narrative, phenomenological, and grounded theory approaches. Experimental hands-on component, including computer-assisted qualitative data analysis software. Emphasizes qualitative methods for understanding cultural issues and giving voice to marginalized populations. Issues of power, privilege, and oppression addressed. Prerequisites: SW 630 and SW 633.

SW 640, 641, 642 Research Practicum and Seminar (2, 2, 2) Participation in a research study under the supervision of appropriate faculty. Opportunity to master research skills which fit the student’s learning needs. Time on site working on the project is 200 hours. Seminar taken concurrently with practicum enables students to explore together their research experiences in their respective research projects. Students will gain deepening knowledge through comparison of experiences. Pass/no pass only. Prerequisite: SW 621, SW 634, SW 635.

SW 650 History and Philosophy of Social Welfare and Social Work (3) History, philosophy, and ethics of social welfare and social work. Focus is on the interaction of social work and social welfare developments with wider economic, social, and political forces. Major philosophical, theoretical, and political issues, the growth and impact of professionalism, and the development of social work methods. Traces his-
human diversity and teaching. Distance learning Discusses curriculum planning and issues around fundamental ideas of social work education. issues in adult learning explored. Considers the social work field. Salient theoretical and practical Focuses on the practical aspects of teaching in the Teaching Practicum (2)

\*SW 651 Integrative Writing Seminar (1)
Course addresses integration of social work theory, practice, policy, and research. Synthesis developed through writing of manuscript for submission to professional journal, a grant application, or other suitable product. Assistance with submission provided. Prerequisite: completion of Part I of comprehensive examinations. May be repeated for additional credit.

SW 653 PhD Data Analysis Seminar (1)
Provides a structure to facilitate a working group of researchers who share ideas and support one another in the conduct of research. Group members may work together on research projects as well as use the group to consult about independent research projects. Expected themes include research design issues, measurement selection, rating and coding procedures, data analysis and presentation and reporting of research results. The primary focus of this group is on quantitative methods, with secondary attention to qualitative methods. Course may be repeated for credit. Prerequisite: SW 634.

SW 660 Ph.D. Seminar (1)
Discusses current research studies undertaken in the field of social work. Based on published articles, working papers, and research project materials, the seminar features presentations by social work faculty, graduate students, and community partners. Considers practical aspects of applied research, including methodological issues, cultural competency, consumer involvement, and interdisciplinary collaboration. May be repeated for additional credit.

\*SW 690 Teaching Practicum (2)
Focuses on the practical aspects of teaching in the social work field. Salient theoretical and practical issues in adult learning explored. Considers the fundamental ideas of social work education. Discusses curriculum planning and issues around human diversity and teaching. Distance learning issues and techniques examined. Supports student teaching experiences.

SW 700 Postbaccalaureate Professional Development (Credit to be arranged.)

Center for Improvement of Child and Family Services

520 SW Harrison, Suite 440 503-725-8010
Katharine Cahn, Executive Director
The Center for Improvement of Child and Family Services integrates research, education and training to advance the delivery of services to children and families. The Center works with agency and community partners to promote a child welfare system that protects children, respects families, and builds community capacity to address emerging needs.

The Center includes the long-standing Child Welfare Partnership, founded in 1994. This partnership offers training, research and graduate education to support Oregon's child welfare system.

Further information may be obtained at the Center for Improvement of Child and Family Services, Portland State University, 520 S.W. Harrison Street, Suite 440, Portland, OR 97201, or at the Center Website at www.ccfs.pdx.edu

Regional Research Institute for Human Services

1600 SW 4th Ave., Suite 900 503-725-4040
Laurie Powers, Director
The Regional Research Institute for Human Services was established in 1972 by the School of Social Work at Portland State University with a grant from the Social and Rehabilitation Service (HEW). The RRI has undertaken more than 200 projects, many of them national in scope, in such fields as child and adult mental health, family and child welfare, child care, employment, juvenile justice, alcohol and drug services, disability, and interpersonal violence. A national program of research in the field of mental health was initiated in 1984 when the Research and Training Center on Family Support and Children’s Mental Health began.

In 2000, the Robert Wood Johnson Foundation established a national program office at the Regional Research Institute—Reclaiming Futures: Building Community Solutions to Substance Abuse and Delinquency. The mission of this initiative is to promote new standards of care in juvenile justice for young people with drug and alcohol problems. Reclaiming Futures was recently refunded to provide technical assistance to projects across the country.

The RRI enjoys a base of support from the University and has received more than $87 million in grants and contracts over the past 10 years.

The aim of the Institute is to improve the manner in which social services and service delivery systems are designed, managed, and evaluated. Motivated by a concern for social change, the Institute is prepared to examine all aspects of the complex process by which human service policies and services are initiated and modified. By bringing a range of consumers, family members, and researchers into its activities, the Institute creates new approaches to old problems. It strives to set high standards for applied social research and to provide a research environment for graduate training.
The College of Urban and Public Affairs at Portland State University allows students with interests in urban problems and processes to take advantage of the resources of an urban university situated in a major metropolitan area. Opportunities for urban education are available through nine graduate degree programs and four undergraduate degree programs. Undergraduate students may also complement any bachelor’s degree offered by the University with a minor in Criminology and Criminal Justice, Community Development, Health, Law and Legal Studies, Political Science, Real Estate Development, and Sustainable Urban Development by simultaneously conforming to their curricular requirements.

The B.A. or B.S. degree in criminology and criminal justice prepares students for a variety of public service careers in the criminal justice system. The B.A. or B.S. in health studies provides training for many professional careers in health promotion and health education. In addition, a student may add coursework necessary to qualify for application to the fifth-year teacher education program. The B.A. or B.S. in political science prepares students pursuing careers in political science, public administration, international organizations, domestic government, communications, or law. Students who choose the B.A. or B.S. in community development will be empowered to take leadership roles in public affairs.

Graduate students can select from among a wide variety of degrees. The M.S. in criminology and criminal justice permits students to understand the complex interactions among functional parts of the adult criminal justice system. The Graduate Certificate in gerontology enables students to develop an understanding of the needs and problems of the elderly in urban areas. The Graduate Certificate in Real Estate Development will build the technical and analytical knowledge of those who wish to enter the industry or further develop the skills of industry professionals. The M.A./M.S. in health studies is designed to prepare students for professional careers in education or research in fields of health promotion and disease prevention, and wellness. The Master of Public Administration (M.P.A.) is designed for persons aspiring to positions of management in government and related areas. The Master of Public Health degree (M.P.H.) prepares practitioners and researchers to identify and meet the health needs of defined populations. This degree is offered through the Oregon Master of Public Health Program, a unique...
School of Community Health

Admission requirements

Admission to the department is based on general admission to the University. See page 37 for more information.

Degree requirements

A grade of C- or better is mandatory in all coursework required for degrees in the School of Community Health. With the exception of internship credits, courses taken under the undifferentiated grading option (pass/no pass) will not be accepted toward fulfilling the majors or minors offered within the school. Students must fulfill all general University requirements in addition to specific school requirements. Majors and minors may not take required courses under the pass/no pass option.

Core requirements. In addition to meeting the general University degree requirements all majors in health studies must take the following core coursework plus choose a concentration area:

Core coursework

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHE 243</td>
<td>Introduction to Probability and Statistics</td>
<td>4</td>
</tr>
<tr>
<td>PHE 250</td>
<td>Our Community, Our Health</td>
<td>4</td>
</tr>
<tr>
<td>PHE 295</td>
<td>Health Promotion and Disease Prevention</td>
<td>4</td>
</tr>
<tr>
<td>PHE 350</td>
<td>Health and Health Systems</td>
<td>4</td>
</tr>
<tr>
<td>PHE 443</td>
<td>Environmental Health</td>
<td>4</td>
</tr>
<tr>
<td>PHE 450</td>
<td>Epidemiology</td>
<td>4</td>
</tr>
<tr>
<td>PHE 404</td>
<td>Internship</td>
<td>8</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>32</strong></td>
</tr>
</tbody>
</table>

Requirements for major with community health education concentration. The community health education concentration prepares students for a wide variety of careers related to health education. It also provides a foundation for the pursuit of graduate study.

In addition to the previously listed common core requirements, students pursuing a concentration in community health education must complete PHE 448, PHE 471, and 36 credits from the list of courses that follows:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHE 275</td>
<td>Stress Management</td>
<td>4</td>
</tr>
<tr>
<td>PHE 326</td>
<td>Drug Education</td>
<td>4</td>
</tr>
<tr>
<td>PHE 335</td>
<td>Human Sexuality</td>
<td>4</td>
</tr>
<tr>
<td>PHE 355</td>
<td>Consumer Health Issues</td>
<td>4</td>
</tr>
<tr>
<td>PHE 361</td>
<td>Care and Prevention of Injuries</td>
<td>4</td>
</tr>
<tr>
<td>PHE 363</td>
<td>Communicable Disease and Chronic Health Problems</td>
<td>4</td>
</tr>
<tr>
<td>PHE 365</td>
<td>Health Promotion Programs for Children and Youth</td>
<td>4</td>
</tr>
<tr>
<td>PHE 410/510</td>
<td>Selected Topics</td>
<td>4</td>
</tr>
<tr>
<td>PHE 425/525</td>
<td>Nutrition for Health</td>
<td>4</td>
</tr>
<tr>
<td>PHE 444</td>
<td>Global Health</td>
<td>4</td>
</tr>
<tr>
<td>PHE 445/545</td>
<td>Men’s Health</td>
<td>4</td>
</tr>
<tr>
<td>PHE 446</td>
<td>Community Health Principles and Practices</td>
<td>4</td>
</tr>
<tr>
<td>PHE 451/551</td>
<td>Women and Holistic Health</td>
<td>4</td>
</tr>
<tr>
<td>PHE 452</td>
<td>Gender, Race, Class, and Health</td>
<td>4</td>
</tr>
<tr>
<td>PHE 453/553</td>
<td>Reproductive Health of Women</td>
<td>4</td>
</tr>
<tr>
<td>PHE 454</td>
<td>Social Gerontology</td>
<td>4</td>
</tr>
<tr>
<td>PHE 455</td>
<td>Film and Health</td>
<td>4</td>
</tr>
<tr>
<td>PHE 456/556</td>
<td>Health Aspects of Aging</td>
<td>4</td>
</tr>
<tr>
<td>PHE 466/566</td>
<td>Mindbody Health: Disease Prevention</td>
<td>4</td>
</tr>
<tr>
<td>PHE 467/567</td>
<td>Mindbody Health: Human Potential</td>
<td>4</td>
</tr>
<tr>
<td>PHE 480</td>
<td>Controversial Issues in Health</td>
<td>4</td>
</tr>
</tbody>
</table>

Credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHE 448</td>
<td>Health Education Techniques and Strategies</td>
<td>4</td>
</tr>
<tr>
<td>PHE 471</td>
<td>Program Planning/Evaluation in Health Education</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>36</strong></td>
</tr>
</tbody>
</table>

Credentials

Thirty-six credits from the following courses:...

Sixteen credits from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHE 445</td>
<td>Children’s Health</td>
<td>4</td>
</tr>
<tr>
<td>PHE 450</td>
<td>Women and Holistic Health</td>
<td>4</td>
</tr>
<tr>
<td>PHE 452</td>
<td>Gender, Race, Class, and Health</td>
<td>4</td>
</tr>
<tr>
<td>PHE 453/553</td>
<td>Reproductive Health of Women</td>
<td>4</td>
</tr>
<tr>
<td>PHE 454</td>
<td>Social Gerontology</td>
<td>4</td>
</tr>
<tr>
<td>PHE 455</td>
<td>Film and Health</td>
<td>4</td>
</tr>
<tr>
<td>PHE 456/556</td>
<td>Health Aspects of Aging</td>
<td>4</td>
</tr>
<tr>
<td>PHE 466/566</td>
<td>Mindbody Health: Disease Prevention</td>
<td>4</td>
</tr>
<tr>
<td>PHE 467/567</td>
<td>Mindbody Health: Human Potential</td>
<td>4</td>
</tr>
<tr>
<td>PHE 480</td>
<td>Controversial Issues in Health</td>
<td>4</td>
</tr>
</tbody>
</table>

Requirements for major with school health concentration. The school health concentration is designed for students interested in teaching health education within a public or private school setting. Upon completion of a bachelor’s degree, eligible to apply to the fifth-year Graduate Teacher Education Program (GTEP) in the Graduate School of Education at PSU. After completion of GTEP, students will be certified to teach in the state of Oregon.

Undergraduate programs

The undergraduate health studies curriculum is designed around a common core of courses and four separate tracks: school health, community health education, physical activity/exercise, and health sciences.
In addition to the previously listed common core requirements, students pursuing a concentration in school health education must complete the following:

Credits
Core coursework ................................................. 32

PHE 275 Stress Management ................................ 4
Psy 311 Human Development ................................ 4
PHE 326 Drug Education ........................................ 4
PHE 335 Human Sexuality ........................................ 4
PHE 355 Consumer Health Issues ........................... 4
PHE 363 Communicable Disease and Chronic Health Problems ........................................ 4
PHE 365 Health Promotion Children/Youth ............. 4
Ed 420 Introduction to Education ........................... 4
PHE 425/525 Nutrition for Health ........................... 4
PHE 448 Health Education Techniques and Strategies ........................................ 4
PHE 466 Mindbody Health: Disease Prevention or PHE 467 Mindbody Health: Human Potential ........... ....... 4
PHE 471 Program Planning/Evaluation in Health Education ........................................ 4

It is required that students who intend to apply to the GTEP program complete an anatomy/physiology sequence.

Requirements for major with physical activity/exercise concentration. The physical activity/exercise concentration is designed for students with interests in physiological and programmatic aspects of exercise, nutrition, fitness, and physical activity. Coursework in practical and applied techniques follows a basic framework in the biological sciences and prepares students for internship experiences related to health promotion.

In addition to the previously listed common core requirements, students pursuing a concentration in physical activity/exercise must complete the following:

Credits
Core coursework ................................................. 32
Bi 301 Human Anatomy and Physiology ................. 4
Bi 302 Human Anatomy and Physiology ................. 4
Bi 303 Human Anatomy and Physiology ................. 4
PHE 370 Applied Kinesiology ................................ 4
PHE 425 Nutrition for Health ................................ 4
PHE 448 Health Education Techniques and Strategies or PHE 471 Program Planning/Evaluation in Health Education ........................................ 4
PHE 456/556 Health Aspects of Aging .................... 4
PHE 473/573 Physiology of Exercise ......................... 4
PHE 474 Exercise Prescription and Training ............... 4
PHE 475/575 Exercise Testing Techniques ................. 4

Upper-division credits in the School of Community Health ........................................ 16

Requirements for major with health sciences concentration. The health sciences concentration provides students seeking admittance into professional programs such as medicine, dentistry, physical therapy, and occupational therapy the opportunity to earn an undergraduate degree in health studies while completing preprofessional prerequisites.

In addition to the previously listed common core requirements, students pursuing a concentration in health sciences must select one of the following options: pre-medicine, pre-dentistry, pre-physical therapy, pre-occupational therapy, pre-physical therapy, pre-nursing, pre-naturopathic medicine, pre-optometry, pre-pharmacy, and pre-physician assistant. In choosing courses to complete, students should verify the specific prerequisites required by the professional school(s) to which an application for admission is being submitted. Advising sheets summarizing prerequisites for professional schools in Oregon and selected schools in the Pacific Northwest are provided in the School of Community Health Undergraduate Advising Center (450C UBN), as well as the College of Liberal Arts and Sciences. Students must complete all prerequisites required by the professional school to which an application is being submitted to receive a Health Science degree. Please consult regularly with your pre-health advisor.

In addition to the previously listed community core requirements, students must complete 16 credits from the following upper-division courses:

Credits
16 credits from the following upper-division courses: ........................................ 16
PHE 355 Consumer Health Issues (4)
PHE 361 Care and Prevention of Injuries (4)
PHE 363 Communicable Disease and Chronic Health Problems (4)
PHE 365 Health Promotion Programs for Children and Youth (4)
PHE 370 Applied Kinesiology (4)
PHE 410/510 Selected Topics (4)
PHE 414/514 Physical Activity Today (4)
PHE 425/525 Nutrition for Health (4)
PHE 444 Global Health (4)
PHE 445 Men’s Health (4)
PHE 446 Community Health Principals and Practices (4)
PHE 451/551 Women and Holistic Health (4)
PHE 452 Gender, Race, Class, and Health (4)
PHE 453/553 Women’s Reproductive Health (4)
PHE 454 Social Gerontology (4)
PHE 455 Film and Health (4)
PHE 456/556 Health Aspects of Aging (4)
PHE 466/566 Mindbody Health: Disease Prevention (4)
PHE 467/567 Mindbody Health: Human Potential (4)
PHE 473/573 Physiology of Exercise (4)
PHE 474 Exercise Prescription and Training (4)
PHE 475/575 Exercise Testing Techniques (4)

Requirements for minor. The minor in community health consists of coursework selected from the list of core coursework and provides students with a foundation of theory and content related to community health. To earn a minor in community health, students must complete at least 28 credits. At least 16 credits must be taken in residence at PSU, and 16 credits must be upper-division. The requirement for the minor includes:

Credits
PHE 250 Our Community, Our Health ........................ 4
PHE 295 Health Promotion Disease Prevention .................. 4
PHE 350 Health and Health Systems ......................... 4
PHE 443 Environmental Health ............................... 4
PHE 450 Epidemiology ........................................... 4
Upper-division credits in SCH .................................... 8

Total ................................................................. 28

SECONDARY EDUCATION PROGRAM

Students who wish to become licensed teachers in health education must complete a required list of courses or their equivalent before applying to the Graduate School of Education for admission into the Graduate Teacher Education Program (see requirements page 226). These courses are required whether the applicant holds a degree in the field or holds a degree in another subject field. Courses in the School of Community Health can be taken to complete the Oregon Continuing Teaching License in Health, and selected courses can be taken to complete the Oregon Continuing Teaching License in Physical Education.

All courses taken for the teaching field requirement must be passed with a C- or better grade and must average a 3.00 GPA. Prospective teachers should contact the School of Community Health for specific requirements.

Graduate programs

The School of Community Health graduate programs are designed to prepare students for professional work in the fields of community health, health education, and health promotion in a wide variety of settings. Students may also complete a plan of study that prepares them to pursue a doctoral degree in a health-related area.

The School of Community Health offers two graduate degrees: (1) a Master of Public Health (M.P.H.) degree in health promotion as a partner in the Oregon Master of Public Health Program, a statewide collaborative of Oregon Health & Science University, Oregon State University, and Portland State University, and (2) a Master of Arts/Master of Science (M.A./M.S.) degree in health studies. In addition, the Institute on Aging offers a graduate certificate in gerontology. Students with a wide variety of undergraduate degrees and professional experience are admitted to the School of Community Health.

Admission requirements

To apply for admission to the graduate degree program, students are required to:

- Have a cumulative undergraduate GPA of 3.00 or higher.
- Complete the Graduate Record Examination, TOEFL scores if applicable.
- Provide three letters of recommendation from individuals qualified to assess the applicant’s potential as a graduate student.
- Submit a 500-word essay describing the applicant’s professional goals as they relate to the graduate program in community health.
In addition to providing academic transcripts, a resume of professional work-related experience (if any) should be submitted. The application deadline for fall admission is February 1 of each year.

Degree requirements

Master of Public Health. Students pursuing the M.P.H. degree must complete at least 59 credits with a cumulative GPA of 3.00 or higher, including a core of 16 credits, 25 additional required credits (including an internship), 15 credits in a specialty area, and 3 credits of electives. Specialty areas include advocacy and social change; aging; health behavior; integrative health; physical activity and risk reduction; and women's health. The student's academic adviser must approve all program electives. All students must complete an internship and successfully pass a comprehensive examination.

Master of Arts/Master of Science in health studies. Students pursuing the M.A./M.S. degree must complete at least 47 graduate credits with a cumulative GPA of 3.00 or higher, including a core of 29 credits, and 18 additional credits from one of two concentrations: mindbody health or physical activity/exercise. All M.A./M.S. students must complete a thesis and an oral defense of the thesis.

A complete description of the required and elective courses available to graduate students in the School of Community Health is available on the School's Web site at www.healthed.pdx.edu.

GRADUATE CERTIFICATE IN GERONTOLOGY

The graduate certificate in gerontology provides multidisciplinary specialized training for postbaccalaureate students interested in acquiring or upgrading skills appropriate to working with elders in a variety of settings. Students need not be enrolled in a degree program to receive the graduate certificate in gerontology.

The certificate program consists of a six-course format (18 credits minimum) made up of a three-course multidisciplinary core, two elective courses, and an internship or independent research project. The coursework will provide students with a general multidisciplinary introduction to the field of aging, while the internship or independent project will allow a student to acquire experiential learning in a community-based aging service organization.

Courses

Community Health

Courses with an asterisk (*) are not offered every year.

PHE 199 Special Studies (1-3)
PHE 250
Our Community: Our Health (4)
Examines social, behavioral, and environmental health-related issues and the controversies that surround them. This course will be a recommended prerequisite for all upper-division classes in the major.
PHE 252
First Aid (4)
Emergency care for various types of injuries: assessment, life threatening injuries, medical emergencies, and special situations. Additional training for childbirth and CPR for adult, infant, and child. Course leads to Red Cross certification.
PHE 275
Stress Management (4)
An overview of the physiology of stress, stress triggers, assessment of stress, and stress management techniques and strategies.
PHE 295
Health Promotion/Disease Prevention (4)
Examines scientific literature regarding lifestyle choices that promote optimal health and functioning. Behaviors regarding self-protection, self-care, and health promotion are compared to recommendations emerging from this literature.
PHE 326
Drug Education (4)
Examines various approaches to drug education with an emphasis on prevention models. Epidemiology of and trends in drug use in the U.S. and effects on society. Reviews current and controversial issues and legal information on drug use effects. Recommended prerequisite: PHE 250.
PHE 335
Human Sexuality (4)
A survey of the psychological, physiological, and behavioral aspects of human sexuality, with particular emphasis on the influence of popular culture on these dimensions.
PHE 350
Health and Health Systems (4)
An overview of the organization, financing, and delivery of health services in the United States, with particular emphasis on analysis from professional, organizational, community, and systems perspectives.
PHE 355
Consumer Health Issues (4)
Identifies and critically analyzes issues related to the production, marketing, and consumption of health-related goods and services. Media messages about consumer health issues are examined; topical and timely research is analyzed. Recommended prerequisite: PHE 250.
PHE 361
Care and Prevention of Injuries (4)
Introduction to the prevention, recognition, care, and rehabilitation of injuries resulting from participation in activity. Practical skills are demonstrated and practiced with emphasis on student participation. Recommended prerequisites: Bi 301, 302.
PHE 363
Communicable Diseases and Chronic Health Problems (4)
Reviews etiology, epidemiology, and approaches to prevention of infectious and chronic diseases. Aspects of risk factors, transmission, pathogenesis, immunology, case management, and control programs are discussed. Basic human physiological processes are reviewed. Recommended prerequisites: Bi 301, 302, PHE 250.
PHE 365
Health Promotion Programs for Children and Youth (4)
Provides an understanding of factors that influence health status and development of children and youth in the United States. Particular attention will be directed at health promotion programs for children, youth, and families in school and community settings. Includes a service component.
PHE 370
Applied Kinesiology (4)
Overview of anatomical and mechanical bases of human movement. Review of biomechanical principles with applications to exercise and health. Recommended prerequisite: Bi 301.
PHE 401/501
Research (Credit to be arranged.)
Consent of instructor.
PHE 402/502
Independent Study (Credit to be arranged.)
PHE 404
Cooperative Education/Internship (Credit to be arranged.)
A work related experience designed to connect and integrate theory with specific activities in a "real" environment under supervision. Field hours for students taking the internship will be 30 hours per credit per term. Additionally, students will be expected to attend scheduled seminars.
PHE 405/505
Reading and Conference (Credit to be arranged.)
Consent of instructor.
PHE 406/506
Special Projects (Credit to be arranged.)
PHE 407/507
Seminar (Credit to be arranged.)
Maximum: 9 credits.
PHE 408/508
Workshop (Credit to be arranged.)
PHE 409/509
Practicum (Credit to be arranged.)
PHE 410/510
Selected Topics (Credit to be arranged.)
PHE 414/514
Physical Activity Today (4)
Overview of topics relevant to the study of physical activity in the United States. Topics: review of physiological alterations related to physical activity; historical background of physical activity recommendations; measurement issues; community-based approaches to increasing physical activity; school-based physical activity programs; older adults and special populations; work site and health care settings. Recommended prerequisite: PHE 250/295.
PHE 425
Nutrition for Health (4)
Examines basis for and quality of current nutritional requirements, standards, and guidelines. Studies evidence regarding current food fads and controversies. Analyzes personal dietary practices.
Recommended prerequisite: PHE 250 and six hours of upper-division coursework in PHE.

PHE 443 Environmental Health (4)
Designed to enable the student to understand and evaluate complex environmental health issues induced by waste products generated by modern technology. Specific topics include water quality, air quality, solid and hazardous waste, occupational health, ionizing and non-ionizing radiation, chemical contamination of foods, food additives, animal transmission of disease, noise, and selected current topics.
Recommended prerequisite: PHE 250 and six hours of upper-division coursework in PHE.

PHE 444 Global Health (4)
Critically explores global public health issues as they pertain to different populations throughout the world, such as global disease eradication initiatives, food security, and infectious and non-infectious diseases. Illustrates methods by which properly logical investigation of infectious/non-infectious disease can contribute to understanding of etiologic factors, modes of transmission, and pathogenesis of disease.
Recommended prerequisite: PHE 363.

PHE 451/551 Women and Holistic Health (4)
Exploring the intersection of three fields—allopathic medicine, women's health, and complementary therapies—the course examines the emerging field of integrative medicine, highlighting the contributions that women caregivers and healers have made to its development. An overview of common women's health concerns provides the opportunity to compare and contrast essential elements of holistic treatment approaches with those of allopathic medicine.
Recommended prerequisite: PHE 295 or WS 101.

PHE 452 Gender, Race, Class and Health (4)
Emphasizes how the gender-, race-, and class-based organization of society affects the health of our communities. Covers an introduction and historical framework for social inequities in health; describes disparities in health by gender, race, and class; and explores the interplay between these major social factors and the biological mechanisms that influence the occurrence of disease.
Recommended prerequisite: upper-division standing.

PHE 453/553 Women's Reproductive Health (4)
Critical review of current public health and socio-political issues in women's reproductive health. Both national and international topics are discussed. Students apply health knowledge in identifying and seeking solutions to the issues which concern health care providers, consumers, and policy makers.
Recommended prerequisites: PHE 250 and 335.

PHE 454 Social Gerontology (4)
Addresses the social and ethical issues, problems, policies, and programs that affect the quality of life for our rapidly aging population. The interdisciplinary field of gerontology offers students the opportunity to integrate biological, psychological, and social theories of aging. Also examines the economic and political impacts of an aging society.
Recommended prerequisite: upper-division standing.

PHE 455 (4) Film and Health
Critically explores public health issues as they are portrayed in popular films and discusses the scientific, social, and political underpinnings of the public health issues portrayed in these movies. Covers diseases such as AIDS, hemorrhagic fever, MS, cancer, leukemia, and multiple chemical sensitivity from both biomedical and social perspectives. Guest speakers from the community will contribute to the discussion.
Recommended prerequisite: upper-division standing.

PHE 456/556 Health Aspects of Aging (4)
Examination of health-related changes that occur with aging. Review of current scientific literature with an investigation of physiological mechanisms responsible for changes in functional capacity throughout life. Explores the role of physical activity and nutrition in healthy aging.
Recommended prerequisites: PHE 295 or 250, and Bi 302.

PHE 466/566 Mind/Body Health: Disease Prevention (4)
An investigation of the integral relationship between body and mind and how that relationship manifests itself in health, illness, and psychosomatic healing.
Philosophical and scientific foundations of mind/body health are explored. Mind/body research and its application within allopathic medicine is examined as is research and practice in complementary fields of medicine and health care.
Recommended prerequisites: Psy 204, PHE 363.

PHE 467/567 Mind/Body Health: Human Potential (4)
Theory and research in the human potential movement is integrated with research in mind/body medicine to produce an expanded understanding of human transformative capacities. Transformative practices including meditation, yoga, imagery, biofeedback, and sport are examined. Elements common to all transformative practices are identified.
Recommended prerequisite: PHE 466/566.

PHE 471 Program Planning and Evaluation in Health Education: Theory and Skill Development (4)
Examines program planning models for health education. Includes needs assessment; program goals and objectives; program content and methodology; evaluation, budgeting, and proposal writing. Students will gain practical experience in program planning and evaluation through community-based learning. Field work required. Recommended prerequisite: twelve hours of upper-division coursework in PHE.

PHE 473/573 Physiology of Exercise (4)
Examination of physiological responses and adaptations to exercise, with a focus on the interaction of metabolic, endocrine, neuromuscular, circulatory, respiratory, and environmental factors related to fitness and health.
Recommended prerequisites: Bi 301, 302.

PHE 474 Exercise Prescription and Training (4)
Focuses on the basic principles and skills needed for developing and implementing physical fitness programs. Emphasis includes: appropriate/safe training procedures and the underlying principles which support such methods, applications to younger and older populations, gender differences, motivational strategies and health behavior theory, and exercise leadership skills. A significant portion of the course involves experiential learning.
Recommended prerequisites: PHE 295, 473.

PHE 475/575 Exercise Testing Techniques (4)
Theory and application of assessment methods/tools used to evaluate physiological function relating to fitness and health, including laboratory and field tests. Significant emphasis on developing skills necessary for conducting tests on apparently healthy individuals. Assessment categories include anaerobic performance, muscular strength and endurance, flexibility, body composition, cardiovascular function.
Recommended prerequisites: Mth 111, PHE 473.

PHE 480 Controversial Issues in Community Health (4)
Examines controversial issues in the field of community health (e.g., violence, women's health, medical technology, access to health services). Group presentations required. Recommended prerequisites: senior status and 12 credits of PHE.

PHE 503 Thesis (Credit to be arranged.)
PHE 504 Cooperative Education/Internship (Credit to be arranged.)

PHE 511 Foundations of Public Health (3)
Provides students with an understanding of the field of public health. It provides knowledge about public health principles, concepts, values, tools, and applications. Key topics in the class include the mission of public health, the politics of public health, determinants of health in the United States, major models and strategies for health promotion, and community perspectives on public health interventions.

PHE 512 Principles of Health Behavior I (3)
Presents an overview of the biological, psychological, social, economic, and cultural influences on health-related behavioral risk factors. Attention will be given to the divisions within society that affect the disease process, including the etiology and consequences of a wide range of adverse health outcomes. The central focus of each unit of study will be on the implications of a socio-ecology of health for community health practice and public health policy. Recommended prerequisite: PHE 512.

PHE 517 Community Organizing (3)
Emphasizes the role of community organizing to engage diverse communities to advance the conditions in which people can be healthy. It further examines the role of health educators, grassroots activists, and others in stimulating social, political, and economic approaches to promote community health. Also addresses the advancement of theoretical knowledge and practical skills of community organizing.

PHE 518 Topics in Health Studies (3)
In-depth analysis of recent research and related program developments on one or more health-related topics. Topics vary according to term and instructor. Course may be taken more than once on different topics. Topics may include: mind/body health, nutrition, international health, environmental health, physical activity/exercise, and health of special populations. Recommended prerequisite: graduate standing.

PHE 520 Qualitative Research Design (3)
Presents the philosophical and theoretical bases supporting the development of alternate research paradigms in human inquiry. Essential characteristics of three major alternate paradigms (interpretivist, constructivist, and critical theory) are introduced. Validity, reliability, and related concepts are examined from the perspective of each paradigm. Alternate strategies for inquiry are presented and ethical considerations related to qualitative forms of inquiry are addressed. Recommended prerequisite: graduate standing.

PHE 521 Quantitative Research Design and Analysis (3)
Introduction to quantitative research design and statistical analysis. Emphasis on development of a research proposal. Topics include descriptive research, experimental and quasi-experimental research, univariate statistical procedures, and methods for planning and writing a research report. Recommended prerequisite: Stat 244.

PHE 522/622 Health and Social Inequalities (3)
Introduction to historical and theoretical foundations for social epidemiology; investigates the conceptualization and measurement of different social determinants of health using a life-course approach; explores how the “embodiment” of social forces influence disease processes; and examines different actions (i.e., behavioral, clinical, social, legislative, and political) used to eliminate health inequities within our local, national, and international communities.

PHE 531 Women and Exercise: Physiological Aspects (3)
Overview of physiological and health-related effects of exercise on women. Emphasis on the responses and adaptations to exercise specific to women. Topics include gender differences, the menstrual cycle, pregnancy, menopause, and osteoporosis. Recommended prerequisite: PHE 473/573.

PHE 535 Epidemiology Survey (3)
Designed as an introduction to epidemiology for students in the Oregon Master of Public Health program. Epidemiology is the science of public health that is concerned with the distribution of disease in populations and risk factors that influence health outcomes. Students will learn epidemiologic methods to identify and solve public health problems. The course will cover measures of disease occurrence, screening for disease, study design, association and causation, biases and confounding as well as genetic epidemiology. An emphasis is placed upon critical reading of the epidemiologic literature and to addressing a public health problem with epidemiologic methods.

PHE 540 Mass Communication and Health (4)
Examines the use and effectiveness of mass media to both report the news about health and to promote changes of action in health-related areas. Students will be required to critique media health messages regarding their objectivity and the extent to which they are comprehensive.

PHE 541 Media Advocacy and Public Health (3)
Provides students with an understanding of the role of media advocacy in advancing public health policies to promote health. The course uses lectures, group exercises, and case studies to illustrate basic concepts and skills related to media advocacy. Topics covered include: gaining access to the news, framing issues from a public health perspective, and the use of paid advertising to advance policy. Content areas include tobacco, violence, handguns, suicide, alcohol, and other public health issues.

PHE 543 Drugs, Behavior, and Society (3)
Emphasis will be placed on the relationship between drug and alcohol use and a broad range of social circumstances associated with socio-economically status, race/ethnicity, and gender. Particular attention will be given to policy and service issues regarding the treatment and prevention of alcohol and drug abuse from a public health perspective. Recommended prerequisite: graduate standing.

PHE 546 Urban and Community Health (3)
Examines the social factors associated with urban health and quality of life, such as social class, gender inequalities, and racism. Emphasis will be placed upon community development and collective responses to the maintenance of health rather than upon individualized health promotion and disease prevention strategies.

PHE 550 Health Promotion Program Planning (4)
Addresses practical applications of health promotion theories. Presents examples of planning, implementation, and evaluation of health promotion programs in a variety of settings as guides for the development of health promotion programs.

PHE 552 Women’s Health (3)
Focuses on constructions of gender and sex and their implications for understanding determinants of population health, developing health promotion programs, and creating healthy public policy. Emphasizes the importance of the social, political, and economic context for women’s health. Topics include epidemiology of women’s health; diversity and health issues; reproductive health and sexuality; health care and access to health services; violence; mental health and emotional well-being; aging; lesbian health; and research in women’s health. Course learning will be synthesized through a community-based learning experience involving working with a community organization to evaluate women’s health needs in Portland.

PHE 557/657 National Long-term Care Policy (3)
This course examines the need for long-term care services and the risk factors associated with utilization of them as well as familiarizing students with the financing and delivery mechanisms in long-term care, both public and private. The policy issues in current long-term care initiatives are explored.

PHE 558/658 Perspectives on Aging (3)
An introduction to the field of gerontology is presented from the perspectives offered by multiple disciplines, including sociology, psychology, biology, economics, political science, and demography. Stereotypes of aging and theoretical frameworks for understanding aging are examined, as are normal age-related changes, the impact of social, political, and economic conditions on the process of aging, and the myriad consequences of a growing population of elders.

PHE 559/659 Economics of Aging (3)
Objectives are (1) understand the roots of income inequality between the aged and non-aged; (2) review the economic and policy factors that influence the decision to retire; (3) understand the political economy of old age income support in the U.S. and abroad; (4) explore the history, operation, and policy questions of our major public pension system, social security; and (5) discuss private pensions in relationship to U.S. income maintenance policy.

