2018–19
ewu graduate & undergraduate catalog
Welcome to EWU

As a student at Eastern Washington University, you will find academic programs designed to inspire and challenge you, to support your success. EWU prepares students for high-demand, real-world jobs and leadership more effectively than any other university in the state.

Employers recognize EWU as a top source for diverse, highly prepared graduates with applied job skills. No matter which academic program you choose, you can apply what you learn in real-world settings on and off campus as well as in classrooms and labs. Our outstanding faculty and staff are your guides, helping you explore new ideas and attain the knowledge and experience you need.

We know your years at EWU will be rich and rewarding. We are committed to helping you achieve your goals—in college and after you graduate.

Mary Cullinan, President

Mission

Our Values—EWU is dedicated to the following key values.

Access—we expand access to opportunity and success for students.
Inclusiveness—our diversity makes EWU a stronger community.
Integrity—we foster a culture of respect, commitment and honesty.
Quality—we strive for excellence in everything we do.
Student-Centered Learning Environment—students are the reason we exist.

Our Mission—EWU expands opportunities for personal transformation through excellence in learning. EWU achieves this mission by:

- creating environments for personal transformation that enrich the lives of individuals, families, communities and society at large;
- developing faculty and staff by growing and strengthening an intellectual community and supporting professional development;
- expanding opportunity for all students by providing critical access to first generation students, underserved populations, place-bound students, and other students who may not have the opportunity for higher education;
- fostering excellence in learning through quality academic programs, undergraduate and graduate student research and individual student-faculty interaction. Students extend their learning beyond the classroom through co-curricular programs, life skills development, internship programs, volunteering and service learning.

Our Vision

EWU envisions a future of professionally, socially and culturally engaged leaders, citizens and communities.
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# ACCREDITATIONS

The university is accredited by the Northwest Commission on Colleges and Universities, the postsecondary institutional accrediting agency for a seven-state region of the country. Accreditation by the Northwest Commission qualifies Eastern Washington University for access to federal funding for teaching, research and student financial aid. Eastern is also approved by the U.S. Attorney General for non-quota immigrant students and is on the approved list of the American Association of University Women. The academic excellence of Eastern’s programs is recognized by numerous accreditations.

<table>
<thead>
<tr>
<th>Program</th>
<th>Accreditation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addiction Studies</td>
<td>The Addiction Studies program is approved by NAADAC, the Association for Addiction Professionals Approved Education Provider Program.</td>
</tr>
<tr>
<td>Athletic Training</td>
<td>The Bachelor of Science Degree in Athletic Training is accredited by the Commission on Accreditation of Athletic Training Education (CAATE). Graduates of the program are eligible to sit for the national certification examination administered by the Board of Certification (BOC).</td>
</tr>
<tr>
<td>Business</td>
<td>The university’s undergraduate and graduate business programs are accredited by the AACSB International (Association to Advance Collegiate Schools of Business).</td>
</tr>
<tr>
<td>Chemistry / Biochemistry</td>
<td>The department’s professional bachelor of science option is approved by the American Chemical Society (ACS), and the ACS certifies graduates in this option.</td>
</tr>
<tr>
<td>Communication Sciences and Disorders</td>
<td>The university’s graduate program in speech-language pathology are accredited by the Council on Academic Accreditation of the American Speech-Language-Hearing Association (ASHA).</td>
</tr>
<tr>
<td>Computer Science</td>
<td>The Bachelor of Science in Computer Science Degree is accredited by the Computing Accreditation Commission of ABET <a href="http://www.abet.org">http://www.abet.org</a>.</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>Eastern’s undergraduate program in Dental Hygiene is fully accredited by the Commission on Dental Accreditation of the American Dental Association.</td>
</tr>
<tr>
<td>Education</td>
<td>The Bachelor of Arts in Education Degree programs and the Master of Education Degree programs are approved by the State of Washington Professional Educator Standards Board.</td>
</tr>
<tr>
<td>Electrical Engineering and Mechanical Engineering</td>
<td>The Bachelor of Science in Electrical Engineering Degree and the Bachelor of Science in Mechanical Engineering Degree are accredited by the Engineering Accreditation Commission of ABET <a href="http://www.abet.org">http://www.abet.org</a>.</td>
</tr>
<tr>
<td>Health Services Administration</td>
<td>The Bachelor of Arts in Health Services Administration Degree is accredited by the Association for University Programs in Health Administration (AUPHA).</td>
</tr>
<tr>
<td>Mechanical Engineering Technology</td>
<td>The Bachelor of Science in Mechanical Engineering Technology Degree is accredited by the Engineering Technology Accreditation Commission of ABET <a href="http://www.abet.org">http://www.abet.org</a>.</td>
</tr>
<tr>
<td>Mental Health Counseling</td>
<td>The master’s program in Counselor Education: Mental Health Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and fulfills the state of Washington requirements for mental health counselor licensure.</td>
</tr>
<tr>
<td>Music</td>
<td>The undergraduate and graduate programs in music are fully accredited by the National Association of Schools of Music (NASM).</td>
</tr>
<tr>
<td>Nursing</td>
<td>The undergraduate nursing programs taught at the WSU College of Nursing in Spokane are accredited by the Collegiate Commission on Nursing Education (CCNE) and approved by the Washington State Board of Nursing and the American Association of Colleges of Nursing.</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>The Occupational Therapy Program at Eastern Washington University is accredited by the Accreditation Council for Occupational Therapy Education (ACOTE) of the American Occupational Therapy Association (AOTA). Graduates of the program will be able to sit for the national certification examination administered by the National Board for Certification in Occupational Therapy (NBCOT).</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>The Department of Physical Therapy is fully and unconditionally accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).</td>
</tr>
<tr>
<td>Field</td>
<td>Description</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Planning</td>
<td>Both the undergraduate and graduate Urban and Regional Planning programs are accredited by the Planning Accreditation Board.</td>
</tr>
<tr>
<td>Public Administration</td>
<td>The Masters of Public Administration (MPA) is fully accredited by NASPAA – Network of Schools of Public Policy, Affairs, and Administration.</td>
</tr>
<tr>
<td>Recreation and Leisure</td>
<td>The university’s program in Recreation and Leisure Services at the baccalaureate level is accredited by the Council on Accreditation of Parks, Recreation, Tourism, and Related Programs.</td>
</tr>
<tr>
<td>School Counseling</td>
<td>The master’s program in Counselor Education: School Counseling is accredited by the Council for Accreditation of Counseling and Related Educational Programs (CACREP) and fulfills Washington state requirements for Educational Staff Associates (ESA) school counselor licensure.</td>
</tr>
<tr>
<td>School Psychology</td>
<td>The School Psychology Program is approved by the National Association of School Psychologists and is approved by the Washington State Board of Education as an Educational Staff Associates (ESA) Certification program.</td>
</tr>
<tr>
<td>Social Work</td>
<td>The School of Social Work undergraduate and graduate degree programs are accredited by the Council on Social Work Education.</td>
</tr>
<tr>
<td>Applicant for Accreditation</td>
<td>The Master’s in Public Health program has applied for accreditation with the Council on Education for Public Health (CEPH), and is considered an “Accreditation Applicant.” This is usually a three-year process, but once the program is accredited, program’s graduates for the three prior years will be covered under this accreditation.</td>
</tr>
</tbody>
</table>
LOCATIONS

Eastern Washington University
526 5th Street, Cheney, WA 99004

EWU is located in the inland northwest and known for its scenic beauty and impressive array of recreational and entertainment activities. The university is situated on a 300-acre residential campus in Cheney, in close proximity to Spokane, a metropolitan area of more than 417,000 people, located 275 miles east of Seattle. Spokane is the heart of a region that offers students extensive opportunities for internships, research and collaboration with industries, businesses, agencies and schools. EWU has facilities at the Riverpoint Higher Education campus, that is a 25-minute drive from Cheney. Maps are inside the back cover of this catalog.

EWU Spokane (https://www.ewu.edu/locations/spokane-campus)
Eastern Washington University, Riverpoint campus is an integral part of Spokane’s University District. Located just east of the downtown business core. The campus includes the following facilities:

Catalyst Building (Construction of the building is scheduled to begin in September 2018, and is expected to be completed by April 2020.) Located in the Spokane University District along East Sprague Avenue with EWU as its primary tenant. The Catalyst (http://www.catalystspokane.com) will be the first office building in the state constructed out of environmentally friendly cross-laminated timber (CLT), and will be connected to an energy resource sharing eco-district planned for the development. EWU will move three programs from its College of Science, Technology, Engineering and Mathematics (CSTEM) in Cheney to the Spokane location–its computer science, electrical engineering and visual communication design (VCD) programs.

Eastern Washington University Center
668 N. Riverpoint Blvd., Spokane WA, 99202
Houses a graduate program through Eastern’s School of Social Work, graduate and undergraduate programs offered through Eastern’s College of Business and Public Administration, MFA in Creative Writing, MS in Communications, Addiction Studies minor and the BA in Interdisciplinary Studies and the Student Support Center, providing a wide range of services for students from all campuses.

Health Science Building
310 N. Riverpoint Blvd., Spokane, WA 99202
The Health Science Building houses five state-of-the-art Eastern programs in the College of Health Science and Public Health: Occupational Therapy, Physical Therapy, Dental Hygiene; RIDE (Regional Initiatives in Dental Education); and Communication Disorders in cooperation with Washington State University, called the University Programs in Communication Disorders (UPCD).

Nursing Building
412 E. Spokane Falls Blvd., Spokane, WA 99202-2118–PO Box 1495
Spokane, WA 99210-1495
Houses the Intercollegiate College of Nursing. It was established in 1968 and remains the nation’s oldest nursing education consortium, serving as the school of nursing for Eastern Washington University, Washington State University and Whitworth College.

EWU has five sites across the state with the main facility located in Spokane. Current off campus program locations include the following sites:

- Bellevue College (https://sites.ewu.edu/offcampus/bellevue) 3000 Landerholm Circle SE, Bellevue, WA 98007
- Clark College (https://sites.ewu.edu/offcampus/clark) 1933 Fort Vancouver Way, Vancouver, WA 98663
- Everett Community College, 2000 Tower St, Everett, WA 98201
- Lower Columbia College, 1600 Maple St, Longview, WA 98632 (online)
- North Puget Sound University Center (https://sites.ewu.edu/offcampus/north-puget-sound) 2000 Tower St, Everett, WA 98201
- North Seattle College (https://sites.ewu.edu/offcampus/north-Seattle) 9600 College Way North, Seattle, WA 98103

Statewide Locations for Eastern
In addition to the programs located in Cheney, Spokane and Bellevue, Eastern provides several high-demand programs to other areas in Washington. These include:

- Bachelor of Arts in Business, Management, Bellevue College
- Bachelor of Arts in Children’s Studies, Bellevue College, On-line degree offerings
- Bachelor of Arts in Interdisciplinary Studies, Bellevue College, On-line degree offerings
- Bachelor of Arts in Psychology, Bellevue College
- Bachelor of Science in Dental Hygiene, Online degree offering semester program
- Bachelor of Science in Electrical Engineering, North Seattle College
- Bachelor of Science in Technology: Applied Technology Option, On-line degree offerings
- Master of Social Work, Clark College, North Puget Sound University Center

Outreach and Engagement (http://www.ewu.edu/extendedcampus) 509.359.7380
Outreach and Engagement provides innovative learning opportunities for high school students, traditional and nontraditional learners, working professionals and the community. Extended campus programs include Running Start, International Field Studies, Eastern Online, Off Campus, Interdisciplinary Studies, Summer and Continuing Education.

Continuing Education (https://sites.ewu.edu/continuingeducation) 509.359.7380 or toll free 800.331.9959
CE provides opportunities for working professionals to earn clock hours, continuing and professional education units, career advancement, as well as preparation for new career paths.

Eastern Online (http://outreach.ewu.edu/departments/easternonline) 509.359.2268 or toll free 800.924.6606
email (easternonline@ewu.edu)
Eastern Online offers courses in over 60 academic areas, including majors, minors, certificates, and required courses for a variety of disciplines through the University’s online learning management
system. Eastern Online provides students with flexible access to EWU courses from anywhere. (Out-of-state students can check availability on our State Authorization (https://www.ewu.edu/academics/stateauthorization) page.)

Eastern Washington University (EWU) at (https://sites.ewu.edu/offcampus/bellevue)Bellevue College (BC)
425.564.5100
email (ewubc@ewu.edu)

EWU and BC are collaborating to serve the BC student body and regional population with career advancement opportunities through high-quality baccalaureate degree completion programs.

• BA in Business Administration
• BA in Children’s Studies
• BA in Interdisciplinary Studies
• BA in Psychology
• BS in Technology, Applied Technology Option

School of Global Learning
103 Hargreaves Hall
509.359.2331
email (global@ewu.edu)

Eastern is committed to enriching multicultural diversity through the purposeful expansion of our global presence.

Interdisciplinary Studies (http://www.ewu.edu/itds)
509.359.2402

Interdisciplinary Studies offers baccalaureate degrees for students seeking a broad background applicable to a variety career fields.

Off Campus Programs (http://outreach.ewu.edu/departments/offcampus)
509.359.7380

Off-campus programs enable students to take courses with EWU faculty and earn undergraduate and graduate degrees from Eastern Washington University regional campuses throughout the State.

Running Start (High School Students)
345 Senior Hall
509.359.6155
email (runningstart2@ewu.edu)

Running Start provides an opportunity for juniors and seniors in Washington’s public high schools to earn EWU college credit.

Summer Session (https://sites.ewu.edu/summersession)
509.359.6849
email (summersession@ewu.edu)

Summer session is open to members of the community, college students, and working professionals to advance their academic and professional careers.

EWU History

A History of Eastern Washington University

More than 100 years ago, with a contribution of $10,000, the wealthy transportation industrialist Benjamin Cheney helped the citizens of the local community fulfill their dream of an institute of higher learning. The Benjamin P. Cheney Academy opened its doors to more than 200 students in 1882.

The academy became the State Normal School at Cheney in 1889, the same year that Washington gained statehood. The school was proudly designated as an institution “for the purpose of instruction of persons, both male and female, in the art of teaching the various branches that pertain to a good common school.”

The school was a fully accredited four-year degree-granting institution, offering majors in numerous subjects, when it became Eastern Washington College of Education in 1937.

The campus grew rapidly in size and program offerings in the decades following World War II and in 1961, reflecting these changes, was renamed Eastern Washington State College. As the regional needs for professionals in many fields grew, Eastern added a wide range of undergraduate and graduate degree programs. In 1977, the state legislature changed the school’s name to Eastern Washington University.

Since its inception as a teacher’s academy more than 120 years ago, Eastern has steadily responded to the higher education needs of the Inland Northwest. Today Eastern provides career preparation in diverse fields including business, technology and health care, education for civic and community leadership and engagement in the fine arts.

As a leader in the life and culture of the region, Eastern enrolls students from nearly every state in the union and more than 20 countries. The diversity and vitality of the university community has as its foundation a talented and dedicated faculty. Three-quarters of Eastern’s full-time faculty hold doctoral degrees. Maintaining a student-to-faculty ratio of approximately 21:1, Eastern continues to offer small classes, personalized instruction and individual attention.

Eastern Washington University is a major force in the civic, cultural, scientific and economic development of the state and region.
Undergraduate Admission Requirements and Criteria
All applications are completed and submitted online. Applicants are reviewed individually. Each category of undergraduate applicant—freshman, transfer, international, adult learners, post-baccalaureate and returning EWU students—has specific admission requirements. Review the information and definitions of each category carefully.

Accessing the Online Application (http://www.ewu.edu/apply)
Visit the online application (http://www.ewu.edu/apply) for admission. For inquiries or to contact admissions staff, email (admissions@ewu.edu) or call 509.359.2397.
Mail official documents to the following address.
EWU Admissions—Eastern Washington University
304 Sutton Hall
Cheney, WA 99004-2447

Application Deadlines
Fall—Feb. 1 quarter and semester—varies based on enrollment
Winter—Oct. 15 quarter and semester—Dec. 1
Spring—Feb. 15 quarter
Summer—Feb. 15 quarter—two weeks before the start of summer classes

Decisions on fall admission are made beginning in October, so early application is encouraged. Completed applications received after the priority dates are reviewed on a space-available basis. Applications received after August 15 for fall term or within two weeks of the start of all other terms will be deferred for consideration until the next quarter.

Note: Students who were academically dismissed from EWU must apply for reinstatement to good academic standing. Petitions for Academic Reinstatement are available from the General Undergraduate Academic Advising website (http://access.ewu.edu/academic-advising).

EWU’s Right to Change Policies
Eastern Washington University reserves the right to change admissions policies and deadlines without notice.

State Authorization
EWU currently offers educational opportunities to students in multiple state jurisdictions through distance education. Due to a state authorization initiative throughout the nation, all universities offering educational activities, including but not limited to online learning, correspondence, internships, practicums and field placements, outside of their home state must be authorized by each state in which they offer courses. EWU is monitoring developments in state laws in every state. For the most up to date information on EWUs state authorization (http://www.ewu.edu/academics/stateauthorization) progress please check our webpage often.

Exceptions To Admission Criteria
EWU can admit up to 15 percent of all incoming freshmen who have not met CADRs or who have earned a GPA <3.3. Students who are admitted without completing the high school core courses may be required to complete specific courses for college preparation or satisfy EWU graduation requirements. For example, a student deficient in high school foreign language may be required to complete foreign language at the 103 level at EWU. Some students may be admitted with the condition that they complete a core course during the quarter prior to entering EWU.

General Education Diploma
EWU will accept the General Education Diploma (GED) in lieu of high school graduation. Passing GED scores vary based on the version of the test a student completed.

Advanced Placement (p. 21) (AP)
Credit for minimum scores on Advanced Placement examinations given by the College Board is awarded upon receipt of official score reports. Official scores should be submitted to the EWU Admissions. See Sources of Credit (p. 21) for current score requirements and corresponding credits awarded.

College-Level Examination Program (CLEP)
Eastern Washington University will award credit for CLEP tests. Acceptability of credits toward major requirements or general education core requirements is determined by the appropriate department. See Sources of Credit (p. 21) for current score requirements and corresponding credits awarded.

International Baccalaureate (IB)
Credit for minimum scores on International Baccalaureate examinations given by the College Board is awarded upon receipt of official score reports. Official scores should be submitted to the EWU Admissions. See Sources of Credit (p. 21) for current score requirements and corresponding credits awarded.

College in the High School Credits (Dual Enrollment)
Applicants with credits earned through College in the High School programs must meet freshman admission criteria. College in the High School courses will be accepted as transferable college credit if they are from a regionally accredited college or university and are consistent with EWU’s general transfer credit policy.

Running Start (Dual Enrollment)
Applicants with credits earned through Running Start programs must be accepted as transferable college credit if they are from a regionally accredited college or university and are consistent with EWU’s general transfer credit policy.

Experiential Credit
For information on evaluation of experience for credit, see Interdisciplinary Studies (p. 358) or visit 361 Senior Hall, EWU, Cheney, WA 99004-2442; phone 509.359.2402.

Credit Totals (Office of Articulation and Transfer Policy (https://sites.ewu.edu/atp))
Eastern Washington University will accept in transfer toward a bachelor’s degree no more than 90 lower-division credits. After a student has been admitted to a university major, additional lower-division credit may be allowed when the additional credit will advance the student toward degree completion and the smallest unit responsible for the student’s degree approves a petition filed by the student to allow more than 90 lower-division credits.

No more than 135 credits (lower- or upper-division) may be accepted in transfer for a bachelor’s degree. Transfer credit shall be accepted for upper-division credit only when earned at an accredited four-year, degree-granting institution as upper-division credit.

Adult Student Admission
An adult student for purposes of admission is defined as an applicant 25 years of age or older who meets neither the high school admission criteria nor the transfer admission criteria for students with fewer than 40 credits.
Adult applicants may be offered regular admission if they meet at least two of the following requirements:

- submit satisfactory scores on the SAT, ACT or other university-administered tests;
- submit a transcript showing the achievement of a high school GPA ≥2.5 or a passing score on the General Educational Diploma (GED);
- submit an essay demonstrating entry-level critical thinking and communication skills;
- present evidence of success outside the classroom and strong motivation to succeed at the university.

**Freshman Admission**

A freshman applicant for the purposes of admission meets one of the following criteria:

1. a student currently attending high school;
2. a high school graduate or equivalent without transferable college credit earned after high school graduation; or
3. a current high school student with Running Start credits.

**All freshmen applicants must submit all of the following:**

- a completed application for admission;
- an official high school transcript or official GED test scores;
- official college transcripts of any college courses completed while in high school;
- official SAT or ACT scores submitted directly from the testing agency or recorded on an official high school transcript;
- a non-refundable $50 application fee; and
- official, final high school transcripts.

**Freshmen applicants are automatically admissible** if they have a cumulative high school grade point average ≥3.0 and SAT ≥1100 (or ACT ≥24) and have completed the following College Academic Distribution Requirements.

**Minimum College Academic Distribution Requirements (CADR) for Admission to EWU**

- **English—4**
- **Mathematics—3** (includes Algebra I, II, & Geometry or equivalents)
- **Social Science—3**
- **Sciences—2** (1 laboratory science and 1 algebra based science)
- **World Languages—2** (in a single language including ASL)
- **Quantitative Reasoning—1**
- **Fine Arts—1** (or additional year from above CADR areas)

Students are encouraged to complete more than the minimum CADR. The Washington Student Achievement Council provides guidelines of acceptable high school courses that meet these requirements as reported by each high school. Check with a high school counselor or an admissions representative if you have additional questions.

**Former Student Admission**

A former student is defined for purposes of admission as any applicant who was previously admitted and enrolled at EWU and has been absent from the university for more than four quarters. Former students are required to submit the following materials:

- a completed application for admission;
- official transcripts from any two-year or four-year institutions attended since the last enrollment at EWU;
- a non-refundable $50 application fee.

**Graduate Studies**

206 Showalter Hall
509.359.6297
e-mail (gradprograms@ewu.edu)

The Graduate Studies office coordinates admission for all of Eastern’s graduate programs and provides a wide range of assistance to prospective and current students as well as to faculty and staff at the university. Admission to Graduate Studies requires at minimum—completion of a baccalaureate degree. For more information about the academic and student services provided by the office, including admissions and policies, call or email the Graduate Studies office or visit the website (http://www.ewu.edu/grad).

**Application Process**

All programs except Interdisciplinary Studies have an online application available via EagleNET (http://www.ewu.edu/eaglenet). Admission requirements for individual programs vary and usually include supplemental materials beyond the general application to Graduate Studies. Any supplemental materials required by a program should be sent directly to that department. Use the summary guidelines and the departmental listing on the Web or in the catalog immediately following this section to identify specific requirements. To be considered for admission, applicants must submit all materials by the specific deadlines established by each program. Applicants to more than one program (this includes dual-degree programs) must submit a complete, separate application for each program.

**Application Requirements and Categories**

**All Applicants**

Apply online and submit the required non-refundable application fee. Applicants must pay the fee for each graduate program application, except for dual-degree program applicants, who pay only one fee for both applications.

Standardized Test Scores, GRE/GMAT: Submit official score reports from the Graduate Record Examination General Test (GRE), if required by the department, or score reports from the Graduate Management Admission Test (GMAT) for MBA applicants. Official scores must be sent directly by the Educational Testing Service to Eastern (school code 4301). Computer-based testing is available in many areas and is offered regularly throughout the year. Call 1.800.GRE.CALL or refer to GRE (http://www.ets.org/gre) or GMAT for more information.

**Transcripts**

Submit one official copy of transcripts from all colleges and universities previously attended. Students who received undergraduate degrees from Eastern do not need to request that those transcripts be sent to the Graduate Studies office.

**International Applicants**

In addition to the online application for admission, international applicants are required to submit a course-by-course credential evaluation through World Education Services (WES) or another credential evaluation service recognized by the National Association of Credential Evaluation Services (http://www.naces.org) (NACES). Graduates of accredited U.S. universities are not required to submit a credential evaluation. One copy of official university transcripts or postsecondary
academic records must also be sent directly to Graduate Studies, 206 Showalter Hall, Cheney, WA 99004-2444. International applicants who have already had a credential evaluation completed by wes or another credential service need to have an official copy of that evaluation sent to Eastern, along with a copy of their official university transcripts.

Language Proficiency

All students from countries where English is not the native language must provide evidence of adequate proficiency in the English language before being admitted to graduate study. All applicants must meet all other admission requirements in addition to the English language proficiency requirement in order to be admitted. The language requirement may be satisfied by submitting an official score report showing any of the following scores on the Test of English as a Foreign Language (TOEFL), paper-based test (PBT) or Internet-based test (iBT); the Pearson Test of English, Academic (PTE-A); or the International English Language Testing System (IELTS).

<table>
<thead>
<tr>
<th>Test</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOEFL PBT</td>
<td>580 or higher</td>
</tr>
<tr>
<td>TOEFL iBT</td>
<td>92 or higher</td>
</tr>
<tr>
<td>PTE-A</td>
<td>63 or higher</td>
</tr>
<tr>
<td>IELTS</td>
<td>7.0 or higher</td>
</tr>
</tbody>
</table>

Otherwise admissible applicants who submit an official score report showing any of the following English language test scores may be admitted conditionally, upon recommendation of the academic program. In such cases, registration for classes is conditional upon having a program of English language study approved by the director of the Teaching English as a Second Language (TESL) program. A student with conditional admission may be granted full admission upon presentation of a new official score report showing any of the test scores identified above as satisfying the English language proficiency requirement or upon recommendation of the director of the TESL program.

<table>
<thead>
<tr>
<th>Test</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOEFL PBT</td>
<td>550-579</td>
</tr>
<tr>
<td>TOEFL iBT</td>
<td>79-91</td>
</tr>
<tr>
<td>PTE-A</td>
<td>53-62</td>
</tr>
<tr>
<td>IELTS</td>
<td>6.5</td>
</tr>
</tbody>
</table>

Applicants who submit an official score report showing any of the following English language test scores may be admitted to the University as post-baccalaureate students and may take up to 12 pre-admission credits to be counted toward a graduate degree after graduate admission and with program approval. These applicants may be granted full admission upon presentation of a new official score report showing any of the test scores identified in the first table above as satisfying the English language proficiency requirement or may be granted conditional admission for new scores in the conditional range in the second table above.

<table>
<thead>
<tr>
<th>Test</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>TOEFL PBT</td>
<td>525-549</td>
</tr>
<tr>
<td>TOEFL iBT</td>
<td>79-91</td>
</tr>
<tr>
<td>PTE-A</td>
<td>53-62</td>
</tr>
<tr>
<td>IELTS</td>
<td>6.0</td>
</tr>
</tbody>
</table>

Please note: international applicants who have earned a graduate degree from an accredited post-secondary institution in the U.S. are not required to submit an English language test score as part of their application.

Alternative to submitting test scores to meet the English language proficiency admission requirement: Otherwise admissible applicants may, with the written approval of the academic program, be admitted upon successful completion of a prescribed program of appropriate content course work and English Language Institute (ELI) course work. This course work will be agreed upon in advance by both the program and ELI. Successful completion is defined by the academic program for the content courses and by ELI in the advanced language level by achieving linguistic proficiency with a good rating on the ELI scale of fair/good/excellent. Up to 12 credits of content course work completed before admission may be applied to the appropriate graduate program after admission with the program’s written approval.

Note: this policy is not to be construed as replacing evaluation by the director of the TESL program for applicants with an English language test score in the conditional range in the second table above, nor should it be construed as a policy on conditional admission to graduate studies.

Graduate Admission Requirements and Exceptions to Minimum Requirements

A baccalaureate degree from an appropriately accredited college or university is required for admission to a graduate program. Upon receipt of a complete application, eligibility for graduate admission is determined by evidence of scholarly ability as indicated by a minimum GPA ≥3.0 in the last 90 quarter or 60 semester-graded hours. Applicants with an earned graduate or professional degree from an appropriately accredited institution must meet the minimum GPA admission requirements.

Admission to a graduate program is granted only after recommendation by the major department and the approval of the director of Graduate Studies.

Exceptions to GPA Requirements for Graduate Admission

Upon written recommendation by the program director, the director of Graduate Studies may approve the admission of a limited number of students who do not meet the GPA minimum, based upon considerations which include GRE or other test scores, performance in relevant graduate courses, and faculty evaluations.

Professional Experience and Graduate Admissions

Applicants with at least 10 years of increasingly responsible professional experience in the field for which they are applying may be considered for regular admission to Graduate Studies. These applicants must have a baccalaureate degree from an accredited university, follow the general application procedures outlined above and meet the following requirements:

- submit a transcript showing a GPA ≥3.0 for the last 90 quarter- or 60 semester-graded hours; or
- submit satisfactory scores on the GRE, GMAT or other approved test; or write an essay demonstrating critical thinking skills; or
- write a statement of intent demonstrating a level of knowledge and intellectual maturity appropriate to the proposed field of graduate study; or
- present evidence of professional success in a field relevant to the proposed area of study.
Applicants for admission under the professional experience provision must work closely with the program advisor or director to ensure that all required materials are received and reviewed. Any recommendation for admission under this provision must come from the academic department or program to the Graduate Studies office. Admission is granted only with the approval of the director of Graduate Studies. Call the Graduate Studies office if there are further questions.

Grading System, Policies and Appeals

General information is provided in the policy section including the full policy on grade appeals. Also see the information following Graduate Studies Academic Policies and Degree Requirements section.

Graduate Degree Requirements

Each academic program specifies the particular requirements for the degree in the program listings in the center of this catalog. Graduate degree specializations must be built upon adequate undergraduate preparation. The minimum credits required to complete a graduate degree at Eastern are as follows:

<table>
<thead>
<tr>
<th>Degree</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Science</td>
<td>48</td>
</tr>
<tr>
<td>Master of Education</td>
<td>48</td>
</tr>
<tr>
<td>Master of Business Administration</td>
<td>48</td>
</tr>
<tr>
<td>Master of Arts</td>
<td>48</td>
</tr>
<tr>
<td>Master of Public Administration</td>
<td>60</td>
</tr>
<tr>
<td>Advanced Standing program</td>
<td>46</td>
</tr>
<tr>
<td>Master of Fine Arts</td>
<td>72</td>
</tr>
<tr>
<td>Master of Urban and Regional Planning</td>
<td>72</td>
</tr>
<tr>
<td>Master of Social Work</td>
<td>90</td>
</tr>
<tr>
<td>Advanced Standing program</td>
<td>51</td>
</tr>
<tr>
<td>Master of Occupational Therapy</td>
<td>131</td>
</tr>
<tr>
<td>Advanced Standing program</td>
<td>73</td>
</tr>
<tr>
<td>Educational Specialist</td>
<td>104</td>
</tr>
<tr>
<td>Doctor of Physical Therapy</td>
<td>161</td>
</tr>
</tbody>
</table>

Minimum Dual-Degree Requirements

<table>
<thead>
<tr>
<th>Degree</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MPA/MBA</td>
<td>82</td>
</tr>
<tr>
<td>MPA/MSW Advanced Standing</td>
<td>118-122</td>
</tr>
<tr>
<td>MPA/MSW Advanced Standing (with Gonzaga University)</td>
<td>83</td>
</tr>
<tr>
<td>MSW/JD (with Gonzaga University)</td>
<td>90</td>
</tr>
<tr>
<td>Advanced Standing MSW/JD (with Gonzaga University)</td>
<td>51</td>
</tr>
</tbody>
</table>

1 78 credits at EWU with 12 transfer credits from Gonzaga. Dual-degree students in this program must satisfy all Gonzaga University law school juris doctorate requirements.

2 39 credits at EWU with 12 transfer credits from Gonzaga. Dual-degree students in this program must satisfy all Gonzaga University law school juris doctorate requirements.

Home school applicants are reviewed following the same process as freshmen or transfer students and must submit all of the following materials:

- a completed application for admission;
- an official high school transcript or official GED test scores;
- official college transcripts of any college courses completed;
- official SAT or ACT scores submitted directly from the testing agency or recorded on an official high school transcript;
- a non-refundable $50 application fee; and
- official, final high school transcripts

Home school applicants should ensure their transcript includes a cumulative GPA and evidence that they have completed the minimum CADR or their equivalents.

Required Application Materials for International Students

- a completed application for admission;
- a US $50 application fee;
- original, official transcripts for all high school, college and university course work from both inside and outside of the U.S. An evaluated transcript with certified English translation is required for any transfer credits from a non-U.S. university or college;
- official financial statements (less than 6 months old);
- evidence of English proficiency as demonstrated via TOEFL, IELTS, a U.S. college composition course or an EWU ELI application; and
- copies of a current visa, passport and I-20 (if applicable).

International students interested in transferring credits from a foreign country are required to submit an evaluated transcript from an accredited evaluation agency and provide individual course descriptions in English of all courses requested for transfer to EWU. Visit NACES (http://www.naces.org) for a list of accredited agencies.

An application for admission will be considered complete only when all of the required documents are received. Due to the time required to secure a student visa, students applying from outside the U.S. are encouraged to apply as early as possible. Submitting fraudulent documents will result in automatic denial of application and/or dismissal from Eastern Washington University.

English Language Requirements for Admission

International students who have English as their second language and who have not completed a transferable English composition course (with a grade minimum ≥C) must submit one of the following official test scores:

- Test of English as a Foreign Language (TOEFL) score of at least 525 paper based or 71 iBT; or
- International English Language Testing System (IELTS) score of at least 6.0.

Applicants who do not meet these English language admissions requirements may be admitted to the university with the condition that they successfully complete a program of study with EWU's English Language Institute (ELI). Students who wish to apply for conditional admission should submit an ELI application (http://www.ewu.edu/apply) in addition to the admission requirements stated above.

Foreign Educational Credentials

Home School Students
Students interested in information about credit awarded for selected foreign educational credentials should contact the Office of Admissions.

International Transfer Students
International students interested in transferring credits from a foreign country should submit an evaluated transcript from an evaluation agency and provide individual course descriptions in English of all courses student plans to transfer to EWU. A list of approved evaluation agencies appears at National Association of Credential Evaluation Services (http://www.naces.org).

International Baccalaureate
Eastern Washington University will award credit for Higher Level International Baccalaureate exam results of 5 or better. Acceptability of credits toward major requirements or General Education Core Requirements (GECRs) is determined by the appropriate department. See Sources of Credit—AP for current score requirements and corresponding credits awarded.

Post-Baccalaureate Admission
A post-baccalaureate student is defined for purposes of admission as any applicant with an undergraduate degree from a regionally accredited institution who is seeking course work toward a second bachelor’s degree, teacher certification or other course work that is not part of any EWU graduate program. All post-baccalaureate applicants must submit official university or college transcripts documenting their undergraduate degrees.

Note: Acceptance into many majors requires a GPA ≥2.0, prerequisite courses, service experiences and/or a separate application. Contact the appropriate department for details.

Applicants with Running Start Credits
Applicants with Running Start credits who are still in high school must meet all freshman admission criteria and have a cumulative college GPA of ≥2.0.

Running Start students should submit all of the following:

- a completed application for admission;
- an official high school transcript or official GED test scores;
- official college transcripts of any college courses completed while in high school;
- official SAT or ACT scores submitted directly from the testing agency or recorded on an official high school transcript;
- a non-refundable $50 application fee; and
- official, final high school transcripts.

In general, college credits earned by students through Running Start in the state of Washington are treated as transfer credits, as they are recorded on the official transcript of the college where the work was completed.

Applicants to EWU who have enrolled in another college or university after high school graduation must meet all transfer admission criteria.

Running Start Information
EWU is recognized as a Running Start institution by the Washington Department of Education. Eligible high school students may enroll in courses at EWU on a full- or part-time basis to meet high school requirements and earn college credit. Students must meet the minimum admission criteria, which may include SAT or ACT scores. Students interested in enrolling in Running Start through EWU should contact their high school guidance office or the Running Start Coordinator at Eastern Washington University at 509.359.6155.

Student Athletes
Student athletes must meet all applicable freshman or transfer student criteria.

Student athletes must meet the NCAA (http://www.ncaa.org) eligibility requirements to be athletically eligible. For additional information on official NCAA policies, contact the NCAA Eligibility Center at 877.262.1492.

Office of Articulation and Transfer Policy (https://sites.ewu.edu/atp)
A transfer student for the purposes of admission meets one of the following criteria:

- graduated from high school and is currently enrolled in a two-year or four-year institution with course work transferable to EWU;
- earned transferable college-level credit after high school graduation.

All transfer applicants are required to submit all of the following:

- a completed application for admission (https://www.ewu.edu/apply);
- official high school transcripts or official GED test scores (if transferring with less than 40 quarter credits);
- official transcripts from every two-year or four-year institution attended;
- official SAT or ACT scores (if transferring with less than 40 quarter credits); and
- a non-refundable $50 application fee.

At the time of application to EWU, transfer applicants are evaluated for admission in one of two ways:

- transfer applicants with less than 40 quarter hours of transferable college credit at the time of entry must:
- satisfy the aforementioned freshmen admission criteria; and
- have a cumulative GPA ≥2.0 in all transferable college-level courses.
- transfer applicants with 40 or more quarter hours of transferable college credit at the time of entry must:
- show a minimum cumulative GPA >2.5 in all transferable college-level course work; or
- show a minimum cumulative GPA >2.0 in all transferable college-level course work and completion of college-level English and intermediate algebra.

Note: Acceptance into many majors requires a GPA >2.0, prerequisite courses, service experiences and/or a separate application. Contact the appropriate department for details.

Credit Totals
Eastern Washington University will accept in transfer toward a bachelor’s degree no more than 90 lower-division credits. After a student has been admitted to a university major, additional lower-division credit may be allowed when the additional credit will advance the student toward degree completion and the smallest unit responsible for the student’s degree approves a petition filed by the student to allow more than 90 lower-division credits.

No more than 135 credits (lower- or upper-division) may be accepted in transfer for a bachelor’s degree. Transfer credit shall be accepted for upper-division credit only when earned at an accredited four-year, degree-granting institution as upper-division credit.
**Transfer Agreements**

Students may transfer associate degrees designed for academic transfer earned from regionally accredited public colleges and universities anywhere in the United States. Determination of associate degree eligibility for those who are not under current direct transfer agreements will occur on an individual basis at the time of application. Approved degree types will meet Eastern Washington University’s (EWU) lower division general education core requirements. Students will receive a total of 90 quarter-credits, junior standing and are eligible for reverse transfer at EWU.

**Intercollegiate (ICAO Policy)**

Students transferring to Eastern Washington University from a Washington public baccalaureate institution who have official documentation certifying completion of all the lower division general education requirements from the sending institution have satisfied EWU’s general education core requirements and university competencies and proficiencies. These are described in the sections titled “Core Requirements and University Competencies and Proficiencies” and are shown in the shaded portion of the diagram labeled “The Undergraduate Degree.”

**Transfer Credit and Evaluation of Other Forms of College Credit**

Transfer credit is generally awarded for courses completed at regionally accredited two-year or four-year institutions. When determining transferable credit, EWU adheres to the standards and practices of the American Association of Collegiate Registrars and Admissions Officers. Questions about the transferability of credits completed at institutions that are not regionally accredited should be directed to the Office of Admissions.

**Military Credits**

Students may earn up to 45 quarter hours of credit for military educational experiences. This includes credits awarded for CLEP/DANTES tests. Note: Any student pursuing a bachelor of arts in Interdisciplinary Studies (Prior Learning Option) will not be awarded more than 90 quarter hours in credit from a combination of military experience and prior learning block credit. See Interdisciplinary Studies.

**Veterans**

College credit may be awarded for military service time. Veterans are encouraged to submit a photocopy or true copy of military separation, DD-214, or an equivalent document for credit evaluation.

**Veterans Resource Center** (http://access.ewu.edu/veterans-services).
TRANSFER STUDENTS

Visit the Office of Articulation and Transfer Policy (https://sites.ewu.edu/atp) page.

A transfer student for the purposes of admission is defined as a student who has:

- graduated from high school and is currently enrolled in a two-year or four-year institution with course work transferable to Eastern; or
- transferable college-level credit earned after high school graduation.

All transfer applicants are required to submit:

- a completed application for admission;
- official high school transcripts or official GED test scores (if transferring with less than 40 quarter credits);
- official transcripts from every two-year or four-year institution attended;
- official SAT or ACT scores (if transferring with less than 40 quarter credits);
- a non-refundable $50 application fee.

At the time of application to Eastern, transfer applicants are evaluated for admission in one of two ways:

- transfer applicants with less than 40 quarter hours of transferable college credit at the time of entry must:
  - satisfy the aforementioned freshmen admission criteria and have a cumulative GPA ≥2.0 in all transferable college-level courses.

- transfer applicants with 40 or more quarter hours of transferable college credit at the time of entry must:
  - show a minimum cumulative GPA ≥2.5 in all transferable college-level course work; or
  - show a minimum cumulative GPA ≥2.0 in all transferable college-level course work and completion of college-level English and intermediate algebra.

Note: Acceptance into many majors requires a GPA ≥2.0, prerequisite courses, service experiences and/or a separate application. Contact the appropriate department for details.

Transfer Agreements

Students may transfer associate degrees designed for academic transfer earned from regionally accredited public colleges and universities anywhere in the United States. Determination of associate degree eligibility for those who are not under current direct transfer agreements will occur on an individual basis at the time of application. Approved degree types will meet Eastern Washington University’s (EWU) lower division general education core requirements. Students will receive a total of 90 quarter-credits, junior standing and are eligible for reverse transfer at EWU.

Intercollegiate (ICAO Policy)

Students transferring to Eastern Washington University from a Washington public baccalaureate institution who have official documentation certifying completion of all the lower division general education requirements from the sending institution have satisfied Eastern’s general education core requirements and university competencies and proficiencies (p. 33).

Transfer Credit and Evaluation of Other Forms of College Credit

Transfer credit is generally awarded for courses completed at regionally accredited two-year or four-year institutions. When determining transferable credit, Eastern adheres to the standards and practices of the American Association of Collegiate Registrars and Admissions Officers. Questions about the transferability of credits completed at institutions that are not regionally accredited should be directed to the Office of Admissions.

Eastern Washington University will accept in transfer toward a bachelor’s degree no more than 90 lower-division credits. After a student has been admitted to a university major, additional lower-division credit may be allowed when:

1. the additional credit will advance the student toward degree completion and
2. the smallest unit responsible for the student’s degree approves a petition filed by the student to allow more than 90 lower-division credits.

No more than 135 credits (lower- or upper-division) may be accepted in transfer for a bachelor’s degree. Transfer credit shall be accepted for upper-division credit only when earned at an accredited four-year, degree-granting institution as upper-division credit.

Advanced Placement (AP): Eastern Washington University will award credit for minimum scores of 3 or above on AP examinations given by the College Board. Credit is awarded upon receipt of official score reports to the Office of Admissions. May be subject to maximum credit limits. See the Sources of Credit (p. 21) list for current score requirements and corresponding credits awarded.

Cambridge International: Eastern Washington University recognizes the Cambridge International examination for A-Level exams. Up to 15 quarter-credits will be granted for each A-Level exam with a passing grade of E or above for approved examinations. May be subject to maximum credit limits. Duplicate credit for the same subject taken on different exams will not be granted.

College in the High School Credits: Applicants with credits earned through College in the High School programs must meet freshmen admission criteria. College in the High School courses will be accepted as transferable college credit if they are from a regionally accredited college or university and are consistent with Eastern’s general transfer credit policy.

College-Level Examination Program (CLEP): Eastern Washington University will award credit for CLEP tests. Acceptability of credits toward major requirements or general education core requirements is determined by the appropriate department. May be subject to maximum credit limits. See the Sources of Credit (p. 21) list for current score requirements and corresponding credits awarded.

Experiential Credit: For information on evaluation of experience for credit, see the information under Interdisciplinary Studies in the alphabetical academic program listings or contact Interdisciplinary Studies, 361 Senior Hall, EWU, Cheney, WA 99004-2442; phone 509.359.2402.

Foreign Educational Credentials: Students interested in information about credit awarded for selected foreign educational credentials should contact the Office of Admissions.
**International Transfer Students:** International students interested in transferring credits from a foreign country should submit an evaluated transcript from an evaluation agency and provide individual course descriptions in English of all courses student plans to transfer to EWU. List of accredited agencies (http://www.naces.org).

**International Baccalaureate (IB):** Eastern Washington University may award credit for Standard and Higher Level IB exam results of 4 or above. Acceptability of credits toward major requirements or Breadth Area Core Requirements (BACRs) is determined by the appropriate department. Additionally, EWU recognizes the IB Diploma and awards three courses (15 quarter-credits) distributed evenly among three general education areas (Natural Sciences, Social Sciences, Arts and Humanities). May be subject to maximum credit limits. See the Sources of Credit (p. 21) list for current score requirements and corresponding credits awarded.

**Military Credits:** Eastern Washington University will award credit for military training applicable to the student’s intended certificate or degree requirements. Documentation of successfully completed military training or program as part of his or her military service, such as the Joint Services Transcript or the Community College of the Air Force transcript, should be submitted to the Office of Admissions for credential evaluation. Determination of course applicability will be supported through the use of the American Council on Education military guide (Education, 2015). Other: Any student pursing a bachelor of arts in Interdisciplinary Studies (Prior Learning Option) will not be awarded more than 90 quarter hours in credit from a combination of military experience and prior learning block credit. See the information on Interdisciplinary Studies (p. 358).

**Veterans:** College credit may be awarded for military service time. Veterans are encouraged to submit a photocopy or true copy of military separation, DD-214, or an equivalent document for credit evaluation.

**Institutions and Degrees that Fulfill the Direct Transfer Agreement Guidelines**

<table>
<thead>
<tr>
<th>College</th>
<th>Degree</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bellevue College</td>
<td>Associate in Arts and Sciences</td>
</tr>
<tr>
<td>Big Bend Community College</td>
<td>Associate in Arts and Sciences</td>
</tr>
<tr>
<td>Cascadia Community College</td>
<td>Associate of Integrated Studies</td>
</tr>
<tr>
<td>Centralia Community College</td>
<td>Associate in Arts, Associate in Liberal Arts</td>
</tr>
<tr>
<td>Clark College</td>
<td>Associate in Arts</td>
</tr>
<tr>
<td>Columbia Basin College</td>
<td>Associate in Arts and Sciences</td>
</tr>
<tr>
<td>Edmonds Community College</td>
<td>Associate of Arts</td>
</tr>
<tr>
<td>Everett Community College</td>
<td>Associate in Arts and Sciences</td>
</tr>
<tr>
<td>Grays Harbor College</td>
<td>Associate in Arts</td>
</tr>
<tr>
<td>Green River Community College</td>
<td>Associate in Arts</td>
</tr>
<tr>
<td>Highline Community College</td>
<td>Associate of Arts/Option A</td>
</tr>
<tr>
<td>Lower Columbia College</td>
<td>Associate in Arts</td>
</tr>
<tr>
<td>North Idaho College</td>
<td>Associate of Arts, Associate of Science</td>
</tr>
<tr>
<td>North Seattle Community College</td>
<td>Associate of Arts, Associate of Science</td>
</tr>
<tr>
<td>Northwest Indian College</td>
<td>Associate of Arts and Sciences/Option I</td>
</tr>
<tr>
<td>Olympic College</td>
<td>Associate in Arts, Associate of Science</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Oregon Community Colleges</th>
<th>Associate in Arts Oregon Transfer or AAOT</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peninsula College</td>
<td>Associate of Arts, Associate of Arts–Honors</td>
</tr>
<tr>
<td>Pierce Community College</td>
<td>Associate in Arts and Sciences</td>
</tr>
<tr>
<td>Seattle Central Community College</td>
<td>Associate of Arts, Associate of Science</td>
</tr>
<tr>
<td>Shoreline Community College</td>
<td>Associate in Arts</td>
</tr>
<tr>
<td>Skagit Valley Community College</td>
<td>Associate in Arts/University and College Transfer</td>
</tr>
<tr>
<td>South Puget Sound Community College</td>
<td>Associate of Arts</td>
</tr>
<tr>
<td>South Seattle Community College</td>
<td>Associate of Arts, Associate of Science</td>
</tr>
<tr>
<td>Spokane Community College</td>
<td>Associate in Arts</td>
</tr>
<tr>
<td>Spokane Falls Community College</td>
<td>Associate of Arts</td>
</tr>
<tr>
<td>Tacoma Community College</td>
<td>Associate in Arts and Sciences/Option A</td>
</tr>
<tr>
<td>Walla Walla Community College</td>
<td>Associate in Arts</td>
</tr>
<tr>
<td>Wenatchee Valley College</td>
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<td>Whatcom Community College</td>
<td>Associate in Arts and Sciences</td>
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<tr>
<td>Yakima Valley Community College</td>
<td>Associate in Arts and Sciences</td>
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</tbody>
</table>
**PLACEMENT**

Office of Articulation and Transfer Policy (https://sites.ewu.edu/atp)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)
University Competencies and Proficiencies (p. 33)

**Examination Requirements**
Admitted freshman and transfer students may be required to complete placement tests.

- English composition placement (https://www.ewu.edu/cale/programs/english/english-placement-test) is based on a student’s SAT or ACT test scores if the student has not completed at least one composition course at a college or university.
- Students must complete a mathematics placement (http://www.ewu.edu/cstem/departments/mathematics/mpt) exam if they have not completed the equivalent of MTHD 104 with a grade ≥C. Transfer students who do not have an approved direct-transfer associate degree or an intermediate college algebra course with a grade ≥C must take the mathematics placement test. **Note:** the mathematics placement test may be taken twice in a calendar year with at least two weeks between test times.

**Policy on Enrollment in Pre-University Skills Courses**
Students whose placement testing places them in pre-university skills courses must enroll in at least one such course (5 credits) per quarter until these course requirements are satisfied. Furthermore, all students so placed must complete all pre-university mathematics and English courses before the completion of 45 university course credits. Failure to do so will result in a hold on subsequent registration until a plan to satisfy the pre-university requirements is accepted and has been signed off by their advisor. Students who have declared their majors will work with their advisor in their academic departments. Students who are undeclared will work with advisors in the Center for Academic Advising & Retention. Students will need adequate advising to remain in compliance with this policy. Unavailability of these courses, as certified by your academic advisor in a given quarter, suspends this requirement for that quarter.

These Pre-University Basic Skills courses do not count for credit: MTHD 101, MTHD 103, MTHD 104, MTHD 106.

**Prior Learning–Sources of Credit**

Unless otherwise noted, a score of 3 on any exam will receive 5 elective credits.

<table>
<thead>
<tr>
<th>AP Exam</th>
<th>AP Score</th>
<th>Credit Awarded</th>
<th>EWU Equivalent/Elective Credit</th>
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</thead>
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<tr>
<td>Art</td>
<td>3</td>
<td>5</td>
<td>General Elective</td>
</tr>
<tr>
<td>History of Art</td>
<td>4, 5</td>
<td>5</td>
<td>ART 213</td>
</tr>
<tr>
<td>Studio Art: Design</td>
<td>4, 5</td>
<td>5</td>
<td>ART 107</td>
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<tr>
<td>Studio Art: Design</td>
<td>3, 4, 5</td>
<td>5</td>
<td>General Elective</td>
</tr>
<tr>
<td>Biology</td>
<td>3</td>
<td>5</td>
<td>BIOL 100</td>
</tr>
<tr>
<td>Chemistry</td>
<td>3</td>
<td>5</td>
<td>CHEM 151</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4</td>
<td>10</td>
<td>CHEM 151, and CHEM 152</td>
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<tr>
<td>Chemistry</td>
<td>5</td>
<td>15</td>
<td>CHEM 151, CHEM 152 and CHEM 153</td>
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<td>Computer Science A</td>
<td>3, 4, 5</td>
<td>5</td>
<td>CSCD 210</td>
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<td>Computer Science</td>
<td>3, 4, 5</td>
<td>5</td>
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<td><strong>Economics</strong></td>
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<td>Microeconomic$</td>
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<td>ECON 200</td>
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<td><strong>Government and</strong></td>
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<tr>
<td><strong>Politics</strong></td>
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<td>Human Geography</td>
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<td><strong>Mathematics</strong></td>
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<tr>
<td>Calculus AB</td>
<td>3, 4, 5</td>
<td>5</td>
<td>MATH 161</td>
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## Prior Learning–Sources of Credit

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## CLEP Course

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<td>Principles of Marketing</td>
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<td>Economics</td>
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<tr>
<td>Principles of Macroeconomics</td>
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<td>Principles of Microeconomic</td>
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<td>History of the U.S. II: 1865 to Present</td>
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<td>Western Civilization I: Ancient Near East to 1648</td>
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<td>Sociology: Intro to Sociology</td>
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<td><strong>Number of Credits</strong></td>
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<td>Biology</td>
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<td>Economics</td>
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<td>Psychology</td>
<td>PSYC 100</td>
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REGISTRATION

201 Sutton Hall—(https://sites.ewu.edu/records-and-registration) Cheney (https://sites.ewu.edu/records-and-registration/graduation)
509.359.2321

EWU Spokane Student Services (https://sites.ewu.edu/spokaneservices) 509.828.1394

AP 303-30: Registration (https://sites.ewu.edu/policies/policies-and-procedures/ap-303-30-registration)

Classification of Students
A student’s earned credit hours determine undergraduate class standing, including any transfer credits that have been received by the posted deadlines.

Undergraduate: Cumulative Credit Hours Earned Classification

0–44—Freshman
45–89—Sophomore
90–134—Junior
135+—Senior

Post-baccalaureate (PB) or Fifth Year (5Y)
Post-baccalaureate students or fifth-year students are those who hold at least one earned undergraduate degree as documented with official university transcripts. Effective fall 2006, credits earned in this status are recorded on a post-baccalaureate transcript.

Students who enroll at EWU for a second baccalaureate degree, having completed their first undergraduate degree at another university, will have their graduation GPA based on their EWU career only. These students will be eligible for quarterly Dean’s List under the same standards as any other undergraduate student, but are not eligible for graduation honors.

Graduate
Full admission to a graduate degree or graduate certificate program requires official transcripts documenting at least an undergraduate degree. See Graduate Studies (https://www.ewu.edu/grad/graduate-programs) for more information.

Course Load
To complete a 180 quarter credit baccalaureate program in four years of study, a student must average
15 university level credit hours per quarter; or
45 credit hours for the academic year.

Minimum Course Load Required for Financial Aid Eligibility
Required for full-time enrollment for graduate students: a minimum of 8 credits and part-time enrollment is a minimum of 4 credits.
Required for full-time undergraduate students: 12 credits minimum.

Course Numbers
Eastern’s courses are numbered sequentially from 100 through 799 with divisions designated for each academic level. Use this reference when selecting courses.

Lower Division—may not be taken for graduate-level credit
100–199 primarily for freshmen

200–299 primarily for sophomores

Upper Division
300–399 primarily for juniors and seniors; may be used for graduate level credit only with the permission of the appropriate Vice Provost or designee
400–499 primarily for seniors; graduate students may count a limited number of credits from graded courses, only with program approval

Graduate Level
500–599 graduate level; senior undergraduates may enroll only with permission of both the department chair and appropriate Vice Provost or designee
600–699 graduate level only
700–799 doctoral level only

All Levels
At all levels, course numbers ending in 95 through 99 indicate special courses, with the particular subject matter varying from term to term. II departments may offer these types of courses, but not all may be listed in this catalog.

95—internships
96—experimental courses
97—workshops, short courses, conferences seminars (Only one workshop course of up to 3 credits may be used to fulfill graduate degree requirements.)
98—seminars
99—independent and directed study

How to read a course description.

Subject/Course Prefix Code: these letters indicate the subject area of the course.

Course Number.

Course Title: The official title of the course is listed beside the prefix and number. The course title may appear differently in other publications.

 Credits: the numbers or words between parentheses indicate the credit awarded upon successful completion of the course.

 Cross-listed: some courses may be listed between disciplines.

 Note: details special instructions such as grade mode.

 Prerequisites: the courses that must be completed and any conditions that must be met prior to enrollment are indicated as prerequisites preceding the course description.

 Satisfies: some courses are designated to meet General Education Core Requirements or University Graduation Requirements for undergraduate programs.

 Course Description: a brief description of the course follows the prerequisite listing indicating the most significant topics to be covered in the course.

Enrollment and Registration Process
Eastern Washington University has a web based registration system through EagleNET (https://eaglenet.ewu.edu). Confirmation of classes occurs at the time of registration. Registration priority is given to students continuing their enrollment from the current term to the next; registration is by scheduled appointment, based on class standing. This information is published on the Web.

Continuing students may register during or after their appointed time but not before. Priority registration for fall is held during spring term. Otherwise, registration for continuing students is scheduled late in each term.
New freshman students are strongly encouraged to attend firstSTEP programs, which includes academic advising, registration, campus tours and information seminars. Information about firstSTEP program dates and schedules are included with the admission acceptance notification. Confirmation of acceptance is required to participate in a firstSTEP program.

Undergraduate transfer students are not required to attend a firstSTEP program and they may register during the open registration period that follows priority registration each term. However, advising is required prior to initial registration.

To Be Eligible to Register a Student Must be either a continuing student or accepted for admission or re-admission for the next term.

1. Obtain advisor authorization whenever required, as follows:
   a. new students (first term of enrollment at Eastern, undergraduate and graduate) registering for 10 or more credits;
   b. all freshmen;
   c. all athletes;
   d. any undergraduate student on academic probation;
   e. any returning student on academic probation or after dismissal;
   f. any undergraduate student requesting more than 18 credits;
   g. any graduate student requesting more than 18 credits.
   h. Running Start students;
   i. international students;
   j. any student with nine or more withdrawals.

2. Clear any registration holds.

3. Continuing students should check on myEWU Portal (https://my.ewu.edu/web/home-community/1), EagleNET (https://eaglenet.ewu.edu/PROD-DAD/twbkwbis.P_GenMenu?name=bmenu.P_MainMnu) or with Records and Registration (https://sites.ewu.edu/records-and-registration) to determine if there are registration holds and the action required to remove the hold.

4. New students will be advised of any holds at registration or during their advising session.

5. Holds are placed on registration for incomplete transcripts, overdue financial obligations, incomplete Financial Aid forms, academic probation and dismissal, pre-university basic skills and disciplinary action.

6. Register at the appointed time.

7. New undergraduate students may register during their firstSTEP program.

8. Continuing graduate and undergraduate students will have an appointment time based on class standing. See the Classification of Students. Check the Records and Registration website (https://sites.ewu.edu/records-and-registration) for updated information on registration.

9. All students are advised to have alternate courses selected in case of cancellations.

10. All new students should obtain an Eagle Card (ID card). New undergraduate students will receive a student ID card during their firstSTEP program.

11. Determine whether to restrict student information.

12. Limited general information on registered students such as name, addresses, dates of attendance and degrees earned can be legally provided to third parties; however, release of this information may be restricted anytime at the Records and Registration Office. Grades, class schedule and transcript information are not released to third parties unless authorized in writing by the student. No information on students is released for commercial purposes.

13. A directory restriction may be placed in person at the Records and Registration (https://sites.ewu.edu/records-and-registration) Office.

14. For detailed information, speak with staff in Records and Registration, 201 Sutton Hall, or call 509.359.2321 or 509.828.1394 and see the policy information Access to Academic Records and the Family Educational Rights and Privacy Act (FERPA) of 1974. (https://sites.ewu.edu/records-and-registration/ferpa)

Changes to Registration

Schedule change fees for adding classes begin the eleventh day of the quarter. Beginning the fourth day of the quarter, late registration fees are assessed to students not registered in any classes prior to the sixth day of the quarter. Instructor authorization is required to add a class or register beginning the fourth day of the quarter. Instructors are not required to provide class notes, assignments and materials to students who add a course after the first class meeting; it is the student’s responsibility to obtain this information.

Some courses may be closed prior to the fourth day of the term. These courses will require instructor authorization to register.

Dropping Courses

Courses officially dropped through the Records and Registration Office or EWU Spokane prior to the beginning of the quarter and through the 10th day of the regular academic term will be removed from the student’s record. Refunds are calculated according to the current refund schedule. Schedule change fees for dropping/withdrawing from classes begin the seventh day of the quarter. Current fees are listed on EagleNET.

Overloading Courses

Undergraduates who wish to enroll in more than 18 credit hours during a quarter must obtain overload permission from their general or department advisor.

Requests for 19 or more credit hours are generally approved only for those with a GPA ≥3.0. Additional per credit fees are assessed for students enrolled in more than 18 credits per quarter.

Repeating Courses

This is general information that may be superseded by specific program rules on repeats, such as those for undergraduate business majors. Graduate students must also follow the specific policies under Academic Standards and Course Repeat.

You may repeat a course for a higher grade. A course may be repeated regardless of its delivery mode (traditional classroom or independent learning). Courses to be repeated for credit value must be identified during the registration process on EagleNET by going to change class options under the registration category or by marking the repeat option square on the paper registration form.

Undergraduate students will be allowed to repeat any single course twice for a total of three enrollments per course. In addition, you are limited to a total of ten repeats. The last grade assigned will be the grade included in the GPA (grade point average) and all grades assigned will remain on the transcript.

Exception

If a student is showing progress over time, then he or she may be allowed to take the course additional times. Any repetitions beyond the two allowed by this policy will only be permitted at the discretion of the
department chair where the course resides. The total number of repeats still may not exceed ten.

If you fail to indicate the repeat during registration, there may be detrimental effects on your GPA and total credits toward graduation.

The previous course, along with its credits, grade and grade point average, will remain recorded on your transcript but will be superseded by the new course, grade and GPA. Your cumulative GPA will be adjusted to reflect the new grade.

If you are repeating a course in which you have received a letter grade with no numeric value such as W you do not need to indicate this at registration. You should register for the repeat W course as you would normally register for regular credit and grading.

Courses previously taken may not be repeated under the following conditions:

- receiving a pass (P) grade with the Pass/Fail or Pass/No Credit option;
- to improve an undergraduate GPA after receiving a baccalaureate degree;
- effective spring quarter 2010, courses transferred to Eastern from another institution will not be counted as repeats for the purposes of EWU GPA calculation, but can be used to satisfy prerequisites and all other degree requirements.

Enrollment Verification

Eastern Washington University contracts with the National Student Clearinghouse to verify enrollments for loans, housing, military identification and other general verifications. Students have free access to their enrollment verification via their EagleNET account. Employers, lending services and others must access the National Student Clearinghouse directly for enrollment verification information. (Students needing enrollment verifications for good student discounts, Alaska Department of Revenue, Canadian Student Loan Program or Tax Commission, or students who do not have a Social Security number listed with the university may contact the Office of Records and Registration for assistance with their enrollment verification.)

Full-time Enrollment

Undergraduate: 12 credits
Graduate: 10 credits
International Student: 12 credits undergraduate

Half-time Enrollment

Undergraduate: 6–11 credits
Graduate: 5–9 credits
International Student: 6–11 credits

Less-than-half-time Enrollment

Undergraduate: 1–5 credits
Graduate: 1–4 credits
International Student: 1–5 credits

Notes: check with the international student Advisor to verify eligibility for part-time enrollment, otherwise, full-time enrollment is required of all international students, except for vacation quarters; for summer session enrollment verifications information please contact Records and Registration.

Grading and Transcripts

See Grading System (p. 51) for general information that applies to all students. For grading policies (https://sites.ewu.edu/policies/policies-and-procedures/ap-303-24-grading-grade-changes-and-grade-appeals) (AP 303-24) specific to undergraduate and graduate degree requirements, including academic probation.

Reporting Grades

At the end of each term, grades are available through EagleNET (https://eaglenet.ewu.edu) beginning the Wednesday after final exams.

Transcript Requests

Official copies of Eastern transcripts may be required for a job, a scholarship, graduate school applications or for other purposes. Requests for official Eastern transcripts must be submitted in writing for each transcript to the Records and Registration Office. Please visit the Records and Registration Transcript page (https://sites.ewu.edu/records-and-registration/transcriptsent-records/transcripts) for more information.

Unofficial transcripts may be printed from EagleNET (https://eaglenet.ewu.edu). Current transcript fees are posted on the Records and Registration Transcript page (https://sites.ewu.edu/records-and-registration/transcripts).

Eastern will only fulfill requests for transcripts of course work completed at Eastern. Transcripts received from a high school or another college to fulfill admission requirements are part of each student’s academic file and cannot be returned. Additional copies of those records must be requested from the granting institution.

Chapter 172–191 WAC Student Education Records (https://sites.ewu.edu/policies/policies-and-procedures/wac-172-191-student-education-records)

WAC Sections Last Update: 9/14/09

172–191–010 Purpose.
172–191–040 Right of review and inspection.
172–191–050 Obtaining copies of records.
172–191–060 Amendment of records.
172–191–090 Disclosures authorized without consent.
172–191–110 Right to file a complaint.

WAC 172–191–010 Purpose.

The purpose of this chapter is to establish rules and procedures to comply with the requirements of the Family Educational Rights and Privacy Act of 1974 (FERPA) 20 U.S.C. Sec. 1232g. FERPA provides students with the following rights:

(1) The right to inspect and review their education records;
(2) The right to seek amendment of their education records to correct information which they believe is inaccurate, misleading or otherwise in violation of student privacy rights;
(3) The right to consent to disclosure of personally identifiable information, except for disclosure to school officials with a legitimate
educational interest and except to the extent FERPA authorizes disclosure without consent; and

(4) The right to be informed annually of their rights under the act if they are currently in attendance.

The remainder of this chapter details how these rights shall be administered and protected for students of Eastern Washington University.


The following definitions shall apply in interpreting these regulations:

“Attendance” includes, but is not limited to:

(a) Attendance in person or by paper correspondence, video conference, satellite, Internet, or other electronic information and telecommunications technologies for students who are not physically present in the classroom; and
(b) The period during which a person is working under a work-study program.

“Biometric record” as used in the definition of personally identifiable information, means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual. Examples include fingerprints; retina and iris patterns; voiceprints; DNA sequence; facial characteristics; and handwriting.

“Education record” is defined as any record maintained by the institution or by a person acting for the institution that is directly related to the student.

(a) Education records include, but are not limited to:

(i) Official transcripts of courses taken and grades received; records relating to prior educational experience; and admission records;
(ii) Tuition and payment records;
(iii) Student disciplinary records;
(iv) Course records (e.g., examinations, term papers, essays, etc.); and
(v) Employment records based on student status are part of the student’s education record (e.g., work study and graduate assistant teaching).
(b) Education records do not include the following:

(i) Records that are in the sole possession of the maker and are not accessible or revealed to any other person except a temporary substitute for the maker of the record (e.g., private advising notes);
(ii) Law enforcement records created by Eastern Washington University campus police for the purposes of law enforcement, except that records created by another university department remain education records while in the possession of university police;
(iii) Employment records that are maintained in the normal course of business relating exclusively to the individual in that person’s capacity as an employee and are not available for any other purpose;
(iv) Health care records on a student that are created or maintained by a health care provider or health care facility, including, but not limited to, a physician, psychiatrist, psychologist or paraprofessional acting in a professional capacity or assisting in connection with the treatment of the student and disclosed only to those individuals providing treatment or a health care provider of the student’s choice (see also chapter 70.02 RCW);
(v) Records that only contain information about an individual after he or she is no longer a student at that agency or institution and that are not directly related to the individual’s attendance as a student (e.g., alumni records); and
(vi) Grades on peer-graded papers before they are collected and recorded by a faculty member.

“Parent” is defined as a parent of a student and includes a natural parent, a guardian, or an individual acting as a parent in the absence of a parent or a guardian.

“Personally identifiable information” includes, but is not limited to, the student’s name; the name of the student’s parent or other family member; the address of the student or student’s family; a personal identifier such as the student’s Social Security number or student number; student’s date of birth, student’s place of birth, student’s mother’s maiden name; biometric record, or other information that alone or in combination, is linked or linkable to a specific student that would allow a reasonable person in the school community, who does not have personal knowledge of the relevant circumstances, to identify the student with reasonable certainty; or information requested by a person who the university reasonably believes knows the identity of the student to whom the education record relates.

“Record” means any information recorded in any way, including, but not limited to, handwriting, print, computer media, video or audio tape, film, microfilm, and microfiche.

“Student” is defined as any person who is or has been in attendance at Eastern Washington University for whom the university maintains educational records.

“Student net ID” means a unique identifier that allows students to use the university network domain.


Eastern Washington University will provide students, who are currently attending, annual notification of their rights as required by the Family Educational Rights and Privacy Act. Notice will be provided through university catalogs, quarterly course announcements, or other publications and media that the university deems appropriate. Copies of the university rules are available through the Washington Administrative Code. The university will make copies available to students, if requested. At a minimum, annual notification will include the following information:

(1) Rights and procedures related to inspection, review, and requests to amend education records;
(2) Rights to consent to disclosure of personally identifiable information contained in student records, except to the extent that such disclosure is legally authorized without consent;

(3) Rights to file a complaint with the department of education concerning alleged failures of the institution to comply with FERPA; and

(4) University policies related to disclosure of education records to school officials with a legitimate educational interest.


172–191–040

WAC 172–191–040 Right of review and inspection.
Any student shall have a right, subject to the limitations described below, to inspect and review his or her education records maintained by the university.

(1) The university may require proof of identification such as: A driver's license; university student identification card; or other photographic identification.

(2) The university will comply with a request for access to education records within a reasonable period of time, but not more than forty-five days after it has received the request.

(3) Restrictions:

(a) Financial records of the parents of a student or any information contained therein shall not be made available to the student.

(b) Confidential letters and statements of recommendation, which were placed in a student's education records before January 1, 1975, shall not be made available to the student unless such letters or statements were used for purposes other than those for which they were specifically intended.

(c) Confidential letters and statements of recommendation, which were placed in a student's education records on or after January 1, 1975, shall not be made available to the student if:

(i) The student has waived his or her right to inspect and review those items in accordance with subsection (4) of this section; and

(ii) The letters and statements involved relate to the student's:

(A) Admission to any educational institution;

(B) Application for employment; or

(C) Receipt of an honor or honorary recognition.

(D) The right to review and inspect does not include records made, maintained, or used by the institution that do not constitute an education record.

(E) In the case of any education records relating to a student which also include information regarding another student or students, the right to review and inspect is limited to the information related to the student making the request. Responsible university officials will redact any personally identifiable information relating to any other student(s).

(4) Waivers: A student or a person applying for admission may waive his/her right of access to confidential statements described in subsection (3) (c)(ii) of this section.

(a) Such waivers may not be required as a condition for admission or receipt of a service or benefit from the institution.

(b) Such waivers shall apply to recommendations only if:

(i) The student is, upon request, notified of the names of all persons making confidential recommendations; and

(ii) Such recommendations are used solely for the purpose for which they were specifically intended.

(c) Waivers must be in writing and signed and dated by the student.

(d) Waivers may be revoked, in writing, by the student; however, the revocation will be effective only for confidential statements or records dated after the revocation.

(5) Destruction of records: Student education records may be destroyed in accordance with the university's approved retention schedule. In no case will any record which is requested by a student for review in accordance with these regulations be removed or destroyed prior to final disposition of the records request.


172–191–050

WAC 172–191–050 Obtaining copies of records.
Students may obtain copies of their education records. The office of the registrar is the only office which may issue an official transcript of the student's academic record. Charges for copies shall not exceed the cost normally charged by the university copy center (except in cases where charges have previously been approved for certain specified services).

(1) The university may refuse to provide copies of education records including transcripts and diplomas in the following circumstances:

(a) If the record is a secure exam as determined by the department that maintains the exam, so that the integrity of such exams may be protected;

(b) If the student has outstanding debts owed to the university, so that the university may facilitate collection of such debts; and/or

(c) If disciplinary action is pending or sanctions are not completed.

(2) The university must provide copies of education records, subject to the provisions of subsection (1) of this section, in the following circumstances:

(a) If failure to do so would effectively prevent the student from inspecting and reviewing a record;

(b) When records are released pursuant to a student's consent and the student requests copies; and/or

(c) When the records are transferred to another educational institution where the student seeks to attend or intends to enroll and the student requests copies.
WAC 172–191–060 Amendment of records.
If a student believes his/her education records contain information that is inaccurate, misleading or in violation of the student’s rights of privacy, the student may ask the university to amend the record. Requests for amendment must be submitted to the registrar’s office in writing. The registrar will review the request and may consult other university personnel who participated in creation of the record to determine whether to grant the request for amendment.

(1) If the university decides to grant the student’s request, the university shall amend the education record and the registrar will inform the student of the action taken. Such notification will be in writing and will be made within a reasonable time.

(2) If the university decides not to amend the education record as requested, the registrar will notify the student in writing within a reasonable time after receiving the request for amendment. Notification will also inform the student of his/her right to a hearing as detailed in WAC 172–191–070.

(3) If a student wants a hearing, the student must make a written request within ninety days of the date of the denial. The request shall be submitted to the registrar and must identify the student believes the information contained in the education record(s) is inaccurate, misleading, or in violation of the privacy rights of the student.

Following receipt of a request for a hearing under WAC 172–191–060, the registrar will schedule the hearing. The associate vice president for enrollment services or his/her designee will act as the hearing officer and will provide the student with written notice of the hearing’s date, time and place reasonably in advance of the hearing. The student will be provided an opportunity to present evidence relevant to the contested part of the education record. The student may, at his/her own expense, be assisted or represented by one or more individuals of his/her own choice, including an attorney.

(1) The associate vice president for enrollment services or his/her designee will render his/her decision in writing within a reasonable period of time following the hearing. The decision of the officer shall be the university’s final decision. The decision must be based solely on the evidence presented at the hearing, and must include a summary of the evidence and the reasons for the decision. The associate vice president for enrollment services or his/her designee cannot have a direct interest in the outcome of the hearing.

(2) If the associate vice president for enrollment services or his/her designee determines that the record is inaccurate, misleading, or in violation of the privacy rights of the student and grants the student’s appeal, the associate vice president for enrollment services or his/her designee will amend the education records of the student accordingly and inform the student in writing of his/her decision and of the amendment.

(3) If the associate vice president for enrollment services or his/her designee determines that the record is accurate, not misleading and not in violation of the privacy rights of the student and denies the student’s appeal, the associate vice president for enrollment services or his/her designee shall notify the student of his/her decision in writing and shall inform them of the right to place a statement in the record commenting on the contested information in the record or stating why he/she disagrees with the decision of the university or both. The university must maintain the statement with the contested part of the record for as long as the record is maintained and must disclose the statement whenever it discloses the portion of the record to which the statement relates.

(4) The appropriateness of official academic grades is not subject to review pursuant to this process.

Students shall provide a signed and dated written consent before an educational agency or institution discloses personally identifiable information from a student’s education records, except as provided by WAC 172–191–090. The written consent must:

(1) Specify the records that may be disclosed;

(2) State the purpose of the disclosure; and

(3) Identify the party or class of parties to whom the disclosure may be made.

WAC 172–191–090 Disclosures authorized without consent.
The university will use reasonable methods to identify and authenticate the identity of persons to whom it discloses personally identifiable information from education records and will not permit the access to or the release of education records or personally identifiable information other than “directory information” as defined in WAC 172–191–100, without the student’s consent, to any party other than the following:

(1) Agencies or organizations requesting information in connection with a student’s application for, or receipt of, financial aid if the information is necessary to:

(a) Determine eligibility for financial aid;

(b) Determine the amount of financial aid;

(c) Determine the conditions of financial aid; or

(d) Enforce the terms and conditions of financial aid.

(2) Authorized representatives of the Comptroller General of the United States, the Attorney General of the United States, the Secretary of the U.S. Department of Education, or state or local authorities requiring access to education records, in connection with the audit or evaluation of a federal or state supported education program or in connection with the enforcement of or compliance with federal legal requirements which relate to such a program.
(3) School officials who have a legitimate educational interest in the records.

(a) A "school official" is:

(i) A person employed by the university in an administrative, supervisory, academic, research, support staff, law enforcement, or health care service position;

(ii) A person serving on the university's board of trustees;

(iii) A student serving on an official university committee or assisting another school official in fulfilling their professional responsibilities (examples include, but are not limited to, service on a disciplinary committee and work study students); and

(iv) A contractor, consultant, volunteer or other party to whom the university has outsourced to provide a service and/or to assist another school official in conducting official business (examples include, but are not limited to, an attorney, an auditor, a collection agency, or the National Student Clearinghouse, an agency which acts as a clearinghouse for student loan deferment reporting).

(b) "Legitimate educational interest" exists if the information requested by the school official is necessary for the official to perform a task specified in his/her position description or contract agreement including:

The performance of a task related to a student’s education; the performance of a task related to the discipline of a student; the provision of a service or benefit relating to the student or student’s family, such as a health education, counseling, advising, student employment, financial aid, or other student service related assistance; the maintenance of the safety and security of the campus; and/or the provision of legal assistance regarding a student matter.

(4) Parent of a minor student or a non-minor dependent student, as defined in the Internal Revenue Code and upon submission of a copy of the most recent Internal Revenue Service annual tax return showing the student as a dependent.

(5) Officials of another school, school system, or institution of postsecondary education where the student seeks or intends to enroll, or where the student is already enrolled so long as the disclosure is for purposes related to the student’s enrollment or transfer.(6) Organizations conducting studies for, or on behalf of, the university for the purpose of developing, validating, or administering predictive tests; administering student aid programs; or improving instruction, if the studies are conducted in a manner that will not permit the personal identification of students or their parents by persons other than representatives of such organizations who have legitimate interests in the information; such information will be destroyed when no longer needed for the purposes for which it was provided; and the university enters into a written agreement with the organization that specifies the purpose, scope and duration of the study and the information to be disclosed, requires the organization to use personally identifiable information from education records only to meet the purpose(s) of the study as stated in the written agreement; and requires the organization to conduct the study in a manner that does not permit personal identification of parents and students to anyone other than representatives of the organization with legitimate interests, and requires the organization to destroy or return all personally identifiable information within a specified time period when it is no longer needed for the purposes for which the study was conducted.

(7) Accrediting organizations to carry out accreditation functions.

(8) Persons or entities designated by a judicial order or lawfully issued subpoena, upon the condition that the university makes a reasonable effort to notify the student of all such orders or subpoenas and of its intent to release records in advance of compliance with the order or subpoena, unless:

(a) It is a federal grand jury subpoena and the court has ordered that the existence or the contents of the subpoena or the information furnished in response to the subpoena not be disclosed;

(b) A subpoena issued for a law enforcement purpose and the court or other issuing agency has ordered that the existence or the contents of the subpoena or the information furnished in response not be disclosed; or

(c) An ex parte court order obtained by the United States Attorney General (or designee not lower than an Assistant Attorney General) concerning investigations or prosecutions of an offense listed in 18 U.S.C. 2332b (g)(5)(B) or an act of domestic or international terrorism as defined in 18 U.S.C. 2331.

(9) Appropriate persons, including parents of an eligible student, in connection with an emergency if the knowledge of the information is necessary to protect the health or safety of the student or other individuals.

(10) Persons who request information that is designated as "directory information."

(11) Victims alleging a crime of violence or a non-forcible sex offense, the final results of a disciplinary proceeding conducted by the university after October 7, 1998, with respect to the alleged crime or offense. Disclosure is permitted regardless of whether the university concluded a violation was committed.

(12) To others, the final results of the disciplinary proceeding when, at its discretion the university believes that disclosure will serve a legitimate educational interest, and determines through a disciplinary proceeding conducted under its student conduct code that the alleged student perpetrator committed a crime of violence or a non-forcible sexual offense that is a violation of the university’s rules or policies with respect to such crime or offense. For purposes of this subsection, “final results” means the name of the student perpetrator, the violation committed, and any sanction imposed by the university on that student. Names of other students involved in the violation, such as a victim or witness, will be released only with the written consent of those students.

(13) Parent of a student of the university regarding the student’s violation of any federal, state, or local law, or of any rule or policy of the university, governing the use of alcohol or controlled substance, if the student is under the age of twenty-one, and the university had determined that the student has committed a disciplinary violation with respect to that use or possession.(14) When a parent or eligible student initiates legal action against the university or when the university initiates legal action against the parent or eligible student, the university may disclose to the court any education records of the student that are relevant to the legal action.

(15) Students upon providing evidence sufficient to demonstrate that the requesting individual is in fact the student to whom the records relate such as: A driver’s license; a university student identification card; or other photographic identification.

(16) For deceased students, members of the family or other persons with the written approval of the family or representatives of the estate. The
request for education records must be accompanied by a copy of the death certificate or obituary. Absent written approval from the family or representative of the estate, only directory information will be disclosed to persons upon request.

(17) The disclosure concerns sex offenders and other offenders required to register under Section 170101 of the Violent Crime Control and Law Enforcement Act of 1994, and the information was provided to the educational agency or institution under 42 U.S.C. 14071 and applicable federal guidelines.

(18) The disclosure involves records or information from which all personally identifiable information has been removed.


172–191–100

Directory information is defined to include: Student’s name, address, email address, student net identification number, telephone number, date and place of birth, participation in officially recognized activities and sports, weight, height and birth dates of athletic team members; dates of attendance at the university, degrees and awards received, and the most recent previous educational agency or institution attended by the student.

The university may release “directory information” unless the student files a written request restricting the disclosure of the information. A student’s election to opt out of directory information disclosures does not prevent the university from disclosing or requiring a student to disclose his/her name, identifier, or university email address in a class in which the student is enrolled.


172–191–110

WAC 172–191–110 Right to file a complaint.
Students may file a written complaint with the Family Policy Compliance Office of the U.S. Department of Education concerning alleged failures by the university to comply with the requirements of the Family Educational Rights and Privacy Act or its implementing regulations.


Department/Program | Subject Code(s)
--- | ---
Addiction Studies | ADST
Africana Education Program | AAST
Aging Studies | AGST
American Indian Studies | IDST
Anthropology | ANTR, GIPA
Art | ART
Biology | BIOL
Business Administration | ACCT, BADM, DSCI, ENTP, FINC, HUMR, IBUS, MGMT, MISC, MKTG, OPSM
Business and Marketing Education | BUED, CTED
Chemistry and Biochemistry | CHEM
Chicano Education | CHST
Children's Studies | CDST
Communication Sciences and Disorders | CMSD
Communication Studies | CMST
Computer Science | CPLA, CSCD
Criminal Justice | CRIM
Dental Hygiene | DNHY
Dentistry | RIDE
Design | DESN
Disability Studies | DSST
Economics | ECON
Education | COIN, EDUC
Engineering & Design | APTC, CMTC, DTNC, EENG, MENG, METC, MNTE, TECH
English | CRWR, ENGL, TCOM
English Language Institute | ELIC, ELIN
English as a Second Language | ESLG
Environmental Science | ENVS
Film | FILM
Food and Nutrition Dietetics | FNDT
Geography | GEOG
Geology | GEOL
Health Science | HSCI
Health Services Administration | HSAD
History | HIST
Honors | HONS
Humanities | HUMN
Integrative Studies | ITGS
Interdisciplinary Studies | ITDS
Interprofessional Education | IPEC
International Affairs | INST
Journalism | JRNM
Mathematics | MATH, MTED, MTHD
Military Science | MLSC
Modern Languages and Literatures | ASL, CHIN, FREN, GERM, GNML, JAPN, SPAN
Music | MUSC, MUSE
Natural Science | NTSC
Nursing | NURS
Occupational Therapy | OCTH
Political Science and International Affairs | POLI
Philosophy | PHIL
Physical Education, Health and Recreation | ATTR, EXSC, HLED, PHED, RCLS
Physical Therapy | PHTH
Physics | PHTH
Psychology | PSYC
Planning and Public Administration | PADM, PLAN
Public Health | PUBH
Race and Cultural Studies | RCST
Social and Behavioral Sciences | CSBS
Social Studies | SOST
Withdrawing from Courses
Withdrawals result in a W grade on the student record and are accepted in the Records and Registration Office or at EWU Spokane from the eleventh day of the quarter until the end of the seventh week. Schedule change fees apply. Students who enroll but do not attend class must officially withdraw or they will receive a grade of 0.0 and be held financially responsible for all tuition and fees.

If there are any questions about course withdrawal, please call the Records and Registration Office at 509.359.2321 or 509.828.1394.

Undergraduate Course Withdrawal Policy
This policy became effective fall quarter 2007 for new students. EWU students are allowed a total of 10 course withdrawals in their undergraduate work. (Withdrawals occur after the normal drop/add period.) Withdrawal from all courses for a quarter for special reasons (for example, extended illness, accident or military service) as documented and approved by Records and Registration would only be counted as a single withdrawal in the apportionment of course withdrawals.

When a student reaches six withdrawals, the student will be notified by Records and Registration. When a student reaches nine withdrawals, a registration hold will be placed on the student's record and the student will not be allowed to register unless the student has the authorization from his/her advisor (departmental or program if declared, or his/her advisor in the General Undergraduate Academic Advising Office).

If there are any questions about course withdrawal, please call the Records and Registration Office at 509.359.2321 or 509.828.1394.

Withdrawing From the University
Complete withdrawal from the university must be done through the Records and Registration Office or EWU Spokane. Complete withdrawal may be done by phoning the Records and Registration Office at 509.359.2321 or 509.828.1394 or coming in-person to complete the Withdrawal Clearance form.

- Any student who stops attending and does not officially withdraw from the university will receive grades of F and be held financially responsible for all tuition and fee charges as well as any applicable financial aid obligations.
- Complete withdrawals may be completed any time during the quarter prior to one week before finals.
- Instructor's permission may be required after the seventh week of the quarter. Documentation may also be required in certain cases.
- Refunds are calculated according to the refund schedule.
- There is no schedule change fee to completely withdraw.

Withdrawal for Medical Reasons: students who withdraw from the university due to documented medical reasons may be eligible for a complete withdrawal from courses and a reversal of tuition and fees.
UNDERGRADUATE DEGREE

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)
Humanities and Arts (p. 35)
Natural Sciences (p. 35)
Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)
Foreign Language
Minor or Certificate
Diversity Course List (p. 37)
Global Studies Course List (p. 37)
Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).
Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).
Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

Active Catalog Rule (https://sites.ewu.edu/policies/policies-and-procedures/ap-303-21-undergraduate-students) Chapter 4–8

• The catalog in effect at the first term of the student’s current matriculation will be used to determine the general education requirements.
• A former EWU student returning (FSR) will use the general education requirements of the academic year they are returning.
• The catalog in effect at the time the student declares a major or minor will be used to determine the program requirements. This catalog may only be changed to a newer catalog with the approval of the department chair or program director by resubmitting the major declaration form. In no case can the catalog used for the major or the minor be more than six years old. A student whose major or minor catalog has expired will be required to submit a new major declaration form; the major and minor will be updated to the catalog in effect at the time of the resubmission.

UNIVERSITY COMPETENCIES AND PROFICIENCIES
Placement and Clearance Exams (p. 21)
Prior Learning (p. 21) Credits—IB (International Baccalaureate), CLEP (College Level Examination Program), AP (Advanced Placement)

Grade Requirements ≥C (AP 303-24 (https://sites.ewu.edu/policies/policies-and-procedures/ap-303-24-grading-grade-changes-and-grade-appeals))

Writing Competency, Writing Proficiency Requirement
English Composition competency and proficiency must be demonstrated by all students to earn a baccalaureate degree.
For more information, contact the English Composition Program, 509.359.7064.

Competency is demonstrated by placement into ENGL 201 based on the placement test score or by submission of an official transcript showing completion of ENGL 101 or its equivalent, at a post-secondary institution with a grade ≥C.

Students placed into ENGL 101, must complete ENGL 101 with a grade ≥C before proceeding to the next level of English.

Students who do not place into ENGL 101 will be concurrently enrolled in ENGL 101 and ENGL 103: Accelerated First-Year Writing and will receive college level credit for both courses.

Proficiency is demonstrated by completion of ENGL 201 with a grade ≥C or by submission of an official transcript showing completion of ENGL 201 or its equivalent, at a post-secondary institution with a grade ≥C.

All students must complete ENGL 201 or its transferable equivalent with a minimum grade ≥C.

English composition proficiency should be completed as soon as possible because some courses require ENGL 201 as a prerequisite.

Students may be placed into English Composition courses by several means. All Running Start students must take the English Composition Program’s Writing Placement Test to determine their placement. Students may be placed using their SAT Evidence-Based Reading and Writing scores, their ACT English scores, or their TOEFL scores, if available. Students who do not have an SAT critical reading score, an English ACT score, or a TOEFL score and who did not complete the English Language Institute (ELI) program must take the Writing Placement test to determine placement. Transfer students may be placed into a course if they have transferred equivalent composition courses to Eastern. Finally, they may take the Writing Placement test if they do not have test scores and have not transferred any composition credits.

Note: A.P. credit listings may be found on the Prior Learning page.

SAT Evidence-Based Reading and Writing Scores
480 or below will be placed into ENGL 101 and ENGL 103 concurrent enrollment.
between 480 and 640 will be placed in ENGL 101
650 and above will be placed in ENGL 201

ACT English scores
14 and below will be placed into ENGL 101 and ENGL 103 concurrent enrollment.
15–27 placed in ENGL 101
28 or above placed in ENGL 201

TOEFL
all students must have a 525 or above on the TOEFL exam
below 67 on the paper based test, or below 29 on the internet-based test, placed in ENGL 112
at or above 67 on paper based test, or 29 and above on the internet based test, the student will be placed in ENGL 101
**Mathematics Proficiency Requirement**

Mathematics Proficiency must be demonstrated by all students to earn a baccalaureate degree.

Transfer students who enter the university with 40 quarter credits or more must complete both mathematics competency and mathematics proficiency within three quarters of admission. Transfer students with an approved direct-transfer associate (DTA) degree have met the mathematics competency and proficiency requirement but may need to complete additional math requirements for their major.

**Competency must be completed before 45 credits are earned.** Competency is the prerequisite for Proficiency and is demonstrated by:

- Placement into any math course above MTHD 104, based on the placement test scores or by submission of an official transcript showing completion of MTHD 104, or its equivalent, at a postsecondary institution with a grade ≥C;
- Students must complete the objectives of MTHD 103 and pass MTHD 104 or MTHD 106 with a grade ≥C before proceeding to the next level of mathematics;

Note: MTHD 101, MTHD 103, MTHD 104, MTHD 106 do not count for college credit.

**Proficiency must be completed before 90 credits are earned.** If you have questions, see your advisor.

**Proficiency may be satisfied by any one of the following with a grade ≥C:**

1. Students completing one of the following: MATH 107, MATH 121, MATH 200, MATH 208 have satisfied math proficiency—please consult your advisor for direction to the correct pathway.
2. Students placed into MATH 141 or its equivalent, may obtain mathematics proficiency by completing one of the following requirements with a grade ≥C: MATH 107, MATH 121, MATH 141, MATH 200 or MATH 208.
3. Students placed into MATH 142 or its equivalent, may obtain mathematics proficiency by completing one of the following requirements with a grade ≥C: MATH 107, MATH 121, MATH 141, MATH 142, MATH 200, MATH 208 or MATH 380.
4. Completion of any of the following courses or its transferable equivalents with ≥C minimum grades.

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<td>MATHEMATICS FOR ELEMENTARY TEACHERS I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 301</td>
<td>DISCRETE MATHEMATICS</td>
<td>5</td>
</tr>
<tr>
<td>MATH 380 or BIOL 380</td>
<td>ELEMENTARY PROBABILITY AND STATISTICS</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>or DATA ANALYSIS FOR BIOLOGISTS</td>
<td></td>
</tr>
</tbody>
</table>

5. Placement into MATH 161, as a result of the EWU mathematics placement test or successful completion of the CLEP (the College Level Examination Program scores can be found on the Prior Learning page.)

**Pre-University—** credits earned in the following pre-university courses do NOT count toward the required 180 cumulative credits.

**Note:** students who need additional math development may be required, on the basis of the EWU mathematics placement test results, to complete MTHD 103 and/or MTHD 104 and/or MTHD 106 (pre-university courses.) Additional course work beyond mathematics proficiency may be required to complete the major program requirements; specific mathematics requirements apply to various majors (consult an advisor when deciding which math courses to complete.)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTHD 101</td>
<td>MATHEMATICS PLACEMENT LAB</td>
<td>1</td>
</tr>
<tr>
<td>MTHD 103</td>
<td>BASIC ALGEBRA/COLLEGE STUDENTS</td>
<td>5</td>
</tr>
<tr>
<td>MTHD 104</td>
<td>INTERMEDIATE ALGEBRA/COLLEGE STUDENTS</td>
<td>5</td>
</tr>
<tr>
<td>MTHD 106</td>
<td>ALGEBRA REASONING</td>
<td>5</td>
</tr>
<tr>
<td>MTHD 199</td>
<td>SPECIAL STUDIES</td>
<td>1-5</td>
</tr>
</tbody>
</table>

**General Education Requirements (GER)**

All Eastern Washington University students are expected to acquire a liberal education. Eastern defines liberal education to include:

- intellectual skills and habits of mind necessary to the pursuit and transmission of knowledge;
- a broad understanding of the history, institutions and traditions that most profoundly influence our social, political, economic, aesthetic and scientific lives;
- specialized knowledge in a discipline (major).

EWU has designed the General Education Curriculum for the purpose of preparing students with the skills, habits of mind and breadth of subject matter that characterize an educated person. Through this curriculum, Eastern ensures that all students encounter the core academic disciplines, especially as they apply to major questions of our times.

**General requirements for the baccalaureate degree at Eastern include all of the following**

- Minimum Credits—180 cumulative credit hours
- 60 upper-division credits (300 level or above)
- 45 credits in residence (attendance) at Eastern, with at least 15 upper-division credits in major in residence at Eastern

**Minimum Cumulative GPA ≥2.0** (AP 303-24)

- for Eastern Washington University course work
- for all General Education Core Requirements
- for all University Graduation Requirements
- in major program, subject to departmental requirements
- in minor program, subject to departmental requirements

**Note:** general education and university graduation requirements are waived for a student possessing a baccalaureate degree from an accredited institution who wishes to obtain an additional undergraduate degree from Eastern.

**Breadth Area Core Requirements (BACR)**

- Humanities & Arts (p. 35)
- Natural Sciences (p. 35)
- Social Sciences (p. 36)
• All students without an approved Direct Transfer Agreement (DTA) degree must complete six breadth area core requirements (BACR) totaling at least 26 credits.
• A requirement can be completed by a single approved course of no fewer than 3 credits.
• These courses are designed to provide introductory knowledge, intellectual skills and habits of thought found in the core disciplines of: humanities & arts, social sciences and natural sciences.
• Students must complete two BACR courses from each breadth area for a total of six BACR courses.
• Students should complete university competencies and proficiencies prior to completion of the BACRs.
• Individual courses may require specific prerequisites. Check the catalog course descriptions for more information.
• Individual BACR courses may be required for an intended major, students are encouraged to contact their advisor for guidance.

**Breadth Area Core Requirements (BACR)**

**Humanities & Arts—choose two courses from the following list.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTR 203</td>
<td>LANGUAGE AND HUMAN BEING</td>
<td>5</td>
</tr>
<tr>
<td>ART/HONS/</td>
<td>ART IN THE HUMANITIES</td>
<td>5</td>
</tr>
<tr>
<td>HUMN 213</td>
<td>COMMUNICATION, COMMUNITY AND</td>
<td>5</td>
</tr>
<tr>
<td>CMST 207</td>
<td>CITIZENSHIP</td>
<td></td>
</tr>
<tr>
<td>CSCD 202</td>
<td>COMPUTING ETHICS</td>
<td>4</td>
</tr>
<tr>
<td>ENGL 170</td>
<td>INTRODUCTION TO LITERATURE</td>
<td>5</td>
</tr>
<tr>
<td>FILM 214</td>
<td>FILM AND THE HUMANITIES</td>
<td>5</td>
</tr>
<tr>
<td>FINC 200</td>
<td>PERSONAL FINANCE: PHILOSOPHY AND</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>PRACTICE</td>
<td></td>
</tr>
<tr>
<td>GNML 212</td>
<td>MODERN WORLD MASTERPIECES</td>
<td>5</td>
</tr>
<tr>
<td>HLED 202</td>
<td>INTRODUCTION TO HEALTH, WELLNESS</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>AND SUSTAINABLE LIVING</td>
<td></td>
</tr>
<tr>
<td>HUMN 210</td>
<td>CLASSICS IN LITERATURE</td>
<td>5</td>
</tr>
<tr>
<td>HUMN 211</td>
<td>MASTERPIECES OF THE WESTERN WORLD</td>
<td>5</td>
</tr>
<tr>
<td>HUMN 215</td>
<td>INTRODUCTION TO RELIGION</td>
<td>5</td>
</tr>
<tr>
<td>HUMN 270</td>
<td>GREAT WORLD VIEWS</td>
<td>5</td>
</tr>
<tr>
<td>HUMN 290</td>
<td>ARTS AND IDEAS</td>
<td>5</td>
</tr>
<tr>
<td>ITGS 110</td>
<td>FYE: HUMANITIES</td>
<td>5</td>
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<tr>
<td>MUSC/HUMN</td>
<td>MUSIC IN THE HUMANITIES</td>
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</tr>
<tr>
<td>212</td>
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<tr>
<td>PHIL 210</td>
<td>CRITICAL THINKING</td>
<td>5</td>
</tr>
<tr>
<td>PHIL 211</td>
<td>INTRODUCTORY PHILOSOPHY</td>
<td>5</td>
</tr>
<tr>
<td>PHIL 212</td>
<td>INTRODUCTORY ETHICS</td>
<td>5</td>
</tr>
<tr>
<td>PHIL 213</td>
<td>MORAL ISSUES IN AMERICA</td>
<td>5</td>
</tr>
<tr>
<td>SPAN 170</td>
<td>INTRODUCTION TO LITERATURE</td>
<td>5</td>
</tr>
<tr>
<td>THTR 201</td>
<td>DANCE IN THE HUMANITIES</td>
<td>4</td>
</tr>
<tr>
<td>THTR/HUMN 202</td>
<td>THEATRE IN THE HUMANITIES</td>
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</tbody>
</table>

**Natural Sciences—choose two courses from the following list.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTR 202</td>
<td>HUMAN EVOLUTION</td>
<td>5</td>
</tr>
<tr>
<td>ANTR 204</td>
<td>ARCHAEOLOGICAL SCIENCE</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 100</td>
<td>INTRODUCTION TO BIOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 115</td>
<td>INVESTIGATING BIOLOGY (Elementary</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Education candidates are strongly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>recommended to select from these</td>
<td></td>
</tr>
<tr>
<td></td>
<td>courses as the content is directly</td>
<td></td>
</tr>
<tr>
<td></td>
<td>related to Washington State Elementary Endorsement and exit exam requirements.)</td>
<td></td>
</tr>
<tr>
<td>CHEM 121</td>
<td>CHEMISTRY AND ITS ROLE IN SOCIETY</td>
<td>5</td>
</tr>
<tr>
<td>CHEM/SUST 141</td>
<td>SUSTAINABLE CHEMISTRY</td>
<td>5</td>
</tr>
<tr>
<td>ENVS 100</td>
<td>INTRODUCTION TO ENVIRONMENTAL SCIENCE</td>
<td>5</td>
</tr>
<tr>
<td>GEOG 100</td>
<td>FUNDAMENTALS OF THE PHYSICAL</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>ENVIRONMENT</td>
<td></td>
</tr>
<tr>
<td>GEOG/GEOL 115</td>
<td>INVESTIGATING EARTH SCIENCE</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>(Elementary Education candidates are</td>
<td></td>
</tr>
<tr>
<td></td>
<td>strongly recommended to select from</td>
<td></td>
</tr>
<tr>
<td></td>
<td>these courses as the content is</td>
<td></td>
</tr>
<tr>
<td></td>
<td>directly related to Washington State</td>
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</tr>
<tr>
<td></td>
<td>Elementary Endorsement and exit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>exam requirements.)</td>
<td></td>
</tr>
<tr>
<td>ITGS 120</td>
<td>FYE: NATURAL SCIENCE</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 100</td>
<td>PHYSICAL SCIENCE I</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 115</td>
<td>INVESTIGATING PHYSICAL SCIENCE</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>(Elementary Education candidates are</td>
<td></td>
</tr>
<tr>
<td></td>
<td>strongly recommended to select from</td>
<td></td>
</tr>
<tr>
<td></td>
<td>these courses as the content is</td>
<td></td>
</tr>
<tr>
<td></td>
<td>directly related to Washington State</td>
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</tr>
<tr>
<td></td>
<td>Elementary Endorsement and exit</td>
<td></td>
</tr>
<tr>
<td></td>
<td>exam requirements.)</td>
<td></td>
</tr>
<tr>
<td>PHYS 121</td>
<td>DESCRIPTIVE ASTRONOMY</td>
<td>5</td>
</tr>
<tr>
<td>HONS 103</td>
<td>MODERN SCIENCE AND SOCIETY</td>
<td>9</td>
</tr>
<tr>
<td>&amp; HONS 104</td>
<td>HONORS NATURAL SCIENCE LAB</td>
<td></td>
</tr>
</tbody>
</table>

**Open only to admitted Honors Program students**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HONS 101</td>
<td>THE INTELLECTUAL TRADITION: THE ANCE</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>NTAL WORLD</td>
<td></td>
</tr>
<tr>
<td>HONS 102</td>
<td>THE INTELLECTUAL TRADITION: MIDDLE</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>AGES THROUGH THE REFORMATION</td>
<td></td>
</tr>
</tbody>
</table>

**Biology**

Progression through this series requires a grade ≥C- in BIOL 171 and a grade ≥C in BIOL 172, BIOL 173 and BIOL 270.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 171</td>
<td>BIOLOGY I &amp; BIOL 270</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>and BIOLOGICAL INVESTIGATION</td>
<td></td>
</tr>
<tr>
<td>BIOL 172</td>
<td>BIOLOGY II (if BIOL 171 and BIOL 270 are completed)</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 172</td>
<td>BIOLOGY II &amp; BIOL 270</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>and BIOLOGICAL INVESTIGATION</td>
<td></td>
</tr>
<tr>
<td>BIOL 232</td>
<td>HUMAN ANATOMY AND PHYSIOLOGY NON-BIOL MAJORS</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 233</td>
<td>HUMAN ANATOMY AND PHYSIOLOGY NON-BIOL MAJORS</td>
<td>5</td>
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</tbody>
</table>
Undergraduate Degree

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 234</td>
<td>HUMAN ANATOMY AND PHYSIOLOGY NON-BIOL MAJORS</td>
<td>5</td>
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</tbody>
</table>

### Chemistry

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 151</td>
<td>GENERAL CHEMISTRY</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 152</td>
<td>GENERAL CHEMISTRY</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 161</td>
<td>GENERAL CHEMISTRY FOR THE HEALTH SCIENCES</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 162</td>
<td>ORGANIC CHEMISTRY FOR THE HEALTH SCIENCES</td>
<td>5</td>
</tr>
</tbody>
</table>

### Geology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 120</td>
<td>PHYSICAL GEOLOGY - THE SOLID EARTH</td>
<td>5</td>
</tr>
<tr>
<td>GEOG 121</td>
<td>PHYSICAL GEOLOGY - SURFICIAL PROCESSES</td>
<td>5</td>
</tr>
</tbody>
</table>

### Physics

With permission, other appropriate physics labs may be substituted for PHYS 163 or PHYS 263.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 131 &amp; PHYS 161</td>
<td>INTRODUCTORY PHYSICS I and MECHANICS LABORATORY</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 132 &amp; PHYS 162</td>
<td>INTRODUCTORY PHYSICS II and HEAT AND OPTICS LABORATORY</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 132 &amp; PHYS 163 &amp; PHYS 263</td>
<td>INTRODUCTORY PHYSICS II and ELECTRONICS LAB I and II</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 132 &amp; PHYS 161</td>
<td>INTRODUCTORY PHYSICS II and MECHANICS LABORATORY (if PHYS 131 and PHYS 161 were not completed)</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 151 &amp; PHYS 161</td>
<td>GENERAL PHYSICS I and MECHANICS LABORATORY</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 152 &amp; PHYS 162</td>
<td>GENERAL PHYSICS II and HEAT AND OPTICS LABORATORY</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 152 &amp; PHYS 163 &amp; PHYS 263</td>
<td>GENERAL PHYSICS II and ELECTRONICS LAB I and II</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 152 &amp; PHYS 161</td>
<td>GENERAL PHYSICS II and MECHANICS LABORATORY (if PHYS 151 and PHYS 161 were not completed)</td>
<td>5</td>
</tr>
</tbody>
</table>

### Open only to admitted Honors Program students

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HONS 101</td>
<td>THE INTELLECTUAL TRADITION: THE ANCIENT WORLD</td>
<td>8</td>
</tr>
<tr>
<td>HONS 102</td>
<td>THE INTELLECTUAL TRADITION: MIDDLE AGES THROUGH THE REFORMATION</td>
<td>8</td>
</tr>
<tr>
<td>HONS 103</td>
<td>MODERN SCIENCE AND SOCIETY</td>
<td>8</td>
</tr>
</tbody>
</table>

### University Graduation Requirements (UGR)

- These requirements apply to all undergraduate students who do not have baccalaureate degrees.
- While general education, in the form of competencies, proficiencies and content-rich survey courses, typically occupies the student’s first two years, liberal education continues to influence and challenge every student’s intellectual journey toward graduation.
- Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

The following requirements may be satisfied through the courses listed or transferable equivalents.

#### Diversity and Global Studies

- Diversity (p. 37) course list
- Global Studies (p. 37) course list

#### Foreign Language for Bachelor of Arts Candidates

- Two years of one single language in high school or one year of a single language in college.
- Eastern offers these languages: American Sign Language, Chinese, French, German, Japanese, Salish and Spanish.

#### Major/Minor or Certificate

- All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).
A minor or certificate is required for any major with fewer than 60 credits. See specific department/programs for detailed course and graduation requirements.

A certificate is a non-degree sequence, pattern or group of courses or a combination of instruction and independent study that focuses upon an area of specialized knowledge or information developed, administered and evaluated by the institution’s faculty members or by faculty-approved professionals. A certificate may include a capstone or practicum experience to facilitate the students’ ability to apply their knowledge in a variety of contexts. A certificate can be matched with a major of less than 60 credits to fulfill the requirement for a minor. The purpose of a certificate is to complement a student’s degree program just as a minor does. The certificate generally focuses on an area of study that often has an applied or practical orientation and is usually interdisciplinary in nature, thereby distinguishing it from a minor.

Senior Capstone

- Senior Capstone/Thesis (p. 38) course list

University Graduation Requirement (p. 36) (UGR)

Diversity List

4 credits minimum—Diversity List—courses and experiences will be designed to provide knowledge and understanding of the cultural diversity of the United States and other societies and cultures of the world.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAST/HUMN/HONS 214</td>
<td>AFRICAN AMERICAN CULTURE AND EXPRESSIONS</td>
<td>5</td>
</tr>
<tr>
<td>AAST/HIST/HONS 215</td>
<td>EARLY AFRICAN AMERICAN HISTORY: ANCIENT AFRICA TO THE END OF THE RECONSTRUCTION 1877</td>
<td>5</td>
</tr>
<tr>
<td>ADST 308</td>
<td>CULTURAL ISSUES IN ADDICTION TREATMENT AND BEHAVIORAL HEALTH</td>
<td>4</td>
</tr>
<tr>
<td>ANTR 325</td>
<td>INDIANS OF NORTH AMERICA</td>
<td>5</td>
</tr>
<tr>
<td>ANTR 432</td>
<td>ANTHROPOLOGY OF GENDER</td>
<td>4</td>
</tr>
<tr>
<td>ART 310</td>
<td>WORLD ART</td>
<td>5</td>
</tr>
<tr>
<td>ART/HUMN 311</td>
<td>AFRICAN AND AFRICAN AMERICAN ART HISTORY</td>
<td>5</td>
</tr>
<tr>
<td>CHST 101</td>
<td>INTRODUCTION TO CHICANO CULTURE</td>
<td>5</td>
</tr>
<tr>
<td>CHST 201</td>
<td>LATINAS/OS IN CONTEMPORARY AMERICAN SOCIETY</td>
<td>5</td>
</tr>
<tr>
<td>CHST/HIST 218</td>
<td>CHICANO HISTORY</td>
<td>5</td>
</tr>
<tr>
<td>CHST 310</td>
<td>LATINAS/OS IN THE U.S. MEDIA</td>
<td>5</td>
</tr>
<tr>
<td>CHST 320</td>
<td>CHICANO-LATINO POLITICS IN AMERICA</td>
<td>5</td>
</tr>
<tr>
<td>CHST 330</td>
<td>LATINO IMMIGRATION TO THE U.S.</td>
<td>5</td>
</tr>
<tr>
<td>CMST/WMST 314</td>
<td>GENDER AND COMMUNICATION</td>
<td>5</td>
</tr>
<tr>
<td>CMST 340</td>
<td>INTERCULTURAL COMMUNICATION</td>
<td>5</td>
</tr>
<tr>
<td>DSST 310</td>
<td>DISABILITY, CULTURE AND SOCIETY</td>
<td>5</td>
</tr>
<tr>
<td>ECON/AAST 424/ECON 426</td>
<td>ECONOMICS OF POVERTY AND DISCRIMINATION</td>
<td>5</td>
</tr>
<tr>
<td>ECON/WMST 427</td>
<td>ECONOMICS OF WOMEN AND WORK</td>
<td>5</td>
</tr>
<tr>
<td>EDUC 325</td>
<td>INEQUALITIES AND IMPACTS ON EDUCATIONAL EQUITY</td>
<td>4</td>
</tr>
<tr>
<td>ENGL/IDST 380</td>
<td>SURVEY OF NATIVE AMERICAN LITERATURE</td>
<td>5</td>
</tr>
<tr>
<td>ENGL/WMST 389</td>
<td>WOMEN, LITERATURE AND SOCIAL CHANGE</td>
<td>5</td>
</tr>
<tr>
<td>FILM 270</td>
<td>RACE AND ETHNICITY IN FILM</td>
<td>5</td>
</tr>
<tr>
<td>HIST/AAST/HONS 215</td>
<td>EARLY AFRICAN AMERICAN HISTORY: ANCIENT AFRICA TO THE END OF THE RECONSTRUCTION 1877</td>
<td>5</td>
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<tr>
<td>HIST 313</td>
<td>ASIAN AMERICAN HISTORY</td>
<td>5</td>
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<td>HIST/WMST 394</td>
<td>WOMEN IN AMERICAN HISTORY</td>
<td>5</td>
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<tr>
<td>HLED/WMST 366</td>
<td>WOMEN'S HEALTH ISSUES</td>
<td>4</td>
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<tr>
<td>HONS 355</td>
<td>INDIANS OF NORTH AMERICA</td>
<td>5</td>
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<td>PHILOSOPHICAL VOICES AND POP CULTURE</td>
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Global Studies List

4 credit minimum—Global Studies List—second year or more advanced language study for 4–5 credits or 10 credits of approved (Japanese) first-year language study may satisfy the Global Studies requirement.
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**University Graduation Requirement (p. 36) (UGR)**

**Senior Capstone Course List**

Note—check with the chair of the major department.

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**Note: American Sign Language is excluded from fulfilling the Global Studies Requirement.**
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<td>SPED 491</td>
<td>SENIOR THESIS</td>
<td>4</td>
</tr>
<tr>
<td>SUST 490</td>
<td>SUSTAINABILITY SENIOR CAPSTONE</td>
<td>5</td>
</tr>
<tr>
<td>TCOM 490</td>
<td>SENIOR CAPSTONE: ISSUES IN TECHNICAL COMMUNICATION</td>
<td>5</td>
</tr>
</tbody>
</table>
GRADUATION REQUIREMENTS

Application for Graduation
Visit the Graduation page (https://sites.ewu.edu/records-and-registration/graduation) for the Graduation Application Major/Minor Requirement Approval Form and instructions.

Application for graduation is required for any student seeking an undergraduate degree and must be submitted to the graduation evaluator, Records and Registration Office, Sutton Hall 201, by the published deadlines.

Graduation application deadlines (https://sites.ewu.edu/records-and-registration/calendar-2/#/?i=1) are available in Records and Registration (https://sites.ewu.edu/records-and-registration/calendar-2). Timely submission provides an opportunity to review degree requirements and to plan or change course enrollment to ensure completion of all requirements.

Students who do not complete all degree requirements in the quarter of intended graduation must reapply for a subsequent quarter with the graduation evaluator. A reapplication fee may be assessed.

The graduation application fee and the reapplication fee change annually. For current fees, please see Records and Registration (https://sites.ewu.edu/records-and-registration).

To Complete an Application for the Undergraduate Degree

- Submit the Application for Graduation and Major/Minor Requirements approval form with all required faculty signatures to Records and Registration (https://sites.ewu.edu/records-and-registration), 201 Sutton Hall.
- Pay the graduation fee in Student Financial Services (http://access.ewu.edu/student-financial-services) (one fee for each degree), 202 Sutton Hall.

Active Catalog Rule (https://sites.ewu.edu/policies/policies-and-procedures/ap-303-21-undergraduate-students) Chapter 4-8

- The catalog in effect at the first term of the student’s current matriculation will be used to determine the general education requirements.
- A former EWU student returning (FSR) will use the general education requirements of the academic year they are returning.
- The catalog in effect at the time the student declares a major or minor will be used to determine the program requirements. This catalog may only be changed to a newer catalog with the approval of the department chair or program director by resubmitting the major declaration form. In no case can the catalog used for the major or the minor be more than six years old. A student whose major or minor catalog has expired will be required to submit a new major declaration form; the major and minor will be updated to the catalog in effect at the time of the resubmission.

Declaring a Major and Minor (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major)
All undergraduates must declare a major by the time they have completed 90 credits. Students who transfer with 90 credits or more must declare a major before registration. Call or email your department of interest for exact procedures on declaring a major/minor. Department contact information is located at the beginning of each Academic Program listing.

Major/Minor Requirements
Minors are a distinct set of undergraduate courses that have been approved and designated in the catalog. A minor or certificate is required for graduation with any major program of less than 60 credits. Minors or certificates that are required for graduation must contain at least 15 credits that are not part of the major requirements. (The minor or certificate cannot be fully embedded in the major requirements.) Minors that are an option for graduation may be embedded in the major requirements and recorded on official university transcripts.

Grading System, Policies and Appeals
General information is provided in the policy section (https://sites.ewu.edu/policies/policies-and-procedures/ap-303-24-grading-grade-changes-and-grade-appeals), including the full policy on grade appeals.

Second Degree Policy (https://sites.ewu.edu/policies/policies-and-procedures/ap-303-21-undergraduate-students) Chapter 4-7
Students may be awarded more than one undergraduate degree at Eastern Washington University.

- In all cases at least 225 credits are required to earn a second degree. Each subsequent degree requires an additional 45 credits.
- At least 45 credits that are different from those that are included in the first degree and are part of an approved program are required to earn two degrees.
- If fewer than 225 credits are completed, a second major rather than a second degree will be recorded on the university transcript, provided that the credits earned comply with program requirements for that major.
- The student must have the approval of each department chair or program director confirming that all degree requirements have been satisfied.
- If students complete more than one undergraduate major concurrently, a minor is not required.

Transfer post-baccalaureate students can receive a bachelor’s degree from EWU that is of the same type (BA, BS, BAE, etc.) as awarded at the transfer institution, provided EWU’s degree requirements are completed. The major/minor area of emphasis must be different from that awarded at the transfer institution.
Any questions regarding this policy should be directed to the graduation evaluator in Records and Registration, second floor, Sutton Hall.

Note: general education and graduation requirements are waived for a student possessing a baccalaureate degree from an accredited institution who wishes to obtain an additional undergraduate degree from Eastern.

Second Major Policy
Students may be awarded more than one major of the same degree type (BA, BS, BAB, BAE, BM and BFA). At least 30 credits in any major must be different from those in any other major.
GRADUATE STUDIES

Graduate Studies ([https://www.ewu.edu/grad](https://www.ewu.edu/grad))
Graduate Programs ([https://www.ewu.edu/grad/graduate-programs](https://www.ewu.edu/grad/graduate-programs))
Graduate Admissions Information (p. 14)
Post Admissions ([https://www.ewu.edu/grad/current-graduate-students](https://www.ewu.edu/grad/current-graduate-students))
206 Showalter Hall
509.359.6297
email (gradprograms@ewu.edu)
The Graduate Studies office coordinates admission for all of Eastern’s graduate programs and provides a wide range of assistance to prospective and current students as well as to faculty and staff at the university.

Academic Standards

- At least 75 percent of the total credits for a graduate degree must be at the 500 level or above. Note: interdisciplinary degrees may include no more than 12 quarter credits of undergraduate course work.
- Distance-delivered courses numbered 400 or above, offered by accredited institutions as graded courses and part of a graduate program of study may be included in a graduate degree program at Eastern at the discretion of the program/department.
- No 300-level courses are allowed in a graduate degree program without prior permission from the director of Graduate Studies. Only one approved 300-level course of up to five quarter credits is allowed in any graduate program.
- No program requirements can be satisfied with a course grade <C.
- Only two courses in a student’s degree program may be graded <B-; repeats do not change this rule.
- Pass/No Credit courses may count in a graduate degree program, but a student must complete 75 percent of the quarter/semester credits required for the program as graded work. Upper-division undergraduate courses (300–400) with pass/no credit grades cannot be included as part of the graduate program.
- Pass/No Credit grades are utilized only in designated graduate-level courses. (Graduate courses may not be taken Pass/No Credit unless the course has been so designated by departments.)
- Students with more than two no-credit (NC) grades in their program will have their record reviewed by the program advisor with possible termination of the program as a consequence.
- Proof of competency in research is required of all graduate degree candidates.
- Senior students with exceptional ability and appropriate background may enroll in 500-level courses only with prior written permission of the director of Graduate Studies.
- Three-fourths of the minimum credits required for the specific degree program must be earned in approved courses offered by EWU. The remaining credits may consist of approved credits from other accredited institutions.


Occasionally, a student may wish to appeal one of Eastern’s graduate policies. Student appeals of graduate policies and procedures should be addressed to the director of Graduate Studies. These appeals should be made in writing, initiated by the student, and endorsed by the appropriate graduate program advisor or director. The appeal document must contain adequate justification demonstrating that the student possesses sufficient outstanding qualities to balance identified weaknesses.

Note: appeals of the policy pertaining to previous graduate credit are heard by an Academic Appeals Board.

Graduate or Post-Master's Certificates

A graduate certificate is not a degree; it is a focused collection of courses that, when completed, affords the student a record of coherent academic accomplishment in a given discipline or set of related disciplines. A graduate certificate is not a guaranteed means of entry into a graduate degree program. While the courses comprising a graduate certificate may be used as evidence in support of a student’s application for admission to a graduate degree program, the certificate itself is not considered to be a prerequisite.

The course content in a graduate certificate program may represent a practice-oriented segment of an existing graduate discipline. An earned baccalaureate degree or its equivalent from an accredited college or university is required for admission to a graduate certificate program.

A Graduate Studies admission application is required before completion of one-half of the credits in a graduate certificate program. No additional admission application fee is charged for current degree-seeking graduate students at EWU. A maximum of 40% of the credit hours toward any certificate program may be accepted as transfer credit. Students pursuing a graduate certificate will be required to meet the same academic requirements as those defined for degree-seeking students.

The Graduate Studies office will note successful completion of a certificate program on the student’s transcript after receipt of a completed graduation application. Graduation applications are due following the deadlines for graduate degree graduation applications.

Course Level Policies

All departments may offer these types of courses, but not all may be listed in this catalog; check with individual department offices for the most current information on course availability.

<table>
<thead>
<tr>
<th>Upper Division</th>
<th>Graduate Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>400-499 primarily for seniors; graduate students may count a limited number of credits from graded courses, only with program approval</td>
<td>500-599 graduate level; senior undergraduates may enroll only with permission of both department chair and director of Graduate Studies. 600-699 graduate level only 700-799 doctoral level only</td>
</tr>
</tbody>
</table>

At all levels, course numbers ending in 95 through 99 indicate special courses, with the particular subject matter varying from term to term:

| 95 | internships |
| 96 | experimental |
| 97 | workshops, short courses, conferences (Only one workshop course of up to 3 credits may be used to fulfill graduate degree requirements.) |
| 98 | seminars |
| 99 | independent and directed study |

Course Loads
The minimum full-time enrollment for graduate students is 10 quarter credits for students on a quarter calendar (QC) and 10 semester credits for students on a semester calendar (SC). A standard study load normally involves around 12 quarter credits for full-time QC students or 18 quarter credits for full-time SC students. The course load of graduate students may not in any term exceed 18 quarter credits for QC students or 27 semester credits for SC students without the approval of the student's advisor and the appropriate department chair or designee. Students receiving a graduate service appointment must also have the approval of the director of Graduate Studies to enroll in overload credits. Call 509.359.6297 with any questions.

*For financial aid purposes, full-time enrollment for graduate students is a minimum of 8 credits and part-time enrollment is a minimum of 4 credits.