PHE 560/660 Mental Health and Aging (3)
Focus on a psychological approach to mental
health and aging. The physical and social environments of older people, as well as the individual's physical and psychological condition, strongly affect the mental health and quality of life of older people. It is the goal of the course to be useful to people who work with older adults and their families, or to people who want to understand the changes that may be happening for older members of their own families. Guest speakers from the field of geriatric mental health will supplement the readings and course assignments.

**PHE 561/661** Cultural Variations in Aging (3)

The aging population includes an increasing percentage of people from a variety of ethnic groups. Although there may be cultural similarities between these groups and the dominant culture, there are also important differences, particularly in the role of the family in decision-making, attitudes and beliefs about illness, dying, and death. Students learn about cultural differences and similarities through observing programs that serve ethnic elders, talking with guest speakers who represent different ethnic communities, and reading several texts related to counseling, healthcare, and understanding grief, death, and dying in a variety of ethnic groups.

**PHE 576** Physical Activity, Health, and Disease (3)

Review of current research to explore the relationships between physical activity/exercise and health/disease. Primarily investigates the role of physical activity in disease prevention, but also examines the impact of a variety of physical conditions (e.g., obesity, aging, etc.) on the potential for an active lifestyle. Topics include cardiovascular diseases, musculoskeletal disorders, respiratory conditions, metabolic diseases, cancers, and mental health. Recommended prerequisite: PHE 473.

**PHE 577** Exercise, Nutrition, and Performance (3)

Review of metabolic processes and physiological mechanisms involved in nutrient utilization in humans. Examination of the relationships between nutrition and health, with an emphasis on analysis of current research. Topics include carbohydrates, fats, protein, vitamins/minerals, fluids, weight control, and ergogenic aids. Analysis of nutritional modifications presumably related to exercise, health, and performance. Recommended prerequisite: PHE 473.

**PHE 580** Concepts of Environmental Health (3)

An intensive course designed to familiarize students with the fundamentals of environmental health from a scientific and conceptual perspective. Topics are considered within multi-causal, ecological, adaptive systems, and risk-assessment frameworks. Includes consideration of biological, chemical, and physical agents in the environment which influence public health and well-being. Recommended prerequisite: graduate standing.

**PHE 601** Research (Credit to be arranged.)

**PHE 605** Reading and Conference (Credit to be arranged.)

**PHE 606** Special Projects (Credit to be arranged.)

**PHE 607** Seminar (Credit to be arranged.)

**PHE 608** Workshop (Credits to be arranged.)

**PHE 609** Practicum (Credits to be arranged.)

**Physical Education**

**PHE 185** Physical Education: Co-ed (1)

A variety of activities taught for physiological and recreational values.

**PHE 285** Physical Education Service Courses: Co-ed (2)

A variety of activities taught for physiological and recreational values. Two hours per week plus field trips and extended experiences.

**Research centers and institutes**

**Center for Public Health Studies**

450 Urban Center
503-725-4401
www.cphs.pdx.edu

Based in Portland State University’s School of Community Health, the Center for Public Health Studies (CPHS) seeks to enhance the public’s health by conducting interdisciplinary research exploring the interaction of health, society, and social policy. Our goals include:

- assessing the structural causes and consequences of health and disease;
- examining health behaviors in their social context;
- studying the effects of culture and the environment on our health and attitudes toward health care; and
- analyzing the political processes and social policies that affect the health status of populations.

**Institute on Aging**

470 Urban Center
503-725-3952

Established in 1969, the Institute on Aging (IOA) is a multidisciplinary research and training center located within the School of Community Health in the College of Urban and Public Affairs. The IOA’s mission is to enhance understanding of aging and facilitate opportunities for elders, families, and communities to thrive. The IOA has three primary functions:

- To design, carry out, and facilitate research related to the issues, policies, and programs that affect the quality of life for elders and their families.

- To develop and implement training for persons interested in gerontology, geriatrics, and lifelong learning.

- To provide service to the community in the form of short-term training, educational programming, technical assistance, and the sponsorship of organizations for elders.

**Research.** The faculty of the IOA is composed of a multidisciplinary group of nationally and internationally recognized scholars. Substantive and theoretical perspectives are represented from such social science disciplines as psychology, sociology, political science, urban studies, economics, social work, speech communication, and public administration. Recent research projects have attracted federal, state, and private funding and have focused on family caregiving, health behaviors, social relationships, long-term care, housing, transportation, fitness and exercise, aging and health services delivery and policy, business and aging, and research methods.

**Education and training.** The IOA offers courses in gerontology for undergraduate, master’s and doctoral students, as well as research and post-baccalaureate teaching opportunities for students in the college’s doctoral programs in urban studies and in public administration and policy. The IOA coordinates a Graduate Certificate in Gerontology program. This post-baccalaureate program provides a multidisciplinary core curriculum and is designed for students seeking specialized career training in aging beyond the undergraduate level. An Undergraduate Certificate in long-term care administration also is planned, with a start date of Fall 2007.

The IOA is a member of the Oregon Geriatric Education Center (OGEC), a partnership among Portland State University, Oregon Health & Sciences University, and Oregon State University. The OGEC is committed to improving health care services for older Oregonians through education for health care professionals, educators, and students. The IOA houses the OGEC Resource Center, a membership-driven lending library of instructional materials related to geriatrics and gerontology.

**Service.** IOA faculty and staff are actively engaged in the community providing consultation and technical assistance to a wide variety of aging-related organizations. The IOA is an organizational member of the Oregon Gerontological Association and the Association for Gerontology in Higher Education.

The IOA houses and sponsors the Senior Adult Learning Center (SALC), which exists to enhance the quality of life of older people through the provision of opportunities for intellectual enrichment, leadership, fellow-
Chip, and personal growth within the University setting. The SALC coordinates the University’s program for senior citizens (aged 65 or older), who may attend on-campus classes on a space-available basis at no charge other than that for special fees or materials, if any. The SALC also coordinates the Retired Associates of Portland State University, a membership organization open to anyone who is aged 50 or older and is interested in lifelong learning and fellowship.

Further information, including criteria for admission to the certificate programs, is available through the IOA’s main office, 470 Urban Center, or at www.ioa.pdx.edu.

Mark O. Hatfield School of Government

Ronald L. Tammen, Director
650 Urban Center
503-725-5156
www.hatfield.pdx.edu

The Mark O. Hatfield School of Government is one of three schools within the College of Urban and Public Affairs. It consists of three academic divisions and six institutes: Division of Criminology and Criminal Justice; Division of Political Science; Division of Public Administration; Criminal Justice Policy Research Institute; Executive Leadership Institute; Institute for Nonprofit Management; the National Policy Consensus Center; the Institute for Tribal Administration; and the Center for Turkish Studies. The public administration and policy Ph.D. program is also housed in the School of Government.

Graduate programs

Doctor of Philosophy in public administration and policy. The Ph.D. in public administration and policy is an interdisciplinary program designed to prepare individuals to pursue research, teaching, and/or consulting in a variety of settings ranging from universities to policy research organizations, public agencies, and private consulting firms. The degree may be pursued on a full- or part-time basis.

The degree program is administered by the Hatfield School of Government, but draws on faculty from the entire College of Urban and Public Affairs. Faculty members are drawn from public administration, political science, economics, community health, criminal justice, policy sciences, and urban studies.

The curriculum focus is governance, the integrated study of administrative and policy processes in the public sector. This curriculum is taught against the backdrop of globalizing economies and political systems seeking to recognize governance in a modern world characterized by both cooperation and conflict among the public, private, and nonprofit organizations.

Finally, the doctoral program in public administration and policy is designed to enable students to approach governance as an applied area of knowledge in which theory informs and is informed by real-world practice.

Admission requirements

Students wanting more information concerning the Ph.D. in public administration and policy may consult the following Web site: www.hatfieldschool.pdx.edu.

For admission information and materials you may download the application forms from the above Web site, or write, Admissions Officer, Ph.D. Program in Public Administration and Policy, Hatfield School of Government, College of Urban and Public Affairs, Portland State University, PO. Box 751, Portland, OR 97207-0751; email, Johnsonro@pdx.edu or call 503-725-4044.

You will automatically be sent an application packet and relevant information concerning the program. It is also suggested that you set up a personal telephone interview with the director, if feasible, to discuss the program and your personal academic plans. You may do this by calling 503-725-3921, 503-725-3920, or by e-mailing elya@pdx.edu.

Degree requirements

Prerequisites. All students entering the doctoral program must have completed a basic course in statistics either upon entering or within the first year of study. No degree credit will be awarded for this coursework.

Credit requirements. The Ph.D. in public administration and policy requires 89-92 credit hours of required and elective coursework. In addition, the student receives 27 credits for work on his or her dissertation. The credits are distributed as follows:

<table>
<thead>
<tr>
<th>Coursework</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field of Specialization (Tracks 1-4)</td>
<td>47-50</td>
</tr>
<tr>
<td>Research Methods</td>
<td>24</td>
</tr>
<tr>
<td>Subtotal</td>
<td>89-92</td>
</tr>
</tbody>
</table>

Dissertation Credits | 27 |

Total | 116-120 |

† The core curriculum must be completed during the first year.

To meet these credit requirements, relevant past academic coursework and previous professional experience is recognized in these ways:

- Up to 30 credits of coursework related to public policy, public administration, or research methods completed at the master’s level may be counted toward the Ph.D. degree.
- Up to 12 additional credits may be waived from the student’s dissertation field based on the individual’s related master’s-level work or professional experience.
- Students with extensive academic background and/or experience in using quantitative or qualitative research methods may waive one or more required research methods courses with permission of their academic adviser and substitute other coursework.

Coursework. The core curriculum must be completed during the first year.

Core courses | Credits |
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>PAP 620 Seminar in the American Political Institutions</td>
<td>3</td>
</tr>
<tr>
<td>USP 664 Organizational Theory and Behavior</td>
<td>3</td>
</tr>
<tr>
<td>PAP 611 Theoretical Foundations of Governance</td>
<td>3</td>
</tr>
<tr>
<td>PAP 612 Governance, Social Change, and Rule of Law Systems</td>
<td>3</td>
</tr>
<tr>
<td>PAP 614 Contemporary Governance</td>
<td>3</td>
</tr>
<tr>
<td>PAP 656 Advanced Political Economy</td>
<td>3</td>
</tr>
<tr>
<td>Subtotal</td>
<td>18</td>
</tr>
</tbody>
</table>

Specialization fields (Tracks 1-4). Students must choose one of the following tracks as their primary domain of study.

In selecting courses to satisfy credit hour requirements of the following fields, the doctoral faculty committee can recommend classes offered in the three divisions of the Hatfield School of Government, the School
of Community Health, the School of Urban Studies and Planning, and other courses from PSU’s departments. In addition, credit can be given to graduate courses completed at other universities.

1.a. Public Administration and Policy (24 credit hours). A key goal of this track is to facilitate multidisciplinary training and research for careers in public administration with a special focus on administration of public policy.

PAP 616/USP 660 Policy Process (3)
PAP 615 Administrative Process (3)
USP 661 Policy Analysis: Theoretical Foundations (3)
PA 534 Administrative Law (3)
Electives (12)

1.b. Dissertation Field Specialization† (24 credit hours, all electives) Electives determined in agreement with field examining committee.

Subtotal 48

2.a. Politics and Public Policy (25 credit hours). A key goal of this track is to facilitate multidisciplinary training and research for careers in academic and applied fields. Required microeconomics and evaluation/benefit-cost courses provide training in economic analysis. The domestic and international political courses provide political science perspectives on the policy process.

PAP 616/USP 660 Policy Process (3)
USP 661 Policy Analysis: Theoretical Foundations (3)
PS 558/USP 636 Economic and Political Decision-Making (3)
USP 615 Economic Analysis of Public Policy (4)
USP 536 Policy Evaluation Methods (3)
Electives (9)

2.b. Dissertation Field Specialization* (23 credit hours, 5-7 courses depending on the credit hours of each course, all electives). Electives determined in agreement with field examining committee.

Subtotal 48

3.a. Community Health and Social Change (24 credit hours). The focus of the community health track will be on the social structural factors that influence health. The main themes are socioeconomic factors, culture, politics, and social change.

USP 654 Data Analysis II (4)
PHE 620 Qualitative Research Design (3)
PHE 513/613 Health, Behavior, and the Social Environment (3)
PHE 517/617 Community Organizing and Social Change (3)
PAP 616/USP 660 Policy Process (3)
Electives (8)

3.b. Dissertation Field Specializations† (27 credit hours all electives). Electives determined in agreement with field examining committee.

Subtotal 47

4.a. Criminology and Criminal Justice (23 credit hours). The focus of the criminology and criminal justice track is to provide students with a broad-based understanding of the criminal justice system and society's response to crime. Students will be prepared to pursue careers in academic, research, or community settings.

AJ 615 Theories of Crime (4)
AJ 620 Analysis of Crime and Justice Data (4)
AJ 625 Criminal Justice Theory (4)
AJ 630 Criminal Justice Research (4)
AJ 635 Crime Analysis (4)
PAP 616/USP 660 Policy Process (3)

4.b. Dissertation Field Specializations (24 credit hours, all electives). Electives determined in agreement with field examining committee.

Research Methods (24 credits)
PPS 393 Philosophy of Social Science (4) or Sociology 591 (4)
USP 636 Research Design (4)
USP 634 Data Analysis (4)
Beyond these three core courses, students will be expected to work closely with their committees to develop the methodological competencies necessary for their professional and research goals. It is expected that students will develop familiarity with basic qualitative and quantitative approaches to social scientific research and facility with the specific research tools that will be required for their dissertation work.

Dissertation Research (27 credits)

Subtotal 117-120

Doctoral Field Committee. The student's field committee is composed of faculty members chosen and organized by the student. This committee should be composed of three members: one who can examine the student in public administration, one in policy, and one in the subject matter of the student's dissertation field. Students may draw committee members from the faculty of the College of Urban and Public Affairs and from the University at large. The student's committee also prepares the Part B comprehensive examination (see below).

Individuals should choose the chair of their committee the fall term in which they complete the Part A comprehensive examinations. The remaining two committee members should be chosen by the beginning of the following spring term.

Comprehensive examinations. In order to evaluate one's ability to integrate, analyze, and critique the diverse materials and ideas presented in the PAP curriculum, students are required to complete a two-part comprehensive examination. Part A of the examination (core exam) covers the 18 credit hours of foundational core courses and is given in the fall term following completion of this course sequence. Part B of the comprehensive examination covers all coursework done in the student’s two dissertation field areas in their respective specialization field (Tracks 1-4). It is prepared by the faculty committee that assisted the student in selecting field coursework and is administered as soon as practicable after completion of field work. Part B consists of a written examination followed after a two-week interval with an oral examination over the written work submitted.

Dissertation requirements. The dissertation process is designed to evaluate the student’s ability to successfully conduct a significant, independent applied research project. As such, it represents the culmination of a student's doctoral studies and must effectively demonstrate the student's capacity to conduct research of a professional quality.

After completing the comprehensive examination series, a student forms his or her dissertation committee. This committee advises the student during the entire dissertation process. As soon as possible after appointment of the student’s dissertation committee, he or she should begin to frame a dissertation research proposal with the advice and assistance of this committee. This proposal is presented to the faculty and students in a formal colloquium. If the committee approves the proposal, the student starts work on his or her dissertation project. A minimum of one year (27 credits) of dissertation research is required and there is a five-year limit on the time allowed to complete the project. During the time a student is completing the dissertation project, he or she must be continuously enrolled for 3 credits each term. When the dissertation is finished, an oral defense of the findings is held and, if approved by the student’s committee, the degree is awarded.

Advising. All incoming students in the PAP Ph.D. program are advised by the director for the first year of their coursework. They then select a faculty member who is their academic adviser. All students are required to meet with their adviser at least once per term. Until passage of Part B (fields), students are advised by the chair of their field committee. After passage of Part B of the comprehensive, their dissertation chair advises them until graduation.

Limitation on graduate/undergraduate courses. Students in the PAP program are strongly advised to use no more than 12 credits of courses offered simultaneously at the 400- and 500-level in support of their degree programs. These courses must be an integral part of the student’s program, and courses with the same content must not be available on a purely graduate basis.

Limitation on by-arrangement courses. Admitted Ph.D. students may utilize no more than 12 credits of Research and/or Reading and Conference credits (501/601 and 505/605). In cases where more than 12 credits are needed because of the lack of regularly scheduled classes, the student must submit a written request waiver to their adviser for approval.

Continuous enrollment and leave of absence. All students admitted to the Ph.D. program in public administration and policy must be continuously enrolled until gradu-
tion, except for periods in which they are absent for an approved leave. Taking a minimum 3 credits per term during the regular academic year will constitute continuous enrollment. Failure to register without an approved leave may result in termination of a student’s admission. Students may have no more than six terms of approved leave.

Grade requirement. A student who receives more than 9 credits of C+ or below in all coursework attempted after admission to the Ph.D. program will be dropped from the program.

Performance in core courses. A grade of C+ or below received for work performed in a core course is not considered passing. A PAP doctoral student who receives a grade of C+ or below in one of the core course offerings during fall or winter terms may not proceed to take the core course offerings in the subsequent term until the course in which a failing grade was received has been repeated, and the failing grade is replaced with a passing grade of B- or better.

Research and Teaching Opportunities

The doctoral degree in public administration and policy offers a number of research and teaching opportunities.

Hatfield Residency Program. This program, conducted in cooperation with the Hatfield School’s Executive Leadership Institute, places qualified doctoral students in public and not-for-profit agencies as paid residents. Agency placements provide students opportunities to conduct dissertation research, gain advanced research experience, and receive assistance in financing their educational objectives.

Graduate research assistantships.

Dependent on available funds, a number of graduate research assistantships are available each year. Students must apply for these by February 1 of the academic year in which the assistantships are desired. Assistantships pay tuition and a small additional stipend.

Teaching opportunities. All doctoral students in the program are strongly encouraged to teach prior to completing their Ph.D. programs. There are a number of opportunities available in this regard.

Teaching apprenticeships with a university faculty member. These duties can include teaching one or more class sessions, assistance in preparing courses, and correction of examinations.

Teaching in the University Studies Program. Advanced doctoral students may also teach in sophomore inquiry coursework sponsored by the Hatfield School of Government. This coursework deals largely with citizen participation and leadership. Advanced doctoral students may also propose and teach a senior Capstone course at the undergraduate level. These are interdisciplinary community-based courses required of all PSU seniors. These students will develop and implement strategies to deal with a community issue in cooperation with one or more community organizations.

Additional Information Concerning Program Regulations

Additional rules governing satisfactory completion of field area examinations, presentation of dissertation, and timely completion of doctoral program requirements, appear in the General Handbook for the Public Administration and Policy Doctoral Program issued to incoming students. Students are responsible for maintaining a personal familiarity with the rules and regulations governing the doctoral program.

Criminology and Criminal Justice

550 Urban Center
503-725-4014
www.pdx.edu/hatfieldschool/criminology-criminal-justice

B.A., B.S.
Minor
Postbaccalaureate certificate
M.S.
Ph.D.—Participating division in Urban Studies Doctoral Program and Public Administration and Policy Doctoral Program

Undergraduate program

The Division of Criminology and Criminal Justice is designed for students who are interested in studying the causes, prevention, and control of criminal activity. The division’s curriculum provides students with a broad base of knowledge about crime, criminals, victims, and the criminal justice system. This includes coverage of theories, programs and research on crime prevention, policing, courts, and corrections within the context of sustainable communities. Examination of these issues occurs at individual, community, and societal levels.

Moreover, the curriculum is designed to foster student skills in critical reasoning, problem solving, and written and oral communication.

Reflecting the philosophy of the university as a whole, the program emphasizes the importance of diversity, ethical treatment, and involvement in the community. Specifically, the program provides students with opportunities to apply what they have learned in the classroom to community settings.

Students in this dynamic program have the opportunity to debate some of the most controversial issues facing our nation. Are people born deviant or do they become deviant through environmental influences? Are minorities treated fairly in the criminal justice system? Should we “get tough on crime” or does this lead to tougher offenders? Does the death penalty deter crime? Is plea bargaining corrupting our judicial system? Can serious crime be prevented by mobilizing neighborhoods, redesigning cities, and creating sustainable communities?

Criminology and criminal justice is an interdisciplinary major, a fact demonstrated by the diverse backgrounds of our full-time and adjunct faculty. Students graduating from our program have a wide range of choices when they look for employment or post-graduate education. Our graduates work in local and federal law enforcement in corrections (probation and parole, correctional administration), in human services (offender counseling, victim assistance), and in fields like security and investigation within the business community. Graduates from our program also go on to pursue advanced degrees in such areas as law, criminal justice, psychology, social work, public administration, and urban planning.

Admission requirements

Admission to the department is based on general admission to the University. See page 37 for more information.

Degree requirements

Requirements for major. In addition to meeting the general University degree requirements, students who major in criminology and criminal justice (CCJ) must complete core and elective courses within the division. Some of these courses have prerequisites, and students should read course descriptions in the current PSU Bulletin before registration. All core and elective courses submitted to satisfy the requirements for a major, whether taken at PSU or elsewhere, must be passed with a grade of “C” (2.00 GPA) or above. Courses taken under the undifferentiated grading option (pass/no pass) will not be accepted toward fulfilling division major requirements. The CCJ degree requirements are:

Core courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CCJ 200 Criminology and Criminal Justice</td>
<td>4</td>
</tr>
<tr>
<td>CCJ 230 Policing in America</td>
<td>4</td>
</tr>
<tr>
<td>CCJ 240 Punishment and Corrections</td>
<td>4</td>
</tr>
<tr>
<td>CCJ 310 American Courts</td>
<td>4</td>
</tr>
</tbody>
</table>
**Graduate program**

The Division of Criminology and Criminal Justice offers a program of study designed to provide students a broad-based understanding of the criminal justice system and society's response to crime. A major goal of the program is to develop understanding of the applied and theoretical aspects of crime and criminal justice.

The program provides students with a high degree of flexibility and allows students to tailor the program to match their own career interests. Core coursework consists of classes in the theoretical foundations of criminology and criminal justice, methodology, and criminal justice policy analysis.

Students are required to develop a specialization in a substantive area outside of the Division of Criminology and Criminal Justice. In consultation with an adviser, students identify and complete a minimum of four classes, thereby creating a specialty that is unique for each student. Potential specialization fields include public management, political science, urban studies, and geographic information systems.

Criminology and criminal justice graduate courses also support other PSU degree programs, such as the Master of Public Administration, Master of Public Policy, Master of Urban Studies, Ph.D. in Public Administration, and Ph.D. in Public Administration and Policy.

**Admission Requirements**

In addition to the general University requirements for admission to graduate study, prospective students should arrange for the Division of Criminology and Criminal Justice to receive:

1. A completed Division of Criminology and Criminal Justice application form.
2. Transcripts from all prior academic institutions, irrespective of whether a degree was granted.
3. A 500-word written statement describing the applicant's future goals and a discussion of how graduate study will aid in achieving those goals. In particular, applicants should identify courses that would contribute to their selected field of study. Statements should also describe any relevant prior academic, life, or professional experiences and how they relate to the chosen field of study.
4. Applicants, including United States citizens, whose native language is not English must present a minimum score of 550 on the Test of English as a Foreign Language (TOEFL).

**Specialization Field**

In consultation with an adviser, students will be required to develop and complete a specialization field as part of their degree requirements. A minimum of four classes, totaling 12-16 credits must be completed in the specialization field. Students are encouraged to complete this requirement by taking courses in other academic units such as public administration, computer science, political science, or sociology. Courses may be selected from several academic units so long as they comprise a coherent field of study that will contribute to the academic development of the student.

**Degree requirements**

All candidates for a master's degree must complete 50–54 graduate credits distributed as follows:

1. 20 credit hours must be taken in the substantive core.
2. A minimum of four classes totaling 12-16 credit hours in a specialization field.
3. 6 credit hours of thesis or research project work.
4. 12 credits of elective courses.

**Substantive Core**

CCJ 515 Theories of Crime

CCJ 520 Analysis of Crime and Justice Data

CCJ 525 Criminal Justice Theory

CCJ 530 Criminal Justice Research

CCJ 535 Criminal Justice Policy

**Specialization Field**

Students must satisfactorily complete 12 credit hours of elective courses, half of which must be taken in the Division of Criminology and Criminal Justice.
Courses

Courses with an asterisk (*) are not offered every year.

*CCJ 199 Special Studies (Credit to be arranged)
Pass/no pass option.

CCJ 200 Criminology and Criminal Justice (4)
An introduction and overview of the criminology and criminal justice major designed to provide students with an understanding of law, crime, and the criminal justice system in America. Examines the law's proactive function in teaching people how to live peacefully within their communities and the law's reactive function in sanctioning criminal behavior. Includes an introduction to various theories of crime causation and an overview of the criminal justice system and its response in processing those who transgress the law.

*CCJ 210 Introduction to Juvenile Justice Process (4)
A general overview of the various activities and decisions involved in the processing of young law violators. Examination of the justice system specially designed to handle children, consideration of the many stages in the system, and consideration of issues in juvenile justice policy formulation.

*CCJ 220 Crime Literacy (4)
A comprehensive survey of the historical trends and current picture of crime in America that examines: (1) methods used to collect crime data, (2) factual aspects of specific crimes, including definitions and analytical statistics, (3) characteristics of victims and arrestees, (4) public opinion, and (5) personal protection.

CCJ 230 Policing in America (4)
An introduction to the study of policing in the United States. Policing is studied from three perspectives: the police officer-citizen interaction, the agency-community relationship, and the legal and ethical questions of policing in a democratic society. The course considers the history and future of policing, the police task, police strategies, and police relationships with the community and criminal justice system.

CCJ 240 Punishment and Corrections (4)
Examination of historical and contemporary approaches to the punishment of adult and juvenile offenders in institutional and community settings. Includes discussion of theories of punishment as they relate to today's correctional policies and practices. Controversial topics like prisoner rights, the death penalty, and mandatory sentencing are covered.

*CCJ 250 Criminal Behavior (4)
Examination of psychosocial theories of crime and identification of the individual-level factors associated with the onset, continuity, and desistance of criminal behavior in juveniles and adults. Special topics covered include the relationship between mental illness and violence, psychopathy, sexual deviance, substance abuse, human aggression, and the rehabilitation of offenders.

*CCJ 260 Criminal Justice and Popular Culture (4)
This course analyzes mass media products such as news programs and periodicals, music, film, and fictional literature to investigate the representation of crime and criminal justice in popular culture and the media impact on the criminal justice system.

*CCJ 299 Special Studies (Credit to be arranged)
Pass/no pass option.

*CCJ 302 Police Dynamics (4)
A critical examination of the various professional and community influences on police behavior, together with the social problems generally created by such forces, and potential remedial actions.

CCJ 310 American Courts (4)
Comprehensive survey of the role and function of courts in the United States. Emphasis placed on the operations of trial-level courts hearing criminal cases. Examines the roles and duties of courtroom participants, structure of the judiciary, relationship between the formal rule of law and daily activities of courts, decision-making, and perspectives from which to view the courts. Attention also to appellate courts, juvenile courts, court reform, and issues of gender, race, and ethnicity.

CCJ 317 Punishment and Corrections (4)
Examines theories of punishment as they relate to the various treatment and rehabilitation policies and practices that affect offenders in institutional and community settings. Specific approaches being examined include mandatory sentencing laws, offender education programs, institutional and community drug treatment programs, boot camps, house arrest, intensive supervision probation, work release, and community work service.

CCJ 320 Theories of Crime (4)
An overview of historical, sociological, biological, psychological, economic, and Marxist theories of crime causation. Particular attention is made to critically analyzing each theory presented in terms of its internal consistency and logic as well as its fit with data on crime, criminals, and victims. Policy implications stemming from these theories will be discussed.

*CCJ 330 Crime Control Strategies (4)
An analysis of the methods used to control crime in American society. Emphasis on understanding the sometimes conflicting goals of the criminal justice system; attention is given to the general categories of general and specific deterrence, aggressive enforcement, situational and environmental defensive measures, and modification of the social order. Special attention will be given to how other countries control crime and the problems of comparison because of political and cultural differences.

*CCJ 340 Crime Analysis (4)
An introduction to the basic methods used in analyzing data from criminal justice agencies, including temporal and spatial analysis of crime patterns, calculation of crime rates, descriptive analyses of victim and offender characteristics, recidivism, and the identification of offense typologies. Students get hands-on experience coding, analyzing, interpreting, and presenting crime data from a number of sources like police homicide reports, the FBI, Department of Corrections, and attitudinal surveys. Prerequisite: CS 105 or basic computing skills.

*CCJ 355 Perspectives on Terrorism (4)
A survey of international and domestic terrorism, the organizations, philosophies, key players, counter-terror organizations, and response. Investigation of the social, psychological, cultural, historical, political, religious, and economic dynamics of the phenomena will provide preparation for discussion of possible approaches to control.

*CCJ 360 Victimology (4)
Provides a comprehensive overview of the study of victims of crime. This includes research on the process, etiology and consequences of criminal victimization. The criminal justice's response to crime victims, both historically and more recently, will be discussed in terms of the changing role of victims in the criminal equation. Topics covered may include restorative justice, restitution, and mediation programs now offered through the criminal justice system.

CCJ 370 Women, Crime, and Justice (4)
Women as criminals, victims, and professionals in the criminal justice system are the focus of this course. Theories, policies, and relevant empirical studies will be discussed in the context of the historical, socio-political, and cultural forces that shaped them. Topics may include: girls in gangs, female police officers, mothers behind bars, domestic violence, and pregnancy and drug use.

CCJ 380 Criminal Justice Research (4)
Introduction to the basic concepts of social science research including hypothesis testing, research design, causality, sampling, and measurement. Course is intended to provide students with necessary skills to critically evaluate crime and delinquency research as well as design and implement basic research projects.

*CCJ 399 Special Studies (Credit to be arranged)
Pass/no pass option.

CCJ 401/501 Research (Credit to be arranged)
Consent of instructor.

CCJ 402/502 Independent Study (Credit to be arranged)
Consent of instructor.

CCJ 404/504 Cooperative Education/Internship (Credit to be arranged)
Supervised placement in a community criminal justice agency or on a criminal justice research project. Evaluations of students are completed by agency staff and/or University faculty. A minimum of 8 credits is required of CCJ majors. An additional 8 credits can be applied toward CCJ elective credits required of majors. Required: senior status and consent of instructor.

CCJ 405/505 Reading and Conference (Credit to be arranged)
Consent of instructor.

CCJ 406/506 Projects (Credit to be arranged)
Consent of instructor.

CCJ 407/507 Seminar (Credit to be arranged)
Consent of instructor.
CCJ 408/508
Workshop (Credit to be arranged)
Consent of instructor.

CCJ 409
Practicum (Credit to be arranged)
Consent of instructor and senior status.

CCJ 410/510
Selected Topics (Credit to be arranged)
Consent of instructor. Pass/no pass option.

*CCJ 415
Counseling Skills for Criminal Justice (4)
A practice-oriented course covering the basic interviewing, assessment, and counseling skills routinely used by professionals in the criminal justice field (e.g., police, correctional staff, probation officers, prosecutors). Includes coverage of techniques for developing rapport with clients, soliciting information, screening for mental illness, threat/risk assessment, and crisis intervention. Recommended prerequisite: CCJ 250

CCJ 420
Criminal Law and Legal Reasoning (4)
Study of the basic concepts related to criminal law, including: historical development, legal elements of crime and proof, defenses and mitigation, reason-able doubt, and presumptions of fact; with particular emphasis on the application of legal reasoning to make legal decisions. prerequisite: senior status.

CCJ 435
Crime, Crime, and Fear (4)
Crime, crime, and fear is a course designed to study the social, economic, political, and physical factors underlying neighborhood crime and decline. Special attention is given to physical and social incivilities, the “broken windows” theory, police-community partnerships, and problem-solving. Students will work on neighborhood-centered projects to explore solutions to neighborhood crime patterns, disorder, and fear of crime, and ideas for strengthening police-citizen relations, and community building. Recommended prerequisite: CCJ 340.

*CCJ 440
Constitutional Criminal Procedures (4)
A critical examination of the legal controls on the administration of criminal justice, with special attention to current court decisions related to such issues as search and seizure, admissions and confes-sions, wiretapping and eavesdropping, right to counsel, fair trial, self-incrimination, cruel and unusual punishment. Recommended prerequisite: CCJ 420.

*CCJ 450
Comparative Perspective of Criminal Justice (4)
An exploration of international criminal justice systems that compares and contrasts the general features and cultural foundations of criminal jus-tice procedures and institutions in different coun-tries throughout the world. Recommended prerequisite for CCJ 550: admission to graduate program in CCJ.

CCJ 455
Ethical Leadership in Criminal Justice (4)
Ethical leadership is a topic of longstanding theore-tical and practical importance for the criminal justice system. Criminal and social justice issues are deeply embedded in the social fabric of the community and ethical leadership issues frequently have ramifications beyond the boundaries of our discipline. Students will be taught to recog-nize, understand, and analyze the significance of ethical leadership for the criminal justice system and the community within which it exists. Recommended prerequisite: CCJ 200.

*CCJ 460
Court Procedures (4)
General review of the major activities and proce-dures involved in the conduct of criminal trials, with extensive use of mock trial exercises. prerequisite: CCJ 440.

CCJ 465
Criminology and Social Justice Theory (4)
Begin with an analysis of critical criminology theories and their underlying assumptions. Explores the connections between critical crimi-nology and social justice, the social justice move-ment, and the communities wherein social justice is practiced. Application of social justice theory to criminal justice policy and practice has created a new set of social response mechanisms to crime and delinquency: mediation, restitution, and restorative justice. Recommended prerequisite: CCJ 200.

*CCJ 470
Morality, Justice, and the Law (4)
Analysis of contemporary problems and issues faced by those working in criminal justice or studying criminology. The course is designed to explore the range of roles, responsibilities, and dilemmas faced by professionals in the justice sys-tem. Topics may include prosecutorial responsibil-ity, police conduct, and community involvement in criminal justice. Recommended prerequisite: CCJ 200.

*CCJ 480/580
Community-Based Treatment of Offenders (4)
An analysis of the history, philosophy, theory, and function of probation, parole, pardon, halfway houses, work release centers, and other forms of community-based treatment; evaluation of the effectiveness of treatment of the offender in the community; contemporary usage of the present-ence investigation report, selection, supervision, and release of probationers and parolees; explora-tion of current innovations in corrections such as use of volunteers and offenders as correctional manpower resources. Recommended prerequisites: CCJ 480: CCJ 317; CCJ 580: admission to graduate program in CCJ.

CCJ 501/601
Research (Credit to be arranged.)

CCJ 502/602
Independent Study (Credit to be arranged.)

CCJ 503
Thesis (Credit to be arranged.)

CCJ 504/604
Internship (Credit to be arranged.)

CCJ 505/605
Reading and Conference (Credit to be arranged.)

CCJ 506/606
Projects (Credit to be arranged.)

CCJ 507/607
Seminar (Credit to be arranged.)

*CCJ 538
Historical Perspective of Criminal Justice (4)
A chronological survey of significant social events and trends in Western and Eastern civilizations that have influenced crime and the development of law, the police, the courts, and corrections and have formed the interrelationships among these parts of the criminal justice system.

*CCJ 540/640
Legal Perspective of Criminal Justice (4)
An advanced course that examines the legal envi-ronment within which the criminal and quasi-criminal justice systems function, with particular emphasis on philosophical and procedural issues related to deprivation of liberty decisions.

*CCJ 545/645
Economic and Political Perspective of Criminal Justice (4)
An advanced course that explores the political and economic influences on the formulation and administration of public policies related to criminal justice system issues.
**Political Science**

**650 Urban Center**
503-725-3921
www.hatfieldschool.pdx.edu/PS/pol-science.php

B.A., B.S.
Minor in Law and Legal Studies
Secondary Education Program—Social Science
M.A., M.S.
M.A.T. and M.S.T. (General Social Science)
Ph.D.—Participating division in Public Administration and Policy Doctoral Program

### Undergraduate programs

The program in political science leading to the B.A. or B.S. degree is designed to meet the needs of the liberal arts major who wishes to learn more about public and international affairs, government, and the demands of citizenship. It is appropriate for professionally motivated students who wish to pursue careers in political science, public administration, international organizations, domestic government, communications, education, or law. It is also appropriate for inquiring students desiring to learn more about the way human beings live together and the structures and institutions they have developed (or might develop) to facilitate social cooperation and conflict management.

### Admission requirements

Admission to the department is based on general admission to the University. See page 37 for more information.

### Degree requirements

Once a student has been admitted to Portland State University, upper-division courses used to meet political science major requirements must be taken at the University. Courses taken at another college or university must have received prior approval from the Division of Political Science. All courses used to satisfy political science major requirements, whether taken at PSU or elsewhere, must be graded C or above.

**Requirements for major.** The major offers a traditional course of study in political science that involves some exposure to three basic areas of the discipline. In addition to meeting the University’s general education requirements, a student wishing to pursue a basic major in political science must take a minimum of 48 credits in political science distributed as follows:

- **Credits**
  - PS 200 Introduction to Politics ................................ 4
  - One 400-level course in each of the three fields listed below: ........................................ 12
  - Area I—American Politics
  - Area II—International/Comparative Politics
  - Area III—Political Theory/Methodology
  - Additional upper-division electives ................. 20
  - Additional electives .......................................... 12
  - **Total** 48

**Requirements for major with politics of diversity option.** The politics of diversity option offers students the opportunity to pursue an interdisciplinary course of study, under the supervision of a member of the political science faculty, in some aspect of the politics of diversity. Students choosing this option must select a faculty adviser from the political science faculty who will supervise the student’s program and advise them on how to proceed. This option encourages students to identify some basic issue area or problem area that involves the politics of conflict and cooperation that will become the subject of analysis and research. Courses associated with the politics of conflict and cooperation option are arranged under three topical headings: conflict and cooperation in America, international conflict and cooperation, and theories of conflict and cooperation. Information regarding the courses associated with each of these areas is available at the division office.

- **Credits**
  - PS 200 Introduction to Politics ................................ 4
  - PS 401 Research .................................................. 4
  - Preparation and submission of a concluding essay, prepared under the adviser's supervision, on a topic of the student's choosing.
  - PS 407 Seminar .................................................... 4
  - Upper-division electives ........................................ 32
  - **Total** 60

†These courses are to be selected with the advice and consent of a student’s adviser. A list of recommended outside courses is available at the Political Science Office.

**Requirements for minor.** To earn a minor in political science, a student must complete 28 credits in political science (of which 16 must be taken in residence at PSU). This must include the following:

- **Credits**
  - PS 200 Introduction to Politics ................................ 4
  - One 400-level course in two of the three fields listed below: ........................................... 8
  - Area I—American Politics
  - Area II—International/Comparative Politics
  - Area III—Political Theory/Methodology
  - Additional upper-division political science electives taken in residence at PSU (no more than 8 credits of PS 404, 405, 409, 410) .............. 16
  - **Total** 28

All courses submitted to satisfy the requirement for a minor in political science must be passed with a grade of C or above. Students are encouraged to take political science courses that complement their academic interests and scholarly goals. The political science minor is designed to be as flexible as possible to facilitate this end. Students considering a minor in political science are strongly encouraged to consult with a political science adviser to work out an instructional program that meets their needs.

**SECONDARY EDUCATION PROGRAM**

(See General Studies: Social Science page 141.)

**Minor in law and legal studies.** The minor in law and legal studies offers an interdisciplinary, liberal arts approach to the study of law. This is an academic program, not a professional training program, emphasizing the political, social, cultural, and philosophical foundations and impacts of law and legal systems. It is designed for pre-law students and also for a broad array of students from across the PSU campus who are interested in the relationship of law to polit-
tics, society, and culture. While the core courses concentrate on American law and the American legal system, the electives allow students to focus on aspects of law related to areas such as international law, comparative law, and philosophy.

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 101 U.S. Government</td>
<td>4</td>
</tr>
<tr>
<td>PS 221 Introduction to Law and Legal Studies</td>
<td>4</td>
</tr>
<tr>
<td>PS 321 Supreme Court and American Politics</td>
<td>4</td>
</tr>
</tbody>
</table>

Electives: Four courses from the list below:

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 325 Politics and the Legal</td>
<td></td>
</tr>
<tr>
<td>Enforcement of Morals</td>
<td></td>
</tr>
<tr>
<td>PS 404 Cooperative Education (Internship)</td>
<td></td>
</tr>
<tr>
<td>PS 422 Constitutional Law</td>
<td></td>
</tr>
<tr>
<td>PS 423 Civil Liberties</td>
<td></td>
</tr>
<tr>
<td>PS 424 Law and Society</td>
<td></td>
</tr>
<tr>
<td>PS 425 Women and the Law</td>
<td></td>
</tr>
<tr>
<td>PS 428 Politics of Law and Order</td>
<td></td>
</tr>
<tr>
<td>PS 448 International Law</td>
<td></td>
</tr>
<tr>
<td>PS 483 Justice in the Modern World</td>
<td></td>
</tr>
</tbody>
</table>

Total 28

A total of 8 credit hours of political science law-related and special topics courses (PS 407 or PS 410, with approval of the student's adviser) and/or non-political science courses chosen from the list below may be taken in partial fulfillment of the four-course electives requirement (additional courses from other departments may be taken toward the degree with permission of a political science adviser):

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phil 311 Morality of Punishment</td>
<td></td>
</tr>
<tr>
<td>Phil 446 Topics in Ethics: Philosophy of Law</td>
<td></td>
</tr>
<tr>
<td>Hist 447, 448, 449 American Constitutional History</td>
<td></td>
</tr>
<tr>
<td>CCJ 310 American Courts</td>
<td></td>
</tr>
<tr>
<td>CCJ 420 Criminal Law and Legal Reasoning</td>
<td></td>
</tr>
</tbody>
</table>

Students should note that many of the upper-division courses have recommended prerequisites. All courses submitted to satisfy the requirements for the minor must be passed with a grade of C or above. Students who are also working toward the major or minor in political science must take (in addition to the core courses for the law and legal studies minor) at least 12 credits from the lists above that will be uniquely applied to the law and legal studies minor.

Consultation with a political science adviser is strongly encouraged.

Graduate programs

The Division of Political Science offers graduate work leading to the Master of Arts and Master of Science degrees. The division also offers Master of Arts in Teaching and Master of Science in Teaching (General Social Science) degrees with a political science concentration for students pursuing a career in teaching. Political science is one of five participating disciplines offering a major concentration in the Public Administration and Policy Ph.D. program; for information relating to this program, see page 319.

The Division of Political Science offers work in political theory and philosophy, methodology, international relations and organization, comparative politics, American politics, American federalism, public policy, public law, political parties, media and public opinion, and political economy.

Admission requirements

For admission as a regular degree student, the applicant must:
1. Have at least a B average for all work in the junior and senior years, or must have completed a minimum of 12 credits in graduate-level courses with at least a 3.10 GPA (on a 4.00 point scale).
2. Submit satisfactory scores on either the verbal and quantitative sections of the Graduate Record Examination or the Miller's Analog Test. The Miller's Analog Test is given on campus by Counseling and Testing Services.
3. Request that two letters of recommendation be sent directly to the Division of Political Science from faculty members at colleges or universities previously attended or from others in a position to comment on the student's academic and professional background and experience.
4. Forward to the division a 500-word statement concerning the applicant's academic and professional goals. (This statement should indicate the student's desired fields of concentration.)
5. Submit, if the applicant is a foreign student whose major language is not English, a satisfactory score on the Test of English as a Foreign Language.

Students applying for admission to the graduate Political Science program who wish to be considered for graduate assistantships should submit their applications (Form GO-8) by May 1.

Degree requirements

Programs leading to the different master's degrees offered by the Division of Political Science are designed to be completed in six academic terms. The University's master's degree requirements are listed on page 69. Specific divisional requirements follow.

Master of Arts or Master of Science

All candidates for a master's degree in political science must complete 50 graduate credits from course offerings. Students are expected to pass written examinations in two of the four following fields of study:
1. American politics
2. International politics
3. Comparative politics
4. Political theory

Specific requirements are as follows:
1. PS 593 Philosophy of Social Science
Courses

Courses with an asterisk (*) are not offered every year.

**PS 101**
United States Government (4)
An examination is made of American government in theory and practice. Topics include: the constitutional foundations of American government; federalism, civil liberties, and civil rights; Congress and the legislative process; the presidency and modern bureaucracy; the Supreme Court and judicial policy-making.

**PS 102**
United States Politics (4)
Introduction to issues and trends in political culture, political behavior, and public policy making. Topics include: public opinion, political parties and pressure groups, elections and voting behavior, political participation, the role of the media, policy making, the budget process, domestic policy, and national security policy.

**PS 103**
State of the World (4)
The course surveys and analyzes the major global issues of our time, including human rights, environmental protection, poverty and underdevelopment, and war and peace. The importance of using interdisciplinary tools of analysis, and understanding the meaning of a global perspective on world affairs, are emphasized.

**PS 199**
Special Studies (Credit to be arranged.)
Consent of instructor.

**PS 200**
Introduction to Politics (4)
Basic introduction to the central themes and fundamental issues of political life. Examines the nature and meaning of politics and political association in both domestic and international settings. Fundamental concepts and ideas associated with government, and politics more generally, are explored, along with the nature of political culture and the way this culture is reflected in the institutions and operations of government.

**PS 203**
Intro to State and Local Politics (4)
Provides an introduction to the role and structure of state and local governments, and examines the forces that influence subnational politics. Topics include federalism, intergovernmental relations, elections, the policy-making process, and the problems confronting states and communities.

**PS 204**
Comparative Politics (4)
A general survey of theories, concepts, and methods employed in comparative politics. Attention given to political behavior, structures, and processes.

**PS 205**
International Politics (4)
An analysis of the nature of relations among nations, with specific reference to contemporary international issues. Motivating factors will be examined, including national interest, economic rivalry, and the quest for security. Also treated will be the problem of national sovereignty and its relationship to international cooperation, changing threats to international security in the post-Cold War era, and the increasing importance of international economic competition and cooperation.

**PS 221**
Introduction to Law and Legal Studies (4)
Introduction to the nature and function of public law in the United States. The course focuses on fundamental problems of jurisprudence, the relation between law and politics, the nature and function of the court system, judicial process, and the workings of the criminal justice system.

**PS 312**
Legislative Process (4)
An examination of the role of legislatures in state politics. Particular attention is given to the forces that shape legislative elections, the relationship between legislatures and governors, and efforts to reform legislative politics. Recommended prerequisites: PS 101 and 102.

**PS 313**
The Power Game: A Simulation of Washington Politics (4)
Examines the nature of political power, the complexities involved in policy-making, and the relationship between the major political actors in Washington, D.C. The course evolves around a simulation of the U.S. government in which students play the roles of real members of Congress, the executive branch, interest groups, and the press.

**PS 317**
Film and Politics (4)
Examines the political meanings of films. Topics include: how films reflect, and sometimes challenge, basic themes in American political culture; how filmmakers capture and encode images in ways that tell a culturally-pleasing story; how audiences make sense of these images and stories to construct particular understandings of power, government, and the individual; and the relationship between Hollywood and politics.

**PS 318**
Media, Opinion, and Voting (4)
Course examines the interaction between the mass media, public opinion, and voting behavior in the United States. Competing theories of media effects on public opinion and voting behavior are analyzed, as are competing proposals for reforming electoral campaigns, campaign advertising, presidential debates, and other features of mass-mediated elections in order to enhance citizen participation. Key questions students will consider include the degree of responsibility that politicians, journalists, and citizens should assume for improving citizen engagement with electoral politics. Recommended prerequisite: PS 102.

**PS 319**
Politics of the Environment (4)
The human relationship with nature is a source of much political conflict and has been since the emergence of the state. This course explores the short- and long-term origins of current conflicts, the emergence of political movements around environmental issues, alternative world views regarding nature, and the distinctiveness of politics around these issues. Specific conflicts will be examined, including the relationship between human attempts to control nature and human hierarchies, population, water, and conservation of biodiversity.

**PS 321**
The Supreme Court and American Politics (4)
Basic introduction to the relation between law and politics in America through an analysis of the work of the U.S. Supreme Court. The course uses selective case law in order to explore the place of the court in America’s constitutional structure, the way the court forms and shapes policy through constitutional interpretation, and the way political forces and influences shape Court practices, judicial selection, and the decision making processes. Recommended prerequisite: PS 221.

**PS 325**
Politics and the Legal Enforcement of Morals (4)
Critical examination of law as a mechanism for the enforcement of moral standards. The limits of law and political authority more generally are explored through an analysis of specific problem areas associated with the legal enforcement of morality. These include, but are not limited to, the use of criminal justice to enforce standards of conventional morality, political tolerance, civil disobedience, and the politics of law and order. Recommended prerequisite: PS 221.

**PS 331**
Oregon Politics (4)
An examination of political structures and policy trends in the state of Oregon. Attention is given to local governments as well as state government with special emphasis upon the relationships among different governmental entities.

**PS 334**
Conflict and Cooperation in World Politics (4)
This course focuses on substantive global problems and issues areas such as war, conflict resolution, nationalism, arms races, and global scarcity. The historical roots of the problems as well as their contemporary manifestations are examined using both substantive and theoretical materials. The sources of conflict and conflict resolution are also examined. Recommended prerequisite: PS 205.

**PS 345**
U.S. Foreign Policy: The Cold War and Beyond (4)
Analysis of the U.S. foreign policy process, its motives, objectives, and manner of implementation, in the major developments of each administration since 1945. Emphasis is on U.S. relations with the U.S.S.R/Russia and the Third World. Recommended prerequisite: PS 205.

**PS 352**
Western European Politics (4)
An analysis of the political systems, processes, and politics in major countries of Western Europe, with special reference to France and Germany, as well as an overview of Italy, Sweden, or Switzerland. Also a short look at the organizations for European integration. Recommended prerequisites: PS 204 or 205.

**PS 353**
Introduction to Latin American Politics (4)
An examination of a number of Latin American countries (Argentina, Chile, Brazil, Mexico, Peru, etc.) in comparative perspective. Topics covered include: the emergence and decline of various regime types within each of these nation-states; the role of the state, various state sectors, state autonomy and state capacity; the emergence of various social classes, class coalition and the impact of both of these on the state; the importance of international factors such as the international economy and the United States.

**PS 361**
Introduction to the Politics of the Middle East (4)
Introduction to Middle Eastern political systems. Focus will be on the nature of traditional politics, modernization and political development in the region, social stratification, institutions of govern-
ment, and the political systems of selected Middle East countries. Recommended prerequisite: PS 204 or 205.

*PS 362 Arab-Israeli Conflict (4)
Examination of the conflicting ideological perspectives, the formation of the state of Israel, rise of Arab nationalism, emergence of Palestinian nationalism, the Arab-Israeli wars, rise of Palestinian activism, diplomatic efforts at partial settlements, and possibilities of a comprehensive settlement. Special attention is given to those elements opposed to a final settlement of the conflict, both within Israel and among the Palestinian and greater Arab communities. Recommended prerequisite: PS 204, 205, or 361.

PS 371 War and Morality (4)
Examines the limits observed by states in their resort to war and in the conduct of battle. Surveys the historical, moral, and legal foundations of these limits, and their enduring relevance in light of changes in international conflict and modern warfare. Topics include aggression and self-defense, preemption, humanitarian intervention, terrorism, torture, and war crimes.

PS 380 Women and Politics (4)
Analysis of the political role of women in politics. Reviews the historical and contemporary analyses of women's participation and status in politics. Recommended prerequisite: PS 101 or 102.

PS 381 Introduction to Theory (4)
General introduction to the problems of political theory. A selective survey of the political ideas of Plato, Machiavelli, Locke, Rousseau, Mill, and Marx which introduced some of the major traditions of political thought in the West. The foundations of the communitarian, republican, and liberal political discourse are examined and discussed. Recommended prerequisite: PS 200.

PS 385 Modern Ideologies (4)
An examination of the enduring political images of the modern world. Attention is given to the new, developing ideologies in the Third-World countries and the new left as well as to the more traditional concerns of liberalism, communism, and fascism.

*PS 387 Politics and Fiction (4)
This course explores various themes associated with politics as they are presented in fictional media. The course integrates traditional academic material with novels, film, television, poetry, etc., in order to expand student awareness of politics and public life. Recommended prerequisite: PS 200.

PS 399 Special Studies (Credit to be arranged.)
PS 401/501 Research (Credit to be arranged.)
Consent of instructor.

PS 403 Honors Thesis (Credit to be arranged.)
Consent of instructor.

PS 404/504 Cooperative Education/Internship (Credit to be arranged.)
PS 405/505 Reading and Conference (Credit to be arranged.)

PS 407/507 Seminar (Credit to be arranged.)
Reading and discussion about an area of political science, with a research project required. Enrollment limited.

PS 409/509 Practicum (Credit to be arranged.)
Consent of instructor.

PS 410/510 Selected Topics (Credit to be arranged.)
Consent of instructor.

PS 412/512 The Presidency (4)
Analysis of the institution, functions, and problems of the presidency. Special attention given to presidential elections, presidential powers, relations with media, presidential leadership, White House staff, executive-legislative relations, and the presidential role in domestic, economic, foreign policy making and execution. Recommended prerequisites: PS 101 and 102.

PS 413/513 Congress (4)
Study of the structure, organization, powers and operations of Congress. Topics covered include: the evolution of Congress, congressional recruitment and elections, legislative functions, the membership, the leaders, the committee system, the rules and procedures, executive-legislative relations, pressure groups, lobbying, and reform. Recommended prerequisites: PS 101 and 102.

PS 414/514 Issues in Public Policy (4)
A study of selected major policies and programs of governmental regulation and service. Emphasis is placed upon the formation, administration, and substantive content of policies in such areas as transportation, public utility regulation, medical care, civil rights, education, agriculture, natural resources, and antitrust laws and the preservation of competition. Recommended prerequisite: PS 215.

PS 416/516 Political Parties and Elections (4)
An examination of political parties and elections in America. Covers such topics as: the changing role of party organizations, machine politics, electoral rules, candidate recruitment, the nomination process, campaign strategies and tactics, campaign finance, and electoral reform. Recommended prerequisites: PS 101 and 102.

PS 417/517 Interest Groups (4)
This course analyzes the role of interest groups in the political process. Particular attention is given to why some interests are more successful at forming groups and influencing politics than others. The course also examines techniques used to lobby legislatures, the executive branch, and the courts. Recommended prerequisites: PS 101 and 102.

*PS 418/518 Contemporary Political Protest in America (4)
Analyzes the role of social movements in recent American history. The course blends theoretical readings with empirical research into specific movements. Movements considered include but are not limited to: civil rights, the new left, public interest reform, the freeze movement, the women's movement, the Christian Right, and the paramilitary/skinhead movement.

*PS 419/519 Political Reform (4)
Examines the concerns that drive the demand for political reform in America, and how specific reform proposals may affect the political system. The first part of the course focuses on a variety of proposals to open up the electoral system and to improve representation. The second part examines various reforms that are designed to make the government work more effectively and efficiently.

PS 422/522 Constitutional Law (4)
A study of the way in which the Supreme Court has shaped and influenced governmental structure and political power. Special attention is given to judicial decisions in the areas of federalism, separation of powers, the commerce clause, and the authority of the presidency. Recommended prerequisite: PS 321.

PS 423/523 Civil Liberties (4)
A study of Supreme Court decisions that affect individual rights and liberties. Areas of concentration include, but are not limited to, freedom of speech and press, religious liberty, criminal justice, racial justice, gender justice, and the right to privacy. Recommended prerequisites: PS 321 or 221.

*PS 425/525 Women and the Law (4)
Examines the relationship between women and the law. The first half of the course considers several theories of women's equality. During the second half of the course students will apply these theories to a variety of problems in gender justice. Substantive issues covered may include: sexual harassment, abortion, fetal protection policies, and pornography. This course is the same as WS 424; course may only be taken once for credit.

*PS 426/526 The Politics of the News (4)
Explores the role of the news media in political life and the political and economic forces shaping the news. Examines the purposes and functions of mass media in a democracy, the legal and economic structure of the American media, and the journalistic practices and communications strategies that contribute to news coverage of politics.

PS 427/527 The Politics of Public Opinion (4)
Course provides students with solid foundations for understanding the nature and evaluating the role of public opinion in American democracy. It will also teach students how to interpret public opinion polls intelligently. Specific topics covered will include how “public opinion” has been defined historically and in contemporary discourse; the various influences that shape people’s values, beliefs, and attitudes about politics; the methods that pollsters and survey researchers use to measure public opinion and problems with those methods; and the content of Americans’ views on controversial political issues. Recommended prerequisite: PS 318.

PS 428/528 The Politics of Law and Order (4)
As American crime control policies have become increasingly punitive, the criminal justice system has expanded in size and scope, crime control has become increasingly federalized, and record numbers of Americans have been incarcerated. Class explores what is political about crime control and why American crime policy takes on a particularly
punitive cast. In particular, carefully examines the social construction of the crime problem: how popular beliefs about criminals and the causes of crime interact with the media and the political system to create a style of crime policy that is uniquely American. Recommended prerequisite: PS 221.

PS 431/531 State and Local Politics (4)

Intensive examination of the role of the states and cities in the federal system. The course pays particular attention to the importance of political culture in shaping state politics and power relationships between the different levels and branches of government. Oregon's political experiences are used as example and for comparison. Recommended prerequisite: PS 203.

PS 432 Great Tribal Leaders (4)

Course is based on videotaped interviews with contemporary American Indian leaders discussing the personal and social forces that shaped them and the roles they played in shaping federal Indian policy, law, and natural resource management. Key areas of study include historic eras of federal Indian policy; the exercise of power by federal legislative, judicial, and executive branches and their affects on tribal lives and societies; the continuing survival of tribes; and the evolution of tribal governments to meet unforeseen and overwhelming challenges. Recommended prerequisite: PS 101.

PS 441/541 World Politics (4)

This course introduces students to the various levels of analysis used in explaining world political events. Examined are a number of conceptual elements of world politics, e.g., power, interdependence, integration, and levels of analysis, as well as certain substantive elements, e.g., international law and organization. Contrasts are drawn between power seeking and order-seeking behaviors of nation states. Recommended prerequisite: PS 205.

PS 442/542 Contemporary Theories of World Politics (4)

Surveys concepts and arguments from various theoretical traditions in international relations. Topics are drawn from the ongoing debate between the realist and liberal schools of thought, as well as the challenges posed by radical, normative, and critical international relations theory. Theories will be examined mainly for their insights on issues of war and peace. Recommended: PS 441.

PS 444/544 U.S. National Security Strategy: Regional Perspectives (4)

Focuses on the regional contexts that influence U.S. national security strategy and the multifaceted elements security polices succeed or fail in each region of the world. Critical analysis applied to major social, cultural, political, economic, military, technological, and historical issues that shape formation of regional security strategy, and to strategic assessments of U.S. security policies as perceived from other regions’ perspectives. Recommended: PS 205.

PS 446/546 National and International Security Policies (4)

A comparison of national and international security systems, strategies, and policies. Emphasis will be on the current issues arising in these security systems and on the problems that arise when their needs conflict. Particular emphasis will be placed on contending theories of national and international security. Recommended prerequisite: PS 205 or 441.

*PS 447/547 International Organization (4)

The nature and extent of the organization of interaction among nations. Focus on the United Nations, but illustrations and generalization from a wide range of regional and functional organizations including the specialized agencies. Emphasis on the processes of communication, interaction, and negotiation within the organizational environment.

PS 448/548 International Law (4)

Introduction to public international law. Particular emphasis is placed on the interplay of politics and law in the international system. Types of law, sources of law, law creating agencies, law applying agencies are considered. Contemporary substantive issues in international law will be discussed. Recommended prerequisite: PS 205 or 441.

*PS 449/549 International Environmental Politics and Law (4)

Explores various environmental problems and issue areas that exist between and among nation-states. There will be an exploration of the political difficulties that impede solutions and the various pathways that may lead to environmental cooperation. There will also be a focus on the international legal regimes and international institutions designed to regulate environmental problems.

*PS 451/551 British and Commonwealth Governments (4)

A study of the constitutional development, the political processes, and the political cultures of the United Kingdom and selected member countries of the Commonwealth.

PS 452/552 The European Union (4)

Focuses on how the EU has evolved since its beginnings in the 1950s, on its present-day organization and functions, and on how the member countries interact with one another in making EU policies for jointly regulating their internal economies and societies as well as their external policies, i.e., how the EU members also try to manage their relations with the rest of the world. This course is the same as Intl 452; course may only be taken once for credit.

PS 453/553 Power Transitions: Past, Present, and Future (4)

Uses power transition theory to examine what elements contribute to global war. Creates a foundation for understanding why nations fight, when they fight, the outcome of wars, and the relationship between global and regional conflicts. Also explores the continuum of peaceful interactions at the global level, and how and when the next series of upheavals will occur in the international system. Recommended: PS 205.

PS 454/554 International Political Economy (4)

A study of the contending theories of international political economy: power and interdependence, Regime Theory, dependency, integration, and functionalism, as well as the ideologies of political economy—the liberal, national, and Marxist perspectives. Also considered are the politics of trade, aid, and investment. Recommended prerequisite: PS 205 or 441.

PS 455/555 Politics of Economic Reform in Emerging Market Countries (4)

Explores the process of economic reform in a comparative and international setting by focusing on emerging market countries (e.g., Argentina, Brazil, Mexico, Indonesia, Poland, Turkey, and Thailand). Designed to give a more in-depth analysis of reform policies for the students. Recommended prerequisite: PS 454/554.

PS 458/558 Political Economy of International Security (4)

Surveys the economic dimensions of war, peace, and national defense in both historical and contemporary contexts. Topics include trade and conflict, economic statecraft, hegemony and imperialism, arms production and arms control, international complex, and the revolution in military affairs. Recommended prerequisite: PS 205.

PS 460/560 Political Development in Modern Turkey (4)

Designed to provide students with an in-depth study of political development literature with a focus on modern Turkey. Examines how modern Turkish republic emerged from the ashes of the Ottoman Empire and evaluate stages of political development during the first, second, and third republic. Finally, assesses the implications of Turkey's new geopolitics (since the end of the Cold War) on Turkish political and economic development in a global perspective. This course is the same as Intl 460/560; may only be taken once for credit.

PS 461/561 Politics of Economic Reform in Emerging Market Countries (4)

Course examines the politics of planned economic growth under the Republican Peoples Party, transition to the import-substituting growth model during the post-WWII era, problems associated with economic stagnation in the 1970s, and transformation of the Turkish economy during the 1980s and 1990s. The last two decades provide important insight into how politics and economics (domestic as well as international) converge in shaping Turkey's economic growth strategies. This course is the same as Intl 461/561; may only be taken once for credit.

*PS 462/562 International Relations of the Middle East (4)

Examination of the external dimension of Middle East politics; the role of the great powers; brief analysis of the Middle East; analysis of American and Soviet/Russian policy in the Middle East. Special attention will be given to new patterns of international relations in the Middle East in the post-Cold War, post-Gulf War era. Recommended prerequisite: PS 361.

PS 466/566 Politics of East Asia (4)

Analysis of the principal developments and institutions, formal and informal, that shape government and politics in China, Japan, and Korea.

PS 468/568 International Politics of East Asia (4)

Examination of the foreign policy motives, objectives, and systems of the major East Asian states: China, Japan, and Korea. Attention is paid in par-
ticular to the political economy of regional and extra-regional relationships.

**PS 470/570**
**Theories of Comparative Politics (4)**
Examines the evolution of the theories and methods of comparative politics, addressing both the recent history of the discipline and the current state of its practices. Topics include: the behavioral revolution, political development, the role of state, the new institutionalism, and the state-in-society approaches. Recommended prerequisite: PS 204.

**PS 471/571**
**Gender & Politics: A Comparative Perspective (4)**
Examination of the role, progress, behavior, and power of women in politics using a comparative lens. Topics include the representations of women in government, the problems confronting female candidates, the behavior of women officeholders, and the gender gap in politics. Examines women in western democracies, as well as in communist states and developing nations. Individual countries are used as case studies. Recommended prerequisites: PS 200 and junior standing.

**PS 474/574**
**Democracy and Development in Latin America (4)**
Examines issues of democracy and development in Latin America. It addresses such topics as the role of history, political culture, political leadership, political institutions, the state, the military, civil society, social classes, level of socio-economic development, and their relationship to the possibilities of success or failure for democracy in Latin America. The course examines specific cases such as Argentina, Brazil, Mexico, Chile, Peru, Venezuela, and Uruguay. Recommended prerequisite: PS 353.

**PS 479/579**
**Transitions to Democracy (4)**
Comparative analysis of political systems which have experienced a transition from an authoritarian to a democratic regime. Attention is given to the conditions supportive of democratic transition and to the problems of maintaining democratic stability. Recommended prerequisite: PS 204.

**PS 482/582**
**Liberalism and Its Critics (4)**
Critical examination of the theory and practice of liberalism as an ongoing tradition. The basic elements of liberalism are identified and discussed and critical of the liberal tradition, as offered by communarians, classical republicans, feminists, and postmodernists, are examined. Liberal responses to these criticisms are also explored. Recommended prerequisite: PS 381.

**PS 483/583**
**Justice in the Modern World (4)**
Critical analysis of the nature and meaning of social justice. Special attention is given to liberal theories of justice, questions of distributive justice, justice and the rule of law, inter-generational justice, and political alternatives to the liberal vision of social justice. Recommended prerequisite: PS 381.

**PS 486/586**
**American Political Thought: 1600 to 1820 (4)**
The development from 1600 to 1820 of American political thought about government and its proper relation to the individual and society. Specific topics considered include the English background; the colonial mind; ideas informing the revolution; the creation of the Constitution; and the ratification debates; the Jeffersonian and Hamiltonian conflict; John Marshall and the expansion of national power. Attention given to bringing to the surface the fundamental, often inarticulate, patterns, and presuppositions of American thought about political things.

**PS 487/587**
**American Political Culture: 1820 to the Present (4)**
The development from 1820 to the present of American political thought about government and its proper relation to life, liberty, property, and the pursuit of happiness. Topics considered include democratization and the Jacksonian period, slavery, and the nature of the Union, Social Darwinism and industrialization, the progressive period, the coming of the welfare state, and contemporary concerns. Attention given to bringing to the surface the fundamental, often inarticulate, patterns, and presuppositions of American thought about political things.

**PS 493/593**
**Philosophy of the Social Sciences (4)**
An analysis of the central problems associated with the idea of a "science of society" to a "science of politics." The philosophical foundations of empirical social science are critically examined and discussed along with the foundations of interpretive social science, critical social science, feminism, post modernism, and rational choice theory. Recommended prerequisite: PS 381.

**PS 495/595**
**Research Methods for Political Science (4)**
Introduction to an examination of methodological issues and statistical techniques for empirical political research. Major topics include but are not limited to issues in designing political research, survey research, the role of hypothesis testing, and the major statistical tools commonly employed in empirical political analysis. Recommended prerequisites: Mth 243, 244.

**PS 503**
**Thesis (Credit to be arranged.)**
Pass/No pass option.

**PS 530**
**Proseminar in International Relations (4)**
Graduate seminar surveys the main theoretical and analytical approaches encountered in the study of international relations. Themes include the grand theoretical traditions of liberalism, realism, and radicalism; analytical and methodological perspectives, like behavioralism and rational choice theory; as well as the normative, critical, and postmodern challenges to the mainstream.

**PS 543/PAP 643**
**Resolving International Conflicts (4)**
A seminar that explores different kinds of international disputes and actual conflicts in order to identify and assess theories, analytical frameworks, and methods of conflict resolution, management, and prevention. Emphasis is on understanding the roots of conflicts and techniques that may be appropriate to different levels and dimensions of conflict.

**PS 545/PAP 645**
**American Foreign Policy (4)**
Contemporary foreign relations of the United States; objectives, world, and domestic factors affecting American foreign policy; governmental institutions concerned with development and execution of foreign policy; major issues and problems.

**PS 556**
**Advanced Political Economy (3)**
Readings seminar provides a review of the literature in theories and selected issues in international political economy. Core requirement for graduate students in the PAP doctoral program and for master's students in political science who select international relations as their primary field of specialization.

**PS 557**
**Policy Topics in Advanced Political Economy (4)**
This readings seminar provides a review of the literature in theories and selected issues in international political economy. Core requirement for graduate students in the PAP doctoral program and for masters students in political science who select international relations as their primary field of specialization.

**PS 559**
**Political and Economic Decision-making (3)**
Examines the philosophical and conceptual assumptions embodied in alternative decision-making theories in the fields of economics and politics. Designed to show students the differences in individual and collective decision-making processes and the technical and social challenges faced in decision-making processes in the market place and the realm of politics. Examples cover local, national, and international policy topics. Recommended prerequisite: USP 515/615. This course is the same as USP 636; can only be taken once for credit.

---

**Public Administration**

650 Urban Center
503-725-3920
www.pdx.edu/hatfieldschool

Minor in Civic Leadership
M.P.A.
M.P.A.: Health Administration
M.P.H.: Health Management and Policy
Ph.D.—Lead Division in Public Administration and Policy Doctoral Program

The Division of Public Administration offers a variety of programs to meet the educational needs of public service professionals. Mid-career managers and those intending such careers in federal, state, and local government; not-for-profit agencies; and hospitals and other health care organizations are attracted to both undergraduate and graduate programs offered by the division because of the quality of the faculty, the reputation of the programs, and the convenience of course scheduling. In addition to its own faculty and course offerings, the Division of Public Administration draws upon faculty and courses from other departments and schools, such as political science, economics, criminology and criminal justice, urban studies and planning, gerontology, and community health. Adjunct faculty with appropriate aca-
ademic credentials and significant professional experience in government, nonprofit, and health organizations also contribute to the division.

The Division of Public Administration admits students with undergraduate degrees in a variety of social sciences, as well as in business, the humanities, and sciences. It accepts both full- and part-time students, who have had substantial governmental and nonprofit experience, and who have little or no professional experience. To accommodate students who are currently working, the division offers sections of all required courses in the evenings or late afternoons or in intensive weekend formats.

Accreditation. The Master of Public Administration and the Master of Public Health degree programs are accredited by the National Association of Schools of Public Affairs and Administration. The Master of Public Health degree is accredited by the Council on Education for Public Health.

Cooperative degree program in public health. The Division of Public Administration, along with the School of Community Health, College of Urban and Public Affairs at Portland State University, collaborates with the Oregon Health & Science University and Oregon State University in offering the Oregon Master of Public Health degree. Coursework can be taken at any one of the participating institutions. The three universities jointly administer the M.P.H. degree program.

Doctoral students. See the graduate program under the Hatfield School of Government on page 319 for details on the Doctor of Philosophy in public administration and policy.

Degree requirements

Requirements for minor. The interdisciplinary Minor in Civic Leadership is collaboratively designed by several units at PSU. The minor provides students with theoretical and practical understanding on civic leadership, and prepares students to be responsibly engaged citizens. To earn a minor in civic leadership, a student must complete 27 course credits. Courses must include PA 311 Introduction to Civic Leadership and PA 415 Civic Leadership Integrative Seminar. A pre-approved 6-credit community-based civic leadership practicum is also required. The practicum requirement may be fulfilled by either a pre-approved capstone or by an independently developed community-based learning experience.

CR 410 Intro to Non-Violence (4)
Eng 308 The Immigrant Experience (4)
EPFA 410 School/Community Relations (4)
EPFA 410 Spiritual Leadership (4)
MS 311 Leading Small Organizations (4)
PA 411 Theoretical Foundations of Citizenship and Community Leadership (4)
PA 412 Civic Engagement: The Role of Governing Institutions (4)
PA 413 Civic Engagement: The Role of Individuals (4)
PA 414 Civic Engagement: The Role of Social Institutions (4)
PA 417 Ethical Leadership and Public Service (4)
PHE 365 Health Promotion Programs for Children and Youth (4)
PS 312 Legislative Process (4)
PS 417 Interest Groups (4)
PS 431 State and Local Politics (4)
Sci 347 Science, Gender and Social Context (4)
Sci 331 Atmospheric Interactions: Urban Air Pollution (4)
Soc 423 Stratification (4)
Sp 220 Public Speaking (4)
Sp 313 Communication in Groups (4)
Sp 415 Problems in Intercultural Communication (4)
USP 410 Leadership for Sustainable Communities (4)
USP 450 Concepts of Citizen Participation (4)
Five courses from approved list

Community-based practicum

Six credit community-based civic leadership practicum, either through participation in an approved capstone, or through an independently developed community-based learning experience.