**Course Repeat**
Courses may be repeated for graduate credit. However, as stated under Academic Standards, only two courses in a student's degree program may be repeated; repeats do not change this rule. Also see the probation policy below and the general information on the grading system in the policy section of this catalog.

**Degree Completion and Use of University Resources**
After being admitted to a graduate program a student has six calendar years in which to complete a graduate degree program, beginning with the quarter/semester the student is admitted, subject to the following exceptions:

- This policy may not be construed to change the six-year limit between commencement of study toward the degree and completion of the degree program. (The six-year limit begins with the date of the first course used toward degree requirements, including any pre-admission credits.)
- Admitted students who fail to complete the degree within the six-year period will be dropped from the program and must re-apply for admission to the degree program with evaluation of all credits taken to date and pay the application fee.
- Students who are using university resources during the six-year period, including faculty consultation, laboratories, library resources, scheduling and completing final examinations, must register for a minimum of 2 credits. In the quarter/semester of defense, the student must be enrolled for a minimum of 2 credits. (Summer session only permits 1 credit registration.)

**Enrollment Policies for Graduate Students**
Graduate students may register only after being fully admitted to EWU. Any student who attends classes but fails to register for those classes through the Records and Registration Office will not receive credit for those classes. Students who register after the registration period will be assessed a late registration fee per course. The instructor's permission is required for late registration. An advisor's signature is required prior to registration for all new entering students, returning students on academic dismissal, those on probation and any student with an overload of credits.

Failure to attend the first class meeting may result in loss of registration in that course section. Failure to complete all prerequisite requirements prior to registering may result in loss of registration.

**Graduate Degree Candidacy**
Advancement to graduate degree candidacy means that the department is encouraging the student to complete his or her degree. The student's program is planned at this time, and the student is assured protection against subsequent program changes.

**Advancement to Graduate Degree Candidacy requires the following steps:**
- completion of at least 15 graded credits in a degree program;
- maintenance of at least a cumulative GPA ≥3.0 in all courses since admission to Graduate Studies;
- submission of the application for degree candidacy form to the Graduate Studies office, specifying a degree study program approved by the major department. At the student's option, the program may be based on either current catalog requirements or the catalog in effect at the time of admission. The form must be submitted before the student has completed one-half the minimum credits unless program requirements allow submission after the mid-point of the student's program. All applications for graduate degree candidacy must be submitted no later than the second Friday of the term before anticipated graduation unless special permission is granted by the director of Graduate Studies;
- completion of any specific departmental requirements;
- approval of the director of Graduate Studies.

**Graduate Degree Committees and Final Comprehensive Exams**
After a student has advanced to degree candidacy, a committee is appointed to arrange, conduct and appraise the comprehensive examination. Satisfactory completion of the comprehensive exam is required to graduate.

Graduate degree committees are normally comprised of three members, one acting as the chair. The chair of the graduate committee is a faculty member from the student's specialization. Another member is chosen to represent the broader academic aspects of the candidate's program. The third member is a representative of the Graduate Affairs Council, which governs graduate policies and programs. The council representative is selected from a department outside the student's primary academic area and is appointed to the committee by the director of Graduate Studies. (See the approved departmental comprehensive exams third member policy that follows this section of the catalog.) When necessary to represent all the areas of a student's preparation, the director of Graduate Studies may authorize additional members.

After the committee is confirmed, the candidate and faculty members are officially notified of the committee membership by the Graduate Studies office. The candidate must confer with his or her chair regarding the date of the comprehensive examination. It may be scheduled any time after submission to the Graduate Studies office of the terminal research approval form. This form is signed by the student's chair and internal member to indicate their approval for the examination to be held. The Graduate Studies office must be notified of the scheduled examination at least 10 working days prior to the examination date. Except in the case of a written examination, all comprehensive exams are open to the public and must be announced to the student's academic unit(s) at least one week prior to the exam.

The examination is conducted by the chair of the committee, and questions are based upon the candidate's research and/or areas of study. The examination is approximately two hours. The committee members then determine, by majority vote, whether the candidate is successful, unsuccessful or not yet qualified. The official report of the committee's decision must be returned to the Graduate Studies office for inclusion in the student's permanent records and to use for degree checkout.
Note: A comprehensive examination cannot be scheduled for any student who has an × grade in any course in his/her degree program, current course work excepted. Student and faculty signatures on the terminal research approval form are verification that there are no × grades. Students who successfully complete their comprehensive examinations must meet any outstanding degree requirements within one quarter/semester of their exams or be assessed a late completion fee equal to the cost of one-half of one resident graduate credit for purposes of degree checkout and degree posting. Post-examination internships required for degree completion are excluded. If the student does not complete by the end of one term, the late completion fee will be assessed for each term the course work is incomplete.

**Graduation Application**

Application for completion of the graduate degree must be filed with the Graduate Studies office no later than January 15 for spring quarter/summer semester; April 15 for fall and summer quarter/fall semester; and Oct 15 for winter quarter/spring semester. Early application is encouraged. A diploma fee is required. Fees change annually; check with the Graduate Studies office. Late applications are subject to a fee. Applications received after the deadline may delay posting of the degree on official university transcripts and mailing of the diploma.

Note: only students who have completed all degree requirements during the current academic year, or who have applied to graduate by January 15 of the current academic year will be included in the commencement program.

**Graduation Grade Point Average**

The graduation GPA includes credits and grade points earned at Eastern and transfer credits and grade points accepted by Eastern. This grade point is used for determining graduation eligibility. The transfer GPA does not appear on an EWU transcript. University academic honors (cum laude, magna cum laude, summa cum laude) are not awarded to graduate students based on GPA.

**Multiple Graduate Degrees and Programs**

Students who have finished one graduate degree may be awarded another graduate degree when they have finished the requirements for the second degree as set forth in the graduate catalog. Students may also pursue and be enrolled in two programs simultaneously.

Students must meet all the requirements of the second degree, including course work, tests, thesis, foreign language, experience, age of credits, departmental recommendations and other requirements as specified. Students may apply a maximum of 12 department/program credits from one graduate degree or degree program to a second or additional graduate degree. (This does not apply to dual-degree programs.)

**Maximum Attempted Credits**

Graduate students are expected to make efficient progress toward their degree. Those found to have attempted credits on their record at or above 150% of the minimum number of credits required for their program will be prevented from registering until they have met with their academic advisor, established a revised plan for program completion and specified a new graduation term. This plan must be submitted with the written support of the student’s academic advisor and approved by the director of Graduate Studies in order for the student to register.

**Previous Graduate Credit**

Students may include in a graduate degree program a maximum of 12 quarter credits or nine semester credits completed before admission to graduate studies. These credits must be from an accredited university, approved by the department for inclusion in a degree program, no more than six years old at the time of program completion and not part of an undergraduate degree. Any exception to this policy must be approved by the Academic Appeals Board. Appeals are made in writing by the student and must be accompanied by the written support of a program advisor or director. These appeals are submitted to the board through the Graduate Studies office.

**Probation Policy**

- Graduate students must maintain a GPA ≥3.0 in all courses taken since admission to graduate studies at EWU.
- Students are notified by letter if they have fallen below the 3.0 minimum.
- One term is allowed to restore the cumulative GPA to ≥3.0.
- Faculty of the department offering the degree may extend the probationary period by one term, when warranted by special circumstances.
- Students on probation may not be advanced to candidacy or schedule their comprehensive exams.
- Students unable to restore their cumulative GPA to ≥3.0 in the additional quarter of probation shall be terminated from the program.
- Individual departments/programs may have requirements that are more restrictive. Such requirements supersede those stated here.

Students who have been academically dismissed from a graduate program may reapply for admission. In addition to the application for readmission to graduate studies and meeting all admission requirements specified by the program, applicants who have been dismissed must also submit a written petition to the program stating their readiness to pursue the degree and addressing the circumstances that led to dismissal. Applicants who are then readmitted will be allowed to register for one term only. At the end of the initial term, continuation is contingent upon recommendation from the program and the approval of the director of Graduate Studies. Students who have been readmitted will have up to two terms to return to good academic standing with a cumulative graduate GPA ≥3.0. Extensions of probationary status may be approved on the written recommendation of the program and with the approval of the director of Graduate Studies. Students who are not recommended for continuation are not eligible for one year to reapply for admission to graduate studies.

**Residency Requirement (at EWU)**

Three-fourths of the minimum credits required for the specific degree program must be earned in approved courses offered by EWU. The remaining credits may consist of approved credits from other accredited institutions. (For information about establishing residency in Washington for tuition purposes, see the Residency (https://sites.ewu.edu/records-and-registration/residency) pages.)

**Graduate Student Summary Guide to Policies and Procedures**
<table>
<thead>
<tr>
<th>Procedure</th>
<th>Action</th>
<th>Deadline</th>
<th>Explanation</th>
<th>Consequences/Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apply for candidacy and select graduate faculty committee members.</td>
<td>Student approaches advisor to formalize graduate program plan, discuss second committee member, and determine if Human Subject (IRB) must be filed. Program approval for candidacy indicated by student and two graduate program faculty signatures on candidacy form. Form then submitted to Graduate Studies office for review.</td>
<td>After completion of 15 graduate credits and before completing one-half the minimum credits in degree program. In all cases application must be submitted by the second Friday of the term prior to intended graduation.</td>
<td>Supports timely progress to degree completion; protects students from degree requirement changes; begins IRB review, if needed. Approved candidacy applications acknowledged by letter of advancement from the Director of Graduate Studies.</td>
<td>Inaccurate or incomplete candidacy application delays advancement. Late submission requires a written appeal to the Director of Graduate Studies and possible delay in graduation. Lack of IRB can invalidate research.</td>
</tr>
<tr>
<td>Submit Graduation Application and fee.</td>
<td>Apply to graduate online through EagleNET. Log in to EagleNET, click on the Student tab, and then click on Student Records.</td>
<td>Jan 15 for spring quarter/summer semester; April 15 for fall and summer quarter/fall semester; Oct 15 for winter quarter/spring semester (earlier is recommended.)</td>
<td>Allows for timely review of student's program prior to graduation.</td>
<td>Late submission delays graduation until next term, and incurs fee. Late applicants must submit a paper application.</td>
</tr>
<tr>
<td>Register in final term of program for at least 2 credits (1 credit minimum summer term only).</td>
<td>Consult with advisor or graduate program director about remaining requirements.</td>
<td>Term of program completion.</td>
<td>Meets state requirement of registration for students using university resources.</td>
<td>Only currently registered students are eligible to complete a graduate program.</td>
</tr>
<tr>
<td>Select outside member for comprehensive examination.</td>
<td>Review Approved Third Member policy in catalog; Graduate Studies office selects from approved graduate faculty unless otherwise specified by department policy.</td>
<td>Graduate Studies office notifies student near the beginning of the term of intended graduation (the term entered on the candidacy) unless student has already identified a member of the graduate faculty as the third.</td>
<td>Provides rigor, procedural guidance, and helps ensure examination is comprehensive.</td>
<td>Late candidacy application delays selection of outside member required for comprehensive exam to be held.</td>
</tr>
<tr>
<td>Submit Terminal Research Approval form.</td>
<td>Committee chair and second committee member sign form and submit to Graduate Studies Office.</td>
<td>Must be received in Graduate Studies Office at least two weeks prior to the exam, earlier is recommended. Exam schedule may be submitted on this form.</td>
<td>Indicates committee approval to proceed with comprehensive examination based on review of drafts.</td>
<td>Comprehensive examination cannot be scheduled without receipt of form in Graduate Studies Office, or if any X grades are on student record for prior terms.</td>
</tr>
<tr>
<td>Schedule comprehensive examination.</td>
<td>Student arranges date, time and location agreed to by all committee members and then notifies Graduate Studies Office.</td>
<td>Graduate Studies Office must be notified two weeks prior to scheduled date and after receipt of Terminal Research Approval Form.</td>
<td>Allows time for notice and comprehensive exam report form to be sent to committee members.</td>
<td>Failure to schedule may lead to cancellation or invalidation of examination.</td>
</tr>
<tr>
<td>Provide approved thesis, research report or other terminal document draft.</td>
<td>Student provides a copy to all comprehensive examination committee members.</td>
<td>Two weeks prior to examination each committee member must have a copy of the document.</td>
<td>Allows faculty sufficient time to review document and prepare for comprehensive examination.</td>
<td>Comprehensive examination could be canceled if documents not provided by deadline.</td>
</tr>
<tr>
<td>Complete comprehensive examination.</td>
<td>Committee Chair submits original form to Graduate Studies office.</td>
<td>Original comprehensive exam report form due in Graduate Studies office immediately following exam.</td>
<td>Verifies examination results; becomes part of permanent student record.</td>
<td>Lack of original form will delay program and degree completion.</td>
</tr>
<tr>
<td>Thesis students only—submit a digital copy in PDF format (Computer Science students may use LaTex). In addition, thesis students must submit a signed copy</td>
<td>Graduate Studies office must receive the final copy with chair and internal committee member signatures on thesis signature page.</td>
<td>Ten working days after comprehensive examination or by the last day of the term, whichever comes first.</td>
<td>To meet form and style standards, for binding, and distribution to student, department/program and EWU Library.</td>
<td>Possible delay in graduation to following term, delay in binding of thesis.</td>
</tr>
</tbody>
</table>
of the Graduate Thesis Submission Form and a signed signature page along with their thesis copy.

<table>
<thead>
<tr>
<th>Attend Commencement</th>
<th>Verify completion of application for graduation; order cap, gown and hood four weeks prior to graduation from EWU bookstore.</th>
<th>All participants in May and June Commencement must meet posted spring graduation application deadline to be included in bulletin.</th>
<th>Fall, winter, spring and summer graduates may participate in ceremony.</th>
<th>Participation encouraged; one ceremony and one bulletin published annually.</th>
</tr>
</thead>
</table>

1 Contact program advisor about any changes to candidacy or committee. All required forms and guidelines can be found at Graduate Studies (https://www.ewu.edu/grad).

**Thesis, Research Report or other Terminal Document Requirements**

Completion of a thesis or research report is required by most graduate programs. Research reports are submitted to the department in whatever form, style and number the department requires. Instructions on form and style requirements for a master’s thesis are available from the Graduate Studies website.

When a student is submitting a thesis, research report or other terminal document, either the document or an abstract must be provided to committee members at least two weeks in advance of the final comprehensive examination. Any required changes are to be completed for final approval by the committee within 10 working days of the examination, or the end of the term, whichever comes first.

Thesis students must submit a digital copy (gradthesis@ewu.edu) of their thesis in PDF format (Computer Science students may use LaTex). In addition, thesis students must submit a signed copy of the Graduate Thesis Submission (http://www.ewu.edu/grad) form and a signed signature page along with their thesis copy.

Some departments require a bound copy of students’ theses. In this case an approved copy of the thesis must be presented to the Graduate Studies office within ten (10) working days of the oral examination or by the end of the term, whichever comes first. Students will pay a per copy binding fee.

Note: The university has policies and procedures in place to ensure that individuals conducting research, including graduate students, comply with applicable federal and state regulations governing the use of human subjects, the care and use of animals, significant financial interest disclosure, scientific misconduct, intellectual property and copyrights. If the student’s research is affected by any of the above, he or she may be required to obtain university approval prior to initiating the research. Further information and application materials are available from the Office of Grant and Research Development, 210 Showalter Hall. (See Regulations for Research [https://access.ewu.edu/grants].)

**Y grades for Thesis, Research report and other courses requiring more than a single term to complete**

Students are expected to enroll for an appropriate number of research credits each term they use university resources such as faculty time, laboratories and the library. The Y grade may be used to defer assigning of a grade until the project is completed. The Y grade is not to be used in lieu of an incomplete. A specified maximum number of Y-graded credits are allowed by each program.

<table>
<thead>
<tr>
<th>Biology</th>
<th>30 credit maximum for any course for which a Y grade is assigned.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>12 credit maximum in any course for which a Y grade is assigned.</td>
</tr>
<tr>
<td>College Instruction</td>
<td>COIN 600, COIN 601, COIN 696</td>
</tr>
<tr>
<td>Communication Disorders</td>
<td>CMSD 600S</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>CMST 600, CMST 601</td>
</tr>
<tr>
<td>Computer Science</td>
<td>CSCD 600, CSCD 601</td>
</tr>
<tr>
<td>Creative Writing</td>
<td>CRWR 600</td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>DNHY 600S</td>
</tr>
<tr>
<td>Education</td>
<td>EDUC 563, EDUC 588, EDUC 600, EDUC 601, EDUC 695</td>
</tr>
<tr>
<td>English</td>
<td>14 credit maximum for any course for which a Y grade is assigned.</td>
</tr>
<tr>
<td>Engineering and Design</td>
<td>5 credit maximum in any course for which a Y grade is assigned.</td>
</tr>
<tr>
<td>History</td>
<td>HIST 600, HIST 601</td>
</tr>
<tr>
<td>Mathematics</td>
<td>MATH 600, MATH 601</td>
</tr>
<tr>
<td>Music</td>
<td>10 credit maximum for any course for which a Y grade is assigned.</td>
</tr>
<tr>
<td>Physical Education</td>
<td>9 credit maximum for any course for which a Y grade is assigned.</td>
</tr>
<tr>
<td>Psychology</td>
<td>9 credit maximum for any course for which a Y grade is assigned.</td>
</tr>
<tr>
<td>Public Administration</td>
<td>PADM 600, PADM 601, PADM 602</td>
</tr>
<tr>
<td>Social Work</td>
<td>Maximum is the number of credits for the course. Students cannot re-register for a course in which a Y grade is received.</td>
</tr>
<tr>
<td>Urban and Regional Planning</td>
<td>PLAN 601, PLAN 695</td>
</tr>
</tbody>
</table>

| Art                              | ART 600, ART 601, ART 696                                       |
|                                  | 15 credits                                                       |
Academic Appeals Board (https://sites.ewu.edu/policies/policies-and-procedures/ap-303-24-grading-grade-changes-and-grade-appeals) Chapter 4-9

Exceptions to academic regulations are considered by an Academic Appeals Board that consists of faculty and student representatives. The Academic Appeals Board will consider petitions of the following undergraduate requirements:

- general education
- university graduation
- 60 upper-division credits
- 45 credits in residence
- 15 upper division residence credits in major
- foreign language

Appeal actions shall be coordinated through the graduation evaluator in the Records and Registration Office. Appeals must be made sufficiently in advance of graduation so that program planning can be done according to the decision of the board to approve, deny or reconsider the petition.

The Academic Appeals Board does not consider cases that apply to majors or minors or professional certification. The appropriate department chair or program director should be contacted regarding these matters.

Grade appeals shall be handled in accordance with Academic Policy 303-24, Grades and Grade Appeals.

Academic Forgiveness Policy (https://sites.ewu.edu/policies/policies-and-procedures/ap-303-21-undergraduate-students) Chapter 6-3

For further information on Academic Forgiveness, go to the Records and Registration Office, 201 Sutton Hall or call 509.359.2321.

6-3. Fresh Start Academic Forgiveness for Returning EWU Students

1. Undergraduate students may make a one-time petition to have up to two consecutive terms removed from the calculation of their credits and GPA. The coursework must have been completed at least five calendar years prior to this petition.
2. Forgiven courses cannot be used to satisfy any academic requirements.
3. To be eligible, a student must have completed 24 consecutive credits post-return to EWU, maintained a GPA of 2.5 or higher and have indicated a pre-major or be declared in a major.
4. Fresh Start Academic Forgiveness may not be revoked.

Academic Probation, Dismissal and Reinstatement (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-probation-dismissal-and-reinstatement/policy)

All undergraduate students are held to the following academic policies and standards:

- all Eastern Washington University undergraduate students in their first quarter who do not attain a minimum GPA >2.0 will be placed on Academic Warning;
- at the end of each quarter, continuing undergraduate students who do not attain a cumulative GPA ≥2.0 are placed on Academic Probation for the next quarter of enrollment;
undergraduate students on Academic Warning or Academic Probation who attain a cumulative GPA ≥2.0 are automatically removed from probation;

undergraduate students on Academic Probation who attain a quarterly GPA of ≥2.0 but whose cumulative GPA is still <2.0 will remain on Academic Probation;

undergraduate students on Academic Warning who attain a quarterly GPA of >2.0 but whose cumulative GPA is still <2.0 will be dismissed from the university;

to re-enroll after being academically dismissed, officially declared and undeclared students must petition for academic reinstatement through the Office of General Undergraduate Academic Advising (GUAA);

a dismissed undergraduate student is not eligible to enroll the following academic quarter (fall, winter, spring or summer);

first-time dismissed undergraduate students will be eligible to petition for reinstatement after one quarter;

undergraduate students dismissed a second time will be eligible to petition for reinstatement after one year;

students who are dismissed at the end of spring quarter will not be eligible to enroll in summer or fall quarter but may petition for reinstatement for winter quarter;

to be eligible for academic reinstatement, dismissed undergraduate students must demonstrate an improved academic performance or readiness for academic success;

the academic reinstatement process is coordinated through the University College. Visit the University College website (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-probation-dismissal-and-reinstatement/policy) for additional information or call 509.359.2035.

Undergraduate policies:

1. At the end of each quarter, undergraduate students who do not attain a cumulative GPA of 2.0 shall be placed on academic probation for the next quarter of enrollment.

2. Undergraduate students on academic probation who attain a quarterly GPA of 2.0 or higher but whose cumulative GPA is still below the minimum 2.0 will remain on academic probation.

3. Undergraduate students on academic probation who attain a cumulative 2.0 GPA are automatically removed from probation.

4. Undergraduate students on academic probation whose cumulative GPA remains below 2.0 and whose quarterly GPA is below 2.0 will be dismissed from the University.

5. All first-time Eastern Washington University undergraduate students will be subject to dismissal after two consecutive quarters of probation.

6. Continuing Eastern Washington University undergraduate students are subject to dismissal after one quarter of probation.

7. To re-enroll after being academically dismissed, students with undeclared majors must request reinstatement through the General Undergraduate Academic Advising office. Students with declared majors shall submit a petition for reinstatement to their major department.

8. A dismissed undergraduate student is not eligible to enroll for the following academic quarter (fall, winter or spring) and is required to remain out of school for at least one academic quarter after a first dismissal or one academic year after a second dismissal.

9. To be eligible for reinstatement, dismissed undergraduate students must demonstrate an improved academic performance or readiness for academic success at the college level.

10. Summer Session Policy: A dismissed undergraduate student may enroll for summer session. To be eligible to continue in the fall, the student must complete at least 10 graded credits during summer session with a minimum 2.0 GPA for that quarter.

Academic Honors

Undergraduate and post baccalaureate students who complete at least 12 graded credits in a given quarter with a GPA ≥3.50 will be placed on the quarterly Deans’ Honor List for academic excellence. The honor is also recorded on their university transcript.

Honors at Graduation

Graduating seniors with a GPA between

4.00 and 3.9 = Summa Cum Laude
3.89 and 3.7 = Magna Cum Laude
3.69 and 3.5 = Cum Laude

Graduating seniors who achieve academic honors will be formally recognized during commencement, on university transcripts and on their diploma. Baccalaureate honors are awarded only to recipients of a first baccalaureate degree. These honors are earned by those students who have completed no fewer than 90 credits at this institution; 60 credits must be for courses in which grade points are awarded. Honors are calculated only on college-level credits earned at this institution.
WAC 250-61-120 Catalog Requirements

1. An institution granted authorization shall publish a catalog supplemented as necessary by other published materials, providing sufficient information for students to obtain an adequate understanding of the institution, its programs, policies and procedures. Institutional catalogs shall be published at least once every two years and be provided to students at the time of their enrollment. Electronic catalogs (https://sites.ewu.edu/records-and-registration/archived-catalogs-2) must be archived and students must have access to the archived information.

2. Eastern Washington University is authorized by the Washington student achievement council and meets the requirements and minimum educational standards established for degree-granting institutions under the Degree-Granting Institutions Act. This authorization is subject to periodic review and authorizes (EWU) to offer specific degree programs. The council may be contacted for a list of currently authorized programs. Authorization by the council does not carry with it an endorsement by the council of the institution or its programs. Any person desiring information about the requirements of the act or the applicability of those requirements to the institution may contact the council at P.O. Box 43430, Olympia, WA 98504-3430 or email (degreeauthorization@wsac.wa.gov).

3. An institution (EWU) granted authorization shall make the following statement regarding transferability available to all students: “The transferability of credits earned at (EWU) is at the discretion of the receiving college, university, or other educational institution. Students considering transferring to any institution should not assume that credits earned in any program of study at (EWU) will be accepted by the receiving institution. Similarly, the ability of a degree, certificate, diploma, or other academic credential earned at (EWU) to satisfy an admission requirement of another institution is at the discretion of the receiving institution. Accreditation does not guarantee credentials or credits earned at (EWU) will be accepted by or transferred to another institution. To minimize the risk of having to repeat coursework, students should contact the receiving institution in advance for evaluation and determination of transferability of credits and/or acceptability of degrees, diplomas, or certificates earned.”

4. The catalog shall include elements as required by the council in application materials such that a prospective student may become reasonably informed about the institution, its offerings, policies and procedures.

- AP 301-21: Faculty Organization and the Academic Senate (https://sites.ewu.edu/policies/policies-and-procedures/ap-301-21-faculty-organization-and-the-academic-senate)
- AP 303-26: Graduate Faculty (https://sites.ewu.edu/policies/policies-and-procedures/ap-303-26-graduate-faculty)
- AP 303-30: Registration (https://sites.ewu.edu/policies/policies-and-procedures/ap-303-30-registration)
- EWU 104-01: President’s Diversity Committee (https://sites.ewu.edu/policies/policies-and-procedures/ewu-104-01-presidents-diversity-committee)
- EWU 204-08: Service and Assistance Animals in University Housing (https://sites.ewu.edu/policies/policies-and-procedures/ewu-204-08-service-and-assistance-animals-in-university-housing)
- EWU 301-01: Academic Organization (https://sites.ewu.edu/policies/policies-and-procedures/ewu-301-01-academic-organization)
- EWU 302-02: Human Research (https://sites.ewu.edu/policies/policies-and-procedures/ewu-302-02-human-research)
- EWU 302-03: Animal Research (https://sites.ewu.edu/policies/policies-and-procedures/ewu-302-03-animal-research)
- EWU 303-04: Honorary Degrees (https://sites.ewu.edu/policies/policies-and-procedures/ewu-303-04-honorary-degrees)
- EWU 502-02: Associated Students of EWU (https://sites.ewu.edu/policies/policies-and-procedures/ewu-502-02-associated-students-of-ewu)
- EWU 603-03: Fire Safety (https://sites.ewu.edu/policies/policies-and-procedures/ewu-603-03-fire-safety)
- EWU 603-07: Missing Student Notification (https://sites.ewu.edu/policies/policies-and-procedures/ewu-603-07-missing-student-notification)
- EWU 603-09: Hoverboards / Self-Balancing Scooters (https://sites.ewu.edu/policies/policies-and-procedures/ewu-603-09-hoverboards-self-balancing-scooters)
- EWU 603-10 Service Animals (https://sites.ewu.edu/policies/policies-and-procedures/ewu-603-10-service-animals)
- EWU Policy 203-04 Social Media (https://sites.ewu.edu/policies/policies-and-procedures/ewu-203-04-social-media)
Access to Academic Records

Certain categories of student information are considered open or directory-type data and may be released to the public if the student is enrolled at the university at the time of request. These categories include name, addresses, telephone number, major field of study, participation in officially recognized activities and sports, dates of attendance, degrees and awards received and the most recent previous educational agency or institution attended.

All other information regarding a student’s record or attendance is restricted and may not be released to a third party without the student’s written permission except as allowed under the Family Educational Rights and Privacy Act of 1974. Examples of restricted information are a student’s course enrollment, the number of credits earned and any grade-related information. This policy is in compliance with federal rules and regulations and is intended to protect each student’s privacy and security. See WAC 172-191.

Specific details of the (FERPA) Family Educational Rights and Privacy Act of 1974 are available in the Records and Registration Office, 201 Sutton Hall.

Special Note: Students may request that directory information not be released to the public. A directory restriction can be requested in person at the Records and Registration office, 201 Sutton Hall or Riverpoint Student Services, N. 668 Riverpoint Blvd., Room 101. Students who request a directory restriction will not be sent general non-educational information from the university. University notice of Dean’s List to local papers and to the National Dean’s List will not be made for students with restrictions. For more information on the directory restriction, see the information in WAC 172-190 below and check with Records and Registration, 201 Sutton Hall, 509.359.2321 or Riverpoint Student Services, 509.828.1394.

Annual Security Report Notification

The Annual Safety and Fire Report is provided in accordance with the Jeanne Clery Act of 1998 and the associated amendments including the recently adopted Violence Against Women Reauthorization Act of 2013. Per Federal Regulations (34 CFR Part 668), it is required that a copy of Eastern Washington University’s Clery Act Report, otherwise known as the Annual Security and Fire Report, be provided to each employee and student. This report includes statistical information for three previous calendar years concerning reported crimes which occurred on EWU’s campus; certain off-campus buildings or properties owned or controlled by EWU and on public property within, or immediately adjacent to and accessible from, EWU’s campus. The report also includes institutional policies concerning campus security issues, such as policies and or procedures concerning sexual assault, alcohol use, and the Drug-Free Schools Act. The Clery report (http://access.ewu.edu/police/annual-safety-and-fire-report—clery-act) or a paper copy of the report is available upon request by calling EWU Police Department at 509.359.6310.

Credits

One quarter hour of credit is assigned in the following ratio of hours per week devoted to the course of study:

- lecture/discussion: one hour in the classroom per week for each credit hour (two hours outside preparation expected);
- studio (art classes): minimum two hours in the classroom per week for each credit hour (one hour of outside preparation expected per credit hour);
- laboratory: minimum two hours in the lab per week for each credit hour (one hour of outside preparation expected per credit hour).

Ensemble (music classes): minimum two hours per week for each credit hour (one hour of outside preparation expected per credit hour);
- {C}Independent study: minimum three hours of work per week for each credit hour.
• the proportion of time in each course assigned to lecture, studio, laboratory, independent study or ensemble is recommended by faculty of the department offering the course.
• the term quarter hour corresponds with credit, hour or credit hour.

Final Exams information is located on the Academic Calendar (https://sites.ewu.edu/records-and-registration/calendar-2).

• Final examinations are scheduled for specific dates and times at the end of each quarter. The examination schedule is published in the university’s quarterly announcement. Final comprehensive examinations should not be given during the regular 10-week schedule.
• Students shall not be granted special examinations for any reason other than a family emergency or other bona fide hardship. Course instructors are the final authority in such circumstances.
• Students that have two final examinations scheduled concurrently by the university must contact one or all instructors involved and ask them to resolve the situation and find a suitable solution.

Grade Appeals (https://sites.ewu.edu/policies/policies-and-procedures/ap-303-24-grading-grade-changes-and-grade-appeals)
Except for X and Y, all grades are final and can be changed only in the case of university (instructor, clerical or administrative) error. Such corrections must be submitted by the instructor and approved by the department chair and college dean. Requests for grade corrections must be submitted to the Records and Registration Office within two quarters of the initial grade assignment.

Students have the option of appealing a grade they believe is unfair. To appeal, an Intent to Appeal a Grade or an Official Grade Appeal form must be submitted within the times specified below, or the right to appeal is forfeited. Reasonable exceptions to these deadlines may be made by the chair or designee.

The order of appeal is as follows.

1. File a notice of Intent to Appeal a Grade form within 10 working days after instruction begins for the next regular quarter. These forms are available on request in the department office, the Records and Registration Office or EWU Spokane, Riverpoint, Student Support Center and are submitted to the chair of the department concerned.
2. Discuss the conflict regarding the grade in a timely manner with the instructor concerned. If the discussion between the instructor and student does not lead to a resolution of the conflict and the student wishes to continue the appeal process, the student must confer with the chair or a designee regarding the proposed appeal. If the conflict is not resolved at this level, the chair, or designee must provide a written explanation to the student within five working days. If the written explanation is not provided or if the student is not satisfied with this explanation, he/she may make an official grade appeal.
3. The Official Grade Appeal form must be filed in writing with the chair of the department concerned, normally no later than 30 working days after instruction begins for the next regular quarter. These forms are available on request in the department office, the Records and Registration Office or EWU Spokane, Riverpoint, Student Support Center.
4. The grade appeal is heard by a grade appeals board which is to be convened no later than 20 working days after submission of the official grade appeal. (The date may be extended if mutually agreed upon by both parties.) This board is chaired by the department chair or a designee who serves in a nonvoting capacity. Selection of members is facilitated by the department chair or designee unless there is an obvious conflict of interest decided by the dean, in which case the dean or a designee shall do so.
5. Three people will constitute the grade appeals board. The student petitioner shall first nominate a member and then the faculty shall nominate a member. A third member mutually agreeable to both parties will then be selected. At least one of the three members must be a student. The appeal board must be held at a mutually agreeable time.

Parties to the dispute must make a good faith effort to follow these steps or forfeit access to the appeal process.

If the student, faculty or chair has legitimate concerns about the appeal process, the dean of the college will work to alleviate or correct the problems.

The appeal board does not have subpoena power and every attempt will be made to be fair to both parties. The parties may offer exhibits and/or witnesses. The principals may not be represented by counsel or others and the student appellant has the burden of proving by a preponderance of the evidence (more probable than not), that such inappropriate grading procedures have occurred.

Within 10 working days of first convening the appeal board, through its chair, will submit its recommendation in writing to the faculty member concerned, with a copy to the appellant and the dean of the college.

Decisions recommended by the grade appeal board are advisory only. The final decision to change a grade lies with the instructor, except in cases where the instructor cannot or does not respond to the appeal board’s recommendation or in cases where the appeal board’s findings determine prejudiced or other inappropriate grading practices by the instructor. In these cases the final decision to change the grade lies with the dean. There is no further right of appeal.

Within 45 days of the final decision involving a recommended grade change, the chair of the appeal board shall notify in writing the appellant, the dean of the college and the chair of the department concerned of the decision of the appeal board and the faculty member’s decision and action. When the final decision is made by the dean in the cases noted above, the dean shall implement the decision and shall make the proper written notification to the parties concerned.

A Guide Table for Grades (Instructions for computing cumulative GPA.) (p. 53)

**EWU Moved to Letter Grades—Effective Fall 2018**

<table>
<thead>
<tr>
<th>Grade</th>
<th>GPA</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>4.0</td>
</tr>
<tr>
<td>A-</td>
<td>≥3.7</td>
</tr>
<tr>
<td>B+</td>
<td>≥3.3</td>
</tr>
<tr>
<td>B</td>
<td>≥3.0</td>
</tr>
<tr>
<td>B-</td>
<td>≥2.7</td>
</tr>
<tr>
<td>C+</td>
<td>≥2.3</td>
</tr>
<tr>
<td>C</td>
<td>≥2.0</td>
</tr>
<tr>
<td>C-</td>
<td>≥1.7</td>
</tr>
<tr>
<td>D+</td>
<td>≥1.3</td>
</tr>
<tr>
<td>D</td>
<td>≥1.0</td>
</tr>
<tr>
<td>D-</td>
<td>≥0.7</td>
</tr>
<tr>
<td>F</td>
<td>0.0</td>
</tr>
</tbody>
</table>
The types of courses which may be designated as pass/fail are: Directed Studies—Seminars—Internships—Workshops—Practica
Regulations for pass/fail grading are as follows:
1. a grade ≥C must be earned to receive a passing grade;
2. a P grade will not be calculated in the GPA, but will serve as credits toward graduation, except for non-college credit courses.
3. A fail F (0.0) grade will be calculated in the GPA.

Courses required for the following categories may not be designated pass/fail

- Major and Minor Requirements (except as approved by the Undergraduate Affairs Council)
- Required Supporting Courses (courses required for the major or minor but not taught by the major or minor department) except as approved by the Undergraduate Affairs Council
- Professional Education Requirements
- English and Mathematics competency and proficiency requirements
- Breadth Area Core Requirements (BACR)
- University Graduation Requirements (UGR)

Incomplete (×)
Special circumstances, such as severe illness or death of a family member, may warrant an incomplete or × grade. An × grade may be assigned when the student is passing the course but is unable to complete all course requirements. Incomplete grades are only assigned to students who have been attending the class and performed all necessary work up until the last three weeks of the quarter during the academic year or until the last two weeks of summer session.

Faculty Assignment of an × Grade Requires
- a meeting with the student to make them aware of the specific terms you are assigning for the completion of work and what the grade will convert to if they do not submit the work in the assigned time frame;
- recording the conversion grade if the student does not complete the work (may be a 0.0);
- recording the extension date for the grade to automatically convert if the work is not completed (end of one quarter, two quarters, three quarters or a full year. The extension date must be prior to the last day of instruction for the quarter indicated.)
- Incompletes need to be completed within one year of the registered term.

Letter Grades Described in Detail—Student Designated—Undergraduate Pass/No Credit Grade Option
Students may choose the pass/no credit grading option in certain courses during the registration process.
Regulations for pass/no credit grading are as follows:
At the time of registration, students must designate the courses for which they wish to receive a pass/no credit grade. They may change this designation by the regular change of registration procedure through the seventh week of the quarter.

1. The minimum level of performance required to receive a grade of P is a C.
2. Students should be aware that performance equal to a grade between D- and C- will not result in a passing mark.
3. The P or NC grade will be entered on the transcript. Students receiving the P grade will receive credits toward graduation. Neither the P nor the NC grade will be included in computing GPAs.

Courses required for the following categories may not be taken pass/no credit

- Major and Minor Requirements (except as approved by the Undergraduate Affairs Council), including courses substituted for major courses
- Required Supporting Courses (courses required for the major or minor but not taught by the major or minor department) except as approved by the Undergraduate Affairs Council
- Professional Education Requirements
- English and Mathematics competency and proficiency requirements
- Breadth Area Core Requirements (BACR)
- University Graduation Requirements (UGR)
Ongoing Thesis or Research Work (Y)
Students engaged in lengthy research projects or other courses that may extend for more than one quarter can be given a grade of Y until the project is complete and a final grade is assigned. Normally these courses are graduate research projects, theses, or internships.

Note: see the specific information on Y grades in the policy section in the front of this catalog under Graduate Studies.

Numerical Grade Equivalent and Cumulative GPA and Instructions to Compute Cumulative GPA

1. Multiply numerical grade equivalent by the number of credits assigned for each course to determine the quality points for each course. Add the total number of quality points (QP).

(No Credit/No Credit grades are not computed in the GPA.)

2. Add the total number of numerically graded credits, for the total number of quality hours (QH).

3. Divide the total number of quality points by the total number of quality hours for the cumulative GPA.

Example

<table>
<thead>
<tr>
<th>Grades</th>
<th>x</th>
<th>Credits (QH)</th>
<th>Quality Points (QP)</th>
</tr>
</thead>
<tbody>
<tr>
<td>B (3.0)</td>
<td>X</td>
<td>4</td>
<td>12</td>
</tr>
<tr>
<td>C+ (2.3)</td>
<td>X</td>
<td>5</td>
<td>11.5</td>
</tr>
<tr>
<td>A (4.0)</td>
<td>X</td>
<td>2</td>
<td>8</td>
</tr>
</tbody>
</table>

Total Credits = 11 (QH)
31.5 (QP) = Total Quality Points
31.5 (QP) / 11 (QH) = 2.863 Cumulative GPA

Additional Grading System (https://sites.ewu.edu/records-and-registration/grades) information on the Records and Registration web pages.

At the end of each term, grades are available through EagleNET (https://eaglenet.ewu.edu) starting the Wednesday after finals.

The report includes current institutional, transfer and all college cumulative GPA.

Residency (https://sites.ewu.edu/records-and-registration/residency)
Residency is determined at the time of formal admission to the university on the basis of information included in the university application for admission. Determination of residency is governed by the statutes and policies of the state of Washington. In general, to qualify for residency, a student must:

- have established a formal residence in Washington for other than educational purposes for at least 12 consecutive months prior to the first day of the quarter for which residency status is requested or
- be a dependent student whose parent(s) or legal guardian(s) have maintained a bona fide residence in Washington 12 consecutive months prior to the first day of the quarter.

A student does not lose residency status because of service in another state or country while a member of the civil or military service, if that person maintains ties and returns to Washington within one year of discharge with intent of maintaining a residence in the state. However, maintaining residency ties in a former or other state (for example by keeping a driver's license) may invalidate claims to Washington residency.

For more information go to the EWU Residency website (https://sites.ewu.edu/records-and-registration/residency) or call the Residency Officer for the university at: 509.359.6586.


Excerpted from Chapter 250–18 Washington Administrative Code Last Update: 02.10.17

WAC Sections
250–18–010 Purpose and applicability.
250–18–015 Definitions.
250–18–020 Student classification.
250–18–025 Classification procedure.
250–18–030 Establishment of a domicile.
250–18–035 Evidence of financial dependence or independence.
250–18–045 Administration of residency status.
250–18–050 Appeals process.
250–18–055 Recovery of fees for improper classification of residency.
250–18–060 Exemptions from nonresident status.

250-18-010
Purpose and applicability.

This chapter is promulgated pursuant to RCW 28B.15.015 (http://app.leg.wa.gov/RCW/default.aspx?cite=28B.15.015) by the council to establish the necessary regulations for the administration of residency status in higher education. Institutions shall apply the provisions of the regulations specified in chapter 250-18 (http://app.leg.wa.gov/WAC/default.aspx?cite=250-18) WAC for the uniform determination of a student's resident and nonresident status and for recovery of fees for improper classification of residency.


250-18-015
Definitions.

(1) The term "institution" shall mean a public university, college, or community or technical college within the state of Washington.

(2) The term "domicile" shall denote a person's true, fixed, and permanent home and place of habitation. It is the place where the person intends to remain, and to which the person expects to return when the person leaves without intending to establish a new domicile elsewhere.

(3) The term "reside" shall mean the maintenance and occupancy of a primary residence in the state of Washington.

(5) The term "financially dependent" shall mean a person who is not financially independent.


(8) The term "recovery of fees" shall apply to the amounts due to the institution or the student as a result of improper classification.

(9) The term "civil service" shall mean Washington state or federal government nonmilitary employment.


(11) The term "parent" shall include a person who becomes a stepparent through marriage or through a state registered domestic partnership.

(12) The term "legal guardian" shall include the court when an individual is a ward of the court.

(13) The terms "active military duty," "active duty service," and "uniformed services" shall be defined as outlined in RCW 28B.15.012 (http://app.leg.wa.gov/RCW/default.aspx?cite=28B.15.012) (7), (8), and (9).

(14) The term "calendar year" refers to January 1st through December 31st.


250-18-020

Student classification.

(1) For a student to be classified as a "resident" for tuition and fee purposes, the student must prove by evidence of a sufficient quantity and quality to satisfy the institution that the student:

(a) Is financially independent and has maintained a bona fide domicile in the state of Washington primarily for purposes other than educational for at least one year immediately prior to commencement of the first day of the semester or quarter for which the student has registered at any institution; or

(b) Is financially dependent with at least one parent or legal guardian who has maintained a bona fide domicile in the state of Washington for at least one year immediately prior to commencement of the first day of the semester or quarter for which the student has registered at any institution; or

(c) Meets RCW 28B.15.012 (http://app.leg.wa.gov/RCW/default.aspx?cite=28B.15.012) (2)(c); or

(d) Has spent at least seventy-five percent of both junior and senior years in high school in this state, who has at least one parent or legal guardian who had been domiciled in the state for a period of at least one year within the five-year period before the student graduates from high school, and who has enrolled in an institution within six months of leaving high school. The student shall retain resident student status so long as the student remains continuously enrolled for three quarters or two semesters in any calendar year; or

(e) Has met all of the following:

(i) Has either:

(A) Completed the full senior year of high school at a Washington public or private high school approved under chapter 28A.195 (http://app.leg.wa.gov/RCW/default.aspx?cite=28A.195) and obtained a high school diploma at a Washington public or private high school approved under chapter 28A.195 (http://app.leg.wa.gov/RCW/default.aspx?cite=28A.195) RCW; or

(B) Received the equivalent of a high school diploma;

(ii) Has resided in Washington at least thirty-six months immediately prior to receiving the diploma or equivalent;

(iii) Has resided continuously in Washington state after receiving the diploma or equivalent until the time of admittance to an institution; and

(iv) Has provided an affidavit to the institution indicating one of the following:

(A) That the student will file an application to become a permanent resident at the earliest opportunity the student is eligible to do so and that the student is willing to engage in other activities necessary to acquire citizenship including, but not limited to, citizenship or civics review courses; or

(B) That the student is a citizen or permanent resident of the United States;

(f) Has resided in Washington primarily for purposes other than educational for at least one year immediately prior to commencement of the first day of the semester or quarter for which the student has registered at any institution, and who has met any of the following:

(i) Holds lawful nonimmigrant status pursuant to 8 U.S.C. Sec. (a)(15) (E) (iii), (H)(i), or (L);

(ii) Holds lawful nonimmigrant status as the spouse or child of a person having nonimmigrant status under 8 U.S.C. Sec. (a)(15) (E)(iii), (H)(i), or (L); or

(iii) Holds or previously held lawful nonimmigrant status pursuant to 8 U.S.C. Sec. (a)(15) (E)(iii), (H)(i), or (L) as a principal or derivative and has filed an application for adjustment of status pursuant to 8 U.S.C. Sec. 1255(a); or
(g) Is on active military duty stationed in the state of Washington or is a member of the Washington national guard (Washington national guard member does not need to be on "active duty" status in order to qualify); or

(h) Is on active military duty or a member of the Washington national guard and meets all of the following:
   (i) Entered service as a Washington resident;
   (ii) Has maintained a Washington domicile; and
   (iii) Is stationed out-of-state; or
   (iv) Is the spouse or dependent of a person as defined in (h) of this subsection; or

(i) Is the spouse or dependent of a person on active military duty stationed in the state of Washington. If the person on active military duty is reassigned out-of-state, the student shall retain resident student status so long as the student is continuously enrolled in a degree program; or

(k) Resides in the state of Washington and is the spouse or dependent of a member of the Washington national guard; or

(l) Separated from the uniformed services with any period of honorable service after at least ninety days of active duty service and is eligible for benefits under the federal all-volunteer force educational assistance program (38 U.S.C. Sec. 3001 et seq.), the federal Post-9/11 Veterans Educational Assistance Act of 2008 (38 U.S.C. Sec. 3301 et seq.), or any other federal law authorizing educational assistance benefits for veterans after separating (a student who has had a dishonorable discharge from the uniformed services qualifies if the student is receiving veterans administration educational assistance benefits); and

(ii) Enters an institution within three years of the date of separation from the uniformed services (student shall retain resident student status for as long as student remains continuously enrolled at an institution, regardless of years after separation); or

(m) Is entitled to veterans administration educational assistance benefits based on the student’s relationship as a spouse, former spouse, or child to an individual who has separated from the uniformed services with any period of honorable service after at least ninety days of active duty service (if the individual who separated from the uniformed services has had a dishonorable discharge from the uniformed services, the student qualifies if the student is receiving veterans administration educational assistance benefits); and

(ii) Enters an institution within three years of the service member’s date of separation (student shall retain resident student status for as long as student remains continuously enrolled at an institution, regardless of years after separation); or

(n) Is receiving or entitled to veterans administration educational assistance benefits based on the student’s relationship with a deceased member of the uniformed services who completed at least ninety days of active duty service and died in the line of duty; and

(ii) Enters an institution within three years of the service member’s death (student shall retain resident student status for as long as student remains continuously enrolled at an institution, regardless of years after separation); or

(o) Resides in Washington and is on active military duty stationed in the Oregon counties of Columbia, Gilliam, Hood River, Multnomah, Clatsop, Clackamas, Morrow, Sherman, Umatilla, Union, Wallowa, Wasco, or Washington; or

(p) Resides in Washington and is the spouse or dependent of a person as defined in (o) of this subsection. If the person on active military duty moves from Washington or is reassigned out of the Oregon counties identified in (o) of this subsection, the student shall retain resident student status so long as the student resides in Washington and is continuously enrolled in a degree program;

(q) Is attending an institution pursuant to a home tuition agreement with an out-of-state institution of higher education under RCW 28B.15.725 (http://app.leg.wa.gov/RCW/default.aspx?cite=28B.15.725); or

(r) Was domiciled in Idaho, Montana, Oregon, Washington, or a combination of these states for one year immediately prior to enrollment at an institution; and

(ii) Is a member of a federally recognized tribe whose traditional and customary tribal boundaries included portions of the state of Washington, or whose tribe was granted reserved lands within the state of Washington. (The official list of federally recognized Washington tribes maintained by the governor’s office of Indian affairs shall be used to determine eligibility and will be made available by the council); or

(s) Is a resident of Oregon residing in Columbia, Gilliam, Hood River, Multnomah, Clatsop, Clackamas, Morrow, Sherman, Umatilla, Union, Wallowa, Wasco, or Washington county; and who meets one of the following:

(i) Is eligible to pay Oregon resident tuition rates under Oregon laws and has been domiciled in one or more of the designated Oregon counties for at least ninety days immediately prior to enrollment at Clark College, Columbia Basin College, Grays Harbor College, Lower Columbia College, and Walla Walla Community College; or

(ii) Is enrolled for eight credits or less at the Tri-Cities branch or Vancouver branch of Washington State University; or

(t) Meets all of the following:

(i) Is currently domiciled in Washington;

(ii) Relocated to Washington from one of the Oregon counties identified in (s) of this subsection within the previous twelve months;

(iii) Was domiciled in one or more of the Oregon counties identified in (s) of this subsection for at least ninety days immediately prior to relocating to Washington and was eligible to pay Oregon resident tuition rates under Oregon laws during that time; and

(iv) Enrolled at Clark College, Columbia Basin College, Grays Harbor College, Lower Columbia College, or Walla Walla Community College; or enrolled for eight credits or less at the Tri-Cities branch or Vancouver branch of Washington State University.

(2) A student shall be classified as a “nonresident” for tuition and fee purposes if the student does not qualify as a resident student under the provisions of subsection (1) of this section. A nonresident student shall include a student who:

(a) Attends an institution with financial assistance provided by another state or governmental unit or agency thereof wherein residency in that state is a continuing qualification for such financial assistance. Such financial assistance relates to that which is provided by another state, governmental unit or agency thereof for direct or indirect
educational purposes and does not include retirements, pensions, or other noneducational related income. A student loan guaranteed by another state or governmental unit or agency thereof on the basis of eligibility as a resident of that state is included within the term “financial assistance.” Nonresidency will continue for one year after the completion of the quarter or semester for which financial assistance was last provided. This subsection shall not apply to students who qualify for resident tuition under subsection (1)(q), (s), or (t) of this section; or

(b) Is not a citizen of the United States of America, unless such person meets one of the following:

(i) Holds permanent or temporary resident immigration status, “refugee - parolee” status, “conditional entrant” status, refugee status, asylee status, temporary protected status, withholding of removal status, or is otherwise permanently residing in the United States under color of law and further meets and complies with all applicable requirements of WAC 250-18-030 (http://app.leg.wa.gov/WAC/default.aspx?cite=250-18-030) and 250-18-035 (http://app.leg.wa.gov/WAC/default.aspx?cite=250-18-035); or

(ii) Fulfills the requirements outlined in subsection (1)(e) or (f) of this section.

(3) The one year waiting period for establishing domicile for individuals who hold one of the statuses outlined in subsection (2)(b)(i) of this section starts on the date of application for said status provided that the individual further meets and complies with all applicable requirements of WAC 250-18-030 (http://app.leg.wa.gov/WAC/default.aspx?cite=250-18-030) and 250-18-035 (http://app.leg.wa.gov/WAC/default.aspx?cite=250-18-035) on that date.

(4) A person does not lose a domicile in the state of Washington by reason of residency in any state or country while a member of the civil or military service of this state or of the United States, nor while engaged in the navigation of the waters of this state or of the United States or of the high seas if that person returns to the state of Washington within one year of discharge from said service with the intent to be domiciled in the state of Washington.

(5) Any financially dependent resident student who remains in this state when such student’s parents or legal guardians, having theretofore been domiciled in this state for a period of at least one year immediately prior to commencement of the first day of the semester or quarter for which the student has registered at any institution, move from this state, shall retain resident student status so long as such student is continuously enrolled during the academic year.


250-18-025

Classification procedure.

(1) After a student has registered at any institution, such student’s residency classification shall remain unchanged in the absence of evidence of a sufficient quantity and quality to satisfy the institution to the contrary. The provision of such evidence to the contrary may be initiated by the student or the institution.

(2) Application for a change in classification shall be accepted up to the thirtieth calendar day following the first day of the instruction of the quarter or semester for which application is made. Applications made after that date in any quarter or semester shall be considered to have been filed as of the first day of the subsequent quarter or semester.

(3) Any change in classification, either nonresident to resident, or the reverse, shall be based upon written evidence maintained in the files of the institution.

(4) Approval of an application for resident status shall be made only after satisfaction that the requirements outlined in RCW 28B.15.012 (http://app.leg.wa.gov/RCW/default.aspx?cite=28B.15.012) and WAC 250-18-020 (http://app.leg.wa.gov/WAC/default.aspx?cite=250-18-020), 250-18-030 (http://app.leg.wa.gov/WAC/default.aspx?cite=250-18-030), and 250-18-035 (http://app.leg.wa.gov/WAC/default.aspx?cite=250-18-035) have been met. Reclassification from nonresident to resident status preliminarily approved sixty days or more prior to the satisfaction of a one-year durational domicile shall be supplemented with additional documented proof of domicile if deemed necessary by the institution prior to final approval.


250-18-030

Establishment of a domicile.

The domicile of any person shall be determined according to the individual’s overall situation and circumstances and is not determined on the basis of a single factor; nor is a predetermined number of factors required. Institutions shall require evidence of a Washington domicile that is of sufficient quantity and quality to negate the existence of a domicile in a state other than Washington.

A nonresident student who is enrolled for more than six hours per semester or quarter shall be presumed to be in the state of Washington for primarily educational purposes. Such period of enrollment shall not be counted toward the establishment of a bona fide domicile of one year.
Evidence of financial dependence or independence.

(1) A student is financially independent if the student:

(a) Has not been claimed as a dependent exemption on an income tax return for the calendar year immediately prior to the year in which the student applies for resident status and will not be claimed as a dependent exemption on an income tax return for the calendar year in which the student applies for resident status; and

(b) Has not received and will not receive significant financial assistance in any form directly or indirectly from the student’s parents, relatives, legal guardians, or others for the calendar year immediately prior to the year in which the student applies for resident status and for the calendar year in which the student applies for resident status.

(2) To consider a claim that a student is financially independent, the institution may require such documentation as deemed necessary including, but not limited to, the following:

(a) The student’s sworn statement.

(b) A true and correct copy of the state and federal income tax returns of the student for the calendar year immediately prior to the year in which the student applies for resident status.

Should a student not have filed a state or federal income tax return because of minimal or no taxable income, documented information concerning the receipt of such nontaxable income may be submitted.

(c) A true and correct copy of the student’s W-2 forms filed for the calendar year immediately prior to the year in which the student applies for resident status.

(d) Other documented financial resources, which may include but are not limited to the sale of personal or real property, inheritance, trust funds, state or financial assistance, gifts, loans, or statement of earnings of the student’s spouse.

(e) A true and correct copy of the first and signature page of the state and federal tax returns of at least one of the student’s parents or legal guardians for the calendar year immediately prior to the year in which the student applies for resident status.

The tax returns disclosure shall be limited to the listing of dependent exemptions and the signature of the taxpayer and shall not require disclosure of financial information contained in the returns.

(f) A student whose parents are deceased or who has been made an official ward of the court may be required to provide documentation attesting to the fact of such circumstances.

(g) Evidence of coverage for medical, life, automobile, and property insurance.

(3) To aid institutions in determining the financial independence of a student whose parents or legal guardians do not provide the documentation because of total separation or other reasons from the student, documentation clearly stating the student’s status and relationship with the student’s parents or legal guardians from a
responsible third person, e.g., family physician, lawyer, or social worker may be submitted.

(4) To be considered financially independent, a student must demonstrate by evidence satisfactory to the institution that the student has met, through the student's personal income, living expenses for the calendar year immediately prior to the year in which the student applies for resident status and for the calendar year in which the student applies for resident status. Living expenses include expenses associated with college tuition. Financial aid grants, scholarships and loans authorized by the financial aid office in the student's name may be considered as personal income. Personal loans, parent PLUS loans, gifts, and cash earnings shall not be counted as income in this calculation.

(5) A trust or other account available to the student shall be considered evidence of financial dependence. If the account was created before the student entered high school, there shall be a rebuttable presumption of dependence.

(6) Information submitted by the student to the institution on the financial aid form may be used to affirm the authenticity of information submitted on an application.

(7) In all cases, the burden of proof that a student is financially independent lies with the student.

Any final institutional determination of classification shall be considered a ruling on a contested case and shall be subject to court review only under procedures prescribed by chapter 34.05 (http://app.leg.wa.gov/RCW/default.aspx?cite=34.05) RCW.


250-18-055
Recovery of fees for improper classification of residency.

To aid the institutions in the determination of accuracy of statements made by a student, institutions shall require that a student affirm the authenticity of all information and supporting documentation provided by the student's signature thereon.

If erroneous, untrue, or incorrect information submitted results in an improper classification of resident or nonresident status, or if a final determination is reversed through a subsequent appeal, institutions shall recover from the student or refund to the student, as the case may be, an amount equal to the total difference in tuition and fees had the proper classification been made.


250-18-060
Exemptions from nonresident status.

In accordance with RCW 28B.15.014 (http://app.leg.wa.gov/RCW/default.aspx?cite=28B.15.014), certain nonresidents may be exempted from paying the nonresident tuition and fee differential. Exemption from the nonresident tuition and fee differential shall apply only during the term(s) such persons shall hold such appointments or classifications, or be so employed. To be eligible for such an exemption, a nonresident student must provide documented evidence that the student meets any of the following:

(1) Resides in the state of Washington and holds a graduate service appointment, designated as such by an institution, involving not less than twenty hours per week;

(2) Resides in Washington and is employed for an academic department in support of the instructional or research programs involving not less than twenty hours per week;

(3) Is a faculty member, classified staff member, or administratively exempt employee who resides in the state of Washington and is holding not less than a half-time appointment at an institution, or the spouse or dependent child of such a person;

(4) Is an immigrant having refugee classification granted by the U.S. Citizenship and Immigration Services or the spouse or dependent child of such refugee, if the refugee meets any of the following:

250-18-045
Administration of residency status.


Boards of trustees or regents shall designate an institutional official responsible for making decisions on resident and nonresident status of students, and for maintaining records and documentation in support of such decisions.

Institutions shall use a uniform statewide form consistent with the provisions of chapter 250-18 (http://app.leg.wa.gov/WAC/default.aspx?cite=250-18) WAC for the determination of change in residence status.


250-18-050
Appeals process.
(a) Is on parole status;

(b) Has received an immigrant visa; or

(c) Has applied for United States citizenship; or

(5) Is a dependent of a member of the United States Congress representing the state of Washington.

Washington State Address Confidentiality Program (https://www.sos.wa.gov/acp)
PO Box 257 Olympia, WA 98507-0257
360.753.2972

This program, administered by the Office of the Secretary of State, provides address confidentiality to relocated victims of domestic violence.

If you qualify as a participant, the program allows you to use a substitute mailing address with mail forwarding and service assistance.
Addiction Studies

Grace Creasman, Director
department page (https://www.ewu.edu/css/programs/addiction-studies)
668 N. Riverpoint Blvd. 239
509.828.1437

Jenna Redhawk, Program Coordinator
509.828.1436

Mission Statement
• Addiction Studies fosters the concept of Transformative Learning following the basic tenet: you cannot change anyone but yourself.
• Addiction Studies strives to provide opportunities for students to become aware and critical of their own and others’ assumptions and to recognize frames of reference using their sociological imaginations to redefine problems from a different perspective.
• As we change the way we react and behave in our environments, others around us may also be transformed, thereby enhancing community consciousness.

Faculty
Grace Creasman, Hayley N. Lake, Allison R. Metzler.

Undergraduate Degrees

Bachelor of Arts (BA)
Addiction Studies (p. 61)

Undergraduate Certificate
Addiction Studies Suicide Assessment, Treatment and Management Certificate (p. 62)

Undergraduate Minor
Addiction Counseling and Prevention Minor (p. 61)

Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.

Undergraduate Program
Addiction Studies (ADST) is an approved education provider with NAADAC, The Association for Addiction Professionals. ADST provides university-level education valuable for students in a variety of disciplines such as health education, criminal justice, social work, education, psychology, and other fields of study to enhance the effectiveness of their careers. ADST courses expose students to the multiple demands of working in a treatment agency that can be transferred to other work environments. Employers are especially eager to hire students with a foundation in Addiction Studies coursework as part of their major program.

The main focus of our Interdisciplinary Bachelor of Arts degree is to provide students the educational requirements to prepare them for Washington state certification as Chemical Dependency Professionals. Students who complete all state required courses for certification are eligible to take the NAADAC Exam before completing other state requirements.

General Admission Requirements for Addiction Studies
Undergraduate students interested in completing one of our program options can schedule a meeting (either via email or phone) with the director of Addiction Studies. Transfer students from another addiction/chemical dependency program will want to contact the director to evaluate previous coursework for inclusion in the ADST program.

Graduate Degrees

Master of Arts (MA)
Addiction Studies (p. 62)

Graduate Certificates
Addiction Studies (p. 62)
Addiction Studies LP (p. 63)

Graduate Program
The Addiction Studies Graduate Certificate is designed for persons who have completed a bachelor or master’s degree with a background in social work or a related field who are interested in obtaining coursework leading to certification as a Chemical Dependency Professional in Washington state.

Admission Requirement Prerequisites—Students pursuing Washington state certification as Chemical Dependency Professionals may need to take additional coursework to qualify for licensure. Washington state requires students to have 45 quarter or 60 semester credits in addiction related coursework to cover required competencies. ADST provides the bulk of those competencies in the Graduate Certificate as many times students have taken other courses to cover the additional requirements.

• Additional requirements may include, ADST 505, ADST 502, and ADST 303 covering Brief Risk Intervention. A course in Human Development, Developmental Models and Theories or Lifespan Development is also required. Note: student transcripts are evaluated to determine if these additional course competencies are covered in previous coursework.
• Meet Graduate Studies admission requirements (http://www.ewu.edu/Grad/Application-Procedures), consult with ADST director or advisor to discuss program requirements, contact Addiction Studies (http://www.ewu.edu/adst) at 509.828.1436 for further information.
• Completion of a bachelor’s or master’s degree with a cumulative GPA ≥3.0.
• Students without a background in social work, or related field, may need to complete additional coursework to qualify for Washington state certification.

State Certification as a Chemical Dependency Professional in Washington also requires:
• students applying with a BA degree 2000 hours in a state approved addiction treatment agency;
• students applying with a Master’s degree 1500 hours in a state approved addiction treatment agency;
• students will need to take and pass the NAADAC, NCC AP Level II Exam;
• students completing the ADST certificate courses are eligible to take the NCC AP Level II exam. Contact ADST for more information.
Students from other states may need to check with their local certification boards to be sure this program will meet their state requirements. In an effort to accommodate students from across Washington state or other states all courses are taught online. Addiction Studies faculty and staff are available for personal academic advising for prospective and current student needs.

Optional Practicum: a practicum option is available for students but is not required for the certificate. Students who are not currently working in a treatment agency may benefit from the practicum experience. Practicum hours may count toward Washington state certification required hours.

Addiction Studies, Bachelor of Arts (BA)

This program provides students with the coursework necessary to become certified as a Chemical Dependency Professional in the state of Washington.

Notes: two years of a single high school foreign language or one year of a single college level foreign language is required.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADST 300</td>
<td>SURVEY OF ALCOHOL/DRUG PROBLEMS</td>
<td>4</td>
</tr>
<tr>
<td>ADST 302</td>
<td>COUNSELING THEORIES FOR THE ADDICTION PROFESSIONAL</td>
<td>4</td>
</tr>
<tr>
<td>ADST 303</td>
<td>HIV/AIDS AND ADDICTION TREATMENT</td>
<td>2</td>
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<tr>
<td>ADST 308</td>
<td>CULTURAL ISSUES IN ADDICTION TREATMENT AND BEHAVIORAL HEALTH</td>
<td>4</td>
</tr>
<tr>
<td>ADST 410</td>
<td>COMMUNITY PREVENTION METHODS</td>
<td>4</td>
</tr>
<tr>
<td>ADST 412</td>
<td>PHYSIOLOGY AND PHARMACOLOGY OF ADDICTIONS</td>
<td>4</td>
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<tr>
<td>ADST 420</td>
<td>ALCOHOL/DRUG CASE MANAGEMENT</td>
<td>4</td>
</tr>
<tr>
<td>ADST 430</td>
<td>ADDICTION TREATMENT WITH FAMILIES</td>
<td>4</td>
</tr>
<tr>
<td>ADST 440</td>
<td>ALCOHOL/DRUG GROUP COUNSELING</td>
<td>3</td>
</tr>
<tr>
<td>ADST 442</td>
<td>SCREENING AND ASSESSMENT FOR CO-OCCURRING DISORDERS</td>
<td>4</td>
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<tr>
<td>ADST 460</td>
<td>LAW AND ETHICS FOR ADDICTION PROFESSIONALS</td>
<td>4</td>
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<tr>
<td>ADST 462</td>
<td>ADOLESCENT ADDICTION ASSESSMENT AND TREATMENT</td>
<td>4</td>
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<tr>
<td>ADST 464</td>
<td>RELAPSE PREVENTION</td>
<td>2</td>
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<tr>
<td>ADST 444</td>
<td>TREATING CO-OCCURRING DISORDERS</td>
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</table>

Required Senior Capstone

<table>
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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ADST 490</td>
<td>ADST SENIOR CAPSTONE</td>
<td>4</td>
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</tbody>
</table>

Required Electives—choose additional upper division courses with your ADST advisor.

One course in human development or lifespan development is required for students seeking licensure as Chemical Dependency Professionals

Optional Practicum Placement—available for students not currently working in addiction treatment.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ADST 350</td>
<td>ADDICTION STUDIES PRACTICUM SEMINAR</td>
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<tr>
<td>ADST 385</td>
<td>ADDICTION STUDIES PRACTICUM I</td>
<td></td>
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<tr>
<td>ADST 485</td>
<td>ADDICTION STUDIES PRACTICUM II</td>
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</tbody>
</table>

Total Credits 67
**Addiction Studies Suicide Assessment, Treatment and Management Certificate**

This certificate enhances development and promotion of effective clinical and professional practice of assessment, treatment and management of suicidal behaviors. Courses provide an overview of the addiction process and issues related to suicide and mental health and explores the prevention public health model.

### Required Courses

<table>
<thead>
<tr>
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<tr>
<td>ADST 300</td>
<td>SURVEY OF ALCOHOL/DRUG PROBLEMS</td>
<td>4</td>
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<tr>
<td>ADST 480</td>
<td>WHERE SUICIDE AND MENTAL HEALTH MEET</td>
<td>4</td>
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<tr>
<td>ADST 482</td>
<td>SUICIDE ASSESSMENT, TREATMENT AND MANAGEMENT</td>
<td>4</td>
</tr>
<tr>
<td>ADST 484</td>
<td>SUICIDE PREVENTION</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 15

- compare and contrast the different models of addiction and categories of drugs of abuse to understand the cycle of addiction and addictive drugs that increase use;
- identify factors related to the basic knowledge of the fundamental relationship between substance use disorders, mental health and suicide;
- demonstrate proficiency in assessing for suicide potential using an approved risk assessment tool;
- evaluate the role of the public health model data, etiology, risk and protective factors, and trends in the prevention of suicide.

### Addiction Studies, Master of Arts (MA)

#### Required Courses

<table>
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<tr>
<th>Course Code</th>
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<th>Credits</th>
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</thead>
<tbody>
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<td>ADST 501</td>
<td>RELAPSE PREVENTION</td>
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<tr>
<td>ADST 502</td>
<td>COUNSELING THEORIES FOR ADDICTION PROFESSIONALS</td>
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<tr>
<td>ADST 503</td>
<td>HIV/AIDS AND ADDICTION TREATMENT</td>
<td>2</td>
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<tr>
<td>ADST 504</td>
<td>ADOLESCENT ADDICTION ASSESSMENT AND TREATMENT</td>
<td>4</td>
</tr>
<tr>
<td>ADST 505</td>
<td>ADDICTION GROUP COUNSELING</td>
<td>2</td>
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<tr>
<td>ADST 512</td>
<td>PHARMACOLOGICAL ACTIONS OF ALCOHOL AND OTHER DRUGS</td>
<td>4</td>
</tr>
<tr>
<td>ADST 520</td>
<td>CASE MANAGEMENT</td>
<td>4</td>
</tr>
<tr>
<td>ADST 530</td>
<td>ADDICTION TREATMENT WITH FAMILIES AND DIVERSE POPULATIONS</td>
<td>4</td>
</tr>
<tr>
<td>ADST 535</td>
<td>LAW AND ETHICS FOR ADDICTION PROFESSIONALS</td>
<td>4</td>
</tr>
<tr>
<td>ADST 542</td>
<td>SCREENING AND ASSESSMENT OF CO-OCCURRING DISORDERS</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 30

### Optional Practicum—Students who are not currently working in a treatment agency may benefit from the practicum experience. Practicum hours may count toward Washington state certification required hours.

<table>
<thead>
<tr>
<th>Course Code</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADST 595</td>
<td>ALCOHOL/DRUG PRACTICUM I</td>
<td>1-4</td>
</tr>
<tr>
<td>ADST 695</td>
<td>ALCOHOL/DRUG PRACTICUM II</td>
<td>1-4</td>
</tr>
</tbody>
</table>

Total Credits: 30

- demonstrate the competency-based knowledge and skills required for working in addiction treatment;
- understand the underlying causes of addictions and approaches to intervention, including assessment, treatment, relapse prevention, case management and self-help;
- recognize the potential for substance-use disorders to mimic a variety of medical and mental health conditions and the potential for medical and mental health conditions to co-exist with addiction and substance abuse;
• describe the behavioral, psychological, physical health and social effects of psychoactive substances on the person using and significant others;
• recognize the social, political, economic and cultural context within which addiction and substance abuse exist, including risk and resiliency factors that characterize individuals and groups in their living environments.

Addiction Studies Licensed Professionals Graduate Certificate

Admission Requirements—completion of a bachelor’s or master’s degree with a cumulative GPA ≥3.0.

Students attending this program must already be licensed in one of the health care professions listed below:

• advanced registered nurse practitioners;
• marriage and family therapists, mental health counselors, advanced social workers or independent clinical social workers;
• osteopathic physicians;
• osteopathic physician assistants;
• physicians;
• physician assistants;
• psychologists.

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ADST 502</td>
<td>COUNSELING THEORIES FOR ADDICTION PROFESSIONALS</td>
<td>2</td>
</tr>
<tr>
<td>ADST 505</td>
<td>ADDICTION GROUP COUNSELING</td>
<td>2</td>
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<tr>
<td>ADST 512</td>
<td>PHARMACOLOGICAL ACTIONS OF ALCOHOL AND OTHER DRUGS</td>
<td>4</td>
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<tr>
<td>ADST 520</td>
<td>CASE MANAGEMENT</td>
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<td>ADST 530</td>
<td>ADDICTION TREATMENT WITH FAMILIES AND DIVERSE POPULATIONS</td>
<td>4</td>
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<tr>
<td>ADST 535</td>
<td>LAW AND ETHICS FOR ADDICTION PROFESSIONALS</td>
<td>4</td>
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</tbody>
</table>

Total Credits: 20

• understand the underlying causes of addictions and approaches to intervention, including assessment, treatment, and case management;
• describe the behavioral, psychological, physical health and social effects of psychoactive substances on the person using and significant others;
• identify and describe professional codes of ethics that define the professional context within which the counselor works, in order to maintain professional standards and safeguard the client;
• identify the basic components necessary to conduct an effect group session;
• understand a variety of models and theories of addiction counseling.

ADST 196. EXPERIMENTAL COURSE. 1-5 Credits.
ADST 300. SURVEY OF ALCOHOL/DRUG PROBLEMS. 4 Credits.
Students will learn international and current definitions of alcohol and drug use, abuse and addiction. Recognition of misuse as a social problem and the evolution of social policy and attitudes. Socio-cultural and cross-cultural aspects of chemical dependency, including vulnerable populations—women, youth, elderly and ethnic-cultural groups. Identification and progression of symptoms and disease including the impact on individuals, family and society. Special focus on addressing drug problems personally and professionally with an overview of contemporary treatment modalities.

ADST 302. COUNSELING THEORIES FOR THE ADDICTION PROFESSIONAL. 4 Credits.
Students study the principal theories and techniques of therapeutic and counseling relationships with particular focus on those designed for or adept in addressing defense mechanisms and resistance characteristic of addiction.

ADST 303. HIV/AIDS AND ADDICTION TREATMENT. 2 Credits.
This course presents the study of the impact of air- and blood-borne pathogens and the role of the human service clinician. Students will review the theory and technique for effectively addressing issues of alcohol and drug use for the at-risk person and the issues of risk of exposure for the drug abusing individual. Physiology, epidemiology, risk assessment, legal/ethical issues and societal implications of HIV and other pathogens will be presented. This course is appropriate for students of any discipline but is approved by the DSHS/DASA for state chemical dependency counselor qualification.

ADST 304. PSYCHOLOGY OF ADDICTION. 3 Credits.
This course develops knowledge and functional understanding of the psychology of addiction as supported by the most recent professional theories being presented to date. The concepts of the destructive behaviors associated with addictions of all types are explored. Some to be included will be chemicals, gambling, food, sex, relationship, work, and exercise. This course will explore the ideas of causality and social implication in addictions. The history of our nation in regards to addictions is also a topic of discussion. The various approaches to treatment, alternatives, and social issues are investigated.

ADST 308. CULTURAL ISSUES IN ADDICTION TREATMENT AND BEHAVIORAL HEALTH. 4 Credits.
Pre-requisites: ENGL 101.
Satisfies: a university graduation requirement—diversity.
Students examine issues regarding the treatment of persons from different cultural and ethnic backgrounds—persons with disabilities (physical, cognitive), GLBTQ individuals, women and the elderly—by the mainstream culture of the U.S. in health care, addiction treatment, educational settings and other social venues.

ADST 310. GLOBALLY SPEAKING: WHAT ABOUT DRUGS?. 4 Credits.
Pre-requisites: ENGL 101 or permission of instructor.
Satisfies: a university graduation requirement—global studies.
This course explores complex global issues of drugs, where illegal drugs come from, who is producing and/or selling these drugs and who is buying them. Also, the course compares the drug policies of other countries and some experiences countries outside the United States are having with drug legalization.
ADST 300. ADDICTION STUDIES PRACTICUM SEMINAR. 1 Credit.
Notes: graded Pass/Fail.
Pre-requisites: ADST 308 and ADST 412 or permission of instructor.
This course prepares students to enter into the ADST practicum experience. Students make application to practicum, obtain proper state-required paperwork and review practicum assignment.

ADST 385. ADDICTION STUDIES PRACTICUM I. 2 Credits.
Pre-requisites: successful completion of or currently enrolled in ADST 350 or permission of instructor.
Students will obtain an opportunity to integrate and develop their knowledge and skills in an appropriate and relevant setting that will assist in their development as addiction treatment or prevention professionals.

ADST 395. INTERNSHIP. 1-3 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Placement in an alcohol/drug prevention or treatment facility to observe and study the application of theory and technique toward generalization to the student's principal discipline. When the field experience placement is in a state certified alcohol/drug treatment facility, the hours apply toward chemical dependency counselor state certification.

ADST 397. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

ADST 399. DIRECTED STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Subjects vary relative to faculty and student interests.

ADST 410. COMMUNITY PREVENTION METHODS. 4 Credits.
This course explores the role the media plays in prevention, such as media advocacy, media literacy, social marketing and social norms marketing. This course will also discuss the requirements for prevention credentialing in Washington state.

ADST 412. PHYSIOLOGY AND PHARMACOLOGY OF ADDICTIONS. 4 Credits.
Pre-requisites: ADST 308 or permission of instructor.
This course covers information on the physical impact and the response of the human body to alcohol, psychoactive substances and addictive behaviors through the study of fundamentals of pharmacokinetics, neurological functions and current research findings. Concepts and terminology essential for working on a professional addiction treatment team and for communicating with patients and families are covered. There is special focus on effective intervention strategies for each class of drug and for working with a variety of addictive behaviors.

ADST 420. ALCOHOL/DRUG CASE MANAGEMENT. 4 Credits.
Pre-requisites: completion of ADST 302 and ADST 308 or permission of the instructor.
This course builds on the theoretical and technical principles and skills addressed in ADST 302. Thorough review of approaches and philosophies of case management and its essential role in effectively addressing the complexity of multiple-issue recovery, including dual-diagnosis, gender and sexuality issues, suicide and relapse. Includes established national and regional standards of care in treatment planning, record keeping and discharged and aftercare planning.

ADST 430. ADDICTION TREATMENT WITH FAMILIES. 4 Credits.
Pre-requisites: ADST 308 or permission of instructor.
This course examines the dynamics of family in relationship to chemical dependency and models of family counseling, including overviews of structural, strategic, transgenerational, growth-oriented, behavioral and solution-focused theories as applied to chemical dependency.

ADST 440. ALCOHOL/DRUG GROUP COUNSELING. 3 Credits.
WINTER/SPRING Students will review the theoretical foundations of group dynamics and therapy as applied to alcohol/drug treatment clientele. They will explore the design, leadership and applications of therapy groups via a combination of lecture readings and experimental lab activities. Emphasis will be placed on learning to observe, understand and guide the group dynamics as they occur.

ADST 442. SCREENING AND ASSESSMENT FOR CO-OCCURRING DISORDERS. 4 Credits.
Pre-requisites: ADST 308.
This course is designed to assist social work, mental health counseling students and chemical dependency professional trainees (students) in obtaining the skills needed to conduct an accurate substance abuse assessment/evaluation and to determine the appropriate level of treatment by understanding accepted criteria for diagnosis by understanding placement criteria (ASAM), utilizing assessment instruments, analyzing and interpreting data, documenting assessment findings and making appropriate treatment recommendations.

ADST 444. TREATING CO-OCCURRING DISORDERS. 4 Credits.
This class will establish a better understanding of the inherent complexities of co-occurring disorders (COD) and develop a variety of clinical skills necessary in the treatment of COD. We will explore the principles of cognitive-behavioral therapy, solution-focused therapy, motivational enhancement therapy and brief therapy approaches to both substance abuse and mental illness. Selected clinical interventions from each of these evidence-based treatment modalities will be taught and practiced for both group work and individual therapy. Clinical approaches, treatment planning, placement and medications used to treat COD will also be discussed.

ADST 446. BEST PRACTICES IN SUBSTANCE ABUSE AND MENTAL HEALTH INTERVENTION. 4 Credits.
Motivational interviewing (MI) is an effective evidence-based approach to overcoming the factors that keep people from making desired changes in their lives, even after seeking or being referred to professional treatment. The first half of this course reviews the conceptual and research background supporting MI and the Transtheoretical model-stages of change (SOC) and provides practice in implementing the skills involved in their approaches. The second half of this course will be an overview of dialectical behavioral therapy (DBT) and how it can be applied when working with chemically dependent clients. Each of the four skill modules will be covered. Students will also become familiar with techniques such as commitment strategies, diary cards and coaching.

ADST 452. TOPICS IN CONTINUING EDUCATION. 1 Credit.
Notes: graded Pass/Fail.
These courses are designed to teach behavioral health, chemical dependency, and healthcare providers with legal responsibilities for the assessment, management and care of consumers/patients.
ADST 460. LAW AND ETHICS FOR ADDICTION PROFESSIONALS. 4 Credits.
Students will be exposed to fundamental and technical study of the law, policy, malpractice and liability regarding chemical dependency prevention and treatment practice. Strong focus will be on the contemporary issues of the field relative to current policy and the development of professional knowledge and skills that support ethical and effective practice.

ADST 462. ADOLESCENT ADDICTION ASSESSMENT AND TREATMENT. 4 Credits.
Pre-requisites: ADST 308 or permission of instructor.
This course emphasizes the unique developmental stages of adolescence and ways in which substance use/abuse/dependency harm the adolescent’s worldview. Various methods used when providing interventions and treatment are explored along with assessment requirements specified by the state. This course expands the issues of the family system as context for recovery using traditional resources and innovative approaches in adolescent chemical dependency treatments.

ADST 464. RELAPSE PREVENTION. 2 Credits.
Pre-requisites: ADST 308 or permission of instructor.
Pre-requisites: ADST 308 or permission of instructor.
This course focuses on the developmental model of recovery to explore major causes of relapse and the role of the helping service professionals, specifically within the realm of prevention. Relapse is not a single event but a process that takes place over time. This class will investigate that process by examining the principles and procedures of relapse prevention therapy. It will also focus on the developmental model of recovery to explore major causes of relapse in each stage of recovery. Another major focus of this class will be to address client relationship with family, employment, education, spirituality, health concerns, and legal needs.

ADST 468. SUICIDE ASSESSMENT, TREATMENT AND MANAGEMENT. 4 Credits.
Students will evaluate the theoretical foundation in the clinical treatment and management of suicidal risk over time through case management of suicidal persons. Students will compare and assess “evidenced-based” and “best practices” approaches for the treatment and case management of the suicidal person within their scope of practice. Through role play exercises that include therapeutic interventions, initial treatment planning, coordination of services and referral, students will demonstrate these intervention skills, including aftercare intervention (postvention) with families, to evaluate effectiveness.

ADST 484. SUICIDE PREVENTION. 3 Credits.
Pre-requisites: ADST 300.
Students examine a brief history of suicidal beliefs and explore present-day suicidal issues that are considered a public health problem. The goals, objectives and strategies of the Surgeon General’s National Strategy for Suicide Prevention and the public health model are discussed in an effort to provide students with tools to examine current programs, media literacy, barriers treatment and research, and cultural & social factors of suicide prevention.

ADST 485. ADDICTION STUDIES PRACTICUM II. 2 Credits.
Pre-requisites: ADST 350 or permission of instructor.
Students will build on experience and strengths developed in Practicum I to prepare them to work independently in the addiction or prevention field.

ADST 490. ADST SENIOR CAPSTONE. 4 Credits.
Pre-requisites: senior standing and declared major in Interdisciplinary Studies Addiction Studies or permission of program director.
Satisfies: a university graduation requirement—senior capstone.
This course covers the eight Practice Dimensions and Transdisciplinary Foundation knowledge that is the ideal standard the addiction counselor strives to master. Students who plan to move forward with WA state licensure as Chemical Dependency Professionals gain a cumulative summary of the above practice dimension skills, knowledge and attitudes that accomplished counselors strive to master.

ADST 495. INTERNSHIP. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Placement in an alcohol/drug prevention or treatment facility which supports the opportunity to learn knowledge and skill by providing direct service. Regular seminars are held for processing and integrating concepts and techniques and addressing professional issues. When the practicum placement is in a state certified alcohol/drug treatment facility, the hours apply toward chemical dependency counselor qualification.

ADST 496. EXPERIMENTAL COURSE. 1-5 Credits.

ADST 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-4 Credits.
Subjects vary according to faculty and student interest.

ADST 498. SEMINAR. 1-5 Credits.

ADST 499. DIRECTED STUDY. 1-4 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

ADST 501. RELAPSE PREVENTION. 2 Credits.
Relapse is not a single event but a process that takes place over time. This class will investigate that process by examining the principles and procedures of relapse prevention therapy. It will also focus on the developmental model of recovery to explore major causes of relapse in each stage of recovery. Another major focus of this class will be to address client relationship with family, employment, education, spirituality, health concerns and legal needs.

ADST 502. COUNSELING THEORIES FOR ADDICTION PROFESSIONALS. 2 Credits.
This course is intended to provide students with specific counseling theory information necessary to meet state requirements for Chemical Dependency Professional certification.

ADST 503. HIV/AIDS AND ADDICTION TREATMENT. 2 Credits.
Pre-requisites: graduate standing.
This course explores the impact of air and bloodborne pathogens and the role of the helping service professionals, specifically within the realm of addiction counseling. Physiology, epidemiology, brief risk assessment, legal/ethical issues and societal implications of HIV/AIDS, various strains of Hepatitis, Tuberculosis, and STDS will be explored. This course covers transmission of these infectious diseases along with prevention and risk-reduction strategies.
ADST 504. ADOLESCENT ADDICTION ASSESSMENT AND TREATMENT. 4 Credits.
This course will emphasize the unique developmental stages of adolescence and the ways in which substance use/abuse/dependency harm the adolescent’s worldview. The various methods used when providing interventions and treatment will be explored along with assessment requirements specified by the state. This course will expand the issues of the family system as context for recovery using traditional resources and innovative approaches in adolescent chemical dependency treatments.

ADST 505. ADDICTION GROUP COUNSELING. 2 Credits.
Notes: taught online.
Pre-requisites: graduate standing.
Theoretical foundations of group dynamics and counseling as applied to addiction treatment clientele. Explore the design, leadership and applications of group counseling via a combination of readings, video presentations, case studies and class discussions. Emphasis on learning to observe, understand, guide and facilitate the group dynamics as they occur.

ADST 512. PHARMACOLOGICAL ACTIONS OF ALCOHOL AND OTHER DRUGS. 4 Credits.
Students will review the physical impact and the response of the human body to alcohol and other drugs of abuse through study of the fundamentals of pharmacokinetics, neurologic functioning and current research findings. They will also learn concepts and terminology essential for working on a professional treatment team and for communicating with patients and families. There will be special focus on effective intervention strategies for each class of drug.

ADST 520. CASE MANAGEMENT. 4 Credits.
This course provides a thorough review of approaches and philosophies of case management and its essential role in effectively addressing the complexity of multiple-issue recovery, including dual-diagnosis, gender and sexuality issues, suicide and relapse. Includes established national and regional standards of care in treatment planning, record keeping and discharged and aftercare planning.

ADST 530. ADDICTION TREATMENT WITH FAMILIES AND DIVERSE POPULATIONS. 4 Credits.
This course uses the Addiction Counseling Competencies to explore the complex issues of family in relation to addiction and models of family counseling. Additionally, this class will include information on diverse cultures, to incorporate the relevant needs of culturally diverse groups, as well as people with disabilities, into clinical practice.

ADST 535. LAW AND ETHICS FOR ADDICTION PROFESSIONALS. 4 Credits.
Students will be exposed to fundamental and technical study of the law, policy, malpractice and liability regarding chemical dependency prevention and treatment practice. Strong focus will be on the contemporary issues of the field relative to current policy and the development of professional knowledge and skills that support ethical and effective practice. Application of ethics for chemical dependency clinicians.

ADST 542. SCREENING AND ASSESSMENT OF CO-OCcurring DISORDERS. 4 Credits.
This course is designed to assist the Master-level Social Worker, mental health counseling student and chemical Dependency Professional Trainees (students) in obtaining the necessary skills needed to conduct an accurate substance abuse assessment/evaluation and determine appropriate level of treatment. Further, the student will gain an understanding of mental health diagnosis utilizing screening, assessment and diagnostic tool.

ADST 544. TREATING CO-OCcurring DISORDERS. 4 Credits.
This class will establish a better understanding of the inherent complexities of co-occurring disorders (COD) and develop a variety of clinical skills necessary in the treatment of COD. We will explore the principles of Cognitive-Behavioral Therapy, Solution-Focused Therapy, Motivational Enhancement Therapy and Brief Therapy approaches to both substance abuse and Mental Illness selected clinical interventions from each of these evidenced-based treatment modalities will be taught and practiced for both group work and individual therapy. Clinical approaches, treatment planning, placement and medications used to treat COD will also be discussed.

ADST 546. BEST PRACTICE INTERVENTION. 4 Credits.
Motivational interviewing (MI) is an effective evidence-based approach to overcoming the factors that keep people from making desired changes in their lives, even after seeking or being referred to professional treatment. The first half of this course reviews the conceptual and research background supporting MI and the transtheoretical model-stages of change (SOC) and provides practice in implementing the skills involved in their approaches. The second half of this course will be an overview of dialectical behavioral therapy (DBT) and how it can be applied when working with chemically dependent clients. Each of the four skill modules will be covered. Students will also become familiar with techniques such as commitment strategies, diary cards and coaching.

ADST 548. MEDICATION ASSISTED TREATMENT. 2 Credits.
Pre-requisites: graduate standing.
This course introduces students to concepts relevant to the implementation of medication assisted treatment (MAT). Specifically the research into the efficacy of MAT will be reviewed and the basic brain chemistry of addiction and common medication-based treatments. The historical, legal and ethical considerations specific to MAT will also be reviewed. Evidence-based therapeutic techniques for counseling staff collaborating in interdisciplinary teams with medical staff will be presented.

ADST 550. SPIRITUALITY AND ADDICTION. 4 Credits.
Pre-requisites: graduate standing.
Addiction permeates our society; substance use and abuse are rapidly becoming a global epidemic. Researchers are digging deep into brain chemistry to learn more about the complicated disease of addiction. Spirituality and mindfulness appear to be keys in unlocking the mystery of overcoming addiction. This course will provide a solid foundation in spirituality, mindfulness and addiction, focusing on how spirituality relates to treatment recovery and relapse prevention.

ADST 552. PROCESS ADDICTIONS. 4 Credits.
Pre-requisites: graduate standing.
This course provides students an introduction and overview of process addictions, assessment and diagnostic tools, evidenced-based treatment strategies, recovery services and strategies for intervention and identification.
ADST 554. TRAUMA INFORMED CARE. 4 Credits.
Pre-requisites: graduate standing.
In Behavioral Health settings, clients presenting with trauma may be the norm instead of the exception. An understanding of the prevalence and impact of trauma in the treatment system helps strengthen clients’ recovery, decrease re-traumatization, and helps to build clients’ trust in and use of supports. Emphasis will be placed on identifying signs and symptoms of trauma and the utilization of trauma specific services.

ADST 555. FOOD AND ADDICTION. 4 Credits.
Pre-requisites: graduate standing or permission of director.
This course will explore the relationship between food, addiction, health and mindfulness. We examine the controversial question of whether or not food can be considered addictive. We examine the media’s role in generating the unrealistic ideal of perfection that we are faced with each day in modern Western society.

ADST 561. SPECIAL TOPICS. 1-4 Credits.
Various topics of concern to addiction professionals in the field of addiction treatment and prevention will be presented to educate students about emerging or recurring issues and concerns.

ADST 562. SUICIDE ASSESSMENT, TREATMENT AND MANAGEMENT. 4 Credits.
Cross-listed: SOWK 562.
Pre-requisites: graduate standing.
This course explores the theoretical foundation in the clinical assessment, treatment and management of suicidal risk over time through case management with suicidal persons. Additionally, we will review instructions in “evidenced-based” and “best practices” for the treatment and case management with the suicidal person within the scope of practice. We also have role play exercises that include therapeutic interventions, initial treatment planning including case notes, coordination of services and referral.

ADST 580. INTRODUCTION TO STATISTICS. 4 Credits.
Pre-requisites: graduate standing.
This course introduces students to descriptive and basic inferential statistics. It develops students’ understanding of how data are used, analyzed and interpreted in research, thereby enabling them to critically appraise and consume research for evidence based practice.

ADST 582. RESEARCH FOR EVIDENCE BASED PRACTICE. 4 Credits.
Pre-requisites: graduate standing.
The course presents essential and practical guidance on how to integrate research appraisal into evidence based practice endeavors to determine which interventions, policies and assessment tools are supported by the best evidence. Attention is given to equipping students to become competent consumers of research and effective evidence-based practitioners.

ADST 595. ALCOHOL/DRAUGHT PRACTICUM I. 1-4 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Individual learning and career development course with placement in an alcohol/drug treatment or prevention facility coordinated through the Addiction Studies Program.

ADST 596. EXPERIMENTAL. 1-5 Credits.

ADST 602. ADST PROFESSIONAL PORTFOLIO. 2 Credits.
Notes: this course covers the final requirement for graduation from a master’s program. It takes the place of a research report/research project/ or other final requirement for a Master’s Degree.
Pre-requisites: graduate standing and admission to program.
The professional Portfolio course is a final project for graduates of the Master of Addiction Studies degree. Students will demonstrate their readiness for professional practice by presenting projects that reflect new learning gained from program curriculum and work experience, finishing the course with a final exam review to help prepare for the licensure exam.

ADST 695. ALCOHOL/DRAUGHT PRACTICUM II. 1-4 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Individual learning and career development course with placement in an alcohol/drug treatment or prevention facility. Placement in an alcohol/drug treatment or prevention facility supports the opportunity to learn knowledge and skills by providing direct service with agency supervision. Regular seminars are held for processing and integrating concepts and techniques and addressing professional issues. When practicum placement is in a state certified alcohol/drug treatment facility, the hours may also apply toward chemical dependency counselor state certification.
Africana Studies

Scott Finnie, Program Director
department page (https://www.ewu.edu/css/programs/africana-studies-program/aep-faculty)
204 Monroe Hall
509.359.6150

Faculty
Scott M. Finnie, Okera Nsobmi, Angela R. Schwendiman.

Undergraduate Degrees

Bachelor of Arts (BA)
Race and Culture Studies Major (See Race and Culture Studies (p. 546))

Undergraduate Minors
Africana Studies (p. 68)
Race and Culture Studies (See Race and Culture Studies (p. 546))

Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.

Undergraduate Program

The primary mission of Africana Studies is to help broaden student perspectives through a multidisciplinary curriculum that explores the experiences, contributions and accomplishments of African Americans and other peoples of African descent; and, to assist in the development of culturally competent students for a broad range of academic and professional careers.

Africana Studies courses are designed to provide understanding and appreciation of the African Diaspora both as it has unfolded over time and as it is currently manifested. As part of its founding mission, Africana Studies also provides culturally-centered programming, academic support, and community outreach initiatives. These include community non-paid internships, textbook support, academic advising, peer mentoring, tutoring services, scholarships and scholarship information.

The Africana Studies Program cross-lists with some courses offered through other EWU colleges.

Africana Studies Minor

The program offers a minor in Africana Studies. Students gain an understanding of the African American, Caribbean and African experiences from ancient Africa to present-day. Africana Studies benefits graduates planning careers in professions where multicultural public contact is extensive, such as education, counseling, social services, medicine, government and many other fields that require diverse perspectives. Students considering this minor should contact the director of Africana Studies.

Required Courses

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<tr>
<th>Course Code</th>
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<tr>
<td>AAST/HONS/</td>
<td>AFRICAN AMERICAN CULTURE AND EXPRESSIONS</td>
<td>5</td>
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<tr>
<td>HUMN 214</td>
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<tr>
<td>AAST/HONS/</td>
<td>EARLY AFRICAN AMERICAN HISTORY: ANCIENT AF RICA TO THE END OF THE RECONSTRUCTION 1877</td>
<td>5</td>
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Africana Studies (AAST)

AAST 101. INTRODUCTION TO AFRICANA STUDIES. 5 Credits.
This course is a critical survey of the major themes, issues, concepts, methods, philosophies, theories and scholars in the discipline of Africana studies and its historic origin and evolution.

AAST 196. EXPERIMENTAL COURSE. 1-5 Credits.

AAST 214. AFRICAN AMERICAN CULTURE AND EXPRESSIONS. 5 Credits.
Cross-listed: HONS 214, HUMN 214.  
Satisfies: a university graduation requirement—diversity.  
An interdisciplinary survey of African American culture beginning with ancient African history and traditions through contemporary issues in the African American experience. Attention given to basic principles of history, sociology, political science, economics and the arts in the study of the dynamics of the African American culture.

AAST 215. EARLY AFRICAN AMERICAN HISTORY: ANCIENT AFRICA TO THE END OF THE RECONSTRUCTION 1877. 5 Credits.
Satisfies: a university graduation requirement—diversity.  
Examines the African American experience from African civilizations in the 4th century AD through slavery to the end of the Reconstruction era in the United States.

AAST 220. AFRICAN AMERICAN HISTORY: POST CIVIL WAR TO PRESENT. 5 Credits.
Cross-listed: HONS 220, HIST 220.  
Satisfies: a BACR for social sciences.  
The study of American history from the perspective of the African American experience since the end of the Reconstruction period.

AAST 222. AFRICAN AMERICAN ECONOMICS. 5 Credits.  
Focuses on the economic conditions of African Americans, presenting an analysis of economic problems confronting them, and institutional aspects of those problems.

AAST 299. SPECIAL STUDIES. 1-5 Credits.  
Pre-requisites: permission of the instructor, department chair and college dean.  
Studies vary according to faculty and student interest.

AAST 301. HARLEM RENAISSANCE: RECONSTRUCTION TO 1930. 5 Credits.  
A selective and objective study of the cultural, ideological, and political contributions of African Americans during the period 1918-1929.

AAST 310. AFRICAN AMERICAN SOCIAL AND INTELLECTUAL THOUGHT FROM BOOKER T. WASHINGTON TO CORNEL WEST. 5 Credits.  
Pre-requisites: AAST 214.  
This course articulates, defines and analyses the significant social thoughts, strategies and philosophies of black intellectuals through the 20th century to the present as they sought to address and propose viable solutions to the color-line.
AAST 315. AFRICAN HISTORY: ANCIENT AFRICA TO MANDELA. 5 Credits.
Cross-listed: HIST 315, HONS 315.
Satisfies: a university graduation requirement–global studies.
A survey of African history from prehistory to the present. Emphasizes earlier African civilizations, extensive contact with the outside world and the formation of African nations.

AAST 320. AFRICAN AMERICAN FAMILY. 5 Credits.
Cross-listed: SOCI 371, SOWK 320.
The African American Family as a social system influenced by institutions of the larger American society.

AAST 321. AFRICAN AMERICAN POLITICAL AWARENESS. 5 Credits.
Issues of African American political power and awareness as they relate to several studies of macro and micro institutional racism with alternatives for racial change.

AAST 331. HISTORY AND DYNAMICS OF U.S. SLAVERY. 2 Credits.
This class involves a brief examination of North American slavery, its background, its dynamics, and its legacy. Special attention will be given to issues regarding U.S. race relations today.

AAST 347. PEOPLES OF AFRICA. 5 Credits.
A comparative view of tradition and change in sub-Saharan Africa.

AAST 375. AFRICAN AMERICAN CINEMA: 1915–1990. 5 Credits.
African American cinema explores the history of African Americans in films, focusing particularly on Hollywood’s representations of Blacks in feature length films. The course examines such issues as the representations of race, gender, and sexuality through observing and discussing feature films in class. Great emphasis will be placed on critical viewing, thinking, analyzing and writing about films. Ultimately, the course will not only investigate Hollywood’s representations of African Americans, but also will examine the struggle and emergence of independent African American produced films which offer a separate and unique voice that not only challenges Hollywood’s representations, but also expresses themes involving cultural identity.

AAST 381. CONTEMPORARY AFRICAN AMERICAN LITERATURE. 5 Credits.
Cross-listed: ENGL 381.
Major African American literature of the 20th century: fiction, poetry, essay, autobiography and drama.

AAST 395. INTERNSHIP. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Internships vary according to program and student interest.

AAST 396. EXPERIMENTAL COURSE. 1-5 Credits.

AAST 398. SEMINAR. 1-5 Credits.
Seminar.

AAST 399. SPECIAL STUDIES. 1-5 Credits.
Pre-requisites: sophomore standing: permission of the instructor, department chair and college dean.
Studies vary according to faculty and student interest.

AAST 424. ECONOMICS OF POVERTY AND DISCRIMINATION. 5 Credits.
Cross-listed: ECON 424, WMST 426.
Pre-requisites: junior standing.
Satisfies: a university graduation requirement–diversity.
Causes of poverty and evaluation of anti-poverty programs. Examines economic theories of discrimination from different perspectives with a particular focus on issues of gender and race.

AAST 430. AFRICAN AMERICAN WOMEN’S HISTORY. 5 Credits.
Cross-listed: WMST 430.
Pre-requisites: ENGL 201.
This course examines historical writings by and about Black women, discussing slavery, lynching, combating prejudices and encouraging racial pride to provide a framework that will deepen understanding of the topic.

AAST 435. NEGRO SPIRITUALS. 1 Credit.
This course offers an immersion in the music and culture of enslaved Africans to understand how and why the music developed. The purpose of the music then and now is examined as well as its impact on modern music.

AAST 465. SLAVERY IN THE NEW WORLD. 5 Credits.
Cross-listed: HIST 465.
This course traces new world slavery from its origins in the islands off the west coast of Africa to the end of slavery in United States, Cuba and Brazil in the late nineteenth century. Topics covered include the Atlantic slave trade, the effects of the slave trade on Africa, the Haitian Revolution, slavery and the Enlightenment philosophies, the profitability of slavery and the abolition movement.

AAST 466. SLAVERY IN THE U.S.. 5 Credits.
Cross-listed: HIST 466.
This course covers the rise and fall of slavery in the United States and its colonial antecedents. Topics include the transition from indentured servitude to slavery in the Chesapeake in the 1680s, the role slaves played on both sides of the Revolutionary War, the rise of the Cotton Kingdom, the political controversy over slavery, the rise of the abolition movement and the disintegration of slavery during the Civil War.

AAST 481. DR. KING AND MALCOLM X: A COMPARISON. 2 Credits.
This course involves a brief examination into the backgrounds, lives and careers of Dr. King and Malcolm X. Comparison and contrast will be employed to gain a deeper insight into the ideology and effectiveness of each leader with regard to the civil rights movement.

AAST 495. AFRICANA STUDIES INTERNSHIP. 1-5 Credits.
Notes: graded Pass/Fail.
Pre-requisites: junior standing: permission of the instructor, department chair and college dean.
This course requires a supervised student practicum in the internal or external African or African American endeavor. May be but not limited to designing or working on a particular project or event for the betterment of an aspect of the African or African American lived experience on campus or in the surrounding area.

AAST 496. EXPERIMENTAL COURSE. 1-15 Credits.

AAST 497. AFRICANA STUDIES WORKSHOP. 1-5 Credits.
Workshops are held to examine issues in this area.

AAST 498. SEMINAR. 1-5 Credits.

AAST 499. DIRECTED STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Directed study and research projects vary according to faculty and student interest.
Aging Studies
Sharon Bowland, Director
program page (https://www.ewu.edu/css/programs/aging-studies)
229 Senior Hall
509.359.4538

Faculty
S. Bowland.

Undergraduate Degrees

Undergraduate Minor
Aging Studies (Interdisciplinary), Minor (p. 70)

Required courses in this program of study may have prerequisites. Reference the course description section for clarification.

Undergraduate Program

The Center for Studies in Aging, administratively located within the College of Social Sciences, serves as the coordinating entity for the university’s multidisciplinary aging studies minor. This program draws upon the university’s existing resources in such fields as social work, sociology, biology, psychology, nursing, nutrition and dietetics, health sciences, recreation and leisure services, physical education, economics and various ethnic studies programs. The program is designed to prepare students for careers in the development, management and provision of services to older persons. Such careers include: management of public and private agencies serving older persons, administration of residential care facilities for the elderly and the management and direction of social, leisure and health services to older persons.

Aging Studies (Interdisciplinary) Minor

Required Courses

AGST 310. MULTIDISCIPLINARY STUDIES IN AGING. 5 Credits.
Required of all students in the minor, this course draws upon a number of disciplines and fields (primarily biology, psychology, social work, sociology, economics, nutrition and dietetics, and ethnic perspectives) to provide a balanced view of both normal and problem aspects of aging. Presents theoretical issues and aspects of aging as well as programs, services and issues involved in working with older persons.

AGST 399. SPECIAL STUDIES. 1-5 Credits.

AGST 410. MINORITY PERSPECTIVES IN AGING. 3 Credits.
Pre-requisites: AGST 310 or special permission of the instructor. Required of all students in the minor, this course is oriented toward a critical examination of the variations in aging experiences of minority elderly in the United States. Its focus is on the most salient themes, orientations and dimensions of the problems and processes of aging in the broader cultural tradition within each ethnic minority group. Particular attention paid to biological, material and historical bases of such dimensions, regional variations among populations and the effects of such past events as conquest and colonialism.

AGST 455. SOCIAL POLICY AND PROGRAMS IN AGING. 3 Credits.
Cross-listed: SOWK 455.
Pre-requisites: AGST 310 or permission of the instructor. Social welfare policies and programs serving the aging are examined, past and present, in terms of their overall impact on the aged and on society at large. The needs and gaps in services to the aged are evaluated, as well as the adequacy with which these services are delivered and the response of programs and services to the changing needs of the aged.

AGST 456. THE OLDER WOMAN. 4 Credits.
Cross-listed: SOWK 456, WMST 456.
Pre-requisites: junior standing. This course examines the research and practice knowledge on the social, economic and health problems confronting older women. Older women’s needs and potential for change are considered. The course explores U.S. social policy and program alternatives that work to improve the status and quality of life for a growing and diverse population of older women.

AGST 457. CLINICAL ASSESSMENT IN MIDLIFE AND OLDER ADULTS. 4 Credits.
Cross-listed: SOWK 457.
Pre-requisites: junior standing or permission of instructor. An introduction to the assessment skills required for professional social work practice in mental health and other clinical settings dealing with the elderly. The course is intended for social work practitioners.

AGST 458. PERSPECTIVES ON DEATH AND DYING. 4 Credits.
Cross-listed: SOWK 458.
This course is designed to assist students in the helping professions who wish to work with the terminally ill. Focus will be on an increased ability to deal with one’s own mortality; the development of beginning skills for working with the terminally ill and their families; an understanding of the complex social system which surrounds death in modern America; as well as the current moral, ethical and philosophical issues in the field.

AGST 496. EXPERIMENTAL COURSE. 1-5 Credits.
 AGST 499. DIRECTED STUDY. 1-5 Credits.
American Indian Studies
Deidre Almeida, Program Director
Nicole DeVon, Program Counselor/Recruiter
department page (https://www.ewu.edu/css/programs/american-indian-studies)
American Indian Education Center
509.359.2441
509.359.6665

Faculty
Deidre A. Almeida, Kim Richards.

Undergraduate Degrees
Bachelor of Arts (BA)
Race and Culture Studies (See Race and Culture Studies (p. 546))

Undergraduate Minors
Indian Studies (p. 71)
Race and Culture Studies (See Race and Culture Studies (p. 546))

Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.

Undergraduate Programs
The American Indian Studies Program (IDST) consists of
1. Academic Affairs,
2. Student Services and
3. Tribal Organization/Agency Liaison components.

The Academic Affairs function is fulfilled by a minor in Indian Studies and service course offerings in other professional disciplines. The IDST curriculum is designed to develop the cultural and civic co-competencies of students in preparation for professional employment by complementing their learning experiences in an interdisciplinary learning environment at EWU. Indigenous intellectual traditions constitute the philosophy of education for IDST. The student services function is fulfilled by a program counselor/recruiter who provides services in student recruitment, admissions, financial aid, academic advising, employment, housing, tutoring, counseling and career development. The program staff also serves as advisors to the Native American Student Association. The tribal organization/agency function is fulfilled through formal and informal working relationships with regional tribal governments, education organizations and social service agencies.

Indian Studies Minor

Required Courses
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IDST 101</td>
<td>INTRODUCTION TO INDIAN STUDIES</td>
<td>5</td>
</tr>
<tr>
<td>IDST 321</td>
<td>CONTEMPORARY INDIAN ISSUES</td>
<td>5</td>
</tr>
<tr>
<td>Electives—choose two upper-division IDST courses in consultation with the department advisor</td>
<td>8-10</td>
<td></td>
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</tbody>
</table>

Total Credits 18-20

Indian Studies (IDST)

IDST 101. INTRODUCTION TO INDIAN STUDIES. 5 Credits.
Satisfies: a university graduation requirement—diversity.
This course introduces the basic philosophy (spiritual and intellectual sources), method and major topics of the discipline. Material explored includes organizing concepts, theories and patterns within a historical context including white contact time and pre-white contact time.

IDST 196. EXPERIMENTAL COURSE. 1-5 Credits.
Experimental

IDST 201. SALISH LANGUAGE AND CULTURE I. 5 Credits.
Pre-requisites: IDST 101.
These courses are the beginning courses in Salish language and culture, focusing on the nselzcin dialect traditionally spoken by the aboriginal people of the northern areas of central and Eastern Washington as well as southern British Columbia. Students will learn to speak and understand basic Salish vocabulary and phrases, and will be introduced to the International Phonetic Alphabet as applied to nselzcin.

IDST 316. AMERICAN INDIAN HISTORY I. 5 Credits.
Cross-listed: HIST 316.
This course introduces students to an overview of American Indian history through major themes which include impact and response to European contact, conquest and colonization, empire building, removal and dispossession from traditional lands, treaty making and the origins of federal Indian policy.

IDST 317. AMERICAN INDIAN HISTORY II. 5 Credits.
Cross-listed: HIST 317.
This course introduces students to an overview of American Indian history from 1887 to the present. Major themes covered in this course include but not limited to questions regarding history as a discipline, origins of indigenous peoples, impacts and responses to colonization and genocide, beginning from assimilationist policies, self-determination, termination and relocation, Red Power movement, gender, sovereignty, identity, land, environment and current issues facing American Indian peoples and communities today.
IDST 321. CONTEMPORARY INDIAN ISSUES. 5 Credits.
Satisfies: a university graduation requirement—diversity.
This course will examine the contemporary educational, social, political and cultural issues currently impacting Native American communities. Through individual and group research, students will discuss a range of issues including educational reform, community organizing, economic development, land rights, the breakdown of traditional families and culturally relevant program development within various Native American communities. Focus will be on the Native American nations.

IDST 325. NATIVE AMERICAN WRITING. 5 Credits.
Pre-requisites: ENGL 101.
The course focuses on the development of writing from a Native American perspective. Through the study of various Native American writers, writing exercises, and skills development, students will develop their own writing style.

IDST 330. INDIAN WARS: PAST AND PRESENT. 5 Credits.
The focus of this course is Indian wars of the Pacific Northwest during the first stages of white conquest. It will also include the study of contemporary native American political and social struggles.

IDST 338. AMERICAN INDIAN CINEMA. 5 Credits.
Pre-requisites: IDST 101.
This course explores how the Hollywood film industry both constructs and appropriates images of American Indians. The course examine Native American themed films, which have been made by both Native and non-natives, in order to critically compare the images presented from each perspective.

IDST 380. SURVEY OF NATIVE AMERICAN LITERATURE. 5 Credits.
Cross-listed: ENGL 380.
Pre-requisites: ENGL 201 or permission of instructor.
Satisfies: a university graduation requirement—diversity.
Designed to introduce students to specific examples of narrative, ceremonial, ritualistic, religious and secular literatures from the oral traditions of Indian Nations in North America and South America. Also introduces students to contemporary genres (i.e., poetry, the short story, the novel and drama) as they emerge from the oral traditions, with the specific purpose of articulating the continuity as reflected in literary genres.

IDST 396. EXPERIMENTAL COURSE. 1-5 Credits.
Experimental

IDST 397. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
Workshop

IDST 398. SEMINAR. 4 Credits.
Seminar

IDST 399. DIRECTED STUDY. 5 Credits.
Directed Study

IDST 420. READINGS IN DECOLONIZATION. 5 Credits.
Cross-listed: CHST 420.
Pre-requisites: IDST 101 and CHST 101.
This course grounds students in the theory and concepts of colonization, decolonization and indigenous peoples in America, with brief comparisons with global indigenous peoples and experiences. Through that theoretical understanding, students examine and formulate ways in which decolonization can impact and be integrated into indigenous lives and communities in a meaningful way.

IDST 421. FEDERAL INDIAN LAW AND POLICY I. 5 Credits.
Cross-listed: POLI 421.
This is the first course in a two course series on federal Indian law and policy. Federal Indian law is the body of law that regulates the relationship between Indian tribes and the United States. Federal Indian policy consists of the various doctrines underlying federal legislative and executive actions affecting Indian tribes. This course will introduce students to laws, regulations and case law that comprise federal Indian law as well as the policies underlying those laws. Topics will be further explored through the use of case studies.

IDST 422. FEDERAL INDIAN LAW AND POLICY II. 5 Credits.
Cross-listed: POLI 422.
This course is a continuation of IDST 421. Topics include Modern Trust doctrine, the Federal-Tribal Relationship, congressional plenary power, tribal land and sovereignty issues, and tribal justice systems. These topics are explored through the use of case studies.

IDST 437. INDIAN CHILD WELFARE. 5 Credits.
Cross-listed: SOWK 437.
This course introduces Indian Child Welfare (ICW) with an emphasis on understanding legal, historical, and cultural issues applying to work with American Indian and Alaska Native families. This course describes ICW as a method of culturally appropriate child welfare practice that draws on traditions of American Indian and Alaska Native nations. Many elements of ICW may serve as evidence-based best practice principles for child welfare.

IDST 477. CONTEMPORARY INDIGENOUS WOMEN. 5 Credits.
Cross-listed: WMST 477.
Pre-requisites: junior standing.
Satisfies: a university graduation requirement—global studies.
This course is designed to introduce students to the role of indigenous women in the struggles for national self determination from a historical/cultural/spiritual/political context. Historically, indigenous women have always played a very prominent and powerful role within all spheres of indigenous social/political/cultural and economic issues affecting indigenous nations from a contemporary context.

IDST 480. NATIVE AMERICAN ORAL TRADITION. 5 Credits.
Cross-listed: HIST 480.
Pre-requisites: junior standing.
This course expands the students' understanding of the past through the inclusion of indigenous perspectives. Students will examine the use of oral traditions/histories, particularly the contestation regarding their validity as legitimate, historical sources. This course also examines the evolution of tribal and oral traditions from early records of their existence to the modern issues surrounding their use and maintenance. Students are introduced to the issues, ethics and protocol when working with tribal members and communities.

IDST 485. INDIGENOUS EDUCATION. 5 Credits.
Cross-listed: EDUC 485.
Pre-requisites: junior standing.
Satisfies: a university graduation requirement—global studies.
This course introduces students to the topic of indigenous education from a global perspective. Through readings, discussions, lectures and videos, students will examine the role education has played as an instrument of oppression, and how indigenous nations have restructured educational systems to reclaim their cultural identities and to empower themselves politically.
IDST 495. INDIAN STUDIES INTERNSHIP. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

IDST 496. EXPERIMENTAL COURSE. 1-5 Credits.
Experimental.

IDST 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
Workshop

IDST 498. SEMINAR. 1-5 Credits.
Seminar

IDST 499. DIRECTED STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Independent study in areas of Indian Studies.

IDST 599. INDEPENDENT STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Graduate level directed study and research projects in American Indian and Indigenous studies varying according to faculty and student interest.
Anthropology

Stacy Warren, Chair
department page (https://www.ewu.edu/css/programs/anthropology)
110 Isle Hall
509.359.2433

Faculty
Matthew Anderson, Brian Buchanan, Erin Dascher, John T. Dorwin,
Kassahun Kebede, Lindsay MacKenzie, Robert R. Sauders, Julia E.
Smith, Lauren A. Stachowiak, Stephen Tsikalas, Stacy Warren, Michael L.
Zukosky.

Stephen Tsikalas

Undergraduate Degrees

Bachelor of Arts (BA)
Anthropology (p. 74)

Undergraduate Minors
Anthropology (p. 75)
Archaeology (p. 75)

Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.

Undergraduate Programs

Anthropology—offered here as a major or a minor in either general anthropology or archaeology—offers students the opportunity to broaden their understanding of peoples and cultures of the world, both today and in the past. The four-field approach asks students to consider the biological, cultural, prehistoric/historic and linguistic aspects of the human condition. Then students will put that knowledge to work by doing independent research under faculty supervision. Specifically, the Bachelor of Arts degree in Anthropology is designed to meet the needs of students who want to:

- broaden their undergraduate exposure to other peoples and cultures of leading to work in fields like social work and human services, law and forensics, as well as business and other occupations interacting with ethnically diverse populations or international agencies and companies;
- prepare for graduate studies in Anthropology in applied masters programs (to work as an archaeologist or applied anthropologist) or PhD programs;
- or prepare for work as an archaeological technician, as a Peace Corps volunteer, or in other opportunities around the world.

The department also has a research unit, Archaeological and Historical Services, where students can volunteer and some internships may be arranged both with AHS and other entities. The department has a number of physical facilities available for student use, including laboratory space for physical anthropology and archaeology, a GIS laboratory, and space to collaborate with peers.

Optional Requirements for Anthropology

Anthropology students who plan to become candidates for advanced degrees are advised to complete two years of a foreign language and a course in statistics.

Graduate Degree

Master of Arts (MA)
Critical GIS and Public Anthropology, Master of Arts (MA) (p. 75)

Anthropology Major, Bachelor of Arts (BA)

Notes:

- two years of a single high school foreign language or one year of a single college level foreign language is required for this major;
- the Anthropology major does not require a minor.

Required Courses

Disciplinary Foundation

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ANTR 301</td>
<td>CULTURAL ANTHROPOLOGY</td>
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<td>ANTR 302</td>
<td>BIOLOGICAL ANTHROPOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>ANTR 303</td>
<td>LINGUISTIC ANTHROPOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>ANTR 304</td>
<td>ANTHROPOLOGICAL ARCHAEOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>ANTR 305</td>
<td>INTEGRATING ANTHROPOLOGY</td>
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Methods Courses—choose one of the following

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<tr>
<th>Course</th>
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<tr>
<td>ANTR 401</td>
<td>ETHNOGRAPHIC RESEARCH METHODS</td>
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<td>or ANTR 402</td>
<td>ARCHAEOLOGICAL FIELD METHODS</td>
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Theory Courses

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<tr>
<td>ANTR 408</td>
<td>HISTORICAL ANTHROPOLOGICAL THEORY</td>
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<tr>
<td>ANTR 409</td>
<td>CONTEMPORARY ANTHROPOLOGICAL THEORY</td>
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Capstone Series

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<tr>
<td>ANTR 481</td>
<td>ANTHROPOLOGICAL PROJECTS I</td>
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<tr>
<td>ANTR 482</td>
<td>ANTHROPOLOGICAL PROJECTS II</td>
<td>3</td>
</tr>
<tr>
<td>ANTR 490</td>
<td>SENIOR CAPSTONE ANTHROPOLOGY</td>
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</table>

Electives—choose a minimum of 25 upper-division ANTR credits. 25

Total Credits 61

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)

<table>
<thead>
<tr>
<th>Humanities and Arts</th>
<th>(p. 35)</th>
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</thead>
<tbody>
<tr>
<td>Natural Sciences</td>
<td>(p. 35)</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>(p. 36)</td>
</tr>
</tbody>
</table>

University Graduation Requirements (p. 36) (UGR)

| Foreign Language    | |
|---------------------| |
| Minor or Certificate| |
| Diversity Course List | (p. 37) |
| Global Studies Course List | (p. 37) |
| Senior Capstone Course List | (p. 38) |
All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

- demonstrate basic knowledge in and integration of each of the four anthropological subfields: cultural anthropology, archaeology, linguistic anthropology and physical anthropology;
- demonstrate knowledge of anthropological theories and methods and connect this knowledge to historical and contemporary trends within the discipline;
- demonstrate intra-cultural and intercultural communication skills grounded in respect, humility and ethical practice;
- effectively synthesize anthropological knowledge, methods and theories to address contemporary cultural, social, political, economic and religious issues;
- establish a personal anthropological perspective and ethic that makes a meaningful contribution to an increasingly interconnected and culturally diverse world.

### Anthropology Minor

**Required Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ANTR 201</td>
<td>GLOBAL CULTURAL ENCOUNTERS</td>
<td>5</td>
</tr>
</tbody>
</table>

**Electives**

Select upper-division anthropology courses in consultation with department advisor.

Total Credits: 15

### Archaeology Minor

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ANTR 204</td>
<td>ARCHAEOLOGICAL SCIENCE</td>
<td>5</td>
</tr>
<tr>
<td>ANTR 350</td>
<td>WORLD ARCHAEOLOGY</td>
<td>5</td>
</tr>
</tbody>
</table>

**Elective**—choose upper-division archaeology course in consultation with department advisor.

Total Credits: 15

- gain knowledge of archaeological site history, archaeological practices and methods and archaeological analysis;
- demonstrate understanding of broad trends within human social, cultural, political and economic development as expressed through the study and analysis of material remains.

### Critical GIS and Public Anthropology, Master of Arts (MA)

The Masters of Critical GIS and Public Anthropology is designed to provide students with a set of practical skills, tools and knowledge related to engaged community practice in critical social, cultural, geographic, economic and regulatory issues, particularly as it affects community institutions and non-profit / non-governmental institutions. Specifically, the program prepares students for critical and applied public research, analysis and advocacy in a range of fields, such as health care, education, environmental protection, law, advocacy, business, marketing, community organizing, community development, social services and cultural resource management among others.