Graduate programs

Admission requirements

In determining admission to the Division of Public Administration, the faculty assesses the applicant’s preparation for and commitment to the unique demands of a public service career. It considers the following:

1. The appropriateness and quality of academic preparation demonstrated by the breadth and content of prior academic coursework. A minimum GPA of 3.00 in undergraduate coursework is generally expected of students seeking regular admission status.

2. Three independent assessments of the applicant’s ability to perform adequately in graduate studies and potential for high-level performance in public service. The three letters of assessment, on forms provided by the Division of Public Administration, should be provided by faculty members from colleges or universities previously attended or by other persons in a position to comment on the applicant’s academic background and professional experience. One letter should be from the applicant’s current employer, if any.

3. A résumé of professional work experience, if any.

4. A 500-word statement concerning the applicant’s professional goals and how the specific master’s degree relates to the achievement of his or her goals. This statement should indicate whether the student plans to participate in the program on a full- or part-time basis and when program requirements are expected to be completed.

5. A TOEFL score of 550 on paper, 213 on computer or a 79 on internet is required of every applicant whose first language is not English. This is a requirement even if the applicant has earned an undergraduate degree in the United States.

6. All degrees offered by the Division of Public Administration require the submission of GRE scores.

7. In addition to the above, the MPH program requires completion of a graduate course in statistics for admission.

The Division of Public Administration maintains the same application deadlines published for the University. Admission is open fall, winter, and spring terms.

Limitation on by-arrangement courses. Admitted Ph.D. and master’s students may utilize no more than 12 credits of by-arrangement classes (501/601 and 505/605). In cases where more than 12 credits are needed because of the lack of regularly scheduled classes, a waiver must be submitted for approval to the division curriculum committee and the division chair.

Limitation on acceptance of C grades. No student may use more than two C grades toward graduation for a degree in the Division of Public Administration.

Degree requirements

MASTER OF PUBLIC ADMINISTRATION DEGREE REQUIREMENTS

Substantive Core

PA 511 Public Administration (3)
PA 513 Administrative Ethics and Values (3) (Prerequisite PA 511)
PA 533 Public Policy: Origins and Processes (3)
PA 534 Administrative Law and Policy Implementation (3)
PA 540 Administrative Theory and Behavior (3) (Prerequisite PA 511) 3
PA 551 Analytic Methods in Public Administration I (3)
PA 552 Analytic Methods in Public Administration II (3) (Prerequisite PA 551)
PA 582 Public Budgeting (3)
PA 585 Financial Management in the Public Sector (3) (or economics course approved by adviser)
PA 590 Human Resources Management in the Public Sector (3) (Prerequisite PA 511)

Skill Development

Three of the following:
PA 525 Grantwriting (3)
PA 536 Strategic Planning (3)
PA 545 Organization Development (3) (Prerequisite: PA 540)
PA 547 Interpersonal Communication in the Public Sector (3)
PA 548 Advocacy in the Public Sector (3)
PA 549 Crosscultural Communications in the
Public Sector (3)
PA 555 Program Evaluation and Management (3)
PA 556 Public Contract Management (3)
PA 557 Operations Research in Public Management (3)

Other courses not listed but appropriate to the educational goals of the student may be selected with consent of adviser.

**Integrative Experience** ........................................... 6
The integrative experience is offered under two options and is available to students only after they have completed at least 42 credits in their master’s program.

Option 1 is intended for students who have had limited or no administrative experience. Option 1: PA 512 Reflective Practice and Case Analysis (3), plus a three credit elective course approved by adviser.

**Field of Specialization** ........................................... 15
Specialty areas and courses must be approved by the student’s adviser. The Division of Public Administration offers specialty areas and courses in:

**Public sector human resource management and labor relations.** The Division of Public Administration offers an integrated concentration of course offerings for students desiring to emphasize personnel administration, public sector labor relations, and the management of human resources. Course offerings include Human Resource Management in the Public Sector; Public Sector Collective Bargaining: The Legal Framework; Public Sector Collective Bargaining: Negotiations and Impasse Resolution; Public Sector Collective Bargaining: Administering the Agreement; and Labor Law.

**Nonprofit management.** For students interested in the operation of nonprofit organizations, the Division of Public Administration offers a specialty in the management of nonprofit organizations. Course offerings include a required core of: Introduction to Nonprofit Management, History and Foundations of the Nonprofit Sector, Governance of Nonprofit Organizations and Financial Management in Nonprofit Organizations (in lieu of PA 585). Additional course offerings include Grantwriting, Strategic Planning, Fundraising, Volunteerism, Program Evaluation and courses specific to international non-governmental organizations.

**Natural resources policy and administration.** The Division also offers a concentration in the area of natural resources and the environment. The emphasis is on policy and administration. Courses include Water Resources Policy and Administration; Water Resources Policy and Administration; Energy Resources Policy and Administration; and other specialty offerings in natural resources.

**Health policy and administration.** The Division offers a broad specialty area in health policy and administration which gives students conceptual and technical skills in health administration for hospitals, health systems, ambulatory services, and health-related governmental organizations. Course offerings are available in health policy and administration; health economics; and financial management of health care, as well as requirements for the specialty health degrees (M.P.A.:HA and M.P.H.: HMP) are indicated below:

Specialty areas may also be selected from other departments or divisions within the University and may be put together as multi-disciplinary endeavors with the adviser.

**Other specialty areas.** Courses for a specialty in the Criminology and Criminal Justice area are provided by the Division of Criminology and Criminal Justice.

---

**MASTER OF PUBLIC ADMINISTRATION: HEALTH ADMINISTRATION**

The Division of Public Administration offers a Master of Public Administration: Health Administration degree. Students admitted to this degree are required to complete 60 credits of coursework.

For students interested in geriatrics, gerontology, and the administration of aging programs, the Institute of Aging provides a Graduate Certificate in Gerontology, which may be earned in conjunction with the M.P.A.:HA. degree.

**Substantive Core** ............................................. 30
PA 511 Public Administration (3)
PA 513 Administrative Ethics and Values (3) or PA 552 Ethics in Health (3) (Prerequisite: PA 511)
PA 533 Public Policy: Origins and Processes (3)
PA 534 Administrative Law and Policy Implementation (3)
PA 540 Administrative Theory and Behavior (3) or PA 541 Organizational Behavior in Health (3) (Prerequisite: PA 540)
PA 551 Analytic Methods in Public Administration (3)
PA 552 Analytic Methods in Public Administration II (3) (Prerequisite: PA 551)
PA 582 Public Budgeting (3)
PA 586 Introduction to Health Economics (3)
PA 590 Human Resources Management in the Public Sector or PA 580 Health Services Human Resources Management (3) (Prerequisite: PA 511)

**Skill Development** ............................................. 9
Three of the following:
PA 525 Grantwriting (3)
PA 545 Organization Development (3) (Prerequisite: PA 540)
PA 576 Strategic Management in Health Care Organizations (3) or PA 536 Strategic Planning (3)
PA 574 Health Systems Organization (3)
PA 577 Health Care Law & Regulation (3)
PA 578 Continual Improvement in Health Care (3)
PA 579 Health Care Information Systems Management (3)
PA 588 Program Evaluation and Management in Health Services (3) or PA 555 Program Evaluation and Management (3)

Substitutions of other skill development courses offered by the Division of Public Administration are allowed with consent of adviser.

**Integrative Experience** ........................................... 6
The integrative experience is offered under two options and is available to students only after they have completed at least 42 credits in their master’s program.

Option 1 is intended for students who have had limited or no administrative experience. Option 1: PA 509, Organizational Experience (6).

Option 2 is for those students who have had at least three years of full-time administrative or management experience in public, nonprofit, and/ or health care organizations. Option 2: PA 512 Case Analysis (3), plus an three credit elective course approved by adviser.

**Field of specialization** ........................................... 15
Core Specialization courses (6)
PA 570 Health Administration (3)
PA 571 Health Politics (3)

Plus 9 credits from the following list:
PA 544 Leadership and Governance in Health Care (3)
PA 572 Health Politics (3)

(Prerequisite: PA 571)
PA 574 Health Systems Organization (3)
PA 575 Advanced Health Policy (3) (Prerequisite: PA 571)
PA 577 Health Care Law and Regulations (3) (Prerequisite: PA 571 and PA 574)
PA 578 Continual Improvement in Health Care (3) PA 587 Financial Management in Health Services (3) (Prerequisite: PA 571 and PA 574)
PA 589 Research Methods in Health Services (3) (Prerequisite: PH 525 and PHE 535)
PHE 587 Perspectives on Aging

Other health-related courses not listed may be selected in consultation with the adviser.

**Total** 60

---

**MASTER OF PUBLIC HEALTH: HEALTH MANAGEMENT AND POLICY**

The Division of Public Administration offers the Master of Public Health degree with a specialty in health management and policy as part of the Oregon M.P.H. offered by Portland State University, Oregon State University, and Oregon Health & Science University. Students admitted to the health management and policy track of the M.P.H. degree are required to complete 61 hours of coursework. Instruction is provided at Portland State University and Oregon Health & Science University.

**Core courses** ..................................................... 16
PHE 535 Epidemiology Survey (3)
PHPM 525 Introduction to Biostatistics (4)
PHE 580 Concepts of Environmental Health (3)
PHE 512 Principles of Health Behavior (3)
PA 574 Health Systems Organization (3)
PA 541 Organizational Behavior in Health Services Organizations (3)
PA 571 Health Policy (3)
PA 575 Values and Ethics in Health (3)
PA 576 Strategic Management of Health Care Organizations (3)
PA 586 Introduction to Health Economics (3)

Plus 12 credits from the following list:
PA 544 Leadership and Governance in Health (3)
PA 570 Health Administration (3)
PA 575 Advanced Health Policy (3)
PA 577 Health Care Law and Regulations (3) (Prerequisite: PA 571 & PA 574)
PA 578 Continual Improvement in Health Care (3)
PA 579 Health Care Information Systems Management (3)
PA 580 Health Services Human Resources Management (3)
PA 587 Financial Management of Health Services (3) (Prerequisite: PA 571 & PA 574)
PA 588 Program Evaluation & Management in Health Services (3)
PA 589 Research Methods in Health Services (3) (Prerequisite: PH 525 & PHE 535)

**Electives** ......................................................... 12
In consultation with his or her adviser, the student selects elective credits from appropriate course offerings of the participating universities. Elective courses may be selected to reflect an area of special interest. The choice of elective courses should relate to the broad discipline of health management and policy and supporting disciplines.

**Field work** ......................................................... 6
PA 509 Organizational Experience (6)

**Total** 61
Courses

Courses with an asterisk (*) are not offered every year.

PA 311 Introduction to Civic Leadership (4)

Students will examine leadership in democratic societies, the ways in which people put concepts of civic responsibility into practice, and the challenges of community-building and leadership development in the context of our evolving democratic society. Students will explore leadership through various perspectives, including diversity, individualism, trust, and participation. A central goal of this course is to help prepare students for a lifetime of responsible citizenship and civic engagement.

PA 411 Foundations of Citizenship and Community Leadership (4)

Examines theories of citizenship within the democratic tradition, with a special focus on the roles of citizens in the policy implementation process within their local communities. This focus will be examined against the backdrop of the history and tradition of citizenship within the American context. The course builds a definition for community leadership that recognizes the close interface between the role of career administrators as agents of policy implementation and the role of citizens as active stewards of the public good. Recommended prerequisite: upper-division standing or completion of PS 101, 102 or UnSt Leadership for Change Sophomore Inquiry course.

PA 412 Civic Engagement: The Role of Governing Institutions (4)

This course develops understanding of how local governments carry out their governance responsibilities and the roles they play within the larger scheme of the American democratic system. The goal is to assess how the structures and processes of local governments affect opportunities for democratic accountability, citizen participation, the development of civic capacity, citizenship and civic leadership.

PA 413 Civic Engagement: The Role of Individuals (4)

Develops understanding of how local governments engage citizens in contributing to the process of engagement. Assists students in developing civic capacity, and ultimately to promote citizen leadership. Analyzes how the structures and processes of local governments affect opportunities for democratic accountability and citizen participation. Recommended prerequisite: PA 311.

PA 414 Civic Engagement: The Role of Social Institutions (4)

Develops understanding of the role social institutions (nonprofit, public interest, volunteer) organizations play within the larger scheme of the American democratic system. Examines how socially sustainable communities are dependent on strong social institutions and their relationships with governing structures. Recommended prerequisite: PA 311.

PA 415 Civic Leadership Integrative Seminar (4)

Culminating seminar for students in the civic leadership minor to reflect upon, synthesize, and showcase their theoretical understanding and practical application of civic leadership. Students develop a portfolio that demonstrates their learning about civic leadership throughout the entire course of the minor. Prerequisite: PA 311.

PA 417 Ethical Leadership (4)

Explores the ethical conflicts faced by public officials, both elected and career civil servants. The goal of the course is to provide students with ethical leadership models that will enable them to judge the appropriateness of ethical compromises that put personal, professional, organizational, and public service values into conflict with one another. The course will rely on case problems and presentations by public officials who have faced these kinds of conflicts during their careers. Recommended prerequisite: upper-division standing or completion of one of the following: Phl 202, PS 101, PS 102, or UnSt Leadership for Change Sophomore Inquiry course.

PA 501 Research (Credit to be arranged.)

PA 504 Cooperative Education/Internship (Credit to be arranged.)

PA 505 Reading and Conference (Credit to be arranged.)

PA 507 Seminar (Credit to be arranged.)

PA 508 Workshop (Credit to be arranged.)

PA 509 Organizational Experience (6)

This course is the final integrative experience and is required for all M.P.A. and M.P.A.:HA students, who have limited or no administrative experience, and for all M.P.H.:HMP students regardless of experience. The student completes a field experience with an appropriate agency, culminating in a project report systematically analyzing an administrative problem that is both instructive to the student and of importance to the agency. Requirements also include a reflective paper and a public presentation. Students are required to attend an orientation seminar to aid them in planning how the field experience will integrate with their coursework and their career goals, and to cultivate the habit of reflective practice. PA 509 may only be taken after students have earned at least 42 credits in their program of study.

PA 510 Selected Topics (Credit to be arranged.)

PA 511 Public Administration (3)

The role of administration in a democratic society. The course surveys the field, the development of the profession and practices in public administration, and examines the legal, historical, economic, and political foundations of the American governmental and nonprofit traditions.

PA 512 Case Analysis (3)

This course is designed to provide mid-career students with administrative experience an opportunity to develop skills in the areas of reflective practice, administrative problem solving, consulting, and coaching. Students will be required to present a case problem they developed as the basis of an exercise in administrative problem solving and coaching for their fellow students. Prerequisites: at least three years of full-time administrative or management experience in a public, nonprofit and/or healthcare organization and 42 hours of completed coursework toward the degree.

PA 513 Administrative Ethics and Values (3)

Explores values, ethics, and morality in public sector administration. It considers such concepts and issues as the following: personal and professional values and roles; the myth of value neutrality; the public interest; values, ethics, and change; value trade-offs; ethical ambiguities; ethical codes, fiscal ethics, and ethics and administrative discretion. Prerequisite: PA 511.

PA 514 Global Leadership and Management (3)

Contemporary global realities require emerging public sector leaders to prepare themselves by learning adaptable leadership and management concepts and tools. This core course is designed to equip interested students, both from the U.S. and abroad, with professional skills and practical knowledge that will help them "to lead and manage responsibly" in a range of global settings.

PA 515 Public Works Administration (3)

A general overview of administrative practices in public works, including an evaluation of organizational practices, project management, and relationships to political processes. The course will consider actual problems in the administration of public works.

PA 516 Current Issues in Public Management (3)

Explores two major strategies for the reform of public organizations: (1) an economic-centered approach that emphasizes private market-place incentives and the measurement of outcomes and (2) a civic dialogue approach that advocates the use of deliberative processes, reliance on collaboration, and a greater role of nonprofit organizations in the design and delivery of public services. The purpose of this course is to examine these approaches within the context of traditional models that have guided the public policy and management role of the bureaucracy in the American system of democratic governance.

PA 517 Leadership Development for Public Organizations (3)

Course focuses on two activities: (1) use of assessment instruments to prepare individual leadership profiles and (2) an examination of various leadership theories with applications to specific leadership situations. The goal of the course is to assist participants in understanding their own individual leadership styles and capacities and to better appreciate what is required to successfully lead at an individual, team/group, organizational, and larger community level.

PA 518 Leading Public Organizations (3)

Course seeks to develop an understanding of the essential ingredients of leading public organizations, including creating a vision, developing sup-
port for the vision, and transforming the vision into an organizational legacy. It focuses on the distinctive role responsibilities of the leader as an agent of the organization within the larger community setting, thus distinguishing the course from other leadership classes that focus on either an individual or organizational perspective. As part of this larger external focus, participants acquire the knowledge and skills to undertake inter-jurisdictional and strategic planning, conflict management, to work with the media, and to develop and implement collaborative agreements.

PA 519/619 Civic Capacity (3)
Examines the factors that contribute to the capacity of communities to create social agreement and to sustain collective action over time. Provides students with an opportunity to evaluate current research on the factors that contribute to the development of social capital and to apply this research to field-based community building activities.

PA 520 Introduction to Nonprofit Management (3)
Introduces students to a wide range of management needs, problems, and issues of non-profit organizations. It considers such items as the following: the executive director as manager; aspects of governance; volunteer/staff relations; personnel administration; budgeting and financial management; fund raising and sources of revenue; long-range planning; and community organization.

PA 521 History and Foundations of the Nonprofit Sector (3)
Provides an introduction to the history and development of the private, nonprofit sector in the United States. It explores theories and concepts that describe the social, political, legal, and economic meaning of volunteerism, philanthropy, and the nonprofit sector as a sector separate from government and business. It provides a specific focus on the relationship of nonprofit to government in the delivery of public services within the context of a welfare state.

PA 522 Governance of Nonprofit Organizations (3)
Addresses the history and functions of boards in the nonprofit sector, including an examination of the roles of boards in governance and leadership; policy and administration; decision-making processes; board-staff relations; resource development; board composition and recruitment; ethics and liability; and current research on boards and organizational effectiveness.

PA 523 Nongovernmental Organizations: Nonprofits on the World Stage (3)
Introduction to the history and development of Nongovernmental Organizations (NGOs) and the roles they play on the world stage. Examines the causes of the growth and significant role of NGOs in creating civil society, as well as the roles of NGOs in fighting oppression, safeguarding the environment, building and training workforces and advocating major societal changes.

PA 524 Financial Management in Nonprofit Organizations (3)
Designed to provide participants without formal accounting or finance training with the conceptual framework and practical tools needed to provide strong fiscal management and fiscal leadership in the nonprofit environment. For students with formal finance and/or accounting background, the course will provide opportunities to compare and contrast fiscal management objectives and functions in nonprofit with those found in for profit and/or governmental entities. It is structured to illustrate the nonprofit fiscal management cycle: planning, execution, recording, reporting, and monitoring.

PA 525 Grantwriting for Nonprofit Organizations (3)
The process of grant acquisition, beginning with the formulation of a fundable idea and concluding in an application and its review. Students are expected to identify potential funding sources, initiate inquiries, and develop an application for funds to support a program or study of special interest. The steps in this process are discussed in general terms and in the context of each student's application. The focus is the development of grants from private rather than public funders.

PA 526 Fundamentals of Fundraising in Nonprofit Organizations (3)
Creating an environment for successful fund development within a nonprofit organization is a serious undertaking that requires a substantive understanding of, and experience with, development programs and fundraising practices. Course provides the learner with the basic theories, principles, and techniques for fund development.

PA 527 New/Emerging Nonprofits: Development and Management (3)
Intended to develop knowledgeable leaders for the nonprofit sector that understand how to establish and manage newly emerging organizations. Examines a wide range of management and leadership needs, problems and issues that arise for an organization in its early years. Explores how an organization develops and emerges and how the traditional tasks of management: supervision, planning, budgeting, fundraising and marketing can be most effectively administered. Recommended prerequisites: PA 520 or PA 521.

PA 528 Organizational Leadership and Decision Making in Nonprofit Organizations (3)
Introduces students to the theory and practice of leadership and decision-making in the nonprofit sector. It focuses on the relationship of leadership to management, governance, and organizational effectiveness of nonprofit organizations. It covers classic, modern, and contemporary theories of leadership, including trait, style, situational, contingency, charismatic, transactional, transformational, team, and contemporary approaches to leadership and decision-making.

PA 529 Nonprofit Field Study in Oaxaca, Mexico (3 or 6)
An intensive immersion program in Oaxaca, Mexico, offered by the Institute for Nonprofit Management in the Hartfield School of Government. Course includes nonprofit field study and site visits, cultural immersion homestays, and visits to cultural sites. The program varies from year to year in the types of nongovernmental nonprofit organizations the students visit, based on the interests of the students who register. Site visits in recent years have included programs for juvenile offenders and gang members, human rights advocacy groups, medical clinics, an AIDS education program, and a coalition of environmental groups. On-site translation is provided so that proficiency in Spanish is not necessary, but Spanish language study is part of the immersion experience.

PA 532 Organization and Methods (3)
Designed to familiarize students with the substance and range of work performed by management analysts in the public sector, commonly referred to as organizational methods. Emphasis will be on developing skills and the ability to conduct management analysis studies. Specific content will include: conducting reorganization studies; work measurement and productivity analysis; procedures analysis; forms control; management by objectives; management information systems. Prerequisite: PA 540.

PA 533 Public Policy: Origins and Process (3)
Drawing on the general concept of the policy cycle, this course explores the central actors, processes, and issues associated with the formation of public policy. The course gives particular weight to interaction among the three branches of government, interest groups, and the private sector. Tensions between technocratic and political approaches to policy development also receive attention, as do intergovernmental concerns.

PA 534 Administrative Law and Policy Implementation (3)
When policies receive the formal status of laws, they acquire a special significance for the executive and judicial branches. This course examines the process of policy implementation through the use of administrative discretion and the rule-making process. Delegation of legislative power, judicial review, informal adjudication, and the role of the administrative law judge are emphasized. The limits of discretionary authority are explored. Students address the theoretical, practical, and ethical issues in implementation, giving particular attention to the relationship between stated goals and actual outcomes.

PA 535 Administrative Law and Regulation (3)
The constitutional basis for administrative law; the Administrative Procedures Act; promulgating regulations: notice, hearings and reasoning processes; practical problems in rule making; administrative adjudication: discovery, hearings, and decisions; informal administrative decisions: fairness vs. efficiency; technical law: jurisdiction, standing, rights, court procedures; designing administrative procedures to reach good decisions quickly with reasonable resources; freedom of information; current administrative law problems.

PA 536 Strategic Planning (3)
Provides an overview of the application of planning systems to public sector functions and explores newer “stakeholder” theories of planning, planning models, and the step-by-step process for initiating and engaging in strategic planning processes at various levels of government. Through the use of case studies and hands-on exercises, students are exposed to practical applications of strategic planning approaches and techniques.

PA 537 Law & Public Policy (3)
Law and courts are critical to public policy. The policy process often starts with cases for which no formal policy exists. The seminar examines judges as policymakers and the operation the policy process when courts are involved. It considers critical
issues in judicial policymaking, examines fields where courts have played important policy roles, contemplates difficulties faced by judges, and helps students develop techniques to analyze judicial policymaking.

PA 538 Advocacy and Political Participation by Nonprofit Organizations (3)
Exploration of the role of citizen advocacy and political participation in the United States in the twenty-first century. Investigates the many meanings of the term "civil society", as well as the role of nonprofit and voluntary organizations in lobbying and advocacy, and the role of citizen movements in shaping local, national and global democracy. Will discuss and analyze specific advocacy campaigns with a focus on strategy.

PA 539 National Policy Process (3)
As a seminar in public administration, the National Policy Process is studied on-site in Washington, D.C. Attention is paid to the actors and the action of policy process, to the institutionalization of that process, and to the administrative components of that process. Meetings are arranged with key policymakers in appropriate organizations including the Office of Management and Budget, Congressional staff, lobbyists and think tanks, the General Accounting Office, regulatory boards, and various agencies. A current piece of legislation or set of legislative initiatives is used as a case study throughout the week.

PA 540 Administrative Theory and Behavior (3)
Managing organizational systems to accomplish purposeful outcomes. Attention is given to how formal structures and informal processes influence organizational goals in public and nonprofit environments. This includes theories of organizational, group, and individual behavior, such as organizational design, power and authority, leadership, teamwork, communications, work design, and motivation. Emphasis is on managers and managing in public purpose organizations by reviewing major theories and their application and effective use. Prerequisite: PA 511.

PA 541 Organizational Behavior in Health Service Organizations (3)
Provides an overview of organizational theory and behavior in health services organizations. Emphasis is on developing an understanding of the factors and forces which influence the organization, behavior, and operations of health services delivery organizations through consideration of organizations, their environments, and the roles of individuals working in management.

PA 542 Sustainable Development Implementation (3)
Focuses on the challenges involved in attempting to turn international commitments and policy promises into action. Using examples from around the U.S. and around the world, we examine sustainable development policy implementation and operation in an effort to see what worked, what did not, and how implementation challenges can be addressed.

PA 543 Creating Collaborative Communities (3)
Collaboration is perceived as an important method for addressing complex community issues through alliances with other organizations in the nonprofit, for-profit, and government organizations. This course introduces students to the theory and practice of collaboration through in-class and "living" case studies in the community. Students will learn the success factors, barriers to, and preconditions of collaboration at the intraorganizational, interorganizational, and intersectoral levels. They will explore the potential for using collaboration in a variety of community settings.

PA 544 Leadership and Governance in Health Services (3)
Class explores principles and practices of leadership and governance in a variety of health and human services organizations. Theories of leadership and models of governance are studied, and explored through case studies of local health and human services leaders and their governance relationships. Students also conduct self-assessments of present and future leadership practice and potential. Prerequisites: PA 541, 571, 574.

PA 545 Organizational Development (3)
A consideration of organization development as a strategy for organizational change. This course emphasizes concepts and methodologies related to organizational problem diagnosis, action research, planned change, change implementation and evaluation, and the development of appropriate interpersonal competencies and skills. Focuses on the public manager as change agent. Prerequisite: PA 540.

PA 546 Supervision in the Public Sector (3)
Focuses on the role of the supervisor in contemporary public and nonprofit organizations and the knowledge, skills, and abilities needed to effectively perform this role. Among the topics considered are the ethics and values of supervision; work planning; delegating, motivating, and empowering; communicating effectively; developing a team; coping with conflict; monitoring and evaluating performance; and dealing with the boss(es).

PA 547 Interpersonal Communications in the Public Sector (3)
Explores the theory and practice of human communication in an organizational context. Special emphasis will be placed on theories of task-group communication, interpersonal conflict resolution and cross-value (intercultural, interethnic) communication. Various exercises will emphasize skills in verbal presentation, group communications, and interpersonal communication in the context of status, cultural, ethnic, and gender differences.

PA 548 Advocacy Roles in Public Management (3)
Explores the skills of advocacy as they relate to the duties of the public administrator. The basic principles of argumentative procedure are emphasized with a focus on oral advocacy, briefing arguments, and conducting public hearings. Videotape will be used to help develop the oral communication skills of the advocate.

PA 549 Intercultural Communication in the Public Sector (3)
An examination of intercultural communication aspects, processes, and scenarios occurring in public sector interactions. Emphasis on external-client/constituent relationships. Development of intercultural awareness is a key goal introduced through class discussion, scenario investigation, and research projects. The course is highly interactive with class discussion required.

PA 550 Managing Information Resources (3)
Considers information management and computer information systems as they affect public management and public policy. Basic concepts are covered, and emphasis is placed on the use of computerized information technologies as management tools for public sector administrators. Substantial use is made of case studies to highlight how the public sector manager may most appropriately and effectively use computer resources and avoid inappropriate and misleading use of these resources.

PA 551 Analytic Methods in Public Administration I (3)
Topics to be covered include: research design, sampling methods and theory, data collection, methods of data analysis and presentation, statistical reasoning, and computer applications for statistical analysis.

PA 552 Analytic Methods in Public Administration II (3)
A continuation and expansion of topics covered in PA 551, focusing on analytic methods used in research and evaluation of public sector policies, systems, and programs. Topics to be covered may include: qualitative and quantitative applications in research design and data collection; statistical modeling, forecasting, program evaluation, and other areas of applied research. Prerequisite: PA 551.

PA 554 Policy Analysis Research (3)
Course requires student to become proficient in the use of reference tools for successfully undertaking policy research. Students are required to identify a policy issue and to use library and online resources to track a piece of public policy through the stages of agenda-setting, legislative policy-making, administrative implementation, court adjudication, and follow-up analysis and evaluation of consequences. The course consists of a series of on-line exercises corresponding to each stage of the policy development and implementation process. The exercises are supplemented with discussion and lectures.

PA 555 Program Evaluation and Management (3)
Examines program evaluation from the perspective of the public administrator. Covers the major approaches, methods, and concepts in the field of program evaluation. Topics include impact assessment, research design, qualitative evaluation methods, performance auditing, benefit-cost analysis, and other selected topics.

PA 556 Public Contract Management (3)
Explores what happens when public sector organizations form working relationships with other agencies, communities, nonprofit organizations, or for-profit firms through contracts. It seeks to understand key elements of the formation, operation, and termination (or transformation) of these relationships and to do so from the perspective of the generalist manager rather than from a narrow technical view. The purpose here is not to debate whether government at all levels should do more contracting or less but to assess what happens when the decision is made to use contractual arrangements to perform services or provides materials.

Analytic Methods

PA 547 Interpersonal Communications in the Public Sector (3)
Explores the theory and practice of human communication in an organizational context. Special emphasis will be placed on theories of task-group communication, interpersonal conflict resolution and cross-value (intercultural, interethnic) communication. Various exercises will emphasize skills in verbal presentation, group communications, and interpersonal communication in the context of status, cultural, ethnic, and gender differences.

Analytic Methods in Public Administration II (3)
A continuation and expansion of topics covered in PA 551, focusing on analytic methods used in research and evaluation of public sector policies, systems, and programs. Topics to be covered may include: qualitative and quantitative applications in research design and data collection; statistical modeling, forecasting, program evaluation, and other areas of applied research. Prerequisite: PA 551.

Policy Analysis Research (3)
Course requires student to become proficient in the use of reference tools for successfully undertaking policy research. Students are required to identify a policy issue and to use library and online resources to track a piece of public policy through the stages of agenda-setting, legislative policy-making, administrative implementation, court adjudication, and follow-up analysis and evaluation of consequences. The course consists of a series of on-line exercises corresponding to each stage of the policy development and implementation process. The exercises are supplemented with discussion and lectures.

Program Evaluation and Management (3)
Examines program evaluation from the perspective of the public administrator. Covers the major approaches, methods, and concepts in the field of program evaluation. Topics include impact assessment, research design, qualitative evaluation methods, performance auditing, benefit-cost analysis, and other selected topics.

Public Contract Management (3)
Explores what happens when public sector organizations form working relationships with other agencies, communities, nonprofit organizations, or for-profit firms through contracts. It seeks to understand key elements of the formation, operation, and termination (or transformation) of these relationships and to do so from the perspective of the generalist manager rather than from a narrow technical view. The purpose here is not to debate whether government at all levels should do more contracting or less but to assess what happens when the decision is made to use contractual arrangements to perform services or provides materials.
PA 557 Operations Research in Public Administration (3)
Addresses the need for today's public administrators to have some understanding of the increasingly important tools of management science and operations research. It has no prerequisite; quantitative or technical background is not required. A variety of topics will be covered, with some flexibility in choice of topics according to students' interest. Topics include: linear programming, queuing, simulation, decision analysis, forecasting, PERT/CPM, inventory analysis, and replacement analysis. Methods taught in the course will be in the context of public administration.

PA 563 Citizens and Administration (3)
This course analyzes modern civic life and its challenges. Its major focus is the often ambiguous relationship between citizens and administrators in the political system. Other topics emphasized are: transformation of civic life in modern times, declining citizen trust in government, modern approaches to citizen participation in government, and the future of "civism" in the United States.

PA 564 Current Issues in Environmental Policy and Administration (3)
Provides in-depth analysis of evolving issues in environmental and natural resources policy and administration. Topics for analysis vary from term-to-term. Examples of topics include: political approaches to sustainable development, issues in water and land, urban natural resource management, hazardous materials issues, the politics and economics of dams and dam removals, issues of governance in the Columbia River Basin, new models of environmental management. Noted practitioners from the region, senior administrators and advocates are frequent guest presenters in the class. Issues are developed and explored through multiple perspectives in the spirit of liberal education and professional development. The course meets the needs of advanced students, professionals in the community, and others with particular interest in current issues.

PA 565 Natural Resource Policy and Administration (3)
Reviews the history, politics, and institutions related to current environmental and natural resource policy and its administration. Reviews policy domains like land and forest, water, energy, fish and wildlife, and environmental quality. Special attention is paid to policy and administrative governance issues like sustaining common pool goods, structuring intergovernmental relations, and evaluating policy implementation strategies of direct production, planning, regulation, and changing market incentives. A central premise is that natural resource administrators face a policy arena that is intrinsically problematic because of the dynamic nature of social values about natural resources, the long time horizon implicit in resource systems, the broadening geographic scale considered in natural resource policy, and the interdependency of social and ecological communities. Recommended as a first course in the environmental and natural resource administration specialization.

PA 566 Water Resources Policy and Administration (3)
Reviews the history, politics, and institutions related to current water policy and administration in the United States. Examines policy history leading to present institutional and legal arrangements for federal, tribal, regional, state, and local water quality and quantity decision making. Attention is given to the industrial development of the East and created water resources of the arid West as a way to understand changing social sentiments toward water and water policy. Examines the evolution of purpose in pollution laws from human health protection to include ecosystem health protection and explores implementation of such protection through "water-related" approaches to land use and water quality management by NGO's, and federal, state, and local government. A major theme is the problem of developing coherent water policies in a policy arena which has divided authority, plural traditions, and multiple resource and social issues.

PA 567 Energy Resources Policy and Administration (3)
Reviews the history, politics, and institutions related to current energy policy and administration with particular attention to the Pacific Northwest and development of hydroelectric power. National energy policy history is reviewed including political, financial, and environmental problems. Explores the roles of interest groups; state, local, national, and international governments; and regional governing institutions. It explores the changing distribution of social costs and benefits as both a cause and result of policy change. Passage of the 1980 Northwest Power Act, the Northwest Power Planning Council created in the act, and the implementation of the act will be studied, as will current issues like energy conservation, regional power planning, deregulation and the status of institutions involved in energy policy, and Columbia basin fish and wildlife conservation.

PA 568 Forest Policy and Administration (3)
Reviews the history, politics, and institutions related to forest resource policy and management. Focuses on how policy affecting public and private forest land is made and implemented. Case studies, largely from the northwestern United States, are used to examine these processes. History, laws, and programs relating to forest land ownership, public and private forest management, and associated environmental protection are studied at the federal and state levels. Special attention is given to understanding how public values about forests develop, and how public values affect public policy related to forests held by public, nonprofit, industrial, and private owners.

PA 569 Fish and Wildlife Policy and Administration (3)
Reviews the history, politics, and institutions related to fish and wildlife policy and administration. Focuses on how policy affecting fish and wildlife is made and implemented. Case studies, largely from the northwestern United States, are used to examine these processes. Policy history is studied at the federal level with particular attention to the federalization of authority in this arena and the role of interest groups in policymaking and implementation. Current issues like endangered species, the role of tribes, bi- or biodiversity conservation, and inter-jurisdictional management of fish and wildlife are the focus of study.

PA 570 Health Administration (3)
An examination of issues related to the administration of health care systems. Topics include: changing patterns of health care, budget and financial management techniques, and political influences on health administration.

PA 571 Health Policy (3)
Centers on an investigation of the public policy process as it affects the health care field. Specific health care policies and programs are used to explore the characteristics of the health care policy process and the factors involved in the formulation, implementation, and evaluation of health care policies and programs.

PA 572 Health Politics (3)
This course is designed to survey the interworkings of health care legislation. By examining the nuts and bolts of health law development, a better understanding of health policy development within the context of the political system can be realized. Health legislation is examined in terms of historical analysis and the legislative process, including the role of interest groups, the use of information in the political system, the role of bureaucracy, and the budget process.

PA 573 Values and Ethics in Health (3)
Explores a number of issues and questions in health care, including the following: conflicting and competing values; making choices by policy makers and health care professionals and administrators as to who gets what health services; the conflict between money and profits and the concept that all people within the American democratic system are entitled to at least basic health care.

PA 574 Health Systems Organization (3)
Course focus is on the manner in which health care in the United States is organized and administered, as well as the forces which are influencing change in the structure and delivery of health services. Specific topics of analysis and discussion include: structure of the health care system, the providers, health care personnel, financing health care, planning, and evaluation.

PA 575 Advanced Health Policy (3)
Provides an introduction to health policy analysis or advocacy the opportunity to explore specific areas of health policy in-depth. Taught as a seminar with students required to select two policy areas, develop readings and questions, and lead class discussion facilitated by the instructor. Coursework emphasizes the understanding, identification and development of successful and sustainable health policy including preparation of four brief, structured policy proposals. Prerequisite: PA 571.

PA 576 Strategic Management of Health Care Organizations (3)
This course provides prospective and current health care managers with the tools necessary to successfully manage their departments/organizations in a strategic manner. Course content will build upon the basic methods of strategic planning and management, with special attention paid to addressing and managing the problems and challenges specific to the health care industry.
PA 577 Health Care Law and Regulation (3)
Course intended to be an introduction to the American legal system and the laws that affect public health and health care. Initially, course focuses on public legal relationships between governments and individuals, and proceeds to review private legal relationships between individuals or organizations. Reviews the source of laws affecting health care, the basics of constitutional law, the right to privacy, state and federal regulation of health care, and negligence in health care. Wraps up with an introduction to cutting edge health care issues such as health care fraud and abuse compliance and medical record privacy. Prerequisites: PA 571, 574.

PA 578 Continual Improvement In Health Care (3)
Intended to introduce students to the concepts of continual improvement and illustrate applications of these concepts in health care. The basic content will be drawn from the industrial quality improvement literature; this will be elaborated through presentation and analysis of health care case studies. Students will gain an understanding of different approaches to process improvement and quality management and will be prepared to apply this knowledge in the practice setting.

PA 579 Health Care Information Systems Management (3)
Two foci: health information systems and health care organization re-engineering. The first focus looks at information systems in health care as clinical and operational management tools. Included are business needs, the relationship between organizational needs and technology capabilities, and the management and control of IS resources. The focus on health care organization re-engineering includes the role of evolving technologies in development of the community health resource and information needs in the shift from inpatient clinical settings to community provider networks.

PA 580 Health Services Human Resources Management (3)
Overview of human resources within the context of health care organizations. Focus on the practical application of human resources management principles in the work setting through discussion of situations common in health care environments. Elements of the situation evaluated from the health care employee and health care manager perspectives. Examples of techniques, forms, and tools will be discussed.

PA 582 Public Budgeting (3)
Focuses on the major dimensions of public sector budgetary systems. Major emphasis will be devoted to the local budget processes. Topics will include basic concepts of public budgeting, the budget cycle, budget strategy, planning and presentation, alternative budgeting systems, the budget as a political and management tool.

PA 583 Advanced Budgeting Concepts and Techniques (3)
Investigates how budgeting can be used to review, analyze, and establish public policy and administrative accountability. Students learn how to: 1) design the best budget system to fit various political environments; 2) review the effectiveness and efficiency of programs through budget analyses; and 3) use the budget to clarify public policy issues and establish management accountability for performance. The mechanics of public budgeting will also be discussed in detail, including developing a budget calendar, making fund balance estimates, balancing revenues and expenditures, and monitoring the approved budget. Students should have practical experience or a previous course in budgeting.

PA 585 Financial Management in the Public Sector (3)
An investigation of the sources, methods, and mechanisms for financing public organizational activities in a dynamic and complex environment. It includes a consideration of the administrative and behavioral aspects as well as the economic dimensions of financing public organizations. The examination identifies and explores the skills which are appropriate for managing contemporary public finance systems. Among the specific topics considered in this course are the following: tax and non-tax sources of revenue; intergovernmental fiscal relations; debt management; productivity; rate analysis; cash flow management; and managing fiscal retrenchment.

PA 586 Introduction to Health Economics (3)
Focuses on defining and measuring the performance of the health care sector, defining and explaining microeconomic concepts, and evaluating various policy initiatives to improve efficiency, equity, and technological progress in health care. Specific topics include description of the health care industry, production of health, measurement of health care price changes, theory of demand for health care, theory of production and cost, measurement of inputs and outputs, cost-benefit and cost-effectiveness analysis, and structure and functioning of markets. In addition, the role of government in a private economy in dealing with market failure is discussed, especially as it relates to the goal of assuring universal access to health care. Does not require any specific preparation in economics or mathematics, although graphical presentation of economic concepts is emphasized.

PA 587 Financial Management of Health Services (3)
Focuses on the analysis and administration of resources in the health care field. Among the specific topics included in this course are financial statements, budgeting, cash flow, costing, capital decision making, sources of capital and operating funds, depreciation and government reimbursement schemes, and human resources planning and management. Prerequisites: PA 571, 574.

PA 588 Program Evaluation and Management In Health Services (3)
Introduces the theory and practice of program evaluation in the health services system. Includes multiple methods and uses of evaluation from the perspectives of managers, health professionals, and health services researchers, with an emphasis on the utilization of evaluation findings in program planning and management in health services. Course learning will be synthesized through a community-based learning experience involving working with a community partner to develop an evaluation framework and methodology for an existing or proposed health program.

PA 589 Research Methods in Health Services (3)
Provides an introduction to traditional methods of designing and conducting health services research. It is intended that at the completion of the course students will understand multiple approaches to health services research, be able to be both participants in and consumers of the research process, and will be competent in conducting critical appraisals of the health services literature and in writing research proposals. Prerequisites: Ph 525, PHE 535.

PA 590 Human Resource Management in the Public Sector (3)
Administration and management of human resource systems in public sector and nonprofit organizations. Focus is on the underlying values of human resource management, related public policies, structural patterns, and the functional areas of HRM systems. Specific attention will be directed to the strategic roles of human resource management in day-to-day operations, merit system concepts and practices, position and wage classification systems, methods of securing a qualified labor force, and labor relations. Legal requirements in each of these areas will be examined. Emphasis will be on learning by doing through the use of skill-building exercises, simulation and analysis of case materials, review of relevant case law, administrative rule-making, and current literature. This course serves as a foundation for PA 591. Prerequisite: PA 511.

PA 591 Policy Issues in Public Human Resource Management (3)
Provides an in-depth analysis of evolving issues in the management of human resource systems in public sector and nonprofit organizations. Topics for analysis vary from term-to-term. Examples of topics include: the design and implementation of employee performance evaluation programs; determining training needs and planning a programmed response; compensation systems, including problems of wage compression; negotiated wage settlements and other economic benefits related to wages and salaries; employee morale and motivation incentives; and occupational health and safety issues. Noted practitioners from the region are frequent guests of the class. This course is a continuation of material covered in PA 590. Students may take this course without completing PA 590.

PA 592 Volunteerism and Volunteer Management (3)
Examines the historical, social, and cultural context of voluntarism in America as a way of understanding who volunteers and why, and what difference it makes in the lives of organizations and communities. The course includes skill development in the management and administration of volunteer programs in a nonprofit organizational context, including volunteer program planning, evaluation of volunteer programs, recruitment, training, and retention of volunteer.

PA 593 Civil Rights for Public Managers (3)
Public service professionals deal with a variety of civil rights issues on a regular basis. They manage a diverse workforce with civil rights considerations central to effective human resource management. That diverse workforce serves increasingly diverse communities. Civil rights include race and ethnicity, but other issues and groups as well. This course considers the major issues of civil rights from a public law perspective with a concern for the challenges facing public managers.
PA 594
Enhancing Diversity in the Workplace (3)
To examine the effects of diversity across organizations with particular emphasis on those within the public sector. Three aspects of diversity initiatives will be employed: valuing, enabling and managing diversity. A wide range of cultural and social diversity issues, to include but not limited to race, gender, age, nationality, class, language, sexual orientation and disability, will be discussed. Theories and practical tools will be explored and students will be given the opportunity to work on diversity issues by way of discussions, case studies and field assessments.

PA 595
Public Sector Collective Bargaining: The Legal Framework (3)
The history and development of public sector collective bargaining in the United States. Specifically included: the role and importance of public sector collective bargaining law; the diversity of collective bargaining laws; comparison of various state laws with proposed national legislation; an in-depth analysis of Oregon's public sector collective bargaining law; the Oregon Employment Relations Board (ERB)—its structure and operation, the rules of procedure of ERB, major functional areas of ERB-bargaining unit determination, representation and decertification procedures, unfair labor practices, the conduct of elections, the Oregon Mediation Service, impasse procedures and continuing legal issues (mandatory vs. permissive home rule and sovereignty bargaining in good faith). This course is a prerequisite for PA 596 and PA 597.

PA 596
Public Sector Collective Bargaining: Negotiations and Impasse Resolution (3)
Deals with the diversity of roles of the parties in negotiation: planning for negotiations; development of original demands and fallback positions; negotiation strategy and tactics; the major issues in negotiating; and the diversity and similarity of negotiations in state government, cities, counties, school districts, and higher education. A mock negotiation case will be bargained. This course will also deal with the process of mediation, fact-finding, and interest arbitration. Prerequisite: PA 595.

PA 597
Public Sector Collective Bargaining: Administering the Agreement (3)
Deals with the nature of the collective bargaining agreement; the establishment of grievance procedure; the meaning of a grievance; the processing of grievances; and continuing grievance problems such as discipline, transfers, seniority, overtime, work assignments, insubordination, layoff, recall, and manning requirements. Emphasis will be on the use of case materials to illustrate these problems. Also includes a discussion of arbitration followed by a mock arbitration session. Prerequisite: PA 595.

PA 598
Values-based Management I (3)
Introduces the model of values-based management as a means to enhance compatibility between the individual and the organization that is essential for decision-making and supervision, particularly in nonprofit organizations. Students will develop a theoretical understanding of the elements of effective supervision and the importance that a director/supervisor has on the human resource system in their organizations. Students will work through the process of clarifying agency mission, purpose, and values and develop skills for aligning their practices with these values.

PA 601
Research (Credit to be arranged.)
PA 603
Thesis (Credit to be arranged.)
PA 605
Reading and Conference (Credit to be arranged.)
PA 607
Seminar (Credit to be arranged.)
PA 610
Selected Topics (Credit to be arranged.)

PAP 611
Theoretical Foundations of Governance (3)
This course analyzes the foundational, political, social, and economic theories which have shaped institutions and processes of governance during the modern era. Prerequisite: admission to the Ph.D. program in public administration and policy.

PAP 612
Governance, Social Change, and Rule of Law Systems (3)
This course provides students with an understanding of the ways in which the "rule of law" influences the theory and practice of governance and public administration. This understanding is developed by comparing rule of law systems with other ways of creating social order and organizing community life; examining the origins of the rule of law within both liberal democratic theory and the American institutional role that administration plays in the American rule of law system through its participation in administrative rule making and policy implementation; examining the role ambiguity created for career administrators in carrying out their responsibilities within the American rule of law system. Prerequisite: admission to the Ph.D. program in public administration and policy.

PAP 613
Institutional Foundations of Governance (3)
This course examines the basic concepts of governance in the context of the nation state and its political economy. Particular attention is paid to archetypical systems, structures, and functions of governance which developed in the modern era. This material is then related to the development of the American administrative state. Prerequisite: admission to the Ph.D. program in public administration and policy.

PAP 614
Contemporary Governance (3)
Contemporary factors impacting governance world wide: political instability and fragmentation of government; erosion in the jurisdiction and power of the nation state and its causes; the search for new approaches and substitutes to government; accelerated blurring of sector boundaries—increasing use of third party providers; and non-political boundaries. Prerequisite: admission to the Ph.D. program in public administration and policy.

PAP 615
Administrative Process (3)
The purpose of this course is to explore the nature of the administrative process and its relationship to organizational structure, process, and behavior within the broader context of programmatic and organizational governance. Emphasis will be placed on the following topics: the influence of structural alternatives on behavior; value systems and normative prescriptions; organizational culture; and the influence of the administrative process on the way in which agencies formulate and implement policy within the context of their respective legislative mandates. Prerequisite: admission to the Ph.D. program in public administration and policy.

PAP 616
Policy Process (3)
This course focuses on the politics of the policy process. It examines the role, influence, and interaction of legislatures, executives, bureaucracies, courts, policy communities, and citizens. The course follows the stages of policy development: problem definition, agenda setting, budgeting, authorization, implementation, and oversight. Case material is taken from federal, state, and local governments with special consideration given to the intergovernmental aspects of the policy process. Prerequisite: admission to the Ph.D. program in public administration and policy.

PAP 618
Political and Organizational Change (3)
An investigation into the nature of change, particularly its political and organizational manifestations. The focus is on change as a process (i.e., how it happens) as well as a product (i.e., the outcome). Conceptual and theoretical concerns in understanding change, the sources of political and organizational change, change in the governance system, change in contemporary society, and managing in complex and nonprofit organizations will be examined.

PAP 630
Proseminar in International Relations (4)
Graduate seminar surveys the main theoretical and analytical approaches encountered in the study of international relations. Themes include the grand theoretical traditions of liberalism, realism, and radicalism; analytical and methodological perspectives, like behavioralism and rational choice theory; as well as the normative, critical, and postmodern challenges to the mainstream.

PAP 656
Advanced Political Economy (3)
Readings seminar provides a review of the literature in theories and selected issues in international political economy. Core requirement for graduate students in the PAP doctoral program and for master's students in political science who select international relations as their primary field of specialization.

PAP 657
Policy Topics in Advanced Political Economy (4)
Readings seminar providing a review of the literature in theories and selected issues in international political economy. Core requirement for graduate students in the PAP doctoral program and for master's students in political science who select international relations as their primary field of specialization.

PAP 658
Decision Making (4)
This seminar seminar provides a review of the literature in theories and selected issues in decision making. Analyzes developments in theories of rational choice, cognition and perception, organizational behavior, bureaucratic politics, intergovernmental relations, multi-level game theory, and an introduction to complexity. Requirement for graduate students in the PAP doctoral program and an elective for master's students in political science.
Research centers and institutes

Criminal Justice Policy Research Institute

550 Urban Center
503-725-4014

The institute is a multi-disciplinary research unit serving the entire PSU community, but affiliated with the Criminology and Criminal Justice Division of the School of Government. It is designed to provide policy makers throughout the state with a forum in which issues of policy and practice may be explored, using objective, performance-based criteria. It is also designed to bring together the varied resources of Portland State University and coordinate those resources with other institutions of higher education to address issues emanating from the justice community. The institute has an external advisory board, representing a broad cross-section of justice agencies, which serves to focus attention on issues of concern to the community, state, and region.

Projects currently underway, or recently completed by faculty associated with the institute, include:
- National Evaluation of Safe Start Promising Approaches.
- Project Safe Neighborhoods Gun Violence Reduction.
- Portland and Gresham Weed & Seed Efforts.
- Evaluation of Oregon Law Enforcement Traffic Stops.
- Public Perceptions of Oregon Law Enforcement.
- Elder Abuse.
- Risk Assessment in Portland Police Bureau’s Domestic Violence Reduction Unit.
- Community Prosecution in Clackamas County.
- Tactical Ethics – Perspectives on Profiling Training.

Executive Leadership Institute

780 Urban Center
503-725-8261
www.eli.epdc.edu

The Executive Leadership Institute promotes innovation and excellence in leadership by providing public agencies access to the research, training and educational resources of the Hatfield School of Government. The Institute offers a variety of services, including: an off-campus Executive MPA degree for experienced practitioners; a Certificate of Public Management; specially designed leadership development programs for agencies; applied research; and technical assistance for promoting workforce diversity, managing change, improving organizational performance and building support of external stakeholders.

Institute for Nonprofit Management

780 Urban Center
503-725-8221/8227
www.inpm.pdx.edu

The Institute for Nonprofit Management, established in 1989, is dedicated to providing high quality, accessible, and relevant education in nonprofit management, leadership, governance, and philanthropy. INPM was the first in the Northwest to offer graduate and non-credit courses in nonprofit studies and is nationally recognized as a leader in this field. In addition to graduate courses leading to a nonprofit concentration within the Master of Public Administration degree, INPM offers non-credit courses applicable to a certificate in nonprofit management, seminars, conferences, community forums, research, consultation, and an acclaimed Leadership Fellows Program. Regular faculty are joined by an adjunct faculty of respected nonprofit practitioners in offering more than 20 courses a year that are designed to link theory and practice.

Institute for Tribal Government

670-C Urban Center
503-725-9000

The Institute for Tribal Government, which is a national leader in its field, provides elected tribal leaders with information and leadership skills dealing with tribal, state, and federal government and a wide range of related policy issues. Tribal leaders are offered programs to meet their own unique needs either with sessions at the Hatfield School or at tribal sites. Programs are available for addressing federal Indian law, tribal government duties and responsibilities, tribal and state relations, the federal legislative process, federal judicial and administrative procedures, and effective tribal leadership strategies.

Center for Turkish Studies

College of Liberal Arts and Sciences, and the Office of International Affairs at Portland State University. The center carries out academic research and engages in private- and public-sector contracts on topics related to contemporary Turkey, the turkic world, and the Eastern Mediterranean. It coordinates international conferences, promotes business relationships, and provides strategic, technical, economic, and political advice to international leaders.

National Policy Consensus Center

720 Urban Center
503-725-9077

The National Policy Consensus Center is a national program working with leaders, including governors and legislators at the state level, to promote the use of consensus building in order to address difficult policy issues and achieve more effective governance. The center has developed a Public Solutions System which offers a way for the public, private, and civic sectors to work together. The center hosts an extensive network of university centers called the University Network for Collaborative Governance; sponsored joint projects between states and partner organizations; supplies information, consultation, and technical assistance; and offers training and education in collaborative governance.

The National Policy Consensus Center also includes Oregon Solutions and Oregon Consensus.

Oregon Solutions is a statewide program supporting Oregon’s Sustainable Community Objectives. Oregon Solutions works with communities to integrate public, private and civic resources in local sustainability efforts. Oregon Solutions promotes a unique “community governance system”, that uses the University’s unique role as a ‘neutral forum’, helping communities collaborate with diverse partners to implement projects. For more information, contact: ktravis@pdx.edu; (503) 725-9092; www.orsolutions.org.

Oregon Consensus provides a neutral forum and professional expertise to support collaborative policy development, conflict resolution and community consensus building by public agencies and stakeholders statewide. For more information, contact: consensus@pdx.edu; (503) 725-9070; www.orconsensus.pdx.edu.
consulting firms, and state, regional, and local governments. Community development practitioners work on a range of issues including housing, community organizing, transportation, the environment and economic development. The major prepares students for postbaccalaureate employment or graduate work in a professional academic field.

The curriculum is grounded in applied social science and incorporates a great deal of field research. The program takes advantage of the wealth of resources available in the Portland metropolitan area and draws from a variety of academic disciplines and departments. Students specialize in one of three areas of concentrated study: community organization and change, housing and economic development, or communication and community development.

Students may also pursue a 27-credit minor in community development, a 30-credit minor in real estate development, and/or a 27-credit minor in sustainable urban development.

Admission requirements
Students must be formally admitted to the community development program by submitting an application to the Toulan School of Urban Studies and Planning. Enrollment in the program is limited. Information regarding application criteria, procedures, and deadlines can be found either on the Web site for the Toulan School or by contacting the school office.

Degree requirements
Requirements for majors. In addition to the general University degree requirements, students in community development must complete the following degree requirements. Substitution of coursework is acceptable only by permission from the faculty adviser. Students can ask to have lower-division courses in sociology, economics, and political science taken elsewhere substitute for the freshman and sophomore courses listed below.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>UnSt 220 Understanding Communities</td>
<td>4</td>
</tr>
<tr>
<td>Soc 200 Introduction to Sociology</td>
<td>4</td>
</tr>
<tr>
<td>Ec 201 Principles of Economics</td>
<td>4</td>
</tr>
<tr>
<td>PS 200 Introduction to Politics</td>
<td>4</td>
</tr>
</tbody>
</table>

Required core colloquium

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>USP 301 Theory and Philosophy of Community Development</td>
<td>4</td>
</tr>
<tr>
<td>USP 302 Methods of Community Development</td>
<td>4</td>
</tr>
<tr>
<td>USP 303 Community Development</td>
<td>4</td>
</tr>
</tbody>
</table>

Field Seminar........................................... 4
Subtotal 16

Other required courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>USP 311 Introduction to Urban Planning</td>
<td>4</td>
</tr>
<tr>
<td>USP 428 Concepts of Community Development</td>
<td>4</td>
</tr>
<tr>
<td>USP 430 Urban Studies Research Methods</td>
<td>4</td>
</tr>
</tbody>
</table>

Subtotal 12

Community development concentrations

Students will choose to concentrate their work in one of the following areas. Each field of concentration includes a set of required USP courses and elective community development-related courses from the School of Urban Studies and Planning and from other departments. Lists of elective courses for each field of concentration are available from the school office.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>USP 426 Neighborhood Conservation and Change</td>
<td>4</td>
</tr>
<tr>
<td>USP 451 Community Economic Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Four elective courses from approved list

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>USP 312 Urban Housing and Development</td>
<td>4</td>
</tr>
<tr>
<td>USP 423 Real Estate Development and Finance</td>
<td>3</td>
</tr>
<tr>
<td>USP 450 Citizen Participation</td>
<td>4</td>
</tr>
</tbody>
</table>

Plus four elective courses from approved list

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>USP 321 Urban Housing and Development</td>
<td>4</td>
</tr>
<tr>
<td>USP 425 Community Economic Development</td>
<td>3</td>
</tr>
<tr>
<td>USP 450 Citizen Participation</td>
<td>4</td>
</tr>
</tbody>
</table>

Two of the following five courses: 8

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sp 215 Introduction to Intercultural</td>
<td>4</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>Communication and Change</td>
<td>4</td>
</tr>
<tr>
<td>USP 426 Neighborhood Conservation and Change</td>
<td>4</td>
</tr>
<tr>
<td>USP 450 Citizen Participation</td>
<td>4</td>
</tr>
</tbody>
</table>

Community-based work, either through an individual internship or through participation in an approved capstone.

Total 27

Requirements for minor. To earn a minor in community development a student must complete 27 credits. These courses must include a Sophomore Inquiry community studies course UnSt 220 or its equivalent, USP 311 and USP 301. A minimum of 15 credits of additional USP coursework

Required Prerequisites
UnSt 220 Understanding Communities.............. 4
Soc 200 Introduction to Sociology.................. 4

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>USP 311 Introduction to Urban Planning</td>
<td>4</td>
</tr>
<tr>
<td>USP 428 Concepts of Community Development</td>
<td>4</td>
</tr>
<tr>
<td>USP 430 Urban Studies Research Methods</td>
<td>4</td>
</tr>
</tbody>
</table>

Subtotal 12

Community development concentrations

Students will choose to concentrate their work in one of the following areas. Each field of concentration includes a set of required USP courses and elective community development-related courses from the School of Urban Studies and Planning and from other departments. Lists of elective courses for each field of concentration are available from the school office.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>USP 426 Neighborhood Conservation and Change</td>
<td>4</td>
</tr>
<tr>
<td>USP 451 Community Economic Development</td>
<td>3</td>
</tr>
</tbody>
</table>

Four elective courses from approved list

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>USP 312 Urban Housing and Development</td>
<td>4</td>
</tr>
<tr>
<td>USP 423 Real Estate Development and Finance</td>
<td>3</td>
</tr>
<tr>
<td>USP 450 Citizen Participation</td>
<td>4</td>
</tr>
</tbody>
</table>

Two of the following five courses: 8

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sp 215 Introduction to Intercultural</td>
<td>4</td>
</tr>
<tr>
<td>Communication</td>
<td></td>
</tr>
<tr>
<td>Communication and Change</td>
<td>4</td>
</tr>
<tr>
<td>USP 426 Neighborhood Conservation and Change</td>
<td>4</td>
</tr>
<tr>
<td>USP 450 Citizen Participation</td>
<td>4</td>
</tr>
</tbody>
</table>

Community-based work, either through an individual internship or through participation in an approved capstone.

Total 27

Requirements for minor. To earn a minor in community development a student must complete 27 credits. These courses must include a Sophomore Inquiry community studies course UnSt 220 or its equivalent, USP 311 and USP 301. A minimum of 15 credits of additional USP coursework
must be taken. Courses taken under the undifferentiated grading option (pass/no pass) will not be accepted toward fulfilling minor requirements.

Requirements for minor in real estate development. The development and management of real estate is a vital function of the urban economy. The real estate development minor will provide education to students wanting to enter the industry. Students in the program will develop skills to evaluate real estate development proposals and understand how real estate development fits into regional planning and economic processes.

Credits
USP 311 Introduction to Urban Planning................. 4
USP 312 Urban Housing and Development .............. 4
Fin 333 Foundations of Real Estate Analysis ............ 3
USP 423 Real Estate Development and Finance ........ 4
USP 431/Ec 431 Urban Economics........................ 4
USP 438 Real Estate Law ...................................... 3
USP 448 Real Estate Market Analysis...................... 3

Electives
Fin 439 Real Estate Valuation (3)
Fin 449 Valuation (4)
Fin 452 Investments (4)
USP 360/Fin 360 Real Estate Finance I (3)
USP 425 Community and the Built Environment (4)
Conservation and Change (4)
USP 427 Downtown Revitalization (3)
USP 428 Concepts of Community Development (4)
USP 451 Community Economic Development (3)
USP 455 Land Use: Legal Aspects (3)
USP 468 Oregon Land Use Law (3)

Total 31

Requirements for minor in Sustainable Urban Development. As population worldwide becomes concentrated in cities and metropolitan regions, it has become imperative that urban development occur in a sustainable and resilient manner. The minor in Sustainable Urban Development will provide students with an opportunity to further their understanding of what it will take to make cities sustainable. Students who complete the minor will understand the foundations of sustainability, the tools of sustainable development, and the issues and challenges of making places sustainable. UNST 224 Environmental Sustainability (or a suitable alternative) is a prerequisite. The minor requires a total of 27 credits as follows:

USP 313 Urban Planning: Environmental Issues (4)
USP 424 Healthy Communities (4)
USP 425 Community and the Built Environment (3)
USP 490 Green Economics and Sustainable Development (3)

Twelve elective credits from the approved list.

Graduate programs

With over half of the world's population now living in urban areas, the challenge of creating and maintaining urban places as high quality, healthy, vital places for people has never been more important. Our expectation is that recipients of the graduate degrees and certificates offered by the Toulon School of Urban Studies and Planning will be in the forefront of those efforts, contributing professional leadership and new knowledge in support of this first "urban century".

Graduate assistantships. Financial aid programs are administered without regard to race, creed, national origin, handicap, marital status, or sex. The school awards a significant number of graduate assistantships to qualified students. Assistantship awards are reviewed annually and can be renewed for up to two additional years. More advanced students may compete for dissertation fellowships. Applications for graduate assistantships are available from the school and at www.pdx.edu/usp.

Admission requirements

All qualified applicants receive consideration for admission without regard to sex, race, handicap, age, creed, marital status, or national origin.

In addition to the general University requirements listed on page 69, requirements for applications to the Toulon School of Urban Studies and Planning are outlined below and can be found at www.pdx.edu/usp.

Master of Urban and Regional Planning. A personal essay and three recommendations, on the forms provided, are required from individuals familiar with the student's academic or professional background. Graduate Record Examination scores are not required, but highly recommended. For the M.U.R.P. program, students are admitted for the fall term only. The deadline for fall term applications for the M.U.R.P. program is January 15.

Master of Urban Studies. A letter of intent and three recommendations, on the forms provided, are required from individuals familiar with the student's academic or professional background. Graduate Record Examination scores are required. For the M.U.S. program, students are admitted fall and winter terms. The deadline for fall term applications for the M.U.S. program is February 1.

Doctor of Philosophy in Urban Studies. A personal essay and three recommendations, on the forms provided, are required from individuals familiar with the student's academic or professional background. Graduate Record Examination scores are required. Ph.D. applicants are strongly urged to complete successfully an introductory statistics course before entering the program. The doctoral applicant's personal essay should include a discussion of the field area(s) in which the applicant intends to concentrate and ideas about research topics that are of interest. For the doctoral program, students are admitted fall term only. The deadline for fall term applications for the Ph.D. program is February 1.

Graduate Certificates

Graduate certificates in real estate development, transportation, and urban design are offered by the Toulon School of Urban Studies and Planning. Admission to these programs will require an undergraduate degree at an accredited university and a GPA that meets university graduate admission requirements. Additional information on these programs can be found at www.pdx.edu/usp/red, www.cts.pdx.edu, and www.pdx.edu/usp/urban_design.

Degree requirements

Master of Urban Studies. The Master of Urban Studies provides training for students seeking employment in public and private urban research organizations. For some students, employment opportunities can be found in colleges offering two-year degree programs.

The M.U.S. degree requires a total of 52 credits. M.U.S. students pursue a common core of courses dealing with the analysis of urban phenomena (25 credits). Each student also defines a field area which is pursued through coursework (21 credits) and individual research leading to a thesis or research paper (6 credits). In addition, the degree provides for a specialized option in social and policy research.

Core-area requirements. The urban core-area requirements for the M.U.S. degree include the following courses:

Credits
USP 513 Urban Economic and Spatial Structure .......... 3
USP 514 History and Theory of Urban Studies .......... 3
USP 517 Sociology and Politics of Urban Life .......... 3
USP 530 Research Design .................................... 4
USP 534 Data Analysis I ..................................... 4
USP 583 Qualitative Analysis ................................ 4
USP 597 Urban Studies Seminar .......................... 4

The first four are normally taken in the first year, with USP 597 taken at the beginning of the second year. Students in USP 597 produce a fully developed research paper as a requirement for continuation in the program.

Field-area requirements. The student selects a pattern of coursework that equips him or her for research in areas of applied interest. Field areas may focus on urban aspects of social science theory in one of the fields emphasized in the urban studies Ph.D. program or on a substantive issue of particular concern to the student. Relevant courses are available within the School of Urban Studies and Planning and in many other departments within the University. Twenty-one credits of field-area coursework are required.
Research requirements. The M.U.S. degree provides for thesis and nonthesis options. The thesis option requires registration for 6 credits of USP 503 Thesis and completion of a formal thesis. The nonthesis option requires preparation of a substantial research paper (including registration in 6 credits of USP 501 Research) and successful completion of a written field area examination.

Social and policy research option. Students with a primary interest in advancing their urban research skills may choose a specialized field area in social and policy research. This field requires completion of the following:

- USP 534 Data Analysis I .......................................... 4
- USP 536 Policy Evaluation Methods ............................. 3
- PA 555 Program Evaluation and Management ................. 3
- Additional courses within the field .................................. 9

Total Credits 19

Students selecting this option must present a thesis.

Master of Urban and Regional Planning. The Master of Urban and Regional Planning program provides diversified preparation for professional planning practice. Graduates of the program will acquire skills suiting them for employment in public agencies and private firms involved in the urban development process. The program offers five fields of specialization, to allow the graduate either to enhance previous work experience or to enter the job market with a more focused area of expertise. These are: transportation, land use, community development, environment, and regional economic development. One area of specialization is required as part of the program leading to the degree. This degree is fully accredited by the Planning Accreditation Board.

Field paper/project. Students may choose to prepare an original research paper or project in their field of specialization. The research paper or project is meant to demonstrate a student’s ability to integrate and apply material from his or her coursework and is designed in consultation with faculty.

Doctor of Philosophy in Urban Studies. Dynamic metropolitan regions are increasingly seen as central to economic, social, and political development throughout the world. Composed of one or more central cities, suburbs, and adjacent agricultural and natural areas, they are the essential building blocks of the global economy and the sources of social and political innovation. Understanding metropolitan regions and their problems and analyzing policies to shape their evolution are major concerns of the Urban Studies doctoral program. The program explores these issues from multidisciplinary and interdisciplinary points of view. Through participation in classes and seminars and supervised research and teaching activities, Ph.D. students prepare for careers in institutions of higher education and in research organizations.

Core requirements. Entering students in the Ph.D. in urban studies take the following common courses: USP 613 Urban Economic and Spatial Structure; USP 614 History and Theory of Urban Studies; USP 617 Sociology and Politics of Urban Life; USP 630 Research and Design; USP 634 Data Analysis I; USP 683 Qualitative Analysis; and USP 697 Urban Studies Seminar. The first six are normally taken in the first year, with USP 697 taken at the beginning of the second year. Students in USP 697 produce a fully developed research paper as a requirement for continuation in the program.

Field area requirements. Doctoral specializations are available in the following areas of advanced interdisciplinary study: planning, community development, policy analysis, gerontology, social demography, economic development and transportation.

- Planning focuses on the development and implementation of mechanisms for organizing social, economic, political, and environmental change at the local, state, and regional levels. The field includes study of the relationships and interactions among public and private institutions, organizations, citizens, and landscapes; the design of processes for facilitating dialogue among public actors; and the tools for planning analysis and evaluation. As a pioneer in state land use law and a place in which planning discourse is highly visible, Oregon provides a rare vantage point for the study of planning history, planning processes and strategies, and professional practice.

- Community development deals with the dynamics of neighborhood and community formation and change and with public policies that address the needs of groups and places within contemporary society. The rich civic culture of Portland and the Pacific Northwest and the region’s connections to the Pacific Rim provide numerous examples for study and analysis. Within the broad field of community development, students can address such topics as ethnic and neighborhood history, housing and economic development, the roles of public and nonprofit institutions in community building, mediation and conflict resolution, changing patterns and systems of communication, and the changing meanings of place.

- Policy analysis provides an opportunity for students to identify urban problems, contemporary and historical policy issues, and stakeholders in the policy process. It also allows for analysis of the effects of policies and of the historical and political contexts in which they emerge. Students may approach this field from any combination of applied, theoretical, or critical perspectives, such as program evaluation, policy critique, or historical analysis. Students should identify at least one substantive policy area (such as transportation, housing, the environment, aging, community development, or information infrastructure) and complete a course of study in that area.

- Gerontology addresses the social issues, problems, policies, and programs that affect the quality of life for our rapidly aging population. Students have the opportunity to work directly with faculty on publicly- and privately-funded research at the College’s highly regarded Institute on Aging. Adult development and aging is approached from a multidisciplinary and collaborative perspective. Faculty research interests include: family caregiving and work-family balance, social networks and widowhood, diversity in aging, long-term care policy and programs, housing environments, development and evaluation of training for health professionals, and planning for the aging of the baby-boom generation and beyond. As a state with a national reputation as a leader in the development of community-based, long-term care, Oregon provides a unique environment for the study of aging processes, policies, and services.

- Social demography provides training in the tools of demographic analysis, with particular attention to the methods of data collection, techniques of demo-

<table>
<thead>
<tr>
<th>Course/Sequence</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>USP 540 History and Theory of Urban Planning</td>
<td>4</td>
</tr>
<tr>
<td>USP 541 Public Participation, Diversity, and Ethics</td>
<td>4</td>
</tr>
<tr>
<td>USP 594 Planning in the Pacific Northwest</td>
<td>4</td>
</tr>
<tr>
<td>USP 595 Reshaping the Metropolis</td>
<td>4</td>
</tr>
<tr>
<td>USP 549 Regional Planning and Metropolitan Growth Management</td>
<td>4</td>
</tr>
<tr>
<td>USP 630 Research and Design</td>
<td>4</td>
</tr>
<tr>
<td>USP 634 Data Analysis I</td>
<td>4</td>
</tr>
<tr>
<td>USP 683 Qualitative Analysis</td>
<td>4</td>
</tr>
<tr>
<td>USP 697 Urban Studies Seminar</td>
<td>4</td>
</tr>
<tr>
<td>USP 515 Economics: Applications to Urban Studies</td>
<td>4</td>
</tr>
<tr>
<td>USP 525 Design Analysis in Planning</td>
<td>4</td>
</tr>
<tr>
<td>USP 553 Legal Processes in Urban Planning</td>
<td>4</td>
</tr>
<tr>
<td>USP 559 Planning Practice Workshop</td>
<td>4</td>
</tr>
<tr>
<td>Specializations and Electives</td>
<td>28</td>
</tr>
<tr>
<td>Total Credits</td>
<td>72</td>
</tr>
</tbody>
</table>
graphic analysis, and the interpretation of research findings. Social demography involves the use of the principles and methods of demography in decision-making and planning problems in both public and private settings. Graduates in the field of social demography use demographic data to identify and analyze important population trends and their consequences for work in government agencies, research organizations, and corporations. Faculty in the area of social demography have training in demography, sociology, geography, and statistics. Faculty research includes population distribution and migration, international migration, fertility and family planning, marriage and divorce, public policy uses of demographic data and estimates, and demographic methods.