The Masters in Critical GIS and Public Anthropology is a cohort program where students choose one of three options and take a specified series of courses designed to provide students with practical experience in their area of concentration. Students will select any elective courses in consultation with their committee chair. By the end of the first year, students will have developed and defended an independent research project to be conducted during their second year in the program. The written results of this research, presented in the form of a thesis, site report or policy paper, will be publically defended in the spring of the second year. This will satisfy the final comprehensive exam required for graduation.

**Application Process**

Applicants to the program must submit:

- a statement of academic purpose outlining the student’s 1. relevant experiential and educational preparation for graduate studies; 2. particular topical interests to be pursued in their graduate studies; and 3. envisioned professional path after graduation;
- an official transcript from an accredited college or university that has awarded the student a baccalaureate degree with a minimum GPA ≥3.0;
- letters of recommendation from three individuals familiar with the student’s academic promise and/or relevant experiential background (two of these letters must be from individuals familiar with the student’s academic background).

Since the Masters in Critical GIS and Public Anthropology is a cohort program, admission is typically only granted in the fall quarter. However, in exceptional circumstances, students, with the permission of the graduate director and approval of a majority of graduate faculty in the program, may be admitted in the spring quarter.

**Required Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>GEG 528</td>
<td>GEOGRAPHIC INFORMATION SYSTEMS I</td>
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<td>GIPA 501</td>
<td>GRANTS AND CONTRACTS</td>
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<tr>
<td>GIPA 502</td>
<td>FIELD RESEARCH: LAWS AND ETHICS</td>
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<td>GIPA 510</td>
<td>RESEARCH DESIGN</td>
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<td>GIPA 511</td>
<td>DATA ANALYSIS AND VISUALIZATION</td>
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<td>GIPA 520</td>
<td>THEORIES OF ENGAGED RESEARCH</td>
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<td>GIPA 530</td>
<td>COMMUNITY ENGAGEMENT</td>
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<td>GIPA 531</td>
<td>COMMUNITY PROJECTS I</td>
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<td>GIPA 532</td>
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<td>COMMUNITY PROJECTS III</td>
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<td>GIPA 600</td>
<td>THESIS</td>
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**Choose one of the following**

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<tr>
<td>GEG 521</td>
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<td>GIS FOR ENVIRONMENTAL SCIENCE</td>
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<td>or GEG 524</td>
<td>GIS FOR PUBLIC HEALTH</td>
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</tbody>
</table>

**Required Option**—complete one of the three options 23-25
• analyze and solve problems through participatory and applied research;
• demonstrate proficient knowledge of critical social theory and engaged community practice in geographic information systems, cultural resource management and/or public anthropology;
• design and conduct applied public research that is disseminated to appropriate stakeholder communities;
• forge effective relationships with community partners in order to address social, cultural, geographic, economic and regulatory issues;
• synthesize the relationships between critical social theories and anthropological and geographic methods through engaged community practice

**Anthropology (ANTR)**

**ANTR 195. INTERNSHIP. 1-5 Credits.**
Internship.

**ANTR 197. FRESHMAN SEMINAR. 2 Credits.**
Freshman Seminar.

**ANTR 201. GLOBAL CULTURAL ENCOUNTERS. 5 Credits.**
Satisfies: a BACR for social sciences.
This course examines the flow of people, goods, images, ideas and knowledge across borders of all kinds with greater rapidity and consistency in our increasingly interconnected world. Students will deepen their understanding of and expand their exposure to cultural beliefs, traditions, practices and values from communities throughout the world. The course will consider the role that culture plays in some of the major social, political, economic and religious tensions and conflicts.

**ANTR 202. HUMAN EVOLUTION. 5 Credits.**
Satisfies: a BACR for natural science.
This course examines the biological process of evolution as it applies to humans and their recent ancestors; it does not debate the existence of evolutionary processes. Students learn about major events in human evolution and key fossil evidence that reflects them, including the development of bipedalism, increase in size and complexity of the human brain, increasing use of cultural solutions to respond to biological pressures, and nature and extent of ongoing human microevolution.

**ANTR 203. LANGUAGE AND HUMAN BEING. 5 Credits.**
Satisfies: a BACR for humanities and arts.
This course is an introduction to anthropological linguistics. In this field, language is a universal component of human biology that develops as part of distinct human populations’ ways of life, both uniting us as a species and differentiating us into cultural groups. Course topics explore the philosophical and historical roots of the idea, its modern anthropological form in the Sapir-Whorf hypothesis, and contemporary variants in cognitive anthropology and ethnosciences.

**ANTR 204. ARCHAEOLOGICAL SCIENCE. 5 Credits.**
Satisfies: a BACR for natural science.
Archaeology provides a useful case study for the practical application of natural science knowledge in support of the needs of disciplines both within and without the broader natural sciences. Students explore the archaeological sciences of remote sensing and probabilistic surveying, radiometric and isotope dating, fauna/floral analysis, climate reconstruction and change, reconstruction of subsistence patterns and population health, mortality and movements among others.

**ANTR 250. EXPERIENCING ANTHROPOLOGY. 2 Credits.**
Notes: may be repeated for a max of 8 credits.
This course provides a structure for students to engage cultural research, activities and experiences on campus and in the community. In coordination with and approval by the instructor, students attend various lectures, presentation, films, performances and events throughout the quarter. The total number of hours spent attending activities must equal no less than 20. Students produce reflection papers for each activity as well as an integrative culminating paper.

**ANTR 296. EXPERIMENTAL COURSE. 1-5 Credits.**
Experimental Course.

**ANTR 299. DIRECTED STUDIES. 1-15 Credits.**
Pre-requisites: permission of the instructor, department chair and college dean.
Directed Studies.

**ANTR 301. CULTURAL ANTHROPOLOGY. 3 Credits.**
This course examines major concepts, theories and methods in cultural anthropology. Students explore how anthropologists analyze and interpret different cultural practices that manifest in an individual’s everyday life. By using ethnographic case studies of communities from throughout the world, the course addresses issues of identity, family, kinship, gender, race, class, ritual, belief and expression.

**ANTR 302. BIOLOGICAL ANTHROPOLOGY. 3 Credits.**
Pre-requisites: sophomore standing.
This course offers an introduction to the study of human biological evolution with an emphasis on the interaction between biology and culture. Students explore topics such as hominid evolution, skeletal morphology, primatology, population dynamics, dietary practices, illness and disease, genetics and epidemiology. The course also covers evolutionary theory, basic genetic principles, heredity and human behavioral ecology.
ANTR 303. LINGUISTIC ANTHROPOLOGY. 3 Credits.
Pre-requisites: sophomore standing.
This course explores the human condition through the study of language in real-life social contexts. It explores language’s relationship to various forms of human action, as a constitutive feature of the building of human communities, and as a differentiating factor within human communities associated with stratification and inequality. Topics include performance, identity, and literacy. Basic ethnographic methods in the study of language-in-action will also be discussed.

ANTR 304. ANTHROPOLOGICAL ARCHAEOLOGY. 3 Credits.
Pre-requisites: sophomore standing.
This course provides an introduction to the field of anthropological archaeology. Students are introduced to the history, theories, methods, and broader social contexts of material culture studies, a survey of significant archaeological excavations, the theoretical and methodological development of the discipline and the contemporary issues surrounding archaeological research.

ANTR 305. INTEGRATING ANTHROPOLOGY. 3 Credits.
Pre-requisites: ANTR 301, ANTR 302, ANTR 303 and ANTR 304.
Prerequisites may be taken concurrently.
This course provides students an opportunity to explore and engage the intersection, interaction and integration of the four subfields of anthropology: cultural, linguistic, physical and archaeology. Students produce a presentation that explores how the integration of the subfields provides the potential to better engage, understand and explain human cultural diversity.

ANTR 310. IDENTITY, ETHNICITY AND NATIONALISM. 5 Credits.
Pre-requisites: sophomore standing.
Satisfies: a university graduation requirement—global studies.
This course engages the study of identity, ethnicity and nationalism to better understand how individuals and communities establish collective cohesion, create notions of group identity and organize politically. Topics include power, domination, resistance, identity formation, othering, ethno-nationalism, imagined communities, nation-states, multinational states and stateless nations.

ANTR 311. POVERTY, INEQUALITY AND SOCIETY. 5 Credits.
Pre-requisites: sophomore standing.
Satisfies: a university graduation requirement—global studies.
This course explores the nature of poverty and structural inequality in communities throughout the world. The course traces the historical development of gaps in power and privilege among people and communities that results in poverty, economic oppression, and social, political and economic inequality.

ANTR 312. GLOBALIZATION AND ITS DISCONTENT. 5 Credits.
Pre-requisites: sophomore standing.
Satisfies: a university graduation requirement—global studies.
This course explores the nature of globalization as both a historical phenomenon and contemporary reality. The course will address how increasingly rapid sociocultural change around the world has led to an array of movements that are dissatisfied with and opposed to globalization. The course will examine how resistance to globalization has led to ethnic, nationalist and class-based collective social, political and economic actions throughout the world.

ANTR 320. ANTHROPOLOGY OF AFRICA. 5 Credits.
Pre-requisites: sophomore standing.
Satisfies: a university graduation requirement—global studies.
This course is an introductory comparative survey of various African societies and culture communities. The course explores the geography, cultural history and contemporary diversity of people in Africa.

ANTR 321. ANTHROPOLOGY OF ASIA. 5 Credits.
Pre-requisites: sophomore standing.
Satisfies: a university graduation requirement—global studies.
This course is an introductory survey of various Asian societies and cultural communities. The course explores the geography, cultural history, and contemporary diversity of people in Asia by focusing on a number of case studies with particular attention paid to the experiences of minority groups.

ANTR 322. ANTHROPOLOGY OF LATIN AMERICA. 5 Credits.
Pre-requisites: sophomore standing.
Satisfies: a university graduation requirement—global studies.
This course is an introductory survey of contemporary cultures of Central and South America, including both aboriginal and peasant societies. Emphasis is placed on the merging and clashing of European, Indian and African, rich and poor and the continuing character of these conflicts into the present.

ANTR 323. ANTHROPOLOGY OF THE MIDDLE EAST. 5 Credits.
Pre-requisites: sophomore standing.
Satisfies: a university graduation requirement—global studies.
This course is an introductory survey that examines the various ethnic, religious and national communities of the Middle East in historical and contemporary context. Emphasis is placed on the role of ethnicity, kinship, nationalism, and religion on contemporary social, political and economic issues in the region.

ANTR 324. ANTHROPOLOGY OF NORTH AMERICA. 5 Credits.
Pre-requisites: sophomore standing.
Satisfies: a university graduation requirement—diversity.
This course is a survey of contemporary cultural groups in Canada, the United States and Mexico with particular emphasis on the myriad forms of cultural and gender diversity embedded within these areas. The course uses case studies from various communities to present “an ethnography of everyday life” in North America. The course considers topics focusing on contemporary issues of kinship, gender, class, race, ethnicity, identity, work, the environment and urbanization.

ANTR 325. INDIANS OF NORTH AMERICA. 5 Credits.
Pre-requisites: sophomore standing.
Satisfies: a university graduation requirement—diversity.
This course is a survey of the various Indian cultures in North America with a particular emphasis on exploring the relationships between Indian communities, federal policies and institutions and broader American society. The course will examine various Indian cultural traditions and lifeways, issues of identity maintenance, land claims, sacred site protection, repatriation and the complex, complicated and contentious historical relationship between anthropology and Indian communities.

ANTR 329. ANTHROPOLOGY ABROAD. 1-10 Credits.
Notes: students must arrange their enrollment in this course with the department chair or program director.
This course is only available to those students participating in a study abroad opportunity and seeking to either earn university credits for study abroad or transfer credits to university from another institution’s program.
ANTR 335. RACE AND ETHNICITY: A FOUR FIELD ANTHROPOLOGICAL APPROACH. 5 Credits.
**Pre-requisites:** sophomore standing.
This course explores the concepts of race and ethnicity through the four subfields of anthropology: archaeology, biological anthropology, cultural anthropology, and linguistics. Based on faculty interests, the course uses various case studies from different parts of the world to explore how the subfields of anthropology function as a connected and complementary set of lenses through which to more thoroughly engage issues of race and ethnicity.

ANTR 340. ANTHROPOLOGY OF FOOD AND NUTRITION. 5 Credits.
**Pre-requisites:** sophomore standing.
This course considers cultural and social significance of food by exploring the diverse ways in which people and communities across the world embed meaning in the types of foods consumed, the manner in which food is prepared and the ways in which meals are served. Topics may include hunger, malnutrition and famine, food security and food sovereignty, dietary patterns, commodification of foods and food-related social movements.

ANTR 342. MEDICAL ANTHROPOLOGY. 5 Credits.
**Pre-requisites:** sophomore standing.
**Satisfies:** a university graduation requirement—global studies.
This course offers an understanding of the anthropology of medicine, curing versus healing, the concept of biomedicine and its role in today's world and other perspectives on medicine and medical practice. A review of folk and professional medical systems is included.

ANTR 345. ANTHROPOLOGY OF SCIENCE AND TECHNOLOGY. 5 Credits.
**Pre-requisites:** sophomore standing.
This course explores cultural aspects of science and technology. Through close readings of ethnographic texts and an exploration of the theoretical frameworks which inform them, the course explores how science and technology function in and across different cultures and societies, and how culture, society, science, and technology shape each other. Special attention is paid to the relationship between observational data and theoretical explanation in ethnographic analysis.

ANTR 350. WORLD ARCHAEOLOGY. 5 Credits.
**Pre-requisites:** sophomore standing.
This course provides a global review of archaeology beginning with the appearance of the first hominids (the Australopithecines) through the beginnings of agriculture and the advent of social stratification and culturally complex civilizations. Topics include an overview of human evolution, the first humans and their hunting-gathering lifestyles, the increasing specialization of hunter-gatherers and the dawn of horticulture-agriculture.

ANTR 351. ARCHAEOLOGY OF NORTH AMERICA. 5 Credits.
**Pre-requisites:** sophomore standing.
This course explores North American prehistory from the initial peopling of the continent to the development of complex societies. Topics include human entry into and migration across the hemisphere, changes in subsistence strategies, the impact of humans on the environment and landscape, European contact and the relationship between archaeology and native communities.

ANTR 359. TOPICS IN ANTHROPOLOGY. 5 Credits.
**Pre-requisites:** sophomore standing.
This course explores North American prehistory from the initial peopling of the continent to the development of complex societies. Topics include human entry into and migration across the hemisphere, changes in subsistence strategies, the impact of humans on the environment and landscape, European contact and the relationship between archaeology and native communities.

ANTR 401. ETHNOGRAPHIC RESEARCH METHODS. 5 Credits.
**Pre-requisites:** ANTR 301, ANTR 302, ANTR 303, ANTR 304, and ANTR 305. Prerequisites may be taken concurrently.
This course introduces the core ethnographic research methods used by anthropologists to gather data for analysis and interpretation of cultural phenomenon. Students gain practical experience in sampling, validity and reliability issues, interviewing techniques and methods of observation among others.

ANTR 402. ARCHAEOLOGICAL FIELD METHODS. 5 Credits.
**Pre-requisites:** ANTR 304 or permission of instructor.
This course introduces students to core archaeological field methods, procedures and techniques with particular emphasis on archaeological survey, site recording, mapping and site excavation strategies.

ANTR 403. VISUAL METHODS AND COMMUNICATION. 5 Credits.
**Pre-requisites:** junior standing or permission of instructor.
This course explores ethnographic photography and video as ethnographic research methods, as means to communicate anthropological knowledge, and as tools for solving social problems. Topics include the classic ethnographic photography, of Gregory Bateson and Margaret Mead, the progressive films and videos of Judith and David MacDougall, and the recent applied visual anthropology of Sarah Pink. Students learn basic visual theories and methods.

ANTR 404. APPLIED ANTHROPOLOGY IN PRACTICE. 5 Credits.
**Pre-requisites:** ANTR 401.
This course emphasizes the practical application of anthropology in community settings by providing instruction in the methods and techniques anthropologists use to work with communities, organizations and institutions to solve problems. In collaboration with faculty, students work on an applied anthropology project in the community.

ANTR 408. HISTORICAL ANTHROPOLOGICAL THEORY. 3 Credits.
**Pre-requisites:** ANTR 305.
This course explores the historical development of anthropological theory from its inception to the 1980s. Major theoretical paradigms, perspectives and models concerning culture, social structure, history and evolution are addressed.

ANTR 409. CONTEMPORARY ANTHROPOLOGICAL THEORY. 3 Credits.
**Pre-requisites:** ANTR 408.
This course explores some of the major issues that have characterized the development of sociocultural theory since the 1980s. Topics include agency and structure, subjectivity and reflexivity, postmodernism, hegemony, globalization and transnationalism.

ANTR 430. ENVIRONMENTAL ANTHROPOLOGY. 5 Credits.
**Pre-requisites:** junior standing.
**Satisfies:** a university graduation requirement—global studies.
This course analyzes and contrasts the relationship between different human populations, their cultural practices, and the natural environment. The course discusses how both political and economic forces shape cultural practices, the relationship of capitalism and state formation to the natural environment, maladaptation and environmental problems, such as global climate change.
ANTR 431. APPLIED MEDICAL ANTHROPOLOGY. 5 Credits.
Pre-requisites: choose one of the following: ANTR 305, ANTR 342, ANTR 401 or permission of instructor.
This course explores the application of anthropological methods and theory to help medical and healthcare professionals care for individuals through culture-specific healthcare delivery. The course addresses cultural competency, power differentials that shape access to care, ethnomedicine, alternative medicine and transcultural psychiatry.

ANTR 432. ANTHROPOLOGY OF GENDER. 4 Credits.
Satisfies: a university graduation requirement–diversity.
This course examines notions of sex and gender from a cross-cultural perspective. Material covered includes understandings of gender, third genders, human sexuality and the gendered nature of activities in both non-Western and Western societies.

ANTR 435. ANTHROPOLOGY OF RELIGION. 5 Credits.
Pre-requisites: junior standing.
This course explores the anthropological study of religious concepts, practices and traditions from a cross-cultural perspective. The course addresses topics such as symbolism, myth, ritual, magic, religious specialization, witchcraft, syncretism, revitalization, death, dying and the afterlife.

ANTR 445. ECONOMIC ANTHROPOLOGY. 5 Credits.
Pre-requisites: ANTR 301, ECON 100, ECON 200 or ECON 201.
This course examines the economic behavior of people around the world, paying particular attention to the different systems of production, consumption and exchange that operate throughout the world. The goal of the course is to situate the study of markets, commodities and money into a larger cross-cultural context by exploring relations of power, kinship, gender, exchange and social transformation.

ANTR 446. AID AND DEVELOPMENT. 5 Credits.
Pre-requisites: ANTR 305, ANTR 311, ANTR 312 or ANTR 445; or permission of instructor.
This course is designed to problematize understandings of poverty, aid and development by examining the intersection of the global free market economies with those communities historically referred to in the literature as "poor." Students explore how aid and development has been marshaled to alleviate or eliminate economic poverty and structural inequality.

ANTR 447. FAIR TRADE, COFFEE AND SOCIAL JUSTICE. 2 Credits.
Pre-requisites: ANTR 201.
This class explores the Fair Trade movement, using coffee as a lens. Topics include how the Fair Trade system has worked, debate over the Fair Trade system as a social movement and an alternative market.

ANTR 449. ADVANCED TOPICS IN CULTURAL ANTHROPOLOGY. 5 Credits.
Pre-requisites: ANTR 305 or permission of instructor.
This course is an advanced variable topics course exploring current research foci in cultural anthropology. Topics selected for this course attempt to connect anthropological perspectives and faculty research interests with contemporary issues in cultural anthropology and relevant events and trends in the world. Course is designed for majors seeking more advanced instruction in cultural anthropology.

ANTR 451. ARCHAEOLOGICAL LAB ANALYSIS. 5 Credits.
Pre-requisites: ANTR 204, ANTR 304 or ANTR 402; or permission of the instructor.
This archaeological laboratory course provides students with a foundation in post-excavation analysis. The course broadly covers various analytical methodologies, with particular attention to regional assemblages housed at EWU. Students are provided with an opportunity to gain experience in different analysis techniques used to study an assemblage after it is brought in from the field and incorporate that data into a discussion of larger issues.

ANTR 455. ARCHAEOLOGY OF MESOAMERICA. 5 Credits.
Pre-requisites: ANTR 204, ANTR 304 or ANTR 402; or permission of the instructor.
This course explores the archaeological and ethnohistorical record of peoples from Mexico, Central America, and Western South America.

ANTR 459. ADVANCED TOPICS IN ARCHAEOLOGY. 5 Credits.
Pre-requisites: ANTR 204, ANTR 304 or permission of instructor.
This course is an advanced variable topics course exploring current research foci in archaeology. Topics selected for this course attempt to connect archaeological perspectives and faculty research interests with contemporary issues in archaeology and heritage management. The course is designed for majors seeking more advanced instruction in archaeology.

ANTR 460. FORENSIC ANTHROPOLOGY. 5 Credits.
Pre-requisites: restricted to students majoring in Anthropology, Criminal Justice or Chemistry with Forensic Science option; or permission of instructor.
This course is an overview of osteology, human taphonomy and personal identification from skeletal remains, particularly as they are applicable to law enforcement situations. Most class periods will be a combination of lecture and laboratory work.

ANTR 470. SOCIOLINGUISTICS. 3 Credits.
Pre-requisites: ANTR 303 or permission of instructor.
This course explores three interdisciplinary social science approaches to language: how language varies according to different social factors such as class and gender, interactive dimensions of language use in modern institutions such as hospitals and courtrooms, and applications of sociolinguistics to social issues such as multilingualism and language policy. This seminar course is lead by students; class discussions build off students’ presentations on assigned readings.

ANTR 480. DESIGNING ANTHROPOLOGICAL RESEARCH. 5 Credits.
Pre-requisites: ANTR 305 and ANTR 401.
This course provides students with instruction and practice in how anthropologists envision, design, conduct and disseminate anthropological work. In particular, students receive training in generating feasible and critical research questions, choosing appropriate methods of data collection and writing strong research and grant proposals. At the end of the course, students submit a proposal for research to be conducted in ANTR 481 and ANTR 482 and present it to the department faculty.
ANTR 481. ANTHROPOLOGICAL PROJECTS I. 3 Credits.
Pre-requisites: ANTR 480.
This course provides students an opportunity to conduct a short anthropological research project based on the proposal generated in ANTR 480. Typically, in ANTR 481 students conduct data collection and complete a literature review; ANTR 482 focuses on completing data analysis and crafting a final report with conclusions. Faculty provide guidance and mentorship throughout the research project. Students are expected to take responsibility for the management and execution of the research project.

ANTR 482. ANTHROPOLOGICAL PROJECTS II. 3 Credits.
Pre-requisites: ANTR 481.
This is a continuation of ANTR 481. Students continue their work on a short anthropological research project based on the proposal generated in ANTR 480. Typically students focus on completing their data analysis and crafting a final report for their project.

ANTR 490. SENIOR CAPSTONE ANTHROPOLOGY. 4 Credits.
Pre-requisites: ANTR 482, may be taken concurrently.
Satisfies: a university graduation requirement–senior capstone.
This course joins together the diverse sub-fields and eclectic viewpoints of anthropology and its supporting disciplines with the aim of clarifying anthropology’s practical uses. Students will share and discuss their inducement research projects conducted in ANTR 481 and ANTR 482 with the goal of discovering and articulating the intersections of the various anthropological subfields represented.

ANTR 495. INTERNSHIP. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Internship.

ANTR 496. EXPERIMENTAL. 1-5 Credits.
Experimental.

ANTR 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
Special short-term programs of varying content, usually involving field work problems.

ANTR 498. SEMINAR. 1-5 Credits.
Seminar.

ANTR 499. DIRECTED STUDY. 1-10 Credits.
Pre-requisites: permission of instructor, department chair and college dean.
Independent study in selected areas of anthropology.
Art

Jodi Patterson (jpatterson6@ewu.edu), Chair
EWU ART Department web pages (https://sites.ewu.edu/artdepartment) 509.359.2494

The EWU Art Department offers a variety of degree options to help students create a future within today's creative economy.

Our facilities include studios to support the making of artworks in: Painting, Sculpture, Ceramics, Digital Photography, Digital Art, Analog/Film Photography, Printmaking and Intermedia. We also have a robust teaching gallery and Visiting Artist Lecture Series (https://sites.ewu.edu/artdepartment/visiting-artist-lecture-series) to augment learning.

During the 2018–19 academic year, the art history courses offered by the ART Department will be undergoing curriculum reform.

Faculty

The people we hire to work within the ART Department are well-regarded in their respective fields and have degrees from places like Harvard, Alfred University, Goddard and Cornish Colleges—yet they all put teaching at the forefront of their professional activities. Because most of our classes have a small student/teacher ratio (16 to 1), there are opportunities for individualized attention and support from a stellar roster of faculty. Click here to learn about our faculty members. (https://sites.ewu.edu/artdepartment/faculty)

Undergraduate Degrees

Bachelor of Arts (BA)
Art History (p. 81)
Studio Art (p. 82)

Bachelor of Arts in Education (BAE)
Visual Arts/Elementary (p. 83)
Visual Arts/Secondary (p. 84)

Bachelor of Fine Arts (BFA)
Studio Art (p. 85)
Visual Communication Design (p. 87)

Undergraduate Minors
Art (p. 88) (History or Studio specialization)
Art/Elementary or Secondary (p. 88)

Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.

Undergraduate Programs

The Department of Art offers a curricular program founded on three major concerns: developing the highest levels of individual artistic performance and professional education, providing courses for all students which develop cultural understanding and aesthetic appreciation, and functioning as a center of emphasis and resource for the visual arts in the cultural activities of both the university and the community at large.

Foundational Requirements for Art

All Art majors are expected to complete a group of Foundations courses before moving into specialized program areas. Our Foundations program teaches people how to look at and talk about art; what the tools of the art studios are and how to use them in general. The courses include ART 201, ART 202, ART 203 and ART 213. These courses serve as prerequisites to most of other ART courses. ENGL 101 serves as a prerequisite for most art history courses.

General Degree Completion Requirements for Art

All 400-level studio courses may be repeated three times for credit.

Graduate Program

The Art Department offers courses that may be included in an Interdisciplinary master's degree and Art Department faculty may serve on committees for students whose Interdisciplinary program proposals are accepted through the process described elsewhere in this catalog.

Note: only programs that offer a graduate degree may be the primary discipline in a graduate interdisciplinary degree program. Art does not offer an MA.

The Art Department’s Participation in Interdisciplinary Masters Programs

First and foremost—all Interdisciplinary MA applicants must understand that the only terminal degree in Studio Art is the MFA. An MFA is required to teach studio art at levels beyond high school. A PhD is needed to teach Art History and Art Education. (See below)

Acceptance into Program

Interdisciplinary MA applicants must apply with a portfolio of work in the same manner as the BFA applicants. If accepted, the Interdisciplinary MA candidates will participate in two quarters of twice-quarterly reviews, (i.e., one review by Art faculty and one review by outside professionals each quarter). These reviews are currently listed as ART 470.

During the MA candidate’s third and final quarter, the candidate will participate in a thesis exhibition and have an oral review by the thesis committee which must consist of at least one of their Art faculty.

Interdisciplinary MA History and Art

Interdisciplinary MA students in History and Art have a strong record of following the traditional trajectory of the MA preceding the PhD.

Interdisciplinary MA in Publishing, Creative Writing and Art

Art courses can constitute a minor discipline for this degree program based on the determination of the department chair only, with input from other faculty if necessary.

All faculty will participate on committees to work with MA candidates accepted into our program.

Art History Major, Bachelor of Arts (BA)

Students majoring in art history learn how to write about works of art using rigorous visual analysis, historical knowledge, and critical thinking. Benefiting from our studio art faculty and facilities, our students undergo foundational studio courses, giving them a distinctive perspective on materiality and process. This program culminates in the presentation of a written thesis. During the 2018–19 academic year, the art history courses offered by the ART Department will be undergoing curriculum reform.
Note: two years of a single high school foreign language or one year of a single college level foreign language is required.

**Foundation Requirements**

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<tr>
<th>Course Code</th>
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<tr>
<td>ART 201</td>
<td>STUDIO ART I: SURFACE/IMAGE/PRACTICE</td>
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<td>ART 202</td>
<td>STUDIO ART II: SPACE/FORM/MATERIALS</td>
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<td>ART 203</td>
<td>DIGITAL ART I</td>
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<tr>
<td>ART/HONS/ HUMN 213</td>
<td>ART IN THE HUMANITIES (satisfies a GECR)</td>
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**Core Requirements**

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<th>Course Code</th>
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<tr>
<td>ART 339</td>
<td>RESEARCH IN ART HISTORY</td>
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<td>ART 439</td>
<td>ART HISTORY SEMINAR</td>
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<td>ART 491</td>
<td>SENIOR THESIS</td>
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**Experience Requirements—choose from the following**

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<tr>
<td>ART 310</td>
<td>WORLD ART</td>
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<td>ART 415</td>
<td>HISTORY OF ANCIENT ART</td>
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<td>ART 417</td>
<td>HISTORY OF MEDIEVAL ART</td>
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<td>ART 420</td>
<td>HISTORY RENAISSANCE ART</td>
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<td>ART 422</td>
<td>HISTORY OF BAROQUE AND ROCOCO ART</td>
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<td>ART 423</td>
<td>ART OF THE 19TH CENTURY</td>
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<td>ART 430</td>
<td>HISTORY OF MODERN ART</td>
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<td>ART 431</td>
<td>HISTORY OF CONTEMPORARY ART</td>
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**Elective—choose an additional ART course in consultation with department advisor.**

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<th>Course Code</th>
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<tbody>
<tr>
<td>ART 155</td>
<td>BEGINNING PAINTING</td>
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<td>or ART 355</td>
<td>PAINTING</td>
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<td>ART 207</td>
<td>COLOR DESIGN</td>
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<td>ART 225</td>
<td>CERAMICS I</td>
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<td>or ART 325</td>
<td>CERAMICS II</td>
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<td>ART 303</td>
<td>DIGITAL ART II</td>
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<td>ART 304</td>
<td>ART OF FILM PHOTOGRAPHY</td>
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<td>ART 305</td>
<td>ART OF DIGITAL PHOTOGRAPHY</td>
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<td>ART 360</td>
<td>PRINTMAKING</td>
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<td>ART 365</td>
<td>SCULPTURE</td>
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**Total Credits**

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Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

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**University Competencies and Proficiencies** (p. 33)

**Breadth Area Core Requirements (BACR)**

- Humanities and Arts (p. 35)
- Natural Sciences (p. 35)
- Social Sciences (p. 36)

**University Graduation Requirements** (p. 36) (UGR)

- Foreign Language
- Minor or Certificate
- Diversity Course List (p. 37)
- Global Studies Course List (p. 37)
- Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

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Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

- develops advanced level of knowledge and regarding the major styles/artists/movements within art history;
- develops strong studio skills (in a variety of media);
- interprets, defends and critically evaluates visual arts through oral and written discussions;
- knows and seeks their professional community;
- translates and produces independent research into quality written or visual formats.

**Studio Art Major, Bachelor of Arts (BA)**

Students may select to focus their studio studies in ceramics, painting, drawing, photography, printmaking, sculpture, digital media, illustration or hybrid studies (a combination of art forms). In addition to academic studies, many Visual Arts students participate in exhibition opportunities in preparation for future careers in visual art-related fields.

During the 2018–19 academic year, the art history courses offered by the ART Department will be undergoing curriculum reform.

Note: two years of a single high school foreign language or one year of a single college level foreign language is required.

**Foundation Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 201</td>
<td>STUDIO ART I: SURFACE/IMAGE/PRACTICE</td>
</tr>
<tr>
<td>ART 202</td>
<td>STUDIO ART II: SPACE/FORM/MATERIALS</td>
</tr>
<tr>
<td>ART 203</td>
<td>DIGITAL ART I</td>
</tr>
<tr>
<td>ART/HONS/ HUMN 213</td>
<td>ART IN THE HUMANITIES (satisfies a BACR)</td>
</tr>
</tbody>
</table>

**Core Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 300</td>
<td>DRAWING</td>
</tr>
<tr>
<td>ART 490</td>
<td>SENIOR CAPSTONE</td>
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</table>

**Art History Core—choose two of the following courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ART 310</td>
<td>WORLD ART</td>
</tr>
<tr>
<td>ART 415</td>
<td>HISTORY OF ANCIENT ART</td>
</tr>
<tr>
<td>ART 417</td>
<td>HISTORY OF MEDIEVAL ART</td>
</tr>
<tr>
<td>ART 420</td>
<td>HISTORY RENAISSANCE ART</td>
</tr>
<tr>
<td>ART 422</td>
<td>HISTORY OF BAROQUE AND ROCOCO ART</td>
</tr>
<tr>
<td>ART 423</td>
<td>ART OF THE 19TH CENTURY</td>
</tr>
<tr>
<td>ART 430</td>
<td>HISTORY OF MODERN ART</td>
</tr>
<tr>
<td>ART 431</td>
<td>HISTORY OF CONTEMPORARY ART</td>
</tr>
</tbody>
</table>

**Studio Experience—choose three of the following courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ART 155</td>
<td>BEGINNING PAINTING</td>
</tr>
<tr>
<td>or ART 355</td>
<td>PAINTING</td>
</tr>
<tr>
<td>ART 207</td>
<td>COLOR DESIGN</td>
</tr>
<tr>
<td>ART 225</td>
<td>CERAMICS I</td>
</tr>
<tr>
<td>or ART 325</td>
<td>CERAMICS II</td>
</tr>
<tr>
<td>ART 303</td>
<td>DIGITAL ART II</td>
</tr>
<tr>
<td>ART 304</td>
<td>ART OF FILM PHOTOGRAPHY</td>
</tr>
<tr>
<td>ART 305</td>
<td>ART OF DIGITAL PHOTOGRAPHY</td>
</tr>
<tr>
<td>ART 360</td>
<td>PRINTMAKING</td>
</tr>
<tr>
<td>ART 365</td>
<td>SCULPTURE</td>
</tr>
</tbody>
</table>

**Studio Discipline—choice of one concentrated area or two areas for hybrid-practice**

400 level courses can be repeated
Ceramics
ART 325 CERAMICS II
ART 425 CERAMICS III

Digital Art
ART 303 DIGITAL ART II
ART 403 DIGITAL ART III
ART 408 INTERMEDIA

Drawing
ART 400 DRAWING
ART 401 LIFE DRAWING

Painting
ART 355 PAINTING
ART 356 WATERCOLOR
ART 455 PAINTING

Photography
ART 304 ART OF FILM PHOTOGRAPHY
ART 305 ART OF DIGITAL PHOTOGRAPHY
ART 404 ART OF PHOTOGRAPHY

Printmaking
ART 360 PRINTMAKING
ART 460 PRINTMAKING

Sculpture
ART 365 SCULPTURE
ART 465 SCULPTURE

Electives—choose ART courses in consultation with department advisor 5
ART 396 EXPERIMENTAL COURSE
ART 398 SEMINAR
ART 450 WORKSHOP IN ART

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)
Humanities and Arts (p. 35)
Natural Sciences (p. 35)
Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)
Foreign Language
Minor or Certificate
Diversity Course List (p. 37)
Global Studies Course List (p. 37)
Senior Capstone Course List (p. 38)

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Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.
- develops advanced level of studio skills and personal expression in at least one area of concentration;
- develops strong studio skills (in a variety of media) and a well-developed understanding of personal art making;
- interprets, defends and critically evaluates visual arts through oral and written discussions
- knows and seeks their professional community;
- translates and produces independent research into quality written or visual formats.

Visual Arts/Elementary Major, Bachelor of Arts in Education (BAE)
This major satisfies the endorsement for preschool to grade 12.
Students seeking certification in Art will be expected to demonstrate basic studio competencies prior to recommendation for admission to professional degree candidacy.

Notes:
- see the Education Department for prerequisites, core requirements and additional PLOs;
- the above major takes more than 12 quarters at 15–16 credits a quarter.

Elementary Education Core
There are general education science and social science courses that are strongly recommended for the Elementary Education candidate. See the general requirements section of this catalog. Please see an Education advisor for clarification.

30–hour multicultural education field requirement
EDUC 303 FOUNDATIONS OF ASSESSMENT 3
EDUC 304 INTRODUCTION TO ELEMENTARY READING 3
EDUC 308 FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT 3
EDUC 310 LITERACY METHODS, MANAGEMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL 4
EDUC 338 LANGUAGE AND SOCIAL STUDIES METHODS 1: INTEGRATED LANGUAGE ARTS FOR ELEMENTARY SCHOOL 8
EDUC 340 LANGUAGE AND SOCIAL STUDIES METHODS 2: INTEGRATED SOCIAL STUDIES FOR ELEMENTARY SCHOOL 8
EDUC 380 INTEGRATED STEM METHODS 1 8
EDUC 381 and INTEGRATED STEM METHODS 2
EDUC 386 FIELD EXPERIENCE AND PRACTICUM (variable credit—must be repeated) 6
EDUC 423 ELEMENTARY STUDENT TEACHING K-8 12
EDUC 427 GENERAL STUDENT TEACHING K-12 (variable credit) 1–15

Total Credits 48-62
Elementary Education students must complete the required Elementary Education Core and the following courses.

### Foundation Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 201</td>
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<td>DIGITAL ART I</td>
</tr>
<tr>
<td>ART/HONS/HUMN 213</td>
<td>ART IN THE HUMANITIES (satisfies a GECR)</td>
</tr>
</tbody>
</table>

### Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 155</td>
<td>BEGINNING PAINTING</td>
</tr>
<tr>
<td>ART 225</td>
<td>CERAMICS I</td>
</tr>
<tr>
<td>ART 300</td>
<td>DRAWING</td>
</tr>
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</table>

### Professional Art Education Methods

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ART 390</td>
<td>ART IN THE ELEMENTARY SCHOOL</td>
</tr>
<tr>
<td>ART 391</td>
<td>FOUNDATIONS OF ART EDUCATION</td>
</tr>
</tbody>
</table>

### Art History—choose one of the following courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ART 310</td>
<td>WORLD ART (recommended—satisfies university graduation requirement—diversity)</td>
</tr>
<tr>
<td>ART/HONS 415</td>
<td>HISTORY OF ANCIENT ART</td>
</tr>
<tr>
<td>ART/HONS 420</td>
<td>HISTORY RENAISSANCE ART</td>
</tr>
<tr>
<td>ART/HONS 422</td>
<td>HISTORY OF BAROQUE AND ROCOCO ART</td>
</tr>
<tr>
<td>ART/HONS 423</td>
<td>ART OF THE 19TH CENTURY</td>
</tr>
<tr>
<td>ART/HONS 430</td>
<td>HISTORY OF MODERN ART</td>
</tr>
<tr>
<td>ART 439</td>
<td>ART HISTORY SEMINAR (may be repeated to meet the 5 credit elective requirement)</td>
</tr>
</tbody>
</table>

### Senior Capstone Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 490A</td>
<td>SENIOR CAPSTONE: ART EDUCATION PORTFOLIOS (satisfies university graduation requirement—senior capstone)</td>
</tr>
</tbody>
</table>

### Total Credits

49

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Visual Arts/Secondary Major, Bachelor of Arts in Education (BAE)

This major satisfies the endorsement for preschool to grade 12.

All Art Education students will work closely with BOTH an Art Department advisor and Education Department advisor. Teaching art is a highly rewarding career choice with a variety of employment possibilities. Eastern Washington University’s outstanding art education program strives to produce effective teachers who are working artists. This pathway focuses on the teaching of 7–12th grades.

During the 2018–19 academic year, the art history courses offered by the ART Department will be undergoing curriculum reform.

### University Competencies and Proficiencies (p. 33)

- Breadth Area Core Requirements (BACR)
  - Humanities and Arts (p. 35)
  - Natural Sciences (p. 35)
  - Social Sciences (p. 36)

- University Graduation Requirements (p. 36) (UGR)
  - Foreign Language
  - Minor or Certificate
  - Diversity Course List (p. 37)
  - Global Studies Course List (p. 37)
  - Senior Capstone Course List (p. 38)

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Note: see Education for additional PLOs.

- develops advanced level of studio skills and personal expression in at least one area of concentration;
- develops strong studio skills (in a variety of media) and a well-developed understanding of personal art making;
- interprets, defends and critically evaluates visual arts through oral and written discussions;
- knows and seeks their professional community;
- translates and produces independent research into quality written or visual formats;
- translates visual art content into meaningful pedagogical practices.
ART 203  DIGITAL ART I
ART/HONS/ HUMN 213 ART IN THE HUMANITIES (satisfies a BACR)

Core Requirements 15
ART 155  BEGINNING PAINTING
ART 300  DRAWING
ART 365  SCULPTURE

Professional Art Education Methods 5
ART 391  FOUNDATIONS OF ART EDUCATION
ART 393  ART IN THE SECONDARY SCHOOL

Art History Electives—choose from the following 15
ART 310  WORLD ART (recommended—satisfies university graduation requirement—diversity)
ART/HONS 415  HISTORY OF ANCIENT ART
ART/HONS 417  HISTORY OF MEDIEVAL ART
ART/HONS 420  HISTORY RENAISSANCE ART
ART/HONS 422  HISTORY OF BAROQUE AND ROCOCO ART
ART/HONS 423  ART OF THE 19TH CENTURY
ART/HONS 430  HISTORY OF MODERN ART
ART 431  HISTORY OF CONTEMPORARY ART
ART 439  ART HISTORY SEMINAR (may be repeated for additional credit)

Studio Electives—choose from the following—must be upper division 15
Note: 95–99 courses may be considered—prior departmental approval is required.
ART 303  DIGITAL ART II
ART 304  ART OF FILM PHOTOGRAPHY
ART 305  ART OF DIGITAL PHOTOGRAPHY
ART 325  CERAMICS II
ART 355  PAINTING
ART 356  WATERCOLOR
ART 360  PRINTMAKING
ART 400  DRAWING (may be repeated up to three times)
ART 401  LIFE DRAWING (may be repeated up to three times)
ART 403  DIGITAL ART III
ART 404  ART OF PHOTOGRAPHY (may be repeated up to three times)
ART 408  INTERMEDIA
ART 425  CERAMICS III (may be repeated up to three times)
ART 455  PAINTING (may be repeated up to three times)
ART 456  WATERCOLOR (may be repeated up to three times)
ART 460  PRINTMAKING (may be repeated up to three times)
ART 465  SCULPTURE (may be repeated up to three times)

Senior Capstone Requirement 4
ART 490A  SENIOR CAPSTONE: ART EDUCATION PORTFOLIOS (satisfies university graduation requirement—senior capstone)

Total Credits 74

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)
   Humanities and Arts (p. 35)
      Natural Sciences (p. 35)
      Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)
   Foreign Language
   Minor or Certificate
   Diversity Course List (p. 37)
   Global Studies Course List (p. 37)
   Senior Capstone Course List (p. 38)

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Note: see Education for additional PLOs.
• develops advanced level of studio skills and personal expression in at least one area of concentration;
• develops strong studio skills (in a variety of media) and a well-developed understanding of personal art making;
• interprets, defends and critically evaluates visual arts through oral and written discussions;
• knows and seeks their professional community;
• translates and produces independent research into quality written or visual formats;
• translates visual art content into meaningful pedagogical practices.

Studio Art Major, Bachelor of Fine Arts (BFA)
The primary focus of the BFA is to give students who are committed to becoming contemporary artists an opportunity to immerse themselves in a much deeper studio experience and prepare a solid portfolio should they continue on to a MFA degree.

Prior to declaring the BFA major, students must apply to the program by submitting a portfolio spring quarter of their junior year. Notification of acceptance is sent by end of spring quarter. Student application
materials are evaluated by art faculty in the department’s studio, education and history programs. Though the art presented in the portfolio is weighted heavily, faculty also look for students who are team players, able to accept and provide feedback about student works of art, and who are independent workers. BFA students engage in individual mid-term reviews with all art faculty, and two end-of-quarter reviews with two professional artists from outside the department and the course instructor. Students prepare work for and make a mailer for an end of year group exhibition in the EWU Gallery of Art, or other space if needed.

During the 2018–19 academic year, the art history courses offered by the ART Department will be undergoing curriculum reform.

Note: there is no foreign language requirement for BFA students.

Foundation Requirements 20

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
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Core Requirements 20

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<td>ART 400</td>
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<td>ART 401</td>
<td>LIFE DRAWING</td>
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<tr>
<td>ART 408</td>
<td>INTERMEDIA</td>
</tr>
<tr>
<td>ART 365</td>
<td>SCULPTURE</td>
</tr>
<tr>
<td>ART 490</td>
<td>SENIOR CAPSTONE (satisfies university capstone requirement)</td>
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Art History Core—choose two of the following courses 15

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<td>ART 431</td>
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BFA Thesis courses 15

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<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ART 470</td>
<td>BFA THESIS AND RESEARCH (must be repeated fall and winter)</td>
</tr>
<tr>
<td>ART 450</td>
<td>WORKSHOP IN ART (to be repeated in conjunction with ART 470)</td>
</tr>
<tr>
<td>ART 472</td>
<td>BFA THESIS AND EXHIBITION (to be taken spring quarter)</td>
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Studio Experience—choose three of the following courses 15

<table>
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<td>ART OF FILM PHOTOGRAPH</td>
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<td>ART 360</td>
<td>PRINTMAKING</td>
</tr>
<tr>
<td>ART 365</td>
<td>SCULPTURE</td>
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</table>

Studio Discipline—choose an area of concentrated focus 15

400 level courses to be repeated

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<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ART 325</td>
<td>CERAMICS II</td>
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<td>ART 425</td>
<td>CERAMICS III</td>
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<tr>
<td>ART 356</td>
<td>WATERCOLOR</td>
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<tr>
<td>ART 455</td>
<td>PAINTING</td>
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Photography

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<tr>
<td>ART 304</td>
<td>ART OF FILM PHOTOGRAPH</td>
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<td>ART 305</td>
<td>ART OF DIGITAL PHOTOGRAPH</td>
</tr>
<tr>
<td>ART 404</td>
<td>ART OF PHOTOGRAPH</td>
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Digital Art

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<tr>
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<tr>
<td>ART 303</td>
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Drawing

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<tbody>
<tr>
<td>ART 400</td>
<td>DRAWING</td>
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<tr>
<td>ART 401</td>
<td>LIFE DRAWING</td>
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Printmaking

<table>
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<tr>
<td>ART 360</td>
<td>PRINTMAKING</td>
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<tr>
<td>ART 460</td>
<td>PRINTMAKING</td>
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Sculpture

<table>
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<tr>
<td>ART 365</td>
<td>SCULPTURE</td>
</tr>
<tr>
<td>ART 465</td>
<td>SCULPTURE</td>
</tr>
</tbody>
</table>

Electives or Secondary Focus—choose additional art courses in consultation with department advisor 15

<table>
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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ART 450</td>
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<tr>
<td>ART 396</td>
<td>EXPERIMENTAL COURSE</td>
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<tr>
<td>ART 398</td>
<td>SEMINAR</td>
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</tbody>
</table>

Total Credits 115

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)

Humanities and Arts (p. 35)
Natural Sciences (p. 35)
Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)

Foreign Language
Minor or Certificate
Diversity Course List (p. 37)
Global Studies Course List (p. 37)
Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).
Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

• creates, contextualizes, defends and displays a cohesive body of work on a level appropriate for entry into graduate school and/or a professional art career;
• develops advanced level of studio skills in at least one medium and intermediate level of studio skills and personal expression in at least one other area of concentration;
• develops strong studio skills (in a variety of media) and a well-developed understanding of personal art making;
• interprets, defends and critically evaluates visual arts through oral and written discussions;
• knows and seeks their professional community;
• translates and produces independent research into quality written or visual formats.

Visual Communication Design, Bachelor of Fine Arts (BFA)

The Department of Engineering & Design and the Department of Art offer an intercollegiate Visual Communication Design program founded on four major concerns: developing the highest levels of individual creative performance and professional education; providing courses for all students which develop ability in both technical visual communications as well as important core skills in the area of fine art; giving students a greater cultural and historical understanding and aesthetic appreciation of the function of design in the arts and in the world around them; and functioning as dual centers of emphasis and resource for the visual arts, visual communication and technology in the cultural activities of both the university community and the community at large.

Both departments are committed to working together to give students access to current technologies in the area of visual communication design, as well as experience in developing the necessary visual skills provided by studio art areas such as drawing, painting and sculpture.

The program ends with a three quarter senior year intensive studio experience for the preparation of portfolios for job placement or graduate school application. This includes midterm faculty review of student work, quarterly outside professional review and a final exhibition as the completion of the student portfolio of work.

Prior to declaring the BFA major, students must apply to the program by submitting a portfolio and academic transcripts. Application is recommended at the end of the sophomore year to help ensure that appropriate junior year courses are selected. Students need not be in the BFA to take DESN or ART classes, with the exception of the senior year three quarter class DESN 471/ART 471. This course requires previous acceptance into the BFA degree program.

Notes:
• there is no foreign language requirement for BFA students;
• Including university requirements, the above program requires a minimum of 180 credits or an average of 15 credits per quarter for a 12 quarter, four-year program. The 180 credits are based upon the following assumptions: Students will have satisfied ENGL 101. If this is not true, then the student will have to complete up to five more credits of classes (See General Education (p. 87));
• ART 213 Satisfies: a BACR for humanities and arts.
• TECH 393 Satisfies: a university graduation requirement—global studies.
• DESN 490 Satisfies: senior capstone university graduation requirement.

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ART 202</td>
<td>STUDIO ART II: SPACE/FORM/MATERIALS</td>
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</tr>
<tr>
<td>ART 207</td>
<td>COLOR DESIGN</td>
<td>5</td>
</tr>
<tr>
<td>ART 213</td>
<td>ART IN THE HUMANITIES</td>
<td>5</td>
</tr>
<tr>
<td>ART 300</td>
<td>DRAWING</td>
<td>5</td>
</tr>
<tr>
<td>ART 303</td>
<td>DIGITAL ART II</td>
<td>5</td>
</tr>
<tr>
<td>ART 360</td>
<td>PRINTMAKING</td>
<td>5</td>
</tr>
<tr>
<td>ART 401</td>
<td>LIFE DRAWING</td>
<td>5</td>
</tr>
<tr>
<td>ART 431</td>
<td>HISTORY OF CONTEMPORARY ART</td>
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<tr>
<td>DESN 100</td>
<td>DRAWING FOR COMMUNICATION</td>
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<tr>
<td>DESN 216</td>
<td>DIGITAL FOUNDATIONS</td>
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<td>DESN 243</td>
<td>TYPOGRAPHY</td>
<td>4</td>
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<tr>
<td>DESN 259</td>
<td>HISTORY OF DESIGN</td>
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<td>DESN 263</td>
<td>VISUAL COMMUNICATION DESIGN 1</td>
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<td>DESN 338</td>
<td>USER EXPERIENCE DESIGN 1</td>
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<td>DESN 363</td>
<td>VISUAL COMMUNICATION DESIGN 2</td>
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<tr>
<td>DESN 366</td>
<td>PRODUCTION DESIGN</td>
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<td>DESN 368</td>
<td>WEB DESIGN</td>
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<td>DESN 463</td>
<td>VISUAL COMMUNICATION DESIGN 3</td>
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<tr>
<td>DESN/ART 471</td>
<td>SENIOR EXHIBITION (must be taken three times)</td>
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<tr>
<td>DESN 490</td>
<td>SENIOR CAPSTONE</td>
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<tr>
<td>DESN 495</td>
<td>INTERNSHIP</td>
<td>3-5</td>
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<tr>
<td>TECH 393</td>
<td>TECHNOLOGY WORLD CIVILIZATION</td>
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Electives

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DESN 490</td>
<td>SENIOR CAPSTONE</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Credits 103-105

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)

Humanities and Arts (p. 35)
Natural Sciences (p. 35)
Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)

Foreign Language
Minor or Certificate
Diversity Course List (p. 37)
Global Studies Course List (p. 37)
Senior Capstone Course List (p. 38)
All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

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Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) — you must be signed in to use this tool.

- be able to describe and respond to audiences and contexts that communication solutions must address, including recognition of the physical, cognitive and social human factors that shape design decisions;
- create a cohesive body of work on a level appropriate to entry into both graduate schools and design professions and have the ability to defend their portfolio work both orally and in writing;
- have an understanding of basic business practices, including the ability to organize design projects and to work productively as members of a team;
- have an understanding of multimedia tools and technology, including their roles in the creation, reproduction and distribution of visual messages;
- have basic skills to create a response to visual communication problems, including an understanding of the principles of visual organization/composition, information hierarchy, symbolic representation, typography, aesthetics and the construction of meaningful images;
- have the ability to solve visual communication problems, including the skills of identification, research and information gathering, analysis and generation of alternative solutions.

Art Minor

The Department of Art offers an Art Minor with two areas of specialization: Art History or Studio Art.

Notes:

- some ≥300 level art courses require prerequisites (click on a course for its prerequisite details).
- for a transfer course to potentially count towards this degree, it must be earmarked as a ≥300 level course at the college where the course was taken.
- ART 305 also counts towards this minor.

Foundation Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ART 201</td>
<td>STUDIO ART I: SURFACE/IMAGE/PRACTICE</td>
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</tr>
<tr>
<td>or ART 202</td>
<td>STUDIO ART II: SPACE/FORM/MATERIALS</td>
<td></td>
</tr>
<tr>
<td>ART 203</td>
<td>DIGITAL ART I</td>
<td></td>
</tr>
<tr>
<td>ART/HONS/</td>
<td>ART IN THE HUMANITIES</td>
<td></td>
</tr>
<tr>
<td>HUMN 213</td>
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</tr>
</tbody>
</table>

Art History students choose two courses from the Art History list.

Studio Art students choose two courses from the Studio Art list.

Art History

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 310</td>
<td>WORLD ART</td>
</tr>
<tr>
<td>ART 311</td>
<td>AFRICAN AND AFRICAN AMERICAN ART HISTORY</td>
</tr>
<tr>
<td>ART 415</td>
<td>HISTORY OF ANCIENT ART</td>
</tr>
<tr>
<td>ART 417</td>
<td>HISTORY OF MEDIEVAL ART</td>
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<tr>
<td>ART 420</td>
<td>HISTORY RENAISSANCE ART</td>
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<tr>
<td>ART 422</td>
<td>HISTORY OF BAROQUE AND ROCOCO ART</td>
</tr>
<tr>
<td>ART 423</td>
<td>ART OF THE 19TH CENTURY</td>
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<tr>
<td>ART 430</td>
<td>HISTORY OF MODERN ART</td>
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<tr>
<td>ART 431</td>
<td>HISTORY OF CONTEMPORARY ART</td>
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Studio Art

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>ART 304</td>
<td>ART OF FILM PHOTOGRAPHY</td>
</tr>
<tr>
<td>or ART 404</td>
<td>ART OF PHOTOGRAPHY</td>
</tr>
<tr>
<td>ART 360</td>
<td>PRINTMAKING</td>
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<tr>
<td>or ART 460</td>
<td>PRINTMAKING</td>
</tr>
<tr>
<td>ART 365</td>
<td>SCULPTURE</td>
</tr>
<tr>
<td>or ART 465</td>
<td>SCULPTURE</td>
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<tr>
<td>ART 400</td>
<td>DRAWING</td>
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<tr>
<td>ART 401</td>
<td>LIFE DRAWING</td>
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<tr>
<td>ART 408</td>
<td>INTERMEDIA</td>
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</table>

Total Credits 25

Art/Elementary or Secondary Minor

This minor satisfies the endorsement for preschool to grade 12.

Foundation Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ART 201</td>
<td>STUDIO ART I: SURFACE/IMAGE/PRACTICE</td>
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</tr>
<tr>
<td>or ART 202</td>
<td>STUDIO ART II: SPACE/FORM/MATERIALS</td>
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<tr>
<td>ART 203</td>
<td>DIGITAL ART I</td>
<td></td>
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<tr>
<td>or ART 300</td>
<td>DRAWING</td>
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<tr>
<td>ART/HONS/HUMN</td>
<td>ART IN THE HUMANITIES (satisfies a BACR)</td>
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<tr>
<td>213</td>
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Professional Practice

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ART 390</td>
<td>ART IN THE ELEMENTARY SCHOOL</td>
<td>5</td>
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<tr>
<td>or ART 393</td>
<td>ART IN THE SECONDARY SCHOOL</td>
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<tr>
<td>ART 391</td>
<td>FOUNDATIONS OF ART EDUCATION (prerequisite for ART 393)</td>
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Art Exploration Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>STUDIO ART</td>
<td>STUDIO ELECTIVES</td>
</tr>
</tbody>
</table>

Studio Electives—choose any art studio course of interest

Art History Electives—ART 310 is recommended—satisfies a BACR

Total Credits 33

Art (ART)

ART 100. DRAWING FOR NON-ART MAJORS. 2 Credits.

This introductory drawing course is intended for students with little or no drawing experience and seeks to broaden definitions and perceptions of drawing to help hone visual thinking = “the” power tool for idea generation. Hands-on exercises will be used to help promote technical skill, sketching habits and creative play.
ART 155. BEGINNING PAINTING. 5 Credits.
An introduction to oils and acrylic painting techniques, approaches to visual composition, and concepts about diverse references for painting (from external world realism to intuitive reality). Designed for students with no previous art training - using acrylic and oil.

ART 196. EXPERIMENTAL COURSE. 1-5 Credits.

ART 197. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
Workshop, short course, conference or seminar.

ART 199. INDEPENDENT STUDY. 1-6 Credits.

ART 201. STUDIO ART I: SURFACE/IMAGE/PRACTICE. 5 Credits.
Bring your imagination to life while learning the elements and principles of design. Students explore different media and methods to create imagery on two-dimensional surfaces. This course introduces students to methods of a practicing artist— inquiry and invention (creative problem solving), craft (making) and critique (applying the language of form and composition). This foundational art course is the starting place for various professional fields of visual art.

ART 202. STUDIO ART II: SPACE/FORM/MATERIALS. 5 Credits.
Notes: core requirement for BA Studio, BFA Studio, BFA VCD and BAE Studio.
Bring your concepts to life through effective use of space, form and materials. Students experiment and move fluidly between a wide variety of techniques, processes, and materials, while addressing various technical, formal and conceptual concerns in the creation of three-dimensional artworks. This course introduces students to methods of a practicing artist— inquiry and invention (creative problem solving), craft (making) and critique (applying the language of form and composition).

ART 203. DIGITAL ART I. 5 Credits.
This is a beginning digital art course that explores the use of digital media in the creation of studio art. The focus of this course is to learn the basic techniques of image editing and vector illustration with Adobe Photoshop and Illustrator. Students develop a foundation of digital skills while exploring the possibilities of making art with the computer. This course prepares students for the practical and creative uses of digital technology within more advanced studio study.

ART 207. COLOR DESIGN. 5 Credits.
This course examines color problems in design and fine art.

ART 213. ART IN THE HUMANITIES. 5 Credits.
Cross-listed: HONS 213, HUMN 213.
Satisfies: a BACR for humanities and arts.
A survey of cultural interrelationships of the arts, emphasizing the visual arts of painting, sculpture and architecture.

ART 225. CERAMICS I. 5 Credits.
This is a beginning ceramic art course that introduces the possibilities for creative expression, aesthetics and techniques using clay. Students will develop skills in ceramic construction and use of surface on ceramic artworks. This course examines historical and contemporary ceramic art and design practices relevant to the use of clay as a creative medium.

ART 296. EXPERIMENTAL COURSE. 1-5 Credits.

ART 299. INDEPENDENT STUDY. 3-5 Credits.

ART 300. DRAWING. 5 Credits.
Pre-requisites: ART 100 or ART 201.
This course is an introduction to fundamentals of drawing. Students use a variety of media.

ART 303. DIGITAL ART II. 5 Credits.
Pre-requisites: ART 203 or DESN 216.
This is an intermediate digital art course that expands on the use of digital media in the creation of studio art. Students work to develop greater proficiency in using the computer as an artistic tool. Further exploration includes digital print as well as time-based media (sound, video and animation) using programs such as Adobe Photoshop, Illustrator, Premier and After Effects.

ART 304. ART OF FILM PHOTOGRAPHY. 5 Credits.
Pre-requisites: ART 201.
This class is an exploration of the photographic medium with emphasis on artistic development. Students process black and white film in the darkroom, learn how cameras function, and engage in dialogue with visual history.

ART 305. ART OF DIGITAL PHOTOGRAPHY. 5 Credits.
Pre-requisites: ART 201.
This course explores the conceptual and practical principles of digital photography. Emphasis is placed on camera operation, alternate methods of image capture, photo editing and manipulation, image analysis, researching the work of contemporary photo-based artists and creative expression.

ART 310. WORLD ART. 5 Credits.
Satisfies: a university graduation requirement—diversity.
A survey of aesthetic and visual concepts of various cultures. Includes study of selected indigenous, primitive and native art forms.

ART 311. AFRICAN AND AFRICAN AMERICAN ART HISTORY. 5 Credits.
Cross-listed: HUMN 311.
Satisfies: a university graduation requirement—diversity.
Surveys visual arts from prehistoric Africa to the modern African artist.

ART 325. CERAMICS II. 5 Credits.
Pre-requisites: ART 225 or permission of instructor.
This is an intermediate ceramic art course that expands the possibilities for creative expression, aesthetics and techniques using clay. Students will broaden and strengthen their skills in ceramic construction and use of surface on ceramic artworks. This course examines historical and contemporary ceramic art and design practices relevant to the use of clay as a creative medium.

ART 339. RESEARCH IN ART HISTORY. 2 Credits.
Pre-requisites: ENGL 101.
This course is an intensive study of the methodology of research in the field of art history with an emphasis on research techniques and writing.

ART 355. PAINTING. 5 Credits.
Pre-requisites: ART 155 or permission of the instructor.
This is either a beginning course for upper division students or the second course for those who have taken ART 155. The exploration of various techniques and approaches to making paintings (realism to non-representational).

ART 356. WATERCOLOR. 5 Credits.
Basic watercolor techniques using still life and landscape models.

ART 360. PRINTMAKING. 5 Credits.
Pre-requisites: ART 201 or ART 202.
This course explores printmaking techniques including experimental methods.
ART 365. SCULPTURE. 5 Credits.
Pre-requisites: ART 201 or ART 202.
This course investigates contemporary sculptural techniques, materials and concepts to help students give personal expression to material form. Consideration of the interrelationships among form, material, technique and content hone students' ability to analyze and critique artworks.

ART 390. ART IN THE ELEMENTARY SCHOOL. 3 Credits.
Children's development in visual expression. Teaching procedures and materials used in structuring children's art experiences and the development of skill in basic studio practices.

ART 391. FOUNDATIONS OF ART EDUCATION. 2 Credits.
Pre-requisites: junior standing.
An examination and review of significant historical and philosophical thought in the development of contemporary art education.

ART 393. ART IN THE SECONDARY SCHOOL. 3 Credits.
Pre-requisites: permission of the instructor.
Designed to examine and verify professional competency prior to student teaching. Required for secondary emphasis art majors.

ART 395. INTERNSHIP. 1-5 Credits.

ART 396. EXPERIMENTAL COURSE. 1-5 Credits.

ART 397. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

ART 398. SEMINAR. 2-3 Credits.

ART 399. INDEPENDENT STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Subjects vary according to faculty and student interest.

ART 400. DRAWING. 5 Credits.
Pre-requisites: ART 300.
Advanced drawing and figure construction techniques. Students may specialize in one medium.

ART 401. LIFE DRAWING. 5 Credits.
Pre-requisites: ART 300.

ART 403. DIGITAL ART III. 5 Credits.
Pre-requisites: ART 303.
This is an advanced digital art course that expands on the use of digital media in the creation of studio art. In this section, students work to build a strong, independent portfolio of digital work. Students experiment with ways in which other artistic media can be used in combination with digital tools to produce unique works of art.

ART 404. ART OF PHOTOGRAPHY. 5 Credits.
Pre-requisites: ART 304 or permission of the instructor.
Advanced photo techniques and ideas. Subjects vary according to faculty and student interests.

ART 408. INTERMEDIA. 5 Credits.
Pre-requisites: junior standing.
The focus of this course is on learning to work with more than one medium in the creation of works of art intermedia. Students will create works that involve combinations of performance, video and installation. We will discuss artists and issues surrounding the creation of works that are or can be termed intermedia.

ART 409. WOMEN AND MEN IN CONTEMPORARY ART. 1 Credit.
Cross-listed: WMST 409.
Pre-requisites: ENGL 201.
The class focuses on how the cultural arts describe society. Examining as it does a variety of social issues. Students will suggest ways in which they can integrate women into the arts and into their understanding of larger cultural relationships.

ART 415. HISTORY OF ANCIENT ART. 5 Credits.
Cross-listed: HONS 415.
Pre-requisites: ENGL 101; ART 213/HONS 213/HUMN 213 (may be taken concurrently).
This course is a survey of early styles of art in Western civilization, including Egypt, the Near East, Greece and Rome.

ART 417. HISTORY OF MEDIEVAL ART. 5 Credits.
Cross-listed: HONS 417.
Pre-requisites: ENGL 101; ART 213/HONS 213/HUMN 213 (may be taken concurrently).
This course is a survey of painting, sculpture, architecture and craft art in Europe from the Early Christian period through the Gothic age (ca 400–1400 AD).

ART 420. HISTORY RENAISSANCE ART. 5 Credits.
Cross-listed: HONS 420.
Pre-requisites: ENGL 101; ART 213/HONS 213/HUMN 213 (may be taken concurrently).
This course includes discussion of painting, sculpture and architecture of Renaissance Europe from the 14th through the 16th centuries, including a comparison between Italian and Northern styles.

ART 422. HISTORY OF BAROQUE AND ROCOCO ART. 5 Credits.
Cross-listed: HONS 422.
Pre-requisites: ENGL 101; ART 213/HONS 213/HUMN 213 (may be taken concurrently).
This course presents European Art between 1600 and 1750, with attention to the interrelation between the visual arts of painting, sculpture and architecture and other areas of cultural development—music, drama, literature and philosophy.

ART 423. ART OF THE 19TH CENTURY. 5 Credits.
Cross-listed: HONS 423.
Pre-requisites: ENGL 101; ART 213/HONS 213/HUMN 213 (may be taken concurrently).
This course is a survey of painting, sculpture and architecture in 19th century America and Europe, covering such movements as Neoclassicism, Romanticism, Realism and Impressionism.

ART 425. CERAMICS III. 5 Credits.
Pre-requisites: ART 325.
This is an advanced ceramic art course that explores and expands the possibilities for creative expression, aesthetics, and techniques using clay. Students expand their skills in construction, firing, ceramic glaze and surface development, and the potential incorporation of other media in the creation of finished artworks. This upper-level ceramics course requires students to develop their own personal approaches to form, technique, surface, originality, concept and audience.

ART 430. HISTORY OF MODERN ART. 5 Credits.
Cross-listed: HONS 430.
Pre-requisites: ENGL 101 and ART 213 or HUMN 213; ART 213/HUMN 213 (may be taken concurrently).
This course is a survey of major art forms, including architecture, from French Impressionism (ca. 1865) to the present. Emphasis will be on identifying the origins and tracing the development of 20th century styles.
ART 431. HISTORY OF CONTEMPORARY ART. 5 Credits.
Pre-requisites: ENGL 101 and ART 213 or HUMN 213. Students must be declared in one of the following majors: Art, Studio Art, Art History, Visual Communication Design, Theatre, Interdisciplinary Studies, Computer Science, Humanities or by permission of the instructor.
This course is a survey of art and theoretical writings on art from 1960 to the present. As the art world is increasingly globalized, this course examines the works and ideas from artists and art theorists around the world today.

ART 439. ART HISTORY SEMINAR. 2-3 Credits.
Notes: may be repeated for additional credit.
Pre-requisites: ENGL 101.
This variable topic, variable credit class is an intensive study of the major artists and issues of one historical period. Topics will be developed through readings and group discussions.

ART 446. JEWELRY. 5 Credits.

ART 450. WORKSHOP IN ART. 1-5 Credits.
Notes: may be repeated for additional credit.
Pre-requisites: permission of the instructor.
Exploratory problems in a variety of materials and media.

ART 455. PAINTING. 5 Credits.
Pre-requisites: ART 355.
Exploring a variety of concepts/attitudes and materials relating to art making.

ART 456. WATERCOLOR. 5 Credits.
Pre-requisites: ART 356.
Advanced watercolor techniques.

ART 460. PRINTMAKING. 5 Credits.
Pre-requisites: ART 360.
Continued exploration of print media. Emphasis upon craftsmanship and creative possibilities of media.

ART 465. SCULPTURE. 5 Credits.
Pre-requisites: ART 365.
Conceptual understanding will emerge from the production of the student’s own work in conjunction with the application of a range of critical models as embraced in contemporary sculptural language. Acquisition of technical skills and individual voice will be driven by the student’s personal vision and guidance from the instructor.

ART 470. BFA THESIS AND RESEARCH. 1 Credit.
Notes: must be repeated twice for credit.
Pre-requisites: declared BFA Art Studio major.
Students meet weekly to discuss progress and issues that pertain to BFA Thesis research. Students are guided and prepared for quarterly faculty reviews of BFA projects.

ART 471. SENIOR EXHIBITION. 1 Credit.
Cross-listed: DESN 471.
Notes: must be repeated three times for credit.
Pre-requisites: senior standing and declared BFA in VCD major.

ART 472. BFA THESIS AND EXHIBITION. 5 Credits.
Pre-requisites: declared BFA Studio Art major.
This course is the final stage of the BFA Thesis. It focuses on preparation, installation and promotion of the BFA Exhibition in the EWU Gallery of Fine Art. Students gain in depth experience by writing an artist statement, preparing artworks as gallery installations and successfully completing an oral defense to a BFA Committee.

ART 490. SENIOR CAPSTONE. 5 Credits.
Pre-requisites: graduating senior in both BFA and BA Studio Art programs.
Satisfies: a university graduation requirement—senior capstone.
The course addresses issues from portfolio development, to proposals, to opportunities in the art world. Students are encouraged to work with faculty in developing internships as well as grant proposals and slide packages.

ART 490A. SENIOR CAPSTONE: ART EDUCATION PORTFOLIOS. 4 Credits.
Pre-requisites: senior standing and declared Visual Arts Education BAE (elementary or secondary).
Satisfies: senior capstone university graduation requirement.
This course synthesizes pre-service art and education coursework with the creation of a professional teaching and learning portfolio designed specific to the career needs of the art educator.

ART 491. SENIOR THESIS. 5 Credits.
Pre-requisites: permission of the instructor.
Satisfies: a university graduation requirement—senior capstone.
The research and writing of an undergraduate thesis in Art History. Normally taken during the student’s senior year.

ART 495. INTERNSHIP. 1-3 Credits.
Pre-requisites: permission of instructor, dept. chair and college dean.

ART 496. EXPERIMENTAL COURSE. 1-5 Credits.
Subjects vary according to faculty and student interest.

ART 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

ART 498. SEMINAR. 1-5 Credits.
Notes: may be repeated for additional credit.

ART 499. INDEPENDENT STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Designed for upper-division students who wish to pursue work in any area in which they have completed three prior quarters of work.

ART 501. GRADUATE LIFE DRAWING. 5 Credits.
Pre-requisites: ART 401 or permission of the instructor.
Advanced study of drawing techniques and the human form.

ART 525. GRADUATE CERAMICS. 5 Credits.
Pre-requisites: ART 425 or permission of the instructor.
Emphasis on the development of advanced skills in ceramics, hand building, wheel throwing and glaze techniques.

ART 539. SPECIAL TOPICS. 1-5 Credits.

ART 555. GRADUATE PAINTING. 5 Credits.
Pre-requisites: ART 455 or permission of the instructor.
Advanced studies in painting media.

ART 565. GRADUATE SCULPTURE. 5 Credits.
Pre-requisites: ART 465 or permission of the instructor.
Critical studies in advanced sculpture techniques.

ART 595. INTERNSHIP. 1-12 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
ART 596. EXPERIMENTAL COURSE. 1-5 Credits.

ART 597. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

Notes: only one workshop course for up to 3 credits may be used to fulfill graduate degree requirements.

Pre-requisites: permission of the instructor, department chair and college dean.

ART 598. GRADUATE SEMINAR. 1-5 Credits.

ART 599. INDEPENDENT STUDY. 1-5 Credits.

Pre-requisites: permission of the instructor, department chair and college dean.

Independent study projects in a selected special field of art.

ART 600. THESIS. 1-5 Credits.

Pre-requisites: permission of the instructor, department chair and college dean.

ART 601. CREATIVE RESEARCH PROJECT. 1-5 Credits.

Pre-requisites: permission of the instructor, department chair and college dean.

ART 696. COLLEGE TEACHING INTERNSHIP. 15 Credits.

Teaching a lower-division college course under supervision of a regular faculty member. Includes course planning, arranging bibliographical and other instructional aids, conferences with students, experience in classroom instruction, and student course evaluation.
**Biology**

Rebecca L. Brown (rbrown@ewu.edu), Chair  
509.359.2528

Robin L. O’Quinn (http://catalog.ewu.edu/science-technology-engineering-mathematics/biology/%20mailto:roquinn@ewu.edu), Graduate Admissions  
509.359.6118

department page (https://www.ewu.edu/cstem/programs/biology)  
258 Science Building  
email (biology@ewu.edu)  
509.359.2339

**Faculty**


**Undergraduate Degrees**

**Bachelor of Arts in Education (BAE)**  
Biology/Secondary (p. 97)

**Bachelor of Science (BS)**  
Biology (p. 95)  
Biology Major with Biotechnology Option (p. 95)  
Biology Major with Pre-Medicine/Pre-Dentistry Option (p. 96)

**Undergraduate Minors**

Biology (p. 98)  
Biology/Secondary (p. 98)

**Teacher Certification/Add-on Endorsement**

General Science/Add-on Endorsement (p. 99)

**Pre-Professional Program Requirements**

Pre-Dentistry and Pre-Medicine (p. 610)  
Pre-Pharmacy (p. 612)  
Pre-Veterinary Medicine (p. 612)

*Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.*

**Undergraduate Program**

Biology encompasses the scientific study of life. The structure and function of organisms are studied at the molecular, cellular, organismal, population and ecosystems levels. The Department of Biology prepares students for careers in a variety of biological fields including the health sciences, natural resource management, biotechnology, veterinary medicine, education, and environmental sciences.

The Department of Biology offers undergraduate programs leading to a Bachelor of Science (BS) and a Bachelor of Arts in Education (BAE) for Biology. All students are expected to work closely with their faculty advisor to determine their curriculum. The BS degree is designed for students who require a broad background in biology, along with specialized training that will prepare them for specific careers. The program is based upon a core curriculum to provide the common background. Students are required to earn a minimum grade in the introductory sequence (BIOL 171, BIOL 172, BIOL 173, BIOL 270) to ensure a solid foundation for upper division courses. Coursework for specific careers is based on selection of elective courses tailored to career choice. Degree options or advising guides to different career options including pre-medicine, pre-dentistry, pre-physical therapy, pre-physician assistant, pre-optometry, pre-medical technology, pre-pharmacy, pre-veterinary medicine, wildlife biology, fisheries biology, and botany/range science are available. The BAE degree prepares students for teaching biology in secondary education. More information on degree programs can be found at the Department of Biology website (http://www.ewu.edu/cstem/programs/biology).

Students in the Department of Biology have varied opportunities to do biology. At the introductory level, students learn the basics of how to design, conduct, and present research projects. During their final year, the senior capstone course highlights a research project. Many upper-division elective courses in biology also incorporate research projects. In addition, undergraduate students can participate in faculty research.

In coordination with the Program in Environmental Science, the Department of Biology offers an Environmental Science major with an emphasis in Environmental Biology. This major includes a core curriculum that provides students with a broad exposure to biology, chemistry, geology, statistics, and geographic information systems. More focused courses in biology provide students with expertise in their emphasis area. Motivated students have the opportunity to obtain a double major in both Environmental Science and Biology. Refer to Environmental Science section of catalogue for more information.

The Department of Biology offers minors in biology, biology/secondary, and general science/add-on endorsements.

The Department of Biology is located in a building that houses laboratories designed for instruction and research in most aspects of biology. The department maintains its own aquarium rooms, cell culture facilities, greenhouse and herbarium.

In addition to on-campus facilities, the department operates the Turnbull Laboratory for Ecological Studies on the Turnbull National Wildlife Refuge about four miles from campus. These facilities provide opportunities for research in plant and animal physiology, ecology, fisheries and wildlife biology.

**Admission to the Department of Biology**

1. Complete the following courses:  
   a. MATH 141 with ≥C  
   b. BIOL 171 with ≥C  
   c. BIOL 172, BIOL 270 with ≥C.

2. Pay nonrefundable fee to cover costs of assessment testing.

3. Complete Major Declaration form and be assigned to Biology faculty advisor.

4. Meet with Biology faculty advisor.

**Major Requirements for Biology**

Upon declaring biology as a major each student should meet with an advisor as soon as possible. Students should plan to complete BIOL 171, BIOL 172, BIOL 173 and BIOL 270; CHEM 151, CHEM 152, CHEM 153, CHEM 154, CHEM 155, and BIOL 275 in order to complete the core requirements for the major. Students should consult with an advisor to determine suitable upper-division electives.
the university English and departmental mathematics requirements in the first two years of study. Required 300-level coursework should be completed by the end of the third year. Capstone and advanced elective courses are ordinarily taken in the senior year. A minimum of 50 credits of upper biology courses are required. Only 5 credits of BIOL 399 or BIOL 499 and 5 credits of BIOL 395 or BIOL 495 will be allowed toward the electives for the BS in Biology, General Option. The following biology courses will not fulfill elective requirements: BIOL 100; BIOL 232, BIOL 233, BIOL 234; BIOL 235, BIOL 390.

Those students planning graduate study are encouraged to take courses in physics, organic chemistry, calculus, statistics and a directed study (research) course in biology.

Graduation Requirements
1. Have a cumulative GPA ≥2.0 for all courses in student’s curriculum in Biology.
2. Complete the Educational Testing Service (ETS) Major Field Test for Biology.

Graduate Degree
Master of Science (MS)
Biology (p. 99)

Robin L. O’Quinn (roquinn@ewu.edu), Graduate Admissions
509.359.6118

Camille F. McNeely, Graduate Service Appointment Coordinator
509.359.7049

David Daberkow, Candidacy Coordinator
509.359.2259

Graduate Program
The Master of Science in Biology program provides a demanding and rewarding experience in biology, leading to competent scholarship and research capability. The department emphasizes research as a basic component of graduate study. A variety of research specialties are available within the department, including limnology, stream ecology, riparian ecology, fisheries biology, embryology, exercise physiology, neurobiology, wildlife biology, animal physiology, mycology, plant ecology, microbiology and immunology. More information on faculty research interests may be obtained by writing the appropriate graduate program advisor or accessing our website. (http://www.ewu.edu/cstem/programs/biology) Graduates of the biology program either continue in PhD programs, or are employed in various biological fields with federal, state and local agencies, environmental consulting firms, public and private schools or private industry.

The Master of Science in Biology curriculum includes core courses in Biological Research Methods; Graduate Seminar; Current Topics in Ecology/Evolution, Physiology, Cell/Molecular Biology, and Growth of Biological Thought; elective courses in advanced topics; and research thesis.

In addition, an interdisciplinary master’s program is available that can incorporate biology (see separate catalog listing).

The Department of Biology is housed in a remodeled and well-equipped facility. The department administers the nearby Turnbull Laboratory for Ecological Studies on the Turnbull National Wildlife Refuge.

Graduate service appointments, with resident and non-resident tuition waivers, are available on a competitive basis to qualified graduate students. Nonresident students who do not qualify for a graduate service appointment can apply for nonresident tuition scholarship waivers. Other financial support is possible through work-study programs, hourly employment by the department or faculty research grants. All applicants are encouraged to submit an application for federal student aid which, for incoming students, must be received by the EWU Financial Aid Office by February 15 for support in the following academic year. Applications are available through the EWU Financial Aid Office.

Entrance Requirements and Preparation
To be admitted to the Master of Science in Biology program, applicants must first meet all requirements for admission to the Graduate School as outlined elsewhere in this catalog. Prospective MS applicants must hold a four-year baccalaureate degree in biology or related natural science from an accredited college or university. Preparation often includes the equivalent of two quarters of organic chemistry and one quarter of statistics or calculus. Students who have deficiencies for admission or deficiencies as determined by their graduate committee may be allowed to make up deficient coursework while enrolled in graduate school. Admission to the program will be considered when applicants have:
1. completed all admission requirements for the Eastern Washington University Graduate Programs Office;
2. submitted scores from the general GRE test,
3. provided a completed supplemental application to the Department of Biology and two evaluation/recommendation forms and
4. identified an appropriate faculty research advisor willing to serve as the major professor.

Graduate students wishing to be considered for a graduate service appointment must have their completed application, including a graduate fellowship application, to the Department of Biology by February 20. Applicants not seeking teaching fellowships must have their completed application to the Department of Biology by April 1, October 15 and January 15 for admission in the fall, winter and spring quarters, respectively.

Candidacy
To be admitted to candidacy, graduate students in the Master of Science in Biology program must have:
• completed 15 credit hours (at least 10 at the 500 level) but not more than one half of the total minimum credits required for the degree;
• removed all deficiencies regarding entrance requirements (deficient coursework cannot be counted toward a degree);
• met with their graduate committee to determine an appropriate course curriculum;
• had their research proposal approved by their internal graduate committee and presented their proposal to the Department of Biology;
• submitted the completed application form with research advisor’s and second committee member’s signatures to the appropriate biology graduate candidacy coordinator;
• had their candidacy approved by the Department of Biology faculty.
Biology Major, Bachelor of Science in Biology (BS)

Graduation Requirements: complete the Educational Testing Service (ETS) Major Field Test for Biology.

Grade Requirements: a cumulative GPA ≥2.0 for all courses in student’s curriculum in Biology.

Required Biology Courses

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<thead>
<tr>
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<tbody>
<tr>
<td>BIOL 171</td>
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<td>BIOL 173</td>
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<td>BIOL 270</td>
<td>BIOLOGICAL INVESTIGATION</td>
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<td>BIOL 310</td>
<td>FUNDAMENTALS OF GENETICS</td>
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<td>BIOL 490</td>
<td>SENIOR CAPSTONE</td>
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Choose one of the following

- BIOL 301 MICROBIOLOGY
- or BIOL 302 BOTANY
- or BIOL 303 INVERTEBRATE ZOOLOGY
- or BIOL 304 VERTEBRATE ZOOLOGY

Choose one of the following

- BIOL 423 EVOLUTION
- or BIOL 440 ECOLOGY

Choose one of the following

- BIOL 436 CELL BIOLOGY
- or BIOL 438 MOLECULAR BIOLOGY

Choose one of the following

- BIOL 334 HUMAN ANATOMY AND PHYSIOLOGY III
- or BIOL 351 PRINCIPLES OF ANIMAL PHYSIOLOGY
- or BIOL 352 PRINCIPLES OF PLANT PHYSIOLOGY
- or BIOL 353 PRINCIPLES OF MICROBIAL PHYSIOLOGY

Required Supporting Courses

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<tbody>
<tr>
<td>BIOL 380</td>
<td>DATA ANALYSIS FOR BIOLOGISTS</td>
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<tr>
<td>or MATH 161</td>
<td>CALCULUS I</td>
<td>5</td>
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<tr>
<td>or MATH 380</td>
<td>ELEMENTARY PROBABILITY AND STATISTICS</td>
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<td>CHEM 151</td>
<td>GENERAL CHEMISTRY</td>
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<tr>
<td>CHEM 153</td>
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Electives—21 of 36 credits must be in Biology, non-Biology electives must be approved by faculty advisor.

Total Credits: 102-104

University Graduation Requirements (p. 36) (UGR)
- Foreign Language
- Minor or Certificate
- Diversity Course List (p. 37)
- Global Studies Course List (p. 37)
- Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) — you must be signed in to use this tool.

Demonstrate ability to correctly articulate key concepts of:
- Cell Biology;
- Evolution and Ecology;
- Molecular Biology and Genetics;
- Organismal Biology.

Design laboratory or field experiments:
- inspect data and apply basic statistics to their analysis and communication;
- interpret observations through the creation, testing, analysis of hypotheses.

Write reports and prepare and deliver oral reports that:
- demonstrate ability to access and evaluate information from scientific journals, periodicals and electronic media;
- demonstrate comprehension of topic.

Biology Major with Biotechnology Option, Bachelor of Science (BS)

Graduation Requirements: complete the Educational Testing Service (ETS) Major Field Test for Biology.

Grade Requirements: a cumulative GPA ≥2.0 for all courses in student’s curriculum in Biology.

Required Biology Courses

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<td>BIOL 436</td>
<td>CELL BIOLOGY</td>
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<td>BIOL 438</td>
<td>MOLECULAR BIOLOGY</td>
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<td>BIOL 485</td>
<td>MOLECULAR BIOTECHNOLOGY</td>
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<tr>
<td>BIOL 488</td>
<td>MOLECULAR BIOTECHNOLOGY LABORATORY</td>
<td>2</td>
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</table>
Biology Major with Pre-Medicine/Pre-Dentistry Option, Bachelor of Science (BS)

This curriculum is recommended for students planning a career in medicine or dentistry. The schedule of classes is designed to prepare students for the aptitude examination (MCAT or DAT) which is taken during a student's junior or early senior year. Students interested in other health care professions (e.g., physical therapy, physician's assistant) need to see a department advisor to plan a curriculum.

Graduation Requirements: complete the Educational Testing Service (ETS) Major Field Test for Biology.

Grade Requirements: a cumulative GPA ≥2.0 for all courses in student’s curriculum in Biology.

Required Biology Courses

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demonstrate knowledge of evolution, diversity of life, and form and function of living organisms;

- interpret observations through the creation, testing, analysis of hypotheses;
- design laboratory or field experiments;
- inspect data and apply basic statistics to their analysis and communication.
- Write reports and prepare and deliver oral reports that:
- demonstrate ability to use scientific journals, periodicals, and electronic media to access current biological information;
- demonstrate ability to evaluate journal articles from the primary literature.

Biology Major with Pre-Medicine/Pre-Dentistry Option, Bachelor of Science (BS)

Placed and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)

- Humanities and Arts (p. 35)
- Natural Sciences (p. 35)
- Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)

- Foreign Language
- Minor or Certificate
- Diversity Course List (p. 37)
- Global Studies Course List (p. 37)
Choose one of the following 4-5

- BIOL 334 HUMAN ANATOMY AND PHYSIOLOGY III
- or BIOL 351 PRINCIPLES OF ANIMAL PHYSIOLOGY
- or BIOL 352 PRINCIPLES OF PLANT PHYSIOLOGY
- or BIOL 353 PRINCIPLES OF MICROBIAL PHYSIOLOGY

Required supporting courses

- BIOL 371 PRE-MEDICAL, DENTAL, VETERINARY AND PHARMACY PREPARATION

- BIOL 380 DATA ANALYSIS FOR BIOLOGISTS
  - or MATH 161 CALCULUS I
  - or MATH 380 ELEMENTARY PROBABILITY AND STATISTICS

- CHEM 151 GENERAL CHEMISTRY
- CHEM 152 GENERAL CHEMISTRY
- CHEM 153 GENERAL CHEMISTRY
- CHEM 351 ORGANIC CHEMISTRY
- CHEM 352 ORGANIC CHEMISTRY
- CHEM 353 ORGANIC CHEMISTRY
- CHEM 371 PRE-MEDICAL, DENTAL, VETERINARY AND PHARMACY PREPARATION

- CHEM 372 ORGANIC CHEM LABORATORY I
- CHEM 480 BIOCHEMISTRY
- CHEM 481 INTERMEDIARY METABOLISM
- PHYS 131 INTRODUCTORY PHYSICS I
- PHYS 132 INTRODUCTORY PHYSICS II
- PHYS 133 INTRODUCTORY PHYSICS III
- PHYS 161 MECHANICS LABORATORY
- PHYS 162 HEAT AND OPTICS LABORATORY
- PHYS 163 ELECTRONICS LAB I

Electives—choose two additional courses 9-10

- BIOL 301 MICROBIOLOGY
- BIOL 304 VERTEBRATE ZOOLOGY
- BIOL 332 HUMAN ANATOMY AND PHYSIOLOGY I
- BIOL 333 HUMAN ANATOMY AND PHYSIOLOGY II
- BIOL 334 HUMAN ANATOMY AND PHYSIOLOGY III
- BIOL 411 FIELD BOTANY
- BIOL 420 EPIDEMIOLOGY
- BIOL 421 MEDICAL BACTERIOLOGY
- BIOL 423 EVOLUTION
- BIOL 430 IMMUNOLOGY
- BIOL 432 VIROLOGY
- BIOL 435 BIOLOGY OF CANCER
- BIOL 436 CELL BIOLOGY
- BIOL 438 MOLECULAR BIOLOGY
- BIOL 440 ECOLOGY
- BIOL 460 HEMATOLOGY
- BIOL 473 NEUROBIOLOGY
- BIOL 476 MUSCLE PHYSIOLOGY
- BIOL 477 EMBRYOLOGY
- TCOM 205 INTRODUCTION TO TECHNICAL COMMUNICATION

Total Credits 112-115

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)
- Humanities and Arts (p. 35)
- Natural Sciences (p. 35)
- Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)
- Foreign Language
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- Diversity Course List (p. 37)
- Global Studies Course List (p. 37)
- Senior Capstone Course List (p. 38)

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Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

Write reports and prepare and deliver oral reports that:

- demonstrate ability to evaluate journal articles from the primary literature;
- demonstrate ability to use scientific journals, periodicals, and electronic media to access current biological information;
- demonstrate knowledge of evolution, diversity of life, and form and function of living organisms;
- design laboratory or field experiments;
- inspect data and apply basic statistics to their analysis and communication.
- interpret observations through the creation, testing, analysis of hypotheses.

Biology/Secondary Major, Bachelor of Arts in Education (BAE)

This major satisfies the endorsement requirements for grades 5–12.

Notes:

- BAE students must complete both the courses below and the secondary education core courses;
- the option requires more than 12 quarters to complete at 15 credits per quarter.

Graduation Requirements: complete the Educational Testing Service (ETS) Major Field Test for Biology.
**Grade Requirements:** a cumulative GPA ≥2.0 for all courses in student’s curriculum in Biology.

### Secondary Education Core

- 30-hour multicultural education field requirement

#### Required Biology Courses

- **BIOL 171** BIOLOGY I 5
- **BIOL 172** BIOLOGY II 5
- **BIOL 173** BIOLOGY III 5
- **BIOL 270** BIOLOGICAL INVESTIGATION 3
- **BIOL 301** MICROBIOLOGY 5
- **BIOL 302** BOTANY 5
- **BIOL 310** FUNDAMENTALS OF GENETICS 5
- **BIOL 340** BIOLOGY AND SOCIETY 2
- **BIOL 423** EVOLUTION 5
- **BIOL 440** ECOLOGY 4
- **BIOL 441** ECOLOGY LAB 2

#### Choose one of the following

- **BIOL 303** INVERTEBRATE ZOOLOGY
- **BIOL 304** VERTEBRATE ZOOLOGY

#### Choose one of the following

- **BIOL 334** HUMAN ANATOMY AND PHYSIOLOGY III
- **BIOL 351** PRINCIPLES OF ANIMAL PHYSIOLOGY
- **BIOL 352** PRINCIPLES OF PLANT PHYSIOLOGY
- **BIOL 353** PRINCIPLES OF MICROBIAL PHYSIOLOGY

### Required Supporting Courses

- **BIOL 390** BIOLOGY TEACHING METHODS 2
- **CHEM 151** GENERAL CHEMISTRY 5
- **CHEM 152** GENERAL CHEMISTRY 5
- **CHEM 153** GENERAL CHEMISTRY 5
- **SCED 390** SCIENCE TEACHING METHODS 2

#### Choose one of the following

- **BIOL 380** DATA ANALYSIS FOR BIOLOGISTS
- **MATH 142** PRECALCULUS MATH II
- **MATH 380** ELEMENTARY PROBABILITY AND STATISTICS

### Total Credits: 31-43

Secondary Education students must complete the required Secondary Education Core and the following courses.

**Required Biology Courses**

- **BIOL 171** BIOLOGY I 5
- **BIOL 172** BIOLOGY II 5
- **BIOL 173** BIOLOGY III 5
- **BIOL 270** BIOLOGICAL INVESTIGATION 3
- **BIOL 301** MICROBIOLOGY 5
- **BIOL 302** BOTANY 5
- **BIOL 310** FUNDAMENTALS OF GENETICS 5
- **BIOL 340** BIOLOGY AND SOCIETY 2
- **BIOL 423** EVOLUTION 5
- **BIOL 440** ECOLOGY 4
- **BIOL 441** ECOLOGY LAB 2

**Choose one of the following**

- **BIOL 303** INVERTEBRATE ZOOLOGY
- **BIOL 304** VERTEBRATE ZOOLOGY

**Choose one of the following**

- **BIOL 334** HUMAN ANATOMY AND PHYSIOLOGY III
- **BIOL 351** PRINCIPLES OF ANIMAL PHYSIOLOGY
- **BIOL 352** PRINCIPLES OF PLANT PHYSIOLOGY
- **BIOL 353** PRINCIPLES OF MICROBIAL PHYSIOLOGY

**Required Supporting Courses**

- **BIOL 390** BIOLOGY TEACHING METHODS 2
- **CHEM 151** GENERAL CHEMISTRY 5
- **CHEM 152** GENERAL CHEMISTRY 5
- **CHEM 153** GENERAL CHEMISTRY 5
- **SCED 390** SCIENCE TEACHING METHODS 2

**Choose one of the following**

- **BIOL 380** DATA ANALYSIS FOR BIOLOGISTS
- **MATH 142** PRECALCULUS MATH II
- **MATH 380** ELEMENTARY PROBABILITY AND STATISTICS

**Total Credits:** 79-80

Placement and Clearance Exams (p. 21)

Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

### University Competencies and Proficiencies (p. 33)

**Breadth Area Core Requirements (BACR)**

- Humanities and Arts (p. 35)
- Natural Sciences (p. 35)
- Social Sciences (p. 36)

### University Graduation Requirements (p. 36) (UGR)

- Foreign Language
- Minor or Certificate
- Diversity Course List (p. 37)
- Global Studies Course List (p. 37)
- Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

- apply science and engineering practices in NGSS;
- appropriately respond to potential safety hazards in different learning environments, e.g., laboratory, classroom, field;
- explain how cross-cutting ideas bridge disciplinary boundaries, uniting core ideas throughout the fields of science and engineering;
- explain the disciplinary core ideas of biology and can guide the learning of others in key principles of biology outlined in the Next Generation Science Standards;
- incorporate instructional materials and teaching strategies to a community of diverse students.

**Biology Minor**

This minor does not meet the endorsement requirement for teachers.

**Required Biology Courses**

- **BIOL 171** BIOLOGY I 5
- **BIOL 172** BIOLOGY II 5
- **BIOL 173** BIOLOGY III 5
- **BIOL 270** BIOLOGICAL INVESTIGATION 3
- **BIOL 301** MICROBIOLOGY 5
- **BIOL 302** BOTANY 5
- **BIOL 310** FUNDAMENTALS OF GENETICS 5
- **BIOL 340** BIOLOGY AND SOCIETY 2
- **BIOL 423** EVOLUTION 5
- **BIOL 440** ECOLOGY 4
- **BIOL 441** ECOLOGY LAB 2

Choose one of the following

- **BIOL 303** INVERTEBRATE ZOOLOGY
- **BIOL 304** VERTEBRATE ZOOLOGY

Choose one of the following

- **BIOL 334** HUMAN ANATOMY AND PHYSIOLOGY III
- **BIOL 351** PRINCIPLES OF ANIMAL PHYSIOLOGY
- **BIOL 352** PRINCIPLES OF PLANT PHYSIOLOGY
- **BIOL 353** PRINCIPLES OF MICROBIAL PHYSIOLOGY

**Required Supporting Courses**

- **BIOL 390** BIOLOGY TEACHING METHODS 2
- **CHEM 151** GENERAL CHEMISTRY 5
- **CHEM 152** GENERAL CHEMISTRY 5
- **CHEM 153** GENERAL CHEMISTRY 5
- **SCED 390** SCIENCE TEACHING METHODS 2

Choose one of the following

- **BIOL 380** DATA ANALYSIS FOR BIOLOGISTS
- **MATH 142** PRECALCULUS MATH II
- **MATH 380** ELEMENTARY PROBABILITY AND STATISTICS

**Total Credits:** 31-33

**Biology/Secondary Minor**

This minor satisfies the endorsement for grades 5-12.

**Required Biology Courses**
Add-on Endorsement—General Science

For students who currently possess a Washington State Teaching Certificate.

- This add-on satisfies the General Science endorsement and allows teachers to teach any science grades 5–12.
- To improve their marketability as science teachers, students may wish to complete this option in addition to their BAE in Biology, Chemistry, Earth and Space Science or Physics.

Individuals with an endorsement in one of the sciences can receive a General Science Endorsement if they are successful in passing the General Science West E exam. However, we recommend taking the following courses in order to increase the likelihood of passing the exam.

### Required Courses

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### Required Supporting Courses

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<td>SCED 390</td>
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### Add-on Endorsement—General Science

For students who currently possess a Washington State Teaching Certificate.

- explain the disciplinary core ideas of biology and guide the learning of others in key principles of biology outlined in the Next Generation Science Standards;
- apply science and engineering practices in NGSS;
- incorporate instructional materials and teaching strategies to a community of diverse students;
- explain how cross-cutting ideas bridge disciplinary boundaries, uniting core ideas throughout the fields of science and engineering;
- appropriately respond to potential safety hazards in different learning environments, e.g., laboratory, classroom, field.
Biology (BIOL)

BIOL 100. INTRODUCTION TO BIOLOGY. 5 Credits.
Satisfies: a BACR for natural sciences.
This course is an introduction to the methods of study and the three levels of organization in living organisms: cell, organismal and population. A laboratory is included.

BIOL 115. INVESTIGATING BIOLOGY. 5 Credits.
Satisfies: a BACR for natural science.
This course is for students planning to teach elementary school. It includes inquiry based biological investigations that support science instruction outlined in the National Science Education Standards and Washington Essential Academic Learning Requirements. Laboratory exercises are included.

BIOL 171. BIOLOGY I. 5 Credits.
Notes: course fee.
Pre-requisites: Concurrent enrollment in MATH 141 or completion of MATH 141 with ≥C; Students must receive ≥C- to enroll in BIOL 172 and ≥C to enroll in BIOL 270.
This course includes an introduction to biology, covering a review of chemistry from atomic structure through respiration, cell and molecular biology and genetics.

BIOL 172. BIOLOGY II. 5 Credits.
Notes: course fee.
Pre-requisites: ≥C in BIOL 171 and ≥C in MATH 141.
Satisfies: 2nd Natural Sciences BACR if BIOL 171 and BIOL 270 are complete or BIOL 172 and BIOL 270 are completed.
Introduction to biology, covering evolution, the diversity of life and interactions among organisms and their environment.

BIOL 173. BIOLOGY III. 5 Credits.
Notes: course fee.
Pre-requisites: ≥C in BIOL 171 and ≥C in BIOL 172.
This course is an introduction to biology, covering the structure and function of plants and animals, with emphasis on flowering plants and vertebrates.

BIOL 196. EXPERIMENTAL COURSE. 1-5 Credits.
BIOL 197. FRESHMAN SEMINAR. 1-5 Credits.
BIOL 199. SPECIAL STUDIES-BIOLOGY. 1-5 Credits.
BIOL 225. ELEMENTARY MEDICAL MICROBIOLOGY. 5 Credits.
Pre-requisites: completion of or concurrent enrollment in both BIOL 234 and CHEM 163.
This course will discuss micro-organisms and animal parasites, with chief emphasis on those which affect human health. A laboratory is included.

BIOL 232. HUMAN ANATOMY AND PHYSIOLOGY NON-BIOL MAJORS. 5 Credits.
Pre-requisites: one course in college chemistry.
Satisfies: a BACR for natural sciences.
First of a three-quarter sequence concerned with the structure and function of the human organism. Chemistry, cells, histology, integumentary system, skeletal system, excitable tissues and muscular system will be completely and thoroughly covered. Laboratory included that utilizes human cadavers, models, multimedia and other technologies.

BIOL 233. HUMAN ANATOMY AND PHYSIOLOGY NON-BIOL MAJORS. 5 Credits.
Pre-requisites: BIOL 232.
Satisfies: a BACR for natural sciences.
Second of a three-quarter sequence concerned with the structure and function of the human organism. Nervous system, autonomic nervous system, special senses, endocrine system, cardiovascular system, lymphatic system and immunity will be completely and thoroughly covered. Laboratory included that utilizes human cadavers, models, multimedia and other technologies.

BIOL 234. HUMAN ANATOMY AND PHYSIOLOGY NON-BIOL MAJORS. 5 Credits.
Pre-requisites: BIOL 233.
Satisfies: a BACR for natural sciences.
Third of a three-quarter sequence concerned with the structure and function of the human organism. Respiratory system, digestive system, nutrition and metabolism, urinary system, and reproductive system will be completely and thoroughly covered. Laboratory included that utilizes human cadavers, models, multimedia and other technologies.

BIOL 235. ELEMENTARY MEDICAL MICROBIOLOG. 5 Credits.
Pre-requisites: completion of or concurrent enrollment in both BIOL 234 and CHEM 163.
This course will discuss micro-organisms and animal parasites, with chief emphasis on those which affect human health. A laboratory is included.

BIOL 270. BIOLOGICAL INVESTIGATION. 3 Credits.
Notes: the completion of BIOL 171 and BIOL 270 satisfies a BACR for natural sciences; the completion of BIOL 171, BIOL 172 and BIOL 270 satisfies a second BACR for natural sciences.
Pre-requisites: ≥C in BIOL 171 or BIOL 172.
Experimental design and performance, including data collection and analysis, scientific writing and use of the biological literature.

BIOL 295. INTERNSHIP. 1-15 Credits.
BIOL 296. EXPERIMENTAL COURSE. 1-5 Credits.
BIOL 299. SPECIAL STUDIES BIOLOGY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
An opportunity for students to explore problems of special interest.

BIOL 300. HISTORY OF BIOLOGY. 5 Credits.
Examines the development of biological ideas in the Western world from early times to the present.

BIOL 301. MICROBIOLOGY. 5 Credits.
Pre-requisites: ≥C in BIOL 171, ≥C in BIOL 270; CHEM 153.
This course covers morphology, physiology, taxonomy and ecology of the microorganisms, emphasizing prokaryotes, fungi and the viruses. A laboratory is included.
BIOL 302. BOTANY. 5 Credits.
Pre-requisites: ≥C- in BIOL 171, ≥C in BIOL 172, BIOL 173, BIOL 270; completion of or concurrent enrollment in CHEM 151; or permission of instructor.
This course examines the structure, function and phylogenetic relationships in the plant kingdom. A laboratory is included.

BIOL 303. INVERTEBRATE ZOOLOGY. 5 Credits.
Pre-requisites: ≥C- in BIOL 171, ≥C in BIOL 172, BIOL 173, BIOL 270; completion of or concurrent enrollment in CHEM 151; or permission of instructor.
This course explores structure, function and phylogenetic relationships of the invertebrate phyla. A laboratory is included.

BIOL 304. VERTEBRATE ZOOLOGY. 5 Credits.
Pre-requisites: ≥C- in BIOL 171, ≥C in BIOL 172, BIOL 173, BIOL 270; completion of or concurrent enrollment in CHEM 151; or permission of instructor.
This course explores the structure, function and phylogenetic relationships of the vertebrates. A laboratory is included.

BIOL 306. NATURAL VEGETATION ECOLOGY OF NORTH AMERICA. 5 Credits.
Cross-listed: GEOG 306.
Pre-requisites: GEOG 100 or permission of the instructor.
This course is an introduction to the processes and patterns of natural vegetation, emphasizing the Pacific Northwest.

BIOL 310. FUNDAMENTALS OF GENETICS. 5 Credits.
Pre-requisites: ≥C- in BIOL 171, ≥C in BIOL 172, and BIOL 173; CHEM 153.
This course provides comprehensive coverage of the major topic areas of genetics: classical, molecular and evolutionary.

BIOL 312. FUNDAMENTALS OF SOIL SCIENCE. 4 Credits.
Cross-listed: GEOG 312.
Pre-requisites: MTHD 104 or clearance by test.
A general introduction to physical, chemical and biological properties of soils.

BIOL 318. BIOLOGY OF WOMEN. 3 Credits.
Cross-listed: WMST 318.
The history, biology and myths of human reproduction as they apply to women and the interaction of brain, hormones and social life.

BIOL 320. THE HUMAN PROSPECT. 5 Credits.
Cross-listed: HUMN 320.
Pre-requisites: sophomore standing.
Satisfies: a university graduation requirement–global studies.
Explores the biological and philosophical roots of humans’ relationship with the environment.

BIOL 332. HUMAN ANATOMY AND PHYSIOLOGY I. 5 Credits.
Pre-requisites: BIOL 173 with a grade ≥B; CHEM 153 with a grade ≥B; or instructor permission.
This is the first course in a three-quarter sequence covering the structure and function of the human body. Intended for students with significant background in biology and chemistry who are pursuing health care careers. A laboratory is included each quarter.

BIOL 333. HUMAN ANATOMY AND PHYSIOLOGY II. 5 Credits.
Pre-requisites: BIOL 332.
The second in a three-quarter sequence covering the structure and function of the human body. Intended for students with significant background in biology and chemistry who are pursuing health care careers. A laboratory is included each quarter.

BIOL 334. HUMAN ANATOMY AND PHYSIOLOGY III. 5 Credits.
Pre-requisites: BIOL 333.
The third in a three-quarter sequence covering the structure and function of the human body. Intended for students with significant background in biology and chemistry who are pursuing health care careers. A laboratory is included each quarter.

BIOL 338. DISCOVERING WOMEN IN SCIENCE. 1 Credit.
The course uses several scientific themes to rediscover from the past and find in contemporary research, the women who have made significant contributions to science.

BIOL 340. BIOLOGY AND SOCIETY. 2 Credits.
Pre-requisites: either BIOL 100 or ≥C- in BIOL 171 or one of them taken concurrently.
This course will discuss biological, social, ethical and economic implications of current advances in the biological sciences.

BIOL 343. BIOLOGY OF AGING. 3 Credits.
This course will discuss the aging of biological organisms, viewed from the molecular level through the population level. The emphasis will be on human aging.

BIOL 345. BIOLOGY OF SYMBIOSIS. 3 Credits.
Notes: lab included.
This course uses an interdisciplinary approach to explore mutually beneficial relationships between species. Course material will cover the chemistry, biochemistry, ecology, evolution, genetics, behavior and physiology of symbiotic relationships.

BIOL 351. PRINCIPLES OF ANIMAL PHYSIOLOGY. 4 Credits.
Pre-requisites: ≥C- in BIOL 171, ≥C in BIOL 172 and BIOL 173; CHEM 153; or permission of instructor.
An integrative understanding of the physiological systems of vertebrates, analyzing physiological processes from the cellular level upwards, culminating in organismal function. This course reinforces concepts from biology, physics, chemistry and mathematics.

BIOL 352. PRINCIPLES OF PLANT PHYSIOLOGY. 4 Credits.
Pre-requisites: ≥C- in BIOL 171, ≥C in BIOL 172 and BIOL 173; CHEM 153; or permission of instructor.
This course addresses mechanisms by which plants obtain nutrients from the soil and atmosphere, convert light energy to chemical energy, and coordinate responses to shifting environmental conditions in roots, leaves and reproductive structures.

BIOL 353. PRINCIPLES OF MICROBIAL PHYSIOLOGY. 4 Credits.
Pre-requisites: ≥C- in BIOL 171, ≥C in BIOL 172 and BIOL 173; CHEM 153; or permission of instructor.
This course explores the physiology of unicellular microbes. It includes topics on microbial replication and how microbes adapt to their environment through regulating gene expression, horizontal gene transfer and cell-cell communication.

BIOL 371. PRE-MEDICAL, DENTAL, VETERINARY AND PHARMACY PREPARATION. 1 Credit.
Pre-requisites: junior standing or permission of instructor.
Prepares students for the application and interview process for medical, dental, veterinary, pharmacy and other professional programs. Includes discussions related to medical ethics.
BIOL 380. DATA ANALYSIS FOR BIOLOGISTS. 5 Credits.
Pre-requisites: ≥C- in BIOL 171, ≥C in BIOL 172, BIOL 173, BIOL 270; completion of or concurrent enrollment in CHEM 151 and a ≥C in MATH 141; or permission of instructor.
Satisfies: completion of this course with a grade ≥C satisfies the university proficiencies in mathematics.
Students gain the knowledge and skills required to conduct and interpret data analysis and statistics commonly applied in Biology. Key concepts of statistical analysis such as populations and samples, uncertainty, p-values, hypothesis testing, Type I & Type II errors, statistical methods and R programming language are covered.

BIOL 390. BIOLOGY TEACHING METHODS. 2 Credits.
Notes: all courses in the major must have a ≥C.
Pre-requisites: BIOL 171, BIOL 172, BIOL 173 and BIOL 270; EDUC 303; concurrent SCED 390.
This course is designed for individuals seeking endorsement to teach junior or senior high school biology or general science. Various types of biology programs, organization of lesson materials, techniques and laboratory safety are included.

BIOL 395. INTERNSHIP/CO-OP FIELDWK. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean; only 5 credits will be allowed toward the electives.

BIOL 396. EXPERIMENTAL COURSE. 1-6 Credits.

BIOL 397. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

BIOL 399. DIRECTED STUDY. 1-15 Credits.

BIOL 405. LIMNOLOGY. 5 Credits.
Pre-requisites: any one of BIOL 301, BIOL 302, BIOL 303, BIOL 304 or concurrent enrollment.
This course includes the general study of the physical, chemical and biological features of lakes and streams. A laboratory is included.

BIOL 409. MYCOLOGY. 5 Credits.
Pre-requisites: any one of BIOL 301, BIOL 302, BIOL 303, BIOL 304 or concurrent enrollment.
This course includes discussion of the structure, physiology, ecology and taxonomy of microfungi and mushrooms with an emphasis on fungi of the Northwest. A laboratory is included.

BIOL 411. FIELD BOTANY. 5 Credits.
Pre-requisites: junior standing or permission of instructor.
The goal of this course is to gain an appreciation of natural history and the unique array of plants found in our region. This will be a practical, hands-on, field-based course where students learn how to identify plants.

BIOL 420. EPIDEMIOLOGY. 5 Credits.
Pre-requisites: BIOL 301.
This course is a study of the factors which determine the frequencies and distributions of communicable diseases among humans.

BIOL 421. MEDICAL BACTERIOLOGY. 5 Credits.
Pre-requisites: BIOL 301.
This course addresses microbial agents of human disease, with an emphasis on bacteria.

BIOL 423. EVOLUTION. 5 Credits.
Pre-requisites: BIOL 310 plus any one of BIOL 301, BIOL 302, BIOL 303, BIOL 304.
This course is a study of variation, adaptation and speciation in biological systems.

BIOL 424. ENTOMOLOGY. 5 Credits.
Notes: may be stacked with BIOL 524.
Pre-requisites: ≥C- in BIOL 171, ≥C in BIOL 172, BIOL 173, BIOL 270; or permission of instructor; BIOL 303 recommended.
This course is about the evolutionary history, current diversity, ecology and physiology of insects. Lab included.

BIOL 430. IMMUNOLOGY. 5 Credits.
Pre-requisites: Any one of BIOL 301, BIOL 303, BIOL 304 or permission of the instructor. BIOL 460 is recommended.
This course covers immune reactions of animals with principal emphasis on those associated with infectious diseases.

BIOL 432. VIROLOGY. 5 Credits.
Pre-requisites: any one of BIOL 301, BIOL 303, BIOL 304 or permission of the instructor. BIOL 460 is recommended.
This course includes coverage of the molecular biology of microbial, animal and plant viruses and their host-parasite relationships. Those viruses associated with human and animal diseases are emphasized.

BIOL 435. BIOLOGY OF CANCER. 5 Credits.
Pre-requisites: ≥C- in BIOL 171, ≥C in BIOL 172, BIOL 173, BIOL 270; and BIOL 310; or permission of instructor.
A general study of human neoplasms.

BIOL 436. CELL BIOLOGY. 5 Credits.
Pre-requisites: ≥C- in BIOL 171, ≥C in BIOL 172, BIOL 173, BIOL 270; and BIOL 310; and CHEM 153; or permission of instructor.
This course is a comprehensive study of cell biology from a structural and functional perspective.

BIOL 438. MOLECULAR BIOLOGY. 5 Credits.
Pre-requisites: BIOL 310 and one of BIOL 301, BIOL 302, BIOL 303, BIOL 304, CHEM 351.
This course includes study of gene structure, organization, function and regulation. Equal emphasis is given to the molecular processes and genetic phenomena of both prokaryotic and eukaryotic cells.

BIOL 440. ECOLOGY. 4 Credits.
Pre-requisites: ≥C- in BIOL 171, ≥C in BIOL 172, BIOL 173, BIOL 270; MATH 161 or MATH 380 or BIOL 380; or permission of instructor.
This course involves the study of factors which determine the distribution and abundance of organisms.

BIOL 441. ECOLOGY LAB. 2 Credits.
Pre-requisites: current or prior enrollment in BIOL 440.
A field and laboratory course which emphasizes testing ecological hypotheses.

BIOL 442. CONSERVATION BIOLOGY. 4 Credits.
Pre-requisites: ≥C- in BIOL 171, ≥C in BIOL 172, BIOL 173, BIOL 270; or permission of the instructor; BIOL 440 recommended.
Conservation biology is a synthetic discipline that has arisen in response to the current unprecedented rates of extinction and draws on a wide range of basic sciences and applied fields to address the problem of loss of biological diversity. This course introduces students to the discipline of conservation biology, familiarizes students with literature in the field of conservation biology and provides students with a forum for discussion of some major topics in conservation biology.

BIOL 443. WILDLIFE MANAGEMENT. 4 Credits.
Pre-requisites: ≥C- in BIOL 171, ≥C in BIOL 172, BIOL 173, BIOL 270; or permission of the instructor; BIOL 440 recommended.
This course examines the historical and political development of wildlife management, the ecological principles that underpin management decisions, primary approaches to management, and current management issues.
BIOL 444. FIELD ECOLOGY. 4 Credits.
Pre-requisites: BIOL 423 or BIOL 440 or permission of the instructor.
In this course students conduct observational and/or experimental field studies designed to answer contemporary ecological questions. The course emphasizes hypothesis testing, study design, field techniques, data analysis, and written and oral study presentation. Aquatic ecology, terrestrial ecology, or both may be emphasized.

BIOL 445. STREAM ECOLOGY. 5 Credits.
Pre-requisites: one of: BIOL 301, BIOL 302, BIOL 303, BIOL 304; or permission of instructor.
This course covers the diverse ecological functions of streams and their roles in global processes. The primary focus is on ecosystem function. Stream organisms and their communities are also covered. Laboratories include field work, laboratory techniques, data analysis and professional methods for measuring rates of stream ecosystem processes and investigating stream communities.

BIOL 446. RIPARIAN ECOLOGY. 5 Credits.
Pre-requisites: ≥C in BIOL 171, ≥C in BIOL 172, BIOL 173, BIOL 270; or permission of instructor.
This course will focus on riparian areas (riparia), which experience intermittent flooding by water moving within a catchment. Riparia form the interface between terrestrial and aquatic habitats and perform critical ecosystem functions. This class will address riparian physical processes, biotic adaptations, human impacts, conservation, restoration and management.

BIOL 450. MAMMALOGY. 5 Credits.
Pre-requisites: BIOL 304 or permission of the instructor.
This course covers the classifications, life histories and ecology of mammals. A laboratory is included.

BIOL 454. ORNITHOLOGY. 5 Credits.
Pre-requisites: BIOL 304 or permission of the instructor.
Natural history and taxonomy of birds.

BIOL 460. HEMATOLOGY. 5 Credits.
Pre-requisites: BIOL 310 plus one of BIOL 301, BIOL 303 or BIOL 304; or permission of the instructor.
This course discusses the morphology and hemostasis of the normal and abnormal human hematological system. A laboratory is included.

BIOL 462. ICHTHYOLOGY. 5 Credits.
Pre-requisites: ≥C in BIOL 172, BIOL 173, BIOL 270 or permission of the instructor.
This course is a systematic and ecological study of fishes with emphasis on the freshwater fishes of the U.S. A laboratory is included.

BIOL 463. FISHERIES BIOLOGY AND MANAGEMENT. 4 Credits.
Pre-requisites: ≥C in BIOL 172, BIOL 173, BIOL 270 or permission of the instructor.
This course covers the development of the biological basis of fisheries management and the role of fish populations as sources of food and recreation for humans.

BIOL 470. BIOLOGICAL ILLUSTRATION. 5 Credits.
Pre-requisites: ≥C in BIOL 172, BIOL 173, BIOL 270 or permission of the instructor.
The emphasis in this course is placed on developing the various techniques commonly used in rendering biological illustrations that are suitable for publication.

BIOL 473. NEUROBIOLOGY. 5 Credits.
Notes: PHYS 133 or PHYS 153 is recommended.
Pre-requisites: ≥C in BIOL 172, BIOL 173, BIOL 270; CHEM 153 or permission from the instructor.
This course introduces students to the principles of neurobiology. Emphasis is placed on human neuroscience but examples from a wide range of invertebrates and vertebrates are used to best illustrate neurobiological principles, concepts, and mechanisms. The course also includes a laboratory component focusing on neuroanatomy.

BIOL 476. MUSCLE PHYSIOLOGY. 3 Credits.
Pre-requisites: BIOL 332 or permission of the instructor.
This course examines the structure, function and regulation of muscle tissue with emphasis on skeletal muscle.

BIOL 477. EMBRYOLOGY. 5 Credits.
Pre-requisites: BIOL 310.
This course examines the dynamics, physical features and mechanisms of early organismic development from both the classical embryology and modern genetic perspective. Emphasis is placed on mammalian embryology. Also discussed are state-of-art technologies currently in use in medical and veterinary practice and in research.

BIOL 479. CLINICAL LABORATORY THEORY AND PRACTICUM I. 6 Credits.
Pre-requisites: admission to Professional Training at Sacred Heart Medical Center. This course is a clinical laboratory science course, which will begin at the affiliate hospital in the latter part of summer of a student's junior year. It includes lecture and laboratory instruction in clinical immunohematology, clinical chemistry, phlebotomy, clinical hematology, clinical microscopy and urinalysis, clinical body fluids, transfusion techniques and clinical microbiology.

BIOL 480. CLINICAL LABORATORY THEORY AND PRACTICUM II. 12 Credits.
Pre-requisites: BIOL 479.
BIOL 480 is the second course in clinical laboratory science at the affiliate hospital. Students will review basic and advanced information in immunohematology, clinical chemistry, clinical hematology, clinical microbiology, clinical immunology, medical mycology and phlebotomy techniques. Students will perform patient laboratory testing under the guidance of trained professionals.

BIOL 481. FRESHWATER INVERT ZOOLOGY. 5 Credits.
Pre-requisites: ≥C in BIOL 172, BIOL 173, BIOL 270 are required; BIOL 405 or BIOL 440 is recommended.
This is a field course stressing the collection, preservation and identification of freshwater invertebrates. A laboratory is included.

BIOL 482. CLINICAL LABORATORY THEORY AND PRACTICUM III. 12 Credits.
Pre-requisites: BIOL 480.
BIOL 482 is the third course in clinical laboratory science at the affiliate hospital. Students continue to study advanced clinical immunohematology, clinical chemistry, clinical microbiology and clinical hematology. During this course, students will perform actual patient laboratory testing under the guidance of trained professionals.
BIOL 483. CLINICAL LABORATORY THEORY AND PRACTICUM IV. 12 Credits.
Prerequisites: BIOL 482.
BIOL 483 is the fourth course in clinical laboratory science at the affiliate hospital. Students will learn financial and quality management of clinical laboratory, ethics and professional behavior. Students will continue their training in advanced diagnostics in clinical microbiology, clinical chemistry, hematology and immunohematology. During this course, students will perform actual patient laboratory testing under the guidance of trained professionals.

BIOL 485. MOLECULAR BIOTECHNOLOGY. 5 Credits.
Prerequisites: BIOL 301, BIOL 310, CHEM 480.
A study of the concepts, experiments and industrial applications of fermentation theory, recombinant DNA protocols, plasmids and cloning, DNA, RNA and protein sequencing and synthesis, monoclonal antibodies and cell fusion, solid support enzyme technology, bioenergy reactions, biomass and secondary metabolite production and biodegradation.

BIOL 488. MOLECULAR BIOTECHNOLOGY LABORATORY. 2 Credits.
Prerequisites: BIOL 485 or concurrent enrollment.
Experiments include basic analytical and separatory techniques, analytical and preparative fermentations, restriction analysis of viral DNA, RNA labelling and sequencing, tissue fractionation and lectin affinity column chromatography, DNA cloning, screening and blot analysis, mammalian cell culture and fusion, immunochemistry and in vitro translation.