- **Economic development** is concerned with the factors that lead to differential rates of economic development at various spatial scales: within and between nations, states, regions, cities, and neighborhoods. In analyzing these differences, issues such as the meaning of economic development, who gains and who loses from various changes, as well as analysis of policies to promote economic development, are addressed. The Center for Urban Studies and Institute for Portland Metropolitan Studies offer research opportunities in this field.

- **Transportation** includes planning, policy, forecasting, measurement, and evaluation of multimodal transportation infrastructure and systems. The multidisciplinary field covers all modes of passenger and freight transport and includes the holistic study of relationships and interactions of the transportation systems with land use, the region, the economy, the environment, institutions, the community, and people. Students can address topics such as impacts of transportation on land use and land values, the relationships between urban form and travel behavior, the costs and benefits of transport facilities, the operation of transportation facilities, equity impacts of transport and the effects of transportation plans and policies. There are opportunities to work on research through the Center for Urban Studies and the Center for Transportation Studies.

Each student pursues two fields of specialization, at least one of which should be chosen from among those listed above. A student-nominated field, developed in conjunction with School faculty, may be offered as a second specialization. Faculty groups specify field-specific course requirements, including methodology courses and courses essential to a multidisciplinary approach. These groups work closely with students to develop coherent specializations that prepare each individual to do doctoral-level research in that field.

**Doctor of Philosophy in Urban Studies—Regional Science.** Regional science brings a variety of social science perspectives to bear in analyzing the growth and development of metropolitan areas, states, and regions. The regional science program shares the same core requirements as the Urban Studies Ph.D. Beyond these, students in regional science design a program of study around two field areas.

The only required course in the second field is USP 691 Current Research in Regional Science. Subject to prior faculty group approval, students may organize second field areas around a topic other than the four identified above. It is recommended that the second field include additional methods courses that support the field’s topical focus. For example, in the transportation field area the supporting methods courses might include coverage of demand modeling, cost-benefit analysis, GIS, and spatial analysis.

Students in the regional science program must pass a comprehensive examination in their two field areas. This is a single examination, developed in consultation with two members of the regional science faculty group.

**Doctor of Philosophy in Public Administration and Policy.** The Toulan School of Urban Studies and Planning cooperates with other schools in the College of Urban and Public Affairs to offer an interdisciplinary degree in public administration and policy. For details, see the program description on page 319.

**Program Rules**

**Advanced standing in Urban Studies and Planning graduate program.** A total of 72 credits in nondissertation graduate training is required of all Ph.D. students. Ph.D. students are also required to take a minimum of 27 dissertation credits. For students with a master’s degree in a related discipline, a maximum of 24 advanced standing credits may be requested. All such requests must be accompanied by a listing of previous graduate work for which advanced standing is sought.

The Master of Urban Studies program requires a minimum of 52 credits in graduate courses, of which at least 36 must be taken at Portland State University. A maximum of 17 credits of advanced standing credit may be requested. The Master of Urban and Regional Planning program requires a minimum of 72 credits in graduate courses of which at least 48 must be taken at Portland State University. A maximum of 24 credits of advanced standing credit may be requested.

A M.U.R.P. student may request advanced standing for the 1-credit USP 559 Planning Practice Workshop. If advanced standing credit is approved, the student is considered to have fulfilled the internship requirement. Such advanced standing credit will be included in the 24-credit maximum for all advanced standing; only professional work completed within seven years of the date the degree is granted can be included.

Requirements with regard to both the pattern of coursework and total credits must be satisfied prior to either advancement to candidacy in the Ph.D. program or graduation in the M.U.S. and M.U.R.P. programs. A student is not obligated to enroll in a required course if that student has already acquired knowledge of the subject matter through earlier graduate coursework. In such cases, the student may request exemption from the course. Permission is granted only after obtaining written verification from the instructor that the student has met the requirements of the required course. All such requests should be made within one year after entrance to the program.

**Limitation on graduate/undergraduate courses.** Students in the M.U.R.P., M.U.S., and Ph.D. programs are strongly advised to use no more than 12 credits of courses offered simultaneously at the 400- and 500-level in support of their degree programs. Courses must be an integral part of the student’s program and courses with the same content must not be available on a purely graduate basis.

**Limitation on by-arrangement courses.** Admitted Ph.D. and master’s students may utilize no more than 12 credits of by-arrangement courses (501/601 and 505/605). In cases where more than 12 credits are needed because of the lack of regularly scheduled classes, a waiver must be submitted for approval by the school Curriculum Committee and by the school director.

**Continuous enrollment.** All students admitted to the M.U.R.P., M.U.S., and Ph.D. programs in urban studies must be continuously enrolled until graduation, except for periods in which they are absent by approved leave. Taking 3 credits per term during the regular academic year will constitute continuous enrollment. Failure to register without an approved leave may result in termination of student admission.

**Grade requirement.** A student who receives 9 credits of grades below B- in all coursework attempted after admission to an urban studies graduate degree program will be dropped from that program. A student attempting both a master’s and a Ph.D. degree in urban studies may receive no more than 9 credits below B- in both programs. MURP students must receive grades of at least B- in all core courses.
Courses

Courses with an asterisk (*) are not offered every year.

**USP 199 Special Studies (1-4)**

**USP 299 Special Studies (1-4)**

USP 301, 302, 303

Community Development Colloquium (4, 4, 4)

Three-term sequence limited to majors in community development that introduces them to the field. USP 301: Theory and Philosophy of Community Development. (1) New approaches to the philosophy of community development; (2) theory and comparative practice; and (3) case study of local theory and practice, presentation of an in-depth case study from the Pacific Northwest. USP 302: Methods of Community Development. Review of community organization, community and network analysis, organizational development and management, strategic planning, management issues, and approaches to evaluation. USP 303: Community Development Field Seminar. Participant observation through placement in a community-based organization actively engaged in community development activities on behalf of a specific community, and critical reflection on the placement experience. These courses must be taken in sequence.

**USP 311 Introduction to Urban Planning (4)**

An interdisciplinary perspective on planning theories, principles, and practice. Focuses on the planning process, particularly at the local level. Explores the political, economic, social, and legal forces that influence the planning function and the roles of planners. Changing concepts in practice are also considered. Recommended prerequisite: upper-division standing.

**USP 312 Urban Housing and Development (4)**

Problems of housing, development, and redevelopment in an urban setting are analyzed from economic, demographic, and planning perspectives. Introduction to the nature of the urban economy and residential location, with a focus on housing problems and their associated social, physical, and racial aspects. Role of federal and community-based housing policies and programs. Recommended prerequisite: USP 311.

**USP 313 Urban Planning: Environmental Issues (4)**

Environmental issues and problems are evaluated in the context of planning alternatives. Particular emphasis on the economic and social implications of environmental problems. The planner's concern for achieving balance between these factors is explored through an analysis of various planning approaches, e.g., environmental impact studies, land use controls, and resource analysis. Recommended prerequisite: USP 311.

**USP 314 The City in Film (4)**

Critically explores urban themes portrayed in contemporary films using lectures, in-class screening, discussion, reflective writing, and analytical essays. Students will experience the unique approach of director Michael Moore (Roger and Me) as he attempts to put a face on the seemingly random acts of savage capitalism. In the form of mystery narrative (Dirty Pretty Things), students will see the everyday challenges of the immigrant underclass in multi-ethnic London. In Mon Oncle, Jacques Tati's satirical contrast of suburban modernism with romantic old Parisian neighborhoods, students will appreciate the timeless sight gags and ultra retro set designs. By exploring the urban themes of these and other films, this course provides a gateway to further engagement with community development, urban studies, and planning.

**USP 315 Economics of Sports (4)**

Investigates the application of economic theory to the particular arena of sports. Emphasis is placed on the theories of labor, industrial organization, and quantitative methods and their application to topics such as player compensation and movement, stadium financing, team relocation, and racial discrimination. This course is the same as Ec 315; course may only be taken once for credit.

**USP 316 Fundamentals of Community Development (4)**

An investigation of concepts, models, and perspectives of community development practice. Explores social, cultural, religious, political, economic, and environmental aspects that affect community development practice. Asset-based and sustainable human development models and action research are emphasized. The course utilizes teaching cases and experts from the field and requires substantial reading, reflection and discussion.

**USP 317 Introduction to International Community Development (4)**

An investigation of concepts, models, and perspectives of International Community Development practice. Explores social, cultural, religious, political, economic, and environmental aspects that affect community development practice in the Third or Developing World. Asset-based and sustainable human development models and action research are emphasized. The course utilizes teaching cases and experts from the field and requires substantial reading, reflection and discussion.

**USP 360 Real Estate Finance I (3)**

Application of finance and economic principles to real estate finance and investments. Emphasis on the development of problem solving capabilities through the use of computer application programs. Special attention is given to risk analysis, alternative mortgage instruments, hedging techniques, and the tax effects of real estate investment. Prerequisites: FIN 333. (The course is cross listed as FIN 360, and may only be taken once for credit).

**USP 385 History of American Cities (4)**

Traces the evolution of urban centers from the colonial period to the present. Focuses on the development of cities, as cities grow within cities, and on the expansion of public responsibility for the welfare of urban residents. Particular attention is given to the industrial and modern eras. Recommended prerequisite: upper-division standing. Also listed as Hist 337. May be taken only once for credit.

**USP 386 Portland Past and Present (4)**

Begins with the geological/geographical foundations of Portland then briefly explores Portland’s original inhabitants, early exploration and commercial growth. Particular attention is paid to the 20th century and the plans and projects that have guided Portland’s development over the past 100 years. Considers the shaping of Portland as a regional city, examining the evolving cityscape, architecture, land use, and transportation, and its development from political, social, economic, and cultural perspectives.

**USP 399 Special Studies (Credit to be arranged.)**

**USP 401/501 Research (Credit to be arranged.)**

Consent of instructor.

**USP 404/504 Cooperative Education/Internship (Credit to be arranged.)**

**USP 405/505 Reading and Conference (Credit to be arranged.)**

Consent of instructor.

**USP 410 Selected Topics (1-4)**

**USP 419/519 Population and Society (4)**

Survey and analysis of population dynamics (births, deaths, and migration) and society. Examination of demographic concepts, theories, data and measurements, and research. Role of population processes in social life and public policies are highlighted, including population aging, economic development and the environment, urbanization, health and health care, race and ethnicity, and government/social/business planning. Prerequisite: Soc 200. This course is the same as Soc 441/541; course may only be taken once for credit.

**USP 423 Real Estate Development and Finance (4)**

Examines urban real estate development, including location of activities within metropolitan areas, public/private partnerships, downtown redevelopment, and affordable housing. Presents tools to evaluate the financial feasibility and performance of a project, including discounting of cash flows and pro forma analysis. Uses a case study method showing how the design, development, market, finance, construction, and management of the project are integrated. Prerequisites for undergraduates: USP 311 or Fin 333.

**USP 424 Healthy Communities (4)**

Addresses issues at the intersection of urban policy and planning and individual and community health. Relationships between the ways in which land is used, the transportation choices available, and the health of both urban places and city residents are explored in light of growing concern about increased rates of various health problems. Health consequences of political, economic, and social aspects of metropolitan life are also examined. Movements and programs to create and maintain healthy communities around the world are analyzed.

**USP 425 Community and the Built Environment (4)**

Application of psychological and social concepts
to understanding community and its relationship to the built environment and urban design. The use of space in interpersonal relations (personal space, territoriality, privacy); the impact of crowding and density on social relations; and the functioning of social networks in the city.

USP 420/526 Neighborhood Conservation and Change (4) 
The dynamics of neighborhood development, including economic and institutional factors in neighborhood change; neighborhood definition and image, residential choice; residential segregation; neighborhoods in the political process; and neighborhood conservation strategies. Recommended prerequisite: junior standing. Graduate students undertake a substantial independent project in addition to other course requirements.

USP 427/527 Downtown Revitalization (3) 
This course examines the evolution and revitalization of downtowns and main streets over time. It explores the role of downtowns in contemporary urban regions, and introduces the concepts of downtown management and other strategies for promoting vital urban centers. Through readings, field observations, classroom discussions, and a series of assignments, students will explore the interrelationships between the built environment, economic trends, and public policy in shaping the downtowns we see today. Students should learn to understand downtowns as complex and multifaceted places that are always changing and unpredictable, but often play a crucial role in a community's identity and purpose.

USP 428/528 Concepts of Community Development (4/3) 
An introduction to models and perspectives on community development. Both structural and dynamic concepts related to processes of community-based change will be explored, including methodological approaches for assessing community settings, and the various roles and relationships in a community-based decision environment. Includes required field observation and a substantial independent field research project which examines cases of community problem-solving. Prerequisite: USP 301 for undergraduates. Graduate students undertake a substantial independent project in addition to other course requirements.

USP 429 Poverty in the Urban Community (3) 
An introductory course about the nature, extent, and causes of poverty in the United States. It covers a brief historical overview, demographics and trends, explanations of poverty, and anti-poverty policies. Questions of race, gender, and the spatial manifestation of poverty will be addressed.

USP 430 Urban Studies Research Methods (4) 
This course introduces students to research in urban studies. It deals with hypothesis development, research design, and approaches to the measurement of urban phenomena. It also treats the application of quantitative data analysis to typical problems in urban studies and planning.

USP 431 Urban Economics (4) 
Functions of the urban economy: the market sector and the public sector. Economic analysis of issues such as land use, environmental quality, transportation, housing, income distribution, and financing of urban public services. Prerequisite: Ec 201. This course is the same as Ec 431; course may only be taken once for credit.

USP 438/538 Real Estate Law (3) 
Provides students with a comprehensive summary of real property from a legal perspective with an emphasis on transactional issues. Includes issues relating to types of ownership, descriptions of property, easements, public and private limitations on use, real estate contracts, forms utilized in transfers, financing and title assurances. Enables students to understand the legal framework and the rights and responsibilities of owners and transferors/transferees of real property. Prerequisite for 438: Fin 333. Recommended for 538: USP 598.

*USP 445/545 Cities and Third World Development (3) 
Critical survey of historical, economic, cultural, political, and urban aspects of Third World development, starting with the colonial era. Historical patterns of integration of the Third World with the emerging world market system. Covers problems of the post-independence period, focusing on urban sectoral issues and policy alternatives. Specific topics include trade, investment, industrialization, finance, technology transfer, political participation, land use, housing, transportation, information infrastructure, population growth, social services, militarism, and cultural conflict.

USP 450/550 Concepts of Citizen Participation (4) 
Examination of principles, methods, and programs for giving explicit attention to the perspectives of citizens in the development and implementation of public policies and programs. Sets citizen participation in its historical context with an assessment of its impact to date. Participation from the perspective of both the citizen and the government will be covered as will the variety of approaches for achieving participation goals and objectives.

USP 451/551 Community Economic Development (3) 
Course sets community economic development within the context of traditional state and local economic development policy and compares their underlying theoretical perspectives. It examines the impact of recent economic, social, and demographic transformations on local labor markets and surveys the labor-market problem solving activities of local governments and community-based organizations. Business and commercial development strategies are also explored.

USP 455/555 Land Use: Legal Aspects (3) 
Land use and planning from the legal perspective. Includes historical review of attitudes toward property tenure and ownership; the relationship between local planning and regulations; and current issues and perspectives on land use including emerging state and federal roles. Graduate students undertake a substantial independent project in addition to other requirements.

USP 456/556 Urban Transportation: Problems and Policy (3) 
An introduction to urban transportation policy from a historical and political perspective. Historical developments in transportation policy are traced from the early streetcar days up through the present. Federal, state, and local transportation policies are examined for their impact on urban spatial and economic development. An overview of current issues in transportation policy and planning includes transportation demand management strategies, transit-oriented design, road pricing, and alternative transportation modes. The intersection of environmental and transportation policy is also examined, as is the decision-making structure at the local, regional, and state level.

USP 457/557 Information Cities (3) 
Focuses on the political, social, and cultural impacts of mass media and information technologies within the urban matrix. Contextualizes the "information society" in historical, institutional, political, economic, and global settings. Topics include the flexible production, the segmentation of consumption, alternatives to mass media, the Web, the reorganization of work, the transnationalization of culture, commercial and political surveillance, and the development of urban information infrastructure.

USP 465/565 Pedestrian and Bicycle Planning (3) 
Examines the importance of walking and bicycling as means of transportation in a sustainable urban environment. Covers planning, design, implementation, and maintenance of bikeways and walkways, as well as ancillary facilities such as bicycle parking. Focuses on the role of education, advocacy, and outreach in improving walking and bicycling conditions. Study relevant examples from various cities, with a heavy emphasis on Portland's experience.

USP 468/568 Oregon Land Use Law (3) 
The Oregon program is placed in a national context that stresses the broad nature of planning here. Structural relations between state, regional, and local government planning and regulation are analyzed. Legal aspects of the implementation of the various functional statewide planning goals are studied, as are the Oregon Land Use Board of Appeals and recent developments in local government land use planning and regulatory processes.

USP 475/575 Urban Design Workshop (4) 
The workshop will explore the use of urban design as an integral part of the planning process through the creation of an urban design plan. Projects in the Portland region will be chosen to familiarize students with the practice of urban design planning and the products of the workshop will be presented to the public. Prerequisite: permission of instructor.

USP 480/580 Political Economy of Nonprofit Organizations (3) 
Considers theories of altruism, trust, and social capital. Examines the connections between wealth and social responsibility and between elite status and social reproduction. Explores the broad scope of nonprofit activity in the economy, the interdependence of government and nonprofit organizations in the modern state, and the role of think tanks in shaping public policy. Surveys the dramatic rise of non-governmental organizations in developing countries and the future of nonprofits in a global economy.

USP 490/590 Green Economics and Sustainable Development (3) 
Examines prevailing assumptions about economic
growth, production, consumption, labor, and leisure. Considers how changes in these basic assumptions might help us design an economic system that includes alternative values such as appropriate scale, community impact and environmental sustainability.

**USP 493/593 Advanced GIS Applications (3)**
Offered as a studio-based GIS class. The objective is for students to apply GIS skills acquired in previous GIS courses to a specific real-world spatial problem. Tasks will involve problem definition, primary data collection, advanced GIS analysis, and presentation of results. This format will give students practical experience in implementing GIS technologies with specific emphasis on planning problems. Students will be required to work in small groups in a simulated professional planning practice environment. Recommended prerequisites: USP 531 and USP 543 or USP 591 and 592.

**USP 503 Thesis (Credit to be arranged.)**

**USP 510 Selected Topics (1-4)**

**USP 515 Economics: Applications in Urban Studies (4)**
Microeconomic analysis of individual and firm behavior is developed with emphasis on applications to urban studies. Topics which may be covered include: land use and land rents, urban structure, poverty, housing and slums, transportation, environmental quality, and local government finance.

**USP 517 Urban Economic Development Policy (3)**
This course analyzes urban economic development policy by building on an overall framework that demonstrates how urban economies create and distribute wealth and affect citizens’ quality of life. Federal, state, and local policies must pursue three broad objectives: 1. raising the area’s standard of living; 2. preserving and protecting environmental quality and quality-of-life; 3. reducing poverty and income inequality. This course provides students the ability to analyze and assess alternative policies through an understanding of the theoretical foundations of urban growth and decline; through the ability to apply analytical methods for assessing policy effectiveness; by examination of evidence of policy effectiveness; by reviewing case studies; and via a student’s personal research of specific urban problems. Prerequisites: USP 515 or equivalent courses in economics.

**USP 520 Applied Demographic Methods I (4)**
The first of a two-course sequence. The purpose is to introduce the various basic methods of demographic analysis. The topics to be covered include data sources, population characteristics and change, and measures of mortality and fertility. In addition, the course will help students develop good judgment about data availability and quality, and acquire skills for presenting data. Recommended prerequisite: a course in regression analysis, such as USP 534.

**USP 521 Applied Demographic Methods II (4)**
The second of a two-course sequence. The purpose is to introduce more advanced methods of applied demographic analysis. The topics to be covered are: data sources, internal and international migration, data evaluation, population estimates, and projection projections. The course will consist of readings, lectures, laboratory sessions, homework exercises, one examination, and one term-long project.

**USP 522 Practicum in Applied Demography (4)**
Represents the capstone course for the graduate concentration in applied demography. The focus is on integrating a practicum experience with the methods of applied demography into a research paper. Students will develop, revise, and resubmit numerous drafts of a final research paper. Students will also provide professional peer review in evaluating the development of fellow student research papers.

**USP 523 Real Estate Development I (3)**
Evaluates the new public/private partnerships that are necessary for downtown redevelopment, historic rehabilitation, integrated mixed-use urban centers, urban villages, and new communities. Students will analyze the critical conceptual, feasibility, and deal-making phases of the development process, as well as the development and management stages. The course examines the new affirmative roles played by both public and private developers, as well as unusual joint development entities. Also considered are innovative concepts of incremental growth, land and development banking, shared parking, and alternative development patterns. Recommended prerequisites: USP 515 or USP 598 (may be taken concurrently).

**USP 524 Site Planning (3)**
This course introduces the fundamentals of site planning in an urban context, as well as contemporary urban design theory and practice. Students will learn the principles of site planning and urban design at the scale of urban centers and specific sites, as well as the synthesis of multiple design decisions made by different actors, at different times, about different properties. The course will explore these topics from various perspectives, including planners and designers, developers and regulators, and others. Slideshow lectures, downtown walking tours, and a term project will use Portland as a living laboratory for how the principles of urban design and site planning are played out in public and private development projects. Students will work in teams to apply class principles to a specific site that is currently slated for redevelopment.

**USP 525 Design Analysis in Planning (2)**
Approaches to the analysis of design issues in urban planning. The definition of urban space through physical design and urban circulation. Planning tools for the implementation of design goals.

**USP 529 Green Buildings I (3)**
Reviews development of new real estate properties and communities with attention to environmental sustainability. Focuses on reduced operating costs, and enhanced residential and working environmental conditions. Topics include green building standards and techniques for assessing project success.

**USP 531 Geographic Information Systems (GIS) for Planners (4)**
Introduction to principles and methods of collecting, organizing, analyzing, and visualizing geographic information. Explores types and sources of geographical data used in urban and regional studies and planning with an emphasis on Census data. Provides an overview of principles and components of Geographic Information Systems (GIS) as a primary tool of spatial data analysis and visualization. Attention is given to practical applications of GIS and to developing essential skills in desktop mapping and spreadsheet software.

**USP 532 Data Collection (4)**
The acquisition of data for research in an urban context. Emphasis is on the concepts, terminology, and methods related to the use of survey research and secondary data. Recommended prerequisite: USP 430 and/or an introductory undergraduate statistics sequence and USP 530.

**USP 533 Planning Methods I (4)**
Introduction to applied research in planning with emphasis on problem definition, planning and policy research design, collection and analysis for secondary data, and the use of qualitative observations. Prerequisite: undergraduate statistics course.

**USP 534/534L Data Analysis I (4)**
Application of multivariate statistical analysis in an urban context. Emphasis on applications of various techniques within the general linear model. Recommended prerequisite: USP 532. The laboratory (USP 534L) must be taken concurrently. Recommended prerequisite: USP 430.

**USP 535 Planning Methods II (4)**
Continuation of USP 533 focusing on statistics, forecasting, interpretation, and presentation of data in the context of planning practice. Prerequisite: USP 533.

**USP 536 Policy Evaluation Methods (3)**
Focuses on the methodological issues that must be addressed in attempting to evaluate programs and policies. Course offers an introduction to a variety of techniques useful in policy evaluation. Topics which may be covered include difference equations, Markov models, and queuing models. A section of the course considers the methodological issues that arise in cost-benefit analysis, such as present value calculations, determining the value of nonmarket benefits, and correctly evaluating costs. Recommended prerequisite: USP 515 or equivalent.

**USP 537 Economics of Urban Transportation (3)**
The transportation system is critical to the functioning of an urban area. The movement of people and goods affects both the productivity and livability of the region. Transportation systems also affect and are affected by land use and location decisions. This course presents the economic analysis of urban transportation. This will include analysis of the effects of transportation systems on land use and location as well as the evaluation of transportation investments. These methods will then be applied to evaluation of various proposals to improve the urban transportation system. Recommended prerequisite: USP 515 or 615.

**USP 540 History and Theory of Planning (4)**
The evolution of the urban planning field from its 19th century European origins through the 20th century U.S. history. Course addresses the ques-
tion: why do we produce and implement plans? Specific topics include: philosophical issues and political-organization contexts of professional activity; the place of planning in the political economy of U.S. metropolitan development; and problems of rationality in forecasting, analysis, decision making, and design.

USP 541 Dynamics of Planning Practice (3)
Examination of principles, methods, and programs for giving explicit attention to the perspectives of citizens in the development and implementation of public policies, programs and planning. Sets citizen participation in its historical context with an assessment of its impact to date. Examines issues pertaining to working with diverse communities and highlights ethical dilemmas faced by professional planners.

USP 542 Land Use Implementation (3)
An examination of alternative approaches to implementation of plans. Topics include: regulatory tools, e.g., zoning and subdivision ordinances; review functions, e.g., design review and administrative review; and programs, e.g., growth management, capital improvements, community development, housing assistance plans; and political-procedural issues, e.g., permit streamlining, cost impacts.

USP 543 Geographic Applications to Planning (4)
Principles and models of spatial organization, behavior, and location in geographic space. Major conceptual models of urban structure and form, urban regional hierarchy, transportation flows and other forms of spatial interaction, and their applications to modern planning and other disciplines. Spatial data models (rasters, TINs, LRSs, other) and advanced analytical and modeling capabilities of GIS (surface, 3-D, and network analyses). Discussion of real-life GIS applications to transportation, land use, environmental planning, community development, and related areas.

USP 544 Urban Transportation Planning (3)
Introduces fundamental concepts and methods used in metropolitan urban transportation planning, including problem identification, alternative analysis, evaluation and decision making, plan implementation, and program management. Exposes students to processes and analytical methods from multiple disciplines, such as law, political science, sociology, economics, finance, management and marketing. Emphasis on analysis of moderately complex technical information and its interpretation for communication with decision makers. Prerequisite: USP 535 or equivalent coursework in descriptive and inferential statistics and data presentation. Recommended: USP 515 or USP 537 or an equivalent intermediate-level course in applied microeconomics.

USP 546 Real Estate Development II (3)
Provides students the experience of developing a comprehensive and unified analysis of a commercial real estate project. Each student will submit a case study with greater specificity showing how the design, development, market, finance, construction, and management of the project are integrated. A select number of projects in the greater Portland area will be analyzed as case studies. Students will work closely with industry participants and faculty to develop their analysis as well as alternative strategies for the project at critical stages of its development. Prerequisite: USP 523.

USP 547 Planning for Developing Countries (3)
The nature of the urban and regional planning process in developing countries. Tools, approaches and/or improvisations utilized in regions where data and information are unreliable or insufficient. Relationship of planning process to the economic and political realities of developing nations. The impact of rapid social change and social conflict on the urban and regional development process. Differences between poor and rich countries in planning approaches and expectations.

USP 548 Real Estate Market Analysis (3)
A well-researched market study provides critical information that can make or break a development project. This course will provide students with the tools needed to evaluate trends and understand the key factors affecting real estate markets. The class will demonstrate where to get and analyze information on the demand for multifamily, hotel, office, industrial, and mixed-use developments. Recommended prerequisite: EC 598.

USP 549 Regional Planning and Metropolitan Growth Management (3)
Explores regional planning in the U.S. today through an examination of historical and contemporary regional planning practice. Begins with an overview of the history of regional planning, including the evolution of thought regarding regionalism and the nature of regions. Examples of regional plans will be used as the basis for examining assumptions, approaches, and methods serving as the foundation for regional planning practice. A synthesis of the findings of the review of plans will be used to draw general conclusions about the field and its prospects. Pays particular attention to the principles, approaches, and methods of growth management generally and with respect to metropolitan regions.

USP 552 Urban Poverty in Critical Perspective (3)
Examines historical, empirical, and theoretical perspectives on urban poverty in the United States. It addresses the politics of poverty discourse by examining why explanations and policy prescriptions have emphasized morality and behavior; race, family, and culture; and dependency and responsibility rather than systemic economic inequality.

USP 553 Legal Processes in Urban Planning (1)
Covers the legal context within which land use planning and plan implementation takes place at the local level. Requirements for the conduct of hearings, appeals, and evidentiary processes are analyzed; skills for and techniques of writing findings and conditions of approval are developed; and questions of ordinance interpretation and liability are discussed.

USP 554/654 Data Analysis II (4)
Takes an applied approach to statistical analysis and research methodology and is the second in a two-course sequence. Provides students with statistical background, conceptual understanding, technical writing skills, computer application, and the ability to apply these skills to realistic data analysis problems and research designs. Topics include simple regression and correlation, multiple regression, and logistic regression. The laboratory (USP 554L/654L) must be taken concurrently. Recommended prerequisites: USP 534/634 or an equivalent course approved the instructor and prior experience with statistical software.

USP 555 Planning Workshop (3, 6)
Organized team approach to a current planning problem in the Portland metropolitan area. Focus on planning practice, field investigation, data analysis, written and oral communication. Work program includes strategies, methods, and skills needed to identify issues and draw together all participants in the search for solutions. Emphasis is on the blending of practical skills with knowledge gained from core-area courses. Two-term sequence, credit for first term dependent upon successful completion of the second term.

USP 556 Planning Practice Workshop (1)
Involves the completion of a 400-hour internship as part of the M.U.R.P. program. Content of the internship and expectations for it are negotiated among the student, the academic adviser, and the field sponsor. Student must also participate in a colloquium which will emphasize critique at the level of the job, the organization, and the issues with which the organization is concerned.

USP 562 Real Estate Development Workshop (3)
Students form a real estate development team and produce an original development plan, including the development concept, the market analysis, the conceptual design, economic analysis, capital and operations budget, and management plan. The student’s plan will demonstrate and apply mastery of the development concepts and tools learned through the previous courses. Prerequisite: USP 523 or instructor’s consent. Course may be taken twice for credit with instructor’s consent.

USP 563 Real Estate Construction (3)
Reviews the nature and characteristics of the real estate construction process, including materials, cost estimating procedures, budgets, schedules, and legal procedures. Emphasis on the selection of building systems and review of the forms of construction contracts and associated documents commonly used in the industry. Reviews lessons learned from case studies. Prerequisite: USP 598.

USP 564 Political and Administrative Issues in Aging (3)
Coverage of organizational dynamics as related to the elderly including the provision and use of services. Covers voting behavior and advocacy as well as administrative and legal issues that are particularly applicable to the elderly.

*USP 566 National Urban Policy (3)
Examination of the federal government’s involvement with urban issues from a historical and political perspective. Focus on policies pertaining to social welfare and economic development, with an overview of other policy arenas such as housing, health, and education. Critical analysis of how and why the federal government responds to urban crises with national policy initiatives and how changes in political regime correspond with changes in policy emphases and perspectives.
USP 567
Urban Housing Policies (3)
Review of the history and the role of public policy in the housing sector. Study of past and current trends in the delivery of housing services in urban areas. The basic philosophies related to the supply of housing are analyzed and examined relative to current trends in the delivery of housing services in urban areas. Critical review of the role of the federal government and the construction industry. Equal attention to the role of public housing and the impact of urban renewal. Active participation in discussions and a research paper are required.

USP 569
Sustainable Cities and Regions (4)
Explores the questions of whether and how cities can be sustainable—and how they can continue as places that sustain cultures, economics, and nature. Basic technological and theoretical models of human-nature interaction will be considered, along with visionary possibilities for the future of cities and urban regions, globally and in Portland.

USP 570
Transportation and Land Use (3)
An analysis of transportation and land use interaction in urban areas. The impact of highway and transit changes on travel behavior, locational decisions, and urban form are examined. Recommended prerequisites: USP 515 and 544.

USP 571
Environmental Policy (3)
Surveys federal, state, and international environmental policy-making with an emphasis on process design. Political and technical objectives for policy, the roles and responsibilities of institutions, federal-state-tensions, representation and analysis of stakeholding interests, the role of the media, and environmental justice are key elements. Topical areas include issues concerning resource management as well as pollution prevention.

USP 572
Regional Economic Development (3)
This course focuses on methods of analyzing why regions differ economically, how they interrelate, and why and how they react to changes in economic policies and conditions. Part of the course will be devoted to a study of models of regional structure and growth, such as economic base or input-output, and the strengths and weaknesses of each in modeling the regional economy. The remainder of the course will be concerned with the development of models for use in regional forecasting and/or evaluation of policy changes on regional development. Recommended prerequisite: USP 515.

USP 573
Housing Economics (4)
Looks at the economics of real estate and housing, including land rent, interest rates, apartment rents, and housing prices, using an economic framework. Basic concepts in urban economics such as land rents, externalities, and public goods are reviewed. Explores the technique most commonly used in real estate and housing economics: hedonic pricing. Explores the rationale and impact of government intervention in the private real estate market. Recommended prerequisite: USP 515 or USP 598 or undergraduate course in economics.

USP 574
Urban Environmental Management (3)
An accelerated survey of principles, concepts, and techniques employed in the management of urban environmental problems, with particular emphasis on “best practice” and emerging ideas. Selected topics may include: watershed stewardship, brownfield development, green spaces, protection of urban wildlife, stormwater management, urban agriculture, residential toxics.

USP 578
Impact Assessment (3)
Empirical techniques employed in measuring the impacts associated with land use change. Topics: goals achievement matrix approaches to impact assessment, trade-offs between community and regional welfare, distance and time in urban analysis, estimating the social profitability of land development, cost-benefit analysis applied to freeway location, techniques for valuation of non-priced resources, measuring municipal revenue and expenditure impacts, gravity models and transport demand estimation, economic base analysis for employment and population impact assessment, estimating air and noise pollution associated with land development. Recommended prerequisite: USP 515.

USP 579
State and Local Public Finance (3)
The course will focus on the tax burdens, fiscal resources, and expenditure patterns of local governments in metropolitan areas. The impact of revenue sharing and categorical grants will be discussed in relation to state and federal influence on local government finance. The spatial distribution of local government services, transfer payments, and tax burdens will be analyzed. Special attention will be paid to Oregon’s complex property tax limitations. Prerequisite: USP 515.

USP 581
Environmental Psychology (3)
Examination of the relationship between people and their physical environments. Specific topics include human spatial behavior (personal space and territoriality), the contribution of the behavioral sciences to architectural and urban design, community and neighborhood in the city, and environmental cognition.

USP 584
Negotiation in the Public Sector (4)
Overview of conventional and innovative applications of negotiations in public sector activities, and the potential and limitations of negotiation-based approaches to public decision making. Key components include negotiation theory, individual skill development, and a review of the institutional, legal, and political context of negotiations.

USP 585
Housing and Environments for the Elderly (3)
The urban environment as a physical and social context for the diverse lifestyles of its elderly residents. Theoretical approaches to aging and the environment: perception and impact of living environments on older adults. Specific topics include housing and services alternatives, issues in developing, regulating, and managing housing for the elderly, and housing design.

USP 586
Urban Social Networks (3)
Analysis of the social psychological and anthropological literature on social networks: the structure and content of interpersonal networks (including kinship, friendship, instrumental) in an urban setting. Specific topics will include: the nature of interpersonal ties in the city, urban migration and networks, access to urban resources, methods of analyzing personal and group networks.

USP 587
Travel Demand Modeling (3)
Understand, analyze, and apply travel demand forecasting models from an applied and practical perspective. The underlying theoretical basis of model components will also be covered. Student will become familiar with the traditional four-step travel forecasting process, including model application software package, and interpretation of model output. Involves hands-on use of transportation modeling software. Prerequisites: an introductory course in urban transportation planning or professional experience in urban transportation planning; familiarity with spreadsheet software; college-level algebra; and introductory statistics (i.e., regression analysis). Prior experience with DOS is helpful but not mandatory.