BIOL 489. TOPICS IN MOLECULAR BIOTECHNOLOGY. 2 Credits.
Prerequisites: BIOL 485, BIOL 488.
Readings and discussion of research and issues in molecular biotechnology.

BIOL 490. SENIOR CAPSTONE. 5 Credits.
Prerequisites: senior standing (135 credits), BIOL 310, and one of the following: BIOL 301, BIOL 302, BIOL 303, or BIOL 304.
Satisfies: a university graduation requirement—senior capstone.
Integrated Studies in Form and Function, or Integrated Studies in Microbial and Molecular Biology, or Integrated Studies in Ecology and Evolutionary Biology. See your major department advisor for the appropriate section number. A laboratory is included.

BIOL 490A. BIOTECHNOLOGY CAPSTONE. 5 Credits.
Notes: a laboratory is included.
Prerequisites: senior standing, BIOL 485, BIOL 488, BIOL 489.
Satisfies: a university graduation requirement—senior capstone.
This capstone course is specific to the Biotechnology Option. Integration of lecture and laboratory experience to culminate in research project. See your major department.

BIOL 491. SENIOR THESIS. 5 Credits.
Prerequisites: BIOL 483.
BIOL 491 is a Senior Thesis in clinical laboratory science at the affiliate hospital. Students will have lectures in ethics and professional behavior, management information and participate individually in small clinical laboratory experience and continue their training of advanced diagnostic work in clinical microbiology, clinical chemistry, hematology, and immunohematology. During this course, students will perform actual patient laboratory testing under the guidance of trained professionals. An individual senior project integrating practical and theoretical topics will be the culmination of this course.

BIOL 495. INTERNSHIP. 1-15 Credits.
Notes: only 5 credits will be allowed toward the electives.
Prerequisites: permission of the instructor, department chair and college dean.
BIOL 513. CURRENT TOPICS IN CELL AND MOLECULAR BIOLOGY. 2 Credits.
Notes: may be repeated for credit.
Pre-requisites: admission to the biology master’s program or permission of the instructor.
This course will explore modern developments across the molecular and cell biology disciplines. Topics will build on research expertise of faculty as well as current literature. These areas include environmental and medical microbiology, recombinant DNA, immuno-pathology, embryology.

BIOL 514. CURRENT TOPICS IN ECOLOGY AND EVOLUTION. 2 Credits.
Pre-requisites: admission to the Biology Master’s Program or permission of the instructor.
Current readings on selected topics of ecology and evolution. Topics will depend upon interests of instructor and students. Possible topics include: evolution of mating systems, aquatic ecology, community ecology, microevolutionary processes, population dynamics, evolution of life history strategies.

BIOL 515. GROWTH OF BIOLOGICAL THOUGHT. 2 Credits.
Pre-requisites: admission to the Biology Master’s Program or permission of the instructor.
This course will include readings on topics such as changing biological paradigms, philosophies and ethical behavior of biologists in their historic as well as current context. Topics will be developed in relation to antecedent discoveries, available technology, political events and social climate.

BIOL 519. REVIEW OF LITERATURE. 1 Credit.
Presentations by faculty and graduate students of current biological research papers.

BIOL 520. EPIDEMIOLOGY. 5 Credits.
Pre-requisites: admission to graduate program or permission of the instructor.
A study of the factors which determine the frequencies and distributions of the communicable diseases among humans with an emphasis on independent synthesis of current literature.

BIOL 521. MEDICAL BACTERIOLOGY. 5 Credits.
Pre-requisites: BIOL 301.
The microbial agents of human disease, with an emphasis on bacteria.

BIOL 530. IMMUNOLOGY. 5 Credits.
Pre-requisites: admission to graduate program or permission of the instructor.
Immune reactions of animals with principal emphasis on those associated with infectious diseases. Students will conduct primary literature review.

BIOL 532. Virology. 5 Credits.
Pre-requisites: admission to graduate program or permission of the instructor.
The molecular biology of microbial, animal and plant viruses, especially those viruses associated with human and animal diseases and their host-parasite relationships with an emphasis on synthesis of primary literature.

BIOL 535. BIOLOGY OF CANCER. 5 Credits.
Pre-requisites: admission to graduate program or permission of the instructor.
An advanced study of human neoplasms through synthesis of current literature.

BIOL 536. CELL BIOLOGY. 5 Credits.
Pre-requisites: admission to graduate program or permission of the instructor.
A comprehensive study of cellular biology from a structural and functional perspective incorporating independent laboratory and/or synthesis of primary literature.

BIOL 539. SPECIAL STUDIES. 1-5 Credits.

BIOL 542. CONSERVATION BIOLOGY. 4 Credits.
Pre-requisites: admission to graduate program or permission of the instructor.
Conservation biology is a synthetic discipline that has arisen in response to the current unprecedented rates of extinction and draws on a wide range of basic sciences and applied fields to address the problem of loss of biological diversity. This course examines the discipline of conservation biology, familiarizes students with literature in conservation biology, and provides students with a forum for discussion of some major topics in Conservation Biology. Students incorporate independent field work and/or synthesis of primary literature.

BIOL 543. WILDLIFE MANAGEMENT. 4 Credits.
Pre-requisites: admission to graduate program or permission of the instructor.
An examination of the historical and political development of wildlife management, the ecological principles that underpin management decisions, primary approaches, and current management issues incorporating independent field work and/or synthesis of primary literature.

BIOL 546. RIPARIAN ECOLOGY. 5 Credits.
Pre-requisites: admission to the Biology Master’s Program or permission of the instructor.
This course will focus on riparian areas (riparia), areas which experience intermittent flooding by water moving within a catchment. Riparia form the interface between terrestrial and aquatic habitats and perform critical ecosystem functions. This class will address riparian physical processes, biotic adaptations, human impacts, conservation, restoration and management.

BIOL 550. MAMMALOLOGY. 5 Credits.
Pre-requisites: admission to graduate program or permission of the instructor.
The classifications, life histories and ecology of mammals with an emphasis on independent field or literature review studies.

BIOL 554. ORNITHOLOGY. 5 Credits.
Pre-requisites: admission to graduate program or permission of the instructor.
Natural history and taxonomy of birds with an emphasis on independent field or literature review studies.

BIOL 560. HEMATOLOGY. 5 Credits.
Pre-requisites: admission to graduate program or permission of the instructor.
An in-depth study of the morphology and hemostasis of the normal and abnormal human hematological system incorporating primary literature review and seminar preparation.

BIOL 562. Ichthyology. 5 Credits.
Pre-requisites: admission to graduate program or permission of the instructor.
An in-depth systematic and ecological study of fishes, especially the freshwater fishes of the U.S., incorporating review of primary literature and independent field research.
BIOL 563. FISHERIES BIOLOGY AND MANAGEMENT. 4 Credits.
**Pre-requisites:** admission to graduate program or permission of the instructor.
Development of the biological basis of fisheries management and the role of fish population as sources of food and recreation for humans. Synthesis of this information by developing a comprehensive management plan for a particular species or body of water.

BIOL 573. NEUROBIOLOGY. 5 Credits.
**Pre-requisites:** admission to the MS Biology Program or permission of instructor.
This course introduces students to the principles of neurobiology. Emphasis is placed on human neuroscience but examples from a wide range of invertebrates and vertebrates are used to best illustrate neurobiological principles, concepts, and mechanisms. The course also includes a laboratory component focusing on neuroanatomy.

BIOL 576. MUSCLE PHYSIOLOGY. 3 Credits.
**Pre-requisites:** BIOL 233 or BIOL 436 or BIOL 490.
The structure, function and regulation of muscle tissue, with an emphasis on skeletal muscle.

BIOL 581. FRESHWATER INVERT ZOOLOGY. 5 Credits.
**Pre-requisites:** admission to graduate program or permission of the instructor.
A field course incorporating techniques used in the collection, preservation and identification of freshwater invertebrates into independent field research.

BIOL 585. MOLECULAR BIOTECHNOLOGY I. 5 Credits.
**Pre-requisites:** admission to graduate program or permission of the instructor.
An in-depth examination of animal and plant cell culture and microbial fermentation from the perspective of physiology and biochemical engineering.

BIOL 588. MOLECULAR BIOTECHNOLOGY LAB. 2 Credits.
**Pre-requisites:** admission to graduate program or permission of the instructor.
Advanced quantitative procedures in recombinant DNA and monoclonal antibodies.

BIOL 600. THESIS RESEARCH. 1-10 Credits.
**Pre-requisites:** permission of the instructor, department chair and college dean.
The thesis will represent culmination of original research under direction of graduate committee.

BIOL 601. RESEARCH REPORT. 1-10 Credits.
**Pre-requisites:** permission of the instructor, department chair and college dean.
Non-thesis directed research. Not available for Master of Science in Biology.

BIOL 696. COLLEGE TEACHING INTERNSHIP. 1-5 Credits.
Business Administration

Department of Finance & Marketing
Morris Kalliny, Chair
324 Riverpoint
509.828.1275

Department of Information Systems & Business Analytics
Duanning Zhou, Chair
307 Riverpoint
509.828.1203

Department of Management
Patricia Nemetz-Mills, Chair
326 Riverpoint
509.828.1235

Department of Professional Accounting
Arsen Djatej, Chair
350 Riverpoint
509.828.1250

Faculty


Undergraduate Degrees
Bachelor of Arts in Business Administration (BAB)
Business Analytics (p. 109)
Entrepreneurship (p. 110)
Finance (p. 111)
International Business (p. 112)
Management - General Business Option (p. 114)
Management - Human Resource Management Option (p. 115)
Management - Operations Management Option (p. 117)
Management Information Systems (p. 116)
Marketing (p. 113)
Professional Accounting (p. 118)

Bachelor of Science (BS)
Data Analytics (p. 119)

Undergraduate Minors
Accounting (p. 120)
Business Administration (p. 121)
Business Analytics (p. 120)
Data Analytics (p. 121)
Entrepreneurship (p. 121)
Information Security (p. 121)
International Business (p. 122)

Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.

Grade Requirements for graduation are listed in each program.

Undergraduate Programs
The College of Business and Public Administration at Eastern offers excellent business programs taught by a mix of research producing, terminally qualified faculty and practitioners who are deeply engaged in their professions.

The College is known for these strengths:
- Business Administration degrees accredited by AACSB-International
- classes which allow participation and personal attention
- excellent computer systems and labs available to students
- many opportunities to engage in practical research with professors
- day and evening classes
- internship opportunities

A solid theoretical foundation balanced with practical application is critical to being successful in business. Eastern Washington University’s business programs provide that balance, with emphasis on analysis, critical thinking and intellectual inquiry. An understanding of the economic, social, ethical and legal business environment—along with principles of accounting, finance, management, marketing, production and quantitative analysis, all taught from a global perspective—is part of all Eastern’s business programs.

Preparation Information for Business: The College of Business and Public Administration recognizes the importance of certain basic skills for a career in business. Students planning to enter a degree program in Business Administration are encouraged to prepare through courses in written and oral communications, mathematics and computer fundamentals. These skills will be further developed through coursework in the Business Administration curriculum. All Business Administration students are encouraged to enroll in BUED 302 Business Communication to supplement their communication skills.

Transferring Business Courses from Other Institutions: Eastern Washington University has articulated agreements with all community colleges in the state of Washington and with certain community colleges in Idaho, Montana and Oregon regarding the transferability of courses into four-year degree programs. Students planning on transferring from these schools are encouraged to consult with their community college counselor and with the Academic Advisors for Undergraduate Business Programs at EWU regarding transferability of courses in Business Administration.

Coursework of students transferring from other institutions of higher education is evaluated on a course-by-course basis to determine equivalence to EWU Business Administration courses. Students seeking a degree in Business Administration must complete a minimum of 50 percent of business credit hours required for the degree in residence at EWU. Additionally, students must complete a minimum of 50 percent of the required courses in the major at EWU. Students seeking a minor in Business Administration, Decision Science, International Business
or Management Information Systems must complete a minimum of 12 credits in the minor at EWU.

It is the policy of the College of Business and Public Administration that students, once admitted to and pursuing a course of study at EWU in Business Administration, will take their required courses at EWU. A student wishing to take a course at another institution with the intention to transfer that course into his/her degree program at EWU must receive approval from either the Business Undergraduate Program Advisors (lower division courses) or the appropriate department chair (upper division courses).

**Course Enrollment Policies:** undergraduate Business Administration courses are offered under the following prefixes.

### Business Administration

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>ACCT</td>
<td>Accounting</td>
</tr>
<tr>
<td>BUED</td>
<td>Business/Marketing Education</td>
</tr>
<tr>
<td>DSCI</td>
<td>Decision Science</td>
</tr>
<tr>
<td>ENTP</td>
<td>Entrepreneurship</td>
</tr>
<tr>
<td>FINC</td>
<td>Finance</td>
</tr>
<tr>
<td>HUMR</td>
<td>Human Resource Management</td>
</tr>
<tr>
<td>IBUS</td>
<td>International Business</td>
</tr>
<tr>
<td>MGMT</td>
<td>Management</td>
</tr>
<tr>
<td>MISC</td>
<td>Management Information Systems</td>
</tr>
<tr>
<td>MKTG</td>
<td>Marketing</td>
</tr>
<tr>
<td>OPSM</td>
<td>Operations Management</td>
</tr>
</tbody>
</table>

### Education

<table>
<thead>
<tr>
<th>Prefix</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>BUED</td>
<td>Business/Marketing Education</td>
</tr>
<tr>
<td>CTED</td>
<td>Career and Technical Education</td>
</tr>
</tbody>
</table>

Business Administration courses numbered 300 and above (with the exception of all DSCI and MISC courses, ENTP 311, BUED 302, DSCI 346, MGMT 326, MKTG 310, FINC 335 and OPSM 330) are intended for students who either:

1. are formally admitted to the BAB program or
2. have post-baccalaureate standing and have completed the prerequisite courses or
3. have formally declared majors in another degree program, have completed the prerequisite courses and have the appropriate clearances and class standing, and are taking the course for one of the following reasons:
   a. required for their major;
   b. required for their minor;
   c. fulfills a BACR, or International Studies requirement.

Students are also expected to satisfy course prerequisites as listed in this catalog. Students who do not meet one of the above criteria, or who have not satisfied course prerequisites, will be dropped from the course.

Admission Requirements for the College of Business and Public Administration Bachelor of Arts in Business Administration (BAB): The College of Business and Public Administration has specific requirements for formal admission into the Bachelor of Arts in Business Administration (BAB) degree program. These requirements must be met before continuation into upper division business courses. Contact the Academic Advisors for Undergraduate Business Programs for current requirements.

**Course Repeat Policy**

The Undergraduate Business Program’s course repeat policy limits students to three graded attempts for each requirement for their business major or minor, including all requirements listed on the business administration core and business classes required for the major or minor. If a requirement for the major or minor is not successfully completed with a minimum grade ≥2.0 on the third graded attempt, the student will be dropped from the program.

For fulfillment of each course requirement, the business program will consider the first three times a student completes the course; further attempts of the course will not be accepted. In accordance with EWU's repeat policy, only the most recent of the (first) three completions will be accepted. Completion is defined as receiving a final grade in the course.

A student who has been denied admission to the business program or who has been dropped from the program based on application of this policy may seek admission into the program or continuation through petition to the Dean of the College of Business and Public Administration.

The policy applies to all business program core, major and minor requirements and includes graded attempts of these requirements at colleges and universities other than EWU. For the specific requirements, refer to the General Undergraduate Catalog or the Business Advising website.

It is anticipated that enforcement of the policy will not be handled automatically by the student information system but will require review of transcripts at the time of admission to the business program and/or review of transcript/graduation forms just prior to graduation. Information as to the policy and the student's obligation to understand and follow it will be included on program advising information and admission forms and in EWU catalog information.

When a student declares business administration as a degree program, the student will be informed of this policy by the business advisor. If a student applying for formal admission to the business program has completed a business program requirement a third time with a grade <C, the student will be informed by the business advisor that the student is not admissible and that further attempts of the course will not be considered. If a student has been formally admitted to the business program and then completes a business program requirement a third time with a grade <C, the student will be dropped from the program and informed by the business advisor that further attempts of the course will not be considered. (Go to Business Advising [http://www.ewu.edu/businessadvising] for details.)

**Assessment Requirement**

The Comp–XM Exam will be administered as part of the MGMT 490 business capstone course. It will serve to assess student learning goals relative to the fundamental knowledge of the core business disciplines as well as the students’ ability to integrate their knowledge to arrive at informed decisions.

**Program Location**

The Bachelor of Arts in Business Administration (BAB) is offered at four locations: at Eastern’s main campus in Cheney, EWU Spokane at the Riverpoint Campus, in Bellevue at Bellevue College and Longview at Lower Columbia College. All Business Administration Core courses are available at all locations. The following majors are available:

- **Cheney Campus and EWU Spokane**
  - Accounting, Professional
Entrepreneurship
Finance
International Business
Management
Management Information Systems
Marketing

Bellevue
Management

Support services, including registration and advising from both the Undergraduate Program Advisor for Business and from faculty members, is available.

Degree Requirements for Bachelor of Arts in Business Administration
All students seeking a degree in Business Administration must complete the Business Administration Core plus courses for at least one major.

Graduate Degrees

Master of Business Administration (MBA)
MBA (p. 122)
MBA/Master of Public Administration (p.)

Master of Professional Accounting (MPAcc)
MPAcc Program (p. 124)

Graduate Programs
Jill Ericson, Director of Graduate Programs
College of Business and Public Administration
EWU Spokane (SEWC 331)
668 N. Riverpoint
Spokane, WA 99202-1677
509.828.1248

Business Analytics, Bachelor of Arts in Business Administration (BAB)

With the advent of large-scale data collection in the worlds of business, government, medical and educational arenas, there is an increasing demand for individuals with the skills required to review historical data for possible trends, to evaluate the effects of events and decisions, and to develop the narrative that explains what is seen in the data. Analytics is a hybrid field addressing this skill set through the study of information systems, applied statistics, management science, data analysis and decision support.

The Bachelors of Arts in Business Analytics concentrates at the undergraduate level on equipping graduates with the ability to take varying types of datasets in a variety of settings and accurately and ethically extract, clean and analyze data. Graduates of the program will be able to work in a variety of fields besides business including; education, medical and governmental positions.

The BAB in Business Analytics is a collaborative program between Eastern Washington University (EWU) and Spokane Community College (SCC). Students may be enrolled and take courses at both schools to complete their degree. For those taking a large portion of their lower division courses at SCC, it is possible to earn an SCC associates degree along with this EWU BAB degree.

Notes:

• formal admission to the BAB program is required;
• ECON 200 and ECON 201 are considered supporting courses and may be used to fulfill BACRs as well as requirements for the Business Administration degree; however, these courses are not counted twice toward the total of 180 credits for graduation.

Grade Requirements for Graduation

• a minimum grade ≥C in each course required for the major;
• a minimum GPA ≥2.5 for all upper division Business Administration core courses as well as required and elective courses taken to fulfill requirements for the major area.

Required Business Administration Core

Lower Division Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACCT 251</td>
<td>PRINCIPLES OF FINANCIAL ACCOUNTING</td>
<td>5</td>
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<tr>
<td>ACCT 252</td>
<td>PRINCIPLES OF MANAGEMENT ACCOUNTING</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 261</td>
<td>BUSINESS LAW</td>
<td>4</td>
</tr>
<tr>
<td>DSCI 245</td>
<td>DATA ANALYSIS FOR BUSINESS</td>
<td>4</td>
</tr>
<tr>
<td>ECON 200</td>
<td>INTRODUCTION TO MICROECONOMICS</td>
<td>5</td>
</tr>
<tr>
<td>ECON 201</td>
<td>INTRODUCTION TO MACROECONOMICS</td>
<td>5</td>
</tr>
<tr>
<td>ENGL 201</td>
<td>COLLEGE COMPOSITION: ANALYSIS, RESEARCH AND DOCUMENTATION</td>
<td>5</td>
</tr>
<tr>
<td>MATH 142</td>
<td>PRECALCULUS MATH II (recommended)</td>
<td>5</td>
</tr>
<tr>
<td>or MATH 161</td>
<td>CALCULUS I</td>
<td></td>
</tr>
<tr>
<td>or MATH 200</td>
<td>FINITE MATHEMATICS</td>
<td></td>
</tr>
<tr>
<td>MISC 211</td>
<td>INFORMATION TECHNOLOGY IN BUSINESS</td>
<td>4</td>
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Upper Division Core

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>DSCI 346</td>
<td>ADVANCED DATA ANALYSIS FOR BUSINESS</td>
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<tr>
<td>FINC 335</td>
<td>FINANCIAL MANAGEMENT</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 423</td>
<td>BUSINESS AND SOCIETY</td>
<td>4</td>
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<td>MGMT 490</td>
<td>DEPARTMENT SENIOR CAPSTONE</td>
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<td>MKTG 310</td>
<td>PRINCIPLES OF MARKETING</td>
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<tr>
<td>OPSM 330</td>
<td>OPERATIONS MANAGEMENT</td>
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Required Courses

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<tbody>
<tr>
<td>DSCI 352</td>
<td>MIXED RESEARCH METHODS, SECURITY AND ETHICS FOR ANALYTICS</td>
<td>4</td>
</tr>
<tr>
<td>DSCI 353</td>
<td>DATA MANAGEMENT, CLEANING AND IMPUTATION</td>
<td>4</td>
</tr>
<tr>
<td>DSCI 445</td>
<td>OPTIMIZATION VIA MANAGEMENT SCIENCE</td>
<td>4</td>
</tr>
<tr>
<td>DSCI 450</td>
<td>DATA VISUALIZATION</td>
<td>4</td>
</tr>
<tr>
<td>DSCI 490</td>
<td>ANALYTICS SENIOR CAPSTONE</td>
<td>4</td>
</tr>
<tr>
<td>MISC 373</td>
<td>BUSINESS DATABASE APPLICATIONS</td>
<td>4</td>
</tr>
<tr>
<td>MISC 374</td>
<td>SPREADSHEET MODELING FOR BUSINESS APPLICATIONS</td>
<td>4</td>
</tr>
<tr>
<td>MISC 485</td>
<td>ADVANCED DATABASE APPLICATIONS DEVELOPMENT</td>
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</table>

Electives–choose at least two courses from the following

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACCT 359</td>
<td>ACCOUNTING SYSTEMS</td>
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<tr>
<td>DSCI 446</td>
<td>BUSINESS FORECASTING</td>
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</tr>
<tr>
<td>DSCI 447</td>
<td>DESIGN OF EXPERIMENTS</td>
<td></td>
</tr>
<tr>
<td>DSCI 448</td>
<td>BUSINESS SIMULATION</td>
<td></td>
</tr>
</tbody>
</table>
Entrepreneurship, Bachelor of Arts in Business Administration (BAB)

The Entrepreneurship major will teach students what it takes to be an entrepreneur. This will include skills such as telling a great story about their idea or business, giving a great pitch, defining the value proposition of the business, creative ways to finance through startup, and even how to refine and perfect their business model and create a business plan that works.

Students must be formally admitted to the Business Undergraduate Program or officially declared as a minor before enrolling in business classes in the major. See Business Administration Course Enrollment Policies for more information.

Courses taken for this Entrepreneurship major may not be counted towards the Business Administration Core, the Finance, Marketing, Management: General Business Option, Human Resource Management Option or the Operations Management Option majors.

Notes:

• formal admission to the BAB program is required;
• ECON 200 and ECON 201 are considered supporting courses and may be used to fulfill BACRs as well as requirements for the Business Administration degree. However, these courses are not counted twice toward the total of 180 credits for graduation.

Grade Requirements for Graduation

• a minimum grade ≥C in each course required for the major;
• a minimum GPA ≥2.5 for all upper division Business Administration core courses as well as required and elective courses taken to fulfill requirements for the major area.

Lower Division Core

ACCT 251 PRINCIPLES OF FINANCIAL ACCOUNTING 5
ACCT 252 PRINCIPLES OF MANAGEMENT ACCOUNTING 4
ACCT 261 BUSINESS LAW 4
DSCI 245 DATA ANALYSIS FOR BUSINESS 4
ECON 200 INTRODUCTION TO MICROECONOMICS 5
ECON 201 INTRODUCTION TO MACROECONOMICS 5
ENGL 201 COLLEGE COMPOSITION: ANALYSIS, RESEARCH AND DOCUMENTATION 5

MATH 142 PRECALCULUS MATH II 5
or MATH 161 CALCULUS I
or MATH 200 FINITE MATHEMATICS

MISC 211 INFORMATION TECHNOLOGY IN BUSINESS 4

Upper Division Core

DSCI 346 ADVANCED DATA ANALYSIS FOR BUSINESS 4
FINC 335 FINANCIAL MANAGEMENT 4
MGMT 423 BUSINESS AND SOCIETY 4
MGMT 490 DEPARTMENT SENIOR CAPSTONE 4
MKTG 310 PRINCIPLES OF MARKETING 4
OPSM 330 OPERATIONS MANAGEMENT 4

Required Courses

• use the technical skills associated with the storage, management and cleaning of data.

Entrepreneurship, Bachelor of Arts in Business Administration (BAB)

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Entrepreneurship, Bachelor of Arts in Business Administration (BAB)
Each course throughout the program will contribute to the development of an Entrepreneurship portfolio designed to include the skills and competencies necessary to start, operate and grow a business.

**Finance Major, Bachelor of Arts in Business Administration (BAB)**

The Finance major is for those students with career objectives in the financial management of business firms, banking and other financial institutions, insurance and the securities industries. The course of study analyzes the investment needs, financial requirements and financial performance of business firms. It also is concerned with the role played by financial institutions and security markets in meeting the vital financial needs of business firms, investors and consumers.

Students must be formally admitted to the Business Undergraduate Program or officially declared as a minor before enrolling in business classes in the major. See Business Administration Course Enrollment Policies for more information.

Courses taken for the Finance Major beyond the required Business Administration Core are not counted double toward the Entrepreneurship, International Business, Marketing, Human Resource Management Option, Operations Management Option or General Business Option majors.

**Notes:**
- formal admission to the BAB program is required;
- ECON 200 and ECON 201 are considered supporting courses and may be used to fulfill BACRs as well as requirements for the Business Administration degree; however, these courses are not counted twice toward the total of 180 credits for graduation.

**Grade Requirements for Graduation**
- a minimum grade ≥C in each course required for the major;
- a minimum GPA ≥2.5 for all upper division Business Administration core courses as well as required and elective courses taken to fulfill requirements for the major area.

**Required Business Administration Core**

**Lower Division Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 251</td>
<td>PRINCIPLES OF FINANCIAL ACCOUNTING</td>
<td>5</td>
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<tr>
<td>ACCT 252</td>
<td>PRINCIPLES OF MANAGEMENT ACCOUNTING</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 261</td>
<td>BUSINESS LAW</td>
<td>4</td>
</tr>
<tr>
<td>DSCI 245</td>
<td>DATA ANALYSIS FOR BUSINESS</td>
<td>4</td>
</tr>
<tr>
<td>ECON 200</td>
<td>INTRODUCTION TO MICROECONOMICS</td>
<td>5</td>
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<tr>
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<td>MISC 211</td>
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**Upper Division Courses**

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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>DSCI 346</td>
<td>ADVANCED DATA ANALYSIS FOR BUSINESS</td>
<td>4</td>
</tr>
<tr>
<td>FINC 335</td>
<td>FINANCIAL MANAGEMENT</td>
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</tr>
<tr>
<td>MGMT 326</td>
<td>ORGANIZATION THEORY AND BEHAVIOR</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 423</td>
<td>BUSINESS AND SOCIETY</td>
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</tbody>
</table>
The International Business major is for students with career objectives in the management of global business organizations. The course of study provides education in the theory and principles of international economics, management, finance, human resource management and marketing. It is concerned with the role of global business in both the host country as well as the world economy.

Student must be formally admitted to the Business Undergraduate Program or officially declared as a minor before enrolling in business classes in the major. See Business Administration Course Enrollment Policies for more information.

Courses taken for the International Business Major beyond the required Business Administration Core are not counted double toward the Entrepreneurship, Finance, Marketing, Human Resource Management Option, Operations Management Option or General Business Option majors.

Notes:

• formal admission to the BAB program is required;
• ECON 200 and ECON 201 are considered supporting courses and may be used to fulfill BACRs as well as requirements for the Business Administration degree; however, these courses are not counted twice toward the total of 180 credits for graduation.

Grade Requirements for Graduation

• a third quarter college level oral, written and reading competency in a modern language with a grade ≥ C is required for this major;
• a minimum grade ≥ C in each course required for the major;
• a minimum GPA ≥ 2.5 for all upper division Business Administration core courses as well as required and elective courses taken to fulfill requirements for the major area.

Required Business Administration Core

Lower Division

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### Marketing Major, Bachelor of Arts in Business Administration (BAB)

The Marketing curriculum prepares students for a wide variety of occupational possibilities. Marketers are involved with such activities as product planning, pricing decisions, advertising, sales management and marketing research. Marketing practitioners act as the connecting link between the firm and its external environment; they assist management in adapting the firm to an ever-changing society.

Students must be formally admitted to the Business Undergraduate Program or officially declared as a minor before enrolling in business classes in the major. See Business Administration Course Enrollment Policies for more information.

Courses taken for the Marketing Major beyond the required Business Administration Core are not counted double toward the Entrepreneurship, Finance, Human Resource Management Option, Operations Management Option or General Business Option majors.

### Notes:
- formal admission to the BAB program is required;
- ECON 200 and ECON 201 are considered supporting courses and may be used to fulfill GECRs as well as requirements for the Business Administration degree; however, these courses are not counted twice toward the total of 180 credits for graduation.

### Grade Requirements for Graduation
- a minimum grade ≥C in each course required for the major;
- a minimum GPA ≥2.5 for all upper division Business Administration core courses as well as required and elective courses taken to fulfill requirements for the major area.

### Required Business Administration Core

#### Lower Division

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<td>MKTG 310</td>
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<td>OPSM 330</td>
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Management with General Business Option, Bachelor of Arts in Business Administration (BAB)

Students interested in learning about management should consider the Management major. Within this major students can follow three options:


Students interested in learning the basic theory and principles of business that are crucial to effective organizational performance and communication across business disciplines should consider the General Business Option. The student has the opportunity to study management as applied to specific areas, including marketing, finance, operations management and management information systems.

Students must be formally admitted to the Business Undergraduate Program or officially declared as a minor before enrolling in business classes in the major. See Business Administration Course Enrollment Policies for more information.

Courses taken for the General Business Option beyond the required Business Administration Core are not counted double toward the Finance, Marketing, Operations Management Option or Human Resource Option majors.

Notes:

- formal admission to the BAB program is required;
- ECON 200 and ECON 201 are considered supporting courses and may be used to fulfill BACRs as well as requirements for the Business Administration degree; however, these courses are not counted twice toward the total of 180 credits for graduation.

Grade Requirements for Graduation

- a minimum grade ≥C in each course required for the major;
- a minimum GPA ≥2.5 for all upper division Business Administration core courses as well as required and elective courses taken to fulfill requirements for the major area.

Required Business Administration Core

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Required General Business Courses

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<tbody>
<tr>
<td>BUED 302</td>
<td>BUSINESS COMMUNICATION</td>
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</tbody>
</table>
Management with Human Resource Management Option, Bachelor of Arts in Business Administration (BAB)

Students interested in learning about management should consider the Management major. Within this major students can follow three options:


The Human Resource Management option focuses on tools, techniques and methods used to maximize satisfaction for both the employer and employee. This option applies human resource management and general management theories to the actual management of the human resources of the organization. Topics covered include equal opportunities, safety and health, compensation, training and development, performance appraisal, motivation and job satisfaction and retirement.

Students must be formally admitted to the Business Undergraduate Program or officially declared as a minor before enrolling in business classes in the major. See Business Administration Course Enrollment Policies for more information.

Courses taken for the Human Resource Management Option beyond the required Business Administration Core are not counted double toward the Entrepreneurship, Finance, Marketing, Operations Management Option or General Business Option majors.

Notes:
- formal admission to the BAB program is required;
- ECON 200 and ECON 201 are considered supporting courses and may be used to fulfill BACRs as well as requirements for the Business Administration degree; however, these courses are not counted twice toward the total of 180 credits for graduation.

Grade Requirements for Graduation
- a minimum grade ≥C in each course required for the major;
- a minimum GPA ≥2.5 for all upper division Business Administration core courses as well as required and elective courses taken to fulfill requirements for the major area.

Required Business Administration Core

Lower Division Courses
- ACCT 251 PRINCIPLES OF FINANCIAL ACCOUNTING 5
- ACCT 252 PRINCIPLES OF MANAGEMENT ACCOUNTING 4
- ACCT 261 BUSINESS LAW 4
- DSCI 245 DATA ANALYSIS FOR BUSINESS 4
- ECON 200 INTRODUCTION TO MICROECONOMICS 5
- ECON 201 INTRODUCTION TO MACROECONOMICS 5
- ENGL 201 COLLEGE COMPOSITION: ANALYSIS, RESEARCH AND DOCUMENTATION 5
- MATH 142 PRECALCULUS MATH II 5
  or MATH 161 CALCULUS I
  or MATH 200 FINITE MATHEMATICS
- MISC 211 INFORMATION TECHNOLOGY IN BUSINESS 4

Upper Division Courses
- DSCI 346 ADVANCED DATA ANALYSIS FOR BUSINESS 4
- FINC 335 FINANCIAL MANAGEMENT 4
- MGMT 326 ORGANIZATION THEORY AND BEHAVIOR 4
- MGMT 423 BUSINESS AND SOCIETY 4
- MGMT 490 DEPARTMENT SENIOR CAPSTONE 4
- MKTG 310 PRINCIPLES OF MARKETING 4
- OPSM 330 OPERATIONS MANAGEMENT 4

Required Human Resources Management Courses
Management Information Systems Major, Bachelor of Arts in Business Administration (BAB)

The major in Management Information Systems is oriented toward developing specialists who can design, implement and manage business information systems. Upon completion, the student should be able to understand both the technical aspects of these systems and the complexities of their management. Depending upon the electives chosen, the student may prepare for entry-level positions in either the technical areas of data processing or in staff support roles in the various functional areas of business.

Notes:
- students must be formally admitted to the Business Undergraduate Program or officially declared as a minor before enrolling in business classes in the major (see Business Administration Course Enrollment Policies for more information).
- ECON 200 and ECON 201 are considered supporting courses and may be used to fulfill BACRs as well as requirements for the Business Administration degree; however, these courses are not counted twice toward the total of 180 credits for graduation.

Grade Requirements for Graduation
- a minimum grade ≥C in each course required for the major;
- a minimum GPA ≥2.5 for all upper division Business Administration core courses as well as required and elective courses taken to fulfill requirements for the major area.

Required Business Administration Core

<table>
<thead>
<tr>
<th>Lower Division Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 251 PRINCIPLES OF FINANCIAL ACCOUNTING</td>
<td>5</td>
</tr>
<tr>
<td>ACCT 252 PRINCIPLES OF MANAGEMENT ACCOUNTING</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 261 BUSINESS LAW</td>
<td>4</td>
</tr>
<tr>
<td>DSCI 245 DATA ANALYSIS FOR BUSINESS</td>
<td>4</td>
</tr>
<tr>
<td>ECON 200 INTRODUCTION TO MICROECONOMICS</td>
<td>5</td>
</tr>
<tr>
<td>ECON 201 INTRODUCTION TO MACROECONOMICS</td>
<td>5</td>
</tr>
<tr>
<td>ENGL 201 COLLEGE COMPOSITION: ANALYSIS, RESEARCH AND DOCUMENTATION</td>
<td>5</td>
</tr>
<tr>
<td>MATH 142 PRECALCULUS MATH II</td>
<td>5</td>
</tr>
<tr>
<td>or MATH 161 CALCULUS I</td>
<td></td>
</tr>
<tr>
<td>or MATH 200 FINITE MATHEMATICS</td>
<td></td>
</tr>
<tr>
<td>MISC 211 INFORMATION TECHNOLOGY IN BUSINESS</td>
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</table>

Upper Division Courses

<table>
<thead>
<tr>
<th>Upper Division Courses</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>DSCI 346 ADVANCED DATA ANALYSIS FOR BUSINESS</td>
<td>4</td>
</tr>
<tr>
<td>FINC 335 FINANCIAL MANAGEMENT</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 326 ORGANIZATION THEORY AND BEHAVIOR</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 423 BUSINESS AND SOCIETY</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 490 DEPARTMENT SENIOR CAPSTONE</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 310 PRINCIPLES OF MARKETING</td>
<td>4</td>
</tr>
<tr>
<td>OPSM 330 OPERATIONS MANAGEMENT</td>
<td>4</td>
</tr>
</tbody>
</table>

Required Management Information Systems Courses

<table>
<thead>
<tr>
<th>Required Management Information Systems Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MISC 371 BUSINESS APPLICATIONS PROGRAM DESIGN</td>
<td>4</td>
</tr>
<tr>
<td>MISC 372 DATA COMMUNICATION AND NETWORK FUNDAMENTALS</td>
<td>4</td>
</tr>
<tr>
<td>MISC 373 BUSINESS DATABASE APPLICATIONS</td>
<td>4</td>
</tr>
<tr>
<td>MISC 481 SYSTEMS ANALYSIS AND DESIGN</td>
<td>4</td>
</tr>
<tr>
<td>MISC 482 SYSTEMS PROJECT AND PROJECT MANAGEMENT</td>
<td>4</td>
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</tbody>
</table>

Electives—select approved, related electives in consultation with your faculty advisor.

Total Credits 97
Management with Operations Management Option, Bachelor of Arts in Business Administration (BAB)

Students interested in learning about management should consider the Management major. Within this major students can follow three options: General Business Option, Human Resource Management Option and Operations Management Option.

The Operations Management Option is for students interested in the daily management activities of an organization. It prepares students with techniques and objectives to help service oriented and/or manufacturing oriented organizations achieve their objectives. Topics that are covered include productivity measures, demand forecasting, location analysis, layout analysis, process choice, scheduling, quality management and supply chain management.

Courses taken for the Operations Management Option beyond the required Business Administration Core are not counted double toward the Entrepreneurship, Finance, Marketing, Human Resource Management Option, and General Business Option majors.

Notes:

- students must be formally admitted to the Business Undergraduate Program or officially declared as a minor before enrolling in business classes in the major (see Business Administration Course Enrollment Policies for more information).
- ECON 200 and ECON 201 are considered supporting courses and may be used to fulfill BACRs as well as requirements for the Business Administration degree; however, these courses are not counted twice toward the total of 180 credits for graduation.

Grade Requirements for Graduation

- a minimum grade ≥C in each course required for the major;
- a minimum GPA ≥2.5 for all upper division Business Administration core courses as well as required and elective courses taken to fulfill requirements for the major area.

Required Business Administration Core

<table>
<thead>
<tr>
<th>Lower Division Courses</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 251 PRINCIPLES OF FINANCIAL ACCOUNTING</td>
<td>5</td>
</tr>
<tr>
<td>ACCT 252 PRINCIPLES OF MANAGEMENT ACCOUNTING</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 261 BUSINESS LAW</td>
<td>4</td>
</tr>
<tr>
<td>DSCI 245 DATA ANALYSIS FOR BUSINESS</td>
<td>4</td>
</tr>
<tr>
<td>ECON 200 INTRODUCTION TO MICROECONOMICS</td>
<td>5</td>
</tr>
<tr>
<td>ECON 201 INTRODUCTION TO MACROECONOMICS</td>
<td>5</td>
</tr>
<tr>
<td>ENGL 201 COLLEGE COMPOSITION: ANALYSIS, RESEARCH AND DOCUMENTATION</td>
<td>5</td>
</tr>
<tr>
<td>MATH 142 PRECALCULUS MATH II</td>
<td>5</td>
</tr>
<tr>
<td>or MATH 161 CALCULUS I</td>
<td>4</td>
</tr>
<tr>
<td>or MATH 200 FINITE MATHEMATICS</td>
<td>4</td>
</tr>
<tr>
<td>MISC 211 INFORMATION TECHNOLOGY IN BUSINESS</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Upper Division Courses</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSCI 346 ADVANCED DATA ANALYSIS FOR BUSINESS</td>
<td>4</td>
</tr>
<tr>
<td>FINC 335 FINANCIAL MANAGEMENT</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 326 ORGANIZATION THEORY AND BEHAVIOR</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 423 BUSINESS AND SOCIETY</td>
<td>4</td>
</tr>
<tr>
<td>MGMT 490 DEPARTMENT SENIOR CAPSTONE</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 310 PRINCIPLES OF MARKETING</td>
<td>4</td>
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<tr>
<td>OPSM 330 OPERATIONS MANAGEMENT</td>
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</table>

Required Operations Management Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSCI 446 BUSINESS FORECASTING</td>
<td>4</td>
</tr>
<tr>
<td>OPSM 425 SERVICE AND OPERATION ANALYSIS</td>
<td>4</td>
</tr>
<tr>
<td>OPSM 428 GLOBAL SUPPLY CHAIN MANAGEMENT</td>
<td>4</td>
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<tr>
<td>OPSM 441 QUALITY MANAGEMENT</td>
<td>4</td>
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</tbody>
</table>

Electives—select approved, related electives in consultation with your faculty advisor.

Total Credits 93-95
Breadth Area Core Requirements (BACR)
- Humanities and Arts (p. 35)
- Natural Sciences (p. 35)
- Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)
- Foreign Language
- Minor or Certificate
- Diversity Course List (p. 37)
- Global Studies Course List (p. 37)
- Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

• know the vocabulary of the operations management discipline;
• explain key operations management concepts such as operations strategy, planning, scheduling, processes and their relationships;
• apply operations management concepts to solve operations management problems such as related to planning, scheduling, the supply chain and quality management;
• calculate resource allocations using operations management tools and techniques and analyze performance using appropriate quantitative methods;
• assess a company’s resource needs based on weekly shifts in simulated operations performance.

Professional Accounting Major, Bachelor of Arts in Business Administration (BAB)

The Professional Accounting major is designed to rigorously prepare students for careers in public accounting (CPA) firms, industry, government and not-for-profit organizations. Several professional certificates are available to professional accounting graduates who pass competitive examinations and meet certain other requirements. For example, the Certified Public Accountant certificate, Certified Management Accountant license or Certified Internal Auditor certificate provide professional recognition to the accountants who successfully complete a comprehensive professional examination and meet an experience requirement.

Requirements to sit for the Uniform Certified Public Accountant Examination vary from state to state. Experience requirements for the license also vary from state to state. Therefore, students must obtain current information from the Board of Accountancy within the state from which they seek licensure.

Notes:
• students must be formally admitted to the Business Undergraduate Program or officially declared as a minor before enrolling in business classes in the major (see Business Administration Course Enrollment Policies for more information).
• ECON 200 and ECON 201 are considered supporting courses and may be used to fulfill BACRs as well as requirements for the Business Administration degree; however, these courses are not counted twice toward the total of 180 credits for graduation.

Grade Requirements for Graduation
• a minimum grade ≥C in each course required for the major;
• a minimum GPA ≥2.5 for all upper division Business Administration core courses as well as required and elective courses taken to fulfill requirements for the major area.

Required Business Administration Core

<table>
<thead>
<tr>
<th>Lower Division Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 251 PRINCIPLES OF FINANCIAL ACCOUNTING</td>
<td>5</td>
</tr>
<tr>
<td>ACCT 252 PRINCIPLES OF MANAGEMENT ACCOUNTING</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 261 BUSINESS LAW</td>
<td>4</td>
</tr>
<tr>
<td>DSCI 245 DATA ANALYSIS FOR BUSINESS</td>
<td>4</td>
</tr>
<tr>
<td>ECON 200 INTRODUCTION TO MICROECONOMICS</td>
<td>5</td>
</tr>
<tr>
<td>ECON 201 INTRODUCTION TO MACROECONOMICS</td>
<td>5</td>
</tr>
<tr>
<td>ENGL 201 COLLEGE COMPOSITION: ANALYSIS, RESEARCH AND DOCUMENTATION</td>
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<table>
<thead>
<tr>
<th>Upper Division Courses</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MATH 142 PRECALCULUS MATH II</td>
<td>5</td>
</tr>
<tr>
<td>or MATH 161 CALCULUS I</td>
<td></td>
</tr>
<tr>
<td>or MATH 200 FINITE MATHEMATICS</td>
<td></td>
</tr>
<tr>
<td>MISC 211 INFORMATION TECHNOLOGY IN BUSINESS</td>
<td>4</td>
</tr>
</tbody>
</table>

Required Professional Accounting Courses

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 351 INTERMEDIATE ACCOUNTING I</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 352 INTERMEDIATE ACCOUNTING II</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 353 INTERMEDIATE ACCOUNTING III</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 356 COST ACCOUNTING I</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 450 AUDITING</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 454 FEDERAL INCOME TAX I</td>
<td>4</td>
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</table>

Electives—choose one course from the following

<table>
<thead>
<tr>
<th>Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACCT 323 COMPUTER APPLICATIONS FOR ACCOUNTANTS</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 399 DIRECTED STUDY</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 495 PROFESSIONAL INTERNSHIP</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 97

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)
**University Competencies and Proficiencies** (p. 33)

**Breadth Area Core Requirements (BACR)**
- Humanities and Arts (p. 35)
- Natural Sciences (p. 35)
- Social Sciences (p. 36)

**University Graduation Requirements** (p. 36) **(UGR)**
- Foreign Language
- Minor or Certificate
- Diversity Course List (p. 37)
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Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

- develop awareness of diverse perspectives and cultures and their impact on the communication of accounting information in the international arena;
- generate, interpret and communicate accounting information for use in decision making;
- identify ethical issues and apply personal values and professional codes of conduct to resolve ethical issues, including social responsibility and environmental reporting issues.

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**Data Analytics, Bachelor of Science (BS)**

The development of large-scale data collection in recent years has resulted in a growing gap in the work force as employers struggle to find those with the broad skillset needed to navigate in this environment while developing the narrative of meaning that underlies the data. The Bachelors of Science in Data Analytics concentrates at the undergraduate level on equipping graduates with the hybridization of programming, information systems, applied statistics, management science, data analysis and decision support skills needed by employers.

Majoring or minorning in an additional discipline is suggested as data science and analytics is used in many fields, such as science, education, medicine, government and business.

**Prerequisite Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENGL 201</td>
<td>COLLEGE COMPOSITION: ANALYSIS, RESEARCH AND DOCUMENTATION</td>
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<tr>
<td>MATH 161</td>
<td>CALCULUS I (recommended)</td>
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<tr>
<td>or MATH 142</td>
<td>PRECALCULUS MATH II</td>
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</tr>
<tr>
<td>MISC 211</td>
<td>INFORMATION TECHNOLOGY IN BUSINESS</td>
<td>4-5</td>
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<tr>
<td>or CSCD 210</td>
<td>PROGRAMMING PRINCIPLES I</td>
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**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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<tbody>
<tr>
<td>DSCI 245</td>
<td>DATA ANALYSIS FOR BUSINESS</td>
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<tr>
<td>DSCI 346</td>
<td>ADVANCED DATA ANALYSIS FOR BUSINESS</td>
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</tr>
<tr>
<td>DSCI 352</td>
<td>MIXED RESEARCH METHODS, SECURITY AND ETHICS FOR ANALYTICS</td>
<td>4</td>
</tr>
<tr>
<td>DSCI 353</td>
<td>DATA MANAGEMENT, CLEANING AND IMPUTATION</td>
<td>4</td>
</tr>
<tr>
<td>DSCI 445</td>
<td>OPTIMIZATION VIA MANAGEMENT SCIENCE</td>
<td>4</td>
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<tr>
<td>DSCI 450</td>
<td>DATA VISUALIZATION</td>
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<tr>
<td>MISC 373</td>
<td>BUSINESS DATABASE APPLICATIONS</td>
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<tr>
<td>MISC 374</td>
<td>SPREADSHEET MODELING FOR BUSINESS APPLICATIONS</td>
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<tr>
<td>MISC 485</td>
<td>ADVANCED DATABASE APPLICATIONS DEVELOPMENT</td>
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**Electives—choose at least three from the following**

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<tbody>
<tr>
<td>CSCI 300</td>
<td>DATA STRUCTURES</td>
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<tr>
<td>CSCI 320</td>
<td>ALGORITHMS</td>
<td></td>
</tr>
<tr>
<td>CSCI 423</td>
<td>RANDOMIZED ALGORITHMS AND PROBABILISTIC ANALYSIS</td>
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</tr>
<tr>
<td>DSCI 446</td>
<td>BUSINESS FORECASTING</td>
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</tr>
<tr>
<td>DSCI 447</td>
<td>DESIGN OF EXPERIMENTS</td>
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<tr>
<td>DSCI 448</td>
<td>BUSINESS SIMULATION</td>
<td></td>
</tr>
<tr>
<td>DSCI 449</td>
<td>MULTIVARIATE DATA ANALYSIS</td>
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<tr>
<td>MISC 371</td>
<td>BUSINESS APPLICATIONS PROGRAM DESIGN</td>
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<td>MISC 372</td>
<td>DATA COMMUNICATION AND NETWORK FUNDAMENTALS</td>
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<td>MISC 386</td>
<td>INFORMATION SECURITY MANAGEMENT</td>
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</tr>
<tr>
<td>MISC 387</td>
<td>E-COMMERCE AND E-COMMERCE SYSTEM DESIGN</td>
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<tr>
<td>MISC 498</td>
<td>SEMINAR</td>
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<tr>
<td>or DSCI 498</td>
<td>SEMINAR</td>
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</table>

**Required Courses in the Senior Cohort Sequence**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>DSCI 481</td>
<td>MPP—DATA SCIENCE FUNDAMENTALS</td>
<td>4</td>
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<tr>
<td>DSCI 482</td>
<td>MPP—CORE DATA SCIENCE</td>
<td>4</td>
</tr>
<tr>
<td>DSCI 483</td>
<td>MPP—APPLIED DATA SCIENCE</td>
<td>4</td>
</tr>
<tr>
<td>DSCI 490</td>
<td>ANALYTICS SENIOR CAPSTONE</td>
<td>4</td>
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</table>

**Total Credits**

78-79

Placement and Clearance Exams (p. 21)

Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

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**University Competencies and Proficiencies** (p. 33)

**Breadth Area Core Requirements (BACR)**
- Humanities and Arts (p. 35)
- Natural Sciences (p. 35)
- Social Sciences (p. 36)

**University Graduation Requirements** (p. 36) **(UGR)**
- Foreign Language
- Minor or Certificate
- Diversity Course List (p. 37)
- Global Studies Course List (p. 37)
Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

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Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) — you must be signed in to use this tool.

- analyze special data types, including spatial data, text, and images;
- discuss ethical issues related to privacy, intellectual property, and data security;
- interpret analytic information effectively both verbally and visually for relevant audiences;
- make critical decisions to engineer data methodology and data management;
- use the technical, analytic and modeling skills associated with structured and unstructured data.

Accounting Minor

Grade Requirement: must achieve a minimum grade ≥C in each course that fulfills a requirement for the minor.

Note: the degree is open to all EWU undergraduate students who have declared a major that is not accounting; students who pursue minor in accounting must fulfill the prerequisites for each course.

Required

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 251</td>
<td>PRINCIPLES OF FINANCIAL ACCOUNTING</td>
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</tr>
<tr>
<td>ACCT 252</td>
<td>PRINCIPLES OF MANAGEMENT ACCOUNTING</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 351</td>
<td>INTERMEDIATE ACCOUNTING I</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 356</td>
<td>COST ACCOUNTING I</td>
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Required Electives—choose two from the following 8

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<td>INTERMEDIATE ACCOUNTING II</td>
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<tr>
<td>ACCT 353</td>
<td>INTERMEDIATE ACCOUNTING III</td>
<td></td>
</tr>
<tr>
<td>ACCT 357</td>
<td>COST ACCOUNTING II</td>
<td></td>
</tr>
<tr>
<td>ACCT 358</td>
<td>ACCOUNTING FOR GOVERNMENTAL AND NON-PROFIT ENTITIES</td>
<td></td>
</tr>
<tr>
<td>ACCT 359</td>
<td>ACCOUNTING SYSTEMS</td>
<td></td>
</tr>
<tr>
<td>ACCT 450</td>
<td>AUDITING</td>
<td></td>
</tr>
<tr>
<td>ACCT 452</td>
<td>CONTEMPORARY ACCOUNTING THEORY</td>
<td></td>
</tr>
<tr>
<td>ACCT 454</td>
<td>FEDERAL INCOME TAX I</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 25

- obtain knowledge and understanding of advanced accounting topics.

Business Analytics Minor

Business Analytics is a high-demand field composed of a hybrid of information systems, applied statistics, management science, data analysis, operations research, consumer behavior, risk management, and decision support. The focus is on the analysis of data to develop decision models in a business environment.

Notes:

- due to the cross disciplinary nature of Business Analytics, the following business core courses should be completed before starting this minor:
  ACCT 251, ACCT 252, DSCI 245, DSCI 346, ECON 200, ECON 201, FINC 335, MISC 211, MKTG 310, and OPSM 330;
- this minor is offered only to Bachelors of Arts in Business Administration (BAB) students due to the prerequisite requirements;
  - given the level of quantitative, critical thinking, and problem-solving skills necessary to complete this minor, students should have a GPA ≥3.0 before starting this minor;
  - enrollment is restricted to those who have been formally accepted into the BAB program;
  - non-BAB students should take the Data Analytics minor.

Grade Requirement: must achieve a minimum grade ≥C in each course that fulfills a requirement for the minor.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSCI 445</td>
<td>OPTIMIZATION VIA MANAGEMENT SCIENCE</td>
<td>4</td>
</tr>
<tr>
<td>MISC 373</td>
<td>BUSINESS DATABASE APPLICATIONS</td>
<td>4</td>
</tr>
<tr>
<td>MISC 374</td>
<td>SPREADSHEET MODELING FOR BUSINESS APPLICATIONS</td>
<td>4</td>
</tr>
</tbody>
</table>

Electives—choose two from the following 8

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSCI 352</td>
<td>MIXED RESEARCH METHODS, SECURITY AND ETHICS FOR ANALYTICS</td>
<td></td>
</tr>
<tr>
<td>DSCI 353</td>
<td>DATA MANAGEMENT, CLEANING AND IMPUTATION</td>
<td></td>
</tr>
<tr>
<td>DSCI 446</td>
<td>BUSINESS FORECASTING</td>
<td></td>
</tr>
<tr>
<td>DSCI 447</td>
<td>DESIGN OF EXPERIMENTS</td>
<td></td>
</tr>
<tr>
<td>DSCI 448</td>
<td>BUSINESS SIMULATION</td>
<td></td>
</tr>
<tr>
<td>DSCI 449</td>
<td>MULTIVARIATE DATA ANALYSIS</td>
<td></td>
</tr>
<tr>
<td>DSCI 450</td>
<td>DATA VISUALIZATION</td>
<td></td>
</tr>
<tr>
<td>DSCI 498</td>
<td>SEMINAR</td>
<td></td>
</tr>
</tbody>
</table>

Note: A maximum of 8 credits may be double counted in this minor. If necessary, alternates may be chosen from the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FINC 432</td>
<td>RISK MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>FINC 434</td>
<td>FINANCIAL DERIVATIVES</td>
<td></td>
</tr>
<tr>
<td>FINC 435</td>
<td>CAPITAL BUDGETING AND LONG-TERM FINANCING</td>
<td></td>
</tr>
<tr>
<td>FINC 436</td>
<td>SHORT-TERM FINANCIAL MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>MKTG 411</td>
<td>MARKETING RESEARCH</td>
<td></td>
</tr>
<tr>
<td>MISC 371</td>
<td>BUSINESS APPLICATIONS PROGRAM DESIGN</td>
<td></td>
</tr>
<tr>
<td>MISC 481</td>
<td>SYSTEMS ANALYSIS AND DESIGN</td>
<td></td>
</tr>
<tr>
<td>MISC 485</td>
<td>ADVANCED DATABASE APPLICATIONS DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>MISC 487</td>
<td>E-COMMERCE AND E-COMMERCE SYSTEM DESIGN</td>
<td></td>
</tr>
<tr>
<td>MISC 498</td>
<td>SEMINAR</td>
<td></td>
</tr>
<tr>
<td>OPSM 425</td>
<td>SERVICE AND OPERATION ANALYSIS</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 20
• Analysis—identify proper business analytics methods to use for particular advanced data problems;
• Application—perform these methods, using software when appropriate;
• Communication—communicate these results effectively to a non-technical audience;
• Evaluation—draw conclusions and make recommendations and decisions based on these methods.

Business Administration Minor
The Business Administration minor is open to all students not pursuing a Bachelor of Arts in Business Administration degree. This minor includes required courses in management and accounting and electives chosen from various fields of business administration.

Grade Requirement: must achieve a minimum grade ≥C in each course that fulfills a requirement for the minor.

Required Courses
- ACCT 251 PRINCIPLES OF FINANCIAL ACCOUNTING 5
- MGMT 120 THE WORLD OF BUSINESS 4-5
  or MGMT 326 ORGANIZATION THEORY AND BEHAVIOR

Electives—choose electives from the approved list (available from the academic advisor for Undergraduate Business Programs) in consultation with your faculty advisor.

Data Analytics Minor
This minor is offered to all students interested in the science of rational decision-making through the study, design and integration of complex situations and systems. This discipline focuses on managerial planning, mathematical modeling and the use of computer technology to help decision-makers choose from among a set of alternatives in light of all possible consequences. This minor is recommended for students who wish to possess problem-solving skills that can be used to make and implement decisions as efficiently and effectively as possible.

Note: offered to all students not pursuing a major or minor in Business Analytics.

Grade Requirement: must achieve a minimum grade ≥C in each course that fulfills a requirement for the minor.

Prerequisites
- DSCI 245 DATA ANALYSIS FOR BUSINESS 4
- DSCI 346 ADVANCED DATA ANALYSIS FOR BUSINESS 4

Required Courses—choose at least three of the following 12
- DSCI 352 MIXED RESEARCH METHODS, SECURITY AND ETHICS FOR ANALYTICS
- DSCI 353 DATA MANAGEMENT, CLEANING AND IMPUTATION
- DSCI 445 OPTIMIZATION VIA MANAGEMENT SCIENCE
- DSCI 446 BUSINESS FORECASTING
- DSCI 447 DESIGN OF EXPERIMENTS
- DSCI 448 BUSINESS SIMULATION
- DSCI 449 MULTIVARIATE DATA ANALYSIS
- DSCI 450 DATA VISUALIZATION

Entrepreneurship Minor
The minor in entrepreneurship is designed to help students who have an idea, a product, an innovation, unique expertise, or a solution to a real world problem that they want to develop into a new business. Students will learn about the core challenges facing entrepreneurs and the ways that entrepreneurs think about and approach these challenges. Courses develop competencies such as how to discover and evaluate new business opportunities, how to pitch and build support for your new business, how to finance the new venture, how to develop a strong business model, and how to craft a powerful business plan.

Grade Requirement: must achieve a minimum grade ≥C in each course that fulfills a requirement for the minor.

Required Courses
- ENTP 311 ENTREPRENEURIAL BEHAVIOR AND THINKING 4
- ENTP 411 FINDING AND EVALUATING OPPORTUNITIES 4
  or ENTP 412 BUSINESS MODEL DESIGN
  or ENTP 438 ENTREPRENEURIAL AND SMALL BUSINESS FINANCE
- ENTP 489 THE BUSINESS PLAN LABORATORY 4

Information Security Management Minor
The minor in Information Security Management is offered to all business and non-business students at EWU, except those who are pursuing a major/minor in MIS or a major/minor in CS. Students develop a solid foundation to handle information security and privacy competently in our modern society.

Grade Requirement: must achieve a minimum grade ≥C in each course that fulfills a requirement for the minor.

Requirements

IT Literacy
- MISC 211 INFORMATION TECHNOLOGY IN BUSINESS 4

IT Technical Background
- MISC 372 DATA COMMUNICATION AND NETWORK FUNDAMENTALS 4
- MISC 373 BUSINESS DATABASE APPLICATIONS 4

Required Core
- MISC 486 INFORMATION SECURITY MANAGEMENT 4
Note 1: IT literacy and technical background courses may be obtained through different courses or experiences. Please consult with the program coordinator or the department chair. Note 2: Management Information Systems major/minor and Computer Science major/minor may not pursue this minor due to too many possible double counted courses.

Total Credits 16

- identify information security management issues;
- assess the effectiveness and efficiency of information security management;
- advocate the impact and consequence of potential information security management issues in both professional and non-professional language.

International Business Minor

This minor is offered for students in the Bachelor of Arts in Business Administration (BAB) degree program. The minor in International Business will enhance the business educational experience by providing an in-depth international dimension that complements any major area of study in business. This minor is recommended for students who wish to work in organizations that are engaged in global business activities and want to be prepared to meet the challenges of ever-increasing global interdependence.

Grade Requirement: must achieve a minimum grade ≥C in each course that fulfills a requirement for the minor.

Note: this minor is only available for students who are pursuing a Bachelor of Arts in Business Administration (BAB) degree.

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>IBUS/470</td>
<td>INTERNATIONAL BUSINESS MANAGEMENT</td>
<td>4</td>
</tr>
<tr>
<td>IBUS/471</td>
<td>MULTINATIONAL PEOPLE MANAGEMENT</td>
<td>4</td>
</tr>
<tr>
<td>IBUS/472</td>
<td>GLOBAL MARKETING MANAGEMENT</td>
<td>4</td>
</tr>
<tr>
<td>IBUS/474</td>
<td>INTERNATIONAL FINANCIAL MANAGEMENT</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 16

Management Information Systems Minor

The minor in Management Information Systems (MIS) provides the conceptual foundation and skill preparation for working in an Information Technology (IT) intensive environment characterized by electronic communication channels along with an in-depth knowledge of data processing and management.

Grade Requirement: must achieve a minimum grade ≥C in each course that fulfills a requirement for the minor.

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MISC 211</td>
<td>INFORMATION TECHNOLOGY IN BUSINESS</td>
<td>4</td>
</tr>
<tr>
<td>MISC 373</td>
<td>BUSINESS DATABASE APPLICATIONS</td>
<td>4</td>
</tr>
<tr>
<td>MISC 374</td>
<td>SPREADSHEET MODELING FOR BUSINESS APPLICATIONS</td>
<td>4</td>
</tr>
<tr>
<td>MISC 481</td>
<td>SYSTEMS ANALYSIS AND DESIGN</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 16

Business Administration, Master of Business Administration (MBA)

The Master of Business Administration is an advanced professional degree in business administration emphasizing quantitative and qualitative skills necessary for leadership in today’s organizational environment. It prepares students for management positions in business firms, government agencies and not-for-profit entities. Organizations need leaders who can work well in group situations, appreciate the value of diversity, foster creativity and innovation, create an entrepreneurial spirit and provide practical solutions to real-world problems. Managers today are faced with complex global problems and a rapidly changing business environment, so they must have an appreciation for lifelong learning. The MBA at Eastern Washington University is designed to equip graduates with required skills, knowledge and abilities to flourish in a complex organizational environment.

The MBA curriculum has been infused with the application of research as well as computer, quantitative, written and oral communications skills as they relate managerial decision making. To succeed in the MBA program, students need to possess these skills including mathematics up to at least the finite mathematics level prior to starting their studies. Students should expect that courses will require research on topics beyond what is found in assigned texts and materials. Eastern offers computer labs and access to nationwide data banks. MPAcc students also have access to EWU’s John F. Kennedy Library on the Cheney campus, the Spokane Academic Library on the Spokane campus, online library resources and other assistance.

Accreditation

Eastern began offering graduate business programs in 1966 and the Master of Business Administration (MBA) was authorized in 1975. The College of Business and Public Administration in which the MBA is offered is AACSB-International accredited.

Academic Standards—Grade Requirements

MBA students must maintain a GPA ≥3.0 at all times. Students who fall below a 3.0 GPA are notified by the Graduate Studies Office that they are on probation. These graduate students will be allowed one quarter’s study to restore their cumulative GPA to ≥3.0 level. CBPA’s Director of Graduate Programs, in consultation with CBPA’s department chairs, may extend this probationary period by one quarter when it is deemed that such an extension is warranted by special circumstances; students who are unable to restore their cumulative GPA to ≥3.0 in this additional quarter of probation will be terminated from the program. Students who are dismissed for academic reasons may submit a written appeal to the MBA Program in writing to CBPA’s Director of Graduate Programs. With readmission granted through appeal, students must maintain these same academic standards; however, if they again fall below these standards, they will be dismissed and no further remedy will be available to them. Students who are not recommended for continuation must wait one year to reapply for admission to Graduate Studies. In the event that a student is dismissed from the program twice as a result of academic standards violations, readmission will not be permitted.
No course grade \(<B\) may count towards the MBA degree. Only two course grades may be \(<B\). Students who have more than two course grades \(<B\) are subject to dismissal from the program and will be notified of such action by Graduate Studies. Students who are dismissed for academic reasons may submit a written appeal to the MBA Program in writing to CBPA’s Director of Graduate Programs. Students may be allowed to repeat up to two courses in which they earn a grade \(<B\).

The average of the original grade and the grade earned by repeating the course must be \(\geq B\). A course may only be repeated once; to take advantage of the cumulative GPA recalculation in the repeat policy, you must inform Records and Registration that you repeated a course. If the average grade is still \(<B\), no further remedy is available and the average grade counts.

Students are expected to successfully complete courses for which they register. Thus, the record of students with more than two W (withdrawal) or X (incomplete) course grades will be reviewed by CBPA’s Director of Graduate Programs, with termination from the program as a possible consequence subsequent to consultation with CBPA’s department chairs.

Additional notes: Entering MBA students are provided academic standards information during the orientation process. Other graduate academic requirements are set forth in the Graduate Studies Academic Policies section of this catalog. All CBPA academic standards, policies, and procedures are subject to compliance with the University’s current academic standards and appeals process.

Advising

Entering students meet with CBPA’s Director of Graduate Programs and/or MBA Program Specialist. A recommended program of study compatible with each student’s goals and interests and MBA program requirements will be provided and discussed.

Reserved Classes

MBA courses are reserved exclusively for MBA students and other graduate students who have met all course prerequisites or have permission from CBPA’s Director of Graduate Programs.

Practical Business Experience

MBA graduates should have practical work experience. The majority of MBA students are working professionals who meet this expectation upon entry into the program. Students with limited professional experience should include an MBA internship in their program of study. An approved 4 credit internship may be used for elective credit. For internship requirements and additional information, contact CBPA’s Director of Graduate Programs at 509.828.1248.

Advancement to Degree Candidacy, Graduation Application, Graduation GPA, and Other Graduate Studies Policies and Procedures

Refer to the Graduate Studies Policies and Procedures section of this catalog for graduate student requirements that must be met for an MBA degree to be granted.

MBA Competency Exam

The competency exam or exercise is an integrative evaluation that is a requirement for graduation. More information about this requirement will be provided prior to your graduation. Students will be required to pass the competency exam or exercise with a minimum competency score of 375 out of 500 points. Students who do not pass the comprehensive integrative evaluation may retake the evaluation no more than one additional time. Students who do not pass the comprehensive integrative evaluation either the first or second time may subsequently elect to enroll in BADM 603 Final Project, which will increase the number of credits required to graduate by 2 credits (50 total). Students will be charged for the extra 2 credits. If students fail to pass either the comprehensive integrative evaluation (after two attempts) or BADM 603, the MBA degree will not be awarded.

Course Schedules and Time Limits

MBA courses traditionally meet once a week from 6 to 9:40 p.m. at EWU Spokane (Summer courses traditionally start at 5:30 to 10 p.m.). Three-fourths of the minimum credits required for the MBA degree (at least 33 credits) must be EWU resident credits. The remaining courses may consist of Eastern extension credits or approved residence or extension credits from other accredited institutions, provided that they are pre-approved by CBPA’s Director of Graduate Programs.

The MBA program must be completed within six years after the first applicable advanced course (i.e., MBA/not pre-MBA course) has been taken. The minimum time for degree completion for a full-time student is one year (four quarters). Most courses are 4 credits. The maximum allowable load is 16 credits a quarter. MBA students working full-time usually carry no more than 8 credits (two courses) a quarter.

Visiting Graduate Students

Visiting graduate students may enroll in MBA courses on a space-available basis, provided they meet the prerequisites and have provided the CBPA’s Director of Graduate Programs with official documentation from their home institution that they are graduate students in good standing and that these courses will be accepted by their home institution in transfer as part of their degree program. This documentation should be in a letter signed by a home institution official and addressed to the CBPA’s Director of Graduate Programs. To be cleared to register and have courses recorded on an EWU transcript, visiting students must submit a Graduate Non-degree Seeking Application to the Graduate Studies Office at least 10 business days before the start of the term of intended enrollment.

MBA/Master of Public Administration (MPA) Dual Program

The dual MBA/MPA program combines the requisite supervisory and administrative education for career advancement in either the public or private sectors and bridges the regulatory and supplier aspects of business and government relationships. Dual degree students are admitted through the Graduate Studies Office and by both the MBA and the MPA programs. Admitted students must have satisfied the undergraduate background (prerequisite) course requirements of both programs at the time of entry or soon after. Students interested in the specific requirements of this dual degree program must contact MPA’s Program Director at 509.828.1218 and CBPA’s Director of Graduate Programs or MPA Program Specialist at 509.828.1232 in advance of consideration for admission.

MBA Program Structure and Coursework

Students with no formal education in business administration may need to complete up to 20 credits of Foundation coursework. The specific courses and the resulting required credit hours are determined by an assessment of each student’s educational background and professional experience. Students can take pre-requisite courses at EWU or another AACSB-accredited school. Other course equivalents need to be approved by CBPA’s Director of Graduate Programs. Students must meet with
CBPA’s Director of Graduate Programs or MBA Program Specialist to determine which Foundation courses need to be fulfilled. Students may not register for MBA Core courses or MBA Electives until they have fulfilled the Foundation requirements.

**Foundational Knowledge--for those requiring additional business preparation**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BADM 502</td>
<td>FINANCE</td>
<td>4</td>
</tr>
<tr>
<td>or FINC 335</td>
<td>FINANCIAL MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>BADM 503</td>
<td>QUANTITATIVE ANALYSIS IN BUSINESS</td>
<td>4</td>
</tr>
<tr>
<td>or DSCI 245 &amp; DSCI 346</td>
<td>DATA ANALYSIS FOR BUSINESS</td>
<td></td>
</tr>
<tr>
<td>BADM 505</td>
<td>ESSENTIALS OF ACCOUNTING</td>
<td>4</td>
</tr>
<tr>
<td>or ACCT 251 &amp; ACCT 252</td>
<td>PRINCIPLES OF FINANCIAL ACCOUNTING</td>
<td></td>
</tr>
<tr>
<td>BADM 506</td>
<td>MARKETING</td>
<td>4</td>
</tr>
<tr>
<td>or MKTG 310</td>
<td>PRINCIPLES OF MARKETING</td>
<td></td>
</tr>
<tr>
<td>BADM 507</td>
<td>MANAGEMENT OF ORGANIZATIONS</td>
<td>4</td>
</tr>
<tr>
<td>or MGMT 326</td>
<td>ORGANIZATION THEORY AND BEHAVIOR</td>
<td></td>
</tr>
</tbody>
</table>

**Required Core Coursework**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>BADM 520</td>
<td>DATA DRIVEN DECISION MAKING</td>
<td>4</td>
</tr>
<tr>
<td>BADM 530</td>
<td>CORPORATE FINANCE</td>
<td>4</td>
</tr>
<tr>
<td>BADM 540</td>
<td>MARKETING MANAGEMENT</td>
<td>4</td>
</tr>
<tr>
<td>BADM 552</td>
<td>LEADERSHIP AND ETHICS</td>
<td>4</td>
</tr>
<tr>
<td>BADM 555</td>
<td>STRATEGIC OPERATIONS (for students who have had OPSM 330 or equivalent)</td>
<td>4</td>
</tr>
<tr>
<td>or BADM 508</td>
<td>ESSENTIALS OF OPERATIONS MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>BADM 560</td>
<td>DECISION MAKING AND ACCOUNT INFORMATION</td>
<td>4</td>
</tr>
<tr>
<td>BADM 590</td>
<td>MBA CAPSTONE</td>
<td>4</td>
</tr>
</tbody>
</table>

**Required MBA Elective Coursework**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Choose 12 credits from one of the following emphases: Accounting, Finance, Global Business, General Business.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Choose 4 credits from an additional MBA approved emphasis.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Note:** students may elect to take courses from other graduate programs if these courses help them achieve their objectives and are pre-approved by CBPA’s Director of Graduate Programs.

**Total Credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit Hours</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>44</td>
</tr>
</tbody>
</table>

**MBA Emphases**—instead of selecting one of the above options, students may customize their selection of electives to meet their professional interests and needs.

- apply appropriate technical and quantitative skills related to business;
- demonstrate competency in both written and oral business communication skills;
- incorporate ethical and global considerations into business activities;
- provide leadership and facilitate positive interpersonal business relationships;
- use relevant theories, concepts, perspectives and facts to analyze business and economic issues and solve related problems.

**Professional Accounting, Master of Professional Accounting (MPAcc)**

The Master of Professional Accounting was created to best prepare Eastern Washington University graduates of our Bachelor of Business (BAB) in Professional Accounting with practical professional education that will yield long-term success in today’s highly-educated accounting workforce. Our 36 credit MPAcc will help bachelor’s degree graduates meet the 225 quarter system credit requirement to sit for the Certified Public Accounting (CPA) Examination. Other students with a bachelor’s degree in business who completed the admissions criteria including all prerequisite coursework are also encouraged to apply.

The MPacc curriculum has been infused with the application of research as well as computer, quantitative, written and oral communications skills as they relate managerial decision making. To succeed in the MPacc program, students need to possess these skills including mathematics up to at least the finite mathematics level prior to starting their studies. Students should expect that courses will require research on topics beyond what is found in assigned texts and materials. Eastern offers computer labs and access to nationwide data banks. MPacc students also have access to EWU’s John F. Kennedy Library on the Cheney campus, the Spokane Academic Library on the Spokane campus, online library resources and other assistance.

**College of Business Accreditation**

Eastern began offering graduate business programs in 1966. The College of Business and Public Administration (CBPA) in which the MPacc is offered has been AACSB-accredited since 1981.

**Academic Standards**

MPacc students must maintain a GPA ≥3.0 at all times. Students who fall below a 3.0 GPA are notified by the Graduate Studies Office that they are on probation. These graduate students will be allowed one quarter’s study to restore their cumulative GPA to ≥3.0 level. CPBA’s Director of Graduate Programs, in consultation with CBPA’s Accounting Chair, may extend this probationary period by one quarter when it is deemed that such an extension is warranted by special circumstances; students who are unable to restore their cumulative GPA to ≥3.0 in this additional quarter of probation will be terminated from the program. Students who are dismissed for academic reasons may submit a written appeal to the MPacc Program in writing to CBPA’s Director of Graduate Programs. With readmission granted through appeal, students must maintain these same academic standards; however, if they again fall below these standards, they will be dismissed and no further remedy will be available to them. Students who are not recommended for continuation must wait one year to reapply for admission to Graduate Studies. In the event that a student is dismissed from the program twice as a result of academic standards violations, readmission will not be permitted.

**No course grade <B- may count towards the MPAcc degree.** Only two course grades may be <B. Students who have more than two course grades <B are subject to dismissal from the program and will be notified of such action by Graduate Studies. Students who are dismissed for academic reasons may submit a written appeal to the MPacc Program in writing to CBPA’s Director of Graduate Programs. Students may be allowed to repeat up to two courses in which they earn a grade <B. The average of the original grade and the grade earned by repeating the course must be ≥B. A course may only be repeated once; to take advantage of the cumulative GPA recalculation in the repeat policy, you must inform Records and Registration that you repeated a course. If the average grade is still <B, no further remedy is available and the average grade counts.
Students are expected to successfully complete courses for which they register. Thus, the record of students with more than two W (withdrawal) or X (incomplete) course grades will be reviewed by CBPA’s Director of Graduate Programs, with grades from the program as a possible consequence subsequent to consultation with CBPA’s Accounting Chair.

Additional notes: Entering MPAcc students are provided academic standards information during the orientation process. Other graduate academic requirements are set forth in the Graduate Studies Academic Policies section of this catalog. All CBPA academic standards, policies, and procedures are subject to compliance with the University’s current academic standards and appeals process.

Reserved Classes

Graduate business (MPAcc and MBA) courses are reserved exclusively for MPAcc, MBA, and other graduate students who have met all course prerequisites or have permission from CBPA’s Director of Graduate Programs. When an MPAcc ACCT course is cross-listed with an MBA (BADM) Accounting elective, MPAcc students who opt to take that elective must register for the MPAcc section.

Internships

Internships are often an effective way to access the top jobs in the best accounting firms. Up to 4 credits of an approved internship may be used for elective credit. To secure an accounting internship, contact Professor Susan Megaard at 509.828.1257 or smegaard@ewu.edu.

Beta Alpha Psi Membership

Membership in Beta Alpha Psi is strongly recommended for all MPAcc students. The purpose of Beta Alpha Psi is to, 1. recognize outstanding academic achievements in the field of accounting, finance, and information systems, 2. promote the study and practice of professional fields related to these disciplines, 3. provide opportunities for self-development and association among members and practicing financial professionals, and 4. encourage a sense of ethical, social, and public responsibilities. Email (bappresident@ewu.edu) for information on joining EWU’s Beta Alphi Psi chapter.

Advancement to Degree Candidacy, Graduation Application, Graduation GPA, and Other Graduate Studies Policies and Procedures

Refer to the Graduate Studies Policies and Procedures (https://www.ewu.edu/Documents/Grad/Updates/Grad%20Procedures%20Revised%2014.16.pdf) section of this catalog for Eastern Washington University’s graduate student requirements that must be met for all Eastern graduate degrees to be granted.

Course Schedules and Time Limits

MPAcc courses traditionally meet once a week from 6 to 9:40 p.m. at EWU Spokane; summer courses traditionally start at 5:30 p.m. When an MPAcc ACCT course is cross-listed with an MBA (BADM) Accounting elective, MPAcc students who opt to take that elective must register for the MPAcc section. Three-fourths of the minimum credits required for the MPAcc degree (≥27 credits) must be Eastern Washington University resident credits. The remaining courses may consist of Eastern extension credits or approved residence or extension credits from other accredited institutions, provided that they are pre-approved by CBPA’s Director of Graduate Programs.

The minimum time for degree completion for a full-time student is three quarters. Accounting plans to offer three or four graduate-level accounting (ACCT) courses each quarter. MPAcc students working full-time should consider taking four or eight credits (two courses) a quarter. Students’ ability to take a traditional full-time graduate load of 12 credits is predicated upon students’ need for all three or four of the quarter’s graduate-level accounting courses offered that quarter. The MPAcc program must be completed within six years.

Tuition—assessed tuition and fees for MPAcc ACCT courses are levied at the standard Eastern Washington University graduate level.

Visiting Graduate Students

Visiting graduate students may enroll in MPAcc courses on a space-availability basis, provided that they meet the prerequisites and have provided CBPA’s Director of Graduate Programs with official documentation from their home institution that they are graduate students in good standing and that these courses will be accepted by their home institution in transfer as part of their degree program. This documentation should be in a letter signed by a home institution official and addressed to CBPA’s Director of Graduate Programs. To be cleared to register and have courses recorded on an EWU transcript, visiting students must submit a Graduate Non-degree Seeking Application to the Graduate Studies Office at least 10 business days before the start of the term of intended enrollment.

MPAcc Program Structure and Coursework (36 quarter-system credits)

Required Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACCT 522</td>
<td>ADVANCED ACCOUNTING LAW</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 551</td>
<td>ADVANCED AUDITING</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 552</td>
<td>CONTEMPORARY ACCOUNTING THEORY</td>
<td>4</td>
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<tr>
<td>ACCT 553</td>
<td>ADVANCED FINANCIAL ACCOUNTING</td>
<td>4</td>
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<tr>
<td>ACCT 555</td>
<td>ADVANCED TAX</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 558</td>
<td>ACCOUNTING FOR GOVERNMENTAL AND NOT-FOR-PROFIT ENTITIES</td>
<td>4</td>
</tr>
</tbody>
</table>

Required Accounting Electives—choose three from the following. 12

Note: elective courses will be offered on a variety of topics including, but not limited to, Professional Financial Accounting Research, Professional Consulting in an Accounting Firm, Business Analytics in Accounting Practice, Forensic Accounting, Health Care Accounting, Health Care Business Law, Tax Research, Tax Planning and Accountants as Academicians.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>ACCT 539</td>
<td>SPECIAL TOPICS</td>
</tr>
<tr>
<td>ACCT 540</td>
<td>SUSTAINABILITY ACCOUNTING</td>
</tr>
<tr>
<td>ACCT 542</td>
<td>SMALL BUSINESS ACCOUNTING</td>
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<tr>
<td>ACCT 544</td>
<td>ACCOUNTING HISTORY</td>
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<tr>
<td>ACCT 546</td>
<td>GLOBAL ACCOUNTING ENVIRONMENTS</td>
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<td>ACCT 554</td>
<td>INTERNATIONAL ACCOUNTING</td>
</tr>
<tr>
<td>ACCT 557</td>
<td>COST ACCOUNTING</td>
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<tr>
<td>ACCT 598</td>
<td>GRADUATE SEMINAR</td>
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<tr>
<td>ACCT 599</td>
<td>INDEPENDENT STUDY</td>
</tr>
<tr>
<td>ACCT 695</td>
<td>MANAGEMENT INTERNSHIP</td>
</tr>
</tbody>
</table>

Total Credits: 36

Students who are NOT graduates of Eastern’s BAB in Professional Accounting

Within a few weeks after applicants are notified of their admission to MPAcc by the Graduate Studies Office, a course-by-course review of prior accounting courses taken by admitted MPAcc students who are not alumni of Eastern’s BAB in Professional Accounting program will be
conducted by the College of Business and Public Administration. The results of the review will be a customized program of study that will be discussed in a student meeting with the College of Business and Public Administration’s Director of Graduate Programs so students can be cleared to register for their first MPAcc quarter. All MPAcc students must complete a minimum of 36 credits of approved MPAcc coursework.

Students who ARE graduates of Eastern’s BAB in Professional Accounting
To best assure that Eastern BAB Accounting graduates admitted to MPAcc limit the overlap between their undergraduate-level and graduate-level Eastern courses, a customized program of study will be developed for this subset of MPAcc students that substitutes out all graduate-level courses they have already taken at an undergraduate level with advanced MPAcc electives. MPAcc students will not be cleared for initial MPAcc registration until they have been provided a customized program of study that will be discussed in a student meeting with CBPA’s Director of Graduate Programs. All MPAcc students must complete a minimum of 36 credits of approved MPAcc coursework.

Have demonstrated leadership and management capabilities known to be key factors leading to career advancement in public/private/not-for-profit accounting:

- demonstrate clear leadership skills;
- demonstrate strategic understanding of their professional responsibilities at the managerial level;
- demonstrate the ability to work in a group as a group leader;
- understand the role of corporate governance, risk management, and internal controls.

Understand and can apply ethical principles and other professional standards to which they are expected to adhere:

- identify potential ethics violations in accounting environments and propose multiple respective improvements;
- understand and apply ethical principles accepted in respective functional areas of accounting;
- understand and utilize professional standards in making informed decisions.

Have a practical understanding of globalization trends in accounting and world-wide accounting diversity:

- develop and implement International Accounting Standards;
- understand cultural differences and their significance in the development of global accounting standards;
- understand how international accounting is distinct from domestic accounting;
- understand what factors contribute to the importance of international accounting as a field of study;
- understand what international accounting diversity entails.

Accounting (ACCT)
ACCT 359. ACCOUNTING SYSTEMS. 4 Credits.
Pre-requisites: ACCT 351, ACCT 356, and MISC 211.
This course covers the application of concepts and techniques for the design, function, separation and evaluation of accounting systems. The course also focuses on accounting system design and evaluation in providing timely information along with problems in accounting-system installation and revision.

ACCT 399. DIRECTED STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

ACCT 422. ADVANCED BUSINESS LAW. 4 Credits.
Pre-requisites: ACCT 261; senior standing.
Business ethics and social responsibility; public law and regulation including securities law, antitrust law, consumer law, labor law, and debtor/creditor relations.

ACCT 450. AUDITING. 4 Credits.
Pre-requisites: ACCT 353, ACCT 356, ACCT 359.
Generally accepted auditing standards and principles; auditing objectives and methodology; ethical responsibility of the C.P.A. in financial reporting and auditing.

ACCT 451. ADVANCED AUDITING. 4 Credits.
Pre-requisites: ACCT 450.
Special topics in auditing with emphasis on EDP and statistical auditing. Auditing objectives, methodology, and generally accepted auditing standards as they relate to EDP and statistical auditing. Practical audit experience through hands-on computer use on audit cases.

ACCT 452. CONTEMPORARY ACCOUNTING THEORY. 4 Credits.
Pre-requisites: ACCT 353, ACCT 356 and ACCT 359.
This course covers contemporary accounting issues and their theoretical implications; review of accounting literature and research studies and pronouncements of the FASB and other professional organizations.

ACCT 453. ADVANCED ACCOUNTING. 4 Credits.
Selected special topics in financial accounting. Emphasis on financial accounting theory for partnerships, corporate combinations, and other selected advanced topics in financial accounting. Study of official pronouncements and major literature in the above areas.

ACCT 454. FEDERAL INCOME TAX I. 4 Credits.
Pre-requisites: ACCT 251.
Provisions and principles of federal income tax laws affecting the determination of taxable income, tax liability and tax planning for individuals.

ACCT 455. FEDERAL INCOME TAX II. 4 Credits.
Pre-requisites: ACCT 454.
Provisions and principles of federal income tax laws affecting the determination of taxable income and tax liability of corporations and information returns and tax planning for partnerships.

ACCT 456. FEDERAL INCOME TAX III. 4 Credits.
Special topics in federal income taxation. Emphasis on tax research and planning. Designed for specialists in tax work. Technical aspects of taxation - estates, trusts, pension and profit-sharing plans, foreign income/foreign taxpayers and audits - tax fraud, rules of evidence and ethics of tax practice.

ACCT 457. INTERNATIONAL ACCOUNTING. 4 Credits.
Notes: core class requirement of International Business Major.
Pre-requisites: ACCT 251, ACCT 252.
This course explores financial reporting and other pertinent issues related to International Accounting. The course will emphasize a user over a preparer perspective.

ACCT 495. PROFESSIONAL INTERNSHIP. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

ACCT 496. EXPERIMENTAL COURSE. 1-5 Credits.

ACCT 498. SEMINAR. 1-5 Credits.

ACCT 499. DIRECTED STUDY. 1-5 Credits.
Notes: graded Pass/Fail.
Pre-requisites: permission of the instructor, department chair and college dean.

ACCT 522. ADVANCED ACCOUNTING LAW. 4 Credits.
Pre-requisites: admission to MPAcc program.
The course is designed to obtain a fundamental understanding of business law for the business law section of the CPA exam and, more importantly, to be useful in corporate and individual life-long dealings with contracts and law.

ACCT 539. SPECIAL TOPICS. 1-5 Credits.
Pre-requisites: admission into MPAcc program.
Elective courses will be offered on a variety of topics, including but not limited to Forensic Accounting, Health Care Accounting, Health Care Business Law, Tax Research, Tax Planning, Accounting for Natural Resources and Sustainability, Professional Financial Accounting Research, Professional Consulting in an Accounting Firm, Business Analytics in Accounting Practice, Accounting History, Accountants as Academicians. The topics of specific ACCT 539 courses offered each quarter are determined by a combination of student and faculty interest and availability. Please refer to EagleNet for current quarterly offerings.

ACCT 540. SUSTAINABILITY ACCOUNTING. 4 Credits.
Pre-requisites: admission to MPAcc program.
This course explores current practice concerning corporate sustainability reporting in the USA and internationally from the perspective of what is possible. Given that corporate sustainability reporting is totally optional and that there are multiple alternative reporting frameworks available, what is possible is basically unlimited.

ACCT 542. SMALL BUSINESS ACCOUNTING. 4 Credits.
Pre-requisites: admission to MPAcc program.
This course seeks to apply financial accounting approaches, managerial accounting analysis and tax preparation/planning to the unique environment of small businesses. Topics covered include cash budgeting, capital budgeting, income tax compliance, tax minimization planning, sustainability reporting, and financial reporting under GAAP and the other options available to non-public companies in the United States, especially the Financial Reporting Framework (FRF) produced by AICPA.

ACCT 544. ACCOUNTING HISTORY. 4 Credits.
Pre-requisites: admission to MPAcc Program.
This course explores accounting practices, principles and procedures from different nations, industries, cultures and groups. Not only are such accounting actions studied, but even more importantly the conceptual underpinnings are of fundamental interest. Finally the efficiency and effectiveness of prior accounting is of primary interest.

ACCT 546. GLOBAL ACCOUNTING ENVIRONMENTS. 4 Credits.
Pre-requisites: admission to MPAcc Program.
This course provides an overview of international business theories within the context of international accounting issues, challenges and opportunities faced by multinationals regarding strategic and operational management overview that describes the factors that affect the final form of accounting including culture, institutions and the theory of the multinational firm.
ACCT 551. ADVANCED AUDITING. 4 Credits.
Pre-requisites: admission into MPacc program.
This course covers auditing terminology, concepts, principles and examines the procedures for accumulating and evaluating of evidence about information by a competent, independent person to determine and report on the degree of correspondence between the information and established criteria. Auditing challenges you to apply what you have learned in your other accounting classes for the purpose of obtaining and evaluating the evidence and reporting on what you have found.

ACCT 552. CONTEMPORARY ACCOUNTING THEORY. 4 Credits.
Pre-requisites: admission into MPacc program.
The course is designed to develop an understanding of the concepts, principles, and practices of different accounting issues around the world while assisting students to analyze the conceptual and measurement issues relating to the impact of economic transactions and events on the income and financial position of the firm as viewed from inside and outside the firm. The methods and rationale for producing and disclosing financial information will be examined while learning and understanding contemporary issues of accounting.

ACCT 553. ADVANCED FINANCIAL ACCOUNTING. 4 Credits.
Pre-requisites: admission into MPacc program.
This course is intended to provide comprehensive coverage of complex financial accounting topics related to financial statement preparation and external reporting. The content of the course provides students with tools to develop an in-depth understanding of the financial accounting topics of consolidation of related entities into one set of financial statements, as well as an introduction to variable interest entities, accounting for derivatives, and accounting for partnerships.

ACCT 554. INTERNATIONAL ACCOUNTING. 4 Credits.
Pre-requisites: admission into MPacc program.
This course is intended to provide coverage of International Financial Reporting Standards (IFRS) as well as understanding of how corporate accounting is practiced and regulated throughout the world today. Special attention is paid to the accounting traditions in Europe, Africa, Asia and Latin America. The important roles played by the American Institute of Certified Public Accountants, and the Securities and Exchange Commission will be included.

ACCT 555. ADVANCED TAX. 4 Credits.
Pre-requisites: admission into MPacc program.
Covering the rules on the taxation of C Corporations (taxable corporations) and pass through entities, including Subchapter S Corporations, Partnerships (which covers most Limited Liability Companies as well as general and limited partnerships. The course also orient the student with the tax research process using an online database and hard copy research sources and requires preparation of a tax research memorandum to a hypothetical client undergoing a corporate tax audit with the IRS.

ACCT 557. COST ACCOUNTING. 4 Credits.
Pre-requisites: admission into MPacc program.
The course is designed to extend and apply the knowledge base in cost accounting and provide a further understanding of managerial accounting issues in planning, organizing and controlling organizational activities. Topics include analyzing and managing costs, developing cost systems that facilitate decision-making, identifying opportunities for improving business process, and developing measures to assess performance. Furthermore, the course focuses on 1. cost control and profit analysis; 2. control systems (e.g., performance evaluation) that accommodate the needs of large and decentralized business enterprises.

ACCT 558. ACCOUNTING FOR GOVERNMENTAL AND NOT-FOR-PROFIT ENTITIES. 4 Credits.
Pre-requisites: admission into MPacc program.
This course is concerned with the concepts, principles and procedures used in the accounting for governmental and nonprofit organizations, including an emphasis on legal and contractual compliance.

ACCT 595. PROFESSIONAL INTERNSHIP. 1-15 Credits.
Professional Internship.

ACCT 596. EXPERIMENTAL COURSE. 1-5 Credits.
Experimental.

ACCT 598. GRADUATE SEMINAR. 2-4 Credits.
Pre-requisites: admission into MPacc program.
Special topics in selective industries’ accounting principles and other issues.

ACCT 599. INDEPENDENT STUDY. 2-4 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Students take intensive and rigorous independent study of a special area in accounting, resulting in a research paper outcome.

ACCT 695. MANAGEMENT INTERNSHIP. 2-4 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Faculty supervised educational internship with a public firm, private accounting company, business, government or non-profit organization.
BADM 504. PLANNING METHODS II: POPULATION AND ECONOMY. 5 Credits.
Cross-listed: PLAN 504.
Pre-requisites: PLAN 503.
An introduction and application of population forecasting, economic analysis, and cost/benefit techniques and their application to planning problems. Students also learn to incorporate information from these techniques into professional planning reports and policy analysis.

BADM 505. ESSENTIALS OF ACCOUNTING. 4 Credits.
Notes: this course does not count toward the MBA degree without permission of the MBA Director.
Pre-requisites: permission of the MBA director.
An accelerated course in understanding and using accounting information and accounting information systems in a business environment: includes coverage of both financial and managerial accounting information.

BADM 506. MARKETING. 4 Credits.
Notes: this course is a prerequisite to MBA admission.
Students are introduced to basic marketing, product planning, channels of distribution, price systems and promotional activities.

BADM 507. MANAGEMENT OF ORGANIZATIONS. 4 Credits.
Notes: Students who have completed MGMT 326 may not enroll in BADM 507. This course is a prerequisite to MBA admission.
This course explores the nature and challenges of successfully managing modern organizations. It provides a theoretical foundation that can be applied to specific real world business situations. Topics may include, but are not limited to, organization behavior, organization theory, human resources, motivation, job satisfaction, teamwork and group behavior, leadership, decision making, and adapting behaviors in international contexts.

BADM 508. ESSENTIALS OF OPERATIONS MANAGEMENT. 4 Credits.
Notes: Students who have not completed OPSM 330 or equivalent must enroll in BADM 508. Students who have completed OPSM 330 or equivalent must not be allowed to enroll in BADM 508. Please check with your advisor.
Pre-requisites: admission to MBA Program or permission of CBPA’s Director of Graduate Programs.
This course explores models and methods of production and service management. It provides a conceptual foundation and quantitative tools that can be applied to specific business problems. Topics may include, but are not limited to, process choice, product design, quality management, principles of supply chain management, facility planning, forecasting, inventory management and scheduling.

BADM 510. ECONOMIC DEVELOPMENT. 4 Credits.
Cross-listed: ECON 575.
Notes: may be stacked with ECON 475.
Pre-requisites: ECON 200 and ECON 201 or BADM 500.
Development prospects of present-day underdeveloped countries. Historical development of industrial countries by analogy. Attention given to both economic and non-economic factors in the development process and to population problems and human resource development.

BADM 515. MANAGERIAL ECONOMICS. 4 Credits.
This course is a study of economic theory and its specific applications to the manager’s decision-making.

BADM 518. URBAN AND REGIONAL ECONOMICS. 4 Credits.
Cross-listed: ECON 558.
Notes: may be stacked with ECON 458.
Pre-requisites: ECON 200 and ECON 201 or BADM 500.
The major purpose of the course is to learn basic theories, methods and models in urban regional economics. First, we will consider basic models and theories to explain why, how and where urban areas exist, how urban areas have evolved over time and the location decisions of firms and households. Second, we will draw upon economic theories and use the tools of economics to analyze issues facing urban areas. These issues include urban poverty, congestion, crime, pollution, housing, foreclosure, segregation, drug usage, among others. We will consider policy options that can be used to address these issues and consider relevant economic research in the area.

BADM 520. DATA DRIVEN DECISION MAKING. 4 Credits.
Pre-requisites: permission of CBPA’s Director of Graduate Programs or admission to the MBA Program.
A career in management is likely to involve decision making based on data. It is important to be able to organize and use data appropriately and intelligently to make decisions. This course provides an understanding of the statistical and data analysis tools that are necessary in managerial decision making. It should make you aware of how data analysis tools can be used and misused within an organization.

BADM 530. CORPORATE FINANCE. 4 Credits.
Pre-requisites: permission of CBPA’s Director of Graduate Programs or admission to the MBA Program.
The course covers an analysis of valuation issues and project analysis as well as the relationship between risk, capital structure, cost of capital and dividend policy. It examines contemporary issues and problems confronting financial managers.

BADM 531. FINANCIAL STATEMENT ANALYSIS. 4 Credits.
Pre-requisites: admission to MBA Program or permission of CBPA’s Director of Graduate Programs.
This course prepares students to read, interpret and analyze financial statements. The course integrates various concepts and different procedures to provide both financial and accounting set of important analytical tools including abilities to read, interpret and compare financial statements, understand cash flow, different accounts on companies’ balance sheet and income statements, basic profitability and risk analysis issues.

BADM 532. INTERNATIONAL FINANCIAL MANAGEMENT. 4 Credits.
Pre-requisites: permission of the MBA Director or admission into the MBA Program.
Surveys the important aspects of financial management in the international arena, including international financial markets, exchange rate determination, exchange rate and country risks, risk hedging and financial management in international organizations.

BADM 533. INTERNATIONAL INVESTMENTS. 4 Credits.
Pre-requisites: permission of the MBA Director or admission into the MBA Program.
This course examines foreign exchange rates and relationships, international asset pricing, differences in equity markets, analysis of equity and debt securities, global investing and diversification. It includes equity analysis and portfolio management.
**BADM 534. INVESTMENTS. 4 Credits.**

**Pre-requisites:** admission to MBA Program or permission of CBPA’s Director of Graduate Programs.

This course examines basic securities analysis and valuation, investor objectives, the relationship between risk and return, sources of relevant information and portfolio theory. Practical application and current events will be emphasized.

**BADM 536. FINANCIAL MARKETS AND INSTITUTIONS. 4 Credits.**

**Pre-requisites:** permission of CBPA’s Director of Graduate Programs or admission to the MBA Program.

This course covers cases, computer simulations, spreadsheets (Excel) and other analytical methods applied to issues and problems in financial markets. The course discusses the various types of financial markets, the financial instruments traded in these markets and the institutions that serve them, interest rate determination and term structure and the role of central banks.

**BADM 539. SPECIAL TOPICS. 1-5 Credits.**

**Notes:** some sections are graded Pass/No Credit.

**Pre-requisites:** admission to MBA Program or permission of CBPA’s Director of Graduate Programs.

Electives are designed to (1) help students enhance functional business skills by providing an in-depth study of a selected topic from a business core area and (2) expose students to a variety of environments in which business decision making skills are applied, such as international or not-for-profit organizations and/or specific industries, such as health care or service industries.

**BADM 540. MARKETING MANAGEMENT. 4 Credits.**

**Pre-requisites:** admission to MBA Program or permission of CBPA’s Director of Graduate Programs.

This course is a study of both the theoretical and applied aspects of the marketing process. It covers the elements of successful marketing strategies, marketing decision-making and the impact of marketing on business.

**BADM 541. MANAGERIAL COMMUNICATIONS. 4 Credits.**

**Pre-requisites:** admission to the MBA program and completion of the MBA foundation or permission of the MBA director.

This course is designed to refine the student's written, oral, and electronic communications skills as applied to the managerial environment within the organization.

**BADM 542. GLOBAL MARKETING. 4 Credits.**

**Pre-requisites:** admission to MBA Program or permission of CBPA’s Director of Graduate Programs.

Analysis of economic, cultural, political and competitive factors affecting firms in global markets. Examining the role of global marketing planning and strategy in overall firm growth and survival. And study of marketing in major trading blocs and developing markets.

**BADM 543. LABOR RELATIONS. 2 Credits.**

**Cross-listed:** PADM 543.

This course covers a broad range of topics such as history of the labor movement, federal and state statutes covering this field, emergency operations planning and legislative lobbying efforts.

**BADM 545. COLLECTIVE BARGAINING. 2 Credits.**

**Cross-listed:** PADM 545.

This course addresses the process of reaching agreement on a contract.

**BADM 552. LEADERSHIP AND ETHICS. 4 Credits.**

**Pre-requisites:** admission to MBA Program or permission of CBPA’s Director of Graduate Programs.

This course inquires as to leaders and leadership from a perspective of ethics. It asks the student to think about principled leadership through three complex lenses: personal character, accountability, and pragmatism (ethical action in an uncertain, competitive, and imperfect world). Each of these lenses reflects traditions in moral philosophy and each emphasizes fundamental aspects of leaders’ responsibilities.

**BADM 555. STRATEGIC OPERATIONS. 4 Credits.**

**Pre-requisites:** MBA Program admission and OPSM 330, or permission from the CBPA’s Director of Graduate Programs.

This course is a study of business operations practice - including production technology transfer, cause-and-effect for operations problems, operations strategies and action plans - and their applications to managerial decision making.

**BADM 560. DECISION MAKING AND ACCOUNT INFORMATION. 4 Credits.**

**Pre-requisites:** admission to MBA Program or permission of CBPA’s Director of Graduate Programs.

This course focuses on the use of accounting information and accounting information systems in business decision-making.

**BADM 564. E-COMMERCE. 4 Credits.**

Electronic commerce includes not only selling/buying online but also much more broad activities, such as organizational internal processes supports, electronic collaboration among partners, distance learning, and virtual communities. This course explores how the landscape of E-Commerce is changing and evolving. It covers the important topics of E-Commerce, including selling and marketing online, businesses trading and collaborating with other businesses, internal business process supports, legal, ethical and tax issues. Web security, E-Commerce infrastructure, etc. The course balances the strategic and technological aspects of successful E-Commerce with real-world business cases. This course also introduces the latest technological developments which will significantly impact the current and future E-Commerce, such as wireless technology, RFID (radio frequency identification) GDSN (global data synchronization network), EPC global Network, etc.

**BADM 567. GLOBAL ACCOUNTING ENVIRONMENT. 4 Credits.**

**Pre-requisites:** admission to MBA Program or permission of CBPA’s Director of Graduate Programs.

This course provides an overview of international business theories within the context of international accounting issues, challenges and opportunities faced by multinationals regarding strategic and operational management overview that describes the factors that affect the final form of accounting including culture, institutions and the theory of the multinational firm.

**BADM 570. INFORMATION TECHNOLOGY AND BUSINESS INTELLIGENCE. 4 Credits.**

**Notes:** offered through the Business Analytics Department.

**Pre-requisites:** admission to MBA Program or permission of CBPA’s Director of Graduate Programs.

Managing and analyzing information is a critical skill for success in today’s business environment. This course discusses IT management in organizations, including IT and business alignment, IT infrastructure, IT security, IT governance, IT service, IT project management, and IT ethics. This course also discusses database processing and business intelligence which provides a vital support to data-informed business decision making.
BADM 574. ENTREPRENEURSHIP AND SMALL BUSINESS FINANCE. 4 Credits.
This course is designed to assist students in understanding the stages of new venture development and how financing needs change with each stage. Students will learn to develop a financing plan consistent with the venture’s business plan; to make appropriate financing choices; and to develop strategies to harvest the business.

BADM 577. ENTREPRENEURSHIP. 4 Credits.
Prerequisites: admission to MBA Program or permission of CBPA’s Director of Graduate Programs.
This course is designed to provide the student a rigorous experience in not only learning about global entrepreneurship, but also in developing a business plan for either their own existing firm or a start-up opportunity. While not a capstone course it does require the student to utilize previously learned information that can be incorporated in the business plan. Verbal and oral communication, as well as Internet based communication and searching, are of import in this course.

BADM 580. INTERNATIONAL BUSINESS ENVIRONMENTS. 4 Credits.
Prerequisites: admission to MBA Program or permission of CBPA’s Director of Graduate Programs.
This course provides an overview of the roles of business in the global economic, political, social and other environments in which businesses operate.

BADM 590. MBA CAPSTONE. 4 Credits.
Prerequisites: permission of CBPA’s Director of Graduate Programs or admission to the MBA Program and completion of all other core courses. This capstone course requires students to use knowledge from all previous coursework to analyze, evaluate, and solve complex organizational problems in case study formats. It builds on that knowledge to develop strategic thinking about organizations and their environments in conditions of uncertainty. Students work individually and in teams to make decisions and communicate with poise, interpersonal skill, and confidence.

BADM 595. INTERNSHIP. 1-5 Credits.
Internship.

BADM 596. EXPERIMENTAL COURSE. 1-5 Credits.

BADM 598. GRADUATE SEMINAR. 2-4 Credits.

BADM 599. INDEPENDENT STUDY. 2-4 Credits.
Prerequisites: permission of the instructor, department chair and college dean.

BADM 600. THESIS. 2-8 Credits.
Prerequisites: permission of the instructor, department chair and college dean.
Independent research study under the direction of a graduate advisory committee.

BADM 601. RESEARCH REPORT. 2-8 Credits.
Prerequisites: permission of the instructor, department chair and college dean.
Independent research resulting in a scholarly paper under the direction of the student’s graduate committee chairperson.

BADM 603. FINAL PROJECT. 2 Credits.
Prerequisites: must attempt completion of BADM 590 and receive a passing grade.
An individual advanced praxis project in which students, following the guidelines provided by the MBA program with the advice and editorial review of the chair of their comprehensive oral exam committee, develop a portfolio which is presented and discussed as part of the comprehensive oral exam for the MBA degree.

BADM 695. INTERNSHIP. 2-4 Credits.
Prerequisites: permission of the instructor, department chair and college dean.

BADM 696. EXPERIMENTAL. 2-4 Credits.
Experimental.

Decision Science (DSCI)

DSCI 245. DATA ANALYSIS FOR BUSINESS. 4 Credits.
Prerequisites: one of the following: MATH 142, MATH 161 or MATH 200.
An introduction to decision making in the business environment using statistical and data analysis procedures. Computer software is used extensively. Written communication skills are emphasized as a means to incorporate analysis results into the decision making process. Topical coverage includes discrete and continuous probability distributions, sampling distributions, estimation and hypothesis testing.

DSCI 297. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

DSCI 299. DIRECTED STUDY. 1-15 Credits.

DSCI 346. ADVANCED DATA ANALYSIS FOR BUSINESS. 4 Credits.
Prerequisites: DSCI 245 and one of the following: MATH 142, MATH 161, MATH 200 or permission of the instructor.
This course offers and in-depth study of decision making in the business environment using statistical and data analysis procedures. Statistical methods used in decision making include chi-square tests, analysis of variance, correlation, simple and multiple regression, time series analysis, and forecasting. Computer software is used extensively for both analysis and presentation. Case studies or projects are used to integrate statistical methods with problem solving and communication skills.

DSCI 352. MIXED RESEARCH METHODS, SECURITY AND ETHICS FOR ANALYTICS. 4 Credits.
Prerequisites: DSCI 346 or permission of the instructor.
This course introduces mixed methods research, specifically concentrating on the intersection of qualitative and quantitative data in a single research project. Research ethics as applied in the real world are of particular interest, with specific focus on the Family Educational Rights and Privacy Act (FERPA) and the Health Insurance Portability and Accountability Act (HIPAA).

DSCI 353. DATA MANAGEMENT, CLEANING AND IMPUTATION. 4 Credits.
Prerequisites: DSCI 346 or permission of the instructor.
This course introduces applied data mining skills, that is location of errors and inconsistencies in data sets, missing value management and the impact of these methods of data analytic methods, and data transformations used to meet model assumptions for appropriate data analytic methods.

DSCI 399. DIRECTED STUDY. 1-5 Credits.
Prerequisites: permission of the instructor, department chair and college dean.

DSCI 445. OPTIMIZATION VIA MANAGEMENT SCIENCE. 4 Credits.
Prerequisites: DSCI 346 or permission of the instructor.
Business analytics is a hybrid of information systems, applied statistics, management science, data analysis, operations research, consumer behavior, risk management, and decision support. The focus of this particular course is the optimization of spreadsheet decision models in a business environment. Topics may include linear programming, network modeling, goal programming, nonlinear programming, regression, data mining, forecasting, simulation, queueing theory and decision analysis.
DSCI 446. BUSINESS FORECASTING. 4 Credits.  
**Pre-requisites:** DSCI 346 or permission of the instructor.  
Integrates several forecasting models with applications to managerial techniques. Topics include regression, multiple regression, time series analysis, autocorrelation, econometric models, exponential smoothing, autoregressive models, adaptive filtering, Box Jenkins methods, and survey techniques. The computer is employed to develop meaningful forecasts for management.

DSCI 447. DESIGN OF EXPERIMENTS. 4 Credits.  
**Pre-requisites:** DSCI 346 or permission of the instructor.  
An in-depth study of quantitative business analysis techniques in a variety of organizational environments. Emphasizes the use of the computer and a discussion of quality in the organizational setting.

DSCI 448. BUSINESS SIMULATION. 4 Credits.  
**Pre-requisites:** DSCI 346 or permission of the instructor.  
An examination of probabilistic robabilistic models in decision science, with emphasis on discrete event simulation.

DSCI 449. MULTIVARIATE DATA ANALYSIS. 4 Credits.  
**Pre-requisites:** DSCI 346 or permission of the instructor.  
Multivariate data analysis methods are used in fields such as business, engineering, education, data mining and many others. This course examines the concepts and principles of the various statistical methods used in the analysis of multiple simultaneous measurements on the subjects under investigation. Software is heavily used to support the studies in this course.

DSCI 450. DATA VISUALIZATION. 4 Credits.  
**Pre-requisites:** DSCI 346 or permission of the instructor.  
Data visualization helps people understand the information within data by placing it in a visual context. As statistical results are often communicated poorly in the media, in scientific journals and in business, this course examines methods used in the presentation of these results to non-statistically oriented audiences. A variety of software packages are used to develop appropriate data visualizations. Non-technical writing and presentation skills are emphasized.

DSCI 481. MPP—DATA SCIENCE FUNDAMENTALS. 4 Credits.  
**Pre-requisites:** DSCI 353, MISC 373 and MATH 142 (MATH 161 preferred) or permission of the instructor.  
This is the first course in the senior cohort sequence from the Microsoft Professional Program (MPP) taken as part of the BS in Analytics. This is a hybrid class composed of online material from the Microsoft Professional Program in Data Science, supplemental material and weekly discussion sessions with the course instructor. Topics in this course focus on how the MPP curriculum works, data queries, data analysis, data visualization and how statistics informs data science practices.

DSCI 482. MPP—CORE DATA SCIENCE. 4 Credits.  
**Pre-requisites:** DSCI 481.  
This is the second course in the senior cohort sequence from the Microsoft Professional Program (MPP) taken as part of the BS in Data Analytics. This is a hybrid class composed of online material from the Microsoft Professional Program in Data Science, supplemental material and weekly discussion sessions with the course instructor. Topics in this course focus on the essential programming languages for manipulating data, data wrangling skills and the fundamentals of machine learning.

DSCI 483. MPP—APPLIED DATA SCIENCE. 4 Credits.  
**Pre-requisites:** DSCI 482.  
This is the third course in the senior cohort sequence from the Microsoft Professional Program (MPP) taken as part of the BS in Data Analytics. This is a hybrid class composed of online material from the Microsoft Professional Program in Data Science, supplemental material and weekly discussion sessions with the course instructor. Topics in this course focus on enhancing detailed knowledge of R and Python and then developing applied skill in structured and unstructured machine learning.

DSCI 490. ANALYTICS SENIOR CAPSTONE. 4 Credits.  
**Notes:** to be taken in the final quarter of instruction.  
**Pre-requisites:** DSCI 450; MISC 485, may be taken concurrently; and a declared BAB in Business Analytics or BS in Data Analytics major.  
**Satisfies:** a university graduation requirement—senior capstone.  
This course is designed to proved students the opportunity to experience real world business scenarios in which direction is vague and stakes are similar to those experienced by professionals.

DSCI 495. PROFESSIONAL INTERNSHIP. 1-15 Credits.  
DSCI 498. SEMINAR. 1-15 Credits.  
DSCI 499. DIRECTED STUDY. 1-5 Credits.  
**Pre-requisites:** permission of the instructor, department chair and college dean.

Entrepreneurship (ENTP)

ENTP 311. ENTREPRENEURIAL BEHAVIOR AND THINKING. 4 Credits.  
**Pre-requisites:** junior standing.  
The foundation course in entrepreneurship, this class introduces entrepreneurship as an approach to life and one’s career. It examines the nature of entrepreneurship and the entrepreneur, and explores the role of entrepreneurship in society. The key focus is on entrepreneurship as a process anyone can master. An overview of factors that are key to entrepreneurial success and how to approach these issues is provided. Students in this course will also begin developing their Entrepreneurial Experience Portfolios.

ENTP 399. DIRECTED STUD. 1-5 Credits.  
Directed Study.

ENTP 411. FINDING AND EVALUATING OPPORTUNITIES. 4 Credits.  
**Pre-requisites:** ENTP 311.  
Learn and practice skills that enhance the entrepreneur’s chances of successful startup. This course examines the startup process from the perspective social skills needed by successful entrepreneurs. Students will learn about and practice telling great stories about a business, giving a powerful pitch, developing and communicating the value proposition of the business, and the process of conducting effective customer insight interviews. This course will continue to build the student’s Entrepreneurial Experience Portfolio.

ENTP 412. BUSINESS MODEL DESIGN. 4 Credits.  
**Pre-requisites:** ENTP 411.  
The business model is the engine that drives startup success. This course explores business model design and validation, while exploring ways to test the business model without spending unnecessary time, money and other resources. Additionally, this course will explore approaches that help prospective entrepreneurs dial in their business model rapidly while reducing startup risk and anxiety. This course will continue to build the student’s Entrepreneurial Experience Portfolio.
ENTP 438. ENTREPRENEURIAL AND SMALL BUSINESS FINANCE. 4 Credits.
Cross-listed: FINC 438.
Cases, computer simulations, spreadsheets (Excel) and other analytical methods will be applied to issues and problems in entrepreneurial finance. Specific topics will include sources and sequencing of financing as the business develops, assessing and forecasting financial needs, forecasting and managing short- and long-term capital, valuing the business from the entrepreneur’s viewpoint as well as the investors’ viewpoint. The venture capital markets, choice of financing alternatives and harvesting the business will also be examined.

ENTP 489. THE BUSINESS PLAN LABORATORY. 4 Credits.
Pre-requisites: ENTP 311 and one other ENTP course.
This is a hands-on course where student teams will work to create high-quality business plans for new ventures of their choosing. Students will be introduced to research tools and analytical approaches that will help them evaluate opportunities, and create plans that are credible, complete, concise and clear. This course will also emphasize the importance of professional communication skills in promoting the offerings of the business plans. This course will continue to build the student’s Entrepreneurial Experience Portfolio.

Finance (FINC)

FINC 196. EXPERIMENTAL COURSE. 1-5 Credits.

FINC 200. PERSONAL FINANCE: PHILOSOPHY AND PRACTICE. 4 Credits.
Satisfies: a BACR for humanities and arts.
Deals with the management of individual financial affairs on both a practical and a philosophical level. Covers a number of topics, such as the relationship between money and success, money and power, the meaning of poverty, the illusion of value, budgeting, tax planning, credit, real estate, major purchases, cash management, insurance, investments and retirement planning.

FINC 296. EXPERIMENTAL COURSE. 1-5 Credits.

FINC 299. DIRECTED STUDY. 1-15 Credits.

FINC 335. FINANCIAL MANAGEMENT. 4 Credits.
Pre-requisites: (MATH 142, MATH 161 or MATH 200) and DSCI 245 and ACCT 251 and (either ECON 200 or ECON 201).
This course covers the application of basic theory and analytical techniques to financial decision making. It discusses the time value of money and capital budgeting, as well as capital structure and risk return trade off as they relate to the cost of capital, securities valuation and capital budgeting.

FINC 395. PROFESSIONAL INTERNSHIP. 1-15 Credits.

FINC 398. SEMINAR. 1-5 Credits.

FINC 399. DIRECTED STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

FINC 431. INVESTMENTS. 4 Credits.
Pre-requisites: FINC 335.
Examines principles of investments valuation; objectives and risks involved; sources of relevant information. Security analysis and investment timing in a portfolio management framework.

FINC 432. RISK MANAGEMENT. 4 Credits.
Pre-requisites: FINC 434.
This course examines risks faced by the economy and businesses. Discussions include the principles of risk and risk management methods.

FINC 433. SECURITIES ANALYSIS. 4 Credits.
Pre-requisites: FINC 431.
This course examines the data and techniques used to evaluate equity securities for investment purposes. Both the fundamental and technical approaches to analysis and evaluation are covered in depth. A complete analysis of a currently traded security is required.

FINC 434. FINANCIAL DERIVATIVES. 4 Credits.
Pre-requisites: FINC 335.
Provides an in-depth background to various financial derivatives including futures, options, swaps, securitized securities, and collateralized mortgage obligations. Discusses concepts related to the operation of financial derivatives including marketing to market and clearing corporations.

FINC 435. CAPITAL BUDGETING AND LONG-TERM FINANCING. 4 Credits.
Pre-requisites: FINC 335.
Provides in-depth background and skill development for capital budgeting and long-term financial decision-making. Emphasis on discounted cash flow analysis using computer spreadsheets. Discusses capital structure, dividend policy, cost of capital, and risk analysis. Also covers long-term financing issues of a business or corporation. Uses cases, computer simulations and other analytical techniques.

FINC 436. SHORT-TERM FINANCIAL MANAGEMENT. 2 Credits.
Pre-requisites: FINC 335.
Provides necessary background and skill development to understand and analyze short-term financing issues. Topics include financial liquidity, working capital management, cash forecasting, cash budgeting and short-term investing and financing. Cases, spreadsheets and other methods are used extensively.

FINC 438. ENTREPRENEURIAL AND SMALL BUSINESS FINANCE. 4 Credits.
Cross-listed: ENTP 438.
Cases, computer simulations, spreadsheets (Excel) and other analytical methods will be applied to issues and problems in entrepreneurial finance. Specific topics will include sources and sequencing of financing as the business develops, assessing and forecasting financial needs, forecasting and managing short- and long-term capital, valuing the business from the entrepreneur’s viewpoint as well as the investors’ viewpoint. The venture capital markets, choice of financing alternatives and harvesting the business will also be examined.

FINC 439. CURRENT TOPICS IN FINANCE. 4 Credits.
Notes: may be repeated for credit if topics differ.
Pre-requisites: FINC 435.
Individual reports, team projects, team presentations and class discussion are used to examine current issues and problems in finance, business and the global economy.

FINC 441. PORTFOLIO MANAGEMENT I. 2 Credits.
Prerequisite: FINC 335. This is an introductory course dealing with the management of real dollar portfolios. Students enrolled in this course will be expected to enroll in FINC442 and FINC443 subsequent quarter. Topics covered include modern portfolio theory, security analysis and valuation, and portfolio performance evaluation. Students will also be involved in management of extant portfolios primarily as observers.

FINC 442. PORTFOLIO MANAGEMENT II. 2 Credits.
Prerequisite: FINC 441. This course is a continuation of FINC441. Students enrolled in this class will be involved in the day-to-day management of real dollar portfolios. Responsibilities will include presentation of security recommendations, portfolio rebalancing, and analysis of portfolio risk. An end of quarter report will be prepared and presented.
FINC 443. PORTFOLIO MANAGEMENT III. 2 Credits.
Prerequisite: FINC 442. This course is a continuation of the information covered in FINC441 and FINC442. Students enrolled in this class will be involved in the day-to-day management of real dollar portfolios. Responsibilities will include presentation of security recommendations, portfolio rebalancing, and analysis of portfolio risk. An end of quarter report will be prepared and presented.

FINC 474. INTERNATIONAL FINANCE MANAGEMENT. 4 Credits.
Cross-listed: IBUS 474.
Pre-requisites: FINC 335.
This course discusses financial management in the international arena.

FINC 495. PROFESSIONAL INTERNSHIP. 1-5 Credits.
Notes: graded Pass/Fail.
Pre-requisites: permission of the instructor, department chair and college dean.

FINC 496. EXPERIMENTAL COURSE. 1-15 Credits.
FINC 498. SEMINAR. 1-5 Credits.
FINC 499. DIRECTED STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

Human Resource Management (HUMR)

HUMR 298. SEMINAR. 1-5 Credits.
HUMR 299. DIR STUDY. 1-15 Credits.
HUMR 328. HUMAN RESOURCE MANAGEMENT. 4 Credits.
Pre-requisites: junior standing.
Human resource management (HRM) is an ongoing process consisting of various critical functions including human resource planning, recruitment, selection, training and development, job analysis, performance appraisal, compensation and health and safety. These major HRM functions and their sequential interdependence are discussed and applied. Various external forces that constrain managerial decision-making are also considered including laws and regulations dealing with equal opportunity, workplace diversity and multiculturalism, especially as these impact human resource policies and practices.