USP 588
Sustainable Development Practices (3)
Introduction to analytic and management approaches intended to limit the social and environmental harms associated with most past patterns of development. Builds upon basic understanding of socio-environmental change and provides a foundation for subsequent in-depth studies of particular sustainable development strategies and analytic techniques. Students study a broader range of sustainable development topics, tools, and techniques.

USP 591
Geographic Information Systems I: Introduction (4)
The use of computers in Geographic Information Systems (GIS) and mapping. Includes theory of databases related to geographic information management and practical aspects of database design. Students will use a variety of programs for mapping and spatial analysis of geographic information. Each student completes a series of exercises demonstrating a variety of approaches to the analysis and display of spatial data. Recommended prerequisite: Geog 380 or equivalent experience in cartography. Students enrolling in this class must register for a computer lab section. Also listed as Geog 488/588, may only be taken once for credit.

USP 592
Geographic Information Systems II: Applications (4)
Analysis and applications of geographic information systems concepts and technology to land planning and management issues. The multipurpose land information systems concept is used as an organizing device for spatial registration of data layers to achieve data sharing and compatibility among functions. User needs assessment and systems design provides the basis for systems procurement, implementation, and use. Recommended prerequisites: Geog 488/588 or USP 591. Students enrolling in this class must register for a computer lab section. Also listed as Geog 492/592, may only be taken once for credit.

USP 594
Planning in the Pacific Northwest (3)
This course will utilize the work of Pacific Northwest historians, writers, critics, and others as a vehicle for equipping planners with a somewhat systematic and certainly eclectic cultural overview of the region they hope to serve. This course will attempt to prepare them to be members of a place and of a culture of place, and to embrace the art and
literature of the Pacific Northwest as part of their ongoing professional development. Though focused on the Pacific Northwest, the general approach used in this course should be applicable to other regions as well.

**USP 595**
Reshaping the Metropolis (3)
Examination of the contrast between classic models of metropolitan settlement and new patterns emerging in the late twentieth century. Land use changes in the context of new patterns of economic activity; ideas about the physical form of the good city and the societal implications of development patterns; issues of residential choice, community change, globalization, and environmental protection as affected by metropolitan growth.

**USP 597/697**
Urban Studies Seminar (4)
Research seminar required for second-year students in the urban studies Ph.D. and Master of Urban Studies programs. Students apply their substantive background and methodological training to develop all the components of a social science research paper: statement of focused research question, literature review, development of hypotheses, definition of appropriate methodology, design of data acquisition, and pilot testing of data acquisition strategy. Recommended prerequisites: USP 530, 514/614, 513/613, and 517/617.

**USP 598**
Real Estate Finance I (3)
Introduces business finance within the context of commercial real estate. Concepts and techniques will include financial statements, analysis, and forecasting; present value and discounted cash flow analysis, an introduction to real estate valuation measurements; and analysis of performance risk versus return. Students also receive an overview of the legal definitions of real estate terminology, including title, contract, regulation, and financing issues, and case studies in real estate development. Recommended prerequisites: Ec 201 and 202.

**USP 599**
Real Estate Finance II (3)
Application of finance and economic principles to analysis of real estate finance and investments. Emphasis on the development of problem-solving capabilities through the use of computer application programs. Special attention given to risk analysis, alternative mortgage instruments, hedging techniques, and the tax effects of real estate investment. Prerequisite: USP 598 or equivalent. Cross listed as Fin 599. This course may only be taken once for credit.

**USP 601**
Research (Credit to be arranged.)
**USP 603**
Thesis (Credit to be arranged.)
**USP 605**
Reading and Conference (Credit to be arranged.)
**USP 607**
Seminar (Credit to be arranged.)
**USP 610**
Selected Topics (1-4)
**USP 613**
Urban Economic and Spatial Structure (3)
Provides an introduction to the economic and spatial aspects relevant to the field of urban studies. Provides an overview of existing theories and empirical evidence relating to urban spatial and economic relationships. Examines the impact of federal, state, and local government policies, and changing economic conditions on these relationships.

**USP 614**
History and Theory of Urban Studies (3)
Leading thinkers and milestones in the analysis of urban development and urban life. Complementary theories and models of the social sciences. Postmodern approaches. Visionary and critical responses to the possibilities of metropolitan life.

**USP 615**
Economic Analysis of Public Policy (4)
Introduction to the use of microeconomic analysis in the evaluation of public policy. Intended for entering graduate students with a limited background in economics. Develops basic analytic methods and emphasizes application of the analysis to issues of public policy. Prepares students for advanced classes that use this type of analysis.

**USP 616**
Cities in the Global Political Economy (3)
Introduction to political theory and the political economy of globalization. Begins with core political ideas from classical works of political economy (Locke, Rousseau, Smith, Mills, Marx, Marshall, Keynes, Friedman, and Rawls) and proceeds to an analysis of the rise of transnationalism and globalization. Looks at changes in the global economy, revolutionary changes to capitalism, the fall of communism, and impacts of globalization on cities, communities, the state, work, social mobility, welfare, cultural diversity, and the environment.

**USP 617**
The Sociology and Politics of Urban Life (3)
A survey of important theories of and empirical research about the social structure and political dynamics of urban areas. The impacts of globalization on urban social and political life, the changing nature of community and social relations within cities and suburbs, and evolving patterns of intergovernmental cooperation and conflict within metropolitan regions will be analyzed.

**USP 630**
Research Design (4)
Principles of research design, including philosophical bases of scientific research, approaches to research, problem identification, problem statement, development of research questions, development of research hypotheses, and the relationship of research hypotheses to modes of data gathering and analysis. The laboratory (530L) must be taken concurrently. Recommended prerequisite: USP 430.

**USP 636**
Political and Economic Decision-making (3)
Examines the philosophical and conceptual assumptions embodied in alternative decision-making theories in the fields of economics and politics. Designed to show students the differences in individual and collective decision-making processes and the technical and social challenges faced in decision-making processes in the market place and the realm of politics. Examples cover local, national, and international policy topics. Recommended prerequisite: USP 515/615.

**USP 655**
Advanced Data Analysis: Structural Equation Modeling (3)
Introduces students to structural equation modeling, a regression-based technique that incorporates elements of path analysis and confirmatory factor analysis. Topics covered include path analysis, confirmatory factor analysis, and structural models with cross-sectional, longitudinal, and multiple groups. The general goal is to provide a thorough background in the conceptual aspects, statistical underpinnings, and application of this method.

**USP 656**
Advanced Data Analysis: Multilevel Regression (3)
Intended to introduce students to multilevel regression techniques (also known as Hierarchical Linear Models or HLM), presenting the conceptual underpinnings and application of the techniques for the two most common applications of multilevel models: hierarchical and longitudinal data sets. Multilevel regression is a statistical model that extends multiple regression to data that are hierarchically structured and is used for the estimation of growth curves with longitudinal data. Hierarchical data are common in many kinds of organizational and regional research, because data occurs in natural groupings such as administrative units, geographic regions, or schools.

**USP 660**
Policy Process (3)
Focuses on the politics of the policy process. It examines the role, influence and interaction of legislatures, executives, bureaucracies, courts, policy communities and citizens. Follows the stages of policy development: problem definition, agenda setting, budgeting, authorization, implementation and oversight. Case material is taken from federal, state, and local governments with special consideration given to the intergovernmental aspects of the policy process.

**USP 661**
Policy Analysis: Theoretical Foundations (3)
Theories and ideologies of modern age that guide and constrain policy formation, administration and evaluation. Of particular concern is the understanding of the concepts of individualism, collectivism and community developed by the philosophers and social and behavioral scientists of this period.

*USP 674*
Spatial Analysis (3)
The use of geographically coded data to identify and anticipate future patterns of human activity in metropolitan areas and systems of cities. Emphasizes techniques to establish whether the characteristic landscapes associated with static and dynamic models of behavior are present. Diffusion processes, expanded location theories, and models of decision making from spatially arrayed cues receive particular attention. Recommended prerequisite: USP 532.

**USP 676**
Activity Location (3)
The location of human activities in urban systems. Location of economic activities where profit maximization is desired, and location decisions with equity maxima.

**USP 683**
Qualitative Analysis (4)
Study of a variety of qualitative methods of analyzing social science problems, with an emphasis on applications to urban studies. Students study the philosophy of academic inquiry, understanding and interpretation of social action. Specific techniques include content analysis, participant observation, field observation, ethnography, interviewing, and focus groups, among others. Organization, coding, and analysis of qualitative data. Recommended prerequisite: USP 530/630.
Advanced Urban Politics and Sociology (3)
This is an advanced readings seminar focusing on the literature and emerging theoretical and methodological debates in the fields of urban sociology and political science. This course is intended as an intensive seminar for graduate students seeking both greater familiarity and involvement with the literature and discourse in these fields. Prerequisite: USP 517/617.

Research centers and institutes

Center for Urban Studies
320 Urban Center
503-725-4020
The Center for Urban Studies, established in 1966, is a multidisciplinary research unit in the College of Urban and Public Affairs. The center's primary research emphases include: urban services, determinants of property value, transportation, regional economic analysis, geographic information systems, and regional decision making. In addition to its research function, the center serves as a resource for community service to units of local government.

Publications of the center include reports on fiscal analyses of municipal services provision, transportation investment analysis, analyses of urban services, economic and urban development, transportation and land use interactions, transit finance, special needs transit programs, traffic monitoring, travel behavior, transit and parking, recycling, and various aspects of geographic information systems.

The center has sponsored conferences on important urban topics for the interested public. In conjunction with the graduate programs in urban studies and planning, the center provides students with numerous opportunities for research and outreach experience through graduate assistantships, research credit, and informal project participation.

The center also houses the Community Environmental Services (CES) Program. CES provides assistance to local communities, governmental agencies, and private organizations on a contractual basis. The mission of CES is to provide students with the opportunity to develop leadership, practical job skills, and civic responsibility, through education, service, and research which address environmental issues and resource sustainability.

The center also provides support for the Center for Transportation Studies. The CTS facilitates and conducts multidisciplinary research on transportation issues, and promotes scholarly development and exchange among students, faculty, and transportation professionals.

Institute of Portland Metropolitan Studies
780 Urban Center
503-725-5170
www.pdx.edu/IMS
The Institute of Portland Metropolitan Studies is an independent and neutral organization through which community issues can be addressed by higher education. As a service and resource center in the College of Urban and Public Affairs at Portland State University, the institute’s mission is to serve the region and further the urban mission of Portland State University by providing access to the resources of higher education for area communities; creating a shared understanding of the metropolitan area, its issues and prospects; providing a neutral forum for the discussion of critical metropolitan policy issues; creating partnerships linking faculty, students, and community groups to meet community and scholarly objectives; and sponsoring public service research.

By acting effectively on this mission, the institute enables the University to better serve people and the communities of the region and helps them to be better equipped to meet the challenges of growth and change.

The institute sponsors research projects designed to address current and emerging issues of regional significance. By disseminating new information and perspectives about the Portland region, the institute fosters an awareness of the common problems and solutions that citizens, decision makers, and scholars need to know. The institute’s governing board identifies research issues that have substantial benefit to the area; projects include forums and seminars, a Web page, publications that showcase the region, and ongoing service and research initiatives.

While administratively located within Portland State’s Toulan School of Urban Studies and Planning, the institute is a resource for all departments and for all higher education institutions in the state.

Center for Population Research Census
570 Urban Center
503-725-3922
askprc@pdx.edu
www.pdx.edu/prc
The Population Research Center provides a setting for demographic research within the College of Urban and Public Affairs. The center provides a research and teaching focus for the investigation of the causes and consequences of demographic change in current society.

As the lead agency of the Oregon State Data Center Program, the center has access to the various files produced by the U.S. Census Bureau. This information includes current and past census data for the state of Oregon, and the results from such other U.S. Census Bureau surveys as the American Housing Survey and American Community Survey. These data are housed in the center’s library and are available to faculty, students, and the public. In addition to providing outreach to Oregon’s counties and communities, the center faculty teach courses in applied demography.

One of the important responsibilities of the center is to produce the official population estimates for Oregon’s counties and incorporated cities. Typical research activities found within the center include enrollment forecasts for school districts, market analysis for housing projects, social and economic factors affecting demographic change, population distribution and population migration, population geography, and demographic methods. Center staff regularly assist city, county, and state governments on examination of population issues.

The center’s current staff includes personnel trained in demography, sociology, geography, and statistics. This variety of expertise enables the center to provide a multidisciplinary approach to population research.
Center for Real Estate

370-E Urban Center
http://www.pdx.edu/realestate

In 2004, the Center for Real Estate was formed as a partnership between PSU’s acclaimed Schools of Urban Studies and Planning and Business Administration to manage the real estate programs at Portland State and serve as the vital link between the University and the real estate community. Consisting of a Director, Associate Director, and Assistant Director, the Center staff work with employers to not only meet their internship and employment needs, but also provide them with valuable updates on the real estate industry through the Center’s annual real estate conference.

The Center’s PSU Real Estate Quarterly publication showcases articles on innovation in the real estate industry and trends affecting the real estate market, regional planning and the regional economy.

The Center supervises three real estate degree programs at Portland State University: a Graduate Certificate in Real Estate Development, an Undergraduate Major in Real Estate Finance, and an Undergraduate Minor in Real Estate Development. Faculty from both the Nohad Toulan School of Urban Studies and Planning and the School of Business Administration teach the courses within each program.

Center for Transportation Studies

550 Urban Center
502-725-4020
www.cts.pdx.edu

An equitable and efficient transportation system for people and goods has a significant influence on the well-being of every citizen, impacting quality of life and the economy. Social, environmental, and technological trends must be anticipated and incorporated into a “smart” transportation system in order to ensure resource preservation and enhancement of the region’s economic productivity. Toward this end, the Center for Transportation Studies (CTS), a unit within the Center for Urban Studies, strives to stimulate and conduct multidisciplinary research on transportation issues, facilitating the dissemination of information and encouraging the implementation of research results.

CTS holds a weekly, public seminar during the academic year. The Initiative for Bicycle and Pedestrian Innovation, within CTS, aims to advance bicycling and walking as integral elements of the transportation system.
Oregon State Board of Higher Education

The Oregon State Board of Higher Education, the statutory governing board of the seven-campus Oregon University System, is composed of 12 members appointed by the Governor and confirmed by the Oregon State Senate. Board members, other than student or faculty members, serve four-year terms. Student and faculty members serve two-year terms. Terms expire June 30

Paul J. Kelly, Jr., Portland 2011
President
Antone (Tony) C. Van Vliet, Corvallis 2009
Vice President
James L. Francesconi, Portland 2012
Vice President
Hannah R. Fisher, Portland 2009
Brian Fox, Ashland 2009
Dalton Miller-Jones, Portland 2008
Rosemary Powers, La Grande 2009
Preston Pulliams, Portland 2008
John E. von Schlegell, Portland 2009
Kirk E. Schueler, Bend 2013
David Y. Yaden, Portland 2012

Officers of the System
George P. Pernsteiner, M.PA.
Chancellor
Jay D. Kenton, Ph.D.
Vice Chancellor for Finance and Administration
Susan Weeks, M.S.
Vice Chancellor for Strategic Programs and Planning
Ryan J. Hagemann, J.D.
General Counsel and Board Secretary
Marcia M. Stuart
Associate Board Secretary

The Oregon University System, organized in 1932, provides educational opportunities to young people and adults throughout the state of Oregon. Member institutions are elements of an articulated system, parts of an integrated whole. Opportunities for general education are distributed as widely as possible throughout the state, while specialized, professional, and technical programs are centered at specific institutions.

Members of the Oregon University System

Eastern Oregon University
La Grande
Oregon Institute of Technology
Klamath Falls
Oregon State University
Corvallis
Portland State University
Portland
Southern Oregon University
Ashland
University of Oregon
Eugene
Western Oregon University
Monmouth
Oregon Health & Science University*
Portland

*Affiliated

Institutional Executives
Wim Wiewel, Ph.D.
President
Portland State University
Bob Davies, Ph.D.
President
Eastern Oregon University
Christopher Maples, Ph.D.
President
Oregon Institute of Technology
Portland State University

Faculty members are listed with their programs. Academic faculty are listed starting on page 362. The dates in parentheses indicate the beginning of academic service at Portland State University. The earliest date shown is 1955, the year in which Portland State became a degree-granting institution. The faculty listings were compiled in February 2008 and may not include changes and appointments made after that time.

Office of the President


Affirmative Action and Equal Opportunity


Government Relations


Academic Affairs Office of the Provost


Carol Mack (1986) Ph.D. Vice Provost for Academic Administration and Planning; Professor of Education. Ph.D. 1988 University of Illinois.


Center for Academic Excellence


Graduate Studies and Research


Delys Ostlund (1991) Ph.D. Associate Dean of Graduate Studies; Associate Professor of Spanish. Ph.D. 1993 University of Maryland.

Institutional Research and Planning


International Affairs


Jean Damis (1971) Ph.D. Director Emeritus, Middle East Studies Center; Professor of Political Science and International Studies. Ph.D. 1970 Tufts University.


College of Liberal Arts and Sciences


Library


Mary Ellen Kenreich (1992) M.L.I.S.
Acquisitions Librarian; Associate Professor. M.L.S. 1980 Kent State University.


Admissions, Registration and Records


Counseling and Psychological Services


Mary Beth Collins (1981) M.S.W. Interim Director Center for Student Health and Counseling. M.S.W. 1978 University of Southern California.


Disability Resource Center


Educational Equity Programs and Services


Temple University.

Undergraduate Advising and Support Center

Dean of Students


Student Health Services
Ashley Cooley (2006), M.N. Assistant Director, M.N. 2006 Oregon Health & Science University.
Susan Currin (1994), M.D. Staff Physician, M.D. 1986 University of Missouri.
Chris Hanel (2001), M.D. Staff Physician, M.D. 1997 Oregon Health & Science University.
Richard Howe (2005), M.D. Staff Physician, M.D. 1974 Yale University.
Kathleen McAlliffe (1997), M.D. Staff Physician, M.D. 1979, University of Washington.
Catherine Thomasson (1997), M.D. Staff Physician, M.D. 1983 Wayne State University.

Office of the Vice President for Finance and Administration

Athletics
Darrel "Mouse" Davis (2007) B.S. Assistant Football Coach (Offensive Coordinator). B.S. 1955 Western Oregon University.

Business Affairs

Campus Events and Guest Services

Campus Public Safety

Facilities and Planning

Housing and Transportation Services
Dorothy Harford (1999), M.S.Ed. Associate Director of Housing and Transportation Services. M.S.Ed. 2005 Portland State University.

Human Resources
Catherine S. LaFountain (2001) B.A. Associate Vice President for Human Resources. B.A. 1976 City University of New York, Queens College.
Elizabeth Veck (2001) HRIS Manager.
Information Technologies
Janka R. Jayawardena (1985) B.S. Associate Chief Information Officer (Technical Infrastructure Services). B.S. Portland State University.

Office of University Relations

Alumni Relations
Patricia E. Squire (1989) M.P.A. Assistant Vice President for University Communications. J.D. 2001 Williamette University.

University Development

Academic Faculty

College of Liberal Arts and Sciences
Marvin A. Kaiser (1993) Ph.D. Dean, College of Liberal Arts and Sciences; Professor of Sociology. Ph.D. 1979 University of Nebraska.
Grant M. Farr (1975) Ph.D. Associate Dean, College of Liberal Arts and Sciences; Professor of Sociology. Ph.D. 1974 University of Washington.

Department of Anthropology

Faculty

Emeriti Faculty

Associated Faculty

Department of Applied Linguistics

Faculty

Emeriti Faculty

Directory of Instructional Technology Services. MED. Toledo University.

University Emeriti Faculty
Judy Reed (1997) M.A. Senior Instructor in English as a Second Language; Director of ESL/IELP Program. M.A. 1991 University of Houston.

Department of Biology

Faculty
Department of Black Studies

Faculty

Emeriti Faculty


Emeriti Faculty


Emeriti Faculty

Barbara Medicine. Dr. technicae norwegiensis 1987 Norwegian Institute of Technology.

Emeriti Faculty


Conflict Resolution Program

Faculty


Lesbel Ingham (2002) M.S. Adjunct Professor, Conflict Resolution Graduate Program. M.S. 1999 University of Oregon.

Department of Communication

Faculty

Department of Economics

Faculty
University of Arizona.

Martin J. Streck (1999) Ph.D.
Associate Professor of Geology. Ph.D. 1994 Oregon State University.

Emeriti Faculty

Gilbert T. Benson (1968) Ph.D.
Associate Professor Emeritus of Geology. Ph.D. 1963 Yale University.

Paul E. Hammond (1963) Ph.D.

Ansel G. Johnson (1973) Ph.D.

Richard E. Thoms (1964) Ph.D.
Professor Emeritus of Geology. Ph.D. 1965 University of California, Berkeley.

Associated Faculty

Elizabeth Carter (1993) Ph.D.
Adjunct Research Associate in Geology. Ph.D. 1993 University of Lausanne (Switzerland).

Adjunct Professor of Geology. Ph.D. 1977 Massachusetts Institute of Technology.

Adjunct Associate Professor of Geology. Ph.D. 1990 University of Arizona.

Thomas C. Pierson (1995) Ph.D.
Adjunct Associate Professor of Geology. Ph.D. 1977 University of Washington.

Frank Reckendorf (1999) Ph.D.
Adjunct Associate Professor of Geology. Ph.D. 1973 Oregon State University.

Terry L. Tolan (1993) M.S.
Adjunct Research Assistant in Geology. M.S. 1982 Portland State University.

Joseph A. Stolicker (1999) Ph.D.
Adjunct Associate Professor of Geology. Ph.D. 1984 Stanford University.

Adjunct Associate Professor of Geology. Ph.D. 1993 University of Virginia.

Department of History

Faculty

Katrine Barber (2001) Ph.D.
Associate Professor of History. Ph.D. 1999 Washington State University.

Assistant Professor of History. Ph.D. 2001 University of California at Berkeley.

Richard Beyler (1998) Ph.D.
Associate Professor of History. Ph.D. 1994 Harvard University.

Karen Carr (1992) Ph.D.
Associate Professor of History. Ph.D. 1992 University of Michigan.

Timothy A. Garrison (1997) Ph.D.
Professor of History. Ph.D. 1997 University of Kentucky.

James P. Grehan (2005) Ph.D.
Associate Professor of History. Ph.D. 1999 University of Texas at Austin.

David A. Horowitz (1968) Ph.D.
Professor of History. Ph.D. 1971 University of Michigan.

Chia Yin Hsu (2008) Ph.D.
Assistant Professor of History. Ph.D. 2006 New York University.

David A. Johnson (1979) Ph.D.
Managing Editor, Pacific Historical Review; Professor of History. Ph.D. 1977 University of Pennsylvania.

Professor of History. Ph.D. 1974 University of Delaware.

Caroline Litzinger (1999) Ph.D.
Associate Professor of History. Ph.D. 1993 University of Cambridge.

Thomas M. Luckett (1992) Ph.D.
Chair, Department of History; Associate Professor of History. Ph.D. 1992 Princeton University.

John Ott (1999) Ph.D.
Associate Professor of History. Ph.D. 1999 Stanford University.

Laura C. Rosbin (2009) Ph.D.
Assistant Professor of History. Ph.D. 2009 Yale University.

Kenneth Ruoff (1999) Ph.D.

Patricia Schechter (1995) Ph.D.
Associate Professor of History. Ph.D. 1993 Princeton University.

Friedrich Schuler (1990) Ph.D.
Professor of History and International Studies. Ph.D. 1990 University of Chicago.

Jennifer Tappan (2009) Ph.D.
Assistant Professor of History. Ph.D. 2009 Columbia University.

Linda A. Walton (1980) Ph.D.

Emeriti Faculty

Elliot Benowitz (1966) Ph.D.
Associate Professor Emeritus of History. Ph.D. 1966 University of Wisconsin.

George A. Carbone (1961) Ph.D.

Victor C. Dahl (1958) Ph.D.
Professor Emeritus of History. Ph.D. 1959 University of California, Berkeley.

Basil Dymtrzyn (1956) Ph.D.

Jim F. Heath (1967) Ph.D.

Susan C. Karant-Nunn (1970) Ph.D.

Charles A. Le Guin (1959) Ph.D.
Professor Emeritus of History. Ph.D. 1956 Emory University.

Jon E. Mandaville (1963) Ph.D.

Thomas D. Morris (1967) Ph.D.

Frederick M. Nunn (1965) Ph.D.
Professor Emeritus of History and International Studies. Ph.D. 1963 University of New Mexico.

Michael F. Reardon (1964) Ph.D.
Professor Emeritus of History and Humanities. Ph.D. 1965 Indiana University.

Ann Welkie (1967) Ph.D.
Professor Emerita of History. Ph.D. 1966 Yale University.

Charles M. White (1955) Ph.D.
Professor Emeritus of History. Ph.D. 1959 University of Southern California.

Associated Faculty

Shawn A. Smallman (1995) Ph.D.
Professor. Ph.D. 1995 Yale University.

International Studies

Faculty

Kofi Akoagh (Ph.D. (Black Studies)

Harry Anastasio (Ph.D. (Conflict Research)

L. Rudolph Barton M.Arch. (Architecture)

Pelin Basci Ph.D. (Turkish)

Amin Banu (Ph.D. (International Studies)

Barbara Brower Ph.D. (Geography)

Kimberley A. Brown Ph.D. (Applied Linguistics)

Nancy Benson Ed.D. (Education)

Sharon A. Carstens Ph.D. (Anthropology)

John J. Lemus Ph.D. (Political Science)

Margaret Everett Ph.D. (Anthropology)

Grant M. Farr Ph.D. (Sociology)

Oscar Fernandez (Spanish)

Steven Fuller Ph.D. (German)

Mel Gurtov Ph.D. (Political Science)

John B. Hall Ph.D. (Economics)

Martha W. Hickey Ph.D. (Russian)

Director International Studies

Mark Kaplan Ph.D. (Community Health)

Laurence R. Komin Ph.D. (Japanese)

Gil Latt Ph.D. (Geography)

Verse Provost, International Affairs.

Junghee Lee Ph.D. (Art)

Jon E. Mandaville Ph.D. (History)

Ron Navone Ph.D. (Education)

Frederick M. Nunn Ph.D. (Professor Emeritus)

Jonathan A. Pease Ph.D. (Chinese)

Earl Rees Ph.D. (Professor Emeritus)

Ma-Ji Rhee Ed.D. (Korean, Japanese)

Leopoldo Rodriguez Ph.D. (Economics)

Ken Ruoff Ph.D. (History)

Dhiram Shabt Ph.D. (Semitic Languages)

Anousha Sedighi Ph.D. (Persian)

Cynthia Sloan Ph.D. (Spanish and Portuguese)

Shawn Smallman Ph.D. (History)

Xiaoqin Sun-Irminger, Ed.D.

Stephan Wadley Ph.D. (Chinese)

Shawn Smallman Ph.D. (History)

Sakiko Sun-Irminger, Ed.D.

Barbara Tink Ph.D. (Conflict Resolution)

Stephen Wardley Ph.D. (Chinese)

Linda A. Walton Ph.D. (History)

Suwako Watanabe Ph.D. (Japanese)

Patricia J. Wetzler Ph.D. (Japanese)

Martha A. Woods Ph.D. (Geography)

Boris Vesilova Ph.D. (Political Science)

Judaic Studies

Faculty

Natan M. Meir (2008) Ph.D.
The Larry I. Lokey Chair in Judaic Studies; Assistant Professor of Judaic Studies. Ph.D. 2004 Columbia University.


Schnitzer Family Program in Judaic Studies; Assistant Professor of Judaic Studies. Ph.D. 1995 Yale University.

Chair, Department of Mathematics and Statistics. Ph.D. 2004 Arizona State University.

M. Paul Latiolais (1989) Ph.D.
Chair, Department of Mathematics and Statistics; Professor of Mathematics and Statistics. Ph.D. 1984 Tulane University.

Karen A. Marrongelle (2001) Ph.D.
Assistant Professor of Mathematics and Statistics. Ph.D. 2001 University of New Hampshire.

Yuming Mu (2008) Ph.D.
Assistant Professor of Mathematics and Statistics. Ph.D. 2005 University of Illinois at Urbana-Champaign.

Jennifer Noll (2007) Ph.D.
Assistant Professor of Mathematics and Statistics. Ph.D. 2007 Portland State University.

Joyce O’Halloran (1987) Ph.D.
Robert E. Jones Jr. 
Professor Emeritus of Psychology.

Gerald Guthrie (1970) Ph.D.
Ph.D. 1963 Johns Hopkins University.

Emeriti Faculty


Jose Antonio Padin (1995) Ph.D.
Associate Professor of Sociology. Ph.D. 1998 University of Wisconsin.

Assistant Professor of Sociology. Ph.D. 2000 University of Wisconsin.

Melissa Thompson (2003) Ph.D.
Assistant Professor of Sociology. Ph.D. 2003 University of Minnesota.

Michael A. Tol (1990) Ph.D.
Professor of Sociology. Ph.D. 1973 University of Utah.

Emiriti Faculty

Professor Emerita of Sociology and Women's Studies. Ph.D. 1979 University of California, Los Angeles.

Charles D. Bolton (1964) Ph.D.

Leonard D. Cain, Jr. (1969) Ph.D.
Professor Emeritus of Sociology and Urban Studies and Planning. Ph.D. 1955 University of Texas, Austin.

Nanette J. Davis (1975) Ph.D.

Kathryn A. Farr (1977) Ph.D.
Professor Emerita of Sociology. Ph.D. 1979 Portland State University.

Don C. Gibbons (1969) Ph.D.

Nona Y. Glazer (1964) Ph.D.
Professor Emerita of Sociology. Ph.D. 1965 Cornell University.

Lee J. Haggerty (1971) Ph.D.
Professor Emeritus of Sociology. Ph.D. 1972 University of Wisconsin.

Jan Hajič (1967) Ph.D.
Professor Emeritus of Sociology. Ph.D. 1963 University of Chicago.

Robert William Shotola
Ph.D. 1993 Wichita State University.

Associated Faculty

Roberto DeAnda (2002) Ph.D.
Assistant Professor. Ph.D. 1991 University of Arizona.

Donald K. Freeborn (1972) Ph.D.
Adjunct Professor of Sociology. Ph.D. 1988 University of Michigan.

Carla Green (1998) Ph.D.
Adjunct Professor of Sociology. Ph.D. 1999 Portland State University.

Marnay R. Greenlick (1965) Ph.D.
Director, Center for Science Education. Ph.D. 1966 University of Washington.

Department of Science Education

Faculty

Director, Center for Science Education. Ph.D. 1981 Boston University.

Tod L. Duncan (1996) Ph.D.
Adjunct Assistant Professor of Science Education and University Studies. Ph.D. 1997 University of Chicago.

Celine Fitzmaurice (2001) M.A.
Instructor, Center for Science Education. M.A. 1995 University of Minnesota.

Michael J. Flower (1992) Ph.D.
Associate Professor of Community Honors and Science Education. Ph.D. 1999 University of Wisconsin.

Department of Sociology

Faculty

Veronica Dujon (1995) Ph.D.
Chair, Department of Sociology; Associate Professor of Sociology. Ph.D. 1995 University of Wisconsin.

Randall Evan Blazak (1995) Ph.D.
Associate Professor of Sociology. Ph.D. 1995 Emory University.

Matthew Carlson (2003) Ph.D.
Associate Professor of Sociology. Ph.D. 1996 University of Texas.

Peter J. Coller (1997) Ph.D.
Associate Professor of Sociology. Ph.D. 1997 Portland State University.

Margaret C. Everett (1996) Ph.D.
Associate Professor of Sociology. Ph.D. 1995 Yale University.

Grant M. Farr (1975) Ph.D.
Professor of Sociology. Ph.D. 1974 University of Washington.

Heather Hartley (1999) Ph.D.
Associate Professor of Sociology. Ph.D. 1999 University of Wisconsin.

Marvin A. Kase (1993) Ph.D.
Dean, College of Liberal Arts and Sciences; Professor of Sociology. Ph.D. 1979 University of Nebraska.

Robert L. Castel (1966) Ph.D.
Professor Emeritus of Speech and Hearing Sciences. Ph.D. 1969 Oregon Health & Science University.

Mary E. Gordon-Brannan (1972) Ph.D.
Professor Emerita of Speech and Hearing Sciences. Ph.D. 1993 Wichita State University.

James F. Maurer (1966) Ph.D.
Professor Emeritus of Speech and Hearing Sciences. Ph.D. 1968 Oregon Health & Science University.

Joan McMahon (1972) M.S.
Associate Professor Emerita of Speech and Hearing Sciences. M.S. 1970 Portland State University.

Women's Studies Program

Faculty

Patti Duncan (2000) Ph.D.
Assistant Professor of Women's Studies. Ph.D. 2000 Emory University.

Priya Kandaswamy (2007) Ph.D.
Assistant Professor of Women's Studies. Ph.D. 2007 University of California, Berkeley.

Amn Mussey (2001) Ph.D.
Chair, Women's Studies Program; Assistant Professor of Women's Studies. Ph.D. 2001 Rutgers University.

College of Liberal Arts and Sciences Emeriti Faculty

William H. Hamilton (1970) Ph.D.
University Professor Emeritus. Ph.D. 1952 University of St. Andrews (Scotland).

Department of Speech and Hearing Sciences

Faculty

Shelly S. Chabon (2008) Ph.D.
Professor of Speech and Hearing Sciences. Ph.D. 1980 University of Pittsburgh.

Thomas G. Dolan (1985) Ph.D.
Associate Professor of Speech and Hearing Sciences. Ph.D. 1983 University of Iowa.

Amy L. Donaldson (2008) Ph.D.
Assistant Professor of Speech and Hearing Sciences. Ph.D. 2005 University of Washington.

Lynn E. Fox (1998) Ph.D.
Associate Professor of Speech and Hearing Sciences. Ph.D. 1998 University of Oregon.

Christina Gildersleeve-Neumann (2002) Ph.D.
Assistant Professor of Speech and Hearing Sciences. Ph.D. 2001 University of Texas.

Susan Ginley (2001) M.A.

Anne Heassler (1995) M.S.
Clinical Instructor of Speech and Hearing Sciences. M.S. 2003 Portland State University.

Bik Lemmoncello (2008) Ph.D.
Assistant Professor of Speech and Hearing Sciences. Ph.D. 2008 University of Oregon.

Claudia Meyer (2006) M.S.
Clinical Instructor of Speech and Hearing Sciences. M.S. 2002 Portland State University.

Ellen S. Reuler (1990) M.A.

Desiree Robbins (2008) M.S.
School of Business Administration

Scott A. Dawson (1985) Ph.D., Dean, School of Business Administration; Virgil M. Miller Professor of Business Administration. Ph.D. 1984 University of Arizona.

Accounting

Faculty


Beverly Fuller (2008) Ph.D. Associate Dean for Undergraduate Programs; KPMG Les Fahey Faculty Fellow; Professor of Business Administration. Ph.D. 1994 University of Utah.


Emeriti Faculty


Graduate School of Education


Faculty


Management

Faculty

Melissa Appleyard (2003) Ph.D. Ames Professor in Management of Innovation and Technology; Associate Professor of Business Administration. Ph.D. 1997 University of California, Berkeley.


Marketing

Faculty


Emeriti Faculty


Finance

Faculty

John M. Buzick (1998) Ph.D. Cameron Faculty Fellow; Associate Professor of Business Administration. Ph.D. 1992 University of Utah.


Amanda K. Sanford
Ph.D. 1985 University of Oregon.
Associate Professor of Education.
Ph.D. 2004 University of Iowa.
Assistant Professor of Education.

Jason P. Ranker
University of California, Berkeley.
Professor of Education. Ph.D. 1976

Jacqueline B. Temple
(1994) Ph.D.
Dannelle D. Stevens
University of Toronto.
Ph.D. 2002 University of California-
Assistant Professor of Education.

Kenneth D. Peterson
Ph.D. 1993 Michigan State University.
Associate Professor of Education.

Carol L. Mack
University of Wisconsin, Madison.
Professor Emeritus of Education. Ph.D. 1976

Karen J. Noordhoff
Professor Emeritus of Education. Ph.D. 1996

Leslie J. Munson
(1998) Ph.D.
Rosalyn R. Mckeown
Ph.D. 1993 Oregon State University.
Assistant Professor of Education.