HUMR 395. INTERNSHIP. 1-10 Credits.
HUMR 399. DIR STUDY. 1-15 Credits.
HUMR 427. COMPENSATION ADMINISTRATION. 4 Credits.
Pre-requisites: HUMR 328.
Part I consists of an analysis of the theoretical concepts, practical techniques, and criteria commonly recognized in the development and control of various compensation models. Part II is the application (field study) of selected concepts, techniques, and criteria considered appropriate for the solutions to local work place compensation problems.

HUMR 429. CURRENT ISSUES IN HUMAN RESOURCE MANAGEMENT. 4 Credits.
Pre-requisites: HUMR 328.
Analyses of selected major problems confronted in human resource management.

HUMR 495. PROFESSIONAL INTERNSHIP. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

HUMR 498. SEMINAR. 1-5 Credits.
HUMR 499. DIRECTED STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

International Business (IBUS)

IBUS 470. INTERNATIONAL BUSINESS MANAGEMENT. 4 Credits.
Cross-listed: MGMT 470.
Pre-requisites: junior standing.
Satisfies: a university graduation requirement—global studies.
Analysis of the impact of international business variables on global organizations and the impact of these organization on the societies in which they operate.

IBUS 471. MULTINATIONAL PEOPLE MANAGEMENT. 4 Credits.
Cross-listed: MGMT 471.
Pre-requisites: junior standing.
Satisfies: a university graduation requirement—global studies.
A systems approach to multinational human resource management incorporating three interrelated subsystems: internal (the multinational company), external (the nation state) and the individual (the manager) in a cross-cultural context.

IBUS 472. GLOBAL MARKETING MANAGEMENT. 4 Credits.
Cross-listed: MKTG 472.
Pre-requisites: IBUS 470/MGMT 470 or MKTG 310.
A practical approach to understanding the implications to marketing functions that result from competing in a global marketplace. Marketing function differences and similarities are explored across national borders and cultures.

IBUS 474. INTERNATIONAL FINANCIAL MANAGEMENT. 4 Credits.
Cross-listed: FINC 474.
Pre-requisites: FINC 335.
This course discusses financial management in the international arena.

IBUS 498. SEMINAR. 1-5 Credits.

Management (MGMT)

MGMT 120. THE WORLD OF BUSINESS. 5 Credits.
Notes: not open to upper-division business administration majors.
Surveys the basic roles and functions performed by business firms in modern free enterprise societies.

MGMT 197. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

MGMT 295. PRE-PROFESSIONAL INTERNSHIP. 1-10 Credits.

MGMT 296. EXPERIMENTAL COURSE. 1-5 Credits.

MGMT 299. DIRECTED STUDY. 1-15 Credits.

MGMT 326. ORGANIZATION THEORY AND BEHAVIOR. 4 Credits.
Pre-requisites: junior standing.
Explores the nature of human behavior in organizations as well as the structural effects of change. Application to the management of human resources is provided. A conceptual foundation is applied to practical situations throughout the course.
MGMT 395. INTERNSHIP. 1-15 Credits.

MGMT 396. EXPERIMENTAL COURSE. 1-5 Credits.

MGMT 397. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

MGMT 398. SEMINAR. 1-5 Credits.

MGMT 399. DIRECTED STUDY. 1-5 Credits.

Pre-requisites: permission of the instructor, department chair and college dean.

MGMT 423. BUSINESS AND SOCIETY. 4 Credits.

Pre-requisites: MGMT 326, senior standing.

Study of the interrelations between business and its external environment, focusing on the social, political and legal interactions. Review of critical managerial issues from historical, theoretical and ethical perspectives and their impact on organizations.

MGMT 424. EQUITY AND EQUALITY IN THE WORKPLACE. 3 Credits.

Cross-listed: WMST 424.

Pre-requisites: ENGL 201.

This course examines feminist theory, the law and business management theories as they apply to equality and equity in the workplace. The course is an integrated approach to business and gender issues.

MGMT 470. INTERNATIONAL BUSINESS MANAGEMENT. 4 Credits.

Cross-listed: IBUS 470.

Pre-requisites: junior standing.

Satisfies: a university graduation requirement–global studies.

Analysis of the impact of international business variables on global organizations and the impact of these organization on the societies in which they operate.

MGMT 471. MULTINATIONAL PEOPLE MANAGEMENT. 4 Credits.

Cross-listed: IBUS 471.

Pre-requisites: junior standing.

Satisfies: a university graduation requirement–global studies.

A systems approach to multinational human resource management incorporating three interrelated subsystems: internal (the multinational company), external (the nation state) and the individual (the manager) in a cross-cultural context.

MGMT 480. ORGANIZATIONAL LEADERSHIP. 4 Credits.

Pre-requisites: MGMT 326.

This seminar examines the various leadership styles in organizations. Students investigate and develop leadership profiles of past, present and future leaders. Project teams develop a video profile and case of a specific organization.

MGMT 490. DEPARTMENT SENIOR CAPSTONE. 4 Credits.

Pre-requisites: ACCT 251, ACCT 252, ACCT 261; DSCI 245, DSCI 346; ECON 200, ECON 201; ENGL 201; FINC 335; MATH 200; MGMT 326; MISC 211; MKTG 310; OPSM 330; MGMT 423 (may be taken concurrently); Computer Literacy I and II and admission to BAB.

Satisfies: a university graduation requirement–senior capstone.

See your major department advisor for the appropriate section number.

MGMT 495. PROFESSIONAL INTERNSHIP-MANAGEMENT. 1-15 Credits.

Notes: graded Pass/Fail.

Pre-requisites: permission of the instructor, department chair and college dean.

MGMT 496. EXPERIMENTAL COURSE. 1-5 Credits.

MGMT 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

MGMT 498. SEMINAR. 1-5 Credits.

MGMT 499. DIRECTED STUDY. 1-5 Credits.

Pre-requisites: permission of the instructor, department chair and college dean.

MGMT 599. DIRECTED STUDY. 1-15 Credits.

MGMT 601. RESEARCH REPORT. 1-15 Credits.

MGMT 695. INTERNSHIP. 1-5 Credits.

Management Information Systems (MISC)

MISC 211. INFORMATION TECHNOLOGY IN BUSINESS. 4 Credits.

Notes: students who have passed MISC 311 do not need to take MISC 211.

Pre-requisites: sophomore standing.

This course provides concepts of the alignment between rapidly changing Information Systems/Technology and business performance. Course content covers strategic, tactical, and operations level issues of Information Systems in organizations. Topics include business-driven information systems, decision-making support, e-business, ethics, security, infrastructure, and applications of commonly implemented spreadsheet modeling and database management systems to solve business problems.

MISC 295. INTERNSHIP. 1-6 Credits.

MISC 298. SEMINAR. 1-5 Credits.

MISC 299. DIRECTED STUDY. 1-15 Credits.

MISC 370. MULTIMEDIA PRODUCTION OF BUSINESS DOCUMENTS. 4 Credits.

Pre-requisites: MISC 211 or equivalent and BUED major, or permission of the instructor.

Learning advanced applications of word processing, presentation, and multimedia software to design formal and technical reports and presentations, correspondence, newsletters, brochures, forms, charts, and graphics. Emphasis is on problem-solving ability to convert raw data into acceptable form using the computer, the Internet, and additional multimedia.

MISC 371. BUSINESS APPLICATIONS PROGRAM DESIGN. 4 Credits.

Pre-requisites: MISC 211 or CSCD 210 or permission of the instructor.

This course provides a thorough coverage of the program design and development process. The student will develop algorithmic solutions to a variety of business computer applications using a number of logic tools for programming and documentation. A high level programming language is used to illustrate the logic and structure of common business applications.

MISC 372. DATA COMMUNICATION AND NETWORK FUNDAMENTALS. 4 Credits.

Pre-requisites: MISC 211 or permission of the instructor.

This course is a general introduction to current technology for local area networks (LAN), wide area networks (WAN) and the Internet.
MISC 373. BUSINESS DATABASE APPLICATIONS. 4 Credits.
Pre-requisites: MISC 211 or permission of the instructor.
This course provides an in-depth study of theory and applications of databases. Emphasis is on the design of flexible databases to meet business information requirements. Topics include database concepts, data modeling, data dictionary, database models, database design, data integrity and managerial considerations.

MISC 374. SPREADSHEET MODELING FOR BUSINESS APPLICATIONS. 4 Credits.
Pre-requisites: MISC 211 or CSCD 211 or permission of the instructor. Problem solving and data modeling of business applications utilizing spreadsheet software. Graphics, file management, and proper spreadsheet organization topics are covered as well as use of macros for development of user-friendly applications.

MISC 375. EXPERT SYSTEMS APPLICATIONS IN BUSINESS. 4 Credits.
Pre-requisites: MISC 211 or CSCD 211 or permission of the instructor. Introduction to expert systems design and implementation. Topics covered include the study of existing successful applications, the techniques of knowledge representation, and a review of knowledge engineering methodologies and languages. Students build a model expert system using an expert system software package.

MISC 395. COOP FIELDWORK. 1-15 Credits.
MISC 398. SEMINAR. 1-5 Credits.
MISC 399. DIRECTED STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

MISC 481. SYSTEMS ANALYSIS AND DESIGN. 4 Credits.
Pre-requisites: MISC 373 or CSCD 327.
This course involves the analysis and design of business systems. It includes the structure and life cycle of systems. The methodology of systems studies and the use of computer aided software engineering (CASE) tools are emphasized. Systems studies are undertaken utilizing cases and actual business systems projects.

MISC 482. SYSTEMS PROJECT AND PROJECT MANAGEMENT. 4 Credits.
Pre-requisites: MISC 371 and MISC 481.
This course emphasizes solving an information systems problem using project management and information systems methodologies. Students will develop a computer information system through the use of CASE tools. Interactive and prototyping approaches to system development are investigated and employed. In addition, students will acquire additional knowledge in planning, managing and presenting a systems project.

MISC 485. ADVANCED DATABASE APPLICATIONS DEVELOPMENT. 4 Credits.
Pre-requisites: MISC 373 or permission of the instructor.
This course is a continuation of business applications of databases. The course stresses application development through fourth generation programming techniques. The course is designed to take advantage of advanced capabilities in current database management systems. Emphasis is on the design and implementation of business database applications. Topics include data modeling, database design, database implementation, report design, form design, application design, security, backup and recovery and multi-user databases.

MISC 486. INFORMATION SECURITY MANAGEMENT. 4 Credits.
Pre-requisites: MISC 211.
Provides an understanding of the information security vision and strategy set forth by executive management. Concepts and techniques from the management and organizational behavior disciplines are integrated in order to identify and propose solutions to the problems of information security administration. Domain specific issues such as HIPAA and SOX are addressed as appropriate.

MISC 487. E-COMMERCE AND E-COMMERCE SYSTEM DESIGN. 4 Credits.
Pre-requisites: MISC 211.
This course explores how the landscape of e-commerce is changing and evolving. The course covers important topics of e-commerce, such as: selling and marketing online, businesses trading and collaborating with other businesses, internal business process supports, legal, ethical and tax issues, Web security and e-commerce infrastructure, and provides students with the technical skills of developing e-commerce applications.

MISC 488. HEALTH INFORMATION TECHNOLOGY. 4 Credits.
Pre-requisites: MISC 211 or permission of the instructor.
This course acquaints students with current and emergent issues in the area of health and medical information technology from a regional, national and international perspective. The classroom format combines lecture and case-based work with hands-on work using a variety of current electronic medical record (EMR) and ancillary systems.

MISC 495. INTERNSHIP. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

MISC 496. EXPERIMENTAL COURSE. 1-15 Credits.

MISC 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

MISC 498. SEMINAR. 1-5 Credits.

MISC 499. DIRECTED STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

MISC 595. INTERNSHIP. 1-15 Credits.

Marketing (MKTG)

MKTG 298. SEMINAR. 1-5 Credits.

MKTG 299. DIRECTED STUDY. 1-15 Credits.

MKTG 310. PRINCIPLES OF MARKETING. 4 Credits.
Pre-requisites: junior standing.
An introduction to marketing. The marketing mix: Product offering, supply chain management, pricing, promotion, and introduction to buyer behavior.

MKTG 395. PROFESSIONAL INTERNSHIP MARKETING. 1-15 Credits.

MKTG 399. DIRECTED STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
MKTG 400. BUYER BEHAVIOR. 4 Credits.
Pre-requisites: MKTG 310.
Study of the buyer decision-making process, both consumer and industrial, for the purpose of planning and implementing successful marketing strategies. Includes an examination of both the internal psychological and external sociological factors influencing the decision-making process, and how these factors relate to strategic marketing decisions such as product development, segmentation, and positioning.

MKTG 411. MARKETING RESEARCH. 4 Credits.
Pre-requisites: MKTG 310 and DSCI 346.
A practical and theoretical approach to understanding and applying the procedures and methods used in collecting and analyzing market information for managerial decision-making. Topics include research design, data collection, sampling, questionnaire design, qualitative research methods, processing and interpreting data, and presentation of findings. An applied approach provides practical application of methods studied.

MKTG 412. MARKETING MANAGEMENT. 4 Credits.
Pre-requisites: MKTG 400 and MKTG 411.
An exploration of key marketing management variables such as buyer behavior, market segmentation and product positioning, product policy, pricing, distribution, promotion and market research in the contexts of strategy development, decision making, implementation and control.

MKTG 413. INTEGRATED MARKETING COMMUNICATIONS. 4 Credits.
Pre-requisites: MKTG 310.
A practical and theoretical approach to understanding communications theory and how advertising, sales promotion, public relations, and direct marketing are designed and used by organizations in communicating with various publics.

MKTG 414. RETAIL MANAGEMENT. 4 Credits.
Pre-requisites: MKTG 310.
A study of the strategies used by retailers as critical members of a supply chain. The relationships among store organization, human resource management, and the retail strategies used by various types of retail outlets are investigated. Merchandising policies (buying, selling, stock control and management), various control strategies, promotion, and public relations activities are also covered.

MKTG 416. SALES FORCE MANAGEMENT. 4 Credits.
Pre-requisites: MKTG 310.
This course covers the concepts and theories associated with planning, organizing, evaluating, controlling, and managing a professional sales force.

MKTG 417. MARKETING ANALYSIS. 4 Credits.
Pre-requisites: MKTG 412.
Strategical analysis of managerial marketing issues involving market trends, marketing research, product planning, distribution channels, pricing, promotion, social trends and the influence marketing strategy has on society.

MKTG 419. BRAND AND PRODUCT MANAGEMENT. 4 Credits.
Pre-requisites: MKTG 310 with a minimum grade ≥C and admission to business program.
This course covers concepts including the importance of brands and products to consumers and firms, brand equity and brand positioning, product management over the product life-cycle, the conduct of a brand audit, the design and implementation of branding strategies and the management of brand equity.

MKTG 444. APPLIED PROMOTION. 4 Credits.
Pre-requisites: MKTG 310.
This course involves students in the research, planning, implementation and evaluation of a promotional event for a local business or organization. A variety of marketing principles are applied in a hands-on real world experience.

MKTG 472. GLOBAL MARKETING MANAGEMENT. 4 Credits.
Pre-requisites: IBUS 472.
Cross-listed: IBUS 472.
A practical approach to understanding the implications to marketing functions that result from competing in a global marketplace. Marketing function differences and similarities are explored across national borders and cultures.

MKTG 481. SPORTS MARKETING. 4 Credits.
Pre-requisites: MKTG 310.
Explores the essentials of effective sports marketing, such as the nature of sports products, sports consumers, sports research, sports-product development, sponsorship and licensing. Looks at the marketing of sports and sport products as well as marketing through sports.

MKTG 495. PROF INTERNSHIP-MKTG. 1-5 Credits.
Notes: graded Pass/Fail.
Pre-requisites: permission of the instructor, department chair and college dean.

MKTG 496. EXPERIMENTAL COURSE. 1-5 Credits.

MKTG 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

MKTG 498. SEMINAR. 1-5 Credits.

MKTG 499. DIRECTED STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

Operations Management (OPSM)

OPSM 299. DIRECTED STUDY. 1-15 Credits.

OPSM 330. OPERATIONS MANAGEMENT. 4 Credits.
Pre-requisites: DSCI 245 (or equivalent) and one of the following: MATH 142, MATH 161 or MATH 200.
An integrating study focusing upon the models and methods of production and operations management. Managerial approaches to planning, scheduling and controlling both product and service. Tools include process analysis, plant location, plant layout, capacity planning, inventory control, forecasting, materials requirement planning, PERT/CPM and quality control. Also studies computer-based operations control systems applicable to the above topics.

OPSM 395. INTERNSHIP. 1-5 Credits.

OPSM 398. SEMINAR. 1-5 Credits.

OPSM 399. DIRECTED STUDY. 1-15 Credits.

OPSM 425. SERVICE AND OPERATION ANALYSIS. 4 Credits.
Pre-requisites: OPSM 330.
This integrative course includes analysis of both service and manufacturing organizations. The course focuses on case studies and applied quantitative techniques for managing the entire operations of a firm. Decision-making is emphasized through computer simulation and interactive discussion of field and textbook case studies.
OPSM 428. GLOBAL SUPPLY CHAIN MANAGEMENT. 4 Credits.
Pre-requisites: senior standing or permission of instructor.
This course examines the actions and values responsible for continuous improvement in the design, development and management process of an organization's supply system. The objective of the course is to understand how to improve the supply system's profitability and ensure its survival as well as the profitability and survival of its customers and suppliers. Global issues and development of supplier relationships are integrated throughout the course material. Cases and field trips are included as appropriate.

OPSM 441. QUALITY MANAGEMENT. 4 Credits.
Pre-requisites: OPSM 330.
This course is a review and application of quality management concepts in public and private enterprises. Both qualitative and quantitative techniques are analyzed. Cases and field trips are included as appropriate.

OPSM 495. PROFESSIONAL INTERNSHIP-OPSM. 1-5 Credits.
Notes: graded Pass/Fail.
Pre-requisites: permission of the instructor, department chair and college dean.

OPSM 498. SEMINAR. 1-5 Credits.

OPSM 499. DIRECTED STUDY. 1-5 Credits.
Prerequisite: permission of the instructor, department chair and college dean

OPSM 598. GRADUATE SEMINAR. 1-5 Credits.
Business and Marketing Education

Taryn Fletcher (tfletcher@ewu.edu), Program Director: Business & Marketing Education (Plan 1), Business & Industry Route (Plan 2), Career & Technical Education, and Corporate Training, 509.828.1251

Leah Silvieus (lsilvieus@ewu.edu), Industry Certification Coordinator, program page

Marketing Education (Plan 1), Business & Industry Route (Plan 2), Career and Technical Education, and Corporate Training

Instructors:
Jeffrey Adams
Sally Arel
Kari Duffy
Taryn Fletcher
Cheri Osmuss
Leah Silvieus
Adam Smith
Venetia Willis-Holbrook

Undergraduate Degrees

Bachelor of Arts in Education (BAE)
Business and Marketing Education/Secondary Major or Add-on Endorsement (p. 140)

Undergraduate Minor
Corporate Training (p. 141)

Undergraduate Certificate
Career and Technical Education (p. 141)

Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.

Undergraduate Programs

The Business and Marketing Education (BME) student will become fully Career and Technical Education (CTE) certified to teach any business or marketing course in the state of Washington grades 5–12.

Business and marketing courses offered in high school, junior high, middle school, and skills centers prepare students to think, communicate, and problem solve through real-world applications. Business and marketing teachers educate students to become thoughtful consumers, achieve success in the workplace, and value life-long learning.

A Bachelor of Arts in Education with a Business and Marketing Education (BME) major provides teachers with practical business and/or marketing experience to share their knowledge and expertise in a secondary education classroom. BME Program completers receive a Washington State teaching license in secondary education with a CTE certification in business and marketing allowing them to teach any business or marketing subject offered in grades 5–12. Please visit the Department of Education for more information on secondary education requirements.

The BME degree or BME Add-on with a CTE certificate allows program completers to teach any of the 50 plus business or marketing courses a school might offer. The degree also certifies completers to coordinate work-site learning educational opportunities at a qualified work-site outside the classroom, linking high school students’ work experiences with classroom learning, and the degree certifies you to instruct the career choices course, facilitating career development, job retention, and resource management. The BME major is offered in conjunction with the Department of Education. The College of Business and Public Administration provides the required business-related courses in business administration, computer applications, accounting, and Career and Technical Education. The Department of Education provides courses in professional education and advising toward teacher certification within the State of Washington.

All CTE, BME, and business administration courses are offered online. Tuition for online courses differs from on-campus courses; please contact Student Financial Services for current tuition rates.

Grade Requirements for Graduation

1. a minimum grade ≥ C in each course required for the major
2. formal admission to the BAE program
3. a minimum accumulative GPA ≥ 2.5

Required courses in the following program of study may have prerequisites. Reference the course description section for clarification.

Course Repeat Policy

The Undergraduate Business and Marketing Education Program’s course repeat policy limits students to three graded attempts for each requirement for their Business and Marketing Education (BME) major, including all requirements listed and courses required for the major. If a requirement for the major is not successfully completed with a minimum grade ≥ 2.0 on the third graded attempt, the student will be dropped from the program.

For fulfillment of each course requirement, the BME program will consider the first three times a student completes the course; further attempts of the course will not be accepted. In accordance with EWU’s repeat policy, only the most recent of the (first) three completions will be accepted. Completion is defined as receiving a final grade in the course.

A student who has been denied admission to the BME program or who has been dropped from the program based on application of this repeat policy may seek admission into the program or continuation through petition to the Dean of the College of Business and Public Administration. The policy applies to all BME program core, major requirements, and includes graded attempts of these requirements at colleges and universities other than EW U. For the specific requirements, refer to the General Undergraduate Catalog or the Business Advising website.

It is anticipated that enforcement of the policy will not be handled automatically by the student information system but will require review of transcripts at the time of admission to the business program and/or review of transcript/graduation forms just prior to graduation. Information as to the policy and the student’s obligation to understand and follow it will be included on program advising information and admission forms and in EWU catalog information.
When a student declares BME as a degree program, the student will be informed of the BME repeat policy by the advisor. If a student applying for formal admission to the business program has completed a business program requirement a third time with a grade < C, the student will be informed by the business advisor that the student is not admissible and that further attempts of the course will not be considered. If a student has been formally admitted to the business program and then completes a business program requirement a third time with a grade < C, the student will be dropped from the program and informed by the advisor that further attempts of the course will not be considered.

**Business and Marketing Education/Secondary Major or Add-on Endorsement, Bachelor of Arts in Education (BAE)**

For students/teachers who currently possess a Washington State Teaching Certificate.

The Business and Marketing Education (BME) add-on satisfies the endorsement for grades 5–12.

**Notes:**

1. formal admission to the BAE program.
2. completion of university competencies in writing and university proficiency in math required prior to taking lower division required courses.
3. completion of university proficiency in writing required prior to taking upper division required courses.
4. the above major takes more than 12 quarters at an average of 15 credits per quarter.
5. in addition, career and technical education certification within business and marketing education includes a minimum of 2,000 hours of paid related work experience in business.
6. a required Career and Technical Education (CTE) certification within Business and Marketing Education (BME) requires a minimum of 2,000 hours of paid related work experience in business.
7. student teaching in business and marketing is required as well as the passage of the Washington Educator Skills Test Endorsement (WEST-E) State exam in business and marketing.

**Grade Requirements for Graduation**

- a minimum grade ≥ C in each course required for the major;
- a minimum GPA ≥ 2.5.

**Secondary Education Core**

30-hour multicultural education field requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 201</td>
<td>INTRODUCTION TO EDUCATION</td>
<td>3</td>
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<tr>
<td>EDUC 303</td>
<td>FOUNDATIONS OF ASSESSMENT</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 309</td>
<td>FOUNDATIONS OF SECONDARY CLASSROOM MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 341</td>
<td>SECONDARY STRATEGIES, MANAGEMENT, ASSESSMENT</td>
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</tr>
<tr>
<td>EDUC 413</td>
<td>CONTENT AREA LITERACY: MANAGEMENT AND ASSESSMENT FOR SECONDARY EDUCATION CANDIDATES</td>
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<tr>
<td>EDUC 420</td>
<td>ADMISSION TO PROFESSIONAL CANDIDACY</td>
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**Required Business and Marketing Education Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACCT 251</td>
<td>PRINCIPLES OF FINANCIAL ACCOUNTING</td>
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</tr>
<tr>
<td>ACCT 261</td>
<td>BUSINESS LAW</td>
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</tr>
<tr>
<td>ACCT 351</td>
<td>INTERMEDIATE ACCOUNTING I</td>
<td>4</td>
</tr>
<tr>
<td>BUED 302</td>
<td>BUSINESS COMMUNICATION</td>
<td>4</td>
</tr>
<tr>
<td>BUED 425</td>
<td>WORKPLACE COMMUNICATIONS USING COMPUTER APPLICATIONS</td>
<td>5</td>
</tr>
<tr>
<td>BUED 470</td>
<td>INTRODUCTION TO COMPUTER SCIENCE FOR TEACHERS</td>
<td>4</td>
</tr>
<tr>
<td>BUED 475</td>
<td>METHODOLOGIES USED IN BUSINESS, ACCOUNTING, BUSINESS ENGLISH AND MARKETING</td>
<td>4</td>
</tr>
<tr>
<td>BUED 476</td>
<td>INSTRUCTIONAL METHODOLOGIES USING COMPUTER APPLICATIONS</td>
<td>4</td>
</tr>
<tr>
<td>CTED 301</td>
<td>PHILOSOPHY OF CAREER AND TECHNICAL EDUCATION</td>
<td>4</td>
</tr>
<tr>
<td>CTED 474</td>
<td>ADMINISTRATION OF WORK-SITE EDUCATION</td>
<td>4</td>
</tr>
<tr>
<td>DSCI 245</td>
<td>DATA ANALYSIS FOR BUSINESS</td>
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<td>ECON 200</td>
<td>INTRODUCTION TO MICROECONOMICS</td>
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<tr>
<td>ECON 201</td>
<td>INTRODUCTION TO MACROECONOMICS</td>
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<tr>
<td>ENTP 311</td>
<td>ENTREPRENEURIAL BEHAVIOR AND THINKING</td>
<td>4</td>
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<td>FINC 335</td>
<td>FINANCIAL MANAGEMENT</td>
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<td>HUMR 328</td>
<td>HUMAN RESOURCE MANAGEMENT</td>
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<tr>
<td>MKTG 310</td>
<td>PRINCIPLES OF MARKETING</td>
<td>4</td>
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</tbody>
</table>

**Total Credits**

72

Placement and Clearance Exams (p. 21)

Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

**University Competencies and Proficiencies** (p. 33)

**Breadth Area Core Requirements (BACR)**

- Humanities and Arts (p. 35)
- Natural Sciences (p. 35)
- Social Sciences (p. 36)

**University Graduation Requirements** (p. 36) (UGR)

- Foreign Language
- Minor or Certificate
- Diversity Course List (p. 37)
- Global Studies Course List (p. 37)
- Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least
two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).
Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

- create and sustain safe learning environment that prepare diverse students for the workplace, advanced training, and continuing education;
- demonstrate competencies in business and marketing instructional methodologies; information technology clusters; information systems management; information processing applications; technical communications; entrepreneurship; marketing; business management; accounting; economics and finance; international business; and business law;
- demonstrate teaching competence in career development, work-site coordination, and integration of leadership development into the curriculum and management;
- integrate the state’s Common Core Competencies and 21st century skills in the program implementation and assessment and, in identify the diverse needs of students and implement programs and strategies that promote student competency and success;
- model personal and professional attributes and leadership skills that reflect productive life and work roles as well as implement and maintain collaborative partnerships with students, colleagues, community, business, industry, and families that maximize resources and promote student self-sufficiency.

**Corporate Training Minor**

The Corporate Training Minor is designed to complement the management majors: General Management, Human Resource Management, and Operations Management. BUED 302 and BUED 425 are included in the management majors’ elective sections which leaves only four required courses.

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUED 302</td>
<td>BUSINESS COMMUNICATION</td>
<td>4</td>
</tr>
<tr>
<td>BUED 425</td>
<td>WORKPLACE COMMUNICATION USING COMPUTER APPLICATIONS</td>
<td>5</td>
</tr>
<tr>
<td>BUED 475</td>
<td>METHODOLOGIES USED IN BUSINESS, ACCOUNTING, BUSINESS ENGLISH AND MARKETING</td>
<td>4</td>
</tr>
<tr>
<td>BUED 476</td>
<td>INSTRUCTIONAL METHODOLOGIES USING COMPUTER APPLICATIONS</td>
<td>4</td>
</tr>
<tr>
<td>CTED 309</td>
<td>CTE CLASSROOM MANAGEMENT</td>
<td>4</td>
</tr>
<tr>
<td>CTED 341</td>
<td>CTE SECONDARY STRATEGIES</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>25</strong></td>
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</tbody>
</table>

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

**University Competencies and Proficiencies** (p. 33)

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- Social Sciences (p. 36)

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- Minor or Certificate
- Diversity Course List (p. 37)
- Global Studies Course List (p. 37)
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Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).
Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

- apply training competencies in the program implementation and assessment, in addition, be able to identify the diverse needs of trainees and implement instructional methodologies and strategies to promote individual competency and success;
- demonstrate competencies in instructional methodologies and instructional strategies to promote learning;
- demonstrate instructional competence in career development, training manuals, and integration of leadership development into planning and management;
- model personal and professional attributes and leadership skills that reflect productive life and work roles as well as implement and maintain collaborative partnerships with colleagues, community, business and industry that maximize resources and promote self-sufficiency.

**Career and Technical Education (CTE) Certificate**

Plan 2/Business and Industry Route teacher certification is a short program for teacher candidates who possess 6,000 paid industry work experience in a specific area. The certificate allows teacher candidates to teach only in that specific area.

**The Plan 2 requirements are as follows:**

- document three years (6000 hours) of paid occupational experience in the specific CTE subcategory/specialty area for which certification is sought;
- one year (2,000 hours) must be within the past six years;
- if any of the 2000 hours are more than six years old, 300 hours of the experience must be within the past two years;
- complete EWUs approved Plan 2/Business and Industry Route program.

When you complete the Plan 2 program, you will have a Washington State residency certificate to teach in grades 7–12 ONLY in your specialty area of certification. You will also be certified to teach work-site learning.
and career choices. Visit the OSPI (http://k12.wa.us/certification/CTE/Initial.aspx) website for further details.

Classes are offered only as online courses.
Some courses are offered as clock hours for students who possess a Washington State Teaching certificate; however, clock hours cannot be transferred to credit at any time.

CTED 300  INTRODUCTION TO CAREER AND TECHNICAL EDUCATION  4
CTED 301  PHILOSOPHY OF CAREER AND TECHNICAL EDUCATION  4
CTED 309  CTE CLASSROOM MANAGEMENT  4
CTED 341  CTE SECONDARY STRATEGIES  4
CTED 474  ADMINISTRATION OF WORK-SITE EDUCATION  4
CTED 485  MANAGEMENT OF CTE PRACTicum  1
CTED 492  CTE PROFESSIONAL PORTFOLIO  1
Total Credits  22

Corporate Training Certificate

The Corporate Training Certificate is designed for post-baccalaureate students with career objectives that involve training the trainer, educating company new hires; preparing employees for company changes, leading continuous improvement workshops; creating training videos—online, mobile apps, internal videos; or coaching customers in processes or products. The course of study introduces students to instructional methodologies and audience strategies to build knowledge and skills necessary to effectively instruct and assess in today's corporate environment. Students will learn how to create, deliver and analyze training material using instructional methodologies, instructional strategies, industry technology, written and oral communications and presentations.

Corporate Training (CT) students develop employee training manuals and focus on instructional alignment of assessments to standards and outcomes in order to evaluate instructional effectiveness through data collection and analysis. Throughout the course, students collect evidence of professional instructional growth and self-reflect on effective instructional strategies: problem-solving, metacognitive and task-based.

Required Courses

BUED 302  BUSINESS COMMUNICATION  4
BUED 425  WORKPLACE COMMUNICATIONS USING COMPUTER APPLICATIONS  5
BUED 475  METHODOLOGIES USED IN BUSINESS, ACCOUNTING, BUSINESS ENGLISH AND MARKETING  4
BUED 476  INSTRUCTIONAL METHODOLOGIES USING COMPUTER APPLICATIONS  4
CTED 309  CTE CLASSROOM MANAGEMENT  4
CTED 341  CTE SECONDARY STRATEGIES  4
Total Credits  25

Business Education (BUED)

BUED 197. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
BUED 299. DIRECTED STUDY. 1-15 Credits.
BUED 302. BUSINESS COMMUNICATION. 4 Credits.
Pre-requisites: junior standing.
This course focuses on oral and written communication strategies, theories and models with an emphasis on the principles of effective business writing in the digital workplace. Students work directly with small businesses to conduct primary research and collect industry research in order to develop a formal research report and a professional business presentation. Students receive hands-on experience by working in collaborative groups and presenting the final report and presentation.

BUED 396. EXPERIMENTAL COURSE. 1-5 Credits.
BUED 399. DIRECTED STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

BUED 425. WORKPLACE COMMUNICATIONS USING COMPUTER APPLICATIONS. 5 Credits.
Pre-requisites: junior standing or permission of instructor.
This course provides an opportunity for students to learn Microsoft and Adobe products through workplace simulations: project-based learning. Students develop new documents from workplace scenarios in order to develop problem solving and critical thinking skills. Workplace communication scenarios, such as meetings, give students hands-on learning experiences to communicate using computer applications.

BUED 430. WORKPLACE COMMUNICATIONS USING COMPUTER APPLICATIONS II. 1-10 Credits.
Pre-requisites: BUED 425.
This course provides an opportunity for students to learn Microsoft Access, Outlook, Project, Visio, Excel Expert, Word Expert, and Adobe CC products through workplace simulations: whole-task learning. Students design new documents from complex workplace scenarios in order to develop problem solving and critical thinking skills. Workplace communication scenarios, such as meetings and document sharing, give students on-the-job-task learning experiences using computer applications.

BUED 470. INTRODUCTION TO COMPUTER SCIENCE FOR TEACHERS. 4 Credits.
Pre-requisites: BUED 425.
In this course students learn best practices for teaching the following computer science concepts in order to develop computer science teaching skills: Global Impact/Social Issues, Programming, Computational Thinking, Computer Science Instructional Methodology, Mobile Applications, Area Networks (LAN and WAN.) Students will learn the introductory steps and frameworks a teacher will need for student success in learning highly technical and advanced computer science topics for grades 4-12.

BUED 475. METHODOLOGIES USED IN BUSINESS, ACCOUNTING, BUSINESS ENGLISH AND MARKETING. 4 Credits.
Pre-requisites: ACCT 251, BUED 302, MKTG 310.
This course provides industry certification opportunities to enhance workplace communication by project-based learning and practical workplace simulations. Students create professional Microsoft and Adobe documents through problem solving and critical thinking skills to design formal and technical documents: reports, letters, mail merge, forms, presentations, spreadsheets, functions, charts, databases, newsletters, pivot tables, etc.
BUED 476. INSTRUCTIONAL METHODOLOGIES USING COMPUTER APPLICATIONS. 4 Credits.
Pre-requisites: BUED 425.
This course provides an opportunity for students to develop microcomputer applications' instructional strategies. Students study different instructional methods and how to implement them into either planning units and lesson plans or employee training material. Students receive hands-on opportunities to demonstrate methodologies and technology classroom management in preparation to instruct computer application content areas and employability skills to an audience.

BUED 496. EXPERIMENTAL COURSE. 1-5 Credits.
BUED 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
BUED 498. SEMINAR. 1-5 Credits.
BUED 499. DIRECTED STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

CTED 300. INTRODUCTION TO CAREER AND TECHNICAL EDUCATION. 4 Credits.
Notes: Industry and Business Route/Plan 2 students may simultaneously take CTED 492.
Pre-requisites: junior standing or permission of instructor.
An introduction to the elements of Career and Technical Education and Plan 2/business and Industry Route certification. This course includes current components of education in Washington State and the nation, the process for CTE certification, as well as the implication for CTE.

CTED 301. PHILOSOPHY OF CAREER AND TECHNICAL EDUCATION. 4 Credits.
Notes: Industry and Business Route/Plan 2 students may simultaneously take CTED 492.
Pre-requisites: junior standing or permission of the instructor.
Study of the role of Career and Technical Education (CTE) in the American education system at all levels including the history of CTE, program standards and frameworks, advisory committees, state and federal regulations, and CTE funding.

CTED 309. CTE CLASSROOM MANAGEMENT. 4 Credits.
Pre-requisites: junior standing or permission of instructor.
Course addresses minor issues such as school law and abuse and mandated reporting. The course also includes instructional practices that provide inclusive learning environments to support diverse learners at both the secondary (7–12) level and today's business environment. Students develop instructional skills in identifying barriers to learner success, selecting strategies that support learners while differentiating learning for individual success.

CTED 341. CTE SECONDARY STRATEGIES. 4 Credits.
Pre-requisites: junior standing or permission of instructor.
This course addresses continuous improvement of instruction through reflective practices for two groups of students. Career and Technical Education (CTE) students: Develop edTPA lesson plans and focus on instructional alignment of assessments to standards and outcomes in order to evaluate instructional effectiveness through data collection and analysis. Participants collect evidence of professional instructional growth with self-reflections to experience the teacher/principal evaluation.

CTED 396. EXPERIMENTAL COURSE. 1-10 Credits.
Experimental.

CTED 398. SEMINAR. 1-15 Credits.
CTED 399. DIRECTED STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

CTED 474. ADMINISTRATION OF WORK-SITE EDUCATION. 4 Credits.
Notes: Industry and Business Route/Plan 2 students may simultaneously take CTED 485 and CTED 492.
Pre-requisites: junior standing or permission of instructor.
Course provides students the opportunity to satisfy the certification requirements for candidates pursuing qualifications to teach CTE work-site learning and career choices. Includes instruction in the areas of work-site learning, occupational analysis, student leadership, workplace safety, and advisory partnerships.

CTED 485. MANAGEMENT OF CTE PRACTICUM. 1 Credit.
Notes: Industry and Business Route/Plan 2 students may simultaneously take CTED 300, CTED 301 or CTED 474.
Pre-requisites: junior standing or permission of instructor.
Students will complete 60 hours of classroom instructional practicum to demonstrate student learning as well as an assessment tool for CTE certification.

CTED 492. CTE PROFESSIONAL PORTFOLIO. 1 Credit.
Notes: Industry and Business Route/Plan 2 students may simultaneously take CTED 301 or CTED 474. This course may be repeated for credit.
Pre-requisites: junior standing or permission of instructor.
Students create a professional development portfolio to organize CTE competencies and curriculum design as they progress through the Plan2/Business and Industry Route program.

CTED 495. PROFESSIONAL INTERNSHIP. 1-15 Credits.
CTED 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
CTED 498. SEMINAR. 1-15 Credits.
CTED 499. DIRECTED STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Chemistry and Biochemistry

Robin McRae, Chair

department page (https://www.ewu.edu/cstem/programs/chemistry)
226 Science Bldg.
509.359.2798

Faculty


Undergraduate Degrees

Bachelor of Arts (BA)
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Bachelor of Arts in Education (BAE)
Chemistry/Biochemistry/Secondary Major (p. 145)

Bachelor of Science (BS)
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Chemistry/Biochemistry Major with Forensic Science Option (p. 147)
Chemistry/Biochemistry Major with Pre-Med/Pre-Dent/Pre-Vet Option (p. 148)
Chemistry/Biochemistry Major with Professional Option (p. 149)
Chemistry/Biochemistry Major with Standard Option (p. 150)

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Chemistry/Biochemistry Secondary (p. 151)
Environmental Chemistry (p. 151)

Teacher Certification/Add-on Endorsements
General Science/Add-on Endorsement (p. 152)

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Pre-Dentistry and Pre-Medicine (p. 610)
Pre-Pharmacy (p. 612)
Pre-Veterinary Medicine (p. 612)

Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.

Undergraduate Programs

Chemistry occupies a unique position within the modern sciences. Ultimately, most of the phenomena in the biological, geological, physical, environmental and medical sciences can be expressed in terms of the chemical and physical behavior of atoms and molecules. Because of chemistry’s key role, majors in chemistry and biochemistry are well prepared to pursue careers in a wide variety of disciplines.

The department offers programs leading to the Bachelor of Science and the Bachelor of Arts. These programs prepare students for careers in chemistry, biochemistry, biotechnology, medicine and related fields, forensic science, environmental science and education. The department’s professional BS option is approved by the American Chemical Society. BS degrees are recommended for students planning professional careers in chemistry or related areas, while BA degrees are recommended for students with other career goals.

Students majoring in chemistry have the opportunity to engage in research projects with department faculty and to gain experience with modern instrumental techniques including gas and liquid chromatography, ultra-violet, visible, infra-red, Raman, fluorescence, and atomic absorption spectrophotometry; nuclear magnetic resonance; and x-ray diffraction. Upon graduation, our students are knowledgeable, experienced and independent laboratory workers.

General Admissions Requirements for Chemistry and Biochemistry: students considering a major in Chemistry and Biochemistry should complete a high school chemistry course and mathematics courses through precalculus.

General Admissions Requirements for Transfer Students: students transferring from other institutions are urged to consult with the department chair to plan their Eastern program of study.

Admissions Requirements for Chemistry Majors: Chemistry courses must be taken in proper sequence and with certain prerequisites satisfied. To graduate within four years, chemistry majors must take CHEM 151, CHEM 152 and CHEM 153 during their freshman year. The physics and mathematics supporting courses must also be started without delay. Students should complete the required calculus and physics courses prior to their junior year in order to have prerequisites for upper division chemistry courses. Completion of a computer programming course is recommended before taking CHEM 431.

Grade Requirements: due to the cumulative nature of chemistry courses, the department strongly recommends that students receive a grade ≥C in all prerequisite chemistry courses.

Information Regarding Pre-Pharmacy School Courses: students interested in this pre-professional program should contact a departmental advisor regarding the curriculum, application procedures and professional aptitude examinations.

Graduate Program: the Department of Chemistry does not offer a graduate degree program but does offer graduate-level coursework.

Chemistry/Biochemistry Major with General Option, Bachelor of Arts (BA)

This program features less concentration in chemistry than the bachelor of science and is not intended to prepare students for employment as a professional chemist.

Notes:

- two years of a single high school foreign language or one year of a single college level foreign language is required for this major;
- a minor is advised but not required for this option.

Grade Requirements: due to the cumulative nature of chemistry courses, the department strongly recommends that students receive a grade ≥C in all prerequisite chemistry courses.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 151</td>
<td>GENERAL CHEMISTRY</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 152</td>
<td>GENERAL CHEMISTRY</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 153</td>
<td>GENERAL CHEMISTRY</td>
<td>5</td>
</tr>
</tbody>
</table>
Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

• demonstrate a knowledge of major concepts in the areas of inorganic, organic, analytical, and physical chemistry;
• demonstrate sufficient preparation in chemistry to successfully compete in a science-related career;
• demonstrate a capacity to use modern instrumentation and classical techniques for the analysis and/or separation of chemicals and an ability to interpret data;
• demonstrate effective oral and written communication skills and critical thinking skills as related to the field of chemistry;
• demonstrate knowledge of safe practices in the handling, usage and disposal of chemicals.

Chemistry/Biochemistry/Secondary Major, Bachelor of Arts in Education (BAE)

This major satisfies the endorsement for grades 5–12.

See the Education Department for prerequisites and additional requirements.

Grade Requirements: due to the cumulative nature of chemistry courses, the department strongly recommends that students receive a grade ≥C in all prerequisite chemistry courses.

Secondary Education Core

30–hour multicultural education field requirement
EDUC 201 INTRODUCTION TO EDUCATION 3
EDUC 303 FOUNDATIONS OF ASSESSMENT 3
EDUC 309 FOUNDATIONS OF SECONDARY CLASSROOM MANAGEMENT 3
EDUC 341 SECONDARY STRATEGIES, MANAGEMENT, ASSESSMENT 3
EDUC 413 CONTENT AREA LITERACY: MANAGEMENT AND ASSESSMENT FOR SECONDARY EDUCATION CANDIDATES 3
EDUC 420 ADMISSION TO PROFESSIONAL CANDIDACY 1
EDUC 426 SECONDARY STUDENT TEACHING 7-12 12
EDUC 427 GENERAL STUDENT TEACHING K-12 3-15
Total Credits 31-43

Secondary Education students must complete the required Secondary Education Core and the following courses.

Required Courses

CHEM 151 GENERAL CHEMISTRY 5
CHEM 152 GENERAL CHEMISTRY 5
CHEM 153 GENERAL CHEMISTRY 5
CHEM 304 QUANTITATIVE ANALYSIS 6
CHEM 316 ENVIRONMENTAL CHEMISTRY 5
CHEM 351 ORGANIC CHEMISTRY 4
CHEM 352 ORGANIC CHEMISTRY 4
CHEM 372 ORGANIC CHEM LABORATORY I 3

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).
Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).
### Chemistry/Biochemistry Major with Biochemistry Option, Bachelor of Science (BS)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<td>CHEMICAL METHODS IN SECONDARY SCHOOL</td>
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<tr>
<td>CHEM 421</td>
<td>PHYSICAL CHEMISTRY</td>
<td>4</td>
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<td>CHEM 422</td>
<td>PHYSICAL CHEMISTRY</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 480</td>
<td>BIOCHEMISTRY</td>
<td>5</td>
</tr>
<tr>
<td>SCED 390</td>
<td>SCIENCE TEACHING METHODS</td>
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**Required Supporting Courses**

<table>
<thead>
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<th>Course Title</th>
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</tr>
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<tr>
<td>MATH 161</td>
<td>CALCULUS I</td>
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<tr>
<td>MATH 162</td>
<td>CALCULUS II</td>
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<td>MATH 163</td>
<td>CALCULUS III</td>
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<td>PHYS 151</td>
<td>GENERAL PHYSICS I</td>
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<td>PHYS 153</td>
<td>GENERAL PHYSICS III</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 161</td>
<td>MECHANICS LABORATORY</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 162</td>
<td>HEAT AND OPTICS LABORATORY</td>
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</tr>
<tr>
<td>PHYS 163</td>
<td>ELECTRONICS LAB I</td>
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</tr>
</tbody>
</table>

**Total Credits:** 83

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

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### University Competencies and Proficiencies (p. 33)

### Breadth Area Core Requirements (BACR)

- **Humanities and Arts** (p. 35)
- **Natural Sciences** (p. 35)
- **Social Sciences** (p. 36)

### University Graduation Requirements (p. 36) (UGR)

- **Foreign Language**
- **Minor or Certificate**
- **Diversity Course List** (p. 37)
- **Global Studies Course List** (p. 37)
- **Senior Capstone Course List** (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

- demonstrate a knowledge of major concepts in the areas of inorganic, organic, analytical and physical chemistry;
- demonstrate knowledge and skills sufficient for them to safely teach chemistry in the secondary school setting;
- demonstrate a capacity to use modern instrumentation and classical techniques for the analysis and/or separation of chemicals and an ability to interpret data;
- demonstrate effective oral and written communication skills and critical thinking skills as related to the field of chemistry;
- demonstrate knowledge of safe practices in the handling, usage and disposal of chemicals.

### Chemistry/Biochemistry Major with Biochemistry Option, Bachelor of Science (BS)

This program is recommended for students planning to go directly into professional fields of biochemistry, for students planning to attend graduate school in biochemistry, molecular biology or pharmacology and for students planning to enter professional schools such as medicine, veterinary medicine or pharmacy.

Note: the above option will require more than 12 terms (or 4 years) to complete at an average of 15 credits per term.

**Grade Requirements:** due to the cumulative nature of chemistry courses, the department strongly recommends that students receive a grade ≥C in all prerequisite chemistry courses.

### Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
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<td>CHEM 152</td>
<td>GENERAL CHEMISTRY</td>
<td>5</td>
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<td>CHEM 153</td>
<td>GENERAL CHEMISTRY</td>
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<td>CHEM 304</td>
<td>QUANTITATIVE ANALYSIS</td>
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<td>CHEM 351</td>
<td>ORGANIC CHEMISTRY</td>
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<tr>
<td>CHEM 352</td>
<td>ORGANIC CHEMISTRY</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 353</td>
<td>ORGANIC CHEMISTRY</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 372</td>
<td>ORGANIC CHEM LABORATORY I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 421</td>
<td>PHYSICAL CHEMISTRY</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 422</td>
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<td>CHEM 423</td>
<td>PHYSICAL CHEMISTRY LABORATORY</td>
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<td>CHEM 480</td>
<td>BIOCHEMISTRY</td>
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</tr>
<tr>
<td>CHEM 481</td>
<td>INTERMEDIARY METABOLISM</td>
<td>5</td>
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<tr>
<td>CHEM 482</td>
<td>INTEGRATED TOPICS IN BIOCHEMISTRY AND BIOPHYSICS</td>
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<td>CHEM 483</td>
<td>BIOCHEMISTRY LABORATORY 1</td>
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<td>CHEM 484</td>
<td>BIOCHEMISTRY LABORATORY 2</td>
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<tr>
<td>CHEM 491</td>
<td>SENIOR THESIS</td>
<td>4-6</td>
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<tr>
<td>or CHEM 490</td>
<td>ADVANCED INORGANIC CHEMISTRY</td>
<td></td>
</tr>
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**Select one of the following four courses**

<table>
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<tr>
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</thead>
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<tr>
<td>CHEM 420</td>
<td>INSTRUMENTAL ANALYSIS</td>
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</tr>
<tr>
<td>CHEM 423</td>
<td>PHYSICAL CHEMISTRY</td>
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</tr>
<tr>
<td>CHEM 454</td>
<td>CLINICAL CHEMISTRY</td>
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**Select one of the following three courses**

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<tbody>
<tr>
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<tr>
<td>CHEM 498</td>
<td>SEMINAR</td>
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<td>CHEM 499</td>
<td>DIRECTED STUDY</td>
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</table>

### Required Supporting Courses

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIOL 171</td>
<td>BIOLOGY I</td>
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<tr>
<td>BIOL 172</td>
<td>BIOLOGY II</td>
<td>5</td>
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<tr>
<td>BIOL 173</td>
<td>BIOLOGY III</td>
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</tr>
<tr>
<td>BIOL 310</td>
<td>FUNDAMENTALS OF GENETICS</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 438</td>
<td>MOLECULAR BIOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
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<td>---------</td>
</tr>
<tr>
<td>MATH 161</td>
<td>CALCULUS I</td>
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<tr>
<td>MATH 162</td>
<td>CALCULUS II</td>
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<tr>
<td>MATH 163</td>
<td>CALCULUS III</td>
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</tr>
<tr>
<td>PHYS 151</td>
<td>GENERAL PHYSICS I</td>
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<tr>
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<td>GENERAL PHYSICS III</td>
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<tr>
<td>PHYS 161</td>
<td>MECHANICS LABORATORY</td>
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</tr>
<tr>
<td>PHYS 162</td>
<td>HEAT AND OPTICS LABORATORY</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 163</td>
<td>ELECTRONICS LAB I</td>
<td>1</td>
</tr>
</tbody>
</table>

Suggested—a computer programming course is strongly recommended. See your chemistry/biochemistry advisor.

Total Credits: 126-130

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**Chemistry/Biochemistry Major with Forensic Science Option, Bachelor of Science (BS)**

The forensic science option prepares students for entry-level positions in state and federal forensic science labs as well as for graduate and professional schools. Competitive internships at regional forensic labs are integrated into the curriculum along with research and independent study. Students must complete 45 hours of specified core courses (see footnote1) with a combined minimum GPA ≥3.0 before being eligible to declare the forensic major.

For all internships with law enforcement agencies, students will be required to pass a thorough background check.

It is assumed that the student will enter the program ready to take MATH 161.

Note: this option will require more than 12 terms (or 4 years) to complete at an average of 15 credits per term.

**Grade Requirements**: due to the cumulative nature of chemistry courses, the department strongly recommends that students receive a grade ≥C in all prerequisite chemistry courses.

### Required Chemistry Courses

<table>
<thead>
<tr>
<th>Course</th>
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<tr>
<td>CHEM 140</td>
<td>CRIMINALISTICS AND FORENSIC CHEMISTRY 1</td>
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<td>GENERAL CHEMISTRY 1</td>
<td>5</td>
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<tr>
<td>CHEM 152</td>
<td>GENERAL CHEMISTRY 1</td>
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</tr>
<tr>
<td>CHEM 153</td>
<td>GENERAL CHEMISTRY 1</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 304</td>
<td>QUANTITATIVE ANALYSIS 1</td>
<td>6</td>
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<tr>
<td>CHEM 319</td>
<td>MODERN INORGANIC CHEMISTRY</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 351</td>
<td>ORGANIC CHEMISTRY</td>
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</tr>
<tr>
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<td>CHEM 353</td>
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<tr>
<td>CHEM 372</td>
<td>ORGANIC CHEM LABORATORY I</td>
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<td>CHEM 373</td>
<td>ORGANIC CHEM LABORATORY II</td>
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</tr>
<tr>
<td>CHEM 420</td>
<td>INSTRUMENTAL ANALYSIS</td>
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<td>CHEM 421</td>
<td>PHYSICAL CHEMISTRY</td>
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<td>CHEM 422</td>
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<td>CHEM 445</td>
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<td>CHEM 450</td>
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<td>CHEM 480</td>
<td>BIOCHEMISTRY</td>
<td>5</td>
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<td>CHEM 491</td>
<td>SENIOR THESIS 2</td>
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<td>CHEM 495</td>
<td>INTERNSHIP</td>
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<td>or CHEM 399</td>
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<td></td>
</tr>
<tr>
<td>or CHEM 499</td>
<td>DIRECTED STUDY</td>
<td></td>
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</table>

### Required Supporting Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 171</td>
<td>BIOLOGY I 1</td>
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</tr>
<tr>
<td>BIOL 172</td>
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<td>5</td>
</tr>
<tr>
<td>BIOL 173</td>
<td>BIOLOGY III</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 310</td>
<td>FUNDAMENTALS OF GENETICS</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 438</td>
<td>MOLECULAR BIOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>CRIM 300</td>
<td>INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM</td>
<td>5</td>
</tr>
</tbody>
</table>

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**University Competencies and Proficiencies**

- demonstrate a broad-based knowledge of major concepts in the areas of inorganic, organic, analytical and physical chemistry;
- demonstrate sufficient preparation in chemistry to successfully compete in a graduate or professional program or to realize employment in a chemistry- or biochemistry-related career;
- demonstrate a capacity to use modern instrumentation and classical techniques for the analysis and/or separation of chemicals and an ability to interpret data;
- demonstrate effective oral and written communication skills and critical thinking skills as related to the field of chemistry;
- demonstrate knowledge of safe practices in the handling, usage and disposal of chemicals.

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**Placement and Clearance Exams**

Prior Learning Credits / Sources of Credit: AP, CLEP, IB

University Competencies and Proficiencies: Humanities and Arts, Natural Sciences, Social Sciences

University Graduation Requirements: Foreign Language, Minor or Certificate, Diversity Course List, Global Studies Course List, Senior Capstone Course List

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

Application for Graduation must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.
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<th>Credits</th>
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<tbody>
<tr>
<td>MATH 161</td>
<td>CALCULUS I</td>
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<td>MATH 162</td>
<td>CALCULUS II</td>
<td>5</td>
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<tr>
<td>MATH 163</td>
<td>CALCULUS III</td>
<td>5</td>
</tr>
<tr>
<td>MATH 380</td>
<td>ELEMENTARY PROBABILITY AND STATISTICS</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 151</td>
<td>GENERAL PHYSICS I</td>
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<td>PHYS 152</td>
<td>GENERAL PHYSICS II</td>
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<tr>
<td>PHYS 153</td>
<td>GENERAL PHYSICS III</td>
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<tr>
<td>PHYS 161</td>
<td>MECHANICS LABORATORY</td>
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<td>PHYS 162</td>
<td>HEAT AND OPTICS LABORATORY</td>
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<tr>
<td>PHYS 163</td>
<td>ELECTRONICS LAB I</td>
<td>1</td>
</tr>
</tbody>
</table>

Total Credits: 150

Footnotes:
1. Note: Core courses are to be completed before formal acceptance into the forensics major and enrollment in the forensics science internship course.
2. Note: Students are required to do research on a forensic project and to take it for 5 credits (catalog description states 4-6 credits). Projects must be approved by the forensic science program advisor.

Suggested Supporting Courses:
- BIOL 301 MICROBIOLOGY 5
- CMST 201 PUBLIC SPEAKING 5
- CRIM 304 FORENSIC INQUIRY 5
- POLI 306 BASIC CONCEPTS OF CRIMINAL LAW 5
- TCOM 205 INTRODUCTION TO TECHNICAL COMMUNICATION 5

University Competencies and Proficiencies

Breadth Area Core Requirements (BACR)
- Humanities and Arts (p. 35)
- Natural Sciences (p. 35)
- Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)
- Foreign Language
- Minor or Certificate
- Diversity Course List (p. 37)
- Global Studies Course List (p. 37)
- Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

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Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

- demonstrate a broad-based knowledge of major concepts in the areas of inorganic, organic, analytical and physical chemistry;
- demonstrate sufficient preparation in chemistry to successfully compete in a graduate or professional program or to realize employment in a chemistry- or biochemistry-related career;
- demonstrate a capacity to use modern instrumentation and classical techniques for the analysis and/or separation of chemicals and an ability to interpret data;
- demonstrate effective oral and written communication skills and critical thinking skills as related to the field of chemistry;
- demonstrate knowledge of safe practices in the handling, usage and disposal of chemicals.

Chemistry/Biochemistry Major with Pre-Med/Pre-Dent/Pre-Vet Option, Bachelor of Science (BS)

This course of study is recommended for students planning a career in medicine, dentistry or veterinary medicine. The option also satisfies requirements for graduate study in related fields of chemical and biological integration, e.g., medicinal chemistry, pharmacology, etc. With respect to medical/dental/veterinary school, coursework outlined for the initial three years is specifically designed to meet basic entrance requirements as well as provide optimum preparation for pre-entrance aptitude examinations (MCAT or DAT or GRE). Additional information can be found under Pre-professional Programs.

Notes:
- the following should be completed prior to, or concurrent with, taking the MCAT Exam: CHEM 151, CHEM 152, CHEM 153, CHEM 304, CHEM 351, CHEM 352, CHEM 353, CHEM 372, CHEM 373, CHEM 480, CHEM 481; BIOL 171, BIOL 172, BIOL 173, BIOL 301, BIOL 310, BIOL 490; MATH 161, MATH 162; and PHYS 151, PHYS 152, PHYS 153, PHYS 161, PHYS 162, PHYS 163.
- CHEM majors completing BIOL 490 do not need to take CHEM 491 for graduation.
- the above option will require more than 12 terms (or 4 years) to complete at an average of 15 credits per term.
- a computer programming course is strongly recommended—see your chemistry/biochemistry advisor.

Grade Requirements: due to the cumulative nature of chemistry courses, the department strongly recommends that students receive a grade ≥C in all prerequisite chemistry courses.

Required Courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
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<tr>
<td>BIOL 371</td>
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<td>CHEM 151</td>
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<td>CHEM 152</td>
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<td>CHEM 153</td>
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<td>CHEM 304</td>
<td>QUANTITATIVE ANALYSIS</td>
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<td>CHEM 351</td>
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<tr>
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<tr>
<td>CHEM 371</td>
<td>PRE-MEDICAL, DENTAL, VETERINARY AND PHARMACY PREPARATION</td>
<td>1-2</td>
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</tbody>
</table>
Chemistry/Biochemistry Major with Professional Option, Bachelor of Science (BS)

This program is approved by the American Chemical Society and it is recommended for those students who plan to become professional chemists. It provides a broad and strong background in the fundamentals of chemistry and an excellent foundation for graduate school or a career in industry.

Notes: a computer programming course is strongly recommended—see your chemistry/biochemistry advisor.

Grade Requirements: due to the cumulative nature of chemistry courses, the department strongly recommends that students receive a grade ≥C in all prerequisite chemistry courses.

Required Courses

<table>
<thead>
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<th>Title</th>
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<tr>
<td>CHEM 151</td>
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<td>CHEM 152</td>
<td>GENERAL CHEMISTRY</td>
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<td>CHEM 153</td>
<td>GENERAL CHEMISTRY</td>
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<tr>
<td>CHEM 304</td>
<td>QUANTITATIVE ANALYSIS</td>
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<tr>
<td>CHEM 319</td>
<td>MODERN INORGANIC CHEMISTRY</td>
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<td>CHEM 351</td>
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<td>CHEM 352</td>
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<td>CHEM 353</td>
<td>ORGANIC CHEMISTRY</td>
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<td>CHEM 372</td>
<td>ORGANIC CHEM LABORATORY I</td>
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<tr>
<td>CHEM 373</td>
<td>ORGANIC CHEM LABORATORY II</td>
</tr>
<tr>
<td>CHEM 395</td>
<td>INTERNSHIP</td>
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<tr>
<td>CHEM 419</td>
<td>ADVANCED INORGANIC CHEMISTRY</td>
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Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)

- Humanities and Arts (p. 35)
- Natural Sciences (p. 35)
- Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)

- Foreign Language
- Minor or Certificate
Chemistry/Biochemistry Major with Standard Option, Bachelor of Science (BS)

This major program provides the normal preparation in chemistry for students planning employment as chemists and considerable chemical background in preparation for careers outside chemistry. It is appropriate for some students who plan to enter professional schools such as dentistry, or public and environmental health.

Notes: a computer programming course is strongly recommended—see your chemistry/biochemistry advisor.

Grade Requirements: due to the cumulative nature of chemistry courses, the department strongly recommends that students receive a grade ≥C in all prerequisite chemistry courses.

Required Courses

- CHEM 151  GENERAL CHEMISTRY 5
- CHEM 152  GENERAL CHEMISTRY 5
- CHEM 153  GENERAL CHEMISTRY 5
- CHEM 304  QUANTITATIVE ANALYSIS 6
- CHEM 351  ORGANIC CHEMISTRY 4
- CHEM 352  ORGANIC CHEMISTRY 4
- CHEM 353  ORGANIC CHEMISTRY 3
- CHEM 372  ORGANIC CHEM LABORATORY I 3
- CHEM 418  MODERN ANALYTICAL CHEMISTRY 4
- CHEM 419  ADVANCED INORGANIC CHEMISTRY
- CHEM 420  INSTRUMENTAL ANALYSIS 5
- CHEM 421  PHYSICAL CHEMISTRY 4
- CHEM 422  PHYSICAL CHEMISTRY 3
- CHEM 423  PHYSICAL CHEMISTRY 3
- CHEM 431  PHYSICAL CHEMISTRY LABORATORY 1
- CHEM 432  PHYSICAL CHEMISTRY LABORATORY 2
- CHEM 433  PHYSICAL CHEMISTRY LABORATORY 2
- CHEM 491  SENIOR THESIS 4-6
- CHEM 490  ADVANCED INORGANIC CHEMISTRY

Choose one of the following courses 5

- CHEM 418  MODERN ANALYTICAL CHEMISTRY
- CHEM 419  ADVANCED INORGANIC CHEMISTRY
- CHEM 420  INSTRUMENTAL ANALYSIS

Required Supporting Courses

- MATH 161  CALCULUS I 5
- MATH 162  CALCULUS II 5
- MATH 163  CALCULUS III 5
- PHYS 151  GENERAL PHYSICS I 4
- PHYS 152  GENERAL PHYSICS II 4
- PHYS 153  GENERAL PHYSICS III 4
- PHYS 161  MECHANICS LABORATORY 1
- PHYS 162  HEAT AND OPTICS LABORATORY 1
- PHYS 163  ELECTRONICS LAB I 1
- PHYS 304  QUANTITATIVE ANALYSIS 6
- PHYS 351  ORGANIC CHEMISTRY 4
- PHYS 352  ORGANIC CHEMISTRY 4
- PHYS 353  ORGANIC CHEMISTRY 3
- PHYS 372  ORGANIC CHEM LABORATORY I 3
- PHYS 421  PHYSICAL CHEMISTRY 4
- PHYS 422  PHYSICAL CHEMISTRY 3
- PHYS 423  PHYSICAL CHEMISTRY 3
- PHYS 431  PHYSICAL CHEMISTRY LABORATORY 1
- PHYS 432  PHYSICAL CHEMISTRY LABORATORY 2
- PHYS 433  PHYSICAL CHEMISTRY LABORATORY 2
- PHYS 491  SENIOR THESIS 4-6

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

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Breadth Area Core Requirements (BACR)

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- Natural Sciences (p. 35)
- Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)

- Foreign Language
- Minor or Certificate
- Diversity Course List (p. 37)
- Global Studies Course List (p. 37)
- Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

- demonstrate a broad-based knowledge of major concepts in the areas of inorganic, organic, analytical and physical chemistry;
- demonstrate sufficient preparation in chemistry to successfully compete in a graduate or professional program or to realize employment in a chemistry- or biochemistry-related career;
- demonstrate a capacity to use modern instrumentation and classical techniques for the analysis and/or separation of chemicals and an ability to interpret data;
- demonstrate effective oral and written communication skills and critical thinking skills as related to the field of chemistry;
- demonstrate knowledge of safe practices in the handling, usage and disposal of chemicals.
<table>
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<tr>
<th>Course Code</th>
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<td>PHYS 153</td>
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<td>PHYS 161</td>
<td>MECHANICS LABORATORY</td>
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<td>PHYS 162</td>
<td>HEAT AND OPTICS LABORATORY</td>
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<tr>
<td>PHYS 163</td>
<td>ELECTRONICS LAB I</td>
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</tr>
<tr>
<td>Electives</td>
<td>choose 300- 400-level CHEM courses (exclusive of CHEM 390) see your chemistry/biochemistry advisor</td>
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</tbody>
</table>

Total Credits: 95-97

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)
- Humanities and Arts (p. 35)
- Natural Sciences (p. 35)
- Social Sciences (p. 35)

University Graduation Requirements (p. 36) (UGR)
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- demonstrate a broad-based knowledge of major concepts in the areas of inorganic, organic, analytical and physical chemistry;
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- demonstrate a capacity to use modern instrumentation and classical techniques for the analysis and/or separation of chemicals and an ability to interpret data;
- demonstrate effective oral and written communication skills and critical thinking skills as related to the field of chemistry;
- demonstrate knowledge of safe practices in the handling, usage and disposal of chemicals.

Chemistry/Biochemistry Minor

Required Courses
- CHEM 151 GENERAL CHEMISTRY 5
- CHEM 152 GENERAL CHEMISTRY 5
- CHEM 153 GENERAL CHEMISTRY 5
- Electives—choose upper-division CHEM courses (exclusive of CHEM 390) Note: with regard to electives, CHEM 397, CHEM 497 and CHEM 597 as well as other special courses, must be approved by the department chair

Total Credits: 30

Chemistry/Biochemistry Secondary Minor

This minor satisfies the endorsement for grades 5-12.

Note: some graduate courses may be substituted for electives, in consultation with advisor.

Required Courses
- CHEM 151 GENERAL CHEMISTRY 5
- CHEM 152 GENERAL CHEMISTRY 5
- CHEM 153 GENERAL CHEMISTRY 5
- CHEM 390 CHEMICAL METHODS IN SECONDARY SCHOOL 2
- SCED 390 SCIENCE TEACHING METHODS 2
- Choose from the following 9
  - CHEM 304 QUANTITATIVE ANALYSIS
  - CHEM 316 ENVIRONMENTAL CHEMISTRY
  - CHEM 319 MODERN INORGANIC CHEMISTRY
  - CHEM 351 ORGANIC CHEMISTRY
  - CHEM 352 ORGANIC CHEMISTRY
  - CHEM 372 ORGANIC CHEM LABORATORY I
  - CHEM 421 PHYSICAL CHEMISTRY
  - CHEM 480 BIOCHEMISTRY

Total Credits: 28

Environmental Chemistry Minor

Required Courses
- CHEM 151 GENERAL CHEMISTRY 5
- CHEM 152 GENERAL CHEMISTRY 5
- CHEM 153 GENERAL CHEMISTRY 5
- CHEM 316 ENVIRONMENTAL CHEMISTRY 5
- CHEM 416 ADVANCED ENVIRONMENTAL CHEMISTRY 3
- Electives—choose from the following 9
  - BIOL 301 MICROBIOLOGY
  - BIOL/GEOG 312 FUNDAMENTALS OF SOIL SCIENCE
  - BIOL 440 ECOLOGY
  - BIOL 441 ECOLOGY LAB
  - BIOL 442 CONSERVATION BIOLOGY
  - CHEM 304 QUANTITATIVE ANALYSIS
  - CHEM 319 MODERN INORGANIC CHEMISTRY
  - CHEM 351 ORGANIC CHEMISTRY
  - CHEM 352 ORGANIC CHEMISTRY
  - CHEM 372 ORGANIC CHEM LABORATORY I

Note: only one of these courses can be a CHEM course regardless of credit hours.
<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
<tr>
<td>CHEM 373</td>
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<td>CHEM 420</td>
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<td>GEOG 314</td>
<td>WEATHER AND CLIMATE</td>
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<td>SURFACE HYDROLOGY</td>
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<td>GEOG 325</td>
<td>WETLAND SCIENCE I</td>
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<td>GEOG 329</td>
<td>AIR PHOTO INTERPRETATION</td>
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<td>PHYS 121</td>
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<td>SCED 390</td>
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</tbody>
</table>

**Total Credits: 32**

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### Chemistry and Biochemistry (CHEM)

**CHEM 100. INTRODUCTION TO CHEMISTRY. 5 Credits.**
This course prepares those who have not had a satisfactory background in high school chemistry to take CHEM 151 or CHEM 161. Topics include the scientific method, SI and metric systems, unit conversions, atomic structure, periodic table, bonding, and stoichiometry. Laboratory work is included.

**CHEM 121. CHEMISTRY AND ITS ROLE IN SOCIETY. 5 Credits.**
Notes: laboratory work is included.
Satisfies: a BACR for natural sciences.
Basic chemical principles are used to examine some of the chemistry that most directly impacts individuals and society on a day-to-day basis. The course is designed to develop in students an appreciation for the chemical basis of their bodies and their environment. Emphasis is placed on the dynamic nature of the field of chemistry and efforts are made to dispel many of the common misconceptions that nonscientists often have about chemistry and other natural sciences.

**CHEM 140. CRIMINALISTICS AND FORENSIC CHEMISTRY. 5 Credits.**
Pre-requisites: two semesters of high school science or the equivalent are strongly recommended.
This course provides an overview of forensic science and criminalistics including history and the modern role of forensic science in the judicial system. Topics covered include DNA typing, trace evidence analysis, firearms and tool marks, and impression evidence. Laboratory work is included. Labs will focus on current forensic techniques.

**CHEM 141. SUSTAINABLE CHEMISTRY. 5 Credits.**
Cross-listed: SUST 141.
Pre-requisites: MATH 141 with a grade ≥C.
Satisfies: a BACR for natural science.
This course is an introduction to environmental chemistry, which looks at sustainability on an atomic level, tackling issues such as ocean acidification, climate change, and energy issues. Emphasis will focus on how chemistry can help us understand, approach and solve contemporary environmental problems.

**CHEM 151. GENERAL CHEMISTRY. 5 Credits.**
Notes: quantitative and qualitative laboratory work is included.
Pre-requisites: ≥C in MATH 141 or concurrent enrollment; ≥C in CHEM 100 or ≥C in CHEM 161 or one year of high school chemistry.
Satisfies: a BACR for natural sciences.
Topics will include units, uncertainty in measurement, ionic nomenclature, structure of matter, chemical reactions and stoichiometry, periodic table and chemical bonding.
CHEM 152. GENERAL CHEMISTRY. 5 Credits.
Notes: laboratory work includes quantitative and qualitative analysis.
Pre-requisites: ≥C- in CHEM 151, or instructors permission, and a ≥C in MATH 141.
Satisfies: a BACR for natural sciences.
Topics include thermochemistry; properties of gases, liquids and solids; intermolecular forces; properties of solutions; chemical kinetics; and chemical equilibrium.

CHEM 153. GENERAL CHEMISTRY. 5 Credits.
Pre-requisites: ≥C- in CHEM 152 or permission of instructor.
Topics include acid-base equilibria; thermodynamics; electrochemistry; and transition metals and coordination chemistry. Laboratory work includes quantitative and qualitative analysis.

CHEM 151. GENERAL CHEMISTRY FOR THE HEALTH SCIENCES. 5 Credits.
Notes: Laboratory work is included. A placement exam is given during the first week of classes.
Pre-requisites: Concurrent enrollment in or completion of MTHD 104 or MATH 107 or MATH 141 or equivalent. A high school chemistry course or CHEM 100 is highly recommended.
Satisfies: a BACR for natural sciences.
The course includes a survey of inorganic chemistry for pre-nursing, pre-dental hygiene and allied health science students. Topics include atomic structure, the periodic table, stoichiometry, solutions, equilibrium, acids and bases.

CHEM 162. ORGANIC CHEMISTRY FOR THE HEALTH SCIENCES. 5 Credits.
Notes: laboratory work is included.
Pre-requisites: ≥C- in CHEM 161 or permission from instructor.
Satisfies: a GECR for natural science.
The course is a survey of organic chemistry for pre-nursing, pre-dental hygiene and allied health science students. Topics include naming, properties and reactions of hydrocarbons, alcohols, ethers, amines and carbonyl compounds.

CHEM 163. BIOCHEMISTRY FOR THE HEALTH SCIENCES. 5 Credits.
Pre-requisites: CHEM 162.
This course is a survey of biochemistry for pre-nursing, pre-dental hygiene, and allied health science students. Topics include amino acids, proteins, enzymes, lipids, carbohydrates, nucleic acids, biotechnology, and metabolic pathways. Laboratory work is included.

CHEM 196. EXPERIMENTAL COURSE. 1-5 Credits.

CHEM 199. DIRECTED STUDY. 1-5 Credits.

CHEM 297. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-10 Credits.

CHEM 304. QUANTITATIVE ANALYSIS. 6 Credits.
Pre-requisites: CHEM 153.
Theory and practice of gravimetric and volumetric analysis with an introduction to some elements of instrumental analysis.

CHEM 316. ENVIRONMENTAL CHEMISTRY. 5 Credits.
Pre-requisites: CHEM 151, CHEM 152, CHEM 153 or CHEM 161, CHEM 162, CHEM 163.
The course is an introduction to environmental chemistry covering both fundamental chemical principles and societal implications. Laboratory work is included.

CHEM 319. MODERN INORGANIC CHEMISTRY. 4 Credits.
Pre-requisites: CHEM 153.
This course covers periodicity, group trends, structure-reactivity relationships of the elements and chemical reactions.

CHEM 338. DISCOVERING WOMEN IN SCIENCE. 1 Credit.
The course uses several scientific themes to rediscover from the past and find in contemporary research, the women who have made significant contributions to science.

CHEM 350. PRINCIPLES OF PHARMACOLOGY. 2 Credits.
Pre-requisites: CHEM 163, BIOL 233 or equivalent.
The course is primarily intended for the athletic training or other allied health science students. The course presents a review of the actions of over-the-counter drugs and an introduction to the principles of pharmacological action from the integrated foundations of physiology, organic chemistry, and biochemistry.

CHEM 351. ORGANIC CHEMISTRY. 4 Credits.
Pre-requisites: CHEM 153.
An integrated study of fundamental organic chemistry for Chemistry majors and students planning on careers in medicine, dentistry, pharmacology, engineering, or related fields. Emphasizes nomenclature, bonding, reactivity, stereochemistry, synthetic methods, reaction mechanisms, physical properties, and spectrometric identification of the principal classes of organic compounds, including biochemical examples.

CHEM 352. ORGANIC CHEMISTRY. 4 Credits.
Pre-requisites: CHEM 351.
An integrated study of fundamental organic chemistry for Chemistry majors and students planning on careers in medicine, dentistry, pharmacology, engineering, or related fields. Emphasizes nomenclature, bonding, reactivity, stereochemistry, synthetic methods, reaction mechanisms, physical properties, and spectrometric identification of the principal classes of organic compounds, including biochemical examples.

CHEM 353. ORGANIC CHEMISTRY. 3 Credits.
Pre-requisites: CHEM 352.
A comprehensive study of the chemistry of polyfunctional carbon compounds.

CHEM 357. NEUROPHARMACOLOGY. 2 Credits.
Pre-requisites: CHEM 163 and BIOL 233 or equivalent, or permission of the instructor.
The course is primarily intended for pre-medical, pre-dental, pre-pharmacy or other science students. Topics covered include CNS neurotransmitters and their pharmacology, various biochemical hypotheses for neurological disorders, and the pharmacology of a variety of psychoactive drug classes of use or abuse.

CHEM 371. PRE-MEDICAL, DENTAL, VETERINARY AND PHARMACY PREPARATION. 1-2 Credits.
Pre-requisites: ≥C in CHEM 352.
Prepare students for their application to medical, dental, veterinary or pharmacy school and for professional activities.

CHEM 372. ORGANIC CHEMISTRY LABORATORY I. 3 Credits.
Pre-requisites: CHEM 351.
This course is an introduction to the elementary techniques of the organic laboratory, including synthesis, application of chromatography, and spectrometry. This is a laboratory course.

CHEM 373. ORGANIC CHEM LABORATORY II. 3 Credits.
Pre-requisites: CHEM 352 and CHEM 372.
This course emphasizes spectrometry, synthesis, structure determination and advanced techniques in isolation, purification and analysis. This is a laboratory course.
CHEM 390. CHEMICAL METHODS IN SECONDARY SCHOOL. 2 Credits.
Pre-requisites: CHEM 153 and concurrent enrollment in SCED 390, or permission of the instructor.
This course is for chemistry majors planning to teach in the secondary schools. It includes organization of lesson materials and techniques, and evaluation methods.

CHEM 395. INTERNSHIP. 1-10 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

CHEM 396. EXPERIMENTAL COURSE. 1-6 Credits.

CHEM 397. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-10 Credits.

CHEM 399. DIRECTED STUDY. 1-10 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Library or laboratory study of a chemical problem.

CHEM 416. ADVANCED ENVIRONMENTAL CHEMISTRY. 3 Credits.
Pre-requisites: CHEM 304, CHEM 316 and CHEM 352 (or concurrent), or permission of the instructor.
This course includes a detailed study of atmospheric, soil, water, and waste water chemistry. Aspects of environmental/analytical chemistry will be introduced. Laboratory work will cover aspects of sampling, instrumental and automated analysis, and regulatory requirements. Students will concentrate in the area of their particular interest, leading to a comprehensive written research report and presentation. Laboratory work is included.

CHEM 418. MODERN ANALYTICAL CHEMISTRY. 5 Credits.
Pre-requisites: CHEM 304.
Principles of recently developed methods of analytical chemistry.

CHEM 419. ADVANCED INORGANIC CHEMISTRY OR SENIOR CAPSTONE. 5 Credits.
Cross-listed: CHEM 490.
Pre-requisites: CHEM 319 and CHEM 422.
Satisfies: a university graduation requirement–senior capstone.
The course covers ionic, covalent and metallic bonding, complexes, symmetry, acids and bases, molecular structure, and thermodynamics of inorganic reactions. It also introduces mechanisms and organometallic chemistry of selected groups of elements.

CHEM 420. INSTRUMENTAL ANALYSIS. 5 Credits.
Pre-requisites: CHEM 422 or permission of the instructor.
This course introduces instrumental methods of analysis. This is a laboratory course.

CHEM 421. PHYSICAL CHEMISTRY. 4 Credits.
Notes: for CHEM 421, completion of a computer programming course is strongly recommended.
Pre-requisites: PHYS 153, MATH 162.
Introduction to chemical thermodynamics. Gas properties, laws of thermodynamics and applications to chemical equilibria and phase equilibria.

CHEM 422. PHYSICAL CHEMISTRY. 3 Credits.
Pre-requisites: CHEM 421.
Chemical kinetics and introduction to quantum mechanics.

CHEM 423. PHYSICAL CHEMISTRY. 3 Credits.
Pre-requisites: CHEM 422.
Continuation of quantum mechanics of atoms and molecules. Vibrational, rotational and electronic spectroscopy.

CHEM 424. CLINICAL CHEMISTRY. 4 Credits.
Pre-requisites: CHEM 304 and CHEM 352.
This course is an introduction to both the methodologies involved in the analyses of diagnostically important compounds in clinical chemistry, (i.e., spectroscopy, ion-selective electrodes, enzymology, immunoassays and liquid chromatography), and the biochemical and physiological correlations of normal and disease states. This is intended for medical technology and chemistry majors and students with interests in medical sciences.

CHEM 425. ADVANCED ORGANIC CHEMISTRY. 2 Credits.
Pre-requisites: CHEM 353 and CHEM 421 or permission of the instructor.
This course is an in-depth study of the mechanisms of organic reactions in vitro and in vivo, coupled to a detailed investigation of current techniques in structural analysis of organic compounds.
CHEM 466. STRUCTURAL ANALYTICAL TECHNIQUES IN ORGANIC CHEMISTRY. 2 Credits.
Pre-requisites: CHEM 353 and CHEM 421, or permission of the instructor.
This course is an in-depth study of modern analytical techniques used in the structural analysis of organic compounds. This course will comprise both theory and practical experience with the instruments. Topics covered include UV, IR, NMR, mass spectrometry, and chromatography. This is a laboratory course with lecture included.

CHEM 480. BIOCHEMISTRY. 5 Credits.
Notes: For the Biochemistry Option only. See your Chemistry/Biochemistry advisor.
Pre-requisites: CHEM 352, concurrent enrollment or completion of BIOL 310 is suggested; CHEM 483 should be taken concurrently.
This course covers elements of biochemistry, including the structure and function of the major classes of proteins, nucleic acids, carbohydrates and lipids.

CHEM 481. INTERMEDIARY METABOLISM. 5 Credits.
Pre-requisites: CHEM 480.
Biosynthesis and metabolism of nucleotides, carbohydrates, lipids, amino acids, and steroids; regulation and integration of biochemical pathways.

CHEM 482. INTEGRATED TOPICS IN BIOCHEMISTRY AND BIOPHYSICS. 3 Credits.
Pre-requisites: CHEM 480.
Explores energy pathways, signal transduction pathways and genetic information pathways in living organisms. Provides a chemical perspective of the key principles of bioenergetics and membrane transport. Specific topics, discussed at a molecular level, are selected from, but not limited to, the following: electron transport, proton pumping, and ATP production in mitochondria and chloroplasts; hormone induced signal transduction; RNA synthesis and processing, and protein synthesis and processing.

CHEM 483. BIOCHEMISTRY LABORATORY 1. 2 Credits.
Pre-requisites: CHEM 480, may be taken concurrently.
Analytical biochemistry with an emphasis on separation techniques and quantitation of proteins.

CHEM 484. BIOCHEMISTRY LABORATORY 2. 2 Credits.
Pre-requisites: CHEM 480.
Analytical biochemistry with an emphasis on enzymes and DNA.

CHEM 490. ADVANCED INORGANIC CHEMISTRY OR SENIOR CAPSTONE. 5 Credits.
Cross-listed: CHEM 419.
Pre-requisites: CHEM 319 and CHEM 422.
Satisfies: a university graduation requirement—senior capstone.
The course covers ionic, covalent and metallic bonding, complexes, symmetry, acids and bases, molecular structure, and thermodynamics of inorganic reactions. It also introduces mechanisms and organometallic chemistry of selected groups of elements.

CHEM 491. SENIOR THESIS. 4-6 Credits.
Pre-requisites: senior standing.
Satisfies: a university graduation requirement—senior capstone.
Directed research in your area of chemistry leading to an oral presentation and written report. See your advisor for further information.

CHEM 495. INTERNSHIP. 1-10 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Supervised chemistry-related experiences with a professional or business organization.
Chicana and Chicano Studies

Norma Cardenas, Interim Program Director
department page (http://www.ewu.edu/css/programs/chicano-education)
203 Monroe Hall
email (chicanoe@ewu.edu)
509.359.2404

Faculty
Norma Cardenas, Elisa Facio, DAvid Line, Nydia Martinez.
Martin Garcia

Undergraduate Degrees

Bachelor of Arts (BA)
Race and Culture Studies Major (See Race and Culture Studies (p. 546))

Undergraduate Minors
Chicano-Latino Studies (p. 157)
Race and Culture Studies Minor (See Race and Culture Studies (p. 546))

Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.

Undergraduate Program

The Chicana/Chicano Studies Program (CCSP) employs a dual mission at Eastern Washington University (EWU). The program’s first mission is to significantly contribute toward enhancing opportunities for the participation of Chicano@ and Latin@ students in higher education. This mission is achieved by vigorously recruiting Chicano@ and Latin@ students, and providing the essential support needed for experiencing a positive and successful academic career at Eastern Washington University. A parallel CCSP mission is augmenting EWU’s goal in addressing diversity by providing all students, regardless of ethnicity, with a critical Chicano@/Latin@ Studies curriculum resulting in a comprehensive and holistic understanding and appreciation of Chicano@ and Latin@ communities. Furthermore, CCSP is committed to enacting initiatives that sustains the Program’s dual mission. The Chicana/Chicano Studies Program is therefore structurally divided into three distinct components.

Recruitment

The Chicana/Chicano Studies Program’s student recruitment efforts involve various activities aimed at encouraging Chicano@ and Latin@ students to pursue educational opportunities at EWU. Specific recruitment activities include visiting high schools and community colleges, staging university based student visitations, participating in educational and community career fairs, utilizing Spanish media (radio, television and newspapers) to disseminate information about educational opportunities at EWU, networking with Chicano@/Latin@ community organizations and other recruitment-focused initiatives.

Support Services

The Chicana/Chicano Studies Program also provides a variety of academic and non-academic support services for students. Such services include academic advising, scholarship information and awards, mentor relationships, culturally based initiatives, linkages for tutoring needs, a college orientation class and other related student support services. More specifically, the CCSP assists student transition into the university by advocating on the students’ behalf with other university departments and offices (i.e., Admissions Office, Financial Aid, Housing and Residential Life). Additionally, the CCSP assists students in becoming familiar with university regulations and practices.

The Chicana/Chicano Studies Program also houses the CAMP program (College Assistance Migrant Program), which is designed to recruit and retain migrant students during their first year of college at EWU. The CAMP program provides an array of comprehensive and essential academic support services and financial assistance for CAMP student participants.

Chicana/Chicano Studies

The CCSP offers a Chicana/Chicano Studies academic minor designed to provide all students, regardless of ethnicity, a comprehensive, interdisciplinary, and critical understanding and appreciation of Chicano@ and Latin@ communities. The CCSP focuses primarily on Chicano@ and Latin@ historical experiences of colonization and neo-colonization, economic and cultural contributions to US society, and historical and contemporary struggles, movements, and strategies of resistance and survival.

The CCSP’s offerings include lower and upper division coursework. The Chicana/Chicano Studies minor provides students with an inclusive and interdisciplinary understanding of Chicano@ and Latin@ experiences in the U.S. Specifically, the minor prepares students for the rapidly changing demographic trends in the U.S. and provides critical knowledge and skills necessary to contribute to an ethnically and culturally diverse society. In tandem with this approach, the CCSP offers a rigorous academic program of study that prepares students for graduate and professional schools and employment in community based organizations or the non-profit industrial complex. While the minor is especially suited for those students applying to graduate school, teaching in K-12, educational administration including counseling psychology, social services positions, business, educational, and community organizing, the minor is appropriate for all major fields of study given the discipline’s interdisciplinary foundation. Chicano@s and Latin@s are now the largest racial ethnic groups in the nation, and the Chicana/Chicano Studies minor will provide all students with an appreciation of the history, political, social, and cultural realities of Chicano@s and Latin@s in contemporary U.S. society.

Please refer to the required courses and course descriptions section for additional information about CCSP’s curriculum.

Other CCSP Activities

CCSP is committed to networking and establishing contacts with all communities throughout the state of Washington with a particular focus on educational related issues, initiatives, and policies. CCSP’s outreach efforts include public seminars, lectures and cultural and art exhibitions. The Program also publishes and disseminates throughout the US an electronic quarterly newsletter, Q-VO.
Social Change) the largest academic organization in the US for Chicanas, Latinas and Indigenous students and faculty.

Chicana-Chicano Studies Minor

The minor in the Chicana and Chicano Studies Program (CCSP) provides all students regardless of ethnicity with a comprehensive, interdisciplinary, and critical understanding and appreciation of Chican@ and Latin@ communities. The CCSP focuses primarily on Chicana@ and Latin@ historical experiences of colonization and neo-colonization, economic and cultural contributions to U.S. society, and historical and contemporary struggles, movements and strategies of resistance and survival. The CCSP’s offerings include lower and upper division coursework. The Chicana–Chicano Studies minor provides students with an inclusive and interdisciplinary understanding of Chican@ and Latin@ experiences in the U.S. Specifically, the minor prepares students for the rapidly changing demographic trends in the U.S. and provides critical knowledge and skills necessary to contribute to an ethnically and culturally diverse society. In tandem with this approach, the CCSP offers a rigorous academic program of study that prepares students for graduate and professional schools and employment in community based organizations or the non-profit industrial complex. While the minor is especially suited for those students applying to graduate school, teaching in K–12, educational administration including counseling psychology, social services positions, business, educational and community organizing, the minor is appropriate for all major fields of study given the discipline’s interdisciplinary foundation. Chican@s and Latin@s are now the largest racial ethnic groups in the nation, and the Chicana–Chicano Studies minor will provide all students with an appreciation of the history, political, social and cultural realities of Chican@s and Latin@s in contemporary U.S. society.

This minor does not meet a state of Washington endorsement.

Required Courses

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHST 101</td>
<td>INTRODUCTION TO CHICANO CULTURE</td>
<td>5</td>
</tr>
<tr>
<td>or CHST 201</td>
<td>LATINAS/OS IN CONTEMPORARY AMERICAN SOCIETY</td>
<td>5</td>
</tr>
<tr>
<td>CHST 218</td>
<td>CHICANO HISTORY</td>
<td>5</td>
</tr>
<tr>
<td>CHST 300</td>
<td>SURVEY OF CHICANO LITERATURE</td>
<td>5</td>
</tr>
<tr>
<td>CHST 320</td>
<td>CHICANO-LATINO POLITICS IN AMERICA</td>
<td>5</td>
</tr>
<tr>
<td>or CHST 499</td>
<td>DIRECTED STUDY</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Credits: 25

Student Learning Outcomes—students will

• effectively demonstrate competence in oral, written and/or visual media in presenting research findings;
• demonstrate competence with analyzing contemporary and global issues and how they affect the Chicana/o experience;
• demonstrate an understanding of Chicana/o peoples’ diversity as it pertains to race/ethnicity, gender, sexuality, class, immigrant status, age, region and educational background;
• demonstrate and articulate how Chicano Studies’ training and experience can be applied to various job opportunities;
• demonstrate and articulate an understanding of Chicana and Chicano Studies as an interdisciplinary field of inquiry

• exercise critical, interdisciplinary thinking in order to adequately problem-solve;
• demonstrate an understanding of the role that activism and struggle have and continue to play in building a Chicana/o consciousness and ideologies of empowerment and transformative social change.

Chicana and Chicano Studies (CHST)

CHST 101. INTRODUCTION TO CHICANO CULTURE. 5 Credits.
Satisfies: a university graduation requirement—diversity.
A study of Chicano culture providing an initial overview of its roots and conflicts. Specific components discussed are cultural identity, customs, language, psychology and the arts.

CHST 196. EXPERIMENTAL COURSE. 1-5 Credits.
Experimental

CHST 197. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-3 Credits.
Workshop, short course, conference.

CHST 199. DIRECTED STUDY. 1-5 Credits.
Directed Study

CHST 201. LATINAS/OS IN CONTEMPORARY AMERICAN SOCIETY. 5 Credits.
Satisfies: a university graduation requirement—diversity.
The course examines the experience of the other Latinos (Hispanics) in the United States: Puerto Rican, Cuban American and Central Americans. The course presents a brief historical overview of their entrance in American Society and a demographic comparison of significant socio-economic variables of the groups. The primary focus of the course is to examine the social and cultural profile of the Puerto Rican, Cuban and Central American groups in the U.S.

CHST 218. CHICANO HISTORY. 5 Credits.
Cross-listed: HIST 218.
Satisfies: a university graduation requirement—diversity.
This course offers a study of Chicano history from the time of the Treaty of Guadalupe Hidalgo in 1848, to the present. Specific themes discussed include the Mexican American War, the Treaty of Guadalupe Hidalgo of 1848, the economic, political and social conditions after the Anglo-American conquest of the southwest, Mexican immigration to the U.S., Chicano labor history, the Chicano movement and other Chicano themes.

CHST 230. CHICANAS AND LATINAS IN THE U.S.. 5 Credits.
Pre-requisites: CHST 101.
This course provides a description and analysis of the experience of Chicanas and Latinas in the United States. First, the course presents a review of Chicana studies scholarship and the evolution of Chicana feminist theory. Next, the course examines the historical, cultural, political and social-economic themes which define the experience of Chicanas/Latinas in the United States.

CHST 296. EXPERIMENTAL. 1-5 Credits.
Experimental

CHST 297. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
Workshop, short course, conference.
CHST 300. SURVEY OF CHICANO LITERATURE. 5 Credits.  
**Notes:** CHST 101 or CHST 218 recommended.  
This course will offer students an overview of the historical development and current trends in Chicano Literature. The course will focus on the literary forms of poetry, novel, and the short story. The class will give students an understanding of various theoretical approaches utilized in critically analyzing literary works. Students will be expected to read, discuss, and apply theoretical techniques on specific Chicano literary works.

CHST 310. LATINAS/OS IN THE U.S. MEDIA. 5 Credits.  
**Pre-requisites:** ENGL 201.  
Satisfies: a university graduation requirement—diversity.  
This course surveys how Latinx have been depicted in film, news, television and other media formats in the U.S. The course examines Hollywood depictions of the Latino/a experience in the film industry from the early period of U.S. cinema to contemporary representations; the depictions of Latinos/as in television and the news; and the emergence of Chicxu early documentary to the full length dramatic feature film.

CHST 320. CHICANO-LATINO POLITICS IN AMERICA. 5 Credits.  
**Pre-requisites:** ENGL 201.  
Satisfies: a university graduation requirement—diversity.  
The purpose of this course is to study the political reality of Latinos in the U.S.: a heterogeneous group made largely of Mexican, Puerto Rican, Cuban American origin and others (Central and South Americans). The focus taken in this class is to look at the Latino population in terms of its orientation to the political system, its institutions and actors and their participation in the electoral process.

CHST 330. LATINO IMMIGRATION TO THE U.S.. 5 Credits.  
**Pre-requisites:** ENGL 201.  
Satisfies: a university graduation requirement—diversity.  
This course is a historical overview of Latino immigration from Mexico, Central America and the Caribbean. Special attention is given to the largest Latino sub groups in the United States. Students examine the social phenomenon of labor migration and immigration from Latin America in the context of political economic national inequalities. The transnational character of Latino immigrants and its political, economic and cultural contributions to the sending and receiving nations are covered.

CHST 331. LATINO FAMILY IN THE U.S.. 5 Credits.  
**Pre-requisites:** CHST 101, CHST 218, HIST 218 or permission of the instructor.  
This course presents an overview of the general direction of current scholarship on the Chicano/Latino family, with a special focus on basic familial structure and the dynamics of change. First, the course examines traditional interpretations and methodologies and suggests alternative theoretical perspectives. Second, the course examines research issues such as familism, machismo, gender roles, parenting, divorce, family violence, aging, immigration and family, and public policy on family life.

CHST 335. GENDER REVOLUTION AND POLITICS. 5 Credits.  
**Pre-requisites:** ENGL 201.  
Satisfies: a university graduation requirement—global studies.  
This course provides a broad overview of the political mobilization of women in Latin American conflicts. Students explore the participation of women in revolutionary movements as combatants and other supporting and leadership roles. Concepts of masculinity, patriarchy, militarism and violence within the Latin American context will be examined. Students look at these armed conflicts through mainstream and feminist theories as well as concepts in political psychology.

CHST 340. LATIN/COMMUNITY IN THE U.S.: FIELD RESEARCH IN CHICANA/O, LATINA/O STUDIES. 5 Credits.  
The course is designed to accomplish three objectives. First it presents a typology of the diverse experience of Latina/o Communities in the US. Second, it provides a critical review of theories and methods utilized in the study of the Chicano-Latino experience in the US. Third it incorporates a field research component whereby students apply the theories and methods examined in the course.

CHST 396. EXPERIMENTAL COURSE. 1-5 Credits.  
Experimental

CHST 398. SEMINARS. 1-5 Credits.  
Seminar

CHST 420. READINGS IN DECOLONIZATION. 5 Credits.  
**Cross-listed:** IDST 420.  
**Pre-requisites:** IDST 101 and CHST 101.  
This course grounds students in the theory and concepts of colonization, decolonization and indigenous peoples in America, with brief comparisons with global indigenous peoples and experiences. Through that theoretical understanding, students examine and formulate ways in which decolonization can impact and be integrated into indigenous lives and communities in a meaningful way.

CHST 495. INTERNSHIP/PRACTICUM. 1-5 Credits.  
**Pre-requisites:** permission of the instructor, department chair and college dean.

CHST 496. EXPERIMENTAL COURSES. 1-5 Credits.  
Experimental

CHST 498. SEMINAR. 1-5 Credits.  
Chicana and Chicano Studies (CHST)

CHST 499. DIRECTED STUDY. 1-5 Credits.  
**Pre-requisites:** permission of the instructor, department chair and college dean.

An in-depth, independent research project.
**Children's Studies**

Deanna Trella, Program Director (dtrella@ewu.edu)
141 Senior Hall
509.359.4828

Katie Riley, Mary Ward Lupinacci.
Barbara Culler, Belinda Hammond, Trevor Liebing, Mary Ward Lupinacci

**Undergraduate Degrees**

**Bachelor of Arts (BA)**
Children's Studies (p. 159)

**Undergraduate Certificate**
Child and Family Support Certificate (p. 160)

*Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.*

**Undergraduate Programs**

The curriculum of this interdisciplinary program provides a strong holistic background in the study of children, from birth to adolescence. Theory and practice, from a variety of disciplines, form the basis for this integrated curriculum. Children's Studies courses provide foundational and global perspectives of children and childhood. A choice of concentration areas, culminating in a capstone experience, allows students to connect effectively with specific career opportunities. The Children's studies perspective emphasizes comprehensive studies of children's lives and respect for children's experiences.

**Children's Studies, Bachelor of Arts**

The Children's Studies Bachelor of Arts allows students to develop an enhanced and broadened perspective about children so they can have the flexibility to work with children in social service agencies and other child focused programs.

**Note:**
- enrollment in CDST 302 requires proof of a successfully completed background check;
- two years of a single high school foreign language or one year of a single college level foreign language is required.

**Required Core Courses**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CDST 300</td>
<td>FOUNDATIONS OF CHILDREN’S STUDIES–PART I</td>
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<tr>
<td>CDST 302</td>
<td>FOUNDATIONS OF CHILDREN’S STUDIES–PART 2</td>
<td>3</td>
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<tr>
<td>CDST 325</td>
<td>MINDFULNESS AND ALTERNATIVE PRACTICES FOR WORKING WITH CHILDREN</td>
<td>5</td>
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<tr>
<td>CDST 330</td>
<td>RESEARCH METHODS FOR STUDYING CHILDREN AND CHILDHOOD</td>
<td>4-5</td>
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<tr>
<td>or CSBS 320</td>
<td>INTRODUCTORY STATISTICS FOR THE SOCIAL SCIENCES</td>
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<tr>
<td>CDST/WMST 386</td>
<td>CHILDREN AND THE FAMILY</td>
<td>5</td>
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<tr>
<td>CDST 402</td>
<td>CHILDREN’S RIGHTS, LAWS AND ETHICS</td>
<td>5</td>
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<tr>
<td>GEOG 357</td>
<td>THE GEOGRAPHY OF CHILDHOOD</td>
<td>3</td>
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<tr>
<td>PSYC 305</td>
<td>CHILD AND ADOLESCENT DEVELOPMENT</td>
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**Required Senior Capstone**

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<tr>
<td>CDST 490</td>
<td>SENIOR CAPSTONE CHILDREN’S STUDIES</td>
<td>5</td>
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**Required Option—choose option in accordance with residency limitations.**

**Child Life and Health Option A—30–32 credits. Available to Cheney Campus students and Extended Campus students only.**

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<th>Course Code</th>
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<tr>
<td>CDST 303</td>
<td>INFANT AND TODDLER DEVELOPMENT</td>
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<tr>
<td>CDST 411</td>
<td>CHILD LIFE THEORY</td>
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<tr>
<td>CDST 421</td>
<td>PLAY AND PLAYWORK</td>
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<tr>
<td>CDST 422</td>
<td>CHILDREN’S LOSS AND GRIEF</td>
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<tr>
<td>CDST 431</td>
<td>CHILD LIFE PRACTICE INTERVENTION: ASSESSMENT, PREPARATION AND MEDICAL TERMINOLOGY</td>
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<tr>
<td>CDST 481</td>
<td>CDST OPTION A INTERNSHIP AND FIELDWORK</td>
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**Required Elective—choose one course from the following**

<table>
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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CDST 306</td>
<td>VARIATIONS IN CHILD DEVELOPMENT: CHILDREN WITH SPECIAL NEEDS IN HEALTH CARE SYSTEMS</td>
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<tr>
<td>CDST 432</td>
<td>SCHOOL REINTEGRATION AND SUPPORT</td>
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<td>CDST 433</td>
<td>PEDIATRIC PALLIATIVE CARE</td>
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<tr>
<td>CDST 438</td>
<td>TRAUMA-INFORMED CARE WITH CHILDREN AND FAMILIES</td>
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<tr>
<td>DSST 310</td>
<td>DISABILITY, CULTURE AND SOCIETY</td>
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<tr>
<td>PSYC 484</td>
<td>CHILD ABUSE: RECOGNITION AND INTERVENTION STRATEGIES</td>
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**Child Services Option B—24–26 credits. Available to Cheney Campus students and Extended Campus students.**

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<td>ADST 462</td>
<td>ADOLESCENT ADDICTION ASSESSMENT AND TREATMENT</td>
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<td>CDST 482</td>
<td>CDST OPTION B INTERNSHIP</td>
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<tr>
<td>PSYC 344</td>
<td>INTRODUCTION TO THE HELPING PROFESSIONS</td>
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<tr>
<td>PSYC 484</td>
<td>CHILD ABUSE: RECOGNITION AND INTERVENTION STRATEGIES</td>
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<tr>
<td>or SOWK 492</td>
<td>CHILD WELFARE PROGRAMS AND SERVICES</td>
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<tr>
<td>SOWK/WMST 425</td>
<td>FAMILY VIOLENCE</td>
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**Required Elective—choose one course from the following**

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<tr>
<td>AAST 320</td>
<td>AFRICAN AMERICAN FAMILY</td>
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<tr>
<td>CDST 310</td>
<td>GLOBAL PERSPECTIVES OF CHILDREN</td>
<td></td>
</tr>
<tr>
<td>CDST/WMST 326</td>
<td>GENDERS, SEXUALITIES AND BODIES</td>
<td></td>
</tr>
<tr>
<td>CHST 101</td>
<td>INTRODUCTION TO CHICANO CULTURE</td>
<td></td>
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<tr>
<td>CHST 331</td>
<td>LATINO FAMILY IN THE U.S.</td>
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<tr>
<td>RCST 101</td>
<td>AN INTRODUCTION TO THE STUDY OF RACE AND CULTURE</td>
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</table>

**Child and Family Support Option C—34–36 credits. Available to Cheney Campus students and Bellevue Campus students.**

<table>
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<th>Credits</th>
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<tbody>
<tr>
<td>CDST 438</td>
<td>TRAUMA-INFORMED CARE WITH CHILDREN AND FAMILIES</td>
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<tr>
<td>CDST 483</td>
<td>CDST OPTION C INTERNSHIP</td>
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<td>EDUC 470</td>
<td>DIVERSITY IN EARLY CHILDHOOD EDUCATION</td>
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<tr>
<td>EDUC 479</td>
<td>EARLY LITERACY</td>
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<tr>
<td>EDUC 385</td>
<td>FOUNDATIONS OF DEVELOPMENTALLY APPROPRIATE PRACTICES</td>
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</tbody>
</table>
Child and Family Support Certificate

EDUC 395  METHODS FOR IMPLEMENTING DEVELOPMENTALLY APPROPRIATE PRACTICES

PSYC 484  CHILD ABUSE: RECOGNITION AND INTERVENTION STRATEGIES
or SOWK 492 CHILD WELFARE PROGRAMS AND SERVICES

SPED 412  INTRODUCTION TO EARLY CHILDHOOD SPECIAL EDUCATION

SPED 415  ADVOCATING FOR FAMILIES OF YOUNG CHILDREN WITH SPECIAL NEEDS

Total Credits 60-73

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)

Humanities and Arts (p. 35)
Natural Sciences (p. 35)
Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)

Foreign Language
Minor or Certificate
Diversity Course List (p. 37)
Global Studies Course List (p. 37)
Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).
Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).
Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

Student Learning Outcomes—students will

• acquire and apply knowledge and skills concerning multicultural, communicative, interdisciplinary, and international perspectives pertaining to children and families;
• acquire and apply knowledge concerning Children’s Studies theoretical perspectives and methods for working with children and families with an emphasis on diversity;
• acquire and apply knowledge of the scientific method through individual research and/or analysis of scholarly literature;
• acquire the knowledge and skills necessary for professional success in a wide variety of careers related to children and families;
• acquire the knowledge and skills necessary to engage the community through service learning and internships opportunities related to children and families.

The certificate is available to non-majors.

Available to Cheney-Campus students only.

Required Courses

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CDST 402</td>
<td>CHILDREN’S RIGHTS, LAWS AND ETHICS</td>
<td>5</td>
</tr>
<tr>
<td>EDUC 385</td>
<td>FOUNDATIONS OF DEVELOPMENTALLY APPROPRIATE PRACTICES</td>
<td>4</td>
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<tr>
<td>EDUC 395</td>
<td>METHODS FOR IMPLEMENTING DEVELOPMENTALLY APPROPRIATE PRACTICES</td>
<td>4</td>
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<tr>
<td>PSYC 484</td>
<td>CHILD ABUSE: RECOGNITION AND INTERVENTION STRATEGIES</td>
<td>3-5</td>
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<tr>
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<td>CHILD WELFARE PROGRAMS AND SERVICES</td>
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<td>4</td>
</tr>
</tbody>
</table>

Total Credits 24-26

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)

Humanities and Arts (p. 35)
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Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

Student Learning Outcomes—students will

• communicate effectively with all constituencies, including children, parents, colleagues, and community members; and demonstrate professional leadership in the field;
• critically evaluate a variety of approaches in working with children and reflect on their own practices and interactions with children;
• demonstrate an understanding of children’s diversity;
• demonstrate effective practices in working with children and child service organizations, which include knowledge of content.
area, problem solving, use of technology, opportunity for choice, motivation, collaboration, and respect for diversity;
• demonstrate knowledge in addressing children's lives and experiences from a variety of disciplines.

**Children's Studies (CDST)**

**CDST 195. INTERNSHIP. 1-5 Credits.**

**CDST 300. FOUNDATIONS OF CHILDREN'S STUDIES—PART I. 2 Credits.**

*Notes:* Available for all EWU students—non-majors, those considering the CDST major, and declared CDST majors. A background check will be completed as a requirement of the course.

*Pre-requisites:* ENGL 101.

This introductory course provides students with an overview of the discipline including the history, focus and curriculum. Additionally, students will explore career options related to Children’s Studies.

**CDST 302. FOUNDATIONS OF CHILDREN'S STUDIES—PART 2. 3 Credits.**

*Notes:* Prior to registration students must present the CDST program with proof of successfully passing a Washington State background check for working with children. Students who cannot pass this background check will not be allowed to register.

*Pre-requisites:* CDST 300 and declared CDST major.

This course provides students with an in-depth understanding of the discipline, its history, focus, curriculum and professional application. Expounding on CDST 300, this course examines methods, theories and practices related to the study of children and childhood.

**CDST 303. INFANT AND TODDLER DEVELOPMENT. 5 Credits.**

*Pre-requisites:* CDST 300.

Students are introduced to the process of human development from conception to age two with an emphasis on embryonic, fetal, neonatal, infant, and toddler stages.

**CDST 306. VARIATIONS IN CHILD DEVELOPMENT: CHILDREN WITH SPECIAL NEEDS IN HEALTH CARE SYSTEMS. 5 Credits.**

*Notes:* Option A elective.

*Pre-requisites:* CDST 300.

This course focuses on individuals with special needs including disability, chronic illness, severe developmental delay, minimally conscious state and persistent vegetative state in healthcare systems. Students learn to assess children with disability and developmental delay, provide appropriate interventions and work with families.

**CDST 310. GLOBAL PERSPECTIVES OF CHILDREN. 5 Credits.**

*Pre-requisites:* CDST 300.

*Satisfies:* international studies university graduation requirement.

This course introduces students to a variety of challenges that children face around the world including lack of health care, war and political instability, poverty, geographic displacement and limited access to education. Students will explore global agencies and programs that work to improve the lives of children.

**CDST 325. MINDFULNESS AND ALTERNATIVE PRACTICES FOR WORKING WITH CHILDREN. 5 Credits.**

*Pre-requisites:* CDST 300.

Mindfulness focuses on using intentional movement and breathing to foster calm, strength, balance, connection, and awareness. The benefits of mindfulness for children include increased self-awareness and self-confidence, increased calm, focus, and academic performance, improved mood and behavior, development of resilience and empathy, better emotional regulation and intelligence and increased health and happiness.

**CDST 326. GENDERS, SEXUALITIES AND BODIES. 5 Credits.**

*Cross-listed:* WMST 326.

*Notes:* CDST students only; CDST 300.

*Pre-requisites:* ENGL 201.

*Satisfies:* a university graduation requirement—diversity.

This class introduces students to feminist theories about bodies, sexualities, and embodiment through a cultural studies lens of analysis. Throughout the course, students will examine the impact of historical and contemporary beliefs about gender, sexuality, and the body on experiences, expressions, and understandings of everyday life.

**CDST 330. RESEARCH METHODS FOR STUDYING CHILDREN AND CHILDHOOD. 4 Credits.**

*Pre-requisites:* CDST 300.

This course addresses methodologies and statistical techniques of data analysis for child-related fields. Using child centered data, this course covers descriptive statistics, probability, sampling, and qualitative methodologies. Students learn to analyze and present statistical data.

**CDST 386. CHILDREN AND THE FAMILY. 5 Credits.**

*Cross-listed:* WMST 386.

*Pre-requisites:* CDST 300 or instructor approval.

This course examines children's roles in the family and the dynamic relationship between the family and other social institutions (e.g. health care system, legal system, economy, education). This course uses various theoretical frameworks (e.g., structural functionalism, conflict theory, symbolic interactionism, feminist theory, family systems, social learning theory) to understand families.

**CDST 402. CHILDREN'S RIGHTS, LAWS AND ETHICS. 5 Credits.**

*Pre-requisites:* CDST 300.

This course offers an in-depth examination of various laws and ethical issues present in a variety of helping professions associated with youth. Historical contexts for these laws are examined. This course examines various state and federal laws concerning work with youth. Students are presented with multiple approaches to solving arrays of ethical dilemmas based on best practice procedures.

**CDST 411. CHILD LIFE THEORY. 5 Credits.**

*Pre-requisites:* CDST 300.

This course involves the careful examination of children and their families in a healthcare setting. It is taught from the perspective of a Child Life Specialist to aid in minimizing the stress and anxiety experienced during hospitalization. It focuses on educational and play components, and the general support and scope of practice unique to the field.

**CDST 412. HEALTH AND CHILDREN. 5 Credits.**

*Pre-requisites:* CDST 302.

This course introduces concepts and issues in the area of children's health. Using a holistic framework, the course examines the wellbeing of children, including their physical, mental, emotional, social, and spiritual growth and development. The course covers programmatic strategies, social and family support, community practice models and policy that address issues such as child welfare, nutrition and safety management.

**CDST 413. MEDIA AND CHILDREN. 5 Credits.**

*Pre-requisites:* CDST 302.

This course focuses on the developmental impacts that modern media has on children and adolescents. Exploration of media covers such issues as advertising, violence, video games, sexuality, drugs, body image, eating disorders, music and the Internet. Students research problems and beneficial aspects of media.
CDST 421. PLAY AND PLAYWORK. 4 Credits.
Pre-requisites: CDST 300.
Students research definitions, history, theories, forms and functions of play. Students examine the different environments for play throughout history. Topics include free play, value of toys and games, children’s digital play, and the roles of creativity and marketing in today’s society.

CDST 422. CHILDREN’S LOSS AND GRIEF. 4 Credits.
Pre-requisites: CDST 300.
This course explores the ways children experience loss, including death, at different developmental stages and how different cultures view children’s grief. The course introduces students to a variety of organizational situations where adults work with children who are experiencing loss and grief.

CDST 430. HOSPITALIZED CHILD AND FAMILY. 5 Credits.
Notes: designated for students declared as Option A: Child Life and Health Children’s Studies majors.
Pre-requisites: CDST 302 or permission of the instructor.
This course focuses on the experience of child hospitalization on the family as a social system. This course examines historical and contemporary theories related to family structure and functions, adaptations in family structure and interaction patterns during times of transition related to hospitalization and the dynamics of family life. Students examine studies of diverse family systems, including study parenting, caregiving and family life from a cross-cultural perspective. From a clinical perspective, students learn how factors, such as abuse, violence and poverty, influence child development and how multi-disciplinary teams in healthcare settings work with complicated family dynamics and provide optimal care to child and family.

CDST 431. CHILD LIFE PRACTICE INTERVENTION: ASSESSMENT, PREPARATION AND MEDICAL TERMINOLOGY. 5 Credits.
Notes: designated for students in Option A: Child Life and Health within the Children’s Studies Program.
Pre-requisites: CDST 300.
This course focuses on the use of assessment and observation strategies to document development, growth, play and learning to join with families and professionals in promoting children’s success. Students examine strategies and information for preparing for the Child Life Professional Examination, including information on intervention and professional responsibility and medical terminology associated with pediatric care.

CDST 432. SCHOOL REINTEGRATION AND SUPPORT. 5 Credits.
Pre-requisites: CDST 300.
This course is designed to provide an opportunity for students to gain exposure to the world of pediatric medical diagnoses and use that knowledge to support a child’s transition between the hospital and the classroom and community settings. Students examine the school reentry process for pediatric patients, the role of school counselors, and the impact of the return of the student patient on the teachers. They also analyze laws and policies protecting the affected children.

CDST 433. PEDIATRIC PALLIATIVE CARE. 4 Credits.
Notes: designated for students declared in Option A: Child Life and Health within the Children’s Studies major.
Pre-requisites: CDST 300.
This course explores the care of children in pediatric palliative care, including comparing palliative care to hospice care and discussing the challenges to access of these services. The course will look at the variety of illnesses that impact children and adolescents and the ways in which pediatric palliative care services may prove beneficial. Students will gain insight in the experience of childhood illness for the ill child, siblings, parents and other family members.

CDST 438. TRAUMA-INFORMED CARE WITH CHILDREN AND FAMILIES. 5 Credits.
Notes: designated as an elective for students declared in Option A: Child Life and Health as and as a required course for students in Option C: Child and Family Support within the Children’s Studies major.
Pre-requisites: CDST 300.
This course examines the unique long-term impact of trauma on children. Students will examine the impact of trauma on brain development and functioning as well as long-term challenges associated with cognitive and social functioning. Students will learn evidence-based, best-practices for responding to trauma. Students will learn about assessment tools for trauma as well as treatment tools to help those integrate traumatic experiences.

CDST 439. TOPICS IN CHILDREN’S STUDIES. 5 Credits.
Notes: may be repeated for credit, providing the title is different. This variable topic class explores current issues and interests in the field of children’s studies. Topics might include children’s studies perspectives on contemporary issues, current research issues of specific faculty or deeper investigation of topics covered in core courses. Topics or issues that might be covered in this course range from play to children’s activism.

CDST 481. CDST OPTION A INTERNSHIP AND FIELDWORK. 4 Credits.
Notes: Designed for students who are completing their clinical internship supervised by a licensed Child Life Specialist and/or general health-related internship. Requires the successful completion of a background check.
Pre-requisites: CDST 302 and senior standing.
This course provides practical experience for students pursuing Child Life certification eligibility requirements with the Association of Child Life Professionals (formerly Child Life Council). This course provides an opportunity to gain experience and practice in applying skills in an appropriate medical setting while under the supervision of a Certified Child Life Specialist and/or instructor with health-related background who meets supervisory requirements.

CDST 482. CDST OPTION B INTERNSHIP. 4 Credits.
Notes: Designed for students declared in the Children’s Studies Option B—Child Services. Requires the successful completion of a background check.
Pre-requisites: CDST 302 and senior standing.
Students receive academic credit for internships supervised within organizations working with or on behalf of children. The internship is initiated by the student and facilitated by their academic advisor, the site supervisor and the Career Services Internship Offices. Students complete a Learning Contract, which outlines expectations, roles and responsibilities, as well as the process of documentation and evaluation.

CDST 483. CDST OPTION C INTERNSHIP. 4 Credits.
Notes: Initiated by the student and facilitated by their academic advisor, their site supervisor and the Career Services Internship Office. Requires the successful completion of a background check.
Pre-requisites: CDST 302 and senior standing.
Students receive academic credit for internships supervised within organizations working with or on behalf of children. Students complete a Learning Contract, which outlines expectations, roles and responsibilities, the process of documentation and evaluation.
CDST 490. SENIOR CAPSTONE CHILDREN’S STUDIES. 5 Credits.
Notes: requires the successful completion of a background check.
Pre-requisites: CDST 302 and senior standing.
Satisfies: a university graduation requirement—senior capstone.
Using knowledge of children, childhood, and children’s issues, students will research, design and implement a joint community-based service-learning project in collaboration with local organizations that work with and/or on-behalf of children.

CDST 492. CHILDREN’S STUDIES SENIOR PORTFOLIO. 2 Credits.
Pre-requisites: senior standing or approval of instructor.
Building on the portfolio process, students will develop and present an exit portfolio. This process will include identifying personal and career objectives; discussing content; developing themes; choosing formats; and revising personal statements, narrative, and resumes. Exit portfolios will be used for program assessment.

CDST 495. CHILDREN’S STUDIES INTERNSHIP. 1-10 Credits.
Pre-requisites: senior standing or approval of instructor.
Students receive academic credit for internships supervised within organizations working with or for children. The internship is initiated by the student and facilitated by their academic advisor, their site supervisor and the Career Services Internship Office. Students complete a Learning Contract, which outlines expectations, roles and responsibilities, as well as the process of documentation and evaluation.

CDST 496. EXPERIMENTAL. 1-5 Credits.
Experimental.

CDST 498. SEMINAR. 1-5 Credits.

CDST 499. DIRECTED STUDY. 1-15 Credits.
Communication Sciences and Disorders

Lesli Cleveland, PhD, CCC-SLP, Chair

department page (http://www.ewu.edu/chsph/programs/communication-disorders)
509.828.1376
310 N. Riverpoint Blvd., Box B Spokane, WA 99202

Introduction

Professionals practicing in Communication Sciences and Disorders are concerned with impairments and disabilities of speech, language, cognition-communication, voice and swallowing as well as hearing processes and disorders. A certified speech-language pathologist (SLP) is qualified to assess as well as plan and implement intervention programs for these disorders. A certified audiologist is qualified to provide diagnostic hearing assessment and rehabilitative services for individuals who are deaf or hard of hearing. Audiologists also work with auditory processing problems and dysfunctions related to balance.

The department has a strong clinical orientation that addresses the medical, developmental and educational issues that impact being a competent speech-language pathologist. The general goal (through the master’s degree) is to provide a sound academic background and to complement that instruction with clinical knowledge and experience sufficient to equip the student to provide professional services to individuals across a spectrum of communication disorders in a variety of employment settings. The baccalaureate degree is considered pre-professional. The master’s degree is required for licensure at the state and certification at the national level. Upon earning the master’s degree employment opportunities may include schools, clinics, hospitals, private practice and community agencies. However, the majority of the positions are in the public schools. The employment outlook for graduates remains excellent. It should be noted that Communication Sciences and Disorders is a speech-language pathology program only. To meet the requirements to become an audiologist, the student must earn a minimum of a clinical doctorate degree in audiology from an accredited program.

The Department of Communication Sciences and Disorders is located at the Health Sciences Building (HSB) on the EWU Spokane Campus. Clinical practica are conducted at the University Programs in Communication Disorders (UPCD) Hearing and Speech Clinic on the EWU Spokane Campus and in numerous off-campus sites in the area. All programs (undergraduate and graduate) are on a semester schedule.

The undergraduate Communication Sciences and Disorders program is designed to begin in the junior year following completion of university general education requirements (GECRs). Upon earning the bachelor’s degree, the student would then apply for graduate study. Individuals earning a bachelor’s degree in another field can prepare for graduate training in communication disorders by first completing a post-baccalaureate year of selected junior and senior level courses in the department (see the separate section in this catalog entitled Pre-Professional Programs). Supervised clinical practicum is reserved for the graduate level.

Time to Completion of the Program

Most students complete the graduate curriculum in Communication Sciences and Disorders within five (5) semesters (i.e., fall, spring, summer, fall, spring). Some students may not complete the program within five semesters; these individuals typically have unfinished research and/or clinical practicum requirements that cause them to not complete the program within the typical time frame. If accepted for graduate study, students who enter the program with bachelor’s degrees outside the discipline can expect to complete their studies within seven (7) semesters (one year or two semesters of post-baccalaureate study and five semesters of graduate study).

Program Accreditation and Professional Certification Information

The graduate program in speech-language pathology is accredited by the Council on Academic Accreditation in Audiology and Speech-Language Pathology (CAA). The current period of accreditation is September 1, 2011 through August 31, 2019. Please check with the department website for further information. Additional information related to accreditation (e.g., complaint procedures, graduate employment rates, national exam pass rates, program completion rates, student assistance plan, etc.) can be found on the department’s website (http://www.ewu.edu/chsph/programs/communication-disorders). Completion of the undergraduate curriculum and the Master of Science degree will allow the student to satisfy most of the requirements for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) issued by the American Speech-Language-Hearing Association (ASHA). The student must also pass a national examination and successfully complete a Speech-Language Pathology Clinical Fellowship (SLPCF) as prerequisites for earning the CCC-SLP.

Faculty

Lesli H. Cleveland, Belinda Hammond, Hedieh Hashemi Hosseinabad, Roberta A. Jackson, Doreen A. Nicholas, Barbara M. Perego, Jane T. Pimentel, Elizabeth Wilson-Fowler.

Undergraduate Degrees

Bachelor of Arts (BA)
Communication Sciences and Disorders (p. 166)

Pre-Professional Program Requirements
Pre-Communication Sciences and Disorders (p. 608)

Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.

Undergraduate Programs

Admission Information for High School Students

No specific courses are required. High school students may find it useful to take computer coursework, four years of English and any available speech, behavioral science and natural science courses.

General Admissions Requirements for Undergraduate Students

A minimum GPA ≥2.75 is required for admission to and retention in the undergraduate program. Students wishing to major in communication sciences and disorders must meet and maintain the minimum GPA requirement, complete a department application form and pay the application fee and then be accepted into the program. Please see the department website (http://www.ewu.edu/chsph/programs/communication-disorders) for the checklist of pre-requisite courses.

Admissions Information for Pre-Major Students
Freshman and sophomore students must complete their BACRs, university competencies and courses offered by other departments in support of the major prior to enrollment in the required Communication Sciences and Disorders courses within the major. In addition, students must complete coursework reflecting knowledge in the biological sciences, physical sciences, statistics and the social/behavioral sciences prior to beginning the program. Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences. Acceptable courses in physical sciences should include physics or chemistry. Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology, gerontology or public health. Students must earn a grade of ≥C- in each of the supporting courses. Research methodology courses in communication sciences and disorders (CSD) may not be used to satisfy the statistics requirement. Entering the program prepared is imperative as the Communication Sciences and Disorders undergraduate program is on a semester schedule while the majority of the university is on a quarter schedule.

Admissions Information for Transfer Students

Transfer students must satisfy the BACRs and university competencies with equivalent coursework. The transfer student must demonstrate knowledge of the biological sciences, physical sciences, statistics and the social/behavioral sciences. Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences. Acceptable courses in physical sciences should include physics or chemistry. Acceptable courses in social/behavioral sciences should include psychology, sociology, anthropology or public health.

EWU participates in transfer agreements with community colleges in Washington state and select Idaho and Montana community colleges. Graduates of these colleges who complete a direct-transfer associate degree are admitted to Eastern with junior standing and will have satisfied Eastern's lower division general education requirements. In addition, to earn a Bachelor's degree from EWU, students will need to have taken one course in International Studies and one course in Culture/Gender (see University Graduation Requirements in catalog). If there are any questions or concerns the student should consult with Communication Sciences and Disorders faculty to plan their program.

Foreign Language Requirement for Communication Sciences and Disorders

A foreign language is required by Eastern Washington University for a Bachelor of Arts (BA) degree. To fulfill this requirement, two years of a single foreign language in high school or one year of a single foreign language at the college level is required. American Sign Language (ASL 101, ASL 102, ASL 103) is an excellent foreign language option for an individual majoring in Communication Sciences and Disorders. It should be noted that ASL courses are taught on a quarter academic schedule so these courses should be taken prior to declaring Communication Sciences and Disorders as a major.

Policy Regarding Student Progress within the Major

ASHA requires that the program regularly assess each student’s progress toward meeting knowledge and skills outcomes (KASA). Each course in the major has its own assessment plan with a built-in academic assistance plan for students who experience difficulty in the course. The program’s Student Assistance Plan can be found on the department’s website (http://www.ewu.edu/chsph/programs/communication-disorders).

Grade Requirements (p. 166) are listed on the program.

Graduate Degrees

Master of Science (MS)
Communication Sciences and Disorders (p. 167)

Graduate Program

The Master of Science degree is designed to equip the student with the academic and clinical skills required to function as a competent professional in the field of communication sciences and disorders. The master’s graduate is qualified to provide clinical services to a wide range of communication disordered children and adults in a variety of professional settings. Upon completion of the graduate program, the student will have met all requirements for the Certificate of Clinical Competence in Speech-Language Pathology (CCC-SLP) with the exception of the Speech-Language Pathology Clinical Fellowship (SLPCF). The student must also pass a national examination in speech-language pathology; most students take and pass the exam prior to earning the master’s degree.

The graduate curriculum includes exposure to science and research areas as well as to clinical disorders and related practice. The graduate curriculum is part of a cooperative program between Eastern Washington University and Washington State University–Spokane, and is known as the University Programs in Communication Disorders (UPCD). The UPCD is housed in the Health Sciences Building on the Spokane campus. The undergraduate and graduate curricula are administered on a semester academic schedule.

Admission Requirements/Preparation

Admission to the master's program includes the requirements of the graduate school as well as the GRE general and writing tests, letters of recommendation, a statement from the applicant outlining professional interests and intent and an application fee. The program utilizes a central application system. Application and the supporting materials are to be submitted to the CSDCAS program (http://www.capcsd.org/csdcas), a separate application is to be submitted to the EWU graduate program office. All application materials must be received by January 1 prior to the fall academic term of enrollment. Students entering the program must have completed an undergraduate major in communication sciences and disorders. Students with an undergraduate major in any other field must complete a post-baccalaureate year of required communication disorders courses prior to applying to the graduate program (see the separate section of this catalog entitled Pre-Professional Programs). In addition, students need to take an introductory statistics course prior to graduate school, as it is a requirement for professional certification.

Course selections made by the student and a departmental faculty advisor can be individually tailored to the student’s professional goals. Course selection is guided by the knowledge and skills outcomes of the certification standards for the CCC-SLP as set forth by the American Speech-Language-Hearing Association (ASHA).

According to current ASHA certification standards, it is expected that candidates for the master’s degree will have accumulated a minimum of 400 clock hours of clinical practicum with 25 hours spent in observation and 375 hours spent in direct client/patient contact. At least 325 of the 400 hours must be completed at the graduate level. This is accomplished by completing clinical practicum experiences (CMSD 561S CMSD 562S and/or CMSD 563S) and taking one required
semester of CMSD 697S. Completion of the Master’s degree and clinical experience qualifies the student for Washington state licensure in Speech-Language Pathology and makes that individual eligible for the CCC-SLP upon completion of the SLPCF and upon passing the national examination (referred to as the PRAXIS exam).

Students who intend to be employed in the public schools of this state must meet Washington state educational certification requirements, which include 3 semester credits of coursework and a Clinical Field Experience in the schools.

Research Requirement and Its Defense

All graduate students must complete a research project of some type (i.e., either thesis or non-thesis). The selection of research option is accomplished during the first semester of graduate study in CMSD 520S. Selection of a research advisor also takes place while the student is enrolled in this course. Only those students who show excellent aptitude in research and scientific writing are given the thesis option. A thesis is intended to be an empirical study that is formal and rigorous. The non-thesis option includes any type of research (e.g., case study, empirical study, survey, etc.) deemed appropriate by the student’s research advisor.

The fall semester of the first year of study is used to develop a research idea while enrolled in CMSD 520S. During the spring semester of the first year of study, the student and research advisor further refine the research idea and submit the proper paperwork to the Institutional Review Board, if required. The fall and spring semesters of the second year of study are used to complete and defend the research. Students who have been granted permission to conduct a thesis will enroll in 2 semester credits of CMSD 600S during the spring semester of their first year of study, and 2 semester credits of CMSD 600S during each of the fall and spring semesters of their second year of study, for a total of 6 semester credits of research. Students who conduct a non-thesis research project will enroll in CMSD 620S 2 semester credits during the spring semester of the first year of study, CMSD 621S 2 semester credits during the fall semester and CMSD 622S 2 semester credits during the spring semester of their second year of study, for a total of 6 semester credits of research.

Two faculty members from the combined UPCD faculty form the student’s research committee (the chair of the committee is the student’s research advisor). The research advisor should be an EWU faculty member who holds graduate faculty status. The second committee member may be either an EWU or WSU faculty member. The third member for the research defense may be selected by the department or the student and must be approved by the student’s committee chair (see Graduate Programs Academic Policies for more information).

Toward the end of their graduate program, students orally defend their research project in the presence of their committee members and other interested parties. Students who complete a thesis will make a formal presentation in front of an audience and will entertain questions from their committee members and other interested parties. Students who complete a non-thesis project will develop a poster that will be put on display. Students will stand by their posters and entertain questions from their committee members and other interested parties. The research defense will take place during a designated Research Day that will typically take place during the latter half of the spring semester each year. In some instances, two or more Research Days may be designated; the student will only have to defend his or her research at one of these scheduled Research Days.

At the defense, the student’s research committee makes a decision as to whether or not the research project is successfully completed. If the research project is judged as not being successfully completed, the committee indicates what additional work must be accomplished and whether another defense will be necessary. If the research project is judged as complete and satisfactorily defended, a grade is assigned to the thesis or non-thesis research project.

Policy Regarding Student Progress

In addition to maintaining an overall cumulative grade point average ≥3.00 to be retained in the program and to graduate with the MS degree, the student must earn a grade ≥B- or better in each of the graduate courses taken (exclusive of practicum courses). Earning a grade <B- for any given course will require that the student repeat the course. If the course is a prerequisite for a higher-level course, the student will not be allowed to enroll in the higher-level course until a grade ≥B- has been earned in the prerequisite course. Additionally, ASHA requires that the program regularly assess each student’s progress toward meeting knowledge and skills outcomes (KASAs). Each graduate course has its own assessment plan with a built-in academic assistance plan for students who experience difficulty in the course. The program’s Student Assistance Plan can be found on the department’s website (http://www.ewu.edu/chsph/programs/communication-disorders).

Communication Sciences and Disorders Major, Bachelor of Arts (BA)

This program is on a semester schedule. Lower division courses (offered on the quarter schedule) must be taken prior to entering this major.

Notes: two years of a single high school foreign language or one year of a single college level foreign language is required

Grade Requirements

- Students must earn and maintain an overall EWU institutional grade point average ≥2.75 as well as a grade point average ≥2.75 in all CMSD coursework to be retained in the program.
- If a student’s total EWU institutional GPA falls below a 2.75 in a single semester, the student is placed on academic probation and has one semester to raise their GPA to ≥2.75 or they will be dismissed from the program.
- To graduate with the BA degree, the student must earn a grade ≥C- in each of the courses within the major.
- Earning a grade <C- for any given course will require that the student repeat the course. If the course is a prerequisite for a higher-level course, the student will not be allowed to enroll in the higher-level course until a grade ≥C- has been earned in the prerequisite course.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSD 301S</td>
<td>INTRODUCTION TO SPEECH-LANGUAGE PATHOLOGY AND ACOUSTICS</td>
<td>3</td>
</tr>
<tr>
<td>CMSD 304S</td>
<td>PHONETICS</td>
<td>3</td>
</tr>
<tr>
<td>CMSD 320S</td>
<td>SPEECH AND HEARING SCIENCES</td>
<td>3</td>
</tr>
<tr>
<td>CMSD 321S</td>
<td>ANATOMY AND PHYSIOLOGY OF SPEECH PRODUCTION</td>
<td>3</td>
</tr>
<tr>
<td>CMSD 331S</td>
<td>LANGUAGE DEVELOPMENT</td>
<td>3</td>
</tr>
<tr>
<td>CMSD 357S</td>
<td>LANGUAGE IMPAIRMENT</td>
<td>3</td>
</tr>
<tr>
<td>CMSD 358S</td>
<td>SPEECH SOUND DISORDERS</td>
<td>3</td>
</tr>
<tr>
<td>CMSD 371S</td>
<td>HEARING AND HEARING DISORDERS</td>
<td>3</td>
</tr>
</tbody>
</table>
• demonstrate basic knowledge of hearing disorders assessment;
• demonstrate basic knowledge of hearing disorders treatment;
• demonstrate basic knowledge of speech-language pathology assessment;
• demonstrate basic knowledge of speech-language pathology treatment;
• describe the typical processes of hearing;
• describe the typical processes of language;
• describe the typical processes of speech;
• describe the typical processes of swallowing.

Communication Disorders, Master of Science (MS)

Roberta Jackson, Graduate Program Coordinator
310 N. Riverpoint Blvd., Box B, Spokane, WA 99202
509.828.1326

Required Core
CMSD 520S RESEARCH METHODS 3
CMSD 538S ADVANCED SPEECH SOUND DISORDERS AND ACQUISITION 3
CMSD 542S INFANT AND TODDLER COMMUNICATION AND LANGUAGE 3
CMSD 543S SCHOOL-AGE AND ADOLESCENT LANGUAGE 3
CMSD 547S AUGMENTATIVE COMMUNICATION 3
CMSD 552S NEUROPATHOLOGIES OF LANGUAGE 3
CMSD 554S MOTOR SPEECH DISORDERS 3
CMSD 555S BILINGUAL AND CULTURAL ISSUES 2
CMSD 559S DYSPHAGIA 3
CMSD 568S ADVANCED ASSESSMENT: PRINCIPLES AND PROCEDURES 2

Electives 6
To be determined in consultation with the graduate advisor. All 500-level courses must serve as electives. A minimum of 6 credits must be from courses within the department.

Practicum 14
CMSD 561S CLINICAL PRACTICUM
CMSD 562S ADVANCED CLINICAL PRACTICUM
CMSD 697S CLINICAL FIELD EXPERIENCE

Typically, students will be expected to enroll for at least 2 credits of practicum per semester.

Students are required to complete at least one internship; those wishing to take additional internships may exercise the variable credit option.

Choose one of the following options 6
Non-Thesis Option
CMSD 620S RESEARCH IN COMMUNICATION DISORDERS I
CMSD 621S RESEARCH IN COMMUNICATION DISORDERS II
CMSD 622S RESEARCH IN COMMUNICATION DISORDERS III

Thesis Option
CMSD 600S THESIS (variable credit course—minimum 6 credits)

Total Credits 54
• demonstrate application of research in the discipline of communication disorders;
• use the products of technology in both scholarship and clinical applications;
• write and speak clearly and effectively;
• critically evaluate and utilize new information in the discipline of communication disorders;
• demonstrate through discussion and application in class and clinic the principles, processes and procedures for the prevention, identification, evaluation, intervention and management of communication disorders;
• demonstrate knowledge through adherence to the Code of Ethics of the American Speech-Language-Hearing Association in academic and clinical work.

Communication Sciences and Disorders (CMSD)

CMSD 301S. INTRODUCTION TO SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY. 3 Credits.
This course provides an overview of speech, hearing and language development, disorders and remediation for students who may have an interest in this discipline as a career choice.

CMSD 304S. PHONETICS. 3 Credits.
This course examines the motor and acoustic aspects of speech production, description, and classification of English phonemes, and broad transcription using the International Phonetic Alphabet (IPA).

CMSD 320S. SPEECH AND HEARING SCIENCES. 3 Credits.
**Pre-requisites:** completion of Natural Science BACRs or permission of the instructor.
This course is a study of acoustics and psychoacoustics of speech and hearing.

CMSD 321S. ANATOMY AND PHYSIOLOGY OF SPEECH PRODUCTION. 3 Credits.
**Pre-requisites:** completion of Natural Science GECRs or permission of the instructor.
This course is a study of anatomy, physiology and physics as related to speech and voice production.

CMSD 331S. LANGUAGE DEVELOPMENT. 3 Credits.
This course examines the basic principles and sequences of language development; methods of observing, measuring, and describing children's acquisition of language.

CMSD 357S. LANGUAGE IMPAIRMENT. 3 Credits.
**Pre-requisites:** CMSD 301S, CMSD 331S or permission of the instructor.
This course addresses the measurement as well as analysis of developing language as well as etiology, assessment and intervention for developmental language disorders.

CMSD 358S. SPEECH SOUND DISORDERS. 3 Credits.
**Pre-requisites:** CMSD 301S and CMSD 304S or permission of the instructor.
This course describes normal phonological and articulatory development as well as the etiology, assessment and intervention of articulation and phonological disorders.

CMSD 371S. HEARING AND HEARING DISORDERS. 3 Credits.
This course is a study of aural anatomy and physiology, as well as etiology, pathology, and treatment of hearing impairment.

CMSD 372S. AUDIOMETRY. 3 Credits.
**Pre-requisites:** CMSD 301S and CMSD 371S.
This course is a study of acoustics and psychoacoustics, as well as principles of auditory testing and interpretation of hearing tests.

CMSD 405S. SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY IN THE SCHOOL. 3 Credits.
**Pre-requisites:** permission of the instructor and fulfillment of additional state requirements.
This course ideally precedes the student teaching experience. Information is provided about the special issues and problems encountered by professional practice in the public school setting.

CMSD 422S. NEUROANATOMY. 3 Credits.
**Pre-requisites:** CMSD 321S.
This course is a study of the normal anatomy and physiology of the nervous system and its role in communication processes.

CMSD 441S. ASSESSMENT OF SPEECH AND LANGUAGE. 3 Credits.
**Pre-requisites:** CMSD 301S, CMSD 304S, CMSD 331S, CMSD 357S, CMSD 358S.
This course addresses the principles and techniques for assessing communication disorders, including formal and informal assessment methods, practical experience in test administration, theoretical and ethical issues, report writing, and the relationship of assessment to treatment.

CMSD 442S. INTERVENTION FOR SPEECH AND LANGUAGE DISORDERS. 3 Credits.
**Pre-requisites:** senior standing or permission of instructor.
This course addresses the development of intervention plans, including intervention strategies and rationale, construction of daily therapy plans, methods for data collection, and interpretation and evaluation of therapy outcomes.

CMSD 450S. LANGUAGE AND LITERACY. 3 Credits.
**Pre-requisites:** CMSD 331S.
Building upon CMS 331S, this course examines the relationship between early language development and later development of literacy skills. Issues related to language disorders and concomitant deficiencies in literacy acquisition will be discussed.

CMSD 451S. NEUROGENIC COMMUNICATION DISORDERS. 3 Credits.
**Pre-requisites:** CMSD 422S or permission of the instructor.
This course provides an introduction to the etiology, assessment and intervention of communication disorders associated with neurological disorders.

CMSD 452S. TOPICS IN CONTINUING EDUCATION. 0.75-3.5 Credits.
This course is offered in cooperation with the Meadowood Speech and Hearing Camp in Pendleton, Oregon. Student volunteers earn college credit while learning state of the art strategies working with children exhibiting a variety of speech, language, and hearing disorders.

CMSD 454S. SERVICE LEARNING FOR COMMUNICATION SCIENCES AND DISORDERS. 1 Credit.
**Notes:** Required to graduate with a major in CMSD. Graded Pass/Fail.
**Pre-requisites:** CMSD 331S.
This course provides an overview of service learning with a focus on literacy in the field of communication sciences and disorders and our kindergarten literacy project. Students will examine, as well as apply knowledge of, service learning through critical reflection and discussion. Students will also design, create and present kindergarten literacy activities during class meetings.
CMSD 455S. VOICE AND RESONANCE DISORDERS. 3 Credits.
Pre-requisites: CMSD 321S.
This course addresses the anatomy and physiology of the vocal mechanism with an overview of functional, congenital, and acquired voice disorders.

CMSD 456S. FLUENCY DISORDERS. 3 Credits.
Pre-requisites: senior standing or permission of the instructor.
This course provides definitions and descriptions of fluency disorders, discussing their effects on the speaker and listener. It examines various theories of the etiology of stuttering as well as its assessment and treatment in children and adults.

CMSD 461S. CLINICAL METHODS. 2 Credits.
Notes: must be taken twice for the PB Certificate.
Pre-requisites: senior standing or permission of instructor.
This course offers students the opportunity to observe communication disorder assessment and intervention. The students will be introduced to the basic essential ingredients of good therapy. The skills will be introduced and discussed in a classroom setting and reinforced through guided observation of speech-language and audiological assessment and intervention services within a clinical setting. Limited supervised practicum in the assessment and treatment of individuals with communication disorders may be assigned.

CMSD 473S. AURAL REHABILITATION. 3 Credits.
Pre-requisites: COMD 371S and COMD 372S, or permission of the instructor.
This course addresses the objectives, theory and techniques used in managing hearing impairments of individuals.

CMSD 480S. INTRODUCTION TO RESEARCH IN COMMUNICATION DISORDERS. 3 Credits.
Pre-requisites: senior standing.
This course provides an overview of research methodology in the field of communication disorders. It is designed to familiarize the student with basic elements of reading, understanding, and evaluating research. The student learns about the scientific method, the difference between basic and applied research, and important terms used in the research process.

CMSD 490S. SENIOR CAPSTONE: PROFESSIONAL ISSUES IN COMMUNICATION DISORDERS. 3 Credits.
Pre-requisites: senior standing or permission of the instructor.
This course focuses on the integration of the knowledge the student has accumulated in the field of communication disorders and its application to issues affecting both professionals and individuals served. The course will strive to facilitate students’ thinking on these issues by requiring the completion of an assignment in which students must integrate their body of knowledge in the profession and apply it to a novel issue or problem.

CMSD 495S. INTENSIVE STUTTERING INTERVENTION: SSMP. 3 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
The Successful Stuttering Management Program is an intensive clinical experience/seminar where students learn the foundation of Stuttering Modification Therapy as they work independently and collaboratively with other students and their supervisors. The Successful Stuttering Management Program is designed for adolescent and adult stutterers.

CMSD 496S. EXPERIMENTAL. 1-3 Credits.
Experimental.

CMSD 497S. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-3 Credits.
Notes: graded Pass/Fail.
Workshop, short course, conference, seminar.

CMSD 498S. SEMINAR. 1-3 Credits.

CMSD 499S. DIRECTED STUDY. 1-3 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
This course is provided to allow the student to study a selected special topic within the discipline of communication disorders on an individual basis and under the direction of a program faculty member.

CMSD 520S. RESEARCH METHODS. 3 Credits.
This course inaugurates the students' research experience in the discipline. It emphasizes the importance of research to a scientific field and acquaints the student with the research literature. By the end of the course, students will have completed the introduction, review of literature and question components of their research proposals.

CMSD 538S. ADVANCED SPEECH SOUND DISORDERS AND ACQUISITION. 2 Credits.
Pre-requisites: graduate standing or permission of the instructor.
This course involves advanced study in the theoretical background of the acquisition and development of the phonological system. The relationship between the phonological system and disorders and remediation will also be discussed.

CMSD 539S. SPECIAL TOPICS. 1-3 Credits.
Special Topics.

CMSD 540S. PEDIATRIC FEEDING AND SWALLOWING. 1 Credit.
Pre-requisites: graduate standing or permission of the instructor.
This course is a study of normal and atypical swallowing and feeding in infants and children.

CMSD 542S. INFANT AND TODDLER COMMUNICATION AND LANGUAGE. 3 Credits.
Pre-requisites: graduate standing or permission of the instructor.
This course provides advanced study in communication and language development and disorders in infants and toddlers by focusing on current theory, assessment and remediation.

CMSD 543S. SCHOOL-AGE AND ADOLESCENT LANGUAGE. 3 Credits.
Pre-requisites: graduate standing or permission of the instructor.
This course covers the development of language in typically developing and language impaired school aged and adolescent students. Various language disorders are discussed with the implications for assessment and intervention.

CMSD 545S. AUTISM SPECTRUM DISORDER. 2 Credits.
Pre-requisites: CMSD 542S.
This course is an overview and discussion of the characteristics, causes, assessment and intervention for persons with autism spectrum disorder (ASD).

CMSD 547S. AUGMENTATIVE COMMUNICATION. 3 Credits.
Pre-requisites: graduate standing or permission of the instructor.
This course is an in-depth study of the use of augmentative and alternative methods of communication for persons with severe speech and/or language impairments.
CMSD 550S. SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY IN THE SCHOOLS. 2 Credits.
Pre-requisites: graduate standing or permission of instructor. This course provides the required credit hours of coursework related to laws, policy and ethical issues involved in providing speech-language therapy and audiology services within the public education setting; helps prepare students for public school practicum; and fulfills partial requirements for educational staff associates (ESA) certification.

CMSD 552S. NEUROPATHOLOGIES OF LANGUAGE. 3 Credits.
Pre-requisites: graduate standing or permission of the instructor. This course is an advanced study of the language disorders that occur as a result of insult to the brain after birth, particularly after language acquisition. Emphasis is on aphasia and related disorders.

CMSD 553S. VOICE AND RESONANCE. 2 Credits.
Pre-requisites: graduate standing or permission of the instructor. This course provides information regarding the etiology and characteristics of disorders of the laryngeal and resonance systems. Assessment and treatment of loudness, pitch, vocal and resonance problems are presented.

CMSD 554S. MOTOR SPEECH DISORDERS. 3 Credits.

CMSD 555S. BILINGUAL AND CULTURAL ISSUES. 2 Credits.

CMSD 556S. PROBLEMS IN STUTTERING. 2 Credits.
Pre-requisites: graduate standing or permission of the instructor. This course is an advanced study of current theories, issues, problems and treatment approaches in the area of stuttering.

CMSD 557S. CLEFT PALATE AND OTHER CRANIO-FACIAL ABNORMALITIES. 2 Credits.
Pre-requisites: graduate standing or permission of the instructor. This course examines the etiology and characteristics of cranio-facial anomalies and their effects on communication. Assessment and treatment of the speech problems associated with these disorders are also discussed.

CMSD 559S. DYSPHAGIA. 3 Credits.
Pre-requisites: CMSD 552S strongly recommended. This course presents the anatomy and physiology of swallowing as well as the evaluation and treatment of swallowing disorders.

CMSD 561S. CLINICAL PRACTICUM. 2-6 Credits.
Notes: may be repeated for credit with permission of instructor up to 8 semester credits. This course provides students with practical clinical experience working with children and adults who present with various speech, language, hearing and swallowing disorders.

CMSD 562S. ADVANCED CLINICAL PRACTICUM. 2-6 Credits.
Notes: graded Pass/No Credit; may be repeated for credit with permission of instructor up to 24 quarter credits. Pre-requisites: permission from off-campus clinical practicum coordinator. This course is an extension of clinical skills into off-campus practicum sites. Students will apply theoretical concepts to evaluation, treatment planning and therapy services for communicatively handicapped children and adults in community settings.

CMSD 563S. SPECIAL CLINICAL PRACTICUM. 1-2 Credits.
Notes: may be repeated with permission of instructor up to 6 semester credits. Pre-requisites: CMSD 697S or permission of the clinical director. This practicum is designed for post-internship students. It typically involves the assignment of a challenging client and carries an expectation of a high degree of independence in case management.

CMSD 568S. ADVANCED ASSESSMENT: PRINCIPLES AND PROCEDURES. 2 Credits.
Pre-requisites: graduate standing. This course is designed to facilitate the ability to gather, analyze and synthesize critical case information and make differential diagnoses of communication disorders. It includes independent problem-solving, development of treatment objectives from data and the writing of clinical reports.

CMSD 596S. EXPERIMENTAL. 1-3 Credits.
Experimental.

CMSD 597S. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-3 Credits.
Notes: only one workshop course for up to 3 credits may be used to fulfill graduate degree requirements. Workshop

CMSD 598S. SEMINAR. 1-3 Credits.
Pre-requisites: graduate standing or permission of the instructor. This course provides graduate level instruction in a specific content area in communication disorders utilizing a seminar format.

CMSD 599S. INDEPENDENT STUDY. 1-4 Credits.
Pre-requisites: permission of the instructor, department chair and college dean. This course allows the student to engage in an independent study project in a selected field of communication disorders.

CMSD 600S. THESIS. 1-8 Credits.
Pre-requisites: permission of the instructor, department chair and college dean. Under supervision of staff members, the graduate student organizes and formally writes and presents a research project in thesis form.

CMSD 620S. RESEARCH IN COMMUNICATION DISORDERS I. 2 Credits.
Pre-requisites: CMSD 520S. This is the first of three courses designed to prepare the student to participate in basic and/or applied research in communication disorders. For this course, students will work with a faculty mentor to further refine the research idea developed in CMSD 520S. The culmination of this course will be: (1) the initial development of a literature review and methodology and (2) drafting and submission of IRB forms, as appropriate.

CMSD 621S. RESEARCH IN COMMUNICATION DISORDERS II. 2 Credits.
Pre-requisites: COMD 620. This is the second of three courses designed to prepare the student to participate in basic and/or applied research in communication disorders. For this course, students will work with a faculty mentor to further refine the research idea developed in COMD 620. The culmination of this course will be a complete and thorough literature review and methodology for the student's proposed research. The initial collection of data may take place under this course.

CMSD 622S. RESEARCH IN COMMUNICATION DISORDERS III. 2 Credits.
Notes: this course is repeated in subsequent semesters until the thesis or research project is completed and successfully defended. Pre-requisites: CMSD 621S. This is the third of three courses designed to prepare the student to participate in basic and/or applied research in communication disorders. The culmination of this course will be the collection of data (if applicable) and the development of either a thesis or poster to be defended at the end of the academic term in which this course is taken.
CMSD 696S. COLLEGE TEACHING INTERNSHIP. 1-4 Credits.
Teaching a lower division college course under supervision of a regular faculty member. Includes course planning, arranging bibliographical and other instructional aids, conferences with students, experience in classroom instruction and student and course evaluation.

CMSD 697S. CLINICAL FIELD EXPERIENCE. 1-10 Credits.
Notes: graded Pass/No Credit.
Pre-requisites: permission of the instructor, department chair and college dean.
This is an internship of one or more semesters of professionally supervised experience in a departmentally approved clinical setting, agency or institution. This course is typically taken as part of the Master of Science program, but can also be taken by individuals engaged in the speech-language pathology clinical fellowship (SLPCF) through the American Speech-Language-Hearing Association when sponsorship is provided by an Eastern Washington University faculty member.
Communication Studies

department page (https://www.ewu.edu/css/programs/communication-studies)
117 Communications Bldg.
509.359.2313

Faculty

Undergraduate Degrees

Bachelor of Arts (BA)
Communication Studies (p. 173)
Communication in Public Relations Option (p. 174)

Undergraduate Minor
Communication Studies (p. 175)

Undergraduate Certificate
Leadership (p. 175)

Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.

Undergraduate Programs

CMST faculty designed this degree to offer you an exciting and fulfilling educational experience while simultaneously preparing you for a changing world.

Communication Studies offers you two Bachelor of Arts options: Communication Studies and Communication Studies in Public Relations Option.

Each option provides you with an introduction to concepts in communication and the social sciences. These degrees are similar with the exception of the elective component. The Public Relations option requires 66 credits for completion and has no required minor. The general Communication Studies option requires 59 credits for completion and requires a minor.

For the BA Communication Studies, you begin with two general introductory courses, CMST 207 and CMST 208. These are followed by CMST 309. Another required class is CSBS 310 which introduces general social science concepts and methods.

As you progress in your education, you will choose one course from each of the emphasis areas of communication: Rhetorical and Cultural Studies, Organizational and Leadership Studies and Language and Social Interaction Studies. In addition, if you choose the Communication Studies BA, you will choose a minimum of 14 elective credits. If you choose the Communication Studies in Public Relations Option, instead of electives you will take JRN 332 and either DESN 360 or DESN 368. Both programs culminate in a senior capstone course which allows you to synthesize your knowledge and skills.

Requirements for graduation from Communication Studies are:

1. two years of one foreign language at the high school level or one year of one foreign language at the college level;
2. a minimum cumulative GPA ≥2.0 by graduation.

• For transfer students, the Department of Communication Studies accepts up to 25 transfer credits, from comparable courses, toward our BA.
• Students are advised that the university University Graduation Requirements (UGR) for Diversity and Global Studies require additional courses that are not included in the degree.
• CMST 200 cannot be taken for credit toward the majors.

Graduate Degrees

Master of Science (MS)
Communication Studies with Organizational Communication Focus (p. 178)
Communication Studies with Technological Communication Focus (p. 179)
Communication Studies with Instructional Communication Focus (p. 177)
Communication Studies with Cultural Communication Focus (p. 176)

Graduate Program

229 Communications Bld.
509.359.4947

The Department of Communication Studies administers the Master of Science in Communications and cooperates in the Master of Arts in College Instruction and in individualized interdisciplinary programs. Students interested in post-secondary teaching should refer to the College Instruction section in this catalog. The MS in Communications program is also described below. Proposed individualized interdisciplinary programs should be developed in consultation with a Communication Studies graduate advisor 509.359.4947.

The Master of Science in Communications Program is an interdisciplinary professional program. It addresses the growing need for theory-grounded communication professionals in business, government and the non-profit sector, including: public relations practitioners, advertising writers, educators, graphic designers, consultants, training and development professionals, media policy experts, print and electronic journalists—and indeed anyone who must know how to create, manage and assess communication initiatives in a global environment. The MSC program offers students a strong foundation in communication theory and methodology and encourages application in such emphasis areas as organizational, technological, instructional and cultural communication.

The program is designed for career-oriented individuals who want to advance in their chosen fields or to move from their undergraduate programs to the competitive job markets. The MSC program's rigorous coverage of communication theory and methodology also provides a strong foundation for those intending to pursue doctoral studies.

Applicants are admitted to the program throughout the academic year. In addition to the general university requirements for admission to graduate studies, applicants must submit the following directly to the MSC office: a written essay of no more than 1000 words describing their background and goals and how the program will help actualize those goals; résumé; at least two letters of recommendation. The MSC Director's recommendation for admission, based on an interview
with the applicant, is required. Applicants must submit a GRE general score; the verbal section score will be given special consideration. If an undergraduate statistics course is not taken before admission to the program, it must be taken prior to taking the research methods sequence. Based on their credentials and entrance requirements, applicants may be asked to take some classes in addition to the courses in the program in order to correct deficiencies. At least one year’s successful professional experience will enhance application.

Interdisciplinary Component

Students will choose a minimum of two courses from at least two of the following four emphasis areas—organizational, technological, instructional and cultural communication. One of these two courses must be the required course in the emphasis area. Suggested course offerings for each emphasis area are given below. Deviations from the suggested offerings must be petitioned in writing to and approved by, the graduate faculty advisor and the MSC Director.

Courses leading to the MS degree in communications are offered by the following programs:

- Business Administration
- College Instruction
- Communication Studies
- Computer Science
- Psychology
- Education
- Visual Communication
- Design Journalism
- Public Administration
- Rhetoric and Technical Communication

Introductory Course

CMST 568  INTRODUCTION TO GRADUATE STUDIES  2

Theory Courses

CMST 501  ADVANCED COMMUNICATION THEORY  5
CMST 502  CONTEMPORARY TRENDS IN COMMUNICATION STUDIES  5

Methodology Courses

CMST 520  COMMUNICATION INQUIRY  5
CMST 521  RESEARCH DESIGN AND ANALYSIS I  5
CMST 522  RESEARCH DESIGN AND ANALYSIS II  5

Technology Course

CMST 504  COMMUNICATION SYSTEMS  4

Total Credits  31

Communication Studies, Bachelor of Arts (BA)

Students seeking a degree in Communication Studies must complete sections A through D and a capstone.

Notes:

- CMST 200 cannot be taken for credit towards the Communication Studies Major;
- this major requires the completion of a minor;
- two years of a single high school foreign language or one year of a single college level foreign language is required.

Grade Requirements: a minimum cumulative GPA ≥2.0 by graduation.

Section A—Required Foundation Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST 201</td>
<td>PUBLIC SPEAKING</td>
<td>5</td>
</tr>
<tr>
<td>CMST 208</td>
<td>MASS MEDIA AND THE INFORMATION SOCIETY</td>
<td>5</td>
</tr>
<tr>
<td>CMST 309</td>
<td>COMMUNICATION AND INFORMATION</td>
<td>5</td>
</tr>
<tr>
<td>CMST 330</td>
<td>INTEGRATED METHODS FOR COMMUNICATION RESEARCH</td>
<td>5</td>
</tr>
<tr>
<td>or CSBS 320</td>
<td>INTRODUCTORY STATISTICS FOR THE SOCIAL SCIENCES</td>
<td>5</td>
</tr>
<tr>
<td>CSBS 310</td>
<td>FOUNDATIONS OF SOCIAL AND BEHAVIORAL SCIENCES THEORY</td>
<td>5</td>
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</tbody>
</table>

Section B—Required Upper Division Core Credits—choose at least three 400-level CMST classes.

Any course in Section B cannot count in Section C. The following classes cannot count in this section: CMST 480, CMST 481, CMST 490, CMST 495 or CMST 499.

Section C—Electives—choose credits from any CMST courses or from the Public Relations sequence (CMST 461, CMST 462 and JRNM 453) or CSBS 320, if not taken to satisfy foundation credit

Section D—The STAR Component (STudy/Act/Reflect)—This requirement can be satisfied by submitting a brief essay, approximately 900 words, exhibiting cognitive reflection between communication concepts or theory and everyday activities such as internships, service-learning activities, employment, volunteer activities, etc.

Senior Capstone Requirement

CMST 490  SENIOR CAPSTONE  5

Total Credits  59

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)

Humanities and Arts (p. 35)
Natural Sciences (p. 35)
Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)

Foreign Language
Minor or Certificate
Diversity Course List (p. 37)
Global Studies Course List (p. 37)
Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing). Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least
two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

Student Learning Outcomes—students will

- apply communication theories (perspectives, principles, and concepts) in practice;
- communicate competently;
- communicate ethically, responsibly, and effectively as citizens and leaders;
- critically analyze;
- possess skills to effectively communicate with a variety of publics in multiple contexts.

Communication in Public Relations Option, Bachelor of Arts (BA)

Students seeking a degree in Communication in Public Relations Option must complete the Foundation and Core Area requirements for the BA in Communications Studies, plus the Public Relations Option requirements.

Notes:

- CMST 200 cannot be taken for credit towards the Communication Studies Majors;
- two years of a single high school foreign language or one year of a single college level foreign language is required.

Grade Requirements: a minimum cumulative GPA ≥2.0 by graduation.

Required Foundation Credits

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST 201</td>
<td>PUBLIC SPEAKING</td>
<td>5</td>
</tr>
<tr>
<td>CMST 208</td>
<td>MASS MEDIA AND THE INFORMATION SOCIETY</td>
<td>5</td>
</tr>
<tr>
<td>CMST 309</td>
<td>COMMUNICATION AND INFORMATION</td>
<td>5</td>
</tr>
<tr>
<td>CMST 330</td>
<td>INTEGRATED METHODS FOR COMMUNICATION RESEARCH</td>
<td>5</td>
</tr>
<tr>
<td>or CSBS 320</td>
<td>INTRODUCTORY STATISTICS FOR THE SOCIAL SCIENCES</td>
<td>5</td>
</tr>
<tr>
<td>CSBS 310</td>
<td>FOUNDATIONS OF SOCIAL AND BEHAVIORAL SCIENCES THEORY</td>
<td>5</td>
</tr>
</tbody>
</table>

Required Upper Division Core Credits—choose at least three 400-level CMST classes.

Note: the following classes cannot count in this section: CMST 480, CMST 481, CMST 490, CMST 495 or CMST 499.

Public Relations Option Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CMST 461</td>
<td>INTRODUCTION TO PUBLIC RELATIONS THEORY</td>
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<tr>
<td>CMST 462</td>
<td>ADVANCED PUBLIC RELATIONS THEORY</td>
<td>5</td>
</tr>
<tr>
<td>JRNM 209</td>
<td>MEDIA WRITING</td>
<td>5</td>
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<tr>
<td>JRNM 453</td>
<td>PUBLIC RELATIONS WRITING</td>
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</tbody>
</table>

Elective—choose one of the following 4-5

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>DESN 100</td>
<td>DRAWING FOR COMMUNICATION</td>
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<tr>
<td>DESN 216</td>
<td>DIGITAL FOUNDATIONS</td>
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<tr>
<td>DESN 350</td>
<td>DIGITAL PHOTOGRAPHY (requires advisor consultation)</td>
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</tr>
<tr>
<td>DESN 360</td>
<td>PUBLICATION DESIGN</td>
<td></td>
</tr>
</tbody>
</table>

The STAR Component (Study/Act/Reflect)—This requirement can be satisfied by submitting a brief essay, approximately 900 words, exhibiting cognitive reflection between communication concepts or theory and everyday activities such as internships, service-learning activities, employment, volunteer activities, etc.

Senior Capstone Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST 490</td>
<td>SENIOR CAPSTONE</td>
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</tbody>
</table>

Total Credits 69-70

Placement and Clearance Exams (p. 21)

Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)

<table>
<thead>
<tr>
<th>Area</th>
<th>Courses</th>
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<tbody>
<tr>
<td>Humanities and Arts</td>
<td>CMST 201, CMST 208, CMST 309, CMST 330</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>CMST 201, CMST 208, CMST 309, CMST 330</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>CMST 201, CMST 208, CMST 309, CMST 330</td>
</tr>
</tbody>
</table>

University Graduation Requirements (p. 36) (UGR)

<table>
<thead>
<tr>
<th>Requirement</th>
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</thead>
<tbody>
<tr>
<td>Foreign Language</td>
<td></td>
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<tr>
<td>Minor or Certificate</td>
<td></td>
</tr>
<tr>
<td>Diversity Course List (p. 37)</td>
<td></td>
</tr>
<tr>
<td>Global Studies Course List (p. 37)</td>
<td></td>
</tr>
<tr>
<td>Senior Capstone Course List (p. 38)</td>
<td></td>
</tr>
</tbody>
</table>

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-avoiding-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

Student Learning Outcomes—students will

- apply communication theories (perspectives, principles, and concepts) in practice;
- communicate competently;
- communicate ethically, responsibly, and effectively as citizens and leaders;
- critically analyze;
- demonstrate competent public relations communication skills;
- develop tactical strategies for solving public relations problems;
- possess skills to effectively communicate with a variety of publics in multiple contexts.
Leadership Certificate

The purpose of the Leadership Certificate is to educate and empower students to become proactive leaders in our society regardless of chosen profession. The Certificate provides an interdisciplinary course of study with a focus on the theoretical and experiential understanding of leadership. Students will benefit from a broad spectrum of classes that entail a leadership component. Collectively, these courses will provide a rich compilation of perspectives on leadership. Students will also benefit from the thorough examination and critique of their evolving leadership style.

Grade Requirements: acceptance to the certificate program requires that students have at least a ≥2.5 cumulative grade point average and students must maintain a cumulative grade point average in the certificate ≥2.7 with no single course grade <B-.

- Note: some courses on Lists 1 and 2 have prerequisites that are not included in the Leadership Certificate program. Please review the individual courses for prerequisite information.

Prerequisites: students must complete the following courses before admission to the certificate program.

One BACR course from Humanities and Fine Arts, and one BACR course from Social Sciences or a DTA (Direct Transfer from a Community College)

Required Courses

Basic leadership—choose from the following 3

Any course (3 credits minimum) that focuses on leadership skills (e.g., residential life leadership classes or student government leadership workshops). The certificate adviser will determine whether the course in question qualifies as a leadership basics course.

CSBS 200 INTRODUCTION TO LEADERSHIP
MLSC 101 BASIC MILITARY SKILLS I
& MLSC 102 and BASIC MILITARY SKILLS II
& MLSC 103 and BASIC MILITARY SKILLS III (must take all 3 courses in the sequence)
PSYC 297 WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR

Theory and Philosophy—choose from the following 4-6

CMST 438 TOPICS IN LEADERSHIP AND STRATEGIC COMMUNICATION
ITGS 400 INTERDISCIPLINARY SR CAPSTONE
MGMT 480 ORGANIZATIONAL LEADERSHIP
MLSC 301 MILITARY SCIENCE AND TACTICS I
& MLSC 302 and MILITARY SCIENCE AND TACTICS II
& MLSC 303 and MILITARY SCIENCE AND TACTICS III (must take all 3 courses in the sequence)
MLSC 401 MILITARY SCIENCE AND OFFICERSHIP I
& MLSC 402 and MILITARY SCIENCE AND OFFICERSHIP II
& MLSC 403 and MILITARY SCIENCE AND OFFICERSHIP III (must take all 3 courses in the sequence)

List 2: Leadership Concepts—choose a minimum of three courses from the following 13

400-level Topics courses requires prior approval of the certificate adviser. Additionally, any course from list one may be used to satisfy course credit requirements for list two as well, though a single course can not be used for both list requirements.

Any 300-400 level course from the International Studies Requirements list or the Cultural and Gender Diversity in the U.S. requirements list may be used to satisfy credit requirements for list 2. Also, any 300- or 400-level class (excluding Special Topics courses) from: Africana Education (AAST), American Indian Studies (IDST), Anthropology (ANTH), or Chicano Education (CHST).

ADST 410 COMMUNITY PREVENTION METHODS
CMST 210 INTERPERSONAL COMMUNICATION
CMST 301 POLITICAL COMMUNICATION
CMST 305 MESSAGE DELIVERY
CMST 312 NONVERBAL COMMUNICATION
CMST 331 INTERVIEWING
CMST 335 CONFERENCE MANAGEMENT
CMST 340 INTERCULTURAL COMMUNICATION
CMST 351 COMMUNICATIVE REASONING
CMST 397 WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR
CMST 400 MESSAGE DESIGN
CMST 411 NEGOTIATION SKILLS AND STRATEGIES

Portfolio Assessment—required for all students 2

CSBS 494 LEADERSHIP PORTFOLIO

Restrictions on choosing courses from across Lists 1 and 2

Two courses must be at the 400 level.

The course chosen from List 1 cannot also satisfy a List 2 course option.

Communication Studies majors may not take a CMST course from List 2 and have it apply to the Leadership Certificate.

List 1: Group and Organization—choose one or two courses from the following 5

CMST 250 SMALL GROUP COMMUNICATION
CMST 430 COMMUNICATION IN ORGANIZATIONS
MGMT 326 ORGANIZATION THEORY AND BEHAVIOR
MLSC 201 BASIC MILITARY TEAM BUILDING I
& MLSC 202 and BASIC MILITARY TEAMBUILDING II
& MLSC 203 and BASIC MILITARY TEAM III (must take all 3 courses in the sequence)
OPSM 330 OPERATIONS MANAGEMENT
OPSM 441 QUALITY MANAGEMENT
PHED 261 COACHING SPORTS TECHNICAL AND TACTICAL SKILLS
PHED 366 INTRODUCTION TO SERVICE, CITIZENSHIP AND COMMUNITY
PSYC 381 SOCIAL PSYCHOLOGY
PSYC 483 GROUP DYNAMICS
RCLS 250 CAMP ADMINISTRATION AND LEADERSHIP
SOCI 463 COMPLEX ORGANIZATIONS
SOCI 481 SOCIAL PSYCHOLOGY
Communication Studies with Cultural Communication Focus, Master of Science (MS)

Focus: role of culture and communication in the formation and transformation of meanings and power in human life.

Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>CMST 568</td>
<td>INTRODUCTION TO GRADUATE STUDIES</td>
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Theory Courses

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>CMST 501</td>
<td>ADVANCED COMMUNICATION THEORY</td>
</tr>
<tr>
<td>CMST 502</td>
<td>CONTEMPORARY TRENDS IN COMMUNICATION STUDIES</td>
</tr>
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</table>

Methodology Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>CMST 520</td>
<td>COMMUNICATION INQUIRY</td>
</tr>
<tr>
<td>CMST 521</td>
<td>RESEARCH DESIGN AND ANALYSIS I</td>
</tr>
<tr>
<td>CMST 522</td>
<td>RESEARCH DESIGN AND ANALYSIS II</td>
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</table>

Technology Course

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>DESN 504</td>
<td>COMMUNICATION TECHNOLOGIES</td>
</tr>
<tr>
<td>or CMST 504</td>
<td>COMMUNICATION SYSTEMS</td>
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Required

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<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>CMST 570</td>
<td>COMMUNICATION AND CULTURAL STUDIES</td>
</tr>
</tbody>
</table>

Electives

<table>
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<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>CMST 314</td>
<td>GENDER AND COMMUNICATION</td>
</tr>
<tr>
<td>CMST 411</td>
<td>NEGOTIATION SKILLS AND STRATEGIES</td>
</tr>
<tr>
<td>CMST 440</td>
<td>GLOBAL COMMUNICATION</td>
</tr>
<tr>
<td>CMST 539</td>
<td>SPECIAL TOPICS</td>
</tr>
<tr>
<td>CMST 550</td>
<td>PROBLEMS IN CONTEMPORARY PUBLIC COMMUNICATION</td>
</tr>
<tr>
<td>CMST 569</td>
<td>THESIS PREPARATION</td>
</tr>
<tr>
<td>CMST 598</td>
<td>SEMINAR</td>
</tr>
<tr>
<td>ENGL 555</td>
<td>CONTEMP COMPOSITION THEORY</td>
</tr>
<tr>
<td>ENGL 568</td>
<td>TECHNICAL COMMUNICATION: PRACTICE, THEORY AND PEDAGOGY</td>
</tr>
</tbody>
</table>
ENGL 573  HISTORY OF RHETORIC
ENGL 575  CONTEMPORARY RHETORICAL THEORIES
SOWK 555  CONFLICT MANAGEMENT
WMST 410  FEMINIST THEORY

Chose one of the following options:

Option A  2-6
The thesis or research project will be selected in consultation with the student’s faculty advisor. Each student shall complete an oral examination, which will focus primarily on the master's thesis or project but which may also include questions to demonstrate competence in all areas included in the program of that student. Students will provide copies of their master’s thesis or project to the oral examination committee at least two weeks in advance of the scheduled oral examination. The oral examination committee will consist of at least two graduate faculty members representing the interdisciplinary content of the student’s program and a third member designated by the Graduate Office. Students who select Option A are strongly encouraged to take CMST 569 Thesis Preparation.

Option B  2-5
The written examination is designed to test students’ competence across the breadth of their program. Over the course of 4.5 hours, the student will address questions on their (1.75 hours), methodology and method (1.75 hours) and one emphasis (1 hour). The student will approach prospective committee members to ensure they are willing to provide examination questions. The MSC Director will provide copies of the student’s written answers to the examination committee at least two weeks in advance of the scheduled oral examination. The written and oral examination committee will consist of four graduate faculty members: two from Communication Studies, one of whom will chair the committee; one from a unit other than Communication Studies that contributes to the MSC; and a faculty member designated by the Graduate Office.

Total Credits  63

Student Learning Outcomes—students will
• analyze various cultural products through the application of contemporary communications theories and methods;
• deploy various written, oral and electronic media in creating and presenting original work.

Communication Studies with Instructional Communication Focus, Master of Science (MS)
Focus: role of communication as developmental phenomenon in any learning environment.

Core Courses
Introductory Course
CMST 568  INTRODUCTION TO GRADUATE STUDIES  2

Theory Courses
CMST 501  ADVANCED COMMUNICATION THEORY  5
CMST 502  CONTEMPORARY TRENDS IN COMMUNICATION STUDIES  5

Methodology Courses

CMST 520  COMMUNICATION INQUIRY  5
CMST 521  RESEARCH DESIGN AND ANALYSIS I  5
CMST 522  RESEARCH DESIGN AND ANALYSIS II  5
Technology Course
CMST 504  COMMUNICATION SYSTEMS  4

Required
CMST 578  SEMINAR IN CONSULTING PROCESSES  2-4
or PSYC 507  HUMAN DEVELOPMENT: RESEARCH, THEORIES AND APPLICATIONS

Electives  24-25
CMST 539  SPECIAL TOPICS
CMST 550  PROBLEMS IN CONTEMPORARY PUBLIC COMMUNICATION
CMST 569  THESIS PREPARATION
CMST 598  SEMINAR
COIN 571  SURVEY POST-SECONDARY EDUCATION
COIN 572  STRATEGIES FOR TEACHING ADULTS
EDUC 505  CURRENT ISSUES IN EDUCATION
EDUC 507  PHILOSOPHY AND ORGANIZATION OF THE AMERICAN SCHOOL
EDUC 530  FOUNDATIONS OF EDUCATIONAL COMMUNICATION AND INFORMATION TECHNOLOGY
EDUC 533  INSTRUCTIONAL SYSTEMS DEVELOPMENT
PSYC 505  APPLIED LEARNING THEORY AND BEHAVIOR MODIFICATION
PSYC 515  ADVANCED EDUCATIONAL PSYCHOLOGY
PSYC 544  COUNSELING THEORY AND TECHNIQUES
PSYC 545  APPRAISAL IN MENTAL HEALTH COUNSELING
PSYC 580  CONSULTATION IN THE COUNSELING PROFESSION

Chose one of the following options:

Option A  2-6
The thesis or research project will be selected in consultation with the student’s faculty advisor. Each student shall complete an oral examination, which will focus primarily on the master's thesis or project but which may also include questions to demonstrate competence in all areas included in the program of that student. Students will provide copies of their master’s thesis or project to the oral examination committee at least two weeks in advance of the scheduled oral examination. The oral examination committee will consist of at least two graduate faculty members representing the interdisciplinary content of the student’s program and a third member designated by the Graduate Office. Students who select Option A are strongly encouraged to take CMST 569 Thesis Preparation.

Option B  2-5
The written examination is designed to test students' competence across the breadth of their program. Over the course of 4.5 hours, the student will address questions on theory (1.75 hours), methodology and method (1.75 hours) and one emphasis (1 hour). The student will approach prospective committee members to ensure they are willing to provide examination questions. The MSC Director will provide copies of the student's written answers to the examination committee at least two weeks in advance of the scheduled oral examination. The written and oral examination committee will consist of four graduate faculty members: two from Communication Studies, one of whom will chair the committee; one from a unit other than Communication Studies that contributes to the MSC; and a faculty member designated by the Graduate Office. For options A and B, the final oral examination will be open to interested faculty and students and may be open to questions from non-committee members at the discretion of the committee. The final oral examination for option A will be no longer than 2 hours. The final oral examination for option B will be no longer than 1.5 hours. With respect to option A, the oral examination will not be held over vacation periods or during summer quarter except by advance approval of all committee members. The same holds true for the written and oral examinations in option B.

Total Credits 63

Students Learning Outcomes—students will

• analyze various cultural products through the application of contemporary communications theories and methods;
• deploy various written, oral and electronic media in creating and presenting original work.

Communication Studies with Organizational Communication Focus, Master of Science (MS)

Focus: role of communication within and between complex organizational systems and their strategic publics.

Core Courses

Introductory Course
CMST 568 INTRODUCTION TO GRADUATE STUDIES 2

Theory Courses
CMST 501 ADVANCED COMMUNICATION THEORY 5
CMST 502 CONTEMPORARY TRENDS IN COMMUNICATION STUDIES 5

Methodology Courses
CMST 520 COMMUNICATION INQUIRY 5
CMST 521 RESEARCH DESIGN AND ANALYSIS I 5
CMST 522 RESEARCH DESIGN AND ANALYSIS II 5

Technology Course
CMST 504 COMMUNICATION SYSTEMS 4

Required
CMST 530 COMMUNICATION IN ORGANIZATIONS 5

Electives
BADM 541 MANAGERIAL COMMUNICATIONS
CMST 438 TOPICS IN LEADERSHIP AND STRATEGIC COMMUNICATION
CMST 539 SPECIAL TOPICS
CMST 550 PROBLEMS IN CONTEMPORARY PUBLIC COMMUNICATION
CMST 569 THESIS PREPARATION
CMST 578 SEMINAR IN CONSULTING PROCESSES
CMST 598 SEMINAR
ENGL 568 TECHNICAL COMMUNICATION: PRACTICE, THEORY AND PEDAGOGY
JRNM 451 INTRODUCTION TO PUBLIC RELATIONS THEORY
JRNM 452 ADVANCED PUBLIC RELATIONS THEORY
JRNM 453 PUBLIC RELATIONS WRITING
JRNM 498 SEMINAR
PADM 503 CONCEPTS AND VALUES PUBLIC SERVICE
PADM 511 PUBLIC SECTOR ORGANIZATION THEORY AND DYNAMICS
PADM 517 PROFESSIONAL EMPLOYMENT
PADM 525 PUBLIC SECTOR GRANTS-WRITING AND ADMINISTRATION
PADM 571 ENTREPRENEURSHIP: JOURNEY OR DESTINATION
PSYC 507 HUMAN DEVELOPMENT: RESEARCH, THEORIES AND APPLICATIONS
PSYC 544 COUNSELING THEORY AND TECHNIQUES
PSYC 545 APPRAISAL IN MENTAL HEALTH COUNSELING

Choose one of the following options:

Option A 2-6

The thesis or research project will be selected in consultation with the student’s faculty advisor. Each student shall complete an oral examination, which will focus primarily on the master’s thesis or project but which may also include questions to demonstrate competence in all areas included in the program of that student. Students will provide copies of their master’s thesis or project to the oral examination committee at least two weeks in advance of the scheduled oral examination. The oral examination committee will consist of at least two graduate faculty members representing the interdisciplinary content of the student’s program and a third member designated by the Graduate Office. Students who select Option A are strongly encouraged to take CMST 569 Thesis Preparation.

Option B 2-5

The thesis or research project will be selected in consultation with the student’s faculty advisor. Each student shall complete an oral examination, which will focus primarily on the master’s thesis or project but which may also include questions to demonstrate competence in all areas included in the program of that student. Students will provide copies of their master’s thesis or project to the oral examination committee at least two weeks in advance of the scheduled oral examination. The oral examination committee will consist of at least two graduate faculty members representing the interdisciplinary content of the student’s program and a third member designated by the Graduate Office. Students who select Option A are strongly encouraged to take CMST 569 Thesis Preparation.
The written examination is designed to test students’ competence across the breadth of their program. Over the course of 4.5 hours, the student will address questions on theory (1.75 hours), methodology and method (1.75 hours) and one emphasis (1 hour). The student will approach prospective committee members to ensure they are willing to provide examination questions. The MSC Director will provide copies of the student’s written answers to the examination committee at least two weeks in advance of the scheduled oral examination. The written and oral examination committee will consist of four graduate faculty members: two from Communication Studies, one of whom will chair the committee; one from a unit other than Communication Studies that contributes to the MSC; and a faculty member designated by the Graduate Office. For options A and B, the final oral examination will be open to interested faculty and students and may be open to questions from non-committee members at the discretion of the committee. The final oral examination for option A will be no longer than 2 hours. The final oral examination for option B will be no longer than 1.5 hours. With respect to option A, the oral examination will not be held over vacation periods or during summer quarter except by advance approval of all committee members. The same holds true for the written and oral examinations in option B.

Student Learning Outcomes—students will

- analyze various cultural products through the application of contemporary communications theories and methods;
- deploy various written, oral and electronic media in creating and presenting original work.

Communication Studies with Technological Communication Focus, Master of Science (MS)

Focus: role of established and emerging forms of electronically-mediated communication in local, national and global settings.

Core Courses

<table>
<thead>
<tr>
<th>Introductory Course</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>CMST 568</td>
<td>2</td>
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<table>
<thead>
<tr>
<th>Theory Courses</th>
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<tr>
<td>CMST 501</td>
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<tr>
<td>CMST 502</td>
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<table>
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<tr>
<td>CMST 521</td>
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<table>
<thead>
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<tr>
<th>Electives</th>
<th>Credits</th>
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<td>CMST 569</td>
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<td>CMST 598</td>
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<tr>
<td>CSCD 439</td>
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<tr>
<td>&amp; CSCD 539</td>
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Choose one of the following options:

Option A

The thesis or research project will be selected in consultation with the student’s faculty advisor. Each student shall complete an oral examination, which will focus primarily on the master’s thesis or project but which may also include questions to demonstrate competence in all areas included in the program of that student. Students will provide copies of their master’s thesis or project to the oral examination committee at least two weeks in advance of the scheduled oral examination. The oral examination committee will consist of at least two graduate faculty members representing the interdisciplinary content of the student’s program and a third member designated by the Graduate Office. Students who select Option A are strongly encouraged to take CMST 569 Thesis Preparation.

Option B

The written examination is designed to test students’ competence across the breadth of their program. Over the course of 4.5 hours, the student will address questions on theory (1.75 hours), methodology and method (1.75 hours) and one emphasis (1 hour). The student will approach prospective committee members to ensure they are willing to provide examination questions. The MSC Director will provide copies of the student’s written answers to the examination committee at least two weeks in advance of the scheduled oral examination. The written and oral examination committee will consist of four graduate faculty members: two from Communication Studies, one of whom will chair the committee; one from a unit other than Communication Studies that contributes to the MSC; and a faculty member designated by the Graduate Office. For options A and B, the final oral examination will be open to interested faculty and students and may be open to questions from non-committee members at the discretion of the committee. The final oral examination for option A will be no longer than 2 hours. The final oral examination for option B will be no longer than 1.5 hours. With respect to option A, the oral examination will not be held over vacation periods or during summer quarter except by advance approval of all committee members. The same holds true for the written and oral examinations in option B.

Total Credits

| Total Credits | 63     |

Student Learning Outcomes—students will

- analyze various cultural products through the application of contemporary communications theories and methods;
- deploy various written, oral and electronic media in creating and presenting original work.

Communication Studies (CMST)
CMST 195. INTERNSHIP. 1-5 Credits.
CMST 196. EXPERIMENTAL COURSE. 1-15 Credits.
CMST 199. DIRECTED STUDY. 1 Credit.
CMST 200. INTRODUCTION TO SPEECH COMMUNICATION. 4 Credits.
Notes: CMST 200 cannot be taken for credit towards the Communication Studies Majors.
CMST 201. PUBLIC SPEAKING. 5 Credits.
This course is the study of the basic principles of public communication.
CMST 208. MASS MEDIA AND THE INFORMATION SOCIETY. 5 Credits.
Satisfies: a BACR for social sciences.
CMST 210. INTERPERSONAL COMMUNICATION. 5 Credits.
CMST 220. SMALL GROUP COMMUNICATION. 5 Credits.
CMST 229. EXPERIMENTAL COURSE. 1-15 Credits.
CMST 299. DIRECTED STUDY. 3-10 Credits.
CMST 301. POLITICAL COMMUNICATION. 5 Credits.
CMST 305. MESSAGE DELIVERY. 4 Credits.
Satisfies: a BACR for social sciences.
CMST 309. COMMUNICATION AND INFORMATION. 5 Credits.
Satisfies: a university graduation requirement–diversity.
CMST 312. NONVERBAL COMMUNICATION. 1-5 Credits.
Satisfies: a university graduation requirement–diversity.
CMST 314. GENDER AND COMMUNICATION. 5 Credits.
CMST 326. DEBATE. 1-3 Credits.
Satisfies: a university graduation requirement–diversity.
CMST 330. INTEGRATED METHODS FOR COMMUNICATION RESEARCH.
5 Credits.
Satisfies: a university graduation requirement–diversity.
CMST 331. INTERVIEWING. 5 Credits.
Satisfies: a university graduation requirement–diversity.
CMST 335. CONFERENCE MANAGEMENT. 1-5 Credits.
Satisfies: a university graduation requirement–diversity.
CMST 340. INTERCULTURAL COMMUNICATION. 5 Credits.
Satisfies: a university graduation requirement–diversity.
CMST 351. COMMUNICATIVE REASONING. 5 Credits.
Logical development and support of arguments, analysis of evidence, briefing of arguments, and practice in debate. In addition, this course is designed to prepare students to use practical reasoning applied to persuasive communication situations, to give students a general background on the basic principles of argumentation, and to engage critical and analytical thinking skills in order to identify, understand, and resolve communication problems.

CMST 395. FIELD WORK. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Directed student participation in the communication processes or problems of an industry, a political campaign, or a non-profit organization.

CMST 396. EXPERIMENTAL COURSE. 1-15 Credits.
CMST 397. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
Training programs or workshops emphasizing practical knowledge and skills. Topics vary.

CMST 399. SPECIAL STUDIES. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Subjects reflect recent developments in the field of human communication.

CMST 400. MESSAGE DESIGN. 5 Credits.
An investigation of message construction for large, public audiences. Stress on invention, organization, and style. Includes speech writing and written message design.

CMST 410. LANGUAGE AND SOCIAL INTERACTION. 5 Credits.
A study of language and communication from two aspects: form and strategy. The formal study entails the examination of patterns, rules and structures of language, conversation, and discourse. The strategy study focuses on the use of language and communication for accomplishing identity goals, relational goals, and instrumental goals.

CMST 411. NEGOTIATION SKILLS AND STRATEGIES. 5 Credits.
The basic premise of this course is that one needs strong negotiation and analytical skills for effective communication. Hence, the goal of this course is to help the student to understand the theory of negotiation and to master its main strategies. The course will allow the student to develop negotiation skills experientially and to appreciate the nature and role of effective negotiation. The course is relevant to any student pursuing a career in a social science field since, as a working professional, the student will face many conflict problems that can be best resolved through effective negotiation.

CMST 413. COMMUNICATION AND PERSONAL RELATIONSHIPS. 5 Credits.
An advanced examination of the verbal and nonverbal communication processes in the development, maintenance, breakdown, and repair of personal relationships, including romantic, friendship, and family relationships.

CMST 416. GENDER AND MEDIA. 5 Credits.
Cross-listed: WMST 416.
Pre-requisites: junior standing.
This course examines some of the relationships between media in the U.S. and social constructions of gender and sexuality.

CMST 418. TOPICS IN SEMIOTICS. 5 Credits.
The basic premise of this course is that communication is a process whereby meanings are generated and interpreted through signs. Hence, the overall goal of the course is to show how the process of generation and interpretation of meaning can be studied from the perspective of semiotics, i.e., the discipline that studies signs and their meanings. The course provides a general introduction to the nature, role, and kinds of signs in communication. The subject matter of semiotics, or sign theory, is illustrated in such areas as language, myth, media, etc.

CMST 419. SEX, SEXUALITY AND COMMUNICATION. 5 Credits.
Cross-listed: WMST 419.
Pre-requisites: one WMST course or CMST course.
This seminar examines the construction of sexuality and sexual identity through communication, with a focus on the relationship between public policy and private sexuality.

CMST 420. HEALTH COMMUNICATION. 5 Credits.
This course surveys theory, research and practice in health communication and health literacy. Topics include clinician-patient interaction, family communication, group and organizational communication, mass media and web-based campaigns.

CMST 430. COMMUNICATION IN ORGANIZATIONS. 5 Credits.
The study of communication systems, channels, networks, and barriers; the role of communication in organizational assessment and change; the relationship between communication practices and organizational effectiveness, corporate image, and credibility.

CMST 431. COMMUNICATION LAW AND ETHICS. 5 Credits.
This course examines the legal limitations on human communication, as well as the rights and responsibilities of professional communicators.

CMST 432. MEDIA SYSTEMS AND COMMUNICATION TECHNOLOGY. 5 Credits.
This course is designed to allow students to explore mass media systems and technology and their interaction with and upon society. Students will learn the historical perspective of media systems and technology along with issues of media convergence upon our lives, specifically upon our communication.

CMST 438. TOPICS IN LEADERSHIP AND STRATEGIC COMMUNICATION. 5 Credits.
This course is a variable topic course focusing on leadership and/or strategic communication. Areas which might be covered include skills training, readings in the knowledge and techniques of leadership, and the effective use of strategic communication. This course is designed to be both a theory and application course.

CMST 440. GLOBAL COMMUNICATION. 5 Credits.
Satisfies: a university graduation requirement—global studies. The course provides a critical overview of the field of global communications and examines its main theoretical concepts and practical cases. The course introduces the students to the psychological, social, political and economic dimensions of global communications and their relationship with cultural and technological processes. The course will help the students to become more critical consumers of global news.
CMST 450. RHETORICAL THEORY AND CRITICISM. 5 Credits.
This course will survey contemporary theories of rhetorical communication and analyze areas of methodological controversy. We will discuss topics such as communication's role in defining humanity, power and communication, marginal groups and public discourse, gender/sex and rhetoric, evidence and public policy argument, and the impact of emerging communication technologies on methodological applications. We will operate from the assumption that language reflects, selects, and deflects reality in its construction of how we perceive the world.

CMST 451. ARGUMENTATION AND PERSUASION. 5 Credits.
This course is designed to introduce students to a variety of theoretical perspectives and views of argumentation and persuasion, with a particular focus on both logical development and support of arguments and effective persuasion in today's world. Students examine current texts and images to see how to create powerful persuasive messages. Students create and critique arguments and persuasive messages necessary for effective performance as a producer and consumer of persuasive communication.

CMST 452. CULTURAL STUDIES. 5 Credits.
This course is designed as an introduction to theoretical, historical developments, and current issues of cultural studies as an interdisciplinary subject. In this course key topics in culture and communication will be discussed, such as language, representation, subjectivity, power, ideology, identity, modernity and post-modernity, and globalization.

CMST 458. TOPICS IN IMAGE, MESSAGES AND MEANING. 5 Credits.
This course allows students to learn effective visual and written communication in the creation of meaning. Students will be offered the opportunity to gain knowledge and build on this information by evaluating others' efforts at message design, and then by creating their own effective image and/or message to convey meaning.

CMST 461. INTRODUCTION TO PUBLIC RELATIONS THEORY. 5 Credits.
Notes: CMST 461, CMST 462 and JRNM 453 are the three core PR classes for the Communication Studies, Public Relations major and Journalism, Public Relations major.
Pre-requisites: junior standing.
Explores a broad range of concepts, elements, skills and impacts, including theory and applications; examines the role of public relations in business and society and as a profession.

CMST 462. ADVANCED PUBLIC RELATIONS THEORY. 5 Credits.
Notes: CMST 461, CMST 462 and JRNM 453 are the three core PR classes for the Communication Studies, Public Relations major and Journalism, Public Relations major.
Pre-requisites: CMST 461, JRNM 332; or permission of instructor.
Applies journalism, communications and public relations theories and skills to case study examples in organizations and communication environments.

CMST 463. ENTERTAINMENT PUBLIC RELATIONS. 5 Credits.
Pre-requisites: junior standing.
This course examines the public relations strategies and tactics used to promote TV, film, music and personal publicity clients through media relations, social media, talent relations, special events and crisis communications. Throughout the quarter, students review, analyze, discuss and evaluate entertainment-related public relations campaigns and their impact on organizations, audiences and society.

CMST 464. PUBLIC RELATIONS CAMPAIGNS. 5 Credits.
Pre-requisites: junior standing, CMST 461 and JRNM 453.
This course introduces the student to the creative process of campaign creation and management to help them master the elements of a strategic communication campaign through direct experience as a practitioner.

CMST 465. MEDIA RELATIONS. 5 Credits.
Pre-requisites: junior standing.
This course examines effective strategies and tools to help public relations professionals communicate effectively with the media. Students examine the latest techniques and trends in effective communications and develop media relations materials including press releases, pitch letters, media lists, statements and messaging guides.

CMST 466. MEDIA RELATIONS. 5 Credits.
Pre-requisites: junior standing.
This course examines the social implications of a world in which everyday life is increasingly subject to electronic surveillance. The course begins with a survey of the theoretical and policy approaches to understanding the growth of electronic surveillance and its consequences. As the course progresses, students will conduct in-depth analyses of various modes of surveillance. The course concludes with a critical assessment of regulatory approaches to surveillance.

CMST 480. PRE-INTERNSHIP WORKSHOP. 2 Credits.
Must be taken at least one quarter before internship. May be taken as early as the first quarter of the junior year.

CMST 481. INTERNSHIP WORKSHOP. 2 Credits.
Must be taken at the same time as the internship, CMST 495.

CMST 490. SENIOR CAPSTONE. 5 Credits.
Satisfies: a university graduation requirement–senior capstone.
Senior Capstone is a required course for all students graduating with degrees in Communication Studies. Communication topics integrated into course content will include audiences, codes, interaction, power and influence, strategy, ethics, messages and contexts. In a seminar format and focused on contemporary issues relating to communication, the course will focus on the professional development of communication studies students. Students will also prepare and defend a portfolio.

CMST 495. INTERNSHIP/PRACTICUM. 3-15 Credits.
Pre-requisites: CMST 480; must be taken concurrently with CMST 481; permission of the instructor, department chair and college dean.
Directly supervised student practicum in the internal and/or external communication processes of a business or professional organization.

CMST 496. EXPERIMENTAL COURSE. 1-5 Credits.
See EagleNET for current listings.

CMST 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
Training programs or workshops designed to give you practical knowledge and skills in specific areas of communication.

CMST 498. SEMINAR. 1-5 Credits.
Notes: may be repeated for credit.
Major speech communication issues in the areas of public address, group communication, rhetorical theory, speech education, speech criticism, argumentation, persuasion or intercultural communication.

CMST 499. SPECIAL STUDIES. 1-5 Credits.
Pre-requisites: junior standing, permission of the instructor, department chair and college dean.
Individual study projects in a selected area of human communication.
CMST 501. ADVANCED COMMUNICATION THEORY. 5 Credits.
This advanced course emphasizes the role of theory in the process of communication inquiry. The course covers a variety of communication theories, reflecting the diverse aspects of the field. In the course communication is analyzed from several theoretical standpoints: as message transfer, as practical art, as mediation by signs, as sharing of experiences, as socio-cultural order, and as arrangement of power. The course shows how advanced theory can be used in the analysis of traditional and emerging communication contexts.

CMST 502. CONTEMPORARY TRENDS IN COMMUNICATION STUDIES. 5 Credits.
Pre-requisites: CMST 501.
A survey of the progress of research in communication theory and the exploration of the directions the research will take in the 21st century.

CMST 504. COMMUNICATION SYSTEMS. 4 Credits.
The course consolidates and extends existing knowledge of media and mass communications as institutions and sets of practices. The interlinkage of media forms, institutional constraints, ideologies, law and economics are explored as these affect the construction and interpretation of specific media messages.

CMST 520. COMMUNICATION INQUIRY. 5 Credits.
This course is designed to provide students with knowledge of the history and philosophy of science. This course is the first in a three part sequence on research methods. This course provides the theoretical basis of research methodology.

CMST 521. RESEARCH DESIGN AND ANALYSIS I. 5 Credits.
Pre-requisites: completion of a statistics course (undergraduate or graduate level) and CMST 520.
This course is designed to present experimental and survey methodologies, with a special emphasis upon knowing when to choose which method, how to apply the method and how to interpret the results. Computer statistical analyses are a requirement of this course. Information on how to write quantitative research reports will also be presented and students will be expected to write a quantitative research report.

CMST 522. RESEARCH DESIGN AND ANALYSIS II. 5 Credits.
Pre-requisites: completion of a statistics course (undergraduate or graduate level) and CMST 520.
This course is designed to present a minimum of three qualitative methods, with a special focus upon acquiring the ability to apply and understand the results from these methods. Computer programs and basic statistical analysis may be a requirement of this course. Information on how to write qualitative research reports will also be presented and students will be expected to write a qualitative research report.

CMST 530. COMMUNICATION IN ORGANIZATIONS. 5 Credits.
The focus is on communication systems, channels, networks, and barriers. Also included is a consideration of the role of communication in organizational change, auditing organizational communications, the relationship between communication and organizational effectiveness, and communication training programs.

CMST 539. SPECIAL TOPICS. 1-5 Credits.

CMST 550. PROBLEMS IN CONTEMPORARY PUBLIC COMMUNICATION. 5 Credits.
Problems inherent in adjusting ideas to people in the United States primarily during the last 15 years. Discussion of rhetorical strategy and tactics included in public apologia, demagoguery, conflict, public argument, and persuasion.

CMST 568. INTRODUCTION TO GRADUATE STUDIES. 2 Credits.
Pre-requisites: graduate standing or permission of the instructor.
The course is designed to introduce new students to the expectations of our graduate program. Students will learn to write a review of the literature, meet faculty members and learn of the various interdisciplinary concepts of study available in the program.

CMST 569. THESIS PREPARATION. 1 Credit.
Pre-requisites: 10 credit hours of graduate coursework.
The class is designed as a workshop to help MSC students develop a proposal for their master’s thesis or research project. Students in other programs may find it useful as well.

CMST 570. COMMUNICATION AND CULTURAL STUDIES. 5 Credits.
Pre-requisites: admission to a graduate program or the instructor’s permission.
This course examines the post-structuralist and interdisciplinary roots of cultural studies and explores the theoretical and methodological problems and issues central to cultural studies scholarship, including the construct of subcultures and the relationship of power to the cultural formations of identity and difference, institutions, ideologies, artifacts, consumption and production. Skills and methods: social change, advocacy, critical analysis, writing, presentation, and the synthesis, conceptualization, and evaluation of how we theorize about, interpret, and critique cultural artifacts and practices.

CMST 578. SEMINAR IN CONSULTING PROCESSES. 2 Credits.
This course is designed to present the types of professional consulting and general approaches to consulting methodology. It outlines the basic knowledge, skills, and resources that are tools for consulting, introduces the nature and role of change; and helps students to evaluate their own consulting skills and to design a program to improve them.

CMST 582. WOMEN, COMMUNICATION AND POLITICS. 5 Credits.
Cross-listed: WMST 582.
This seminar examines communication, sexuality, and gender dynamics at work in several domains of the American political system, including the mass public, electoral politics, the U.S. Congress, state legislatures, parties and social movements and the policy-making process. We also examine global trends for political participation. We analyze differences in conceptualizing politics and engaging in public discourse.

CMST 596. EXPERIMENTAL COURSE. 1-5 Credits.

CMST 597. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
Notes: only one workshop course for up to 3 credits may be used to fulfill graduate degree requirements.

CMST 598. SEMINAR. 1-5 Credits.

CMST 599. INDEPENDENT STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Individual study projects in a selected area of human communication.

CMST 600. THESIS. 1-6 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Independent research study under the direction of a graduate advisory committee.

CMST 601. GRADUATE RESEARCH IN COMMUNICATION STUDIES. 1-6 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
CMST 602. EXAM PREPARATION. 1-2 Credits.
Pre-requisites: submission and approval of candidacy form; permission of the instructor, department chair and college dean.
Directed course of reading and study under the direction of a faculty member serving on the student's comprehensive examination committee (Option B).
Computer Science

Computer Science (http://www.ewu.edu/cstem/departments/computer-science) 319 F Computing and Engineering Bldg., Cheney, WA 99004–2493
compsci@ewu.edu

Carol Taylor (ctaylor@ewu.edu), Chair 509.359.6065
Robert Lemelin (rlemelin@ewu.edu), Director of Computer Literacy (http://www.ewu.edu/cpla) 509.359.6016
complit@ewu.edu

Stuart Steiner (ssteiner@ewu.edu), Internship Coordinator 509.359.4296

Dan Tappan (dtappan@ewu.edu), Graduate Program Advisor 509.359.7903

Margo Dalager Stanzak (mstanzak@ewu.edu), Operations Manager, Advisor 509.359.4734

Faculty

Thomas B. Capaul, Kosuke Imamura, Brian A. Kamp, Robert J. Lemelin, Jr., Dan Li, Eric Nielsen, Chris F. Peters, Paul H. Schimpf, Stuart G. Steiner, Dan A. Tappan, Carol S. Taylor, Yun Tian, Bojian Xu, Shamima Yasmin.

Undergraduate Degrees

Bachelor of Science (BCS)
Computer Science (p. 186)

Bachelor of Science (BS)
Computer Science (p. 187)

Undergraduate Minors

3D Animation (p. 189)
Computer Applications (p. 189)
Computer Information Systems (p. 189)
Computer Science Programming (p. 190)
Web Application Development (p. 190)

Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.

Grade Requirements: As a computer science student, you are expected to maintain an overall university GPA ≥C. Each computer science course must be completed with a minimum grade ≥C+. All supporting courses required by the department must be completed with a minimum grade ≥C.

Undergraduate Programs

Computer Science is an exciting and rapidly evolving discipline involving the study of computing systems and computation. Computing systems are now a critical component in nearly every field. As computer applications have increased in number and complexity, so has the need for specialists in computer systems and software. Research in computer science continues to broaden and extend our knowledge and provide new opportunities.

The study of computer science is a challenging and satisfying intellectual activity that can be carried forward into graduate school and throughout one’s life. Our graduates achieve a high degree of success in building careers in both public and private sectors.

Facilities and Equipment

The department has multiple computing labs that support exploration in areas such as animation, computer architecture, cyber security, data mining, database systems, data visualization, embedded real-time controls, embedded systems, general use of GPUs in computing, graphics, image signal processing, intelligent systems, machine learning, network computing, parallel and cloud computing, software development, and virtual reality.

Classroom labs are utilized, providing hands-on instructional capabilities for any area of computer science.

Lower Division Computer Science Lab: this study lab supports lower division students, staffed by peer tutors.

Upper Division Computer Science Lab: this study lab is designed to support junior and senior level computer science students in their individual and group projects.

Opportunities for Students: upper-division majors should check on HANDSHAKE (https://www.ewu.edu/community/career-services/handshake) for opportunities for work-study and departmental positions as course assistants, paper graders, or tutors.

Many of our students are able to obtain internships where the theory and skills learned in the academic setting are put to the test. Internships allow you to gain new knowledge and understanding of current practices. An internship experience is an excellent opportunity to refine your career aspirations and make valuable contacts for future employment.

All students in our programs are encouraged to join the student chapter of the Association for Computing Machinery (ACM). This group sponsors colloquia, field trips, programming contests and social events. Membership in the student chapter is the beginning of a long-term opportunity to connect with professionals in your chosen field.

Preparation: High school students wanting to pursue a major in this department are advised to take as much mathematics as possible, including a course or courses in your senior year. You will benefit from computer science courses available in your high school but do not take them at the expense of mathematics courses. You also are encouraged to take laboratory science courses and a keyboarding course.

Community college transfer students interested in Computer Science should pursue mathematics courses through pre-calculus or beyond, as well as an advanced sophomore level composition course. Consult transfer guides (http://www.ewu.edu/transferguide) to determine whether your institution has developed agreements with Eastern for transfer equivalencies, and which courses are equivalent for general education requirements and courses that may apply to the major.

Contact the department for advice on selecting your preparatory coursework. Courses taken to apply to the major should be taken late in your community college experience, just prior to transferring to EWU.

All prospective department majors should contact the Department of Computer Science to obtain the latest information to aid in planning a program of study. See grade requirements below.
Major Declaration

Freshman and transfer students entering Eastern with an interest in the computing sciences are encouraged to declare their major as soon as practical. To declare a major, complete the major declaration form (https://sites.ewu.edu/records-and-registration/forms), print, sign, and bring it and official or unofficial copies of all non-EWU college-level work to a meeting with a computer science advisor. You may contact an advisor for an appointment. At the advising session you will have the opportunity to review course requirements, ask questions, prepare a quarterly schedule and finish the major declaration, which also requires agreeing to abide by the department's Code of Ethics and Professional Conduct (http://access.ewu.edu/computer-science/code-of-ethics.xml), which is available on the department's website.

Graduate Degrees

Master of Science (MS)
Computer Science (p. 190)
Interdisciplinary (p. 190)

Undergraduate Programs

Application/Admission Requirements—the petitioner must:

1. meet all Eastern Washington University requirements for admission to graduate study;
2. complete and submit the online application for graduate school (http://www.ewu.edu/grad/application-procedures);
3. if you are an international student, provide a TOEFL score of 580 or greater (237 CBT, 92 iBT).

Notes:

• some graduate courses may have prerequisites and the student is responsible for mastering prerequisites before taking such courses. If the prerequisite course is not at the senior level it cannot be counted towards the graduate degree.

Computer Science Major, Bachelor of Computer Science (BCS)

Our Bachelor of Computer Science program provides significant formal training in database and web programming, unique internship opportunities, and team development of information system projects. The program is designed to help prepare you to realize the potential of information systems. You can enjoy a career as a systems analyst, database administrator, web developer or software engineer.

Note: no course may be used for both a requirement and an elective.

Grade Requirements

• as a computer science student, you are expected to maintain an overall university GPA ≥C+;
• each computer science course must be completed with a minimum grade ≥C+;
• all supporting courses required by the department must be completed with a minimum grade ≥C.

Required Computer Science Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>CSCI 202</td>
<td>COMPUTING ETHICS</td>
<td>4</td>
</tr>
<tr>
<td>CSCI 210</td>
<td>PROGRAMMING PRINCIPLES I</td>
<td>5</td>
</tr>
<tr>
<td>CSCI 211</td>
<td>PROGRAMMING PRINCIPLES II</td>
<td>5</td>
</tr>
<tr>
<td>CSCI 240</td>
<td>C AND UNIX PROGRAMMING</td>
<td>5</td>
</tr>
<tr>
<td>CSCI 300</td>
<td>DATA STRUCTURES</td>
<td>5</td>
</tr>
<tr>
<td>CSCI 320</td>
<td>ALGORITHMS</td>
<td>5</td>
</tr>
<tr>
<td>CSCI 327</td>
<td>RELATIONAL DATABASE SYSTEMS</td>
<td>4</td>
</tr>
<tr>
<td>CSCI 330</td>
<td>COMPUTER NETWORKS</td>
<td>4</td>
</tr>
<tr>
<td>CSCI 349</td>
<td>DESIGN PATTERNS</td>
<td>4</td>
</tr>
<tr>
<td>CSCI 350</td>
<td>SOFTWARE ENGINEERING</td>
<td>4</td>
</tr>
<tr>
<td>CSCI 488</td>
<td>SENIOR PROJECT</td>
<td>5</td>
</tr>
<tr>
<td>CSCI 490</td>
<td>SENIOR CAPSTONE</td>
<td>5</td>
</tr>
</tbody>
</table>

Choose one of the following

- CSCI 370 GUI PROGRAMMING
- or CSCI 371 .NET PROGRAMMING
- or CSCI 372 ANDROID MOBILE DEVELOPMENT
- or CSCI 373 iOS MOBILE DEVELOPMENT

Choose one of the following

- CSCI 378 WEB APPLICATION DEVELOPMENT
- or CSCI 379 .NET WEB APPLICATION DEVELOPMENT

Required Supporting Course

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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<tbody>
<tr>
<td>MATH 301</td>
<td>DISCRETE MATHEMATICS</td>
<td>5</td>
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</tbody>
</table>

Required Focus Group: choose a minor to be approved in advance by the Computer Science Department, or the Animation Focus, or a 20-credit cluster of classes approved by the Computer Science Department Chair

Animation Focus Group

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>ART 300</td>
<td>DRAWING</td>
<td></td>
</tr>
<tr>
<td>CSCI 216</td>
<td>3D MODELING and ANIMATION I</td>
<td></td>
</tr>
<tr>
<td>CSCI 416</td>
<td>3D MODELING AND ANIMATION II</td>
<td></td>
</tr>
<tr>
<td>CSCI 417</td>
<td>3D MODELING AND ANIMATION III</td>
<td></td>
</tr>
<tr>
<td>DESN 216</td>
<td>DIGITAL FOUNDATIONS</td>
<td></td>
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</tbody>
</table>

Required Electives—choose five courses from the following, at least two at the 400 level

Note: No course may be used for an elective that is used to satisfy another major requirement. Upper division MATH or CSCI 95–99 courses may be used—prior department approval of topic content is required.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
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</thead>
<tbody>
<tr>
<td>CSCI 303</td>
<td>COMPUTER AND INFORMATION SECURITY</td>
<td></td>
</tr>
<tr>
<td>CSCI 305</td>
<td>C++ PROGRAMMING</td>
<td></td>
</tr>
<tr>
<td>CSCI 316</td>
<td>PRACTICAL PROBLEM SOLVING (must be taken twice to be used as an elective)</td>
<td></td>
</tr>
<tr>
<td>CSCI 340</td>
<td>OPERATING SYSTEMS</td>
<td></td>
</tr>
<tr>
<td>CSCI 370</td>
<td>GUI PROGRAMMING</td>
<td></td>
</tr>
<tr>
<td>CSCI 371</td>
<td>.NET PROGRAMMING</td>
<td></td>
</tr>
<tr>
<td>CSCI 372</td>
<td>ANDROID MOBILE DEVELOPMENT</td>
<td></td>
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<tr>
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<td>iOS MOBILE DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>CSCI 377</td>
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<td></td>
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<tr>
<td>CSCI 378</td>
<td>WEB APPLICATION DEVELOPMENT</td>
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<tr>
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<td>.NET WEB APPLICATION DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>CSCI 409</td>
<td>SCIENTIFIC PROGRAMMING</td>
<td></td>
</tr>
<tr>
<td>CSCI 416</td>
<td>3D MODELING AND ANIMATION II</td>
<td></td>
</tr>
<tr>
<td>CSCI 417</td>
<td>3D MODELING AND ANIMATION III</td>
<td></td>
</tr>
<tr>
<td>CSCI 418</td>
<td>3D MODELING AND ANIMATION IV</td>
<td></td>
</tr>
</tbody>
</table>
Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

These outcomes describe what students are expected to know and be able to do by the time of graduation. They relate to the skills, knowledge, and behaviors that students acquire in their matriculation through the program.

- analyze a problem and identify and define the computing requirements appropriate to its solution;
- analyze the local and global impact of computing on individuals, organizations, and society;
- apply design and development principles in the construction of software systems of varying complexity;
- apply knowledge of computing and mathematics appropriate to the discipline;
- apply mathematical foundations, algorithmic principles, and computer science theory in the modeling and design of computer-based systems in a way that demonstrates comprehension of the tradeoffs involved in design choices;
- communicate effectively with a range of audiences;
- demonstrate an understanding of professional, ethical, legal, security, and social issues and responsibilities;
- design, implement, and evaluate a computer-based system, process, component, or program to meet desired needs;
- function effectively on teams to accomplish a common goal;
- recognize the need for, and will have the ability to engage in, continuing professional development;
- use current techniques, skills, and tools necessary for computing practice.

Computer Science Major, Bachelor of Science (BS)

The Bachelor of Science in Computer Science program is accredited by the Computing Accreditation Commission of ABET, http://www.abet.org. Our traditional computer science degree provides extensive preparation in both the theoretical and practical aspects of computer science. It will prepare you for a variety of careers in computing or for additional study at the graduate level. In this program you will study both general purpose programming and programming for specialized purposes and environments. In addition, you will learn about algorithms, performance analysis, networks, computer architectures, information systems and software engineering. You will also work on a realistic project in a team environment. The program includes a variety of advanced courses that allow you to tailor your degree to your specific interests.

Grade Requirements

- as a computer science student, you are expected to maintain an overall university GPA ≥C+
- each computer science course must be completed with a minimum grade ≥C+
- all supporting courses required by the department must be completed with a minimum grade ≥C.

Required Computer Science Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD 202</td>
<td>COMPUTING ETHICS</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------</td>
</tr>
<tr>
<td>CSCD 210</td>
<td>PROGRAMMING PRINCIPLES I</td>
</tr>
<tr>
<td>CSCD 211</td>
<td>PROGRAMMING PRINCIPLES II</td>
</tr>
<tr>
<td>CSCD 240</td>
<td>C AND UNIX PROGRAMMING</td>
</tr>
<tr>
<td>CSCD 260</td>
<td>ARCHITECTURE AND ORGANIZATION</td>
</tr>
<tr>
<td>CSCD 300</td>
<td>DATA STRUCTURES</td>
</tr>
<tr>
<td>CSCD 320</td>
<td>ALGORITHMS</td>
</tr>
<tr>
<td>CSCD 327</td>
<td>RELATIONAL DATABASE SYSTEMS</td>
</tr>
<tr>
<td>CSCD 330</td>
<td>COMPUTER NETWORKS</td>
</tr>
<tr>
<td>CSCD 340</td>
<td>OPERATING SYSTEMS</td>
</tr>
<tr>
<td>CSCD 349</td>
<td>DESIGN PATTERNS</td>
</tr>
<tr>
<td>CSCD 350</td>
<td>SOFTWARE ENGINEERING</td>
</tr>
<tr>
<td>CSCD 370</td>
<td>GUI PROGRAMMING</td>
</tr>
<tr>
<td>or CSCD 371</td>
<td>.NET PROGRAMMING</td>
</tr>
<tr>
<td>or CSCD 372</td>
<td>ANDROID MOBILE DEVELOPMENT</td>
</tr>
<tr>
<td>or CSCD 373</td>
<td>iOS MOBILE DEVELOPMENT</td>
</tr>
<tr>
<td>or CSCD 378</td>
<td>WEB APPLICATION DEVELOPMENT</td>
</tr>
<tr>
<td>or CSCD 379</td>
<td>.NET WEB APPLICATION DEVELOPMENT</td>
</tr>
<tr>
<td>CSCD 409</td>
<td>SCIENTIFIC PROGRAMMING</td>
</tr>
<tr>
<td>CSCD 420</td>
<td>AUTOMATA</td>
</tr>
<tr>
<td>CSCD 423</td>
<td>RANDOMIZED ALGORITHMS AND PROBABILISTIC ANALYSIS</td>
</tr>
<tr>
<td>CSCD 427</td>
<td>ADVANCED DATABASE MANAGEMENT SYSTEMS</td>
</tr>
<tr>
<td>CSCD 429</td>
<td>DATA MINING</td>
</tr>
<tr>
<td>CSCD 430</td>
<td>BIG DATA ANALYTICS</td>
</tr>
<tr>
<td>CSCD 433</td>
<td>ADVANCED COMPUTER NETWORKS</td>
</tr>
<tr>
<td>CSCD 434</td>
<td>NETWORK SECURITY</td>
</tr>
<tr>
<td>CSCD 437</td>
<td>SECURE CODING</td>
</tr>
<tr>
<td>CSCD 440</td>
<td>ADVANCED OPERATING SYSTEMS</td>
</tr>
<tr>
<td>CSCD 443</td>
<td>DISTRIBUTED MULTIPROCESSING</td>
</tr>
<tr>
<td>CSCD 445</td>
<td>GPU COMPUTING</td>
</tr>
<tr>
<td>CSCD 460</td>
<td>ADVANCED ARCHITECTURE AND ORGANIZATION</td>
</tr>
<tr>
<td>CSCD 461</td>
<td>EMBEDDED SYSTEMS</td>
</tr>
<tr>
<td>CSCD 462</td>
<td>EMBEDDED REAL-TIME CONTROL</td>
</tr>
<tr>
<td>CSCD 467</td>
<td>PARALLEL AND CLOUD COMPUTING</td>
</tr>
<tr>
<td>CSCD 470</td>
<td>3D COMPUTER GRAPHICS PRINCIPLES</td>
</tr>
<tr>
<td>CSCD 471</td>
<td>ADVANCED 3D COMPUTER GRAPHICS</td>
</tr>
<tr>
<td>CSCD 477</td>
<td>VIRTUAL REALITY AND DATA VISUALIZATION</td>
</tr>
<tr>
<td>CSCD 480</td>
<td>INTELLIGENT SYSTEMS</td>
</tr>
<tr>
<td>CSCD 483</td>
<td>MODELING AND SIMULATION</td>
</tr>
<tr>
<td>EENG 160</td>
<td>DIGITAL CIRCUITS</td>
</tr>
<tr>
<td>MATH 161</td>
<td>CALCULUS I</td>
</tr>
<tr>
<td>MATH 162</td>
<td>CALCULUS II</td>
</tr>
<tr>
<td>MATH 231</td>
<td>LINEAR ALGEBRA</td>
</tr>
<tr>
<td>MATH 301</td>
<td>DISCRETE MATHEMATICS</td>
</tr>
<tr>
<td>MATH 380</td>
<td>ELEMENTARY PROBABILITY AND STATISTICS</td>
</tr>
</tbody>
</table>

**Required Laboratory Science Courses, choose one sequence from the following:**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 171</td>
<td>BIOLOGY I</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 172</td>
<td>BIOLOGY II</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 270</td>
<td>BIOLOGICAL INVESTIGATION</td>
<td>5</td>
</tr>
</tbody>
</table>

**Chemistry**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 151</td>
<td>GENERAL CHEMISTRY</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 152</td>
<td>GENERAL CHEMISTRY</td>
<td>5</td>
</tr>
</tbody>
</table>

**Geology**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 120</td>
<td>PHYSICAL GEOLOGY - THE SOLID EARTH</td>
<td>5</td>
</tr>
<tr>
<td>GEOL 121</td>
<td>PHYSICAL GEOLOGY - SURFICIAL PROCESSES</td>
<td>5</td>
</tr>
</tbody>
</table>

**Physics**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 151</td>
<td>GENERAL PHYSICS I</td>
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</tr>
<tr>
<td>PHYS 152</td>
<td>GENERAL PHYSICS II</td>
<td>5</td>
</tr>
</tbody>
</table>

**Group A**

- PHYS 161  MECHANICS LABORATORY
- PHYS 162  HEAT AND OPTICS LABORATORY
- PHYS 163  ELECTRONICS LAB I
- PHYS 263  ELECTRONICS LAB II

**Note:** many of these elective courses have prerequisites.

**Required Supporting Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD 303</td>
<td>COMPUTER AND INFORMATION SECURITY</td>
<td>5</td>
</tr>
<tr>
<td>CSCD 305</td>
<td>C++ PROGRAMMING</td>
<td>5</td>
</tr>
<tr>
<td>CSCD 316</td>
<td>PRACTICAL PROBLEM SOLVING (must be taken twice to be used as elective credit)</td>
<td>5</td>
</tr>
<tr>
<td>CSCD 370</td>
<td>GUI PROGRAMMING</td>
<td>5</td>
</tr>
<tr>
<td>CSCD 371</td>
<td>.NET PROGRAMMING</td>
<td>5</td>
</tr>
<tr>
<td>CSCD 372</td>
<td>ANDROID MOBILE DEVELOPMENT</td>
<td>5</td>
</tr>
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<td>CSCD 373</td>
<td>iOS MOBILE DEVELOPMENT</td>
<td>5</td>
</tr>
<tr>
<td>CSCD 377</td>
<td>INTRODUCTORY COMPUTER GRAPHICS</td>
<td>5</td>
</tr>
<tr>
<td>CSCD 378</td>
<td>WEB APPLICATION DEVELOPMENT</td>
<td>5</td>
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<tr>
<td>CSCD 379</td>
<td>.NET WEB APPLICATION DEVELOPMENT</td>
<td>5</td>
</tr>
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<td>CSCD 416</td>
<td>3D MODELING AND ANIMATION II</td>
<td>5</td>
</tr>
<tr>
<td>CSCD 417</td>
<td>3D MODELING AND ANIMATION III</td>
<td>5</td>
</tr>
<tr>
<td>CSCD 418</td>
<td>3D MODELING AND ANIMATION IV</td>
<td>5</td>
</tr>
<tr>
<td>CSCD 435</td>
<td>PRINCIPLES OF PROGRAMMING LANGUAGE</td>
<td>5</td>
</tr>
<tr>
<td>CSCD 474</td>
<td>COMPUTER GAMES DEVELOPMENT</td>
<td>5</td>
</tr>
<tr>
<td>CSCD 487</td>
<td>HUMAN COMPUTER INTERFACE</td>
<td>5</td>
</tr>
<tr>
<td>CSCD 495</td>
<td>INTERNSHIP (up to two 4 credit internships are allowed)</td>
<td>5</td>
</tr>
<tr>
<td>CSCD 396</td>
<td>EXPERIMENTAL COURSE (prior departmental approval of topic content is required)</td>
<td>5</td>
</tr>
</tbody>
</table>
CSCD 398  SEMINAR (prior departmental approval of topic content is required)
CSCD 399  DIRECTED STUDY (prior departmental approval of topic content is required)
CSCD 439  TOPICS IN COMPUTER SCIENCE (prior departmental approval of topic content is required)
CSCD 496  EXPERIMENTAL COURSE (prior departmental approval of topic content is required)
CSCD 498  SEMINAR (prior departmental approval of topic content is required)
CSCD 499  DIRECTED STUDY (prior departmental approval of topic content is required)

Group B
Any additional natural science GECR course.

CSCD 399  DIRECTED STUDY (prior departmental approval of topic content is required)

CSCD 398  SEMINAR (prior departmental approval of topic content is required)
CSCD 499  DIRECTED STUDY (prior departmental approval of topic content is required)

Total Credits 137-140

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)
  Humanities and Arts (p. 35)
  Natural Sciences (p. 35)
  Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)
  Foreign Language
  Minor or Certificate
  Diversity Course List (p. 37)
  Global Studies Course List (p. 37)
  Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).
Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

Student Learning Outcomes for the BS in Computer Science may be found at ewu.edu/csslo (http://www.ewu.edu/csslo)

**3D Animation Minor**

The minor provides the skills necessary to meet an increasing demand for 3D modeling and animation developers. Included is the study of 3D modeling, 3D animation, character animation, animation scripting and advanced animation tools.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD 110</td>
<td>INTRODUCTION TO PROGRAMMING</td>
<td>5</td>
</tr>
<tr>
<td>CSCD 216</td>
<td>3D MODELING and ANIMATION I</td>
<td>4</td>
</tr>
<tr>
<td>CSCD 416</td>
<td>3D MODELING AND ANIMATION II</td>
<td>4</td>
</tr>
<tr>
<td>CSCD 417</td>
<td>3D MODELING AND ANIMATION III</td>
<td>4</td>
</tr>
<tr>
<td>DESN 216</td>
<td>DIGITAL FOUNDATIONS</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 21

**Computer Applications Minor**

The minor will give you knowledge of a variety of computer applications. After completion of the core computer literacy courses, you select additional elective courses covering computer applications. Through choice of elective courses you can explore a variety of topics such as educational software, web page development, art, business, mathematics and technology applications.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CPLA 120</td>
<td>COMPUTER APPLICATIONS LITERACY</td>
<td>5</td>
</tr>
<tr>
<td>CPLA 121</td>
<td>INTERMEDIATE COMPUTER APPLICATIONS LITERACY</td>
<td>5</td>
</tr>
<tr>
<td>CPLA 215</td>
<td>INTERNET AND WWW BASICS</td>
<td>2</td>
</tr>
</tbody>
</table>

**Electives-choose from the following courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 303</td>
<td>DIGITAL ART II</td>
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<tr>
<td>ART 403</td>
<td>DIGITAL ART III</td>
<td></td>
</tr>
<tr>
<td>CSCD 411</td>
<td>MULTIMEDIA TECHNIQUES</td>
<td></td>
</tr>
<tr>
<td>DESN 263</td>
<td>VISUAL COMMUNICATION DESIGN 1</td>
<td></td>
</tr>
<tr>
<td>DESN 360</td>
<td>PUBLICATION DESIGN</td>
<td></td>
</tr>
<tr>
<td>DESN 368</td>
<td>WEB DESIGN 1</td>
<td></td>
</tr>
<tr>
<td>MENG 217</td>
<td>3D PARAMETRIC COMPUTER AIDED DESIGN</td>
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</tr>
<tr>
<td>MISC 211</td>
<td>INFORMATION TECHNOLOGY IN BUSINESS</td>
<td></td>
</tr>
<tr>
<td>MISC 374</td>
<td>SPREADSHEET MODELING FOR BUSINESS APPLICATIONS</td>
<td></td>
</tr>
</tbody>
</table>

Additional upper division courses approved by the advisor for this minor.

Total Credits 28-30

**Computer Information Systems Minor**

Demand for computer skills, including database management and design, make this minor a good choice in support of a variety of majors.
Note: advancement programming exam clearance is required for CSCD 427 and CSCD 429.

Required Courses
CSCD 210 PROGRAMMING PRINCIPLES I 5
CSCD 211 PROGRAMMING PRINCIPLES II 5
CSCD 300 DATA STRUCTURES 5
CSCD 327 RELATIONAL DATABASE SYSTEMS 4
MATH 301 DISCRETE MATHEMATICS 5
Elective–choose one of the following 4
  CSCD 427 ADVANCED DATABASE MANAGEMENT SYSTEMS
  CSCD 429 DATA MINING

Total Credits 28

Computer Science Programming Minor

This minor provides a solid core of computer science knowledge in support of other fields of inquiry and employment.

Note: advancement programming exam clearance may be required.

Required Courses
CSCD 210 PROGRAMMING PRINCIPLES I 5
CSCD 211 PROGRAMMING PRINCIPLES II 5
CSCD 300 DATA STRUCTURES 5
MATH 301 DISCRETE MATHEMATICS 5
Electives–choose two courses from approved CSCD courses. 8-10
Note: prior departmental approval required.

Total Credits 28-30

Web Application Development Minor

Required Courses
CSCD 210 PROGRAMMING PRINCIPLES I 5
CSCD 211 PROGRAMMING PRINCIPLES II 5
CSCD 327 RELATIONAL DATABASE SYSTEMS 4
DESN 216 DIGITAL FOUNDATIONS 4
DESN 368 WEB DESIGN I 4
Elective–choose one of the following 4
  CSCD 378 WEB APPLICATION DEVELOPMENT
  CSCD 379 .NET WEB APPLICATION DEVELOPMENT

Total Credits 26

Computer Science, Master of Science (MS)

Dan Tappan (dtappan@ewu.edu), Program Advisor
315 CEB
509.359.7093

The Master’s Program in Computer Science has been designed to provide opportunities for professional growth in this rapidly changing field. The program strives to provide a balance between practical applications-oriented content and a theoretical framework for continued learning.

Required Core—this coursework provides core knowledge in the areas of algorithms, database systems, software engineering, operating systems and research methods.
CSCD 501 ADVANCED ALGORITHMS 5
CSCD 506 RESEARCH METHODS IN COMPUTER SCIENCE 5
  (must be taken in the first year of the program)
CSCD 524 ADVANCED SOFTWARE ENGINEERING 5
CSCD 527 MODERN DATABASE SYSTEMS 5
Electives—choose five courses—at least two must be at the 500-level 20
Note: This coursework provides the student an opportunity to take courses specialized to their particular area(s) of interest. Any 400-level or non-CSCD course must be approved by the CSCD graduate coordinator or the student's graduate committee chair. CSCD 695 cannot be used to satisfy any portion of these elective requirements. The courses CSCD 538 and CSCD 539 may each apply more than once, provided distinct topics are studied.

Thesis, Project or Workplace Project
Note: The student is expected to expand their knowledge with a published thesis or to apply their knowledge to a significant project. Projects may be work-related. The thesis or project is defended in a final oral examination of the student's work.
CSCD 600 THESIS 10
or CSCD 601 RESEARCH REPORT 10
or CSCD 595 PROFESSIONAL INTERNSHIP 10
& CSCD 602 INDUSTRY PROJECT 10

Total Credits 50

Student Learning Outcomes—for the Master's in Computer Science may be found at ewu.edu/csslo (http://www.ewu.edu/csslo)

Interdisciplinary, Master of Science (MS)

In addition to the Master of Science in Computer Science the department participates in customized interdisciplinary master’s degree programs in cooperation with other departments. Call the department office, 359.6783, for further information.

Computer Literacy (CPLA)

CPLA 100. COMPUTER LITERACY I. 1 Credit.
Notes: graded Pass/No Credit; passing this course gives clearance of Computer Literacy Part I; does not count toward the 180 credit requirement.
This course is an introduction to computer concepts. Hardware, software and operating systems are presented on both Windows and Mac platforms. An introduction to word processing, presentation software and an introduction to basic Internet use are provided.

CPLA 101. COMPUTER LITERACY II. 1 Credit.
Notes: passing the literacy exam at the end of this course gives clearance of Computer Literacy Part II.
Pre-requisites: CPLA 100 or Computer Literacy Part I clearance.
Students will be introduced to and develop skills in spreadsheets, databases and the process of locating informational and reference materials using simple and refined Internet searches. Students will explore societal issues of security, privacy, viruses and computer crime.
CPLA 120. COMPUTER APPLICATIONS LITERACY. 5 Credits.
Notes: this course includes preparation for and testing of Computer Literacy I and II so that students may satisfy computer literacy requirements by taking this course and passing the literacy tests. This course introduces students to fundamental computer concepts designed to give an overview of computers, the Internet and The World Wide Web. Students will develop knowledge and skills in word processing, presentation software, spreadsheets, databases, web page creation and locating informational and reference materials using simple and refined Internet searches. No previous computer background is assumed.

CPLA 121. INTERMEDIATE COMPUTER APPLICATIONS LITERACY. 5 Credits.
Pre-requisites: CPLA 100 and CPLA 101 or CPLA 120.
A study of popular microcomputer software including, but not limited to word processing, electronic spreadsheet, database, desktop publishing, presentation graphics, internet and web tools. Course uses the Windows environment.

CPLA 196. EXPERIMENTAL COURSE. 1-5 Credits.
CPLA 198. SEMINAR. 1-5 Credits.
CPLA 199. DIRECTED STUDY. 1-5 Credits.
Pre-requisites: Permission of the instructor, department chair and college dean.

CPLA 215. INTERNET AND WWW BASICS. 2 Credits.
Pre-requisites: Computer Literacy II clearance.
Investigation of the Internet and the World Wide Web (WWW). Web searching and research techniques on the Web are presented. Each student will create a home page. Use of electronic mail, mailing lists, news readers, and FTP will be explored. Issues associated with the Internet and WWW will be discussed including privacy and social impact. Projects utilizing the Internet and WWW are major parts of the course.

CPLA 296. EXPERIMENTAL COURSE. 1-5 Credits.
CPLA 298. SEMINAR. 1-5 Credits.
CPLA 299. DIRECTED STUDY. 1-10 Credits.
CPLA 396. EXPERIMENTAL COURSE. 3-4 Credits.
CPLA 397. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
CPLA 398. SEMINAR. 2-5 Credits.
CPLA 399. DIRECTED STUDY. 1-10 Credits.
CPLA 496. EXPERIMENTAL COURSE. 1-5 Credits.
CPLA 499. DIRECTED STUDY. 1-5 Credits.
Pre-requisites: Permission of the instructor, department chair and college dean.

CPLA 599. DIRECTED STUDY. 1-5 Credits.
CPLA 601. RESEARCH REPORT. 2-16 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
A research study in lieu of a bound thesis conducted as partial fulfillment of a master’s degree under the direction of a graduate committee.

Computer Science (CSCD)

CSCD 110. INTRODUCTION TO PROGRAMMING. 5 Credits.
Students learn fundamental programming concepts, programming environment topics and current technologies in computing. Programming concepts include structure and design using pseudo-code, basic syntax, variables, arithmetic, decisions, repetition, input and output. Programming environment topics include editor use, saving, compiling, running and debugging. Programming projects are required.

CSCD 196. EXPERIMENTAL COURSE. 1-5 Credits.
CSCD 198. SEMINAR IN COMPUTER SCIENCE. 1-5 Credits.
CSCD 199. DIRECTED STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

CSCD 202. COMPUTING ETHICS. 4 Credits.
Pre-requisites: ENGL 101.
Satisfies: a BACR for humanities and arts.
This course explores the uses of computing technologies from a socio-cultural and ethical perspective, including the impacts of information systems on individuals, organization, and society and future direction in which the forces of technology and computing are tending to move us.

CSCD 210. PROGRAMMING PRINCIPLES I. 5 Credits.
Pre-requisites: ≥2.0 MATH 141 and previous programming experience
HIGHLY RECOMMENDED.
This course covers the concepts and practices of information representation, computer algorithms, hardware organization and computer program design and implementation. Students write, run, debug, analyze and evaluate computer programs. Topics include primitive data types, number systems, file I/O classes, control structures, method design and usage, array-sorting and searching algorithms. Programming projects are required.

CSCD 211. PROGRAMMING PRINCIPLES II. 5 Credits.
Pre-requisites: CSCD 210 with a grade ≥2.5, MATH 142 with a grade ≥2.0.
This course continues coverage of concepts introduced in Programming Principles I. Topics include 2D arrays, recursion, data abstraction, polymorphism, inheritance, interfaces, inner classes, abstract classes, object cloning, file I/O, exception handling and linked lists. Programming projects are required.

CSCD 216. 3D MODELING and ANIMATION I. 4 Credits.
This course includes the fundamental concepts and implementation of 3D animation using current 3D modeling and animation software. Topics include basics of modeling, texturing and animation. This course requires 3D projects.

CSCD 240. C AND UNIX PROGRAMMING. 5 Credits.
Pre-requisites: CSCD 211 with a grade ≥2.5 or concurrent enrollment.
This course includes program development tools of the UNIX operating system and syntax and programming techniques of the C language in that environment. UNIX topics include interactive shells, common text editors, utility programs, file system structure, libraries and operating system calls and system programming. C topics include data types, structures, pointers and pointer arithmetic, arrays, linked lists, and function design and use. Programming projects are required.
CSCD 255. C PROGRAMMING FOR ENGINEERS. 5 Credits.
Pre-requisites: PHYS 131 or PHYS 151. A grade ≥C is required for each prerequisite.
This course is an introduction to the C language in the context of beginning computer science concepts and engineering practices. Students will write, run, debug, analyze and evaluate C programs. Topics include primitive data types, number systems, file I/O, control structures, function design and usage, 1D arrays, sorting, searching and pointers. Programming projects are required.

CSCD 260. ARCHITECTURE AND ORGANIZATION. 4 Credits.
Pre-requisites: CSCD 240 with a grade ≥2.5, EENG 160 with a grade ≥2.0.
This course covers fundamentals of digital computer design and microcomputer systems. Topics include number systems, Boolean algebra, basic digital circuits, and an instruction set for a microprocessor. Homework assignments will include use of current software for the design, analysis, and simulation of digital circuits, assembly language programming emphasizing I/O device access and features that support high level languages. Programming projects are required.

CSCD 296. EXPERIMENTAL COURSE. 1-5 Credits.

CSCD 298. SEMINAR. 1-5 Credits.

CSCD 299. SPECIAL STUDIES. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Subjects studied vary according to student and faculty interest.

CSCD 300. DATA STRUCTURES. 5 Credits.
Pre-requisites: CSCD 211 and MATH 142. A grade ≥C+ is required for CSCD prerequisite and a ≥C for each supporting prerequisite.
This course covers fundamental abstract concepts of data structures as well as their implementation in a programming language. Topics include linked lists, stacks, queues, hashing, recursion, complexity analysis of algorithms, binary search trees and heaps. Programming projects with formal documentation are required.

CSCD 303. COMPUTER AND INFORMATION SECURITY. 4 Credits.
Pre-requisites: CPLA 120 or equivalent.
This course covers fundamentals of computing security, including threat types, how computers become infected with viruses and malware, how to avoid viruses and malware, and how to secure your computers and information stored on them. Possible topics include: operating system security, email security, internet security, virus and spyware scanners, browser tools, firewalls and other defensive techniques. The course includes hands-on practice with security tools and techniques.

CSCD 305. C++ PROGRAMMING. 4 Credits.
Pre-requisites: CSCD 240 with a grade ≥2.5 or (CSCD 211 with a grade ≥2.5 and CSCD 255 with a grade ≥2.5).
This course teaches the C++ programming language. Topics include basic syntax, pointers, memory management, classes, inheritance and polymorphism, exception handling, standard template library usage, namespaces, memory management, and graphical user interface (GUI) programming. Programming projects are required.

CSCD 310. DISCRETE STRUCTURES. 4 Credits.
Pre-requisites: CSCD 300 with a grade ≥2.0, MATH 301 with a grade ≥2.0, advancement programming exam clearance.
This course studies mathematical aspects of computer science with emphasis on data structures and algorithmic implementation. Topics include logic, methods of proof, set theory, relations and functions, numerical representations, cardinality, computability, combinatorics, discrete probability, computational complexity and graph theory.

CSCD 316. PRACTICAL PROBLEM SOLVING. 2 Credits.
Notes: repeatable up to twice.
Pre-requisites: CSCD 300 with a grade ≥2.5.
This course explores problem solving techniques. Topics covered may include: useful strategies for the ACM programming contest, strings and their manipulation; sorting strategies; number manipulation, combinations and theory; backtracking; graph algorithms and traversal; dynamic programming; geometry; and grids. Emphasis will be on understanding algorithms and recognizing which algorithm applies to a given problem. Programming projects are required.

CSCD 320. ALGORITHMS. 5 Credits.
Pre-requisites: CSCD 300 with a grade ≥2.5, MATH 301 with a grade ≥2.0, advancement programming exam clearance.
This course studies data structures and algorithms, with emphasis on algorithmic strategies such as dynamic programming and emphasis on non-linear data structures such as trees and graphs. Programming projects are required.

CSCD 327. RELATIONAL DATABASE SYSTEMS. 4 Credits.
Pre-requisites: CSCD 211 and MATH 301. A grade ≥C+ is required for CSCD prerequisite and a ≥C for each supporting prerequisite.
This course covers the basic concepts in relational database systems, including data manipulation language and data definition language. Relational modeling will be covered in depth together with an overview of SQL, Relational Algebra, Entity-Relationship Model and its role in application development.

CSCD 330. COMPUTER NETWORKS. 4 Credits.
Pre-requisites: CSCD 300 with a grade ≥2.5, advancement programming exam clearance.
This course covers fundamental concepts, protocol mechanisms and programming skills for computer networks. It includes a technical overview of telecommunication media and fundamental protocols for the Internet such as ISO/OSI layers, Ethernet, collision detection and channel allocation. Programming projects are required.

CSCD 340. OPERATING SYSTEMS. 5 Credits.
Pre-requisites: CSCD 240 with a grade ≥2.5, advancement programming exam clearance.
This course covers major concepts of computer operating systems. Topics may include historical development of operating systems, system calls, resource allocation, process and thread management, basic memory management, and file systems. Programming projects are required.

CSCD 349. DESIGN PATTERNS. 4 Credits.
Pre-requisites: CSCD 300 with a grade ≥2.5, advancement programming exam clearance.
This course involves program implementation of object oriented principle design patterns sets to solve real world software design problems. Programming projects and group projects are required.

CSCD 350. SOFTWARE ENGINEERING. 4 Credits.
Pre-requisites: CSCD 300 with a grade ≥ C+ and Advancement Programming Exam clearance.
This course covers formal approaches and tools for conceiving, understanding, analyzing, designing, building, testing, deploying, documenting, and maintaining large software systems. Topics may include software lifecycle models; project and team management; verification, validation and accreditation techniques; practical development and application of skills in critical thinking, communication, and professionalism. A major team-based software development project is required.
CSCD 370. GUI PROGRAMMING. 4 Credits.
Pre-requisites: CSCD 300 with a grade ≥2.5, advancement programming exam clearance.
This course explores programming techniques for the production of graphical user interfaces. Event driven programming is covered in detail. Topics include event handling, windows and dialogs, GUI widgets such as menus, toolbars, buttons, sliders, combo boxes, lists and scrolling. Multi-threading as it applies to GUI programming is also introduced. Programming projects are required.

CSCD 371. .NET PROGRAMMING. 4 Credits.
Pre-requisites: CSCD 300 with a grade ≥2.5, advancement programming exam clearance.
This course introduces .NET Programming and the .NET framework. Emphasis will be placed on understanding the syntactical features of the language and how to effectively use the design of the language in conjunction with the .NET Framework. Topics include event handling, windows and dialogs, and GUI components. Programming projects are required.

CSCD 372. ANDROID MOBILE DEVELOPMENT. 4 Credits.
Pre-requisites: CSCD 300 with a grade ≥2.5, advancement programming exam clearance.
This course introduces Android Programming and the Android framework. Emphasis is placed on understanding the syntactical features of the language, as well as how to effectively use the design of the language in conjunction with mobile development. Topics include event handling, windows and dialogs, and GUI components. Programming projects are required.

CSCD 373. IOS MOBILE DEVELOPMENT. 4 Credits.
Pre-requisites: CSCD 300 with a grade ≥2.5, advancement programming exam clearance.
This course introduces iOS programming and the Apple framework. Emphasis is placed on understanding the syntactical features of the language and how to effectively use the design of the language in conjunction with mobile development. Topics include event handling, windows and dialogs, and GUI components. Programming projects are required.