Elizabeth T. Wosley-George
Syracuse University.
Associate Professor of Education.

Phyllis J. Hochstettler
Professor Emeritus of Education. Ed.D. 1964

Associate Professor of Civil and Environmental Engineering; Professor of Civil and Environmental Engineering. Ph.D. 1987 Cornell University.

Assistant Professor of Civil and Environmental Engineering. Ph.D. 2004 University of Nevada, Reno.

Miguel A. Figliozzi (2007) Ph.D.
Assistant Professor of Civil and Environmental Engineering. Ph.D. 2004 University of Maryland College Park.

William Fish (1998) Ph.D.
Associate Professor of Civil Engineering and Environmental Sciences and Resources. Ph.D. 1984 Massachusetts Institute of Technology.

M. Mike Gorji (1981) Ph.D., P.E.
Associate Professor of Civil Engineering. Ph.D. 1975 University of California, Los Angeles.

David A. Jay (2005) Ph.D.
Professor of Civil and Environmental Engineering. Ph.D. 1987 University of Washington.

Gwynn R. Johnson
Professor of Civil and Environmental Engineering. Ph.D. 2001 University of Arizona.

B. Kent Lall (1977) Ph.D., P.E.

Research Assistant Professor in Civil and Environmental Engineering. Ph.D. 2001 Iowa State University.

Assistant Professor of Civil and Environmental Engineering. Ph.D. 2004 University of California, Irvine.

Jay P. Patel

Franz N. Rad (1971) Ph.D., P.E.
Professor of Civil Engineering. Ph.D. 1973 University of Texas, Austin.
Scott A. Wells (1987) Ph.D., P.E. Chair, Department of Civil and Environmental Engineering; Professor of Civil and Environmental Engineering. Ph.D. 1990 Cornell University.

Emeriti Faculty

Department of Computer Science

Faculty


Wu-chi Feng (2004) Ph.D. Chair, Department of Computer Science; Professor of Computer Science. Ph.D. 1996 University of Michigan.


Department of Electrical and Computer Engineering

Faculty

Malgorzata Chrzanosweska Jeske (1989) Ph.D. Chair, Department of Electrical and Computer Engineering; Professor of Electrical and Computer Engineering. Ph.D. 1988 Auburn University.


Emeriti Faculty


Jack C. Riley (1962) M.S., P.E. Associate Professor Emeritus of Electrical and Computer Engineering. M.S. 1950 Oregon State University; Post Graduate 1951 Harvard University.


Associated Faculty


Department of Engineering and Technology Management

Faculty


Associated Faculty


Jeffrey S. Busch, (2009) B.S.


Department of Mechanical and Materials Engineering

Faculty


Vctor Li (2001) Ph.D. Research Associate Professor of Mechanical Engineering. Ph.D. 1996 Oregon Graduate Institute of Science and Technology.


Gerald W. Recktenwald (1989) Ph.D. Chair, Department of Mechanical and Materials Engineering; Associate Professor of Mechanical Engineering. Ph.D. 1989 University of Minnesota.


Emeriti Faculty


David A. Janssen (1965) B.S. Associate Professor Emeritus of Mechanical Engineering. B.S. 1950 Oregon State University.


Associated Faculty


Systems Engineering Program

Faculty

Herman J. Migliore (1977) D.Engr., P.E. Associate Dean Emeritus and Director of Systems Engineering; Professor Emeritus of Mechanical Engineering. D.Engr. 1975 University of Detroit.


School of Fine and Performing Arts


Judith Patton (1978) M.A. Associate Dean, School of Fine and Performing Arts; Professor of Theater/Video. M.A. 1996 Reed College.

Michelle Trudo (2008) M.F.A. Assistant Professor of Art, M.F.A. 2001 University of Texas at Austin.

Department of Architecture

Faculty


Clive Knights (1995) M.Phil. Chair, Department of Architecture, Professor of Architecture. M.Phil. 1988 University of Cambridge.


Sergio Pailorini (2008) M.Arch. Associate Professor of Architecture. M.S.Arch. 2006 Massachusetts Institute of Technology.


Department of Art

Faculty


William LePore (1997) M.S. Chair, Department of Art; Professor of Art. M.S. 1989 University of Oregon.


Department of Music

Faculty


Hamilton Chieftess (1977) Professor of Music (cello, bass).


Debbie Glaze (2003) M.M. Assistant Professor of Music, Education. M.M. 1985 San Jose State University.

Charles Gray (1988) M.M. Professor of Music; Director of Jazz Studies. M.M. 1988 North Texas State University.


Bryan Johansen (1978) B.S. Chair, Department of Music; Professor of Music (guitar). B.S. 1975 Portland State University.


Emeriti Faculty


Associated Faculty


Department of Theater Arts

Faculty


Emeriti Faculty


School of Social Work

Faculty


Julie Kates (2007) M.S.W. Assistant Director of Field Education, M.S.W. Program; Assistant Professor of Social Work. M.S.W. 1995 Portland State University.


Ellen Masterson (1987) M.S.W. Director of Field Education; Assistant Professor of Social Work. M.S.W. 1976 Portland State University.


Carol A. Morgan (1996) Ph.D. Associate Professor of Social Work; Director, Child and Family Studies; Professor of Child and Family Studies. Ph.D. 1996 University of Minnesota.

University. 
Norman L. Wyers (1974) D.S.W. 
Professor Emeritus of Social Work. 
D.S.W. 1975 Columbia University. 

Associated Faculty 
Shanna L. Adams (2006) M.S.W. 
Adjunct Instructor in Social Work. 
M.S.W. 1991 Portland State University. 
Michael H. Balter (1998) D.P.A. 
Adjunct Professor of Social Work. 
D.P.A. 1981 Nova Southeastern University. 
Steven Berman (2005) M.S.W. 
Adjunct Professor of Social Work. 
M.S.W. 1970 University of Michigan. 
Terry L. Cross (1987) M.S.W. 
Adjunct Professor of Social Work. 
M.S.W. 1977 Portland State University. 
Pamela Crow (2008) M.S.W. 
Adjunct Instructor in Social Work. 
M.S.W. 1983 Portland State University. 
Katherine Davis (2001) M.S.W. 
Adjunct Instructor in Social Work. 
M.S.W. 2000 Portland State University. 
John Mark Eddy (2005) Ph.D. 
Adjunct Professor of Social Work. 
Ph.D. 1992 University of Oregon. 
David H. Fuku (1994) M.S.W. 
Adjunct Assistant Professor of Social Work. 
M.S.W. 1974 University of Michigan. 
Beth L. Green (2006) Ph.D. 
Adjunct Associate Professor of Social Work. 
Ph.D. 1993 Arizona State University. 
Timothy T. Hartnett (2006) M.S.W. 
Adjunct Instructor of Social Work. 
M.S.W. 1987 University of Connecticut. 
Susan C. Heald (1986) M.S.W. 
Instructor in Social Work. 
M.S.W. 1980 Portland State University. 
Ralph J. Holcomb (2006) Ph.D. 
Adjunct Associate Professor of Social Work. 
Ph.D. 1992 University of Minnesota. 
Paul E. Koren (1978) Ph.D. 
Research Associate, Regional Research Institute for Human Services. 
Ph.D. 1978 University of Utah. 
Lauren M. MacNeill (2008) J.D. 
Adjunct Instructor in Social Work. 
J.D. 1991 Stanford University. 
Andrew J. McCormick (2007) Ph.D. 
Adjunct Assistant Professor of Social Work. 
Ph.D. 2007 Portland State University. 
Kristine Munholland (2005) Ph.D. 
Adjunct Assistant Professor of Social Work. 
Ph.D. 2000 University of Wisconsin. 
Elisabeth S. Race (2006) M.S.W. 
Adjunct Instructor in Social Work. 
M.S.W. 1990 Portland State University. 
Adjunct Instructor of Social Work. 
M.A.S.W. 1983 University of Chicago. 
Adjunct Assistant Professor of Social Work. 
Ph.D. 2003 Portland State University. 
John Spence (1998) Ph.D. 
Adjunct Assistant Professor of Social Work. 
Ph.D. 1987 University of Washington. 
Lakshmi Tata (2008) Ph.D. 
Adjunct Assistant Professor of Social Work. 
Ph.D. 2004 University of Illinois. 
Dawn J. Williamson (2008) M.S.W. 
Adjunct Instructor in Social Work. 
M.S.W. 1991 Portland State University. 
John Wolfe (2008) M.S.W. 
Adjunct Instructor in Social Work. 
M.S.W. 1990 Portland State University. 
Korina Wolfe (2006) M.S.W. 
Adjunct Instructor of Social Work. 
M.S.W. Portland State University. 

Regional Research Institute for Human Services 
Associated Faculty 
Lewis I. Bank (2000) Ph.D. 
Adjunct Professor of Social Work. 
Ph.D. 1982 University of California at Los Angeles. 
Hanna Bowen (2004) M.S.W. 
Research Associate, Regional Research Institute for Human Services. 
M.S.W. 2007 Portland State University. 
Jim Carlton (1998) B.A. 
Research Associate, Regional Research Institute for Human Services. 
B.A. 1993 University of Oregon. 
Research Associate, Regional Research Institute for Human Services. 
Mandy Davis (2002) M.S.W. 
Senior Research Assistant, Regional Research Institute for Human Services. 
M.S.W. University of South Carolina, Columbia. 
Debra J. Elliott (1992) Ph.D. 
Senior Research Associate, Regional Research Institute for Human Services. 
Ph.D. 1994 Ohio State University. 
Research Associate, Regional Research Institute for Human Services. 
Barbara J. Friesen (1983) Ph.D. 
Research Professor in Social Work. 
Ph.D. 1983 University of Washington. 
Research Associate Professor in Social Work. 
Kris Gowen (2006) Ph.D. 
Research Associate, Regional Research Institute for Human Services. 
Heidi Herinckx (1994) M.A. 
Senior Research Associate, Regional Research Institute for Human Services. 
M.A. 1993 Rutgers University. 
Jared Ivey (2006) B.S. 
Research Associate, Regional Research Institute for Human Services. 
B.S. 1999 Brigham Young University. 
Joy DeGray Leary (2001) Ph.D. 
Research Assistant Professor, Regional Research Institute for Human Services. 
Ph.D. 2001 Portland State University. 
Anna Malsch (2006) Ph.D. 
Research Associate, Regional Research Institute for Human Services. 
Ph.D. 2005 Claremont Graduate University. 
Elizabeth McNeff (2004) M.P.A. 
Research Associate, Regional Research Institute for Human Services. 
M.P.A. 1993 Portland State University. 
Mary Oschwald (2004) Ph.D. 
Research Assistant Professor in Social Work. 
Ph.D. 2002 Portland State University. 
Summer Pommer-Saty (2004) M.S.W. 
Research Associate, Regional Research Institute for Human Services. 
M.S.W. 2007 Portland State University. 
Research Associate, Regional Research Institute for Human Services. 
Research Professor in Social Work. 
Ph.D. 1982 University of Oregon. 
Alison Turner (2004) Ph.D. 
Research Associate, Regional Research Institute for Human Services. 
M.A. 1998 University of Massachusetts. 
Janet S. Walker (1998) Ph.D. 
Research Associate Professor in Social Work. 
Ph.D. 1997 University of Chicago. 
Diane Yatschenko (1999) Ph.D. 
Research Assistant Professor in Social Work. 
Ph.D. 2001 Portland State University. 

Center for Improvement of Child and Family Services 
Faculty 
Katherine Cahn (2004) Ph.D. 
Executive Director, Child Welfare Partnership. 
Ph.D. 2003 Portland State University. 
Director of Community Services Training, M.Ed. 1991 University of San Francisco. 
Assistant Director, Child Welfare Partnership. 
M.P.A. 1996 Portland State University. 
Bonnie Dalton (2007) M.S.W. 
M.S.W. 2002 Portland State University. 
Richard Hunter (2006) Ph.D. 
Director, Child Welfare Education Program. 
Ph.D. 1999 Portland State University. 
Marthie Lowery (2003) M.S.W. 
Training Director, Child Welfare Partnership. 
M.S.W. 1990 California State University, Sacramento. 

Associated Faculty 
Jeff Alworth (1999) M.A. 
Senior Research Assistant, Child Welfare Partnership. 
M.A. 1994 University of Wisconsin, Madison. 
Linda Newton Curtis (2007) M.S. 
Research Associate. 
M.S. 2006 Portland State University. 
Kirstin O'Dell (1997) M.S.W. 
Senior Research Assistant, Child Welfare Partnership. 
M.S.W. 1997 University of Kentucky, Lexington. 
Anna Rockhill (1995) M.P.P. 
Senior Research Associate, Child Welfare Partnership. 
Angela C. Rogers (1999) M.S. 
Research Associate, Child Welfare Partnership. 
M.S. 1998 Portland State University. 
James White (2002) Ph.D. 
Research Associate, Child Welfare Partnership. 
Ph.D. 1991 Portland State University.

College of Urban and Public Affairs

School of Community Health
Carlos J. Cresp (2005) Dr.P.H. Director and Professor, School of Community Health. Dr.P.H. 1989 Loma Linda University.
Mark Kaplan (1997) Dr.P.H. Professor of Community Health. Dr.P.H. 1984 University of California, Berkeley.
Margaret B. Neal (1983) Ph.D. Director, Institute on Aging; Professor of Community Health; Research Associate, Regional Research Institute for Human Services. Ph.D. 1985 Portland State University.
Mark O. Hatfield School of Government

Division of Criminology and Criminal Justice
Emeriti Faculty

Division of Political Science

Emeriti Faculty

Associated Faculty

Division of Public Administration
Lindsay Desrochers (1991) Ph.D. Vice President, Finance and Administration; Professor of Public Administration. Ph.D. 1980 University of California, Berkeley.
Craig Wolter (1981) Ph.D. Associate Dean, College of Urban and Public Affairs; Professor of Public Administration. Ph.D. 1975 University of Nebraska.

Emeriti Faculty

Assistant Professor Emerita of Public Administration, M.P.A. 2000 Portland State University.

Professor Emeritus of Public Administration, Ph.D. 1969 The American University.

Douglas Morgan (1996) Ph.D.


Daniel E. O'Toole (1977) Ph.D.
Professor Emeritus of Public Administration. Ph.D. 1977 University of Southern California.

Associated Faculty

Anna Fouce (2005) M.P.H.
Adjunct Assistant Professor of Public Administration. M.P.H. 2003 Portland State University.

Gregory Lee (1998) Ph.D.
Adjunct Assistant Professor of Public Administration. Ph.D. 1997 Portland State University.

John Meienholder (1990) M.P.A.
Adjunct Assistant Professor of Public Administration, 1996 M.P.A. Portland State University.

Kathleen Sohl (1996) M.A.T.
Adjunct Assistant Professor of Public Administration. M.A.T. 1971 Reed College.

Michael Wells (1998) M.A.
Adjunct Assistant Professor of Public Administration, M.A. 1993 California State University, Dominguez Hills.

Timothy D.W. Williams (1981) Ph.D.
Adjunct Professor of Public Administration. Ph.D. 1971 University of Minnesota.

Nohad A. Toulan School of Urban Studies and Planning

Faculty

Carl Abbott (1978) Ph.D.
Professor of Urban Studies and Planning. Ph.D. 1971 University of Chicago.

Sy Adler (1981) Ph.D.
Professor of Urban Studies and Planning. Ph.D. 1980 University of California, Berkeley.

Ellen M. Bassett (2007) Ph.D.
Assistant Professor of Urban Studies and Planning. Ph.D. 2001 University of Wisconsin.

Jennifer Dill (2001) Ph.D.
Associate Professor of Urban Studies and Planning. Ph.D. 2001 University of California, Berkeley.

Michael S. Fogarty (2001) Ph.D.
Professor of Urban Studies and Planning. Ph.D. 1975 University of California, Berkeley.

Karen Gibson (1998) Ph.D.
Associate Professor of Urban Studies and Planning. Ph.D. 1996 University of California, Berkeley.

John F. Gillebe (2005) Ph.D.
Assistant Professor of Urban Studies and Planning. Ph.D. 2004 Northwestern University.

Associate Professor of Urban Studies and Planning. Ph.D. 1995 University of North Carolina at Chapel Hill.

George C. Hough (1995) Ph.D.
Research Associate Professor of Urban Studies and Planning and Director, Center for Population Research and Census. Ph.D. 1994 University of Texas.

Loren Lutzenhiser (2002) Ph.D.
Professor of Urban Studies and Planning. Ph.D. 1988 University of California, Davis.

William Barry Mesher (1994) Ph.D.
Assistant Professor of Urban Studies and Planning. Ph.D. 1994 Portland State University.

Gerard C.S. Mildner (1991) Ph.D.

Connie Qawa (1994) Ph.D.
Director, School of Urban Studies and Planning; Professor of Urban Studies and Planning. Ph.D. 1988 Massachusetts Institute of Technology.

Anthony M. Rufolo (1980) Ph.D.
Professor of Urban Studies and Planning. Ph.D. 1975 University of California, Los Angeles.

Ethan P. Seltzer (1992) Ph.D.

Vivek Shandas (2005) Ph.D.
Assistant Professor of Urban Studies and Planning. Ph.D. 2005 University of Washington.

James G. Strathman (1982) Ph.D.
Director, Center for Urban Studies; Professor of Urban Studies and Planning. Ph.D. 1981 University of Iowa.

Gerald Sussman (1995) Ph.D.

Richard L. White (1996) Ph.D.
Assistant Professor of Urban Studies and Planning. Ph.D. 1996 Portland State University.

Emeriti Faculty

Charles D. Bolton (1964) Ph.D.
Professor Emeritus of Sociology and Urban Studies and Planning. Ph.D. 1939 University of Chicago.

Leonard D. Cain, Jr. (1969) Ph.D.
Professor Emeritus of Sociology and Urban Studies and Planning. Ph.D. 1955 University of Texas, Austin.

Nancy J. Chapman (1973) Ph.D.

Kenneth J. Duerk (1979) Ph.D.

Don C. Gibbons (1969) Ph.D.

Paul L. Niebank (1993) Ph.D.

Morton Paolin (1961) Ph.D.

William A. Rabiega (1975) Ph.D.

Nohad A. Toulan (1972) Ph.D.
Dean Emeritus, College of Urban and Public Affairs; Professor of Urban Studies and Planning. Ph.D. 1965 University of Pennsylvania.

Associated Faculty

Adrienne Brockman (1992) J.D.
Adjunct Associate Professor of Urban Studies and Planning. J.D. 1981 Northwestern School of Law.

William P. Macht (1978) J.D.
Adjunct Professor of Urban Studies and Planning. J.D. 1967 University of Virginia Law School.

Adjunct Professor of Urban Studies and Planning. J.D. 1969 Willamette University.

Systems Science Graduate Program

Faculty

Jeffrey A. Fletcher (2007) Ph.D.
Adjunct Assistant Professor of Systems Science. Ph.D. 2004 Portland State University.

George Lendaris (1970) Ph.D.

Wayne W. Wakefield (1976) Ph.D.
Associate Professor of Systems Science. Ph.D. 1977 Portland State University.

Martin Zwir (1976) Ph.D.
Professor of Systems Science. Ph.D. 1968 Massachusetts Institute of Technology.
Index

A

Academic Appeals Board, 49
Academic Calendar, 6
Academic Committees, 49
Academic Credit, 44
Academic Dismissal, 46
Academic Eligibility, 20
Academic Honesty, 27, 64
Academic Load
Credit, 42
Graduate, 62
Undergraduate, 42
Academic Probation
Graduate, 64
Undergraduate, 46
Academic Requirements Committee, 50
Academic Standing
Undergraduate, 46
Academic Support Program, 29
Academic Warning, 46
Accessibility, 31
Academic Faculty
Academic distribution Areas, 43
Academic disqualification, 200
Academic dismissal, 46
Academic Credit, 44
Academic Committees, 49
Academic Appeals Board, 49
Advisement, General Education Requirements, 28
Advising, Preprofessional, 177
Advisory Committee for doctoral degree, 70
Affirmative Action and Equal opportunity office,
Advisory Committee for doctoral degree, 70
Affirmative Action and Equal opportunity office,
Admissions
Graduate, 60
Undergraduate, 37
Advanced Placement Program, 46
Advancement to Candidacy, 71
Advertising Management, 201
Advising, General Education Requirements, 28
Advisory Committee for doctoral degree, 70
Affirmative Action and Equal Opportunity Office, 31
African Studies, 160
African Studies Cluster, 51
Aid Delivery, 21
Aid Eligibility, 20
Alternative Education, 22
Alternative Loans, 23
Alumni Relations, 31
American College Test, 37
American Sign Language, 133
American Studies Cluster, 51
Anthropology, Department of, 80
Applicants, 39
Applicants, 63
Applicants, 63
Applicants, 63
Application Fee, 39
Application for a Degree
Graduate, 69
Undergraduate, 49
Application for Financial Aid, 21
Applied Linguistics, 84
Application to PSU
Graduate, 59
International Students, 39
Undergraduate, 37
Arabic, 133
Archaeology Cluster, 51
Architecture, Department of, 280
Area Studies Certificate Programs, Language and,
160
Art, Department of, 284
Art Education: Secondary Education Program, 286
Arts Studies, 279
Asian Studies, 34, 160
Asian Studies Cluster, 51
Assessments, 44
Assistantships, Graduate, 65
Associated Students of Portland State University (ASPSU), 26
Athletic Grants-in-Aid and Scholarships, 22
Athletics, 25
Audit, 62
Award Notification, 21
Awards, 23
Award Sources, 21

B

Baccalaureate Degree Requirements, 42
Bachelor's Degree
Academic Credit, 44
Credit by Examination, 46
Double Major, 44
Drops, 45
General Education Requirements, 43
GPA Repeat Policy, 45
Grade Point Average, 45
Grade Requirements for Graduation, 46
Grading System, 45
Honors, 45
Language Requirement, 43
Postbaccalaureate Studies, 44
Requirements for, 42
Withdrawals, 45
Basic Graduate Fees, 65
Basic Health Insurance, 19, 20
Biology, Department of, 90
Biomedical Informatics Program, 253
Black Studies, Department of, 95
Board of Higher Education, 359
Box Office, 31
Branford Price Millar Library, 32
Business Administration, School of, 199
Admission Requirements, 200
Food Industry Management Certificate, 202
Graduate Programs, 203
International Business Studies Certificate, 202
Master of Business Administration, 203
Master of International Management, 203
Master of Science in Financial Analysis, 203
Minor, 201
Undergraduate Programs, 199

C

Calendar, Academic, 6
Campus Activities, 25
Campus Christian Ministry, 26
Campus Life, 23
Campus Map, 7
Campus Public Safety Office (CPSO), 31
Campus Recreation, 27
Campus Services, 31
Canadian Studies, 160
Canadian Studies Certificate, 160
Cancellation of Admission to Graduate Program, 64
Capstone Requirement, 51
Capstone, Senior, 43
career Center, 25
Catalog Eligibility, 44
Center for Black Studies, 96
Center for Gender, Race, and Ethnicity, 228
Center for Improvement of Child and Family Services, 317
Center for Population Research, 357
Center for Public Health Studies, 325
Center for Real Estate, 357
Center for Science Education, 184
Center for Student Health and Counseling, 24
Center for Student Success, 228
Center for the Study of Religion (CSR), 26
Center for Transportation Studies, 358
Center for Urban Studies, 357
Certificate in Teaching English as a Second Language, 85
Certificate in Teaching Japanese as a Foreign Language, 131
Certificate of Advanced Proficiency in Russian (CAPR), 130
Certificate Programs, 42
Certificates, 79
Graduate, 66
Undergraduate, 42
Challenge Program, 58
Chemistry, Department of, 98
Chicano/Latino Studies, 102
Child and Family Studies, 307
Child Care Resources, 24
Children's Center, 24
Chinese, 133
Chiropractic Medicine, Preprofessional, 177
Civil and Environmental Engineering, Department of, 249
Classics, 1
Classics, 1
Civilization Cluster, 51
Class Standing, 44
CLEP Examinations, 46
Clinical Laboratory Science, Preprofessional, 176
Clubs, 27
Clusters, Upper-Division, 51
Co-admission Programs, 40
Co-admitted Students, 43
College of Liberal Arts and Sciences, 77, 95, 102, 103
College of Urban and Public Affairs, 319, 325, 328, 338, 346, 348, 357
Commencement, 27, 49
Communication, Department of, 103
Community College Co-admission programs, 40
Community College Relations (CCR), 29
Community College Transfer, 40
Community Health, School of, 320
Community Outreach, 35
Community Studies Cluster, 51
Composition, 295
Comprehensive Doctoral Exam, 71
Computer Engineering, 255
Computer Infrastructure Services, 32
Computer Science, Department of, 252
Conflict Resolution, 107
Continuing Education, Graduate School of Education, 228
Cooperative Degree Program in Community Health, 338
Correspondence Credit, Graduate, 62
Correspondence Credit, Undergraduate, 44
Counseling, Career, 25
Counseling, Family Counseling Specialization, 222
Course Descriptions, Key, 13
Course Load, Undergraduate, 44
Course Numbering System, 13
Courses Equivalent, 40
Parallel, 40
Criterion, 13
Repetition of Graduate Courses, 62
Creative Writing, Master of Fine Arts in, 116
Credit by Examination, 46
Credit Distribution and Limitations for Master’s, 62
Credits, Accredited School Transfer, 40
Criminal Justice Policy Research Institute, 346
Criminology and Criminal Justice, 328
Curriculum and Instruction Courses, 235

Dance, 302
Danish, 134
Deadline Appeals Board, 50
Dean of Students, 26
Degree Audits, 28
Degree Completion, 79
Degree Requirements Doctoral, 70
Master’s, 68
Undergraduate, 37
Degrees Offered, 7
Dental Hygiene, Preprofessional, 176
Dental Services, 24
Dentistry, Preprofessional, 177
Departmental Honors, 55
Deutsche Sommerschule am Pazifik, 131
Diplomas, 27
Directories, 359, 360, 363
Disability Resource Center, 27
Disciplinary Proceedings, 46
Dismissal, Academic, 46
Dissertation Presentation, 71
Proposal, 71
Distance Learning, 33
Diversity Scholarship Programs, 29
Doctoral Degree Requirements, 70
Doctoral Degrees, Summary of Procedures for, 12
Doctoral Programs
Civil and Environmental Engineering, 251
Computer Science, 253
Education, 222

Electrical and Computer Engineering, 255
Environmental Sciences and Resources, 126
Liberal Arts, 79
Mathematical Sciences, 164
Mathematics Education, 165
Mechanical Engineering, 258, 259
Psychology, 180
Public Administration and Policy, 340
Social Work and Social Research, 311
Systems Science, 73
Urban Studies, 348

Doctoral Programs
Doctoral Programs, Liberal Arts, 79
Doctor of Education, 68
Doctor of Philosophy, 67
Doctor of Philosophy in Environmental Sciences and resources, 126
Double Major, 44
Drops, 45
Dual Master’s Degree, 63

Early Childhood Training Center, 228
Economics, Department of, 109
Education Abroad, 35
Educational Equity Programs and services, 29
Educational Grants, 21
Educational Loans, 22, 66
Educational Talent Search, 30
Education, Graduate School of Accreditation, 219
Administration, 225
Bilingual Teacher Pathway (BTP) Program, 224
Community Counseling Specialization, 221
Continuing Education, 228
Continuing Teaching License, 225
Couples, Marriage, and Family Counseling Specialization, 222
Degree Programs, 220
Doctor of Education, 222
Early Childhood Specialization, 221
ESLIBilingual Endorsement, 225
Graduate Teacher Education Program, 224
Initial K-12 Teaching License in Educational Media, 224
Library Media, 222
Literacy Education, 226
Programs Leading to Licensure, 223
READOregon, 225
Rehabilitation Counseling Specialization, 221
School Counseling Licensure, 226
Special Education Licensure, 226
Undergraduate Programs, 228
Undergraduate Teacher Preparation, 177
Electrical and Computer Engineering, 254
Elementary Education Minor, 78
Employment Resources, 25
Engineering and Computer Science, Maezeh College of Accreditation, 245
Civil and Environmental Engineering, Department of, 249
Computer Science, Department of, 252
Electrical and Computer Engineering, Department of, 254
Engineering and Technology Management, Department of, 256
Graduate Programs, 251
Manufacturing Engineering, 247
Mechanical and Materials Engineering, Department of, 258
Software Engineering, 247
Systems Engineering, 248

Undergraduate Programs, 245
Engineering and Technology Management, 256
English, Department of, 114
Enrollment Policies, Graduate, 61
Enrollment Services, 41
Environmental Science and Management Programs, 124
Environmental Sciences and Resources, Graduate Program, 126
Environmental Sciences and Resources, Graduate Programs, 126
Environmental Sustainability Cluster, 52
European Studies, 160
European Studies Certificate, 160
European Studies Cluster, 52
Examinations
Advanced Placement, 49
CLEP Examinations, 46
Comprehensive Doctoral, 71
Excess Tuition Assessment, 20
Executive Leadership Institute, 346
Exeectives, Oregon University System Institutional, 359
Extended Studies, 33
Extended Studies Program, 311

F

Faculty
Academic, 363
Administrative, 360
Faculty Boards and Committees, 26
Family Studies, Child and, 307
Family Studies Cluster, 52
Farsi, 134
Federal Family Education Loan Program (FFELP), 22
Federal Pell Grants, 21
Federal Perkins Loans, 22
Federal Supplemental Educational Opportunity Grants, 21
Federal Work-Study Program, 23
Fees
Graduate, 65
Tuition and Fees, 19
FFELP PLUS Loans, 22
FFELP Stafford Loans, 22
Film, 301
Film Minor, 302
Finance, 201
Financial Aid, 20
Financial Analysis, Master of Science in, 203
Financial Assistance
Graduate
Fine and Performing Arts, School of Architecture, Department of, 280
Art, Department of, 284
Music, Department of, 294
Theater Arts, Department of, 301
Finnish, 134
First Year Experience, 23
Food Industry Management Certificate, 202
Foreign Language Requirement Bachelor of Arts, 38
Doctoral, 70
Master’s, 68
Foreign Languages and Literatures, Department of, 29
Foreign School Transfers, 40
Freedom, Privacy, and Technology Cluster, 52
French, 134
Freshman Inquiry, 43
Fulbright Program, 36
Pre-college Programs, 58
Preprofessional Programs
Allopathic and Osteopathic Medicine, 177
Child and Family Studies, 177
Chiropractic Medicine, 177
Clinical Laboratory Science, 176
Dental Hygiene, 176
Dentistry, 177
Early Childhood and Elementary Education, 177
Education, 178
Health Sciences Programs, 176
K-12 Teacher Preparation, 177
Law, 179
Naturopathic Medicine, 177
Nondegree, 40
Nursing, 176
Occupational Therapy, 177
Optometry, 177
Pharmacy, 177
Physician Assistant, 177
Radiation Therapy, 176
Transferring Credits, 40
Veterinary Medicine, 177
President, Office of the, 360
President's List, 46
President's Oregon University System, 359
Probation, Academic, 46
Professional Development Center, 34
Professional Organizations, 26
Professional Programs and Schools, Admission to, 40
Professional Writing Minor, 115
Professions and Power Cluster, 54
Programs of Study, 7
Project PLUS Program, 30
Psychological Services, 24
Psychology, Department of, 179
Public Administration and Policy, 326
Public Administration, Division of, 337
Publications, 25
Public Health Studies, Center for, 325
Public Safety, 31
Q

Queer Studies Minor, 195

R

Radiation Therapy, Preprofessional, 176
READOregon, 225
Real Estate, Center for, 357
Rearguard, 25
Rearguard, The, 25
Recreational Therapy, 27
Re-enrollment
Graduate, 64
Undergraduate, 40
Refunds, 20
Regional Research Institute for Human Services, 317
Regular Student, 19
Rehabilitation Counseling Specialization, School of Education, 221
Reinstatement, 46
Religious Activities, 26
Renaissance Studies Cluster, 54
Repeat of Graduate Courses, 62
Repeat Policy, GPA, 45
Requirements
Admission to Undergraduate Courses and Programs, 10, 60
Admission to Undergraduate Studies, 37
Baccalaureate Degree Requirements, 42
Bachelor's Degree, 42
Committee, Academic Requirements, 50
Departmental Graduate, 10, 60
Distribution, 43
Double Major, 44
Foreign Language, 43
Foreign Language, Doctoral Degree, 70
Foreign Language, Master's Degree, 68
General University, 43
Grade Requirements for Graduation, 46
Master's Degree, General Requirement, 11
Residency, Doctoral Degree, 70
Undergraduate, 42
Veterans' Admission, 41
Requirements Committee, 50
Requirements for Admission, 38
Research and Learning Center, 32
Research Institutes
Center for Black Studies, 96
Center for Public Health Studies, 325
Center for Transportation Studies, 358
Center for Urban Studies, 357
Executive Leadership Institute, 346
Institute for Nonprofit Management, 346
Institute of Portland Metropolitan Studies, 357
Institute on Aging, 325
National Policy Consensus Center, 346
Population Research Center, 357
Residence, Degree Credit
Undergraduate, 44
Residence Life, 28
Residency Classification, 39
Residential Facilities, 15
Resource Hub, 32
Responsibilities of Students, 27
Returning Students, 40
Review, The Portland State University, 25
Revolving Charge Account Plan (RCAP), 19
Rights of Students, 27
Ronald E. McNair Scholars Program, 30
Russian, 138
Russian, Certificate of Advanced Proficiency in, 130
Russian Immersion, 14

S

SAT, 37
Schedule of Classes, 13, 45
Scholarships, 23, 66
Scholastic Aptitude Test (SAT), 37
Scholastic Standards Committee, 50
School Counseling Specialization, Graduate School of Education, 222
School Librarianship, Program in Library Media, 222
School of Business Administration, 199
School of Community Health, 320
School of Education, Graduate, 219
School of Extended Studies, 33
School of Fine and Performing Arts, 279
School of Social Work, 307
Science Education Center, 184
Science Endorsement, Integrated, 177
Science, General Studies, 158
Science in the Liberal Arts Cluster, 54
Secondary Education Minor, 178
Second Baccalaureate Degree, 44
Senior Capstone, 43, 51
Senior citizen enrollment, 42
Senior Citizen Enrollment, 41
Senior Citizen Fee Schedule, 19
Seven-Year Rule, 44
Sexualities Cluster, 55
Sexuality, Gender, and Queer Studies Minor, 195
Short-term Loans, 20
Sign Language, American, 133, 191
Skills Enhancement and Tutoring Center, 29
Smith Memorial Student Union, 32
Social Organizations, 26
Social Science, 158
Social Studies Endorsement, Standard, 159
Social Work and Social Research, 211
Social Work, Bachelor of Arts, 309
Social Work, Master of, 309
Social Work, School of
Accreditation, 308
Center for Improvement of Child and Family Services, 317
Child and Family Studies, 307
Extended Studies, 311
Ph.D. Program, 309
Regional Research Institute for Human Services, 317
Social Work Program, 308
Sociology, Department of, 187
Software Engineering, 247
Sophomore Inquiry, 43, 50
Spanish, 138
Special Education, 222
Special Education Courses, 231
Special Education Licensure Programs, 226
Special Education Minor, 178
Special Events, 26
Special Regulations, Graduate Academic Probation, 64
Cancellation of Admission to Graduate Program, 64
Degree Application, 69
Disqualification, 64
Dual Master's Degrees, 63
Exceptional Admission Procedures, 61
Graduate Policy on Academic Honesty and Integrity, 64
Leave of Absence, 63
Limitations for Faculty Members, 64
Readmission After Disqualification, 64
Spectator, The, 25
Speech and Hearing Sciences, Department of, 190
Sports and Recreation, 25
Stafford Loans, 22
Standard Social Studies Endorsement, 159
Standard Teaching License, 158
State Board of Higher Education, 359
State Grants, 22
Statistics, 163
Student Activities, 28
Student Activities and Leadership Programs, 28
Student Affairs, 26
Student Aid Eligibility, 20
Student Ambassadors Program, 27
Student Athlete Academic Adviser, 28
Student Conduct Code, 27
Student Employment, 25
Student Exchange Program, 40
Student Financial Aid, 20
Student Government, 26
Student Health Service, 24
Student Legal and Mediation Services, 31
Student Loans, 22
Student Organizations, 26
Student Orientation Programs, 41
Student Parent Services, 24