CSCD 377. INTRODUCTORY COMPUTER GRAPHICS. 4 Credits.
Pre-requisites: CSCD 240 and MATH 142. A grade ≥C+ is required for CSCD prerequisite and a ≥C for each supporting prerequisite.
This course introduces the basic underlying concepts and techniques of 3D modeling and animation with primitive building blocks using OpenGL Shading Language.

CSCD 378. WEB APPLICATION DEVELOPMENT. 4 Credits.
Pre-requisites: CSCD 327 with a grade ≥2.5.
(DESN 368 or XHTML/HTML knowledge (highly recommended) or permission of the instructor.) This course examines the fundamental principles and techniques associated with the development of multi-tier web applications. Topics include web standards, portability, and usability. Programming projects are required.

CSCD 379. .NET WEB APPLICATION DEVELOPMENT. 4 Credits.
Pre-requisites: CSCD 327 with a grade ≥2.5.
(DESN 368 or XHTML/HTML knowledge (highly recommended) or permission of the instructor.) This course examines the fundamental principles and techniques associated with the development of multi-tier web applications, using the .NET Framework. Topics include web standards, portability, and usability. Programming projects are required.

CSCD 386. SOUND SPACES. 3 Credits.
Pre-requisites: DESN 385.
This course is a project-oriented course for designing, building, composing and performing with new instruments. Students will be encouraged to collaborate in the learning process and share their knowledge and experiences. The course is interdisciplinary in nature. Ideally the class would consist of students with backgrounds in music, programming and engineering.

CSCD 395. INTERNSHIP. 1-10 Credits.
Notes: graded Pass/Fail.
Pre-requisites: permission of the instructor, department chair and college dean.

CSCD 396. EXPERIMENTAL COURSE. 1-5 Credits.

CSCD 397. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

CSCD 398. SEMINAR. 2-5 Credits.

CSCD 399. DIRECTED STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

CSCD 409. SCIENTIFIC PROGRAMMING. 4 Credits.
Pre-requisites: MATH 161 with a grade ≥2.0 and (MATH 231 with a grade ≥2.0 or MATH 301 with a grade ≥2.0).
This course provides an introduction to scientific computing in a programmable mathematics-oriented environment such as Matlab or Octave. Topics include programming constructs, data visualization, solutions to linear systems of equations and algebraic approaches to root-finding, signal processing, interpolation and optimization. Programming projects are required.

CSCD 411. MULTIMEDIA TECHNIQUES. 4 Credits.
Pre-requisites: CSCD 300 with a grade ≥2.5 and advancement programming exam clearance or permission of instructor.
The theory and creation of multimedia using professional software is covered. This course stresses the appropriate development of a user interface. Several programming projects and research will be required.

CSCD 414. MULTIMEDIA PROGRAMMING. 4 Credits.
Pre-requisites: CSCD 411 with a grade ≥2.5 or permission of instructor.
This course studies object-oriented programming for multimedia. Students will write object-oriented programs that work with web servers and databases to create rich internet applications. Programming projects are required.

CSCD 416. 3D MODELING AND ANIMATION II. 4 Credits.
Pre-requisites: CSCD 216 with a grade ≥2.5.
This course covers intermediate 3D modeling and animation, including creation of aesthetic and technical work by manipulating light, surface materials, soft body dynamics and other features. Topics include photorealism, spline surface modeling, character development, lighting and camera techniques. This course requires projects.

CSCD 417. 3D MODELING AND ANIMATION III. 4 Credits.
Pre-requisites: CSCD 416 with a grade ≥2.5.
This course studies advanced 3D modeling, animation theory and application including creation of characters and creatures that come alive. Topics include organic modeling of character forms, analysis of character movement and 3D scripting. This course requires projects.
CSCD 418. 3D MODELING AND ANIMATION IV. 4 Credits.
Pre-requisites: CSCD 417 with a grade ≥2.5.
This course studies extensions of advanced 3D modeling, animation theory and application including further advanced 3D animation concepts. Topics addressed will include lip synchronization, facial expressions and 3D scripting. This course requires 3D projects.

CSCD 420. AUTOMATA. 4 Credits.
Pre-requisites: MATH 301 with a grade ≥2.0 or MATH 225 with a grade ≥2.0 or permission of instructor. Some prior programming experience is recommended. This course is a study of the algebraic, structural and logical properties of sequential machines. Projects are required.

CSCD 423. RANDOMIZED ALGORITHMS AND PROBABILISTIC ANALYSIS. 4 Credits.
Pre-requisites: CSCD 320 with a grade ≥2.5.
This course introduces the use of probability in computer science algorithm design and analysis. The course covers two subfields. One is the design of randomized algorithms, where decisions at some steps are determined by coin tossing. The other is the probabilistic analysis of (randomized or deterministic) algorithms. The goal is to measure the expected performance of an algorithm. Basic knowledge and techniques developed from the probability theory will be introduced. Workload include problem solving homeworks and programming assignments.

CSCD 427. ADVANCED DATABASE MANAGEMENT SYSTEMS. 4 Credits.
Pre-requisites: CSCD 327 with a grade ≥2.5, advancement programming exam clearance.
This course focuses on current trends in database technologies. Topics may include secondary storage, index structures, query processing, query optimization, concurrency control, transaction management, distributed databases, data mining and information retrieval.

CSCD 429. DATA MINING. 4 Credits.
Pre-requisites: CSCD 320 with a grade ≥2.5, CSCD 327 with a grade ≥2.5, advancement programming exam clearance.
Data mining is the process of automatic discovery of patterns, changes, associations and anomalies in massive databases. This course will provide an introduction to the main topics in data mining and knowledge discovery, including: data preparation for knowledge discovery, frequent pattern and association mining, classification and cluster analysis.

CSCD 430. BIG DATA ANALYTICS. 4 Credits.
Pre-requisites: CSCD 320 and CSCD 327, both with a grade ≥C+ and APE clearance.
This course examines the basic concepts and practices of big data computing. This course covers the challenges that arise when the size of data to be analyzed outgrows the limits of traditional data analytics systems, the new challenges big data computing introduces and the evolution of the big-data ecosystem. Additionally, the course touches upon classical subjects such as MapReduce, modern approaches such as Spark and the approaches of analyzing semi-structured and unstructured data.

CSCD 433. ADVANCED COMPUTER NETWORKS. 4 Credits.
Pre-requisites: CSCD 330 with a grade ≥2.5, advancement programming exam clearance.
This course will cover the design, implementation, analysis and evaluation of networks. Topics include protocol mechanisms, advanced network architecture, network algorithms, network control, network simulation and performance analysis. Programming assignments are required.

CSCD 434. NETWORK SECURITY. 4 Credits.
Pre-requisites: CSCD 330 with a grade ≥2.5, advancement programming exam clearance.
This course explores practical topics in network security. Topics include policy and mechanism; malicious code; intrusion detection, prevention, response; cryptographic and protocols for privacy and integrity. This course emphasizes the trade-offs among risks of misuse, cost of prevention and social issues. Concepts are implemented in programming assignments and comprehensive projects.

CSCD 435. PRINCIPLES OF PROGRAMMING LANGUAGE. 4 Credits.
Pre-requisites: CSCD 300 with a grade ≥2.5, advancement programming exam clearance.
This course is a study and comparison of programming languages by evolution, formal specifications, structures, features and application domains. Implementation of syntax and semantics and program run-time behavior for several languages will be considered. Programming projects required and presentations may be required.

CSCD 437. SECURE CODING. 4 Credits.
Pre-requisites: CSCD 300 with a grade ≥2.5, CSCD 240 with a grade ≥2.5, advancement programming exam clearance.
This course will introduce a variety of topics of concern to programmers when writing code. It will examine concepts that apply to programming "in the large" as well as specific aspects such as buffer overflow. C and C++ code will be examined. Written assignments, coding assignments and a team project are required.

CSCD 439. TOPICS IN COMPUTER SCIENCE. 2-5 Credits.
Pre-requisites will be applied as required by the topic. This course is a variable topics course dealing with current trends in computer science. Possible topics include compiler design, advanced operating systems, computational complexity, computer graphics, software testing and verification, artificial intelligence, pattern recognition, computer simulation and modeling, graph algorithms.

CSCD 440. ADVANCED OPERATING SYSTEMS. 4 Credits.
Pre-requisites: CSCD 340 with a grade ≥2.5, advancement programming exam clearance.
This course covers a specific operating system involving installation, kernel configuration and kernel modification. The interaction between kernel space and user space is studied and the student designs, implements and tests programs communicating across that programming interface. Programming projects are required.

CSCD 443. DISTRIBUTED MULTIPROCESSING. 4 Credits.
Pre-requisites: CSCD 340 with a grade ≥2.5, advancement programming exam clearance.
This course explores parallel processing concepts and history, including the study and comparison of several multi-processing environments (such as Java threads, PVM and MPI) Programming projects will be required in the Unix environment, and the C and Java languages.

CSCD 445. GPU COMPUTING. 4 Credits.
Pre-requisites: CSCD 340 with a grade ≥2.5, advancement programming exam clearance.
Beyond its applications in Graphics, general-purpose graphics processing unit computing (GPGPU) utilizes a Graphics Processing Unit (GPU)—which typically used to perform computations exclusively for computer graphics—at present to parallelize computations traditionally performed by the CPU. GPGPU becomes more widely used in applications demanding for high performance.
CSCD 460. ADVANCED ARCHITECTURE AND ORGANIZATION. 4 Credits.  
Pre-requisites: CSCD 260 with a grade ≥2.5, advancement programming exam clearance.  
This course addresses computer processor design at the levels of the instruction set, the system architecture and logical gates. Knowledge of Boolean algebra and digital circuits are combined with a viewpoint of computers at the machine language level to build a complete understanding of how modern computer processors actually work, with some techniques and trade-offs that go into their design. The simulation of systems using a high-level programming language is also covered. Programming projects are required.  

CSCD 461. EMBEDDED SYSTEMS. 4 Credits.  
Pre-requisites: CSCD 260 with a grade ≥2.5 or (CSCD 255 with a grade ≥2.5 and EENG 260 with a grade ≥2.0.)  
This course introduces embedded systems with emphasis on software development. Topics include surveys on digital systems design, software/hardware interface, communication protocols, interrupts service routine and applications programming on an embedded controller.  

CSCD 462. EMBEDDED REAL-TIME CONTROL. 4 Credits.  
Pre-requisites: EENG 160 with a grade ≥2.0, MATH 161 with a grade ≥2.0 and (CSCD 240 with a grade ≥2.5 or CSCD 255 with a grade ≥2.5).  
This course covers technologies typically found in embedded control systems, including basic hardware/software interfaces, multitasking, real-time scheduling and feedback control.  

CSCD 467. PARALLEL AND CLOUD COMPUTING. 4 Credits.  
Pre-requisites: CSCD 300 with a grade ≥2.5 and advancement programming exam clearance.  
This course explores up-to-date parallel platforms, such as Cluster computing and Cloud computing that use networked computers to store and process large datasets in parallel. Topics include synchronization techniques, high-performance server/service design, performance issues, distributed file systems and MapReduce framework, virtualization and VPN technology in the Cloud, Cloud scalability and availability and Cloud storage. Hands-on assignments and projects are required.  

CSCD 470. 3D COMPUTER GRAPHICS PRINCIPLES. 4 Credits.  
Pre-requisites: CSCD 377 with a grade ≥C+ or MATH 231 with a grade ≥C.  
This course introduces the basic, and some advanced, theoretical concepts involved in 3D computer graphics. Concepts will be illustrated using 3D rendering software allowing students to understand the practical application of the theory. Programming projects will be required.  

CSCD 471. ADVANCED 3D COMPUTER GRAPHICS. 4 Credits.  
Pre-requisites: CSCD 470 with a grade ≥2.5, advancement programming exam clearance.  
This course involves program implementation of 3D computer graphics theory elements from previous graphics courses using a commonly available cross platform 3D graphics application program interface. Programming assignments include implementation of topics from CSCD 470 such as generation of graphics primitives, the virtual camera, perspective projection, modeling and representation of three-dimensional objects and basic lighting. Additional topics include the theory and implementation of realistic object rendering using Phong and Gouraud shading techniques, texture mapping and other advanced rendering techniques such as the production of shadows and reflections and the use of advanced rendering techniques in 3D games. Programming projects are required.  

CSCD 474. COMPUTER GAMES DEVELOPMENT. 4 Credits.  
Pre-requisites: CSCD 300 with a grade ≥2.5, advancement programming exam clearance.  
This course is an in-depth analysis of the source code of a commercial 3D game leading to a major modification of the code and related elements to produce a new 3D game. Topics may include techniques for modification of game graphics, game artificial intelligence and game physics, as well as exploration of external applications for model production, animation and skinning and game level production. Programming projects and game modifications are required.  

CSCD 476. ADVANCED 3D MODELING. 4 Credits.  
Pre-requisites: CSCD 110 with a grade ≥2.5, CSCD 416 with a grade ≥2.5.  
This course involves compositing with complex animation software plug-ins. Topics include reassembling 3D animations in 2D compositing space, color depth, advanced 3D scripting and integration, 3D animations and live-action footage. Professional-level 3D projects are required.  

CSCD 477. VIRTUAL REALITY AND DATA VISUALIZATION. 4 Credits.  
Pre-requisites: CSCD 300 and CSCD 240, and either CSCD 377 or MATH 231. A grade ≥C+ is required for CSCD prerequisite and a ≥C for each supporting prerequisite.  
This course introduces the basic concept of virtual reality as well as a number of ground breaking concepts on scientific visualization and information visualization with hands-on projects and assignments.  

CSCD 480. INTELLIGENT SYSTEMS. 4 Credits.  
Notes: may be stacked with CSCD 580.  
Pre-requisites: CSCD 300 with a grade ≥C+.  
Fundamental concepts and techniques of modeling, simulating, visualizing, and analyzing complex real-world quantitative and qualitative systems of systems by using artificial intelligence, knowledge acquisition and representation, reasoning, planning, machine learning, expert systems, intelligent agents and multi-agent systems, and search strategies; emphasizes practical applications to contemporary smart and mobile devices.  

CSCD 483. MODELING AND SIMULATION. 4 Credits.  
Notes: may be stacked with proposed CSCD 583.  
Pre-requisites: CSCD 300 with a grade ≥C+.  
Covers tools and techniques for modeling, simulation, visualization and analysis of interesting real-world physical and virtual systems. Examples include: airplanes, helicopters, trains, ships, cars, submarines, tanks, construction equipment, weapon systems, air traffic control, flight simulation, gaming, virtual reality, software engineering, software quality assurance, reliability and risk analysis, engineering, control systems, physics, economics, big data.  

CSCD 487. HUMAN COMPUTER INTERFACE. 4 Credits.  
Pre-requisites: CSCD 300 with a grade ≥2.5 or permission of instructor.  
This course will begin with a brief historical overview of human-computer user interfaces with an eye to identifying the key steps in their conceptual development. Students will read in the field of classical human factors, focusing on findings of a particular relevance to user interface design and operation. They will explore the domain of interaction design and testing and intellectual property protection as it relates to human-computer interfaces, investigating what constitutes (or does not constitute) a patentable method and how patent protections are pursued. Written projects and team projects are required.
CSCD 490. SENIOR CAPSTONE. 5 Credits.

Notes: This course is the second course of a two-semester project sequence and must be taken the quarter following successful completion of the Senior Project course.

Pre-requisites: CSCD 488 prior quarter.

Satisfies: a university graduation requirement—Senior capstone.

During this course the client-specified project is completed using appropriate tools and digital systems development methodologies to additionally specify, design, implement, install and test a systems solution that meets the client's needs. Milestone reports, including a final oral report and complete final project documentation (in printed and electronic form) are required.

CSCD 495. INTERNSHIP. 1-10 Credits.

Notes: graded Pass/Fail.

Pre-requisites: CSCD 300 a grade ≥2.5; permission of the instructor, department chair and college dean.

CSCD 496. EXPERIMENTAL COURSE. 1-5 Credits.

CSCD 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

Selected topics to be arranged in consultation with the requesting organization.

CSCD 498. SEMINAR. 1-5 Credits.

Pre-requisites: permission of the instructor.

CSCD 499. DIRECTED STUDY. 1-5 Credits.

Pre-requisites: permission of the instructor, department chair and college dean.

CSCD 500. COLLOQUIUM IN COMPUTER SCIENCE. 1 Credit.

Pre-requisites: graduate standing.

This course presents a speaker-based seminar for graduate students intended as an introduction to research currently conducted by CS faculty and graduate students with some outside presenters from other institutions and corporations. Students will gain knowledge of current faculty research in order to familiarize them with research in CS sub-disciplines and aid them in selecting a graduate advisor.

CSCD 501. ADVANCED ALGORITHMS. 5 Credits.

Pre-requisites: CSCD 320 and either MATH 301 or CSCD 310 or equivalent.

This course studies advanced data structures and skills for designing and analyzing nontrivial algorithms. The course will progress toward advanced topics based on the foundations of basic algorithm design and analysis skills such as divide-and-conquer and dynamic programming. The course will cover topics including approximate algorithms, randomized algorithms and statistical analysis, string algorithms, algorithms for network flow problems, various advanced data structures and the NP-completeness.

CSCD 502. ADVANCED SOFTWARE ENGINEERING. 5 Credits.

Pre-requisites: CSCD 423.

This course introduces the use of probability in computer science in algorithm design and analysis. The course covers two subfields. One is the design of randomized algorithms, where decisions at some steps are determined by coin tossing. The other is the probabilistic analysis of (randomized or deterministic) algorithms. The goal is to measure the expected performance of an algorithm. Basic knowledge and techniques developed from the probability theory will be introduced. Workload include problem solving homeworks, programming assignments and a term project.

CSCD 503. COMPUTER NETWORKS. 4 Credits.

Pre-requisites: CSCD 320 and either MATH 301 or equivalent.

Advanced topics in computer networks is the primary focus of this course. Design and performance of networks are studied in depth. Some hardware concepts such as routers, switches and physical connection media are covered. Protocol analysis and design is covered using existing protocol common in today's networks. Performance of networks is also studied including TCP/IP protocols, IPv6, possibly ATM or other circuit switched technologies. Programming assignments and hands-on labs will be expected.
CSCD 538. TOPICS IN COMPUTER HARDWARE. 4 Credits.
Pre-requisites: graduate standing in computer science or permission of the instructor.
A variable content course dealing with some aspect of computer hardware. Possible topics include network theory, VLSI design, control systems, digital systems design, switching and automata theory, computer-aided engineering.
CSCD 539. TOPICS IN COMPUTER SCIENCE. 4 Credits.
Pre-requisites: graduate standing in computer science or permission of the instructor.
A variable content course dealing with an area of computer science other than hardware. Possible topics include compiler design, advanced operating systems, computational complexity, computer graphics, software testing and verification, artificial intelligence, pattern recognition, computer architecture, simulation and modeling, graph algorithms.
CSCD 540. ADVANCED OPERATING SYSTEMS. 5 Credits.
Pre-requisites: CSCD 340 or equivalent.
The course covers synchronization in concurrent/distributed computing (which modern operating systems must support) and the implementation of virtual machine operating systems. Implementation includes file systems, memory management, paging, task switching, process management and basic operating system services. The virtual machine must be able to support various CPU time allocations schemes to simulate multiprocessor systems of different processing speeds.
CSCD 543. DISTRIBUTED MULTIPROCESSING ENVIRONMENTS. 4 Credits.
Pre-requisites: CSCD 340 or equivalent.
This course explores parallel processing concepts and history, including the study and comparison of several multi-processing environments (such as Java threads, PVM and MPI). Programming projects will be required in the Unix environment and the C and Java languages.
CSCD 544. TIME CRITICAL NETWORKING. 4 Credits.
Pre-requisites: CSCD 330 or equivalent.
This course studies multimedia networking concepts and history, including the study of current practices in multimedia networking technologies and protocols for multimedia signal transport. Selected contemporary multimedia networking application areas are studied as examples. Special Emphasis is placed on challenges to multimedia signal transport involving quality of service such as signal latency and jitter. Research projects are required.
CSCD 545. GPU COMPUTING. 4 Credits.
Notes: may be stacked with CSCD 445.
Pre-requisites: CSCD 240 and CSCD 300 with a grade ≥2.5 and Advancement Programming Exam clearance.
Beyond its applications in Graphics, General-Purpose Graphics Processing Unit computing (GPGPU) utilizes a Graphics Processing Unit (GPU)—which typically used to perform computations exclusively for computer graphics—at present to parallelize computations traditionally performed by the CPU. GPGPU becomes more widely used in applications demanding for high performance.
CSCD 567. PARALLEL AND CLOUD COMPUTING. 4 Credits.
Pre-requisites: CSCD 300 and Advancement Programming Exam clearance or equivalent.
This course studies the core technologies used to develop the essential components in modern distributed, parallel and Cloud systems using networked computers to store and process large datasets in parallel. Topics include synchronization techniques, high-performance server/service design, performance issues, MPI programming, distributed file systems and MapReduce framework, Virtualization and VPN technology in Cloud, Cloud scalability and availability and data consistency in the Cloud. Graduate students are required to read research papers and implement the methodology on parallel platforms or in the Cloud.
CSCD 570. PHOTO-REALISTIC COMPUTER GRAPHICS. 4 Credits.
Pre-requisites: CSCD 471 or equivalent.
Theory and programming techniques of global illumination for photorealistic rendering in computer graphics. Included topics: basic of ray tracing, advanced ray tracing topics including stochastic ray tracing, incorporation of other global illumination techniques including radiosity and photon tracing. Requires programming assignments.
CSCD 575. COMPUTER SYSTEMS DESIGN. 4 Credits.
A survey of computer system architecture including levels of machine description, instruction sets, interrupt handling, memory hierarchies, I/O subsystems, and buses.
CSCD 580. INTELLIGENT SYSTEMS. 4 Credits.
Fundamental concepts and techniques of modeling, simulating, visualizing, and analyzing complex real-world quantitative and qualitative systems of systems including artificial intelligence, knowledge acquisition and representation, reasoning, planning, machine learning, expert systems, intelligent agents and multi-agent systems, and search strategies; emphasizes practical applications to contemporary smart and mobile devices. A research project is required.
CSCD 583. MODELING AND SIMULATION. 4 Credits.
Notes: may be stacked with CSCD 483.
Pre-requisites: CSCD 300 with a grade ≥ C+.
Covers tools and techniques for modeling, simulation, visualization and analysis of interesting real-world physical and virtual systems. Examples include airplanes, helicopters, trains, ships, cars, submarines, tanks, construction equipment, weapon systems, air traffic control, flight simulation, gaming, virtual reality, software engineering, software quality assurance, reliability and risk analysis, engineering, control systems, physics, economics, big data. A research project is required.
CSCD 587. HUMAN-COMPUTER INTERFACE. 4 Credits.
Pre-requisites: CSCD 210 or CSCD 305.
This course will begin with a brief overview of human-computer user interfaces historically, with an eye to identifying the key steps in their development conceptually. Students will read in the field of classical human factors, focusing on finding a particular relevance to user interface design and operation. Exploration of the domain of interaction design and testing and intellectual property protection as it relates to human-computer interfaces, investigating what constitutes (or does not constitute) a patentable method, and how patent protections are pursued will be discussed. Written projects and team projects are required.
CSCD 595. PROFESSIONAL INTERNSHIP. 2-16 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Professional Internship.
CSCD 596. EXPERIMENTAL COURSE. 2-5 Credits.

CSCD 597. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
   Notes: only one workshop course for up to 3 credits may be used to fulfill
   graduate degree requirements.

CSCD 598. SEMINAR. 1-5 Credits.

CSCD 599. DIRECTED STUDY. 1-6 Credits.
   Pre-requisites: permission of the instructor, department chair and college
   dean.

CSCD 600. THESIS. 1-16 Credits.
   Notes: graded Pass/No Credit.
   Pre-requisites: permission of the instructor, department chair and college
   dean.
   A research thesis under the direction of a graduate committee.

CSCD 601. RESEARCH REPORT. 1-16 Credits.
   Notes: graded Pass/No Credit.
   Pre-requisites: permission of the instructor, department chair and college
   dean.
   A research study in lieu of a bound thesis conducted as partial fulfillment
   of a master’s degree under the direction of a graduate committee.

CSCD 602. INDUSTRY PROJECT. 1-16 Credits.
   Notes: graded Pass/No Credit.
   Development and documentation of applied computer science project in
   an industry setting.

CSCD 695. DEPARTMENTAL INTERNSHIP. 1-16 Credits.
   Notes: graded Pass/No Credit.
   Pre-requisites: graduate standing; permission of the instructor,
   department chair and college dean.
   Support work for the department relating to computer science. Activities
   will take place under the supervision of a department faculty or staff
   member. May involve experiences such as teaching lower-division
   coursework, systems administration activities and assisting with
   research activities.
Criminal Justice

Todd Hechtman (thechtman@ewu.edu), Chair
department page (https://www.ewu.edu/css/programs/sociology-)
509.359.4243

Faculty

Undergraduate Degrees

Bachelor of Arts (BA)
Criminal Justice (p. 199)

Undergraduate Minor
Criminal Justice (p. 200)

Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.

Undergraduate Programs

Within the Bachelor of Arts degree, the Department of Sociology and Justice Studies offers a program in Criminal Justice, blending career education and the liberal arts. Criminal Justice is an integrated major with required coursework in the core disciplines that provide the theoretical and methodological roots of contemporary criminological inquiry as well as applied coursework in Criminal Justice. The program is designed to provide an academic foundation appropriate for an educated citizen as well as particular specializations for career preparation.

The Department of Sociology and Justice Studies believes that a university must educate broadly to enrich both career and life. Accordingly, students in the Criminal Justice program will complete social science foundation courses as well as core disciplinary courses. In order to assist them as they move into a variety of career paths, students must also complete coursework in an approved specialty track.

Note: all 300- and 400-level CRIM courses have a prerequisite of sophomore standing or above.

Criminal Justice Major, Bachelor of Arts (BA)

Note: two years of a single high school foreign language or one year of a single college level foreign language is required.

Required Courses

Introduction

| CRIM 300 | INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM | 5 |
| SOCI 101 | INTRODUCTION TO SOCIOLOGY | 5 |

Foundation Courses

| CRIM 330 | SOCIAL SCIENCE RESEARCH METHOD | 5 |
| or SOCI 357 | METHOD FOR SOCIAL RESEARCH |
| SOCI 301 | SURVEY OF CRIMINOLOGY | 5 |

Disciplinary Core Courses

| CRIM 340 | ETHICS IN CRIMINAL JUSTICE | 5 |
| or PHIL 212 | INTRODUCTORY ETHICS |
| CRIM 382 | CRIMINAL JUSTICE ORGANIZATION AND ADMINISTRATION | 5 |
| CRIM 490 | SENIOR CAPSTONE | 5 |
| POLI 306 | BASIC CONCEPTS OF CRIMINAL LAW | 5 |
| PSYC 302 | ABNORMAL PSYCHOLOGY | 5 |

Recommended Specialty Area Electives—other courses may be selected as approved by a department advisor.

Corrections/Law Enforcement—students are highly encouraged to do an internship as one of their electives.

| ADST 300 | SURVEY OF ALCOHOL/DRUG PROBLEMS |
| CRIM 304 | FORENSIC INQUIRY |
| CRIM 307 | SPECIAL TOPICS IN CRIMINAL JUSTICE |
| CRIM 404 | FORENSIC IDENTIFICATION |
| CRIM 460 | PENOLOGY |
| CRIM 468 | POLICE SYSTEMS AND PRACTICES |
| CRIM 495 | INTERNSHIP |
| GEOG 426 | GEOGRAPHIC INFORMATION SYSTEMS I |
| PSYC 425 | PSYCHOLOGY AND THE LEGAL SYSTEM |

Graduate School

| CRIM 302 | CRIMINAL JUSTICE SYSTEMS AND DEVELOPMENT |
| CRIM 416 | COMPARATIVE CRIMINAL JUSTICE SYSTEMS |
| POLI 305 | JURISPRUDENCE |
| PSYC 425 | PSYCHOLOGY AND THE LEGAL SYSTEM |
| SOCI 363 | SOCIOLOGY OF DEVIANCE |
| SOCI 452 | JUVENILE DELINQUENCY |
| SOCI 455 | CRIMINOLOGICAL THEORY |

Social Justice—students are highly encouraged to do an internship as one of their electives.

| CRIM/WMST 360 | WOMEN IN PRISON |
| CRIM 420 | PEACEMAKING CRIMINOLOGY |
| CRIM 421 | RESTORATIVE JUSTICE |
| CRIM 495 | INTERNSHIP |
| GEOG/HIST 438 | PEACE, VIOLENCE AND CULTURE |
| PSYC 305 | CHILD AND ADOLESCENT DEVELOPMENT |
| SOCI 452 | JUVENILE DELINQUENCY |
| SOCI 455 | CRIMINOLOGICAL THEORY |

Total Credits 80

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)
Criminal Justice Minor

Required Courses

CRIM 300 | INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM | 5
---|---|---
CRIM 330 | SOCIAL SCIENCE RESEARCH METHOD | 5
or SOCI 357 | METHOD FOR SOCIAL RESEARCH | 5
CRIM 382 | CRIMINAL JUSTICE ORGANIZATION AND ADMINISTRATION | 5
SOCI 301 | SURVEY OF CRIMINOLOGY | 5

Electives—choose from other CRIM courses or in consultation with Criminal Justice advisor. 10

Total Credits 30

CRIM 300. INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM. 5 Credits.

CRIM 330. SOCIAL SCIENCE RESEARCH METHOD. 5 Credits.

Pre-requisites: CRIM 300. An introduction to the scientific method in the social sciences, core concepts and issues in social science methods, core groups of methods for data collection and core group of analytic techniques.

CRIM 340. ETHICS IN CRIMINAL JUSTICE. 5 Credits.

In this course, we will explore major ethical theories with an emphasis on their application to components of the criminal justice system. We will analyze current issues and ethical dilemmas that criminal justice professionals deal with. We will examine the complex process of moral and ethical decision making in the criminal justice system.

CRIM 356. INTRODUCTION TO SOCIAL STATISTICS. 5 Credits.


Pre-requisites: SOCI 101. A holistic approach to statistical methods, techniques, and critical analysis used in social science research. This course focuses on sociological and criminological issues such as race, class, gender, age, health, education and social justice.

CRIM 360. WOMEN IN PRISON. 5 Credits.

Cross-listed: WMST 360. In this course, we examine the socio-structural relationships between women's lives and women's crimes and explore how race, class and gender assumptions shape the experiences of female correctional officers and female inmates. In addition, we analyze how the prison rules and regulations that girls and women have to abide by are deeply gendered. Since the 1980s, the number of women and girls incarcerated has increased drastically. Yet, we know very little about female criminality and women's lives inside prison.

CRIM 382. CRIMINAL JUSTICE ORGANIZATION AND ADMINISTRATION. 5 Credits.

Basic organization and management of criminal justice agencies. Discusses line, personnel, and auxiliary functions.

CRIM 398. PROFESSIONAL DEV SEMINAR. 5 Credits.

Covers values, ethics and personal development.
CRIM 399. INDIVIDUAL STUDIES. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Individual study in criminal justice. Topics are mutually agreed upon by the instructor and student.

CRIM 404. FORENSIC IDENTIFICATION. 4 Credits.
Notes: limited to 15 students.
This course is an advanced laboratory course in forensic facial reconstruction, forensic osteology and computer applications to forensic identification.

CRIM 416. COMPARATIVE CRIMINAL JUSTICE SYSTEMS. 5 Credits.
A comparative approach to understanding the different criminal justice systems found throughout the world.

CRIM 420. PEACEMAKING CRIMINOLOGY. 5 Credits.
Pre-requisites: CRIM 300.
This course provides an overview of peacemaking within communities and the justice system. Topics include leaders and tactics, and the historical and philosophical foundations of peace movements.

CRIM 421. RESTORATIVE JUSTICE. 5 Credits.
Pre-requisites: CRIM 300.
This course provides an overview of restorative justice within communities and the justice system. Topics include the need for restorative justice practices with an emphasis on the causes of deterrence, new trends in community movements and justice procedures.

CRIM 460. PENOLOGY. 5 Credits.
Notes: Acceptable background security check. Course fee. CJ majors have priority.
A study of the contemporary practice of penology in the western world with special attention to the United States and Washington state. Lecture, laboratory and required field trips to Northwest Custodial Institutions.

CRIM 468. POLICE SYSTEMS AND PRACTICES. 5 Credits.
Pre-requisites: CRIM 300 or permission of the instructor.
This course examines the profession of a police officer. Topics include criminal investigations, specialized operations, ethics, liability, and the process, organization and management of policing in the United States.

CRIM 485. CORRECTIONAL COUNSELING: GROUP METHODS. 5 Credits.
Examines group methods used with criminal offenders, both juvenile and adult. Includes treatment programs, evaluation and therapeutic environments.

CRIM 490. SENIOR CAPSTONE. 5 Credits.
Pre-requisites: senior standing; must be taken prior to internship.
Satisfies: a university graduation requirement–senior capstone.
This course examines the relationship between the major subsystems of the criminal justice system, police, courts, corrections, and juvenile justice. Each of these major components address issues of crime in society with the same constituents, but from a different perspective. Examination of issues that each component has in common and the manner in which they are differently addressed is the focus of this course.

CRIM 495. INTERNSHIP. 6-12 Credits.
Pre-requisites: 2.5 GPA, permission of internship instructor and CRIM 490.
The intern earns credits through participation in a full-time work experience. The length of time is determined by the amount of credit. Normally it will be 10 weeks. Requirements include an on site visit, detailed written report and additional assignments. Internships are limited to the state of Washington and some selected Idaho and Oregon locations. Applications and approval must be obtained prior to the internship experience. Credit for unapproved internship or life experience is not granted.

CRIM 496. EXPERIMENTAL COURSE. 1-5 Credits.

CRIM 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

CRIM 498. CRIMINAL JUSTICE SEMINAR. 5 Credits.

CRIM 499. INDEPENDENT STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
For individual/independent study in criminal justice. Topics are mutually agreed upon by the instructor and the student.
Dental Hygiene

Ann O’Kelley Wetmore (awetmore@ewu.edu), RDH, MSDH Associate Professor/Chairperson
department (https://www.ewu.edu/chsph/programs/dental-hygiene) webpage (https://www.ewu.edu/chsph/programs/dental-hygiene)
290C Health Sciences Bld.
310 N. Riverpoint Blvd. Box E
Spokane, WA 99202
509.828.1300

The Department of Dental Hygiene functions within the university setting and offers a Bachelor of Science Degree in Dental Hygiene that combines a strong liberal arts background with a professional education, an online Bachelor of Science of Dental Hygiene degree completion that enhances the practicing dental hygienists’ education through a broad-based liberal arts and general education courses, and an online Master of Science in Dental Hygiene graduate degree.

Mission of the Department of Dental Hygiene

The Mission of the Department of Dental Hygiene is to prepare culturally sensitive future leaders in the dental hygiene profession to provide competent, compassionate care and assume positions of responsibility and leadership in the professional roles of the dental hygienist. The department promotes a positive and rewarding academic environment that fosters innovation and collaboration for students, faculty, and staff.

Vision of the Department of Dental Hygiene

Be an international model for oral healthcare education that prepares tomorrow’s healthcare leaders who contribute to global research, advocate for change, and transform the profession.

Dental Hygiene Department Goals

The following goals direct the design, purpose and philosophy of the Eastern Washington University Department of Dental Hygiene.

The Dental Hygiene Department:

- provides all students the skills necessary to function in interprofessional teams, in a constantly changing society.
- enhances the profession of dental hygiene through faculty and student research and the use of on-line learning.
- increases community engagement through active participation of students, staff and faculty with civic groups, business, organizations and government.

Faculty


Undergraduate Degrees

Bachelor of Science (BS)
Dental Hygiene (p. 202)
Dental Hygiene (BSDH (p. 204)) On-line Degree Completion (p. 204)

Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.

Undergraduate Program

The mission of Bachelor of Science in Dental Hygiene program is to educate Bachelor of Science dental hygienists to assume positions of responsibility. The faculty of the Dental Hygiene department are committed to creating a quality educational environment that facilitates the development of responsible professionals who can function effectively in an interprofessional health team, in a constantly changing society.

Graduate Degree

Master of Science in Dental Hygiene (MSDH)
Dental Hygiene (p. 205)

Graduate Program

The philosophy of the MSDH program is one of commitment to the education and development of oral health professionals who go beyond academic excellence, who are productive, self-sufficient citizens of society, who are responsive to the global community, and who maintain high ethical standards in their personal and professional lives. In order to achieve these goals, our faculty embodies excellence in academic endeavors, professional development in teaching theory and pedagogy, knowledge of scientific advancements in dental care and advanced clinical skills. Our goal is to produce graduates who are prepared to meet the current and future health care demands of the global community.

Dental Hygiene Major, Bachelor of Science (BS)

The Dental Hygiene program is fully accredited by the Commission on Dental Accreditation of the American Dental Association. It is the only traditional Bachelor of Science in Dental Hygiene program in Washington state. Completion of the dental hygiene curriculum requires a minimum of four full academic years of study. The first two years focus on a broad spectrum of courses, including; university general education core requirements, competencies, and proficiencies, as well as dental hygiene prerequisite basic science courses that prepare students for the dental hygiene major. Once admitted to the program, students combine previous knowledge from general education courses and basic science courses into dental hygiene lecture and clinical coursework over a two-year period that includes five semesters. This two-year professional segment includes emphasis on dental sciences, community dental health, health research theory and clinical practice in traditional and expanded functions. Students treat dental patients under direct faculty supervision at the 46-chair Dental Hygiene clinic on the EWU Spokane campus, the Veterans’ Administration Medical Center and local community clinics. While in the program, dental hygiene students must participate as operators and patients for each other, to deliver and receive injections of local anesthetic, and administer/receive nitrous oxide sedation for dental hygiene learning experiences.

Placement Record for EWU Dental Hygiene Graduates

Dental hygiene graduates are eligible to take national, regional, and state licensing examinations. Successful completion of the examinations enable baccalaureate dental hygienists to seek employment in private
dental practices, health clinics, school programs, public health programs, hospitals, nursing homes, industrial clinics, college dental hygiene programs, corporations, and research. EWU dental hygiene graduates have an excellent placement record in Spokane and nationwide.

**General Admissions Requirements for Dental Hygiene Program**

Access the Dental Hygiene Department website for current information on prerequisite coursework requirements and application procedures for admission to the program. Students interested in majoring in dental hygiene should contact the dental hygiene department early in their university program. Because enrollment is limited and the admission process is competitive, applicants who are admitted to the university and have successfully completed the prerequisite coursework may not be accepted to the Dental Hygiene program.

Prior to acceptance into the Dental Hygiene Program all students must:

- apply for admission to EWU and pay admission fees;
- be willing to treat all patients assigned realizing the potential exists for transmission of blood borne and other infectious diseases during patient care services;
- complete all required Dental Hygiene program admission prerequisite courses and dental hygiene program admission requirements;
- have a Social Security Number SS# prior to entry into the program. Students without a SS# prior to fall entry are dismissed;
- have current immunizations records for Hepatitis B, mumps, measles, rubella, diphtheria, tetanus, pertussis, and varicella; NO EXCEPTIONS;
- hold a current Health Care Provider CPR Certification;
- meet the essential functions required of a dental hygienist;
- pay the Dental Hygiene program application fee in addition to other EWU admission fees;
- provide proof of seroconversion or presence of anti-HBs antibody;
- seek advice from a medical professional specializing in allergies if they suspect they may have a latex allergy;
- submit proof of a QT Gold TB blood test prior to the fall entry into the program.

Admissions Requirements for Transfer Students

Students transferring from either four-year institutions or community colleges must first apply for admission to the university through the EWU Admissions Office, that evaluates transfer coursework and upon request sends a copy of the transcript evaluation to the Dental Hygiene Program.

**Attention High School Students**

Those students interested in dental hygiene should complete one year of high school chemistry, biology and algebra.

**Required Prerequisites prior to admission to Dental Hygiene—quarter system**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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<tr>
<td>BIOL 232</td>
<td>HUMAN ANATOMY AND PHYSIOLOGY NON-BIOL MAJORS</td>
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<td>BIOL 233</td>
<td>HUMAN ANATOMY AND PHYSIOLOGY NON-BIOL MAJORS</td>
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<tr>
<td>BIOL 234</td>
<td>HUMAN ANATOMY AND PHYSIOLOGY NON-BIOL MAJORS</td>
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<tr>
<td>BIOL 235</td>
<td>ELEMENTARY MEDICAL MICROBIOLOG</td>
<td>5</td>
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<tr>
<td>CHEM 161</td>
<td>GENERAL CHEMISTRY FOR THE HEALTH SCIENCES</td>
<td>5</td>
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<tr>
<td>CHEM 162</td>
<td>ORGANIC CHEMISTRY FOR THE HEALTH SCIENCES</td>
<td>5</td>
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<td>CHEM 163</td>
<td>BIOCHEMISTRY FOR THE HEALTH SCIENCES</td>
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<tr>
<td>ENGL 101</td>
<td>COLLEGE COMPOSITION: EXPOSITION AND ARGUMENTATION</td>
<td>5</td>
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<tr>
<td>FNDT 356</td>
<td>NUTRITION</td>
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<td>PSYC 100</td>
<td>GENERAL PSYCHOLOGY</td>
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<td>SOCI 263</td>
<td>SOCIAL PROBLEMS</td>
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Choose one course from the following

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<tr>
<td>CMST 200</td>
<td>INTRODUCTION TO SPEECH COMMUNICATION</td>
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<td>CMST 210</td>
<td>INTERPERSONAL COMMUNICATION</td>
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<td>CMST 250</td>
<td>SMALL GROUP COMMUNICATION</td>
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<td>CMST 312</td>
<td>NONVERBAL COMMUNICATION</td>
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<tr>
<td>CMST 331</td>
<td>INTERVIEWING</td>
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<td>CMST 340</td>
<td>INTERCULTURAL COMMUNICATION</td>
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<td>CMST 440</td>
<td>GLOBAL COMMUNICATION</td>
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Total Credits 59

**Major Requirements for Dental Hygiene**

**Year One—fall semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>DNHY 300S</td>
<td>HEAD AND NECK ANATOMY</td>
<td>5</td>
</tr>
<tr>
<td>DNHY 301S</td>
<td>DENTAL ANATOMY</td>
<td>5</td>
</tr>
<tr>
<td>DNHY 302S</td>
<td>HISTOLOGY AND EMBRYOLOGY</td>
<td>5</td>
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<tr>
<td>DNHY 310S</td>
<td>RADIODYNAMICS</td>
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<td>DNHY 330S</td>
<td>CLINIC</td>
<td>5</td>
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<tr>
<td>DNHY 477S</td>
<td>DISEASE PREVENTION STRATEGIES</td>
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**Year One—spring semester**

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<th>Course</th>
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<tr>
<td>DNHY 321S</td>
<td>PERIODONTAL BIOLOGY I</td>
</tr>
<tr>
<td>DNHY 345S</td>
<td>FOUNDATIONS OF PHYSIOLOGY, PATHOPHYSIOLOGY AND PHARMACOLOGY</td>
</tr>
<tr>
<td>DNHY 350S</td>
<td>CLINIC I</td>
</tr>
<tr>
<td>DNHY 380S</td>
<td>RESTORATIVE DENTISTRY I</td>
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**Year One—summer semester**

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<th>Course</th>
<th>Description</th>
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<tr>
<td>DNHY 421S</td>
<td>PAIN MANAGEMENT</td>
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<tr>
<td>DNHY 450S</td>
<td>CLINIC II</td>
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**Year Two—fall semester**

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<th>Course</th>
<th>Description</th>
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<tr>
<td>DNHY 430S</td>
<td>GENERAL AND ORAL PATHOLOGY</td>
</tr>
<tr>
<td>DNHY 441S</td>
<td>SPECIAL POPULATIONS</td>
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<tr>
<td>DNHY 442S</td>
<td>PERIODONTAL BIOLOGY II</td>
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<tr>
<td>DNHY 451S</td>
<td>CLINIC III</td>
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<tr>
<td>DNHY 460S</td>
<td>DENTAL PUBLIC HEALTH</td>
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<tr>
<td>DNHY 470S</td>
<td>RESEARCH</td>
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<tr>
<td>DNHY 480S</td>
<td>RESTORATIVE DENTISTRY II</td>
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Choose the course below either Fall or Spring (may only be taken once)

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<th>Course</th>
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<tbody>
<tr>
<td>DNHY 475S</td>
<td>CLINICAL EDUCATION STRATEGIES</td>
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Year Two—spring semester

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<th>Course Code</th>
<th>Course Title</th>
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<td>DNHY 452S</td>
<td>CLINIC IV</td>
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<tr>
<td>DNHY 454S</td>
<td>STRATEGIES IN RISK AND PRACTICE MANAGEMENT</td>
<td>4</td>
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<tr>
<td>DNHY 461S</td>
<td>EXPERIENCES IN DENTAL PUBLIC HEALTH</td>
<td>4</td>
</tr>
<tr>
<td>DNHY 481S</td>
<td>RESTORATIVE DENTISTRY III</td>
<td>3</td>
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<tr>
<td>DNHY 484S</td>
<td>PRINCIPLES OF ADVOCACY AND ETHICS</td>
<td>3</td>
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<tr>
<td>DNHY 490S</td>
<td>DENTAL HYGIENE CAPSTONE</td>
<td>3</td>
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<tr>
<td>DNHY 475S</td>
<td>CLINICAL EDUCATION STRATEGIES</td>
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Total Credits: 16

Choose the course below either Fall or Spring (may only be taken once)

<table>
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<td>DNHY 461S</td>
<td>EXPERIENCES IN DENTAL PUBLIC HEALTH</td>
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<tr>
<td>DNHY 481S</td>
<td>RESTORATIVE DENTISTRY III</td>
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<tr>
<td>DNHY 484S</td>
<td>PRINCIPLES OF ADVOCACY AND ETHICS</td>
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<tr>
<td>DNHY 490S</td>
<td>DENTAL HYGIENE CAPSTONE</td>
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Total Credits: 40

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- Diversity Course List (p. 37)
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All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-administering-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

- assess the role of the dental hygienist on an interprofessional health care team;
- create an electronic portfolio that validates successful attainment of the Eastern Washington University Dental Hygiene Core Competencies for Entry into the Profession of Dental Hygiene;
- demonstrate clinical competence through successful completion of all clinical requirements;
- develop programs that promote the health and well-being of a diverse society;
- integrate principles of leadership and advocacy in the professional roles of the dental hygienist;
- synthesize theoretical, experiential, and empirical knowledge from dental hygiene, scientific, and humanistic disciplines into the professional roles of the dental hygienist.

The Bachelor of Science in Dental Hygiene Degree Completion program is designed for students to meet EWU’s Breadth Area Core Requirements.
All students accepted to the Bachelor of Science in Dental Hygiene Degree Completion program must meet university competencies and proficiencies in Math and English. ENGL 201 or its equivalent (English proficiency) is required, along with a college algebra proficiency. Students who do not have completed coursework are permitted to start the program. Please plan accordingly when creating your education plan with the BSDH Program Director.

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Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

- apply translational research findings to evidence-based practices in the professional roles of the dental hygienist;
- assess the role of the dental hygienist on an interprofessional health care team;
- create an electronic portfolio that validates their effectiveness as an ethical and moral dental hygiene professional;
- develop programs that promote collaboration with other professionals for the health and well-being of a diverse society;
- synthesize theoretical and empirical knowledge from dental hygiene, scientific and humanistic disciplines into the professional roles of the dental hygienist.

Dental Hygiene, Master of Science (MS)
The MSDH program offers opportunities for licensed dental hygienists who desire a graduate degree and have a baccalaureate degree. Our graduate program prepares graduates to assume roles in various employment environments and provides them with the tools to initiate as well as to adapt to change. Course work is designed to promote advanced communication and interpersonal skills, critical and reflective thinking, evidence-based decision making, problem-solving, technology and information literacy, interprofessional collaboration, scholarly inquiry and application, ethical and professional behavior, and the value of lifelong learning. Graduate education in dental hygiene is imperative for developing a cadre of dental hygiene professionals who lead the profession and assume leadership roles in health care and education, as well as the development of scholars to participate in the generation and dissemination of original research. Dental hygiene graduate education is based on a body of knowledge that is specific to the roles of the dental hygienist. To that end, students with faculty mentorship complete a practicum experience and a research thesis based on their chosen interest.

Students are required to come to EWU Spokane campus on two occasions, to attend a technology based course one Fall semester and to defend their thesis prior to graduation. All other coursework in this 40 semester credit online program is taught online via Canvas, an online Learning Management System that allows students to submit assignments, contact the course instructor, collaborate with fellow students, and participate in asynchronous discussions or videoconferences.

Admission Requirements for MSDH Program
1. Cumulative undergraduate GPA ≥3.0.
2. Bachelor of Science in Dental Hygiene or related area from an accredited dental hygiene program in the U.S. or Canada. (Bachelor of Arts are considered on a case-by-case basis)
3. Successful completion of the Dental Hygiene National Board exam or its Canadian equivalent.
4. A current dental hygiene license in the U.S. or Canada.

In addition to the $50 university graduate application fee, there is an additional $50 departmental application fee. Applications to the Department of Dental Hygiene are not considered until they are processed in the EWU Graduate Studies Office and a copy of the transcript evaluation is sent from Graduate Studies to the Department of Dental Hygiene. Transcripts and inquiries should be directed to Ann O’Kelley Wetmore, Director of the MSDH program. Information on program application and admission is assessed at the Dental Hygiene (https://www.ewu.edu/chsph/programs/dental-hygiene) department web page.

Required Courses

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<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
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<td>DNHY 505S</td>
<td>HEALTHCARE LEADERSHIP</td>
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<tr>
<td>DNHY 520S</td>
<td>RESEARCH METHODOLOGIES AND SCHOLARLY WRITING</td>
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</tr>
<tr>
<td>DNHY 530S</td>
<td>INTRODUCTION TO THESIS</td>
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<td>DNHY 600S</td>
<td>THESIS</td>
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<tr>
<td>DNHY 605S</td>
<td>COMPONENTS OF PROGRAM DEVELOPMENT</td>
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<td>DNHY 610S</td>
<td>HEALTHCARE EDUCATION THEORIES AND INSTRUCTIONAL METHODS</td>
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<td>DNHY 615S</td>
<td>PRINCIPLES OF DENTAL HYGIENE COURSE AND CURRICULUM DESIGN</td>
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<tr>
<td>DNHY 620S</td>
<td>SEMINAR ON CONCEPTS OF PUBLIC HEALTH AND HEALTH PROMOTION</td>
<td>2</td>
</tr>
<tr>
<td>DNHY 625S</td>
<td>CLINICAL TEACHING STRATEGIES</td>
<td>2</td>
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</tbody>
</table>
Dental Hygiene (DNHY)

Please note: semester courses.

DNHY 300S. HEAD AND NECK ANATOMY. 2 Credits.
Pre-requisites: admission to DNHY Program.
A detailed study of head and neck anatomy, including bones, musculature, blood, lymphatic and nerve supply.

DNHY 301S. DENTAL ANATOMY. 2 Credits.
Pre-requisites: admission to DNHY Program.
The course is a study of tooth anatomy, terminology, morphology and eruption. The following topics are covered: eruption, physiologic tooth form, collective tooth morphology, dental anatomy nomenclature and morphology, root anatomy, wax carvings, and specific anatomical features of selected permanent and primary teeth.

DNHY 302S. HISTOLOGY AND EMBRYOLOGY. 2 Credits.
Pre-requisites: admission to DNHY Program.
A detailed study of oral histology and embryology focusing on the development of the face and oral cavity, along with microscopic anatomy of the oral cavity.

DNHY 310S. RADIOLOGY. 3 Credits.
Pre-requisites: admission to DNHY Program.
Clinical and physical principles of x-ray production, hazards and safety procedures, with an orientation to oral anatomy and completion of acceptable full-mouth surveys, panoramic, occlusal, periapical, and bitewing radiographs on dental clients of all ages.

DNHY 321S. PERIODONTOLOGY I. 2 Credits.
Pre-requisites: admission to DNHY Program.
A detailed study of the various periodontal diseases, with emphasis on histological and clinical recognition as well as treatment of the diseases.

DNHY 330S. PRE-CLINIC. 5 Credits.
Pre-requisites: admission to DNHY Program.
This course introduces the basic principles for clinical dental hygiene treatment using the dental hygiene process of care. Focus is on the integration of didactic and clinical skills.

DNHY 335S. FOUNDATIONS OF PHYSIOLOGY, PATHOPHYSIOLOGY AND PHARMACOLOGY. 5 Credits.
Pre-requisites: admission to DNHY program.
This course covers the principles and concepts of physiology, pathophysiology and pharmacology. Utilizing a body systems approach, students comprehensively address pharmacologic and medico-dental considerations in the management of the medically compromised patient.

DNHY 330S. CLINIC I. 5 Credits.
Pre-requisites: DNHY 330S.
This is the first course in supervised experience in clinical procedures and builds upon pre-clinical learning with emphasis on refining basic skills, acquiring new skills, and using the dental hygiene process of care to provide supervised client care.

DNHY 330S. DISEASE PREVENTION STRATEGIES. 2 Credits.
Pre-requisites: admission to DNHY Program.
This course introduces current theories, knowledge, and evidence-based practices of oral health education, nutrition and disease prevention.

DNHY 330S. RESTORATIVE DENTISTRY I. 5 Credits.
Pre-requisites: admission to DNHY Program.
This comprehensive lecture and laboratory course provides the dental hygiene student an opportunity to acquire knowledge and skills associated with dental materials and restorative expanded functions specifically the selection, manipulation and placement of dental materials.

DNHY 421S. PAIN MANAGEMENT. 3 Credits.
Pre-requisites: admission to DNHY Program.
Lecture/laboratory experiences provide the student an understanding of the history, theory and use of nitrous oxide sedation and local anesthetic agents. Pharmacology, emergency prevention and management, equipment safety, client management, safe administration, client comfort and student-operator decision making are emphasized.

DNHY 430S. GENERAL AND ORAL PATHOLOGY. 2 Credits.
Pre-requisites: admission to DNHY Program.
A histopathological study of oral lesions, pathogenic conditions of significance to dentistry and principles of general pathology. Topics include: basic principles of the disease process, overview of systems pathology, cell and tissue responses in inflammation, immunology, cell injury, cell adaptation, wound healing and neoplasia.

DNHY 441S. SPECIAL POPULATIONS. 1 Credit.
Pre-requisites: admission to DNHY Program.
This course provides students with specialized knowledge of the physical, mental, medical, social, and dental needs of individuals with a developmental or acquired condition. Students work collaboratively to examine issues including access to care and communication related to special populations across the lifespan.

DNHY 442S. PERIODONTOLOGY II. 2 Credits.
Pre-requisites: DNHY 321S.
A continued study of the recognition and treatment of periodontal diseases, with an emphasis on surgical components and advanced periodontal treatments, related to dental hygiene practice.

DNHY 450S. CLINIC II. 5 Credits.
Pre-requisites: DNHY 330S.
This second course of supervised experience in clinical procedures builds upon previous learning with emphasis on integrating basic skills, acquiring advanced skills, and synthesizing knowledge through comprehensive case management using the dental hygiene process of care.
DNHY 451S. CLINIC III. 5 Credits.
Pre-requisites: DNHY 450S.
This third course of supervised experience in clinical procedures builds upon previous learning with emphasis on refining basic skills, integrating advanced skills, and synthesizing knowledge through comprehensive case management using the dental hygiene process of care.

DNHY 452S. CLINIC IV. 5 Credits.
Pre-requisites: DNHY 450S and DNHY 451S.
This fourth course of supervised experience in clinical procedures continues to build upon previous learning with emphasis on mastering basic skills, integrating advanced skills, and synthesizing knowledge through comprehensive case management using the dental hygiene process of care.

DNHY 454S. STRATEGIES IN RISK AND PRACTICE MANAGEMENT. 2 Credits.
Pre-requisites: admission to DNHY Program.
This course focuses on development of skills to obtain a dental hygiene position, interview styles, setting up a dental practice and identification of potential risks in the delivery of oral care.

DNHY 460S. DENTAL PUBLIC HEALTH. 2 Credits.
Pre-requisites: admission to DNHY program.
A comprehensive introduction to public health practices including application of the principles, terminology and techniques of community dental health through serving the needs of the community in various settings. First in a two-course series, students complete the assessment and planning phases in developing a community health program.

DNHY 461S. EXPERIENCES IN DENTAL PUBLIC HEALTH. 1 Credit.
Pre-requisites: DNHY 460S.
This second course in a two-semester series in dental public health further develops the concepts of dental public health and public health experiences. Students continue public health experience in various community settings and complete implementation and evaluation phases of a community health program. Outcomes are disseminated through presentation at a research venue. Students engage in the public health arena in developing a virtual oral health coalition.

DNHY 467S. CAREER STRATEGIES. 1 Credit.
Cross-listed: HSCI 467S.
Pre-requisites: acceptance into Dental Hygiene or Health Science.
Students explore alternate career paths and essential skills needed to create a professional development plan related to a non-clinical dental hygiene practice.

DNHY 469S. APPLIED STATISTICS AND EVIDENCE-BASED DECISION MAKING FOR THE HEALTH SCIENCES. 4 Credits.
Cross-listed: HSCI 469S.
Pre-requisites: MTHD 104 or MTHD 106 or equivalent logic course approved by the department.
Integration of applied statistics, critical appraisal of research, clinical expertise and client values are examined to formulate evidence-based decisions in providing effective healthcare.

DNHY 470S. RESEARCH. 2 Credits.
This course focuses on the basic principles of research and the facilitation of the development of analytical skills for evaluation of professional research. Design of a professional research project relevant to a PICO question is conducted with dissemination via presentation at a regional or national venue.

DNHY 471S. PRINCIPLES OF RESEARCH AND SCIENTIFIC WRITING. 4 Credits.
Cross-listed: HSCI 471S.
Pre-requisites: acceptance into Dental Hygiene or Health Sciences program.
Basic principles of research and the facilitation of the development of analytical skills for evaluation of professional research culminating in the writing of a scientific research report.

DNHY 475S. CLINICAL EDUCATION STRATEGIES. 1 Credit.
Pre-requisites: admission to DNHY program.
This course focuses on providing clinical teaching methodology, learning styles and teaching philosophy to a novice educator. Students are assigned teaching opportunities under the direction of the course instructor.

DNHY 477S. LEADERSHIP AND PROFESSIONAL DEVELOPMENT. 1 Credit.
Cross-listed: HSCI 477S.
Pre-requisites: admission to Dental Hygiene or Health Science.
This course focuses on the development of leadership skills and personal attributes needed to fulfill the professional roles of the dental hygienist.

DNHY 480S. RESTORATIVE DENTISTRY II. 3 Credits.
Pre-requisites: DNHY 380S.
This second course of a three-semester sequence in clinical restorative dental hygiene is comprised of lectures, restorative clinic and laboratory experiences designed to facilitate the student’s knowledge of various restorative materials, clinical procedures, and development of restorative manipulative skills.

DNHY 481S. RESTORATIVE DENTISTRY III. 3 Credits.
Pre-requisites: DNHY 480S.
This is the third semester course of a three-semester sequence in clinical restorative practice. The course is comprised of lectures, restorative clinics, and laboratory experiences, which are designed to facilitate the student’s knowledge of various restorative materials and clinical procedures as well as the development of restorative manipulative skills.

DNHY 484S. PRINCIPLES OF ADVOCACY AND ETHICS. 2 Credits.
Pre-requisites: admission to DNHY program.
This course focuses on the student’s exposure to the ethical and legal principles guiding the decision-making and the practice of dental hygiene and their role as a leader in advocacy for the dental hygiene profession.

DNHY 485S. ORAL HEALTH PROMOTION. 3 Credits.
Pre-requisites: acceptance to the BSDH Degree completion program.
This course focuses on current topics related to oral health affecting changes in global populations.

DNHY 486S. CONTEMPORARY ISSUES IN DENTAL HYGIENE. 3 Credits.
Pre-requisites: acceptance to the BSDH Degree completion program.
A seminar on various global roles of the dental hygienist; innovations in technology, best practices, science and policy related to the dental hygiene process of care.

DNHY 487S. PRINCIPLES AND POLICIES OF HEALTHCARE MANAGEMENT. 3 Credits.
Cross-listed: HSCI 487S.
Pre-requisites: acceptance into Dental Hygiene or Health Sciences program.
Management and policy creation for healthcare programs and businesses, specific disciplines in healthcare are discussed according to student needs.
DNHY 488S. RELATIONSHIP, ETHICS AND COMMUNICATION IN HEALTHCARE. 3 Credits.
Pre-requisites: acceptance into Dental Hygiene or Health Sciences program.
Overarching themes of cultural diversity and global perspectives are employed in the application of theories and concepts of relationship building, ethics and communication for the healthcare provider.

DNHY 489S. PRINCIPLES OF DENTAL PUBLIC HEALTH. 3 Credits.
Pre-requisites: acceptance to the Dental Hygiene program.
This course provides an overview of basic public health concepts including epidemiology, policy, cost, well-being, access and global health focusing on the relationship of oral public health to general public health.

DNHY 490S. DENTAL HYGIENE CAPSTONE. 3 Credits.
Pre-requisites: acceptance to the BSDH degree completion program.
Satisfies: a university graduation requirement–senior capstone.
This course incorporates the major learning themes of the dental hygiene curriculum resulting in a student-generated culminating capstone project.

DNHY 491S. FOUNDATIONS OF CLINICAL EDUCATION. 5 Credits.
Cross-listed: HSCI 491S.
Pre-requisites: acceptance into Dental Hygiene or Health Sciences program.
A foundation course providing fundamental theories, teaching strategies and applications in education and leadership.

DNHY 492S. EDUCATION/HEALTH PROMOTION PRACTICUM. 3 Credits.
Pre-requisites: DNHY 491S.
A practicum experience in didactic, clinical or laboratory instruction integrating leadership, professionalism, ethics, educational theories and teaching strategies, with a focus on assessment and evaluation.

DNHY 494S. MYTHOLOGY, FOLKLORE AND HEALTHCARE. 4 Credits.
Cross-listed: HSCI 494S.
Pre-requisites: ENGL 201 or DNHY 470S.
A course offering historical and diverse perspectives on health based on folklore and mythology.

DNHY 499S. INDEPENDENT STUDY. 1-4 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

DNHY 502S. GRADUATE SEMINAR IN HEALTHCARE TECHNOLOGY. 1 Credit.
Pre-requisites: admission to the DNSH graduate program.
This seminar focuses on the use of technology in healthcare.

DNHY 505S. HEALTHCARE LEADERSHIP. 3 Credits.
Focusing on healthcare providers, this course provides skill building in the critical areas of leadership development. The content develops the leadership skills essential for achieving personal and organizational objectives.

DNHY 520S. RESEARCH METHODOLOGIES AND SCHOLARLY WRITING. 4 Credits.
Pre-requisites: PUBH 563S or approved statistics course by dept.
This course focuses on the research methods, writing, critical and analytical skills necessary to complete a successful thesis, develop a grant, and use evidence based practices as a life-long learner.

DNHY 530S. INTRODUCTION TO THERAPEUTICS. 1 Credit.
Pre-requisites: PUBH 563S or approved statistics course by dept., DNHY 520S or concurrent enrollment in DNHY 520S.
This course provides a foundation for development of a thesis on a chosen topic under the direction of a faculty member.

DNHY 557S. ADVANCED LOCAL ANESTHESIA. 1 Credit.
Pre-requisites: admission to the PB Dental Hygiene Practitioner program.
Review of traditional techniques and science of local anesthesia administration followed by advanced procedures including recently introduced or alternative methods requiring non-standard armamentarium. The laboratory component focuses on refining existing skills and developing competency in advanced techniques. Proof of completion of an approved course in local anesthesia and a Washington state license to administer local anesthesia are required.

DNHY 559S. BASIC RESTORATIVE PROCEDURES. 3 Credits.
Pre-requisites: admission to the PB Dental Hygiene Practitioner program.
This is a comprehensive lecture, clinical, and laboratory course providing students an opportunity to acquire didactic, laboratory, and clinical knowledge associated with properties, selection, placement, and manipulation of dental materials. Topics include cements, bases, and sealers; temporary restorations; rubber dam application; composites and amalgams placement; and polishing amalgams.

DNHY 570S. ADVANCED HEALTH ASSESSMENT AND DIAGNOSTIC REASONING. 2 Credits.
Pre-requisites: admission to the PB Dental Hygiene Practitioner program.
This didactic and clinical course stresses problem-solving, critical thinking, and clinical judgment in providing a comprehensive, patient-centered approach to assessment, diagnosis, treatment planning, and evaluation within the context a dental collaborative management agreement. The oral-systemic link, socio-cultural, familial, environmental, and developmental influences across the lifespan are considered emphasizing health promotion, disease prevention, and management of common oral health problems.

DNHY 572S. INTRODUCTION TO OPERATIVE DENTISTRY TECHNIQUE. 5 Credits.
Pre-requisites: admission to the PB Dental Hygiene Practitioner program.
This lecture and laboratory course focuses on developing competency on theoretical and laboratory principles of operative dentistry utilizing direct placement restorative materials in the permanent dentition. In a simulated setting, operative dentistry techniques are applied to restore form, function, and esthetics to diseased teeth including basic principles of cavity preparation and restoration, and appropriate selection and application of direct restorative materials.

DNHY 575S. PHARMACOLOGICAL PRINCIPLES OF CLINICAL THERAPEUTICS. 2 Credits.
Pre-requisites: admission to the PB Dental Hygiene Practitioner program.
Appropriate care for patients taking medications and delivery of pharmacological therapeutics to complement clinical dental hygiene practitioner care delivery within the scope of practice and collaborative management authorization are covered. Competency development in providing, dispensing, and administering analgesics, anti-inflammatories, and antibiotics are included.

DNHY 599S. INDEPENDENT STUDY. 1-5 Credits.
Independent Study.

DNHY 600S. THESIS. 2 Credits.
Notes: can be repeated for up to a total of 20 thesis credits.
Pre-requisites: DNHY 520S, DNHY 530S, PUBH 563S.
Under the direction of faculty, students use current research to write a thesis demonstrating mastery of a chosen topic.

DNHY 605S. COMPONENTS OF PROGRAM DEVELOPMENT. 2 Credits.
This course offers an overview of general principles of teaching, learning and evaluation in academic and community oral health programs. Emphasis is on dissecting the components of program development (assessment, planning, implementation and evaluation).
DNHY 610S. HEALTHCARE EDUCATION THEORIES AND INSTRUCTIONAL METHODS. 2 Credits.
This course introduces evidence-based concepts to prepare the instructor /health promoter for a successful teaching experience. Major themes include learning and teaching styles, learning objective development, lesson planning, assessment strategies and classroom management techniques in traditional, laboratory, online and community settings.

DNHY 615S. PRINCIPLES OF DENTAL HYGIENE COURSE AND CURRICULUM DESIGN. 3 Credits.
pre-requisites: DNHY 605S, DNHY 610S.
This course focuses on the study of course and curriculum development, leadership, administrative theories and andragogy unique to the profession of dental hygiene.

DNHY 620S. SEMINAR ON CONCEPTS OF PUBLIC HEALTH AND HEALTH PROMOTION. 2 Credits.
In this thematic seminar students use current evidence to engage in discussion on topics related to the roles of advocate and health promoter.

DNHY 625S. CLINICAL TEACHING STRATEGIES. 2 Credits.
pre-requisites: DNHY 605S, DNHY 610S.
This course focuses on theories and methods of clinical instruction and supervision, including psychomotor skill development, competency-based evaluation, student mentoring and remediation. Organizational and administrative philosophies in clinical education based on accreditation standards are examined.

DNHY 630S. SEMINAR ON HEALTHCARE POLICIES AND FINANCE. 2 Credits.
This thematic seminar provides the student with opportunities to investigate and discuss current literature on healthcare policy and finance.

DNHY 635S. PRACTICUM. 5 Credits.
Notes: approval required for off-campus sites.
pre-requisites: DNHY 605S, DNHY 610S, DNHY 615S, DNHY 625S.
This course focuses on an individualized learning experience to apply principle and theories in an emphasis area.

DNHY 640S. SEMINAR ON ADMINISTRATION, MANAGEMENT AND ORGANIZATION. 2 Credits.
pre-requisites: DNHY 505S, DNHY 615S.
In this thematic seminar, students discuss the relational, operational and analytical skills key to success in administration including the application of leadership, management theory and organizational behavior. Topics include accreditation, quality assurance, policymaking, relationship building, strategic planning, conflict resolution and communication.

DNHY 660S. COMMUNITY BASED PRIMARY ORAL HEALTH CARE. 5 Credits.
pre-requisites: admission to the PB Dental Hygiene Practitioner program.
Lecture, laboratory, and clinical experiences furthers concept development and skills building for the dental hygiene practitioner student within the context of advance dental therapy practice noting indications for professional referral to provide comprehensive patient care. Complex amalgam and composite tooth preparations and restorations; pre-formed crown preparations and restorations; provisional restorations; preventive mouthguards; uncomplicated primary and permanent tooth exodontia; and pediatric restorative dentistry, atraumatic restorative dentistry, and pulpotomies are performed in a laboratory setting. Clinical rotations offer practice in behavior management; treatment planning; prevention; restorative care; repair of defective removable prosthetics and soft relines; and space maintenance for pediatric and adolescent patients.

DNHY 670S. MANAGEMENT OF DENTAL EMERGENCIES AND URGENT CARE. 2 Credits.
pre-requisites: admission to the PB Dental Hygiene Practitioner program.
This didactic and simulation laboratory course reviews common medical and dental emergencies that may occur in dental settings, as well as, emergency management and prevention protocols. Emphasis is on accurate data collection, analysis, and information processing to develop appropriate action plans resulting in successful outcomes in the management of dental and medical emergencies. Medical emergency simulation laboratory experiences take place in a dental operatory.

DNHY 675S. ADVANCED SPECIALTY FIELDWORK. 2 Credits.
pre-requisites: admission to the PB Dental Hygiene Practitioner program.
This seminar practicum course enables dental hygiene practitioner students to deliver primary and preventive oral healthcare services to special needs patients in extended campus clinical settings under the guidance of a dentist preceptor. Patient groups encountered may include: pediatrics, geriatrics, medically compromised, patients with genetic and/or acquired disabilities and financially or motivationally impaired patients. Clinical employment of teledentistry, professional referrals/consultations and collaborative management agreements to ensure comprehensive patient care is emphasized.

DNHY 680S. SUPERVISED COMMUNITY PRACTICUM. 3 Credits.
pre-requisites: admission to the PB Dental Hygiene Practitioner program.
This practicum based course offers in-depth dental hygiene practitioner clinical practice experiences of the oral health care practitioner student’s choosing. Emphasis is on providing primary and preventive oral health care dental services under the guidance of a dentist preceptor to one of the following underserved populations: pediatric; geriatric; medically; mentally; or psychologically compromised patients; financially and/or motivationally impaired patients. Competent, professional dental treatment requiring consideration outside routine patient methodology and comprehensive management of patient-centered dental problems within the context of advanced dental therapy practice is the course focus.
Dentistry

Art DiMarco, Director, Regional Initiatives in Dental Education
program page (https://www.ewu.edu/chsph/programs/ride)
509.828.1290

Note: In cooperation with the University of Washington School of Dentistry (UWSOD), EWU offers courses for first-year dental students. Please contact the program director for course information.
Design

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Mindy Breen, Sonja Durr, Eric Galey, Ginelle Hustrulid, P. Colin Manikoth, Travis Masingale, Tyreil Poosri, Breanna White

Undergraduate Degrees

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Undergraduate Minor
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Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.

Undergraduate Programs

Students studying in the Department of Engineering & Design may select from a broad number of disciplines that include Electrical Engineering, Mechanical Engineering Technology, Mechanical Engineering, Visual Communication Design, Construction, Design and Manufacturing. The primary goal of the Department of Engineering & Design is to provide students with the technical background required for careers in business and industry. Coursework within each program offers experiences in many areas of engineering and design that enhance the preparation of our graduates.

Engineering & Design Departmental Scholarship Information

The department awards two scholarships annually: the M. W. Consulting Engineering Scholarship and Aaron G. Mertens memorial scholarship. These scholarships are awarded to our majors based on academic qualifications and need.

General Admissions Information for Engineering & Design

Students entering the Bachelor of Science degree program as juniors should have completed one year of physics as well as mathematics through precalculus. Failure to complete the mathematics and physics requirements before the junior year likely will delay graduation.

Grade Requirements

In order to receive a degree in design, students must earn a grade ≥B in DESN 263 and DESN 363 in addition to the department requirement of ≥2.5 GPA in all DESN/TECH coursework.

Design, Bachelor of Design (BDes)

A Bachelor of Design is geared heavily toward design, with less emphasis on fine arts. Our program objective is to prepare students for employment in design-related fields.

Note: two years of a single high school foreign language or one year of a single college level foreign language is required.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DESN 100</td>
<td>DRAWING FOR COMMUNICATION</td>
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</tr>
<tr>
<td>DESN 200</td>
<td>VISUAL THINKING</td>
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</tr>
<tr>
<td>DESN 216</td>
<td>DIGITAL FOUNDATIONS</td>
<td>4</td>
</tr>
<tr>
<td>DESN 243</td>
<td>TYPOGRAPHY</td>
<td>4</td>
</tr>
<tr>
<td>DESN 259</td>
<td>HISTORY OF DESIGN</td>
<td>4</td>
</tr>
<tr>
<td>DESN 263</td>
<td>VISUAL COMMUNICATION DESIGN 1</td>
<td>4</td>
</tr>
<tr>
<td>DESN 338</td>
<td>USER EXPERIENCE DESIGN 1</td>
<td>4</td>
</tr>
<tr>
<td>DESN 343</td>
<td>TYPOGRAPHY 2</td>
<td>4</td>
</tr>
<tr>
<td>DESN 350</td>
<td>DIGITAL PHOTOGRAPHY</td>
<td>4</td>
</tr>
<tr>
<td>DESN 363</td>
<td>VISUAL COMMUNICATION DESIGN 2</td>
<td>4</td>
</tr>
<tr>
<td>DESN 366</td>
<td>PRODUCTION DESIGN</td>
<td>4</td>
</tr>
<tr>
<td>DESN 368</td>
<td>WEB DESIGN 1</td>
<td>4</td>
</tr>
<tr>
<td>DESN 463</td>
<td>VISUAL COMMUNICATION DESIGN 3</td>
<td>4</td>
</tr>
<tr>
<td>DESN 480</td>
<td>PROFESSIONAL PRACTICE</td>
<td>4</td>
</tr>
<tr>
<td>DESN 493</td>
<td>PORTFOLIO (must be repeated)</td>
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</tbody>
</table>

Electives—choose in consultation with your design advisor

Senior Capstone

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DESN 490</td>
<td>SENIOR CAPSTONE</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Credits 75

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Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)

<table>
<thead>
<tr>
<th>Humanities and Arts (p. 35)</th>
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</thead>
<tbody>
<tr>
<td>Natural Sciences (p. 35)</td>
</tr>
<tr>
<td>Social Sciences (p. 36)</td>
</tr>
</tbody>
</table>

University Graduation Requirements (p. 36) (UGR)

<table>
<thead>
<tr>
<th>Foreign Language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minor or Certificate</td>
</tr>
<tr>
<td>Diversity Course List (p. 37)</td>
</tr>
<tr>
<td>Global Studies Course List (p. 37)</td>
</tr>
<tr>
<td>Senior Capstone Course List (p. 38)</td>
</tr>
</tbody>
</table>

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).
Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate). Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

- apply imaginative and adaptive thinking;
- demonstrate appropriate/effective use of technology, including recognizing evolving/emerging technologies;
- demonstrate effective conceptual thinking and creative problem solving;
- demonstrate fundamental/basic design principles and processes;
- develop an awareness of self and others;
- develop an entrepreneurial attitude;
- develop an understanding of social responsibility;
- develop design solutions that demonstrate craft and practical application;
- develop individual expression;
- present and defend design solutions;
- produce a body of work appropriate for industry review;
- recognize (and be curious about) social and cultural diversity;
- synthesize the tools and processes of design to solve complex problems;
- work cooperatively to achieve shared goals.

Visual Communication Design, Bachelor of Fine Arts (BFA)

The Department of Engineering & Design and the Department of Art offer an intercollegiate Visual Communication Design program founded on four major concerns: developing the highest levels of individual creative performance and professional education; providing courses for all students which develop ability in both technical visual communications as well as important core skills in the area of fine art; giving students a greater cultural and historical understanding and aesthetic appreciation of the function of design in the arts and in the world around them; and functioning as dual centers of emphasis and resource for the visual arts, visual communication and technology in the cultural activities of both the university community and the community at large.

Both departments are committed to working together to give students access to current technologies in the area of visual communication design, as well as experience in developing the necessary visual skills provided by studio art areas such as drawing, painting and sculpture.

The program ends with a three quarter senior year intensive studio experience for the preparation of portfolios for job placement or graduate school application. This includes midterm faculty review of student work, quarterly outside professional review and a final exhibition as the completion of the student portfolio of work.

Prior to declaring the BFA major, students must apply to the program by submitting a portfolio and academic transcripts. Application is recommended at the end of the sophomore year to help ensure that appropriate junior year courses are selected. Students need not be in the BFA to take DESN or ART classes, with the exception of the senior year three quarter class DESN 471/ART 471. This course requires previous acceptance into the BFA degree program.

Notes:

1. There is no foreign language requirement for BFA students.
2. Including university requirements, the above program requires a minimum of 180 credits or an average of 15 credits per quarter for a 12 quarter, four-year program. The 180 credits are based upon the following assumptions: Students will have satisfied ENGL 101. If this is not true, then the student will have to complete up to five more credits of classes (See university competencies.)
3. ART 213 fulfills EWU’s Fine Arts core requirement.
4. TECH 393 fulfills EWU’s International Studies requirement.
5. DESN 490 fulfills EWU’s senior capstone requirement.

Grade Requirements

- in order to receive the Visual Communication Design degree, students must earn a grade ≥B in DESN 263 and DESN 363;
- and the department requirement of ≥2.5 GPA in all DESN/TECH coursework.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>ART 202</td>
<td>STUDIO ART II: SPACE/FORM/MATERIALS</td>
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<tr>
<td>ART 207</td>
<td>COLOR DESIGN</td>
<td>5</td>
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<tr>
<td>ART 213</td>
<td>ART IN THE HUMANITIES</td>
<td>5</td>
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<td>ART 300</td>
<td>DRAWING</td>
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<td>ART 303</td>
<td>DIGITAL ART II</td>
<td>5</td>
</tr>
<tr>
<td>ART 360</td>
<td>PRINTMAKING</td>
<td>5</td>
</tr>
<tr>
<td>ART 401</td>
<td>LIFE DRAWING</td>
<td>5</td>
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<tr>
<td>ART 431</td>
<td>HISTORY OF CONTEMPORARY ART</td>
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<tr>
<td>DESN 100</td>
<td>DRAWING FOR COMMUNICATION</td>
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<td>DESN 216</td>
<td>DIGITAL FOUNDATIONS</td>
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<tr>
<td>DESN 243</td>
<td>TYPOGRAPHY</td>
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</tr>
<tr>
<td>DESN 259</td>
<td>HISTORY OF DESIGN</td>
<td>4</td>
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<tr>
<td>DESN 263</td>
<td>VISUAL COMMUNICATION DESIGN 1</td>
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<tr>
<td>DESN 338</td>
<td>USER EXPERIENCE DESIGN 1</td>
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<td>DESN 363</td>
<td>VISUAL COMMUNICATION DESIGN 2</td>
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<tr>
<td>DESN 366</td>
<td>PRODUCTION DESIGN</td>
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</tr>
<tr>
<td>DESN 368</td>
<td>WEB DESIGN 1</td>
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</tr>
<tr>
<td>DESN 463</td>
<td>VISUAL COMMUNICATION DESIGN 3</td>
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<tr>
<td>DESN/ART 471</td>
<td>SENIOR EXHIBITION (must be taken three times)</td>
<td>1</td>
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<td>DESN 490</td>
<td>SENIOR CAPSTONE</td>
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<td>DESN 495</td>
<td>INTERNSHIP</td>
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<tr>
<td>TECH 393</td>
<td>TECHNOLOGY WORLD CIVILIZATION</td>
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</table>

Electives

Design Elective

Studio Art Elective

Total Credits 103-105

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Breadth Area Core Requirements (BACR)

- Humanities and Arts (p. 35)
- Natural Sciences (p. 35)
- Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)

- Foreign Language
- Minor or Certificate
- Diversity Course List (p. 37)
- Global Studies Course List (p. 37)
- Senior Capstone Course List (p. 38)

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- be able to describe and respond to audiences and contexts that communication solutions must address, including recognition of the physical, cognitive and social human factors that shape design decisions;
- create a cohesive body of work on a level appropriate to entry into both graduate schools and design professions and have the ability to defend their portfolio work both orally and in writing;
- have an understanding of basic business practices, including the ability to organize design projects and to work productively as members of a team;
- have an understanding of multimedia tools and technology, including their roles in the creation, reproduction and distribution of visual messages;
- have basic skills to create a response to visual communication problems, including an understanding of the principles of visual organization/composition, information hierarchy, symbolic representation, typography, aesthetics and the construction of meaningful images;
- have the ability to draw on thoughts and ideas in relation to an art historical timeline, apply contemporary concepts in design to their own work and articulate and discuss art within our own culture and the art of other cultures;
- have the ability to solve visual communication problems, including the skills of identification, research and information gathering, analysis and generation of alternative solutions.

**Design Minor**

A minor in design will provide students with a foundation in the creative, conceptual and technical skills necessary to understand and participate in the design needs of future professional practice. This minor supports endeavors in design for print and web, and mobile devices, including effective use of design thinking, process and techniques.

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DESN 200</td>
<td>VISUAL THINKING</td>
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<tr>
<td>DESN 216</td>
<td>DIGITAL FOUNDATIONS</td>
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Electives—choose from the following list 12

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>DESN 243</td>
<td>TYPOGRAPHY</td>
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<tr>
<td>DESN 259</td>
<td>HISTORY OF DESIGN</td>
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<tr>
<td>DESN 263</td>
<td>VISUAL COMMUNICATION DESIGN 1</td>
</tr>
<tr>
<td>DESN 275</td>
<td>DIGITAL SOUND</td>
</tr>
<tr>
<td>DESN 338</td>
<td>USER EXPERIENCE DESIGN 1</td>
</tr>
<tr>
<td>DESN 348</td>
<td>USER EXPERIENCE DESIGN 2</td>
</tr>
<tr>
<td>DESN 350</td>
<td>DIGITAL PHOTOGRAPH</td>
</tr>
<tr>
<td>DESN 363</td>
<td>VISUAL COMMUNICATION DESIGN 2</td>
</tr>
<tr>
<td>DESN 366</td>
<td>PRODUCTION DESIGN</td>
</tr>
<tr>
<td>DESN 368</td>
<td>WEB DESIGN 1</td>
</tr>
<tr>
<td>DESN 378</td>
<td>WEB DESIGN 2</td>
</tr>
</tbody>
</table>

**Total Credits** 26

- apply imaginative and adaptive thinking;
- demonstrate appropriate/effective use of technology, including recognizing evolving/emerging technologies;
- demonstrate effective conceptual thinking and creative problem solving
- demonstrate fundamental/basic design principles and processes;
- develop an awareness of self and others;
- develop an entrepreneurial attitude;
- develop an understanding of social responsibility;
- develop design solutions that demonstrate craft and practical application;
- develop individual expression;
- present and defend design solutions;
- produce a body of work appropriate for industry review;
- recognize (and be curious about) social and cultural diversity;
- synthesize the tools and processes of design to solve complex problems;
- work cooperatively to achieve shared goals.

**User Experience Design Certificate**

A certificate in User Experience(UX) design will provide students and working professionals a multidisciplinary approach to UX in the context of web-enabled design. Students will learn techniques for composing well crafted and intentional interactions between users and products or technology. The UX certificate provides applied understanding of the concepts, practical knowledge and skills necessary for understanding User Centered Design(UCD) and developing experiences and artifacts for people. Current web technologies (rapid prototyping, modern user interface patterns, HTML(5), CSS, JavaScript, etc.) will be introduced, while preparing for future web enabled devices or the progressive enhancement approach. Students will design real world projects with affordances for research, experimentation and play.

Note: to receive the certificate, students must successfully complete each of the required courses.

**Grade Requirements:** students must earn a GPA ≥B in certificate coursework.
DeS100. Drawing for Communication. 5 Credits.
This course covers hand-drawing as a design skill. Emphasis is on sketching, design drawing, design process and composition studies for visual presentation and design solutions. Students gain drawing skills such as basics of drawing techniques, basic shapes, light, texture, pattern, gesture and perspective drawing to communicate and present their ideas visually. Students learn and develop critical thinking and creative problem solving skills using the drawing process.

DeS100. Visual Thinking. 5 Credits.
Pre-requisites: ENGL 101.
In this course, students will critically interpret images and decode them much like they would decode a poem. Students will use what they already know to figure out what they don't. Through hands-on activities, students will practice working with image and text to create compelling and authentic images and messages. Creative exploration and reflection will introduce students to practices with which they may not be familiar or comfortable.

DeS106. Digital Foundations. 4 Credits.
Introduction to media design and digital culture using computer software for the creation and manipulation of images and text, file management, and preparation for print, web or multimedia uses.

DeS126. Typography. 4 Credits.
Pre-requisites: DeS106 and DeS126.
An introductory-level course concentrating on the fundamentals of typography with emphasis on letterforms, typographic syntax, type specification, type as image and the use of type in a variety of communicative purposes.

DeS209. History of Design. 4 Credits.
This course considers the development of design in the broad sense of the term. Beginning with the Industrial Revolution and continuing forward to the present day, this course explores the components of design that have influenced the direction of design thinking.
DESN 355. MOTION DESIGN. 4 Credits.
Pre-requisites: DESN 263.
This course explores the principles of design through motion, with an emphasis on effective use of typography, graphical elements, sound and motion within time and space. Students learn how to import projects, create narrative structures, storyboard, output for various devices and problem solve moving image concerns.

DESN 360. PUBLICATION DESIGN. 4 Credits.
This course covers principles of design, typography, and the use of graphic files, in both print and digital publication. Professional desktop publishing software and common web design software are used. Emphasis is on skills required for basic literacy as well as the effective design of common formats such as brochures, newsletters, books, and web pages.

DESN 363. VISUAL COMMUNICATION DESIGN 2. 4 Credits.
Notes: in order to advance into Visual Communication Design 3, students must earn ≥B grade in this class.
Pre-requisites: DESN 243, DESN 263 with a grade ≥B.
This course focuses on the interaction of type and image in the visual communication design process. An introduction to form and composition will be achieved through a sequence of design projects that emphasize compositional structure. The goal of class projects is the development of complex, cohesive visual systems using traditional production skills, design processes and specialized computer applications.

DESN 365. MOTION DESIGN 2. 4 Credits.
Pre-requisites: DESN 355.
This course continues to build upon the knowledge and tools explored in Motion 1. Focusing more on the theory and practice of motion design, students will use advanced motion techniques to further realize and develop their motion design projects. Students will explore pre-visualization techniques, character driven design, data visualization processes, and apply in-depth problem solving skills to create large scale projects.

DESN 366. PRODUCTION DESIGN. 4 Credits.
Pre-requisites: DESN 263.
This course provides students with theory, knowledge and skill of production design for both print and web application. Students gain conceptual understanding and practical skill in areas including color management, print production and web graphics such as banners and videos.

DESN 368. WEB DESIGN 1. 4 Credits.
Pre-requisites: DESN 216.
This course covers professional web design addressing modern technologies, processes and techniques. Students work with current web technologies, while preparing for future web enabled devices, or the progressive enhancement approach. Technologies will include HTML(5) and CSS(2/3).

DESN 374. BRAND THINK AND SERVICE DESIGN. 4 Credits.
Pre-requisites: DESN 363.
This course explores the research and strategies of service design and brand development. Through case study research, students come to understand what constitutes a successful brand solution and how shared community experiences are created.

DESN 375. DIGITAL VIDEO. 4 Credits.
Pre-requisites: DESN 216.
This course offers an introduction to digital video techniques. Students will be introduced to production, editing, theory and practical application for the creation of effective visual communication solutions. Emphasis will be on the creative application of concept and design for the moving image and understanding how to integrate textual, graphical and audio elements for the successful communication of messages created for CD, DVD and the Web.

DESN 378. WEB DESIGN 2. 4 Credits.
Pre-requisites: DESN 368.
This course covers modern user experience (UX) design, rapid prototyping, and modern user interface (UI) patterns. Web programming continues to build upon HTML(5), CSS(2/3), and with the addition of JavaScript frameworks to complement the progressive enhancement process. This course continues the foundations set by DESN 368.

DESN 385. ADVANCED DIGITAL SOUND. 4 Credits.
Pre-requisites: DESN 275.
This course provides in-depth experience in digital sound creation and editing techniques, along with related hardware and software. Topics include live and studio recording techniques, multi-track project recording, mixing and mastering, and the design and creation of sound tracks, including music, to support and enhance typical media productions. Collaborative and individual projects will be required.

DESN 396. EXPERIMENTAL COURSE. 1-5 Credits.
EXPERIMENTAL

DESN 398. SEMINAR. 1-6 Credits.
Seminars.

DESN 399. DIRECTED/INDEPENDENT STUDY. 1-10 Credits.
Indendent Study.

DESN 458. USER EXPERIENCE DESIGN 3. 4 Credits.
Pre-requisites: DESN 348.
This course explores the importance of user interface and emphasizes the role visual structure plays in the design of user experiences. Students apply the prototyping process: research, application, testing and iteration to create useful interactions between web enabled designs and end users. Principles and practices of digital typographic presentation to achieve communication goals and objectives are studied.

DESN 463. VISUAL COMMUNICATION DESIGN 3. 4 Credits.
Pre-requisites: DESN 363 with a grade ≥B.
This course continues the study of visual communication design, combining theoretical studies with applied projects. It emphasizes awareness of contemporary visual culture through analysis of a wide range of design examples and continued refinement of perceptual, problem-solving and creative skills. Students employ effective design processes and solutions for issues and topics relevant to contemporary visual communication design practice.

DESN 468. WEB DESIGN 3. 4 Credits.
Pre-requisites: DESN 378.
Web Lab is a project- and team-based course focusing on the design and development of experimental websites and web applications. Students are introduced to responsive web design processes, techniques and technologies. Design addresses the challenges of mobile interactions and evolving mobile devices.
DESIGN (DESN)

DESIGN 471. SENIOR EXHIBITION. 1 Credit.
Cross-listed: ART 471.
Notes: must be repeated three times for credit.
Prerequisites: senior standing and declared BFA in VCD major.
This course entails the individual preparation and presentation of work for senior exhibition.

DESIGN 474. ADVERTISING CONCEPTS. 4 Credits.
Prerequisites: DESN 363 and DESN 368.
This course covers principles of advertising design, specifically developing advertising concepts. Open to students in visual communication design, journalism and marketing programs.

DESIGN 480. PROFESSIONAL PRACTICE. 4 Credits.
Prerequisites: senior standing.
Professional Practice is the study of the visual design industry from both the agency and freelance perspective.

DESIGN 490. SENIOR CAPSTONE. 5 Credits.
Prerequisites: senior standing; DESN 363, DESN 368.
Satisfies: a university graduation requirement—senior capstone.
This course expands on previous visual communication design knowledge and skills and also emphasizes communication, collaboration and presentation skills. In teams, students work on a comprehensive design project for a community partner which emphasizes design research and the design processes that lead to creative conceptualization and final design solutions. Students are expected to demonstrate sophisticated design decisions and appropriate design solutions.

DESIGN 491. SENIOR PROJECT. 1-10 Credits.
Notes: graded Pass/Fail.
Prerequisites: senior standing; permission of the instructor.
Independent and/or group study and production of a design project.

DESIGN 493. PORTFOLIO. 2 Credits.
Notes: may be repeated for credit up to three times.
Prerequisites: DESN 363 and DESN 368.
In this course, students have the opportunity to develop portfolio quality work. Emphasis is placed upon content and concept development, problem solving, formal solutions, statements of objectives and presentation.

DESIGN 495. INTERNSHIP. 2-6 Credits.
Notes: graded Pass/Fail.
Prerequisites: junior standing; permission of instructor, department chair and college dean. An internship is on-the-job-training. It exposes students to the professional environment through outside job opportunities in graphic design studios, advertising agencies, corporate communications departments and other acceptable organizations. Students work under the guidance of art directors, creative directors, senior graphic designers or marketing communication managers and perform creative work that is educational and meaningful for their short-term academic goals as well as their long-range career preparation.

DESIGN 496. EXPERIMENTAL COURSE. 1-6 Credits.

DESIGN 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-6 Credits.

DESIGN 498. SEMINAR. 1-6 Credits.

DESIGN 499. DIRECTED STUDY. 1-6 Credits.
Prerequisites: permission of instructor, department chair and college dean.

DESIGN 504. COMMUNICATION TECHNOLOGIES. 4 Credits.
An accelerated coverage of the theory and applications of communication technologies. Emphasis is on competencies and skills required in business and industry including desktop publishing, computer-assisted image generation and manipulation, data translation and communication and presentation media development used in advertising, proposal writing, presentations and publications.

DESIGN 508. WEB DESIGN. 4 Credits.
Notes: offered fall.
This course covers professional web design addressing modern technologies, processes and techniques. Students work with current web technologies, while preparing for future web enabled devices, or the progressive enhancement approach. Technologies will include HTML(5) and CSS(2/3).

DESIGN 550. DIGITAL FOUNDATIONS. 4 Credits.
Prerequisites: METC 110.
Introduction to media design and digital culture using computer software for the creation and manipulation of images and text, file management, and preparation for print, web or multimedia uses.
Disability Studies

Romel W. Mackelprang, Program Director, department page (https://www.ewu.edu/css/programs/disability-studies)
233 Senior Hall
509.359.6484

Ryan Parrey, Ph.D. Lecturer
216 Senior Hall
509.359.6487

Undergraduate Degrees

Undergraduate Minor
Disability Studies (p. 217)

Undergraduate Certificate
Disability Studies (p. 218)

Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.

Undergraduate Program

Disability Studies is an interdisciplinary academic program involving multiple academic departments throughout the university. Administratively, it is located in the College of Social Sciences drawing students from multiple disciplines from every EWU college. It is offered in both traditional and online educational formats.

Disability Studies is a multidisciplinary field drawing from humanities and liberal arts, and from the social, physical, and natural sciences. Taught by faculty from multiple fields and disciplines, the Disability Studies program offers courses at both the undergraduate and graduate levels, and educates students to develop an understanding of disability, disability culture and people with disabilities as diverse and inclusive members of society.

The Disability Studies Graduate Certificate program embraces disability as part of the tapestry of a diverse society. It highlights universal access the philosophy that responsible societies do not just accommodate minorities but are constructed for all people; majority and minority, typical and atypical. It acknowledges people’s intersectionalities; that we each have multiple traits and characteristics. It utilizes critical diversity theory; that our diverse traits occur in social contexts, and opportunities are influenced by societal structures and policies. The program’s emphases on diversity, social justice, and universal access complement the university’s mission to prepare its graduates to live and work in a diverse society, including disability advocacy and human rights work.

The Disability Studies Graduate Certificate program is offered in traditional and online formats and is designed for students living throughout the US and internationally. Matriculated graduate students are invited to enroll in Disability Studies courses. Post baccalaureate, non-matriculated students are required to follow university procedures to enroll in the Certificate Program.

Disability Studies Minor

Grade Requirements: the Disability Studies Minor requires a combined GPA for DSST course grades to be ≥C and a minimum grade ≥C- for all courses.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSST 310</td>
<td>Disability, Culture and Society</td>
<td>5</td>
</tr>
<tr>
<td>DSST 410</td>
<td>Disability as Diversity</td>
<td>5</td>
</tr>
<tr>
<td>DSST 420</td>
<td>Human Diversity and Human Rights</td>
<td>5</td>
</tr>
<tr>
<td>or DSST 430</td>
<td>Disability: Critical Perspectives from the Liberal Arts and Humanities</td>
<td></td>
</tr>
<tr>
<td>DSST 490</td>
<td>Senior Capstone Project in Universal Access</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Credits 20

Student learning outcomes for the DSST Certificate have been updated and modified to reflect changes in the field, but the basic core objectives and outcomes remain intact. The DSST Minor options reflect the additional learning outcomes from the expanded curriculum for the respective options. These are outline below:

Student Learning Outcomes, Disability Studies Certificate. Students will:

- demonstrate knowledge of the perceptions and beliefs about disability throughout history and in contemporary society;
- identify Disability culture and recognize the contributions of disabled/Disabled persons in society;
- recognize how laws and policies influence the lives of people with disabilities

Graduate Degree

Graduate Certificate
Disability Studies (p. 218)

Graduate Program

Disability Studies is a multidisciplinary field drawing from humanities and liberal arts, and from the social, physical, and natural sciences. Taught by faculty from multiple fields and disciplines, the Disability Studies program offers courses at both the undergraduate and graduate levels, and educates students to develop an understanding of disability, disability culture and people with disabilities as diverse and inclusive members of society.

The Disability Studies Graduate Certificate program embraces disability as part of the tapestry of a diverse society. It highlights universal access the philosophy that responsible societies do not just accommodate minorities but are constructed for all people; majority and minority, typical and atypical. It acknowledges people’s intersectionalities; that we each have multiple traits and characteristics. It utilizes critical diversity theory; that our diverse traits occur in social contexts, and opportunities are influenced by societal structures and policies. The program’s emphases on diversity, social justice, and universal access complement the university’s mission to prepare its graduates to live and work in a diverse society, including disability advocacy and human rights work.

The Disability Studies Graduate Certificate program is offered in traditional and online formats and is designed for students living throughout the US and internationally. Matriculated graduate students are invited to enroll in Disability Studies courses. Post baccalaureate, non-matriculated students are required to follow university procedures to enroll in the Certificate Program.
Disability Studies Certificate

The Disability Studies Certificate is a 15 credit hour program that educates students about disability, disability culture, and the lived experiences of persons with disabilities. It consists of three courses, including a community-based service-learning course. Disability Studies is also an optional area of study for students pursuing an Interdisciplinary Studies major.

Grade Requirements: the Disability Studies Certificate requires a combined GPA for DSST course grades to be ≥2.0 and a minimum grade ≥C- for all courses.

Required Courses

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>DSST 310</td>
<td>DISABILITY, CULTURE AND SOCIETY</td>
<td>5</td>
</tr>
<tr>
<td>DSST 410</td>
<td>DISABILITY AS DIVERSITY</td>
<td>5</td>
</tr>
<tr>
<td>DSST 490</td>
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<td>5</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

Student Learning Outcomes—students will

- demonstrate knowledge of the perceptions and beliefs about disability throughout history and in contemporary society;
- identify disability culture and recognize the contributions of Disabled persons in society;
- display knowledge of how laws and policies influence the lives of people with disabilities;
- analyze societal representations of defining disability including the moral, medical and social models;
- understand disability as a characteristic in the diverse tapestry of society;
- apply the principles of universal access to disability and to other diverse societal characteristics.

Disability Studies Graduate Certificate

The Graduate Disability Studies Certificate, a 15–25 credit credit program provides three options. The 15 credit program educates students about disability, disability culture and the lived experiences of persons with disabilities. The 20 credit Critical Disability Studies Certificate explores the liberal arts foundation of disability studies and diversity studies. The 20 credit Applied Disability Studies Certificate applies laws and policies to the study of human rights and diversity. Students successfully completing all 25 DSST credits earn the Critical and Applied Disability Studies Certificate.

Grade Requirements: the Graduate Disability Studies Certificate requires a minimum GPA ≥3.0 and individual minimum grades for all DSST courses ≥C+.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>DSST 501</td>
<td>DISABILITY, CULTURE AND SOCIETY</td>
<td></td>
</tr>
<tr>
<td>DSST 510</td>
<td>DISABILITY AS DIVERSITY</td>
<td></td>
</tr>
<tr>
<td>DSST 590</td>
<td>INTERDISCIPLINARY PROJECT IN UNIVERSAL ACCESS</td>
<td></td>
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<tr>
<td><strong>Expanded Certificate Option</strong></td>
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<td><strong>5-10</strong></td>
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Applied Disability Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>DSST 520</td>
<td>HUMAN DIVERSITY AND HUMAN RIGHTS</td>
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</table>

Critical Disability Studies

<table>
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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>DSST 530</td>
<td>DISABILITY: CRITICAL PERSPECTIVES FROM THE LIBERAL ARTS AND HUMANITIES</td>
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</table>
**Critical and Applied Disability Studies**

<table>
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<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>DSST 205</td>
<td>PSYCHOLOGICAL PERSPECTIVES ON DISABILITY</td>
</tr>
<tr>
<td>DSST 215</td>
<td>BIOSOCIAL ASPECTS OF HUMAN DEVELOPMENT</td>
</tr>
<tr>
<td>DSST 225</td>
<td>DISABILITY HISTORY IN THE UNITED STATES</td>
</tr>
<tr>
<td>DSST 310</td>
<td>DISABILITY, CULTURE AND SOCIETY</td>
</tr>
<tr>
<td>DSST 340</td>
<td>DOING DISABILITY STUDIES: ORGANIZATIONAL AND CAREER CONTEXTS</td>
</tr>
</tbody>
</table>

**Total Credits**: 20-25

**Student Learning Outcomes—students will**

- demonstrate knowledge of the perceptions and beliefs about disability throughout history and in contemporary society;
- identify Disability culture and recognize the contributions of disabled/ Disabled persons in society;
- recognize how laws and policies influence the lives of people with disabilities
- analyze societal representations of defining disability including the moral, medical and social models;
- analyze the place of disability and disabled persons in academic traditions and disciplines, and in society as a whole;
- understand disability as a characteristic in the diverse tapestry of society;
- apply the principles of universal access to disability and to other diverse societal characteristics.

**Additional Student Learning Outcomes, Applied Disability Studies Certificate**:

- analyze how laws and policies influence the lives of people with disabilities and other traditionally devalued populations based on characteristics including race/ ethnicity, sex and gender, sexual orientation and gender identity, religion and nationality;
- apply a framework for evaluating the impact of laws and policies relative to those that, a) limit or deny groups; b) address or redress problems categorically; c) provide benefits or opportunities to specific groups, and/ or d) are universally and non-categorically based.

**Additional Student Learning Outcomes, Critical Disability Studies Certificate**:

- understand the place and value of disabled people within the foundational philosophies of Western society;
- articulate the nature, and problematic character, of representations of disability in literature, film, art, and performance;
- critique contemporary depictions and deployments of disability;
- recognize and appreciate how people with disabilities and Disability culture have, and continue to, develop their own counter-narratives.

**Disability Studies (DSST)**

**DSST 205. PSYCHOLOGICAL PERSPECTIVES ON DISABILITY. 5 Credits.**
Satisfies: a BACR for social sciences.

Students explore the lived social and psychological experience of disabled individuals from a disability studies perspective that “disability” is a socially construct rather than an individual-deficiency. Students examine strengths and limitations of traditional psychology and disability studies bases scholarship and approaches. They engage in psychological enquiry into how disabled people can forge positive identities and how disabled people collectively build disability culture and community.

**DSST 215. BIOSOCIAL ASPECTS OF HUMAN DEVELOPMENT. 5 Credits.**

This course focuses on the biosocial domain and covers biological systems, development and functioning and the social contextual meanings of biological traits and conditions, (e.g. neurological, hereditary, sexual, immune, sensory) and characteristics and impairments (e.g. physical traits and characteristics, mental and cognitive functioning).

Implications of impairment, disability and Disability are analyzed and compared to other characteristics and traits that are used to marginalize people.

**DSST 225. DISABILITY HISTORY IN THE UNITED STATES. 5 Credits.**
Satisfies: a BACR for social sciences.

Students examines patterns of understanding and responding to human difference in American history, emphasizing disability as a label and lived experience. The course provides a historical context for understanding and assessing contemporary issues facing disabled people. Additionally, it familiarizes students with methods for the retrieval and engages them critical examination of primary historical source material that influence how history is interpreted and understood.

**DSST 310. DISABILITY, CULTURE AND SOCIETY. 5 Credits.**

Notes: may be stacked with DSST 501.
Satisfies: a university graduation requirement—diversity.

Disability and persons with disabilities have been with us throughout the history of humankind. This course familiarizes students to disability as a component of the diverse tapestry of society. Historical disability conceptualizations and issues are discussed. Contemporary and emerging explanations of disability in contemporary society and Disability Culture are explored.

**DSST 340. DOING DISABILITY STUDIES: ORGANIZATIONAL AND CAREER CONTEXTS. 5 Credits.**

Pre-requisites: DSST 310 or permission of instructor.

In this course, students apply Disability Studies principles to their occupations, careers, and everyday lives. Students apply previous learning about diversity, disability, and people with disabilities to employment and community contexts. They analyze professional, organizational, and community practices and policies to assess accessibility and inclusion of people with disabilities and other diverse groups as leaders, colleagues, consumers and clients.
DSST 360. RESEARCH METHODS IN DISABILITY STUDIES. 5 Credits.
Pre-requisites: MTHD 104 or equivalent.
This course teaches social research methods used in positivist and constructivist research. Students interpret research and assess uses, benefits, drawbacks and ethics of respective social research approaches. Students evaluate how research has been used to marginalize disabled people and other minority groups juxtaposed with emancipatory research. They learn processes to formulate concrete research questions and plans, review literature, collect and analyze data, and disseminate results.

DSST 410. DISABILITY AS DIVERSITY. 5 Credits.
Cross-listed: WMST 418.
Notes: may be stacked with DSST 510.
Pre-requisites: DSST 310 or permission from DSST program chair.
Disability shapes, and is shaped by, multiple social and cultural identities as well as lived experiences. This course teaches students to recognize, analyze, and comprehend disability, and disabled persons, as part of the rich tapestry of human experience; including disability intersections with other diverse identities and groups in society. Working through interdisciplinary scholarship, cultural artifacts, and first-person accounts, students will learn how disability compliments and also complicates existing identity categories and notions of diversity.

DSST 420. HUMAN DIVERSITY AND HUMAN RIGHTS. 5 Credits.
Notes: may be stacked with DSST 520.
Pre-requisites: successful completion of a university diversity course or permission of the instructor.
Satisfies: a university graduation requirement–global studies.
This course explores how laws and policies affect diverse people and groups; majority and minority, domestically and globally. It goes beyond laws and policies affecting discrete groups based on their characteristics by addressing intersectionalities, analyzing beliefs and practices that transcend specific times, identities, and locations. It looks at how societies and contexts frame people’s individual characteristics and traits and develop policies and practices.

DSST 430. DISABILITY: CRITICAL PERSPECTIVES FROM THE LIBERAL ARTS AND HUMANITIES. 5 Credits.
Notes: may be stacked with DSST 530.
Pre-requisites: DSST 310 or permission of instructor.
Representations of disabled people in literature, art, film, music and theatre reflect and shape what disability means and what it means to be disabled. In addition to exploring mainstream representations, we will examine works that demonstrate artistic, scholarly and concrete ways of doing disability differently.

DSST 490. SENIOR CAPSTONE PROJECT IN UNIVERSAL ACCESS. 5 Credits.
Notes: may be stacked with DSST 590.
Pre-requisites: DSST 410 or permission of the instructor.
Satisfies: a university graduation requirement–senior capstone.
This course provides students the opportunity to develop a community-based, service-learning project with colleagues from multiple academic disciplines. Under the direction of the instructor, students participate in a project that addresses universal access in the context of a diverse society. Weekly lectures integrate conceptual and practical learning relative to universal access for diverse populations including those with disabilities.

DSST 496. EXPERIMENTAL COURSE. 1-5 Credits.

DSST 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
Pre-requisites: DSST 310 or instructor permission.
This course allows the DSST program to provide students for-credit opportunities for engaging in seminars and short courses focusing on contemporary issues that are in line with the core values of the DSST program of universal access, intersectionality and critical diversity. Credits options are offered for students who engage in additional scholarly activity in addition to the sessions.

DSST 499. DIRECTED STUDY. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Independent study under faculty direction, adapted to individual needs of the students.

DSST 501. DISABILITY, CULTURE AND SOCIETY. 5 Credits.
Pre-requisites: baccalaureate degree or instructor permission.
Disability and persons with disabilities have been with us throughout the history of humankind. This course has been developed to familiarize students to disability as a component of the diverse tapestry of society. Historical disability conceptualizations and issues will be discussed. Contemporary and emerging explanations of disability in contemporary society and Disability Culture will be explored.

DSST 510. DISABILITY AS DIVERSITY. 5 Credits.
Notes: may be stacked with DSST 410.
Pre-requisites: baccalaureate degree or instructor permission.
Disability shapes, and is shaped by, multiple social and cultural identities as well as lived experiences. This course teaches students to recognize, analyze, and comprehend disability, and disabled persons, as part of the rich tapestry of human experience; including disability intersections with other diverse identities and groups in society. Working through interdisciplinary scholarship, cultural artifacts, and first-person accounts, students will learn how disability compliments and also complicates existing identity categories and notions of diversity.

DSST 520. HUMAN DIVERSITY AND HUMAN RIGHTS. 5 Credits.
Notes: may be stacked with DSST 420.
Pre-requisites: bachelor’s degree or permission of the instructor.
In this course, students explore how laws and policies are formulated and applied across diversities; minority and majority, advantaged and disadvantaged. We investigate the explicit and implicit effects of laws and policies and how they enhance and inhibit human rights for people based on characteristics such as gender and gender identity, race and ethnicity, disability, religion, and economic status. Beginning with a foundation in U.S. laws and policies, students also explore international human diversity and human rights. We assess historical and contemporary approaches to human rights including mechanisms employed by leaders such as the founding leaders of the U.S., Mahatma Gandhi, Martin Luther King, Malcolm X, Paul Kagame of Rwanda, and Desmond Tutu and Nelson Mandela of South Africa, and apply them to contemporary issues and events.
DSST 530. DISABILITY: CRITICAL PERSPECTIVES FROM THE LIBERAL ARTS AND HUMANITIES. 5 Credits.

**Notes:** may be stacked with DSST 430.

**Pre-requisites:** bachelor's degree or permission or instructor.

This course addresses Disability Studies as it as unfolded within and across the humanities and liberal arts. Over the last generation, disability studies scholars have analyzed representations of people with disabilities as they appear in literature, myth, art, film, photography, music and theatre. These fields reflect and shape the meaning and reality of disability. Poetic and other artistic modes of discourse can deepen our understanding of the lived experience of disability.

DSST 590. INTERDISCIPLINARY PROJECT IN UNIVERSAL ACCESS. 5 Credits.

**Notes:** may be stacked with DSST 490.

**Pre-requisites:** DSST 510 or permission.

This course is applies classroom learning to community settings. Students in this course will participate in community engaged service learning with colleagues from multiple academic disciplines. Under the direction of the instructor and working with a community mentors, students will participate in projects that enrich the community by enhancing universal access and full participation in society by diverse groups.

DSST 596. EXPERIMENTAL COURSE. 1-6 Credits.
Earth and Space Science

Sharen Keattch, Program Advisor
department page (https://www.ewu.edu/cstem/programs/geology)
130 Science Bldg.
509.359.7358
e-mail (geol@ewu.edu)

Faculty
Varies.

Undergraduate Degrees

Bachelor of Arts in Education (BAE)
Earth and Space Science/Secondary (p. 222)

Undergraduate Minor
Earth and Space Science/Secondary (p. 223)

Teacher Certification/Add-on Endorsement
General Science/Add-on Endorsement (p. 223)

Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.

Undergraduate Programs

The BAE in Earth and Space Science is for prospective secondary school science teachers. The Earth and Space Science major and minor are interdisciplinary, with required courses from geography, geology, physics, chemistry and biology.

General Admissions Requirements for Earth and Space Science

High school students who plan to enter this program are encouraged to take three or four years of both science and mathematics in high school. University students should generally complete their BACR requirements, particularly in the Natural Sciences, prior to entering the program. Students are encouraged to contact the Earth and Space Science advisor to aid them in selecting these BACR courses.

General Degree Completion Requirements for Earth and Space Science

Grade Requirement for BAE
≥2.8 cumulative average
≥B- in each course

Secondary Education Core

30-hour multicultural education field requirement
EDUC 201 INTRODUCTION TO EDUCATION 3
EDUC 303 FOUNDATIONS OF ASSESSMENT 3
EDUC 309 FOUNDATIONS OF SECONDARY CLASSROOM MANAGEMENT 3
EDUC 341 SECONDARY STRATEGIES, MANAGEMENT, ASSESSMENT 3
EDUC 413 CONTENT AREA LITERACY: MANAGEMENT AND ASSESSMENT FOR SECONDARY EDUCATION CANDIDATES 3
EDUC 420 ADMISSION TO PROFESSIONAL CANDIDACY 1
EDUC 426 SECONDARY STUDENT TEACHING 7-12 12
EDUC 427 GENERAL STUDENT TEACHING K-12 3-15

Total Credits 31-43

Secondary Education students must complete the required Secondary Education Core and the following courses.

Earth and Space Science Required Courses

CHEM 151 GENERAL CHEMISTRY 5
GEOG 305 INTRODUCTION TO OCEANOGRAPHY 5
GEOG 314 WEATHER AND CLIMATE 5
GEOG 410 GEOMORPHOLOGY 5
GEOL 120 PHYSICAL GEOLOGY - THE SOLID EARTH 5
GEOL 121 PHYSICAL GEOLOGY - SURFICIAL PROCESSES 5
GEOL 122 HISTORICAL GEOLOGY 5
GEOL 311 EARTH MATERIALS 4
GEOL 320 ENVIRONMENTAL GEOLOGY or GEOL 360 GEOLOGIC HAZARDS 4
MATH 142 PRECALCULUS MATH II 5
PHYS 121 DESCRIPTIVE ASTRONOMY 5
PHYS 131 INTRODUCTORY PHYSICS I 4
PHYS 161 MECHANICS LABORATORY 1
SCED 390 SCIENCE TEACHING METHODS 2
SCED 391 MIDDLE LEVEL AND EARTH AND SPACE SCIENCE METHODS 3

Total Credits 67-68

Electives—students must take field-oriented coursework from the list 4-5 below or from special field courses in GEOG or GEOL approved by the Earth and Space Science advisor.

GEOG 201 INTRODUCTION TO FIELD RESEARCH
GEOG/BIOL 312 FUNDAMENTALS OF SOIL SCIENCE
GEOG 315 SURFACE HYDROLOGY
GEOG 325 WETLAND SCIENCE I
GEOL 455 GEOLOGY OF THE COLORADO PLATEAU
GEOL 496 EXPERIMENTAL COURSE

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)
  Humanities and Arts (p. 35)
  Natural Sciences (p. 35)
  Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)
  Foreign Language
  Minor or Certificate
  Diversity Course List (p. 37)
  Global Studies Course List (p. 37)
  Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).
Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).
Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

- apply science and engineering practices in NGSS;
- appropriately respond to potential safety hazards in different learning environments, e.g., laboratory, classroom, field;
- explain how cross-cutting ideas bridge disciplinary boundaries, uniting core ideas throughout the fields of science and engineering;
- explain the disciplinary core ideas of earth and space science and can guide the learning of others in key principles of earth and space science outlined in the Next Generation Science Standards;
- incorporate instructional materials and teaching strategies to a community of diverse students.

Earth and Space Science/Secondary Minor
This minor satisfies the endorsement for grades 5–12

Required Courses
GEOG 305 INTRODUCTION TO OCEANOGRAPHY 5
GEOG 314 WEATHER AND CLIMATE 5
GEOL 120 PHYSICAL GEOLOGY - THE SOLID EARTH 5
GEOL 121 PHYSICAL GEOLOGY - SURFICIAL PROCESSES 5
GEOL 122 HISTORICAL GEOLOGY 5
PHYS 121 DESCRIPTIVE ASTRONOMY 5
SCED 390 SCIENCE TEACHING METHODS 2
SCED 391 MIDDLE LEVEL AND EARTH AND SPACE SCIENCE METHODS 3

Total Credits 35

- demonstrate an understanding of the disciplinary core ideas of Earth and Space Science and can guide the learning of others in key principles of earth and space science outlined in the Next Generation Science Standards (NGSS);
- apply science and engineering practices in NGSS;
- incorporate instructional practices in NGSS;
- explain how cross-cutting ideas bridge disciplinary boundaries, uniting core ideas throughout the fields of science and engineering;
- appropriately respond to potential safety hazards in different learning environments, e.g., laboratory, classroom, field.

Add-on Endorsement—General Science
Teacher Certification/Add-on Endorsements
For students who currently possess a Washington State Teaching Certificate.

- This add-on satisfies the General Science endorsement and allows teachers to teach any science grades 5–12.
- To improve their marketability as science teachers, students may wish to complete this option in addition to their BAE in Biology, Chemistry, Earth and Space Science or Physics.

Individuals with an endorsement in one of the sciences can receive a General Science Endorsement if they are successful in passing the General Science West E exam. However, we recommend taking the following courses in order to increase the likelihood of passing the exam.

Required Courses
BIOI 171 BIOLOGY I 5
BIOI 172 BIOLOGY II 5
BIOI 173 BIOLOGY III 5
CHEM 151 GENERAL CHEMISTRY 5
CHEM 152 GENERAL CHEMISTRY 5
CHEM 153 GENERAL CHEMISTRY 5
GEOG 314 WEATHER AND CLIMATE 5
GEOL 120 PHYSICAL GEOLOGY - THE SOLID EARTH 5
GEOL 121 PHYSICAL GEOLOGY - SURFICIAL PROCESSES 5
PHYS 121 DESCRIPTIVE ASTRONOMY 5
PHYS 131 INTRODUCTORY PHYSICS I 4
PHYS 132 INTRODUCTORY PHYSICS II 4
PHYS 161 MECHANICS LABORATORY 1
PHYS 162 HEAT AND OPTICS LABORATORY 1

Program will determine the appropriate Teaching Methods courses.

- BIOI 390 BIOLOGY TEACHING METHODS
- CHEM 390 CHEMICAL METHODS IN SECONDARY SCHOOL
- GEOL/GEOG 390 EARTH SCIENCE TEACHING METHODS
- PHYS 390 PHYSICS TEACHING METHODS
- SCED 390 SCIENCE TEACHING METHODS

Total Credits 65
Economics

David Bunting, Chair
department page (https://www.ewu.edu/cbpa/programs/economics)
311 Patterson Hall
509.359.4748

Faculty
Maggie apRoberts-Warren, Justin R. Bucciferro, David C. Bunting, Kelley L. Cullen, Martine Duchatelet, Nathaniel D. Greene, Roberta J. Greene, Mark Holmgren, German M. Izon, Thomas M. Karier, Nicholas W. Larsen, Nathan S. Skuza.

Undergraduate Degrees

Bachelor of Arts (BA)
Economics (p. 224)

Bachelor of Science (BS)
Economics (p. 225)
Economics Computing Option (p. 226)

Undergraduate Minors
Economics (p. 226)
General Education Economics (p. 226)

Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.

Undergraduate Programs

The Economics Program offers flexible degree options that can be tailored for a variety of career choices. A Bachelor of Arts (BA) major provides valuable training for students interested in general management positions, public sector careers or attending law school or graduate school in the social sciences with electives in poverty and discrimination, public finance and international economics. A Bachelor of Arts with a Mathematics Option, the Bachelor of Science Option, or the Bachelor of Science with Computing Option provide strong quantitative and analytical training for those considering a career as an analyst or attending graduate school in economics or business with courses in econometrics and mathematical economics. An Economics Minor enhances any EWU major, especially for those interested in social sciences, business or public affairs, with courses in money and banking, industrial organization and political economy. The department also supports health related fields with courses in health economics and risk and insurance.

Economics courses appeal to students who are analytical and problem solvers and interested in social issues or the operation of private organizations. Economics majors have found careers in a wide variety of private and public sector occupations as bankers, union officials, market analysts, managers, stockbrokers, insurance executives, researchers, and legislative staffers. They are employed by port districts, export/import firms, public utilities, consulting firms, railroads, airlines, software firms, aerospace firms and numerous local, state and federal government agencies. Others have gone on to graduate studies at Washington State University, University of Washington, Oregon, Yale, and Purdue; or received law, MBA, MPA, or International Studies degrees.

Prospective majors or those considering a minor or second major should consult with a departmental advisor to design a program consistent with their goals.

General Admissions Requirements for Economics

Upper-division courses in economics assume students have satisfied the university requirement for competency in basic mathematics and English. All programs in the major require some university level mathematics, statistics and computer use. Students are strongly urged to consult with a department advisor early in their academic careers to plan an interesting and efficient program in economics.

Graduate Degree

Graduate Certificate
Regional Economic and Public Policy Analysis (p. 227)

Graduate Program

The Graduate Certificate in Regional Economic Policy Analysis offers the opportunity to expand and enhance quantitative skills to analyze policy issues such as the regional economic impact of proposed housing projects, plant closures, or social program expansions. The focus of the certificate is on the development of analytical methods of economics and statistics; identification of appropriate statistical information for regional analysis; application of tools, methodologies and techniques of policy analysis; and the use of analytical tools and methods such as GIS, input-output analysis, regression analysis and computer modeling.

The REPA Certificate is a 28 credit curriculum that can be a part of a graduate program at EWU or a stand-alone certificate. All students must complete the graduate admissions requirements.

Students in the certificate program should consult with their appropriate advisor: the Planning and Public Administration Department Chair or the Economics Department Chair.

Economics Major, Bachelor of Arts (BA)

Grade Requirements: in order to graduate with a BA in Economics students must complete ECON 304 and ECON 305 with a minimum grade ≥ C and the cumulative GPA for all courses completed towards the major must be ≥ 2.0.

Introductory Core

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<td>DATA ANALYSIS FOR BUSINESS</td>
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<td>or CSBS 320</td>
<td>INTRODUCTORY STATISTICS FOR THE SOCIAL SCIENCES</td>
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<tr>
<td>or MATH 380</td>
<td>ELEMENTARY PROBABILITY AND STATISTICS</td>
<td></td>
</tr>
<tr>
<td>ECON 200 &amp; ECON 201</td>
<td>INTRODUCTION TO MICROECONOMICS and INTRODUCTION TO MACROECONOMICS</td>
<td>10</td>
</tr>
<tr>
<td>MATH 142</td>
<td>PRECALCULUS MATH II</td>
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<tr>
<td>or MATH 161</td>
<td>CALCULUS I</td>
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<tr>
<td>or MATH 200</td>
<td>FINITE MATHEMATICS</td>
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Major Core

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<tr>
<td>ECON 304</td>
<td>INTERMEDIATE MICROECONOMIC THEORY (minimum grade ≥ 2.0)</td>
<td>5</td>
</tr>
</tbody>
</table>
**Economics Major, Bachelor of Science (BS)**

**Grade Requirements**: in order to graduate with a BA in Economics students must complete ECON 304 and ECON 305 with a minimum grade ≥C and the cumulative GPA for all courses completed towards the major must be ≥2.0.

**Introductory Core**
- **DSCI 245** DATA ANALYSIS FOR BUSINESS (4-5)
- or **CSBS 320** INTRODUCTORY STATISTICS FOR THE SOCIAL SCIENCES
- or **MATH 380** ELEMENTARY PROBABILITY AND STATISTICS
- **ECON 200** INTRODUCTION TO MICROECONOMICS (5)
- **ECON 201** INTRODUCTION TO MACROECONOMICS (5)
- **MATH 142** PRECALCULUS MATH II (5)
- or **MATH 161** CALCULUS I
- or **MATH 162** CALCULUS II
- **MATH 163** CALCULUS III
- **MATH 231** LINEAR ALGEBRA
- or **MATH 347** INTRODUCTORY DIFFERENTIAL EQUATIONS
- or **MATH 385** PROBABILITY AND STATISTICAL INFERENCE I

**Economics Core**
- **ECON 304** INTERMEDIATE MICROECONOMIC THEORY (5)
- **ECON 305** INTERMEDIATE MACROECONOMIC THEORY (5)
- **ECON 337** ECONOMETRICS (5)
- **ECON 490** ECONOMICS SENIOR CAPSTONE (5)

**Total Credits**: 77-80

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**University Competencies and Proficiencies** (p. 33)

**Breadth Area Core Requirements (BACR)**
- **Humanities and Arts** (p. 35)
- **Natural Sciences** (p. 35)
- **Social Sciences** (p. 36)

**University Graduation Requirements (p. 36) (UGR)**
- Foreign Language
- Minor or Certificate
- Diversity Course List (p. 37)
- Global Studies Course List (p. 37)
- Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.
Breadth Area Core Requirements (BACR)
- Humanities and Arts (p. 35)
- Natural Sciences (p. 35)
- Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)
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- understand and apply the Cost/Benefit Principle to a current socio-economic issue;
- understand the use of fiscal and monetary policies in addressing contemporary macroeconomic issues;
- use quantitative skills to analyze economic data;
- use supply and demand modeling to predict and/or explain some economic event.

Economics Computing Option, Bachelor of Science (BS)

Grade Requirements: in order to graduate with a BS in Economics, students must complete ECON 304 and ECON 305 with a grade ≥C and the cumulative GPA for all courses completed towards the major must be ≥2.0.

Required Core
- ECON 200 INTRODUCTION TO MICROECONOMICS 5
- ECON 201 INTRODUCTION TO MACROECONOMICS 5
- ECON 304 INTERMEDIATE MICROECONOMIC THEORY 5
- ECON 305 INTERMEDIATE MACROECONOMIC THEORY 5
- ECON 337 ECONOMETRICS 5
- ECON 430 MATHEMATICAL ECONOMICS 5
- ECON 438 ECONOMETRICS II 5
- ECON 490 ECONOMICS SENIOR CAPSTONE 5
- MATH 161 CALCULUS I 5

Math Supporting
- MATH 301 DISCRETE MATHEMATICS 5
- MATH 380 ELEMENTARY PROBABILITY AND STATISTICS 5
- or MATH 385 PROBABILITY AND STATISTICAL INFERENC E 5

Computing Related Courses
- CSCD 110 INTRODUCTION TO PROGRAMMING 5

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD 255</td>
<td>C PROGRAMMING FOR ENGINEERS</td>
<td>5</td>
</tr>
<tr>
<td>CSCD 327</td>
<td>RELATIONAL DATABASE SYSTEMS</td>
<td>4</td>
</tr>
<tr>
<td>MENG 201</td>
<td>MATLAB</td>
<td>4</td>
</tr>
<tr>
<td>or CSCD 409</td>
<td>SCIENTIFIC PROGRAMMING</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 72-73

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)
- Humanities and Arts (p. 35)
- Natural Sciences (p. 35)
- Social Sciences (p. 36)

Economics Minor

Required Courses
- ECON 200 INTRODUCTION TO MICROECONOMICS 5
- ECON 201 INTRODUCTION TO MACROECONOMICS 5

Electives—choose upper-division courses in Economics. 8-10

Total Credits: 18-20

General Education Economics Minor

Required Course
- ECON 100 GENERAL EDUCATION ECONOMICS 5

Electives—choose three from the following: 15
ECON 412 ECONOMIC HISTORY OF THE UNITED STATES
ECON 415 HISTORY OF ECONOMIC THOUGHT
ECON 417 POLITICAL ECONOMY
ECON 424 ECONOMICS OF POVERTY AND DISCRIMINATION

Total Credits 20

Regional Economic and Public Policy Analysis Graduate Certificate

Program prerequisites: BADM 500 and PLAN 401.

Required Certificate Courses

ECON 558/ BADM 518 URBAN AND REGIONAL ECONOMICS 4
PLAN/BADM 504 PLANNING METHODS II: POPULATION AND ECONOMY 5
PLAN 524 ADVANCED STRATEGIC PLANNING 4
or PADM 507 PUBLIC POLICY ANALYSIS
PLAN/ECON/ PADM 589 TOPICS IN REGIONAL ECONOMIC POLICY ANALYSIS 4

Electives—choose from the following 12

ECON 539 ADVANCED QUANTITATIVE METHODS FOR POLICY ANALYSIS
ECON 550 PUBLIC FINANCE AND PUBLIC POLICY
ECON 575/ BADM 510 ECONOMIC DEVELOPMENT
HSAD 550 HEALTH ECONOMICS
PADM 523 PUBLIC FINANCIAL MANAGEMENT
PADM 533 METROPOLITAN GOVERNANCE AND ADMINISTRATION
PLAN 565 GIS FOR URBAN AND REGIONAL ANALYSIS

Total Credits 29

Economics (ECON)

ECON 100. GENERAL EDUCATION ECONOMICS. 5 Credits.
Satisfies: a BACR for social sciences.
General consideration of economic reasoning and methodology through examination of fundamental concepts in micro- and macroeconomics and through extension and applications of economic theory.

ECON 195. INTERNSHIP. 1-5 Credits.

ECON 200. INTRODUCTION TO MICROECONOMICS. 5 Credits.
Pre-requisites: MTHD 104 completed.
Satisfies: a BACR for social sciences.
Examines the general functioning of a price system using fundamentals of supply and demand. Explores the variety of market forms, theory of factor incomes and the effects of government intervention to promote efficiency and equity.

ECON 201. INTRODUCTION TO MACROECONOMICS. 5 Credits.
Pre-requisites: MTHD 104 completed.
Satisfies: a BACR for social sciences.
Reviews national income accounts and the determinants of national income and employment for an economy. Explores the impact of monetary and fiscal policy on aggregate performance and considers specific problems such as full employment, inflation, economic growth and international economic relations.

ECON 295. INTERNSHIP. 1-15 Credits.

ECON 299. DIR ST IN ECONOMICS. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Individual reading and research. Restricted to sophomores who have completed ECON 201 and freshmen and sophomore participants in Model United Nations.

ECON 304. INTERMEDIATE MICROECONOMIC THEORY. 5 Credits.
Pre-requisites: ECON 200, ECON 201 and MATH 114.
Theoretical basis of exchange, production, private markets and their forms, income distribution, the public sector, resource allocation, welfare economics and application of economic theory to public and private decision making.

ECON 305. INTERMEDIATE MACROECONOMIC THEORY. 5 Credits.
Pre-requisites: ECON 200, ECON 201 and MATH 114.
With references to recent experiences, a theoretical framework is developed to explain the determination of output, employment, price level, interest rate and economic growth of an aggregate economy. Using case studies, policy implications and alternatives are explored.

ECON 337. ECONOMETRICS. 5 Credits.
Pre-requisites: ECON 200, ECON 201 and DSCI 245 or CSBS 320 or MATH 380 or MATH 385 or instructor permission.
Using appropriate statistical software packages for data analysis, examines applications of linear regression and hypothesis testing to provide information for economic and business decision-making.

ECON 396. EXPERIMENTAL COURSE. 1-5 Credits.

ECON 398. SEMINAR. 1-5 Credits.

ECON 399. SPECIAL STUDIES. 1-5 Credits.
Pre-requisites: ECON 200 and ECON 201 or permission of the instructor, department chair and college dean.
Subjects studied vary according to faculty and student interest.

ECON 412. ECONOMIC HISTORY OF THE UNITED STATES. 5 Credits.
Cross-listed: HIST 487.
Pre-requisites: junior standing.
Economic development of the United States from the early colonial period to the present: explorations, westward movement, labor, rise of great industries, world trade and post-war economic problems.

ECON 415. HISTORY OF ECONOMIC THOUGHT. 5 Credits.
Pre-requisites: junior standing.
Economic thought to the early 20th century; special attention to selected writers including Aristotle, the Mercantilists, the Physiocrats, Hume, Smith, Malthus, Ricardo, Marx, the Marginalists and Marshall.

ECON 417. POLITICAL ECONOMY. 5 Credits.
Pre-requisites: junior standing.
How public decisions can be made more rational, more productive of welfare, or more in the general interest. Selected literature from economics, political science, and related disciplines provides an analytical framework for the discussion of a number of social problems.
ECON 421. LABOR ECONOMICS. 5 Credits.
Prerequisites: ECON 200 or instructor permission.
Supply and demand for the labor and important institutions in the labor
market, especially the upgrading of labor via education and vocational
training, the mobility of labor, the influence of trade unions on wages,
the effects of race and sex discrimination on wages, and labor’s inflation
unemployment problems.

ECON 424. ECONOMICS OF POVERTY AND DISCRIMINATION. 5 Credits.
Cross-listed: AAST 424, WMST 426.
Prerequisites: junior standing.
Satisfies: a university graduation requirement—diversity.
Causes of poverty and evaluation of anti-poverty programs. Examines
economic theories of discrimination from different perspectives with a
particular focus on issues of gender and race.

ECON 427. WOMEN AND MEN IN THE U.S. ECONOMY. 1 Credit.
Cross-listed: WMST 427.
Prerequisites: junior standing.
Satisfies: a university graduation requirement—diversity.
Economic impact of the increasing participation of women in the paid
labor force of the United States. Economic theories of labor force
participation, discrimination and occupational segregation. Current
issues such as comparable worth, affirmative action, nontraditional
careers, corporate policies, sexual harassment, child care and social
welfare programs.

ECON 429. WOMEN AND MEN IN THE U.S. ECONOMY. 1 Credit.
Cross-listed: WMST 402.
In the course we examine the economic activity and labor force
participation of women and men in the United States. Employment
issues, such as labor market discrimination, affirmative action and
comparable worth will be discussed. Other topics include income
distribution, poverty, welfare programs and the tax system.

ECON 430. MATHEMATICAL ECONOMICS. 5 Credits.
Prerequisites: ECON 200 and MATH 161.
Mathematical methods and techniques applied to economic problems.

ECON 433. INDUSTRIAL ORGANIZATION. 5 Credits.
Prerequisites: ECON 200.
Industrial organization is the study of industry and firm behavior. This
course will use the basic tools of microeconomic theory and game
to theory to explore the relationships among firms in an industry or across
industries and examine the nature of strategic interaction among firms.

ECON 438. ECONOMETRICS II. 5 Credits.
Prerequisites: ECON 337 or instructor permission.
This course extends the modeling, estimation, inference and forecasting
tools to include moment-based estimation, simultaneous equations
models, non-stationary data and cointegration, VAR and ARCH models.

ECON 444. MONEY AND BANKING. 5 Credits.
Prerequisites: ECON 200 and ECON 201 or instructor permission.
Reviews contemporary US banking practices and regulations; surveys
theories of interest rates and bank behavior; surveys monetary policies
and determinants and effects of Federal Reserve policies.

ECON 445. INSURANCE AND RISK. 5 Credits.
Prerequisites: ECON 200 or instructor permission.
This course examines the principles of insurance and ways of managing
risk. It includes discussion of the development and forms of private and
social insurance programs.

ECON 450. PUBLIC FINANCE AND PUBLIC POLICY. 5 Credits.
Prerequisites: ECON 200 or instructor permission.
Examines the causes and consequences of government in the US
economy and impact of government expenditure and revenue-raising
activities.

ECON 452. HEALTH ECONOMICS. 5 Credits.
Prerequisites: ECON 200 or instructor permission.
Examines economic aspects of health care, including factors influencing
the demand and supply of health services and the roles of insurance and
government in healthcare markets. (Cross-listed HSAD 415)

ECON 454. SPORTS ECONOMICS. 5 Credits.
Prerequisites: ECON 200 or instructor permission.
This course uses microeconomic principles to examine the behavior of
individuals, teams, leagues, unions and government in the production
and consumption of sports entertainment. Topics covered include:
competitive balance, salary caps, stadium financing and collective
bargaining.

ECON 456. BEHAVIORAL ECONOMICS. 5 Credits.
Prerequisites: junior standing.
Behavioral economics applies psychological insights into human
behavior to explain economic decision-making. Actual behavior of
individuals may differ from the predictions of standard economic models.
Behavioral economic analysis provides insight into how individuals
allocate scarce resources in situations that are misrepresented by
standard models.

ECON 457. ENVIRONMENTAL ECONOMICS AND POLICY. 5 Credits.
Prerequisites: ECON 200 or instructor permission.
Environmental Economics studies the economics of public policy toward
the environment. It applies theoretical tools of economics to analyze
environmental concerns relevant to society. The course introduces
students to policy tools that could be implemented to mitigate or solve
these issues.

ECON 458. URBAN AND REGIONAL ECONOMICS. 5 Credits.
Prerequisites: ECON 200 or instructor permission.
Economic analysis of urban and regional economies with an emphasis on
the Pacific Northwest. Topics covered: spatial economic theory, regional
economic growth and stability, land use, urban problems and policies,
transportation issues, local government public finance and methods of
regional analysis.

ECON 470. INTERNATIONAL ECONOMICS. 5 Credits.
Prerequisites: ECON 200 and ECON 201 or instructor permission.
Satisfies: a university graduation requirement—global studies.
Interaction of national economics and the problems arising there from,
particularly trade and payments problems and the development of
regional and international economic institutions.

ECON 474. INTERNATIONAL FINANCE. 5 Credits.
Prerequisites: ECON 200 and ECON 201, FINC 335 or instructor
permission.
The material in this course develops a general framework to analyze
international financial markets, exchange rates, exchange rate derivatives
and open macroeconomic economies.

ECON 475. ECONOMIC DEVELOPMENT. 5 Credits.
Prerequisites: ECON 200 and ECON 201 or instructor permission.
Satisfies: a university graduation requirement—global studies.
Development prospects of present-day underdeveloped countries.
Historical development of industrial countries by analogy. Attention given
to both economic and non-economic factors in the development process
and to population problems and human resource development.
ECON 490. ECONOMICS SENIOR CAPSTONE. 5 Credits.
Pre-requisites: ECON 304 or ECON 305 and ECON 337, senior standing.
Satisfies: a university graduation requirement—senior capstone.
This course includes four components: 1. review of modern theories of employment, job search and wage determination, 2. portfolio preparation, 3. program assessment and 4. a final economics project.
ECON 495. INTERNSHIP. 3-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
ECON 496. EXPERIMENTAL COURSE. 1-5 Credits.
ECON 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
ECON 498. SEMINAR. 3-5 Credits.
ECON 499. DIRECTED STUDY. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
ECON 500. THESIS. 2-6 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
ECON 501. RESEARCH REPORT. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
ECON 510. SENIOR CAPSTONE. 3 Credits.
Pre-requisites: ECON 458 or ECON 475.
Satisfies: a university graduation requirement—senior capstone.
ECON 511. INDIVIDUAL RESEARCH. 4 Credits.
Pre-requisites: ECON 200 or ECON 201 or BADM 500.
ECON 512. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
Pre-requisites: instructor permission.
The course serves as the capstone experience for the Certificate in Regional Economic Policy Analysis. In consultation and agreement with the course instructor, students will select some regional economic activity for intensive research and policy analysis. During their research students are expected to demonstrate the ability to utilize information, skills and techniques acquired in related Certificate courses. Successfully completion of the course will result in a research paper and a presentation appropriate for a professional conference.
ECON 520. COLLEGE TEACHING INTERNSHIP. 1-4 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
ECON 521. INDEPENDENT STUDY. 1-4 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
ECON 525. INDEPENDENT STUDY. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
ECON 526. INDEPENDENT STUDY. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
ECON 527. INDEPENDENT STUDY. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
ECON 528. INDEPENDENT STUDY. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
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Pre-requisites: permission of the instructor, department chair and college dean.
ECON 530. INDEPENDENT STUDY. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
ECON 531. INDEPENDENT STUDY. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
ECON 532. INDEPENDENT STUDY. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
ECON 533. INDEPENDENT STUDY. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
ECON 534. INDEPENDENT STUDY. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
ECON 535. INDEPENDENT STUDY. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
ECON 536. INDEPENDENT STUDY. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
ECON 537. INDEPENDENT STUDY. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
ECON 538. INDEPENDENT STUDY. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
ECON 539. ADVANCED QUANTITATIVE METHODS FOR POLICY ANALYSIS. 4 Credits.
Pre-requisites: PLAN 396 and BADM 500.
The course introduces students to the quantitative evaluation of public policies with the help of regression based evaluation methods and cost–benefit analysis. The first part of the course will introduce students to basic multiple regression analysis including hypothesis testing, modelling of non-linear relationships, dummy variables, instrumental variables, time series techniques, panel data and structural break / discontinuity methods to assess the casual effectiveness of policy interventions. Students will acquire both macro and micro-economic data useful for policy analysis from common sources such as the Census Bureau, Federal Reserve (FRED), Bureau of Labor Statistics and the Council of Economic Advisers and will use model building and specification testing techniques to evaluate the effectiveness of policy interventions. The second part of the course provides an overview over cost–benefit and cost-effectiveness analysis to assess public policies, programs or regulations. Topics in this section include valuing costs and benefits in both primary and secondary markets, using survey data and contingent valuation.
ECON 540. PUBLIC FINANCE AND POLICY. 4 Credits.
Notes: may be stacked with ECON 450.
Pre-requisites: ECON 200 or BADM 500.
Examines the causes and consequences of government in the US economy and impact of government expenditure and revenue-raising activities.
ECON 545. INDEPENDENT STUDY. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
ECON 546. INDEPENDENT STUDY. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
ECON 550. PUBLIC FINANCE AND PUBLIC POLICY. 4 Credits.
Notes: may be stacked with ECON 458.
Pre-requisites: ECON 200 and ECON 201 or BADM 500.
The major purpose of the course is to learn basic theories, methods and models in urban regional economics. First, we will consider basic models and theories to explain why, how and where urban areas exist, how urban areas have evolved over time and the location decisions of firms and households. Second, we will draw upon economic theories and use the tools of economics to analyze issues facing urban areas. These issues include urban poverty, congestion, crime, pollution, housing, foreclosure, segregation, drug usage, among others. We will consider policy options that can be used to address these issues and consider relevant economic research in the area.
ECON 558. URBAN AND REGIONAL ECONOMICS. 4 Credits.
Cross-listed: BADM 518.
Notes: may be stacked with ECON 458.
Pre-requisites: ECON 200 and ECON 201 or BADM 500.
The course serves as the capstone experience for the Certificate in Regional Economic Policy Analysis. In consultation and agreement with the course instructor, students will select some regional economic activity for intensive research and policy analysis. During their research students are expected to demonstrate the ability to utilize information, skills and techniques acquired in related Certificate courses. Successfully completion of the course will result in a research paper and a presentation appropriate for a professional conference.
ECON 559. TOPICS IN REGIONAL ECONOMIC POLICY ANALYSIS. 4 Credits.
Cross-listed: PADM 589, PLAN 589.
Pre-requisites: instructor permission.
The course serves as the capstone experience for the Certificate in Regional Economic Policy Analysis. In consultation and agreement with the course instructor, students will select some regional economic activity for intensive research and policy analysis. During their research students are expected to demonstrate the ability to utilize information, skills and techniques acquired in related Certificate courses. Successfully completion of the course will result in a research paper and a presentation appropriate for a professional conference.
ECON 575. ECONOMIC DEVELOPMENT. 4 Credits.
Cross-listed: BADM 510.
Notes: may be stacked with ECON 475.
Pre-requisites: ECON 200 and ECON 201 or BADM 500.
Development prospects of present-day underdeveloped countries. Historical development of industrial countries by analogy. Attention given to both economic and non-economic factors in the development process and to population problems and human resource development.
ECON 589. TOPICS IN REGIONAL ECONOMIC POLICY ANALYSIS. 4 Credits.
Cross-listed: PADM 589, PLAN 589.
Pre-requisites: instructor permission.
The course serves as the capstone experience for the Certificate in Regional Economic Policy Analysis. In consultation and agreement with the course instructor, students will select some regional economic activity for intensive research and policy analysis. During their research students are expected to demonstrate the ability to utilize information, skills and techniques acquired in related Certificate courses. Successfully completion of the course will result in a research paper and a presentation appropriate for a professional conference.
ECON 597. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
ECON 598. GRADUATE SEMINAR. 1-4 Credits.
Pre-requisites: permission of the instructor.
Variable topics according to student interests.
ECON 599. INDEPENDENT STUDY. 1-4 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
ECON 600. THESIS. 2-6 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Independent research under the direction of a graduate advisory committee.
ECON 601. RESEARCH REPORT. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Independent research resulting in a scholarly paper under the direction of the student’s graduate committee.
ECON 696. COLLEGE TEACHING INTERNSHIP. 1-4 Credits.
Teaching a lower-division college course under supervision of a regular faculty member. Includes course planning, arranging bibliographical and other instructional aids, conferences with students, experience in classroom instruction, and student course evaluation.
Education

Tara Haskins, Chair
department page (http://www.ewu.edu/cale/programs/education)
312 Williamson
509.359.2831

Department of Education Mission Statement: The mission of the Department of Education is to prepare student-centered educators to be professionals, leaders, scholars, and practitioners.

- Leaders: student-centered educators think critically, mentor others, and encourage teacher voice as they work to create a learning atmosphere that reflects, collaborates, and advocates for the needs of the learning community.
- Practitioners: student-centered educators reflect, collaborate, implement, integrate, transform and build learning communities.
- Professionals: student-centered educators exhibit character and dispositions expected of professionals embarking on a life-long career. They relate well to diverse populations, communicate effectively, and hold themselves to high ethical standards.
- Scholars: student-centered educators know and apply current research to improve their instructional practices.

Washington Teacher Certification

The state of Washington issues two basic teaching certificates: The Residency Teaching Certificate and the Professional Teaching Certificate. Each certificate issued requires payment of a state fee.

The Residency Teaching Certificate

This Certificate is recommend upon completion of a baccalaureate degree and the Professional Education Program requirements. This teaching certificate allows the holder to teach in the state of Washington within the endorsement areas approved by the university. An endorsement is an authorization to teach a specific subject (or to perform a specific type of service) at particular grade level(s) and an indication of such will appear on the certificate.

The state of Washington requires teacher education candidates admitted to teacher preparation programs to pass the Washington Education Skills Test—Basic (WEST-B) or approved equivalent in order to receive a Residency Certificate. Additionally, candidates are required to pass the WEST-E or NES subject matter test, and ACTFL when required, to receive an endorsement for certification purposes. The teacher candidate must also meet the cut score required on the Washington State edTPA. The teacher candidate must also provide evidence of good character and fitness, including a Washington State Patrol and FBI clearance. Additional certification requirements must be met prior to recommendation.

Faculty


Undergraduate Degrees

Bachelor of Arts (BA)
Educational Specialist (p. 234)

Bachelor of Arts in Education (BAE)
Dual Endorsement Program in Special Education and Elementary Education (p. 572)
Early Childhood Education (p. 235)
Early Childhood Education and Early Childhood Special Education (p. 236) (Blended)
Elementary Education (p. 237)
Literacy, Reading and Writing/Elementary (p. 238)
Literacy, Reading and Writing Secondary (p. 239)

Undergraduate Minors
Early Childhood Education (p. 241)
Early Childhood Special Education (p. 572)
Environmental Education (p. 242)
Literacy, Reading and Writing Elementary or Secondary Minor (p. 242)
Special Education (p. 572)

Add-on Endorsements

The following endorsements require a valid Washington State teaching certificate. For additional content area endorsements see the specific content area department.

Early Childhood Special Education/Add-on Endorsement (p. 573)
Environment Education/Add-on Endorsement (p. 241)
Environmental Education Minor/Add-On Endorsement (p. 242)
Reading Endorsement (Literacy, Reading, and Writing)
Special Education—Early Childhood Special Education/Add-On Endorsement (p. 573)
Special Education/Add-On Endorsement (p. 573)

Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.

Undergraduate Programs

Teaching is among the most challenging and personally rewarding of professions. The essential role of the professional educator is to bring together his/her knowledge of subject matter, instructional strategies and interpersonal skills to provide learning experiences for students. In addition, the contemporary teacher must be able to individualize instruction, must be sensitive to developmental and socio-cultural issues involving the learner, make adjustments to instruction based on assessment and provide evidence of positive impact on student learning.

The EWU Department of Education offers a comprehensive Teacher Education program, culminating with a baccalaureate degree and a recommendation for a Residency Teaching Certificate, to candidates who wish to teach in either P-3, elementary or secondary school settings.

To obtain a Bachelor of Arts in Education degree, a candidate must satisfy the Breadth Area Core Requirements (BACR), Professional Education Program core requirements as well as required courses in the major field of study at Eastern Washington University. Coursework taken more than six years prior will not be accepted for education courses without department approval. Upon satisfying requirements for the baccalaureate degree, the candidate may be eligible to receive a Residency Teaching Certificate from the state of Washington, providing the candidate meets all certification requirements.
The final authority for approval of certification endorsements resides within the Washington Office of the Superintendent of Public Instruction and in the event certification requirements change, the candidate must adhere to the new requirements.

Statement of Assurance

EWU's Department of Education assures that each candidate is able to apply the teaching strategies, the classroom management/school discipline methods and the measurement and evaluation process necessary for success as a first-year certificated teacher.

This assurance guarantees that the candidate has successfully completed EWU's (Department of Education) Teacher Education Program, as approved by PESB. The assurance is contingent upon appropriate placement of the candidate within certification endorsement areas.

In the event the candidate displays a lack of competency in any of these pedagogical practices during the first year of teaching experience, EWU’s Department of Education will cooperate with the school district to assist the candidate in improving his/her performance. EWU services will be provided at no cost to the school district or to the candidate. This assistance will be offered by faculty members from the Department of Education.

Graduate Degrees

Master of Education in Education (M.Ed.)
Concentrations under M.Ed. in Education Degree
All concentrations include Common Core requirements

Certification Required
Curriculum and Instruction (p. 243)
Literacy (p. 245)
Special Education (p. 573)

Certification Optional
Adult Education (p. 242)
Early Childhood Education (p. 243)
Educational Foundations (p. 244)
Educational Leadership (p. 244)

Master in Teaching
Master in Teaching (MIT): Secondary Teaching (5-12) (p. 247)
Master in Elementary Teaching (MIT): Teaching (K-8) (p. 246)

Graduate Certificate
College Instruction Certificate (p. 247)
Principal Certificate (p. 248)

Graduate Program
Vince Aleccia, Ed.D., Graduate Director
509.359.7024

All prerequisites must be completed prior to admission: please see an advisor in the Education Department.

- Admission Requirements: Attend an admission orientation, complete the on-line application to the Education Department, including participation in an interview and receive admission.
- A grade ≥B- in all prerequisite courses listed below is required.
- GPA Requirement: a minimum ≥2.8 GPA.
- Pass the Washington Educator Skills Test-Basic (WEST-B). Satisfactory SAT or ACT scores may waive all or part of the WEST–B requirement.
- Successfully receive Pre-residency clearance and FBI fingerprint clearance.

In addition to the above, the following are prerequisites specific to programs and certificates.

Elementary Education Program Prerequisites
- Education: EDUC 201 and SPED 363
- English: ENGL 201 or an approved equivalent
- Mathematics: MATH 208, MATH 209 and MATH 210 or an approved equivalent
- Speech: CMST 200 or CMST 201 or CMST 340 or an approved equivalent
- Other: ART 390, MUSC 450, PHED 390, PSYC 304

Secondary Education Program Prerequisites
- Education: EDUC 201 and SPED 363
- English: ENGL 201 or an approved equivalent
- Mathematics: university mathematics proficiency (p. 33)
- Speech: CMST 200 or CMST 201 or CMST 340 or an approved equivalent
- Other: PSYC 304
- Pass the NES / West E endorsement test in their major area. Candidates in the Modern Languages should also pass the ACTFL requirements.

P-3 Early Childhood Program Prerequisites
- Education: EDUC 201 and SPED 363
- English: ENGL 201 or an approved equivalent
- Mathematics: MATH 107 or MATH 208 or an approved equivalent
- Speech: CMST 200 or CMST 201 or CMST 340 or an approved equivalent
- Other: PSYC 304
- Pass the NES / West E endorsement test in their major area (for Secondary only). Candidates in the Modern Languages should also pass the ACTFL requirements.

Post-Baccalaureate Certificate (Candidate holds a BA/BS from an approved institution)
- Education: EDUC 201 and SPED 363
- Mathematics: MATH 208, MATH 209 and MATH 210 or an approved equivalent (for K–8 only); MATH 107 or MATH 208 or an approved equivalent (for P–3 only)
- Other: PSYC 304
- Pass the NES / West E endorsement test in their major area (for Secondary only). Candidates in the Modern Languages should also pass the ACTFL requirements.

Transition to Teaching Alternative Route: consult an advisor in the Department of Education.

Grade Requirements
Admission GPA ≥2.8
Maintain GPA ≥2.8 in program

- ≥B- in each course for program prerequisites
- ≥B- in education core
- Specific content areas including majors and minors may have additional grade requirements
- A minimum grade ≥C is required in any course leading to an endorsement

Step 1. Complete Prerequisites to Admissions

An Application for Admission is required for the Teacher Education Program. Application deadlines are as follows: Fall and Summer Quarters—April 15; Winter Quarter—October 15; Spring Quarter—January 15. If the deadline falls on a Saturday, Sunday or EWU holiday applications will be accepted the following business day. Candidates seeking admission should consult with the Undergraduate Student Services Coordinator from the Education Department.

Prior to the Application, students should attend an orientation in the first two weeks of Fall, Winter and Spring quarters. Please check with Department of Education for orientation dates.

Application process includes completing an online application with essay, listing contact information for three references, and an interview. To be eligible for admission, students must pass the West B and meet all program prerequisites, including FBI fingerprint clearance and WA State Pre-residency clearance. Applicants must meet with major advisor to complete a program plan.

Step 2. Major/Minor Endorsement Options (see the Major/Minor Endorsement Option List) (p. 233)

Note: It is important to work with an advisor early in your program to help you plan your schedule.

Once admitted, candidates must declare their major and must have an approved current program plan on file.

P-3
Candidates must declare Early Childhood Education. The BAE in Early Childhood Education meets the requirements for a P-3 endorsement. Contact the P-3 advisor for advisement and signature of agreement for completion of requirements.

Elementary
Contact the academic major and minor department for advisement and signature of agreement for completion of requirements.

Secondary
Contact the academic major and minor departments for advisement and signature of agreement for completion of requirements. Candidates are encouraged to complete more than one endorsement in order to increase their employability.

Additional endorsements may be added to valid certificates. See the Certification Officer for more information.

Step 3 Professional Education CORE Requirements—each BAE must include one of the following set of core courses.

Elementary Education Core

There are general education science and social science courses that are strongly recommended for the Elementary Education candidate. See the general requirements section of this catalog. Please see an Education advisor for clarification.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 303</td>
<td>FOUNDATIONS OF ASSESSMENT</td>
<td>3</td>
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<tr>
<td>EDUC 304</td>
<td>INTRODUCTION TO ELEMENTARY READING</td>
<td>3</td>
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<tr>
<td>EDUC 308</td>
<td>FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT</td>
<td></td>
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<tr>
<td>EDUC 310</td>
<td>LITERACY METHODS, MANAGEMENT AND ASSESSMENT</td>
<td>4</td>
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<tr>
<td>EDUC 338</td>
<td>LANGUAGE AND SOCIAL STUDIES METHODS</td>
<td></td>
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<tr>
<td>EDUC 340</td>
<td>1: INTEGRATED LANGUAGE ARTS FOR ELEMENTARY SCHOOL</td>
<td>8</td>
</tr>
<tr>
<td></td>
<td>and LANGUAGE AND SOCIAL STUDIES METHODS 2: INTEGRATED SOCIAL STUDIES FOR ELEMENTARY SCHOOL</td>
<td></td>
</tr>
<tr>
<td>EDUC 380</td>
<td>INTEGRATED STEM METHODS 1</td>
<td>8</td>
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<tr>
<td>EDUC 381</td>
<td>INTEGRATED STEM METHODS 2</td>
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<tr>
<td>EDUC 386</td>
<td>FIELD EXPERIENCE AND PRACTICUM (variable credit)</td>
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<tr>
<td>EDUC 423</td>
<td>ELEMENTARY STUDENT TEACHING K-8</td>
<td>12</td>
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<tr>
<td>EDUC 427</td>
<td>GENERAL STUDENT TEACHING K-12 (variable credit)</td>
<td>1-15</td>
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</table>

Total Credits 48-62

Secondary Education Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDUC 301</td>
<td>INTRODUCTION TO EDUCATION</td>
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<tr>
<td>EDUC 303</td>
<td>FOUNDATIONS OF ASSESSMENT</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 309</td>
<td>FOUNDATIONS OF SECONDARY CLASSROOM MANAGEMENT</td>
<td>3</td>
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<tr>
<td>EDUC 341</td>
<td>SECONDARY STRATEGIES, MANAGEMENT, ASSESSMENT</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 413</td>
<td>CONTENT AREA LITERACY: MANAGEMENT, ASSESSMENT</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 420</td>
<td>ADMISSION TO PROFESSIONAL CANDIDACY</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 426</td>
<td>SECONDARY STUDENT TEACHING 7-12</td>
<td>12</td>
</tr>
<tr>
<td>EDUC 427</td>
<td>GENERAL STUDENT TEACHING K-12</td>
<td>3-15</td>
</tr>
</tbody>
</table>

Total Credits 31-43

P-3 Education required core is embedded within the programs.

Step 4. BAE Program Completion

Student Teaching

The purpose of student teaching is to provide the teacher candidate with direct teaching/learning experience in P–12 public schools. The candidate has the opportunity during this time to observe teachers, to plan and teach under the supervision of cooperating teachers, to participate in the total school program for a full quarter and demonstrate PESB approved program standards. Placement is contingent upon availability and acceptance by schools.

The teacher candidate is required to enroll in at least 18 credits of student teaching. These credits are to be earned over two consecutive
quarters or in an approved alternative program. The culminating student teaching assignment (EDUC 423/EDUC 426) is considered a full student credit load and no additional credits may be earned during this quarter except by written consent by the Education Department. Student teaching may be completed within a 60 miles radius of EWU or Spokane or in selected public school districts throughout the State of Washington with which there is an existing partnership.

General Student Teaching Experience Prerequisites

The student planning to enroll in EDUC 427 must have satisfied the prerequisites and must have completed the following clearances verified in EDUC 386.

- must have passed the WEST-E/NES/ACTFL in primary area of endorsement(s) prior to student teaching
- must have attempted the WEST-E/NES/ACTFL in all areas of endorsement
- must have completed the multicultural experience requirement
- have current WSP/FBI Clearance and current Preresidency clearance
- three-fourths of the total credit hours in major
- candidates must have a minimum overall GPA ≥2.8
- no individual course grade of <B- in the professional education program core
- no individual course grade of <C in any major or minor course leading toward an endorsement
- completed advisor-approved Professional Candidacy Confirmation Form

Culminating Student Teaching Experience Prerequisites

The student planning to enroll in EDUC 423 or EDUC 426 must have satisfied the prerequisites and must have completed the following clearances verified in EDUC 427.

- passed EDUC 427
- all method course(s) in major must be completed
- candidates must have a minimum overall GPA ≥2.8
- no individual course grade of <B- in the professional education program core
- no individual course grade of <C in any major or minor course leading toward an endorsement
- have current WSP/FBI Clearance and Preresidency clearance
- must have completed program core

Step 5. Certification Exit Evaluation

An exit evaluation will be done by the certification officer to verify that all state certification and professional education program requirements have been met, including requirements for the Bachelor of Arts in Education degree.

Evidence for Certification Includes

- State of Washington Standard Knowledge and Skills
- State of Washington EdTPA passing scores
- Passing scores for major content endorsement test(s), including ACTFL for World Languages endorsements
- Student Teaching Approved Professional Growth Plan
- current WSP/FBI clearance and Preresidency clearance
- copy of graduation application form evidencing all requirements have been met
- Multicultural Verification Assessment Form

Disclaimer: the final authority for approval of certification endorsements resides within the Washington Office of the Superintendent of Public Instruction and in the event certification requirements change, the candidate must adhere to the new requirements.

Note: It is important to work with an advisor early in your program to help you plan your schedule. Additional endorsements may be added to valid certificates. See the Certification Officer for more information.

P-3 Major

Candidates must declare Early Childhood Education. The BAE in ECE is an endorsement.

- Early Childhood Education (p. 235)

Elementary

Elementary teaching candidates must declare a major. Contact the academic major and minor department for advisement and signature of agreement for completion of requirements.

Majors

*These majors meet an endorsement.

- *Middle Level Mathematics (p. 376)
- *Middle Level Natural Science (p. 437)
- *Early Childhood Education (p. 235)
- *Elementary Education (p. 237)

**These majors meet a P-12 endorsement.

- **Art (p. 83)
- **French (p. 400)
- **Literacy, Reading, and Writing (p. 238)
- **Health/Fitness (p. 465)
- **Music (p. 413)
- **Spanish (p. 402)

These majors do not meet an endorsement

- Mathematics
- Social Studies

Minors

These minors meet an endorsement.

- Art (p. 88)
- English as a Second Language (p. 301)
- French (p. 404)
- German (p. 404)
- Theatre (p. 582)

Secondary

Secondary teaching candidates must declare a major. Contact the academic major and minor departments for advisement and signature of agreement for completion of requirements. Candidates are encouraged
to complete more than one endorsement in order to increase their employability.

**Majors (Endorsements)**

- Art (p. 84)
- Biology (p. 97)
- Business and Marketing Education (p. 140)
- Chemistry (p. 145)
- Earth and Space Science (p. 222)
- English (p. 286)
- French (p. 400)
- Health/Fitness (p. 465)
- Literacy, Reading and Writing (p. 238)
- Mathematics (p. 377)
- Music (p. 413)
- Physics (p. 493)
- Social Studies (p. 551)
- Spanish (p. 402)

**Minors (Endorsements)**

- Art (p. 88)
- Biology (p. 98)
- Chemistry (p. 151)
- Earth and Space Science (p. 223)
- English (p. 288)
- French (p. 404)
- German (p. 404)
- History (p. 345)
- Physics (p. 494)
- Theatre (p. 582)

**Special Education (p. 572) Majors**

- Dual Endorsement Program In Special Education and Elementary Education (p. 572)
- Blended Early Childhood Education and Early Childhood Special Education (p. 236)

**Add-On Endorsements**

- Early Childhood Special Education (p. 573)
- Special Education (p. 573)

**Minors**

- Early Childhood Special Education (p. 572)
- Special Education (p. 572)

**Educational Specialist, Bachelor of Arts (BA)**

Note: two years of a single high school foreign language or one year of a single college level foreign language is required; completion of two or more years of a college-level foreign language is strongly recommended; this major requires the completion of a minor or certificate approved by a department advisor.

**Required Courses**

<table>
<thead>
<tr>
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<th>Title</th>
<th>Credits</th>
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<tr>
<td>EDUC 160</td>
<td>DIRECT INSTRUCTION TUTORING (variable credit)</td>
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<tr>
<td>EDUC 201</td>
<td>INTRODUCTION TO EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 303</td>
<td>FOUNDATIONS OF ASSESSMENT</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 304</td>
<td>INTRODUCTION TO ELEMENTARY READING</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 308</td>
<td>FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 310</td>
<td>LITERACY METHODS, MANAGEMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 325</td>
<td>INEQUALITIES AND IMPACTS ON EDUCATIONAL EQUITY</td>
<td>4</td>
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<tr>
<td>EDUC 338</td>
<td>LANGUAGE AND SOCIAL STUDIES METHODS 1: INTEGRATED LANGUAGE ARTS FOR ELEMENTARY SCHOOL</td>
<td>4</td>
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<tr>
<td>EDUC 402</td>
<td>ADMISSION TO RESEARCH/INTERNSHIP</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 411</td>
<td>LITERACY FOR RESEARCH/INTERNSHIP AND CULTURALLY DIVERSE LEARNERS</td>
<td>4</td>
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<tr>
<td>EDUC 488</td>
<td>PRACTICUM EDUCATIONAL STUDIES (variable credit)</td>
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<tr>
<td>PSYC 304</td>
<td>EDUCATIONAL PSYCHOLOGY</td>
<td>5</td>
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<tr>
<td>SPED 363</td>
<td>INTRODUCTION TO SPECIAL EDUCATION</td>
<td>4</td>
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**Required Senior Capstone**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDUC 490</td>
<td>LITERACY MAJOR CAPSTONE</td>
<td>5</td>
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</table>

Total Credits: 60-65

**Placement and Clearance Exams (p. 21)**

**Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)**

**University Competencies and Proficiencies (p. 33)**

**Breadth Area Core Requirements (BACR)**

- Humanities and Arts (p. 35)
- Natural Sciences (p. 35)
- Social Sciences (p. 36)

**University Graduation Requirements (p. 36) (UGR)**

- Foreign Language
- Minor or Certificate
- Diversity Course List (p. 37)
- Global Studies Course List (p. 37)
- Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).
Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

- create a safe, productive learning environment in their internships or research projects;
- demonstrate knowledge of responsibilities and policies related to the profession;
- meet the requirements of the internship or research project;
- integrate technology into their internship and/or planning.

**Early Childhood Education P-K–Third Grade, Bachelor of Arts in Education (BAE)**

The BAE in Early Childhood Education plus a Teacher Education Program prepares students for a Washington State Teaching Certification. Completion of the ECE Major, Education Core (and successfully completing the ECE NES) will satisfy the requirements for Teaching Certificate in the state of Washington.

**Admission to the Education Program** (p. 231) (link)

**Education Grade Requirements** (p. 231) (link)

The Early Childhood Education–Pre-Kindergarten–Third Grade, Bachelor of Arts in Education consists of both the included P-3 Core and the required Early Childhood Education courses.

- Candidates who choose the P-3 core will be certified in grades P-3.
- Candidates may choose to complete an Elementary Education Add-On Endorsement (p. 241), which will extend certification through grade 8.

The courses below satisfy requirements for students choosing the preschool–third grade certification only. Students who choose to extend their certification through grade 8 must complete the add-on elementary endorsement.

**Required Coursework**

| ART 390 | ART IN THE ELEMENTARY SCHOOL | 3 |
| PHED 390 | HEALTH AND PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOLS | 3 |
| SPED 412 | INTRODUCTION TO EARLY CHILDHOOD SPECIAL EDUCATION | 4 |

**Required Early Childhood Education Courses**

| EDUC 344 | EARLY NUMERACY INSTRUCTION IN THE P-3 SCHOOL SETTING (MTED 390 may be substituted for EDUC 344 if a student is choosing to extend their certification through grade 8. Those students pursuing the P-3 certification only should take EDUC 344) | 4-5 |
| or MTED 390 | METHODS OF TEACHING ELEMENTARY SCHOOL MATHEMATICS | |
| EDUC 390 | FOUNDATIONS OF EARLY CHILDHOOD EDUCATION | 3 |

| EDUC 394 | METHODS FOR READING INSTRUCTION AND ASSESSMENT IN KINDERGARTEN-THIRD GRADE SETTINGS | 4 |
| EDUC 410 | METHODS I: BLENDED CURRICULUM IN EARLY CHILDHOOD EDUCATION | 4 |
| EDUC 430 | ASSESSMENT IN EARLY CHILDHOOD EDUCATION | 5 |
| EDUC 444 | LANGUAGE ARTS METHODS FOR THE PRESCHOOL-THIRD GRADE CLASSROOM | 3 |
| EDUC 450 | METHODS II: BLENDED CURRICULUM IN EARLY CHILDHOOD EDUCATION | 4 |
| EDUC 454 | SCIENCE METHODS FOR THE PRESCHOOL-THIRD GRADE CLASSROOM | 4 |
| EDUC 461 | SOCIAL STUDIES METHODS FOR THE PRESCHOOL-THIRD GRADE CLASSROOM | 3 |
| EDUC 470 | DIVERSITY IN EARLY CHILDHOOD EDUCATION | 3 |
| EDUC 475 | PROMOTING SOCIAL COMPETENCE AND GUIDING BEHAVIOR IN EARLY CHILDHOOD SETTINGS | 4 |
| EDUC 479 | EARLY LITERACY | 3 |
| EDUC 489 | FAMILY-CENTERED PRACTICES IN EARLY CHILDHOOD | 3 |

**Internship Coursework**

| EDUC 420 | ADMISSION TO PROFESSIONAL CANDIDACY | 1 |
| EDUC 423 | ELEMENTARY STUDENT TEACHING K-8 | 12 |
| EDUC 427 | GENERAL STUDENT TEACHING K-12 (variable credit course–only 3 credits count) | 3 |
| EDUC 451 | APPLICATIONS I: BLENDED CURRICULUM IN EARLY CHILDHOOD EDUCATION | 4 |
| EDUC 464 | APPLICATIONS II: BLENDED CURRICULUM IN EARLY CHILDHOOD EDUCATION | 4 |
| EDUC 469 | APPLICATIONS III: EARLY CHILDHOOD CURRICULUM METHODS | 4 |

**Capstone—an approved departmental or other Senior Capstone**

| EDUC 490C | EARLY CHILDHOOD CAPSTONE | 5 |

**Total Credits**

90-91

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

**University Competencies and Proficiencies** (p. 33)

**Breadth Area Core Requirements (BACR)**

- Humanities and Arts (p. 35)
- Natural Sciences (p. 35)
- Social Sciences (p. 36)

**University Graduation Requirements** (p. 36) (UGR)

- Foreign Language
- Minor or Certificate
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planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

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Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

- collaborate in and contribute to school improvement;
- create a safe, productive learning environment;
- demonstrate knowledge of responsibilities and policies related to the teaching profession;
- ensure cultural competence in teaching;
- ensure that students can articulate learning targets and can monitor their own progress toward those targets;
- integrate subjects across content areas;
- integrate technology into their classrooms and/or planning;
- involve and collaborate with student families and community;
- plan and/or adapt curricula for diverse student needs;
- plan Standards-driven curricula to develop student capacity for problem-solving strategies in content areas;
- prepare responsible citizens for a diverse society;
- use a variety of assessments to monitor and improve instruction;
- use multiple instructional strategies to address individual student needs;
- utilize feedback and reflection to improve teaching practice.

**Early Childhood Education and Early Childhood Special Education (BAE)**

This is a blended program. Students choosing to pursue blended certification in early childhood education and early childhood special education must complete the required professional core and combination of early childhood education and early childhood special education coursework below. Completion of coursework will provide blended certification in preschool–third grade early childhood education and birth–third grade early childhood special education.

**Admission to the Education Program** (p. 231) (link)

**Education Grade Requirements** (p. 231) (link)

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**The Early Childhood Education and Early Childhood Special Education Bachelor of Arts in Education consists of both the P-3 Core and the required Early Childhood Special Education courses.**

- Candidates who choose the P–3 core will be certified in grades P–3.
- Candidates may choose to complete an Elementary Education Add-On Endorsement (p. 241), which will extend certification through grade 8.

**Required Coursework**

| ART 390 | ART IN THE ELEMENTARY SCHOOL | 3 |
| PHED 390 | HEALTH AND PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOLS | 3 |

**Required Early Childhood Education Courses**

| EDUC 344 | EARLY NUMERACY INSTRUCTION IN THE P-3 SCHOOL SETTING (MTED 390 to be substituted for those extending general education certification beyond third grade.) | 4 |
| EDUC 390 | FOUNDATIONS OF EARLY CHILDHOOD EDUCATION | 3 |
| EDUC 394 | METHODS FOR READING INSTRUCTION AND ASSESSMENT IN KINDERGARTEN-THIRD GRADE SETTINGS | 4 |
| EDUC 410 | METHODS I: BLENDED CURRICULUM IN EARLY CHILDHOOD EDUCATION | 4 |
| EDUC 430 | ASSESSMENT IN EARLY CHILDHOOD EDUCATION | 4 |
| EDUC 444 | LANGUAGE ARTS METHODS FOR THE PRESCHOOL-THIRD GRADE CLASSROOM | 5 |
| EDUC 450 | METHODS II: BLENDED CURRICULUM IN EARLY CHILDHOOD EDUCATION | 4 |
| EDUC 454 | SCIENCE METHODS FOR THE PRESCHOOL-THIRD GRADE CLASSROOM | 4 |
| EDUC 461 | SOCIAL STUDIES METHODS FOR THE PRESCHOOL-THIRD GRADE CLASSROOM | 4 |
| EDUC 470 | DIVERSITY IN EARLY CHILDHOOD EDUCATION | 3 |
| EDUC 479 | EARLY LITERACY | 3 |

**Required Early Childhood Special Education Coursework**

| SPED 412 | INTRODUCTION TO EARLY CHILDHOOD SPECIAL EDUCATION | 4 |
| SPED 420 | PRINCIPLES OF BEHAVIOR FOR STUDENTS WITH EXCEPTIONAL NEEDS | 4 |
| SPED 421 | CLASSROOM MANAGEMENT IN SPECIAL EDUCATION SETTINGS | 4 |
| SPED 460 | SPECIAL EDUCATION METHODS | 4 |
| SPED 463 | METHODS FOR TEACHING INFANTS AND YOUNG CHILDREN WITH DISABILITIES | 3 |
| SPED 472 | ASSESSMENT OF INFANTS AND YOUNG CHILDREN WITH DISABILITIES | 4 |
| SPED 480 | INCLUSIONARY PRACTICES AND COLLABORATION | 4 |

**Internship Coursework**

| EDUC 420 | ADMISSION TO PROFESSIONAL CANDIDACY | 1 |
| EDUC 423 | ELEMENTARY STUDENT TEACHING K-8 | 12 |
| EDUC 427 | GENERAL STUDENT TEACHING K-12 (variable credit course–only 3 credits count) | 3 |
| EDUC 451 | APPLICATIONS I: BLENDED CURRICULUM IN EARLY CHILDHOOD EDUCATION | 4 |
| EDUC 469 | APPLICATIONS III: EARLY CHILDHOOD CURRICULUM METHODS | 4 |
| SPED 488 | SPECIAL EDUCATION PRACTICUM (to be completed in a special education preschool setting) | 3 |

**SPED 489** SPECIAL EDUCATION STUDENT TEACHING (Optional—students are encouraged but not required to complete this second student teaching opportunity.)

**Required Capstone**

| EDUC 490C | EARLY CHILDHOOD CAPSTONE | 4-5 |
Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)
- Humanities and Arts (p. 35)
- Natural Sciences (p. 35)
- Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)
- Foreign Language
- Minor or Certificate
- Diversity Course List (p. 37)
- Global Studies Course List (p. 37)
- Senior Capstone Course List (p. 38)

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- collaborate in and contribute to school improvement;
- create a safe, productive learning environment;
- demonstrate knowledge of responsibilities and policies related to the teaching profession;
- ensure cultural competence in teaching;
- ensure that students can articulate learning targets and can monitor their own progress toward those targets;
- integrate subjects across content areas;
- integrate technology into their classrooms and/or planning;
- involve and collaborate with student families and community;
- plan and/or adapt curricula for diverse student needs;
- plan Standards-driven curricula to develop student capacity for problem-solving strategies in content areas;
- prepare responsible citizens for a diverse society;
- use a variety of assessments to monitor and improve instruction;
- use multiple instructional strategies to address individual student needs;
- utilize feedback and reflection to improve teaching practice.

Elementary Education Major, Bachelor of Arts in Education (BAE)

This major satisfies the endorsement for Kindergarten through grade 8.

The Elementary Education major prepares students for certification as Elementary Education teachers in the state of Washington.

Admission to the Education Program (p. 231) (link)
Education Grade Requirements (p. 231) (link)

Elementary Education Core

There are general education science and social science courses that are strongly recommended for the Elementary Education candidate. See the general requirements section of this catalog. Please see an Education advisor for clarification.

30–hour multicultural education field requirement

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 303</td>
<td>FOUNDATIONS OF ASSESSMENT</td>
</tr>
<tr>
<td>EDUC 304</td>
<td>INTRODUCTION TO ELEMENTARY READING</td>
</tr>
<tr>
<td>EDUC 308</td>
<td>FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT</td>
</tr>
<tr>
<td>EDUC 310</td>
<td>LITERACY METHODS, MANAGEMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL</td>
</tr>
<tr>
<td>EDUC 338 &amp; EDUC 340</td>
<td>LANGUAGE AND SOCIAL STUDIES METHODS 1: INTEGRATED LANGUAGE ARTS FOR ELEMENTARY SCHOOL and LANGUAGE AND SOCIAL STUDIES METHODS 2: INTEGRATED SOCIAL STUDIES FOR ELEMENTARY SCHOOL</td>
</tr>
<tr>
<td>EDUC 380 &amp; EDUC 381</td>
<td>INTEGRATED STEM METHODS 1 and INTEGRATED STEM METHODS 2</td>
</tr>
<tr>
<td>EDUC 386</td>
<td>FIELD EXPERIENCE AND PRACTICUM (variable credit—must be repeated)</td>
</tr>
<tr>
<td>EDUC 423</td>
<td>ELEMENTARY STUDENT TEACHING K-8</td>
</tr>
<tr>
<td>EDUC 427</td>
<td>GENERAL STUDENT TEACHING K-12 (variable credit)</td>
</tr>
</tbody>
</table>

Total Credits 48-62

Elementary Education students must complete the required Elementary Education Core and the following courses.

Required Elementary Education Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 325</td>
<td>INEQUALITIES AND IMPACTS ON EDUCATIONAL EQUITY</td>
</tr>
<tr>
<td>EDUC 411</td>
<td>LITERACY FOR LINGUISTICALLY AND CULTURALLY DIVERSE LEARNERS</td>
</tr>
<tr>
<td>EDUC 462</td>
<td>INSTRUCTIONAL MEDIA AND TECHNOLOGY</td>
</tr>
<tr>
<td>EDUC 490</td>
<td>LITERACY MAJOR CAPSTONE (A departmental approved capstone may be substituted.)</td>
</tr>
<tr>
<td>EDUC 490A</td>
<td>NATURAL RESOURCES CAPSTONE</td>
</tr>
</tbody>
</table>

Total Credits 16

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)
- Humanities and Arts (p. 35)
- Natural Sciences (p. 35)
- Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)
Foreign Language
Minor or Certificate
Diversity Course List (p. 37)
Global Studies Course List (p. 37)
Senior Capstone Course List (p. 38)

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• collaborate in and contribute to school improvement;
• create a safe, productive learning environment;
• demonstrate knowledge of responsibilities and policies related to the teaching profession;
• ensure cultural competence in teaching;
• ensure that students can articulate learning targets and can monitor their own progress toward those targets;
• integrate subjects across content areas;
• integrate technology into their classrooms and/or planning;
• involve and collaborate with student families and community;
• plan and/or adapt curricula for diverse student needs;
• plan Standards-driven curricula to develop student capacity for problem solving strategies in content areas;
• prepare responsible citizens for a diverse society;
• use a variety of assessments to monitor and improve instruction;
• use multiple instructional strategies to address individual student needs;
• utilize feedback and reflection to improve teaching practice.

INTASC Outcomes
Principle and Description

1. Application of the Content
a. The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

2. Assessment
a. The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learning progress, and to guide the teacher’s and learner’s decision making.

3. Content Knowledge
a. The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teachers and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to ensure mastery of the content.

4. Instructional Strategies
a. The teacher understands and uses a variety of instructional strategies to encourage learners to develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

5. Leadership and Collaboration
a. The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, and other school professionals, and community members to ensure learner growth, and to advance the profession.

6. Learner Development
a. The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

7. Learning Differences
a. The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments and enable each learner to meet high standards.

8. Learning Environments
a. The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self-motivation.

9. Planning for Instruction
a. The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

10. Professional Learning and Ethical Practice
a. The teacher engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choice and actions on others (learnings, families, other professionals, and the community), and adapts practices to meet the needs of each learner.

Literacy, Reading and Writing/Elementary Major, Bachelor of Arts in Education (BAE)

This major satisfies the endorsement for preschool to grade 12.

The BAE in Literacy, Reading and Writing prepares teacher candidates to teach in grades P–12 in all aspects of literacy. Candidates completing a major in Literacy, Reading and Writing will demonstrate proficiency in the Reading Endorsement competencies through the state of Washington.

Admission to the Education Program (p. 231) (link)
Education Grade Requirements (p. 231) (link)

Elementary Education Core
There are general education science and social science courses that are strongly recommended for the Elementary Education candidate. See the general requirements section of this catalog. Please see an Education advisor for clarification.

30–hour multicultural education field requirement

EDUC 303 FOUNDATIONS OF ASSESSMENT 3
EDUC 304 INTRODUCTION TO ELEMENTARY READING 3
EDUC 308  FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT 3
EDUC 310  LITERACY METHODS, MANAGEMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL 4
EDUC 338 & EDUC 340  LANGUAGE AND SOCIAL STUDIES METHODS 1: INTEGRATED LANGUAGE ARTS FOR ELEMENTARY SCHOOL and LANGUAGE AND SOCIAL STUDIES METHODS 2: INTEGRATED SOCIAL STUDIES FOR ELEMENTARY SCHOOL 8
EDUC 380 & EDUC 381  INTEGRATED STEM METHODS 1 and INTEGRATED STEM METHODS 2 8
EDUC 386  FIELD EXPERIENCE AND PRACTICUM (variable credit—must be repeated) 6
EDUC 423  ELEMENTARY STUDENT TEACHING K-8 12
EDUC 427  GENERAL STUDENT TEACHING K-12 (variable credit) 1-15

Total Credits 48-62

Elementary Education students must complete the required Elementary Education Core and the following courses.

**Required Literacy, Reading and Writing Courses**

EDUC 305  CHILDREN'S LITERATURE STUDY AND USE 4
EDUC 320  ASSESSING AND DIFFERENTIATING LITERACY INSTRUCTION 4
EDUC 401  YOUNG ADULT LITERATURE STUDY AND USE 4
EDUC 411  LITERACY FOR LINGUISTICALLY AND CULTURALLY DIVERSE LEARNERS 4
EDUC 416  WRITING PROCESS ACROSS THE CURRICULUM 4

**Capstone**

Note: MTED 390 is a prerequisite for EDUC 494.

EDUC 490 & EDUC 494  LITERACY MAJOR CAPSTONE and LITERACY SEMINAR AND PRACTICUM (must be taken concurrently) 8

**Choose one**

EDUC 412  CONTENT AREA LITERACY: MANAGEMENT AND ASSESSMENT FOR LITERACY MAJORS AND MINORS or EDUC 413 CONTENT AREA LITERACY: MANAGEMENT AND ASSESSMENT FOR SECONDARY EDUCATION CANDIDATES 4

**Electives—choose one**

EDUC/ENGL 323  A GLOBAL VIEW THROUGH CHILDREN’S LITERATURE
EDUC 462  INSTRUCTIONAL MEDIA AND TECHNOLOGY
EDUC 463  PRODUCTION OF INSTRUCTIONAL MATERIALS
EDUC 479  EARLY LITERACY
EDUC 490A  NATURAL RESOURCES CAPSTONE
ENGL 360  LANGUAGE STRUCTURE AND USE
THTR 326  CREATIVE DRAMATICS

Total Credits 35-37

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

**University Competencies and Proficiencies (p. 33)**

**Breadth Area Core Requirements (BACR)**

**Humanities and Arts** (p. 35)
**Natural Sciences** (p. 35)
**Social Sciences** (p. 36)

**University Graduation Requirements (p. 36) (UGR)**

Foreign Language
Minor or Certificate
Diversity Course List (p. 37)
Global Studies Course List (p. 37)
Senior Capstone Course List (p. 38)

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- integrate technology into their classrooms and/or planning;
- involve and collaborate with student families and community;
- plan and/or adapt curricula for diverse student needs;
- plan standards-driven curricula to develop student capacity for problem-solving strategies in content areas;
- prepare responsible citizens for a diverse society;
- use a variety of assessments to monitor and improve instruction;
- use multiple instructional strategies to address individual student needs;
- utilize feedback and reflection to improve teaching practice.

**Literacy, Reading and Writing/Secondary Major, Bachelor of Arts in Education (BAE)**

This major satisfies the endorsement requirements for grades 5–12.

The BAE in Literacy, Reading and Writing prepares teacher candidates to teach in grades P–12 in all aspects of literacy. Candidates completing a major in Literacy, Reading and Writing will demonstrate proficiency in the Reading Endorsement competencies through the state of Washington.

**Admission to the Education Program (p. 231) (link)**
**Education Grade Requirements** (p. 231) (link)

### Secondary Education Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 201</td>
<td>INTRODUCTION TO EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 303</td>
<td>FOUNDATIONS OF ASSESSMENT</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 309</td>
<td>FOUNDATIONS OF SECONDARY CLASSROOM MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 341</td>
<td>SECONDARY STRATEGIES, MANAGEMENT, ASSESSMENT</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 413</td>
<td>CONTENT AREA LITERACY: MANAGEMENT AND ASSESSMENT</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 420</td>
<td>ADMISSION TO PROFESSIONAL CANDIDACY</td>
<td>1</td>
</tr>
<tr>
<td>EDUC 426</td>
<td>SECONDARY STUDENT TEACHING 7-12</td>
<td>12</td>
</tr>
<tr>
<td>EDUC 427</td>
<td>GENERAL STUDENT TEACHING K-12</td>
<td>3-15</td>
</tr>
</tbody>
</table>

**Total Credits**: 31-43

Secondary Education students must complete the required Secondary Education Core and the following courses.

### Required Literacy, Reading and Writing Secondary Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 304</td>
<td>INTRODUCTION TO ELEMENTARY READING</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 305</td>
<td>CHILDREN'S LITERATURE STUDY AND USE</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 310</td>
<td>LITERACY METHODS, MANAGEMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 320</td>
<td>ASSESSING AND DIFFERENTIATING LITERACY INSTRUCTION</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 401</td>
<td>YOUNG ADULT LITERATURE STUDY AND USE</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 411</td>
<td>LITERACY FOR LINGUISTICALLY AND CULTURALLY DIVERSE LEARNERS</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 413</td>
<td>CONTENT AREA LITERACY: MANAGEMENT AND ASSESSMENT</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 416</td>
<td>WRITING PROCESS ACROSS THE CURRICULUM</td>
<td>4</td>
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</table>

**Capstone**

Note: MTED 390 is a prerequisite for EDUC 494.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 490</td>
<td>LITERACY MAJOR CAPSTONE</td>
<td>8</td>
</tr>
<tr>
<td>&amp; EDUC 494</td>
<td>LITERACY SEMINAR AND PRACTICUM (must be taken concurrently)</td>
<td></td>
</tr>
</tbody>
</table>

**Elective**: 3-5

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC/ENGL 323</td>
<td>A GLOBAL VIEW THROUGH CHILDREN’S LITERATURE</td>
<td></td>
</tr>
<tr>
<td>EDUC 462</td>
<td>INSTRUCTIONAL MEDIA AND TECHNOLOGY</td>
<td></td>
</tr>
<tr>
<td>EDUC 463</td>
<td>PRODUCTION OF INSTRUCTIONAL MATERIALS</td>
<td></td>
</tr>
<tr>
<td>EDUC 479</td>
<td>EARLY LITERACY</td>
<td></td>
</tr>
<tr>
<td>EDUC 490A</td>
<td>NATURAL RESOURCES CAPSTONE</td>
<td></td>
</tr>
<tr>
<td>ENGL 360</td>
<td>LANGUAGE STRUCTURE AND USE</td>
<td></td>
</tr>
<tr>
<td>THTR 326</td>
<td>CREATIVE DRAMATICS</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**: 41-43

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

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**Education Grade Requirements** (p. 231) (link)

### Breadth Area Core Requirements (BACR)

**Humanities and Arts** (p. 35)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDUC 309</td>
<td>FOUNDATIONS OF SECONDARY CLASSROOM MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 413</td>
<td>CONTENT AREA LITERACY: MANAGEMENT AND ASSESSMENT</td>
<td>3</td>
</tr>
</tbody>
</table>

**Natural Sciences** (p. 35)

**Social Sciences** (p. 36)

**University Graduation Requirements** (p. 36) (UGR)

Foreign Language
Minor or Certificate
Diversity Course List (p. 37)
Global Studies Course List (p. 37)
Senior Capstone Course List (p. 38)

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- use multiple instructional strategies to address individual student needs;
- integrate subjects across content areas;
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- plan and/or adapt curricula for diverse student needs;
- ensure that students can articulate learning targets and can monitor their own progress toward those targets;
- plan Standards-driven curricula to develop student capacity for problem-solving strategies in content areas;
- prepare responsible citizens for a diverse society;
- ensure cultural competence in teaching;
- integrate technology into their classrooms and/or planning;
- involve and collaborate with student families and community;
- utilize feedback and reflection to improve teaching practice;
- collaborate in and contribute to school improvement;
- demonstrate knowledge of responsibilities and policies related to the teaching profession.

---

**Transition to Teaching, Bachelor of Arts in Education, (BAE)**

This is an alternative-route program. This competency based program has a five to seven quarter sequence with options for early exit when competencies are met.

### Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 280</td>
<td>FOUNDERAL METHODS IN EDUCATION</td>
<td>18</td>
</tr>
<tr>
<td>EDUC 387</td>
<td>LITERACY AND SPECIALIST METHODS</td>
<td>18</td>
</tr>
<tr>
<td>EDUC 388</td>
<td>ELEMENTARY CORE METHODS</td>
<td>18</td>
</tr>
<tr>
<td>EDUC 404</td>
<td>EDUCATIONAL FOUNDATIONS CAPSTONE AND CLASSROOM APPLICATION</td>
<td>18</td>
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</tbody>
</table>
EDUC 428  STUDENT TEACHING MODULE  18

Total Credits  90

  Placement and Clearance Exams (p. 21)
  Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)
  Humanities and Arts (p. 35)
  Natural Sciences (p. 35)
  Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)
  Foreign Language
  Minor or Certificate
  Diversity Course List (p. 37)
  Global Studies Course List (p. 37)
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  • collaborate in and contribute to school improvement;
  • demonstrate knowledge of responsibilities and policies related to the teaching profession;
  • involve and collaborate with student families and community;
  • utilize feedback and reflection to improve teaching practice.

INTASC Standards

1. Application of the Content
2. Assessment
3. Content Knowledge
4. Instructional Strategies
5. Leadership and Collaboration
6. Learner Development
7. Learning Differences
8. Learning Environments
9. Planning for instruction
10. Professional Learning and Ethical Practice

Early Childhood Education/Elementary Minor

This minor does not meet a state of Washington endorsement.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 390</td>
<td>FOUNDATIONS OF EARLY CHILDHOOD EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 430</td>
<td>ASSESSMENT IN EARLY CHILDHOOD EDUCATION</td>
<td>5</td>
</tr>
<tr>
<td>EDUC 450</td>
<td>METHODS II: BLENDED CURRICULUM IN EARLY CHILDHOOD EDUCATION</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 479</td>
<td>EARLY LITERACY</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 489</td>
<td>FAMILY-CENTERED PRACTICES IN EARLY CHILDHOOD</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits  18

Elementary Education/Add-on Endorsement

This add-on satisfies the endorsement for Kindergarten to grade 8. Notes:

  • must have a current Washington State Patrol form;
  • for candidates who currently possess a Washington State Teaching Certificate;
  • see Williamson Hall 310 before registering for these courses.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 390</td>
<td>ART IN THE ELEMENTARY SCHOOL</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 304</td>
<td>INTRODUCTION TO ELEMENTARY READING</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 308</td>
<td>FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 310</td>
<td>LITERACY METHODS, MANAGEMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 338</td>
<td>LANGUAGE AND SOCIAL STUDIES METHODS 1: INTEGRATED LANGUAGE ARTS FOR ELEMENTARY SCHOOL</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 340</td>
<td>LANGUAGE AND SOCIAL STUDIES METHODS 2: INTEGRATED SOCIAL STUDIES FOR ELEMENTARY SCHOOL</td>
<td>4</td>
</tr>
<tr>
<td>MATH 208</td>
<td>MATHEMATICS FOR ELEMENTARY TEACHERS I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 209</td>
<td>MATHEMATICS FOR ELEMENTARY TEACHERS II</td>
<td>4</td>
</tr>
<tr>
<td>MATH 210</td>
<td>MATHEMATICS FOR ELEMENTARY TEACHERS III</td>
<td>4</td>
</tr>
<tr>
<td>MTED 390</td>
<td>METHODS OF TEACHING ELEMENTARY SCHOOL MATHEMATICS</td>
<td>5</td>
</tr>
<tr>
<td>or EDUC 344</td>
<td>EARLY NUMERACY INSTRUCTION IN THE P-3 SCHOOL SETTING</td>
<td>5</td>
</tr>
<tr>
<td>MUSC 450</td>
<td>INTEGRATING MUSIC INTO ELEMENTARY CLASSROOM COURSES</td>
<td>3</td>
</tr>
<tr>
<td>PHED 390</td>
<td>HEALTH AND PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOLS</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 304</td>
<td>EDUCATIONAL PSYCHOLOGY</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Credits  50

There are science and social science courses that are strongly recommended, but not required. Content from these courses will appear on the NES.

Choose an approved life science class with a lab  5

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 115</td>
<td>INVESTIGATING BIOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 100</td>
<td>INTRODUCTION TO BIOLOGY (an approved life science class with a lab)</td>
<td>5</td>
</tr>
</tbody>
</table>
Environmental Education/Elementary Minor and Middle Level Endorsement

This minor does meet a state of Washington endorsement.

**Required Foundational Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS 100</td>
<td>INTRODUCTION TO ENVIRONMENTAL SCIENCE</td>
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</tr>
</tbody>
</table>

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>BIOL 320</td>
<td>THE HUMAN PROSPECT</td>
<td>5</td>
</tr>
<tr>
<td>or HUMN 320</td>
<td>THE HUMAN PROSPECT</td>
<td></td>
</tr>
<tr>
<td>or PHIL 447</td>
<td>ENVIRONMENTAL ETHICS</td>
<td></td>
</tr>
<tr>
<td>EDUC 440</td>
<td>SEMINAR IN ENVIRONMENTAL EDUCATION AND SUSTAINABILITY</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 490A</td>
<td>NATURAL RESOURCES CAPSTONE</td>
<td>5</td>
</tr>
<tr>
<td>GEOL 380</td>
<td>WORLD RESOURCES AND POPULATION</td>
<td>5</td>
</tr>
<tr>
<td>TECH 454</td>
<td>ENVIRONMENTAL ENGINEERING</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credits**

26

Literacy, Reading and Writing
Elementary or Secondary, Minor

This minor does not meet a state of Washington endorsement.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 305</td>
<td>CHILDREN'S LITERATURE STUDY AND USE</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 320</td>
<td>ASSESSING AND DIFFERENTIATING LITERACY INSTRUCTION</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 411</td>
<td>LITERACY FOR LINGUISTICALLY AND CULTURALLY DIVERSE LEARNERS</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 416</td>
<td>WRITING PROCESS ACROSS THE CURRICULUM</td>
<td>4</td>
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</tbody>
</table>

**Elective—choose one**

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>EDUC 401</td>
<td>YOUNG ADULT LITERATURE STUDY AND USE</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 412</td>
<td>CONTENT AREA LITERACY: MANAGEMENT AND ASSESSMENT FOR LITERACY MAJORS AND MINORS</td>
<td>4</td>
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<tr>
<td>EDUC 413</td>
<td>CONTENT AREA LITERACY: MANAGEMENT AND ASSESSMENT FOR SECONDARY EDUCATION CANDIDATES</td>
<td>4</td>
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</tbody>
</table>

**Total Credits**

20

Adult Education Option, Master of Education in Education (M.Ed.)

Adult Education—certification optional: this program is developed to provide advanced opportunities for those persons seeking to work with adults in a variety of settings.

These settings include but are not limited to community colleges’ vocational programs, adult basic skills programs, in-service coordination for business and industry, and military training. It is anticipated that students will come from a variety of backgrounds, most having a bachelor’s degree with some additional work and some having master’s degrees in other areas. No teaching certification required.

**Admissions Requirements for the Adult Education, MEd Program**

1. Have earned a baccalaureate degree (either a BA or BS) from an accredited institution of higher education.
2. Have earned a GPA ≥3.0 on a 4-point-scale during the final 90 quarter credits (or 60 semester credits) of the baccalaureate degree.

**Recommended prerequisite:** PSYC 306.

**Required Common Core**

**Psychological Foundations**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 522</td>
<td>TRANSFORMATION OF LEARNING AND TEACHING</td>
<td>4</td>
</tr>
<tr>
<td>or PSYC 515</td>
<td>ADVANCED EDUCATIONAL PSYCHOLOGY</td>
<td></td>
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</table>

**Historical, Philosophical and Social Foundations of Education—choose two**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 502</td>
<td>HISTORY OF AMERICAN EDUCATION</td>
<td>4</td>
</tr>
<tr>
<td>or EDUC 507</td>
<td>PHILOSOPHY AND ORGANIZATION OF THE AMERICAN SCHOOL</td>
<td></td>
</tr>
<tr>
<td>EDUC 505</td>
<td>CURRENT ISSUES IN EDUCATION</td>
<td>4</td>
</tr>
<tr>
<td>or EDUC 506</td>
<td>EDUCATIONAL SOCIOLOGY</td>
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**Research and Applied Experience**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 520</td>
<td>METHODS OF EDUCATIONAL RESEARCH</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 695</td>
<td>INTERNSHIP</td>
<td>4</td>
</tr>
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</table>

**Adult Education Area Specialization Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COIN 571</td>
<td>SURVEY POST-SECONDARY EDUCATION</td>
<td>4</td>
</tr>
<tr>
<td>COIN 572</td>
<td>STRATEGIES FOR TEACHING ADULTS</td>
<td>4</td>
</tr>
<tr>
<td>COIN 581</td>
<td>PRINCIPLES OF COLLEGE TEACHING</td>
<td>4</td>
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</table>

**Electives—support courses approved by advisor.**

12

**Portfolio and Comprehensive Exam**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 600</td>
<td>THESIS</td>
<td>5</td>
</tr>
<tr>
<td>or EDUC 601</td>
<td>RESEARCH REPORT</td>
<td></td>
</tr>
<tr>
<td>or EDUC 610</td>
<td>PORTFOLIO AND COMPREHENSIVE EXAMINATION ADULT EDUCATION</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**

49

- demonstrate effective practice in the implementation of learning activities which include: knowledge of content area; problem solving; use of technology;
- demonstrate excellent communication skills necessary to communicate effectively with all constituencies, including students, colleagues, parents and community;
- demonstrate professional leadership in the field;
- design and implement curriculum based on standards, knowledge, skills and professional dispositions from the Department of
Education, state of Washington Professional Education Standards Board (PESB) standards and certification requirements and other applicable professional standards;

• opportunity for student choice; motivation; collaboration and respect for diversity in a student centered learning environment.

Curriculum and Instruction Option, Master of Education in Education (M.ED.)

Curriculum and Instruction—certification required: designed for certified teachers who wish to exercise leadership in school curriculum planning and development. Candidates can plan with an advisor to emphasize science education, social science education, working with at risk learners, etc. A copy of state teaching certificate must accompany application.

Admission Requirements for the MEd Program

1. Have earned a baccalaureate degree (either a BA or BS) from an accredited institution of higher education.
2. Have earned a grade point average ≥3.0 on a 4-point scale during the final 90 quarter credits (or 60 semester credits) of the baccalaureate degree.
3. Applicants for the Curriculum and Instruction concentration must also submit a copy of a valid certificate issued by a state or territory of the United States.

Core Requirements

<table>
<thead>
<tr>
<th>Psychological Foundations</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 522 TRANSFORMATION OF LEARNING AND TEACHING</td>
<td>4</td>
</tr>
<tr>
<td>or PSYC 515 ADVANCED EDUCATIONAL PSYCHOLOGY</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Historical, Philosophical and Social Foundations of Education (choose two)</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 502 HISTORY OF AMERICAN EDUCATION</td>
<td>4</td>
</tr>
<tr>
<td>or EDUC 507 PHILOSOPHY AND ORGANIZATION OF THE AMERICAN SCHOOL</td>
<td></td>
</tr>
<tr>
<td>EDUC 505 CURRENT ISSUES IN EDUCATION</td>
<td>4</td>
</tr>
<tr>
<td>or EDUC 506 EDUCATIONAL SOCIOLOGY</td>
<td></td>
</tr>
</tbody>
</table>

Research and Applied Experience

<table>
<thead>
<tr>
<th>METHODS OF EDUCATIONAL RESEARCH</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 695 INTERNSHIP</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Specialization and Support Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 531 ELEMENTARY SCHOOL CURRICULUM</td>
<td></td>
</tr>
<tr>
<td>or EDUC 532 SECONDARY SCHOOL CURRICULUM</td>
<td></td>
</tr>
<tr>
<td>EDUC 533 INSTRUCTIONAL SYSTEMS DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>EDUC 538 MEDIA LITERACY FOR TEACHERS</td>
<td></td>
</tr>
<tr>
<td>EDUC 544 ADVANCED READING METHODS ACROSS THE CURRICULUM</td>
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<tr>
<td>EDUC 551 SUPERVISION OF INSTRUCTION</td>
<td></td>
</tr>
<tr>
<td>EDUC 564 SCHOOL LAW</td>
<td></td>
</tr>
<tr>
<td>EDUC 570 ELEMENTARY SCHOOL SCIENCE PROGRAMS</td>
<td></td>
</tr>
<tr>
<td>EDUC 574 SOCIAL STUDIES IN THE ELEMENTARY SCHOOL</td>
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<tr>
<td>EDUC 576 ADVANCED LITERACY METHODS</td>
<td></td>
</tr>
<tr>
<td>EDUC 588 READINGS IN THE CURRICULUM</td>
<td></td>
</tr>
<tr>
<td>EDUC 599 DIRECTED STUDY</td>
<td></td>
</tr>
</tbody>
</table>

Portfolio and Comprehensive Exam

| EDUC 600 THESIS                                                        | 4       |
| or EDUC 601 RESEARCH REPORT                                            |         |
| or EDUC 613 PORTFOLIO AND COMPREHENSIVE EXAMINATION                    |         |

CURRICULUM AND INSTRUCTION

Total Credits: 49

(candidates must be certified teachers)

• demonstrate advanced research based knowledge and skills in curriculum and instruction in a selected area of emphasis including but not limited to early childhood education, elementary teaching, science education, social science education, at risk learners, middle school or gifted education.

Early Childhood Education Option, Master of Education in Education (M.ED.)

Coursework is offered online.

Early Childhood Education—certification optional: designed for graduate candidates to provide advanced knowledge of early childhood education in both certificated and non-certificated settings. Designed to provide candidates with or without certification advanced study in areas of Early Childhood Education.

Candidates pursuing an endorsement in ECE must pass the content endorsement test.

This program satisfies the requirements for a recommendation for an endorsement in Early Childhood Education: Preschool to grade 3.

Admission Requirements for the MEd Program

1. Have earned a baccalaureate degree (either a BA or BS) from an accredited institution of higher education.
2. Have earned a grade point average ≥3.0 on a 4-point scale during the final 90 quarter credits (or 60 semester credits) of the baccalaureate degree.

Note: candidates may or may not be certified teachers.

Required Common Core

Psychological Foundations

| EDUC 522 TRANSFORMATION OF LEARNING AND TEACHING | 4 |
| or PSYC 515 ADVANCED EDUCATIONAL PSYCHOLOGY | |

Historical, Philosophical and Social Foundations of Education—choose two

| EDUC 502 HISTORY OF AMERICAN EDUCATION | 4 |
| or EDUC 507 PHILOSOPHY AND ORGANIZATION OF THE AMERICAN SCHOOL | |
| EDUC 505 CURRENT ISSUES IN EDUCATION | 4 |
| or EDUC 506 EDUCATIONAL SOCIOLOGY | |

Research and Applied Experience

| METHODS OF EDUCATIONAL RESEARCH | 4 |
| EDUC 695 INTERNSHIP | |

Early Childhood Education Area Specialization Courses

| EDUC 531 ELEMENTARY SCHOOL CURRICULUM | |
| or EDUC 532 SECONDARY SCHOOL CURRICULUM | |
| EDUC 533 INSTRUCTIONAL SYSTEMS DEVELOPMENT | |
| EDUC 538 MEDIA LITERACY FOR TEACHERS | |
| EDUC 544 ADVANCED READING METHODS ACROSS THE CURRICULUM | |
| EDUC 551 SUPERVISION OF INSTRUCTION | |
| EDUC 564 SCHOOL LAW | |
| EDUC 570 ELEMENTARY SCHOOL SCIENCE PROGRAMS | |
| EDUC 574 SOCIAL STUDIES IN THE ELEMENTARY SCHOOL | |
| EDUC 576 ADVANCED LITERACY METHODS | |
| EDUC 588 READINGS IN THE CURRICULUM | |
| EDUC 599 DIRECTED STUDY | |
| EDUC 581 THE SCIENCE OF EARLY CHILDHOOD DEVELOPMENT: RISK AND RESILIENCE | 4 |
Educational Foundations Option, Master of Education in Education (M.ED.)

Educational Foundations—certification optional: designed for graduate candidates, individuals with or without certification, who want a broad understanding of the history, philosophy and organization of education and to focus on an individual area of educational interest.

Admission Requirements for the MEd Program

1. Have earned a baccalaureate degree (either a BA or BS) from an accredited institution of higher education.
2. Have earned a grade point average of ≥3.0 on a 4-point scale during the final 90 quarter credits (or 60 semester credits) of the baccalaureate degree.

Common Core Requirements

Psychological Foundations

EDUC 522 TRANSFORMATION OF LEARNING AND TEACHING
or PSYC 515 ADVANCED EDUCATIONAL PSYCHOLOGY

Historical, Philosophical and Social Foundations of Education—choose two

EDUC 502 HISTORY OF AMERICAN EDUCATION

Research and Applied Experience

EDUC 520 METHODS OF EDUCATIONAL RESEARCH
EDUC 695 INTERNSHIP

Educational Foundations/Interdisciplinary Area Specialization Courses

EDUC 502 HISTORY OF AMERICAN EDUCATION
EDUC 503 CONTEMPORARY EDUCATION IN OTHER SOCIETIES
EDUC 506 EDUCATIONAL SOCIOLOGY
EDUC 507 PHILOSOPHY AND ORGANIZATION OF THE AMERICAN SCHOOL
EDUC 531 ELEMENTARY SCHOOL CURRICULUM
or EDUC 532 SECONDARY SCHOOL CURRICULUM
EDUC 538 MEDIA LITERACY FOR TEACHERS
EDUC 551 SUPERVISION OF INSTRUCTION
EDUC 564 SCHOOL LAW

Support Courses—choose with advisor from related disciplines

EDUC 600 THESIS
or EDUC 601 RESEARCH REPORT
or EDUC 611 PORTFOLIO AND COMPREHENSIVE EXAMINATION

Portfolio and Comprehensive Exam

EDUC 505 CURRENT ISSUES IN EDUCATION
or EDUC 506 EDUCATIONAL SOCIOLOGY

Educational Leadership Option, Master of Education in Education (M.ED.)

The Master of Education with an option in Educational Leadership with two paths. Course work may begin any quarter, including summer.

Master of Education (MEd), Educational Leadership Principal Certificate—The Master of Education degree is ideal for a teacher or other certified staff member who desires to prepare for the challenging, meaningful and essential role

• demonstrate advanced research based knowledge and skills in early childhood education;
• demonstrate effective practice in the implementation of learning activities which include: knowledge of content area; problem solving; use of technology;
• demonstrate excellent communication skills necessary to communicate effectively with all constituencies, including students, colleagues, parents and community;
• demonstrate professional leadership in the field;
• design and implement curriculum based on standards, knowledge, skills and professional dispositions from the Department of Education, state of Washington Professional Education Standards Board (PESB) standards and certification requirements and other applicable professional standards;
• opportunity for student choice; motivation; collaboration and respect for diversity in a student centered learning environment.
of a school leader. The program is grounded in the best practices and current research in educational leadership and management, preparing candidates to meet the diverse needs of each learning environment. In addition, the MEd program meets Washington state requirements for a school principal certificate, as described below, if candidates satisfy the state's experience requirement (three years) by program completion.

**Master of Education (MEd), Educational Leadership** No Certification — The second path is ideal for those interested in leadership without certification. No certification is required for admission on this path.

**Principal Certificate** only — This graduate-level program is designed for teachers or other certified staff members who have already completed a master's degree in an education-related field and want to pursue a career in educational leadership. Requirements for principal certification in the state of Washington include a teaching certificate or an educational staff associate certificate and at least three years of qualifying experience. Candidates complete five prerequisite courses addressing all aspects of school leadership and a 540-hour internship. Students may begin any quarter, including summer.

**Admission Requirements for the MEd Program**

1. Have earned a baccalaureate degree (either a BA or BS) from an accredited institution of higher education.
2. Have earned a grade point average of ≥3.0 on a 4-point scale during the final 90 quarter credits (or 60 semester credits) of the baccalaureate degree.
3. Applicants for Educational Leadership concentration desiring to pursue a principal certificate must also submit a copy of a valid certificate issued by a state or territory of the United States. Educational Leadership applicants are also required to have at least three years of certificated experience in a school setting (e.g. teacher, school counselor, school psychologist, etc.).

**Principal Certification Path**

**Common Core**

<table>
<thead>
<tr>
<th>Psychological Foundation</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 522 TRANSFORMATION OF LEARNING AND TEACHING</td>
<td></td>
</tr>
<tr>
<td>or PSYC 515 ADVANCED EDUCATIONAL PSYCHOLOGY</td>
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</table>

<table>
<thead>
<tr>
<th>Historical, Philosophical and Social Foundation—choose two</th>
<th>8</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 502 HISTORY OF AMERICAN EDUCATION</td>
<td></td>
</tr>
<tr>
<td>or EDUC 507 PHILOSOPHY AND ORGANIZATION OF THE AMERICAN SCHOOL</td>
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</tr>
</tbody>
</table>

| EDUC 505 CURRENT ISSUES IN EDUCATION |
| or EDUC 506 EDUCATIONAL SOCIOLOGY |

**Research and Applied Experience**

| EDUC 520 METHODS OF EDUCATIONAL RESEARCH |
| EDUC 695 INTERNSHIP (variable credit, must be taken for 8 credits) |

**Area Specialization**

| EDUC 551 SUPERVISION OF INSTRUCTION | 4 |
| EDUC 564 SCHOOL LAW | 4 |
| EDUC 565 LEADERSHIP FOR TODAY'S SCHOOLS | 4 |
| EDUC 566 LEADERSHIP IN SCHOOL-COMMUNITY RELATIONS | 4 |
| EDUC 567 SCHOOL ADMINISTRATION | 4 |

| Portfolio and Comprehensive Exam | 5 |

**Total Credits** 49

| EDUC 600 THESIS |
| or EDUC 601 RESEARCH REPORT |
| or EDUC 614 PORTFOLIO AND COMPREHENSIVE EXAMINATION EDUCATIONAL LEADERSHIP |

- demonstrate an understanding of the current theory, research, and strategies needed to effectively lead schools in preK-12 educational settings;
- demonstrate the competency-based knowledge and skills required for effectively working in leadership roles in preK-12 educational settings in compliance with Washington state standards and program requirements;
- understand and prepare for the educational, social, political, economic, and cultural context within which school leaders work.

**Literacy Option, Master of Education in Education (M.ED.)**

Literacy—certification required: designed for classroom and reading teachers as they work toward an understanding of the role that literacy plays across the curriculum and over time. The program explores research and processes for teaching literacy in K–12 educational settings.

A copy of state teaching certificate must accompany the graduate application. Candidates pursuing an endorsement in Literacy must pass the content endorsement test.

This program satisfies the requirements for a recommendation for an endorsement in Literacy: Preschool to grade 12.

**Admission Requirements for the MEd Program**

1. Have earned a baccalaureate degree (either a BA or BS) from an accredited institution of higher education.
2. Have earned a grade point average ≥3.0 on a 4-point scale during the final 90 quarter credits (or 60 semester credits) of the baccalaureate degree.
3. Applicants for the Literacy concentration must also submit a copy of a valid certificate issued by a state or territory of the United States.

**Required Common Core**

<table>
<thead>
<tr>
<th>Psychological Foundations</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 522 TRANSFORMATION OF LEARNING AND TEACHING</td>
<td></td>
</tr>
<tr>
<td>or PSYC 515 ADVANCED EDUCATIONAL PSYCHOLOGY</td>
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</table>

<table>
<thead>
<tr>
<th>Historical, Philosophical and Social Foundations of Education—choose two</th>
<th>4</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 502 HISTORY OF AMERICAN EDUCATION</td>
<td></td>
</tr>
<tr>
<td>or EDUC 507 PHILOSOPHY AND ORGANIZATION OF THE AMERICAN SCHOOL</td>
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</tr>
</tbody>
</table>

| EDUC 505 CURRENT ISSUES IN EDUCATION |
| or EDUC 506 EDUCATIONAL SOCIOLOGY |

**Research and Applied Experience**

| EDUC 520 METHODS OF EDUCATIONAL RESEARCH |
| EDUC 695 INTERNSHIP |

**Literacy Area Specialization**

| EDUC 542 LITERATURE STUDY IN THE ELEMENTARY AND MIDDLE SCHOOL | 4 |
Master in Elementary Teaching (MIT): Teaching (K–8), Master of Education in Education (M.ED.)

MIT Elementary Teaching (K–8)—earn certification + MEd: a program designed for those candidates who desire an MEd degree and a Washington residency teaching certificate for teaching in the elementary grades. This program is available to candidates who hold a bachelor’s degree in an area other than education interested in receiving both a MEd degree and a residency teaching certificate for teaching in the elementary grades. Please see an advisor in the education department.

Prerequisites for this program are

- Introductory speech course (CMST 200 or an approved equivalent).
- Passing of MATH 208 or equivalent.
- Passing of the WEST-B (Washington Educators Skills Test-Basic).
- Contact NESINC (http://www.west.nesinc.org) for test information. Satisfactory SAT or ACT scores may waive all or part of the WEST-B requirement.

Highly recommended

- Three natural science courses (BIOL 115 or PHYS 115, GEOG 115/GEOL 115) and three social studies courses (HIST 110, HIST 104 or HIST 106, GEOG 101 or GEOG 230).
- Elementary Teaching with Certification candidates go through a pre-approval interview process and complete a year-long internship in an elementary school.
- All candidates for certification must pass an elementary education NES test to receive an endorsement for certification purposes.

Additional undergraduate courses must be completed for certification:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ART 390</td>
<td>ART IN THE ELEMENTARY SCHOOL</td>
<td>3</td>
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<tr>
<td>EDUC 308</td>
<td>FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 508</td>
<td>UNDERSTANDING LITERACY INSTRUCTION K-8</td>
<td>6</td>
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<tr>
<td>MUSC 450</td>
<td>INTEGRATING MUSIC INTO ELEMENTARY CLASSROOM COURSES</td>
<td>3</td>
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<tr>
<td>PHED 390</td>
<td>HEALTH AND PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOLS</td>
<td>3</td>
</tr>
<tr>
<td>SPED 363</td>
<td>INTRODUCTION TO SPECIAL EDUCATION</td>
<td>4</td>
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Required Common Core

Psychological Foundations

<table>
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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EDUC 522</td>
<td>TRANSFORMATION OF LEARNING AND TEACHING</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 505</td>
<td>CURRENT ISSUES IN EDUCATION</td>
<td>4</td>
</tr>
<tr>
<td>or EDUC 506</td>
<td>EDUCATIONAL SOCIOLOGY</td>
<td></td>
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<tr>
<td>or EDUC 500</td>
<td>FOUNDATIONS OF EDUCATION/MIT</td>
<td></td>
</tr>
<tr>
<td>EDUC 502</td>
<td>HISTORY OF AMERICAN EDUCATION</td>
<td>4</td>
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<tr>
<td>or EDUC 507</td>
<td>PHILOSOPHY AND ORGANIZATION OF THE AMERICAN SCHOOL</td>
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<td>Total Credits</td>
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Research and Applied Experience

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<tr>
<th>Course</th>
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<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 520</td>
<td>METHODS OF EDUCATIONAL RESEARCH</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 600</td>
<td>THESIS (both are variable credit–5 credit minimum)</td>
<td>5</td>
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<tr>
<td>or EDUC 601</td>
<td>RESEARCH REPORT</td>
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<td>Total Credits</td>
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Elementary Teaching Area Specialization

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EDUC 510</td>
<td>CURRICULUM AND ASSESSMENT</td>
<td>4</td>
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<td>EDUC 538</td>
<td>MEDIA LITERACY FOR TEACHERS</td>
<td>4</td>
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<tr>
<td>EDUC 563</td>
<td>SCHOOL LAW (MIT)</td>
<td>2</td>
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<tr>
<td>EDUC 570</td>
<td>ELEMENTARY SCHOOL SCIENCE PROGRAMS</td>
<td>4</td>
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<tr>
<td>EDUC 572</td>
<td>MATHEMATICS AND QUANTITATIVE REASONING IN ELEMENTARY SCHOOL</td>
<td>4</td>
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<tr>
<td>EDUC 574</td>
<td>SOCIAL STUDIES IN THE ELEMENTARY SCHOOL</td>
<td>4</td>
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<tr>
<td>EDUC 576</td>
<td>ADVANCED LITERACY METHODS</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 695</td>
<td>INTERNSHIP (variable credit–15 credit minimum)</td>
<td>15</td>
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<tr>
<td>Total Credits</td>
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</tbody>
</table>

- demonstrate effective practice in the implementation of learning activities which include: knowledge of content area; problem solving; use of technology; opportunity for student choice;
- demonstrate excellent communication skills necessary to communicate effectively with all constituencies, including students, colleagues, parents and community.
- demonstrate knowledge of the role of literacy in K–12 classrooms and also provide evidence of their understanding of research and accompanying strategies for teaching and empowering literacy in K–12 educational settings;
- demonstrate professional leadership in the field;
- design and implement curriculum based on standards, knowledge, skills and professional dispositions from the Department of Education, state of Washington Professional Education Standards Board (PESB) standards and certification requirements and other applicable professional standards;
- motivation; collaboration and respect for diversity in a student centered learning environment.
• ensure that students can articulate learning targets and can monitor their own progress toward those targets;
• integrate subjects across content areas;
• integrate technology into their classrooms and/or planning;
• involve and collaborate with student families and communities;
• plan and/or adapt curricula for diverse student needs;
• plan Standards-driven curricula to develop student capacity for problem-solving strategies in content areas;
• prepare responsible citizens for a diverse society;
• use a variety of assessments to monitor and improve instruction;
• use multiple instructional strategies to address individual student;
• utilize feedback and reflection to improve teaching practice.

Master in Teaching (MIT): Secondary Teaching (5–12), Master of Education in Education (M.ED.)

MIT Secondary Teaching (5–12)—earn certification + MEd: a program designed for those candidates who desire an MEd degree and a Washington residency teaching certificate for the middle school, junior high and high school.

This program is available to candidates who hold a bachelor’s degree and did not previously take teaching certification coursework and are interested in receiving both an MEd degree and a residency teaching certificate for teaching in the middle school, junior high and high school. This program requires that candidates complete the equivalent of an approved EWU teaching major prior to admission.

Effective 9/1/09 all candidates for certification must pass a WEST-E or NES subject matter test to receive an endorsement for certification purposes.

Please see an advisor in the education department.

Prerequisites for this program are

• Introductory speech course (CMST 200 or an approved equivalent).
• At least 90% of the endorsable teaching major must be completed.
• Successful completion of the WEST-B (Washington Educators Skills Test-Basic). Contact NESINC (http://www.west.nesinc.org) for test information.
• Secondary Teaching candidates go through a pre-approval interview process and complete a year-long internship in a middle or secondary school. Satisfactory SAT or ACT scores may waive all or part of the WEST–B requirement.

Additional undergraduate courses must be completed for certification

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EDUC 309</td>
<td>FOUNDATIONS OF SECONDARY CLASSROOM</td>
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<td>MANAGEMENT</td>
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<td>EDUC 341</td>
<td>SECONDARY STRATEGIES, MANAGEMENT,</td>
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<td></td>
<td>ASSESSMENT</td>
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<td>EDUC 413</td>
<td>CONTENT AREA LITERACY: MANAGEMENT AND</td>
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<td>ASSESSMENT FOR SECONDARY EDUCATION</td>
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<tr>
<td>SPED 363</td>
<td>INTRODUCTION TO SPECIAL EDUCATION</td>
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Secondary Methods Class from major department 3-5

Total Credits 16-18

Required Common Core

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<td>EDUC 502</td>
<td>HISTORY OF AMERICAN EDUCATION</td>
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<td>or EDUC 507</td>
<td>PHILOSOPHY AND ORGANIZATION OF THE AMERICAN SCHOOL</td>
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Historical, Philosophical and Social Foundations of Education

(choose two)

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<td>EDUC 505</td>
<td>CURRENT ISSUES IN EDUCATION</td>
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<tr>
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<td>EDUCATIONAL SOCIOLOGY</td>
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Secondary Teaching Area Specialization

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<tr>
<td>EDUC 510</td>
<td>CURRICULUM AND ASSESSMENT</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 517</td>
<td>THE CULTURE OF MIDDLE LEVEL SCHOOL (may be stacked with EDUC 417)</td>
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</tr>
<tr>
<td>EDUC 538</td>
<td>MEDIA LITERACY FOR TEACHERS</td>
<td>4</td>
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<tr>
<td>EDUC 563</td>
<td>SCHOOL LAW (MIT)</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 695</td>
<td>INTERNSHIP</td>
<td>15</td>
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</tbody>
</table>

Total Credits 49

• collaborate in and contribute to school improvement;
• create a safe, productive learning environment;
• demonstrate knowledge of responsibilities and policies related to the teaching profession;
• ensure cultural competence in teaching;
• ensure that students can articulate learning targets and can monitor their own progress toward those targets;
• integrate subjects across content areas;
• integrate technology into their classrooms and/or planning;
• involve and collaborate with student families and communities;
• plan and/or adapt curricula for diverse student needs;
• plan Standards-driven curricula to develop student capacity for problem-solving strategies in content areas;
• prepare responsible citizens for a diverse society;
• use a variety of assessments to monitor and improve instruction;
• use multiple instructional strategies to address individual student;
• utilize feedback and reflection to improve teaching practice.

College Instruction Certificate, Graduate

This graduate certificate is designed for the express purpose of providing those with a master’s degree in an academic discipline the background by which they can increase their effectiveness as post-secondary classroom teachers. By providing this certificate, individuals with a master’s degree need not complete an additional master’s degree
(the MEd) but can complete the requirements for the certificate to indicate their mastery of teaching post-secondary students.

### Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>COIN 571</td>
<td>SURVEY POST-SECONDARY EDUCATION</td>
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<tr>
<td>COIN 572</td>
<td>STRATEGIES FOR TEACHING ADULTS</td>
<td>4</td>
</tr>
<tr>
<td>COIN 581</td>
<td>PRINCIPLES OF COLLEGE TEACHING</td>
<td>4</td>
</tr>
<tr>
<td>COIN 696</td>
<td>COLLEGE TEACHING INTERNSHIP (variable credit–must complete 4 credits)</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 16

- articulate a thorough understanding of structure, functions, and operational systems of a variety of post-secondary institutions;
- complete and log at least 120 hours of activity to meet the internship requirement;
- develop the materials for a course to be taught during an internship;
- discover their own learning and teaching style;
- enhance their repertoire of postsecondary instructional practices;
- establish a mental framework of the history of higher education in the United States;
- finish and submit a portfolio chronicling the work and reflections about the internship
- identify current issues in post-secondary education;
- identify the challenges of postsecondary teaching;
- identify the characteristics of the adult learner;
- interview a post-secondary teacher to gather information about teacher effectiveness;
- list the theories that support the strategies and techniques for teaching adults;
- observe and critique two post-secondary classes using approved criteria and report findings using current presentation software;
- reflect on the nature of effective postsecondary teaching;
- research and write a paper on some historical aspect of post-secondary education and give an oral presentation using current presentation software;
- work under the guidance of a mentor, who will provide supervision during the internship.

### Education (EDUC)

**EDUC 146. COLLEGE READING AND STUDY TECHNIQUES. 5 Credits.**

Individual evaluation, prescription, and practice for improvement of study reading, note-taking, spelling, and study techniques.

**EDUC 150. READING/STUDY SKILLS. 1-2 Credits.**

Notes: students may earn a maximum of two credits a quarter and may earn a total of five credits during their tenure at the university.

This class is to assist students with reading and study skills. Techniques introduced and practiced within content areas of courses in which the students are enrolled include: time management, textbook reading, taking lecture notes, reduce-SQ3R, retain-SQ3R, test taking skills. Reading enhancement will involve techniques for improving rate, comprehension, vocabulary and critical reading. Other skills addressed may include spelling and tutoring for specific subjects. [Special permission of the instructor.]

**EDUC 160. DIRECT INSTRUCTION TUTORING. 1-6 Credits.**

Pre-requisites: permission of the instructor.

Classroom tutoring using Direct Instruction teaching techniques and curriculum.

**EDUC 195. INTERNSHIP. 1-6 Credits.**

**EDUC 196. ADVANCED STUDY SKILLS. 1-2 Credits.**

**EDUC 197. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.**

**EDUC 201. INTRODUCTION TO EDUCATION. 3 Credits.**

EDUC 201 is an overview of the role of the schools in a democratic society, an introduction of reflective thinking concept for professional educators, an analysis of various philosophical views of teaching and learning, and an introduction to the restructuring of the K-12 educational system in the state of Washington.

**EDUC 260. DIRECT INSTRUCTION MENTORING. 1-6 Credits.**

Pre-requisites: EDUC 160 or permission of the instructor.

Classroom mentoring experiences using Direct Instruction teaching techniques and curriculum.

**EDUC 280. FOUNDATIONAL METHODS IN EDUCATION. 18 Credits.**

Notes: this course serves the alternate-route program.

Pre-requisites: ENGL 201 or equivalent.

This module is an introduction to the foundations of assessment, management, special education, ELL, and elementary reading. Candidates will evaluate their current competencies and begin their portfolios with evidence for competencies.

**EDUC 296. EXPERIMENTAL COURSE. 1-5 Credits.**

**EDUC 299. SPECIAL STUDIES. 1-18 Credits.**

Pre-requisites: permission of the instructor, department chair and college dean.

Subjects studied vary according to faculty and student interests.
EDUC 300. INTRODUCTION TO CLASSROOM EXPERIENCE. 1-4 Credits.
Notes: Graded Pass/Fail. This course is open to students admitted to the Education Program only. After registering for EDUC 300, sign up for placements in the Department of Education.
Pre-requisites: Washington State Patrol form submitted. Observation and participation in public school classroom management and instruction. Your schedule must be arranged so time can be spent in a public school classroom during the day.

EDUC 303. FOUNDATIONS OF ASSESSMENT. 3 Credits.
Pre-requisites: ENGL 201; MATH 107 or MATH 208; CMST 200 or proof of equivalence; passing the Washington Education Skill Test-Basic (WEST-B). This class focuses on developing objectives, lesson planning, assessment of student learning, measurement and assessment of the total school program including National and State Learning Goals/Standards and Washington State Essential Academic Learning Requirements.

EDUC 304. INTRODUCTION TO ELEMENTARY READING. 3 Credits.
Pre-requisites: successful completion of EDUC 303 and EDUC 308 or may be taken concurrently. This course investigates reading processes, emergent literacy, word identification, vocabulary and comprehension in elementary reading programs.

EDUC 305. CHILDREN'S LITERATURE STUDY AND USE. 4 Credits.
Pre-requisites: EDUC 303, EDUC 308 or EDUC 309 or may be taken concurrently. This course includes selected readings and discussions of a variety of children's books. It allows students to become acquainted with quality children's literature and suggests media center and K–8 classroom uses.

EDUC 308. FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT. 3 Credits.
Notes: Application required. Department authorization required.
Pre-requisites: ENGL 201; MATH 208, CMST 200 or proof of equivalence; passing the Washington Education Skill Test-Basic (WEST-B). This course addresses organizational patterns, management skills, discipline practices, individual actions and classroom environmental conditions needed to provide an optimum learning environment at the elementary level.

EDUC 309. FOUNDATIONS OF SECONDARY CLASSROOM MANAGEMENT. 3 Credits.
Pre-requisites: ENGL 201; MATH 107 or MATH 208, CMST 200 or proof of equivalence; passing the Washington Education Skill Test-Basic (WEST-B). This course addresses organizational patterns, management skills, discipline practices, individual actions and classroom environmental conditions needed to provide an optimum learning environment at the secondary level.

EDUC 310. LITERACY METHODS, MANAGEMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL. 4 Credits.
Pre-requisites: EDUC 304 or EDUC 479. Washington State Patrol Clearance/FBI fingerprinting clearance. This course extends the understanding of the reading process approach to teaching reading across the elementary school curriculum (K-8). Lesson plan development includes assessment of student learning and classroom management. Placement in P-12 school with minimum 3 hour per week field experience required.

EDUC 320. ASSESSING AND DIFFERENTIATING LITERACY INSTRUCTION. 4 Credits.
Pre-requisites: EDUC 304; may be taken concurrently with EDUC 310. This course offers a comprehensive look at formative and summative assessments for reading, writing and oral language development for P-12 students including those at risk. Candidates learn to use assessment data, make instructional decisions and prepare professional reports.

EDUC 323. A GLOBAL VIEW THROUGH CHILDREN’S LITERATURE. 5 Credits.
Cross-listed: ENGL 323.
Satisfies: a university graduation requirement—global studies.
By reading and discussing a variety of children's literature titles across several interrelated thematic units, students will examine cultural constructs, gain familiarity with international cultures, work toward empathy for other peoples and practice a critical reading stance about stories from around the world. Coursework will include papers, journals, large and small group discussions and presentations.

EDUC 325. INEQUALITIES AND IMPACTS ON EDUCATIONAL EQUITY. 4 Credits.
Pre-requisites: junior standing or permission of instructor.
Satisfies: a university graduation requirement—diversity.
An exploration of concepts, principles and theories of educational equity and their function within a society. This course includes issues of ethnicity and race, socioeconomic status and gender inequalities within the U.S. and the impact of those inequalities on educational equity.

EDUC 338. LANGUAGE AND SOCIAL STUDIES METHODS 1: INTEGRATED LANGUAGE ARTS FOR ELEMENTARY SCHOOL. 4 Credits.
Notes: Washington State Patrol Clearance/FBI fingerprinting clearance required.
Pre-requisites: program admission required; concurrent enrollment in EDUC 340 and 3 credits of Field Experience and Practicum. Placement in P-8 school with minimum of nine hours per week field experience required. This course examines the environment needed to teach the skills of listening, speaking and writing in the elementary program; including lesson plan development, assessment of student learning and classroom management and integration with social studies instruction.

EDUC 340. LANGUAGE AND SOCIAL STUDIES METHODS 2: INTEGRATED SOCIAL STUDIES FOR ELEMENTARY SCHOOL. 4 Credits.
Notes: Washington State Patrol Clearance/FBI fingerprinting clearance required.
Pre-requisites: program admission required; concurrent enrollment in EDUC 338 and 3 credits of Field Experience and Practicum. This course includes formulation of goals for social studies, selection of content to be taught at each grade level, development of daily lesson plans and unit plans utilizing recommended teaching strategies, integrated strategies with language arts instruction, assessment of student learning and classroom management and participation in teaching lessons in an elementary classroom.
EDUC 341. SECONDARY STRATEGIES, MANAGEMENT, ASSESSMENT. 3 Credits.
Notes: Washington State Patrol/FBI fingerprinting clearance.
Pre-requisites: EDUC 413.
This course deals with teaching and learning procedures appropriate for courses in the junior and senior high school. It demonstrates a variety of teaching strategies. Candidates develop skills in basic instructional techniques including lesson plan development, assessment of student learning and classroom management. The course is designed to supplement methods course work taken in major departments. Placement in P-12 school with minimum nine hour per week field experience required.

EDUC 342. SCIENCE METHODS, MANAGEMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL. 4 Credits.
Notes: Washington State Patrol Clearance/FBI fingerprinting clearance required. Placement in P-8 school with minimum nine hour per week field experience required.
Pre-requisites: EDUC 310; concurrent enrollment in EDUC 338 and EDUC 340.
This course includes formulation of goals for science, selection of content to be taught at each grade level, development of daily lesson plans and unit plans utilizing recommended teaching strategies, assessment of student learning and classroom management and participation in teaching lessons in an elementary classroom.

EDUC 344. EARLY NUMERACY INSTRUCTION IN THE P-3 SCHOOL SETTING. 4 Credits.
Pre-requisites: EDUC 310 and MATH 208 or equivalent.
This course combines early numeracy content with research based methods and strategies in order to prepare students to effectively teach rigorous, developmentally appropriate mathematics in preschool through third grade classrooms. This course is designed to give students an understanding of how children progress in their mathematical thinking and learning and how to facilitate high quality learning experiences.

EDUC 380. INTEGRATED STEM METHODS 1. 4 Credits.
Notes: Washington State Patrol Clearance / FBI Fingerprint Clearance required. A lab course with required hours in the field is required. Please consult your advisor.
Pre-requisites: EDUC 310 and taken concurrently with EDUC 381.
This course introduces and models integrated methods for science, engineering, math and technology in the elementary school. Course content includes the formulation of goals for instruction in science and engineering, selection of content to be taught at each grade level, development of daily lesson plans and unit plans utilizing recommended teaching strategies, assessment of student learning and classroom management and participation in teaching lessons in an elementary classroom.

EDUC 381. INTEGRATED STEM METHODS 2. 4 Credits.
Notes: Washington State Patrol Clearance / FBI Fingerprint Clearance required. A lab course with required hours in the field is required. Please consult your advisor.
Pre-requisites: EDUC 310 and concurrently with EDUC 380.
This course introduces and models integrated methods for science, engineering, math and technology in the elementary school. Course content includes the formulation of goals for instruction in math and technology, selection of content to be taught at each grade level, development of daily lesson plans and unit plans utilizing recommended teaching strategies, assessment of student learning and classroom management and participation in teaching lessons in an elementary classroom.

EDUC 385. FOUNDATIONS OF DEVELOPMENTALLY APPROPRIATE PRACTICES. 4 Credits.
Notes: EDUC 385 is a required prerequisite for EDUC 395.
This course will survey the history, theory and current issues/trends of the birth – five early childhood education field. An emphasis will be placed on high-quality early childhood education service delivery models. This course is specifically designed for students who are not pursuing teacher certification but who are likely to work with others in providing services to young children and their families.

EDUC 386. FIELD EXPERIENCE AND PRACTICUM. 1-5 Credits.
Notes: Washington State Patrol Clearance / FBI Fingerprint Clearance required. A weekly seminar is required. Your schedule must be arranged so time can be spent in a public school classroom during the day.
Pre-requisites: admission to the Education program.
This course requires participation in public school instruction, classroom management, assessment and professional development and provides an opportunity for integration with content learned in methods courses.

EDUC 387. LITERACY AND SPECIALIST METHODS. 18 Credits.
Notes: this course serves the alternate-route program.
Pre-requisites: EDUC 280.
Candidates will spend time in a Music, Art and Physical education setting and provide evidences that they have met the elementary competencies in those areas. Coursework modules will focus on specialist instruction and literacy instruction in the elementary school. Includes full-time practicum classroom experience.

EDUC 388. ELEMENTARY CORE METHODS. 18 Credits.
Notes: This course serves the alternate-route program. The multicultural verification assessment is a signature assessment completed in this quarter and includes 30 hours in a diverse setting and a reflection of learning outcomes. Includes a full-time classroom practicum experience.
Pre-requisites: EDUC 387.
Candidates will master methods of elementary instruction including English language arts, math, science and social studies. Course meetings will further develop professional and cohort needs, especially in equity pedagogy.

EDUC 390. FOUNDATIONS OF EARLY CHILDHOOD EDUCATION. 3 Credits.
A survey of theories of human development that shape blended early childhood practices and inform classroom-teaching practices. Introduction to professional/ethical standards associated with the blended early childhood field. Students review position statements on ethics, inclusion, developmentally appropriate and recommended practices from leading professional organizations. Topics include: brain development, development milestones, historical/political/legal foundations relating to ECE/ECSE.

EDUC 394. METHODS FOR READING INSTRUCTION AND ASSESSMENT IN KINDERGARTEN-THIRD GRADE SETTINGS. 4 Credits.
Pre-requisites: EDUC 479.
This course provides students with foundational skills for supporting reading for understanding in kindergarten through third grade. Course content outlines scientifically based reading instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. Students will become skilled in evidence-based practices for reading instruction through the use of tiered instruction and data-driven decisions.
EDUC 395. METHODS FOR IMPLEMENTING DEVELOPMENTALLY APPROPRIATE PRACTICES. 4 Credits.
Pre-requisites: EDUC 385.
This course will provide a framework for pre-professionals to deliver evidence-based practices in birth–five early childhood settings. Course topics build on a strong understanding of typical development and include early childhood assessment, positive behavior supports and the implementation of integrated curriculum content areas. This course is specifically designed for students who are not pursuing teacher certification but who are likely to work with others in providing services to young children and their families.

EDUC 396. EXPERIMENTAL COURSE. 1-5 Credits.

EDUC 397. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

EDUC 398. SEMINAR. 1-5 Credits.

EDUC 399. DIRECTED STUDY. 1-18 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

EDUC 401. YOUNG ADULT LITERATURE STUDY AND USE. 4 Credits.
Pre-requisites: EDUC 304.
This course is designed to provide teachers with the skills and information to develop and implement a classroom literacy program for middle and secondary students. It emphasizes instructional strategies to accommodate student diversity using a selection of literature genres as the curriculum foundation.

EDUC 402. ADMISSION TO RESEARCH/INTERNSHIP. 2 Credits.
Notes: this course is a prerequisite for the internship or research project for the major.
Students explore choices in internship and research projects, career preparation options, and portfolio completion requirements and standards. Students secure internship placements.

EDUC 403. LITERACY ASSESSMENT PRACTICUM. 1 Credit.
Notes: candidates spend three hours/week in their practicum.
Pre-requisites: EDUC 320 must be taken concurrently.
In this practicum for literacy majors/minors, candidates administer literacy assessments in a K–12 classroom. This course focuses on administering formative and summative assessments for reading, writing and oral language development for P-12 students. Candidates learn to use assessment data, make instructional decisions and prepare professional reports.

EDUC 404. EDUCATIONAL FOUNDATIONS CAPSTONE AND CLASSROOM APPLICATION. 18 Credits.
Notes: this course serves the alternate-route program and includes a full-time classroom practicum.
Pre-requisites: EDUC 387.
Satisfies: a university graduation requirement–senior capstone.
This course allows teacher candidates to analyze their classroom experiences, and develop and implement a philosophy for elementary instruction. Students examine the historical, philosophical and social foundations of education, learning theories, and use of technology media to create integrated lessons that have a positive impact on student learning.

EDUC 409. TEACHING THE GIFTED AND TALENTED. 3 Credits.
Analyzes the characteristics of educational programs for the gifted and talented. Helps you develop teaching strategies and curriculum materials designed to provide appropriate educational programs for the gifted and talented.

EDUC 410. METHODS I: BLENDED CURRICULUM IN EARLY CHILDHOOD EDUCATION. 4 Credits.
This course provides students with an introduction to evidence-based practices and professional standards for planning and delivering curriculum in inclusive ECE/ECSE classrooms. Students will become skilled in utilizing principles of Universal Design for Learning for planning child-focused, intentional teaching in natural learning environments.

EDUC 411. LITERACY FOR LINGUISTICALLY AND CULTURALLY DIVERSE LEARNERS. 4 Credits.
Pre-requisites: EDUC 304.
This course allows teacher candidates to analyze cultural and language differences that may influence how P-12 students acquire literacy. It focuses on teaching students for whom English is not the heritage or first language.

EDUC 412. CONTENT AREA LITERACY: MANAGEMENT AND ASSESSMENT FOR LITERACY MAJORS AND MINORS. 4 Credits.
Pre-requisites: EDUC 304.
This course presents a variety of strategies for improving P-12 students’ comprehension of content area materials and techniques for analyzing written materials. Assessment of student learning and classroom management is covered.

EDUC 413. CONTENT AREA LITERACY: MANAGEMENT AND ASSESSMENT FOR SECONDARY EDUCATION CANDIDATES. 3 Credits.
Notes: Washington State Patrol/FBI fingerprinting clearance.
Pre-requisites: EDUC 303 and EDUC 309.
This course presents a variety of strategies for improving 5–12 students’ comprehension of content area materials and techniques for analyzing written materials. Lesson plan development includes assessment of student learning and classroom management.

EDUC 416. WRITING PROCESS ACROSS THE CURRICULUM. 4 Credits.
Pre-requisites: EDUC 304.
This course provides candidates with a theoretical and strategic approach to writing pedagogy. Teacher candidates are prepared to teach writing across the curriculum.

EDUC 417. CULTURE OF MIDDLE SCHOOL. 3 Credits.
Pre-requisites: EDUC 303; EDUC 308 or EDUC 309.
This course will promote awareness and understanding of middle level-aged students, of the philosophy and organization of middle level schools and programs and of developmentally appropriate instructional and classroom management strategies for teaching middle level learners.

EDUC 420. ADMISSION TO PROFESSIONAL CANDIDACY. 1 Credit.
Notes: graded Pass/Fail.
Placement in P–12 school with minimum 3 hour per week field experience required. The successful completion of EDUC 420 leads to student teaching candidacy. The candidate is asked to demonstrate characteristics of desirable teacher-pupil relations. In partial fulfillment of the course requirements, a Teacher Education Evidentiary Portfolio will be presented by each candidate documenting Department of Education performance-based outcomes, Washington State Learning Goals and, evidence of successful performance in the field. Teacher candidates must have completed at least three-fourths of the course work for their majors(s) and minor(s) before taking this course. All methods courses within the candidate’s major must also be completed prior to taking EDUC 420. All candidates must have a minimum overall GPA ≥2.8 and all course grades in the candidate’s Professional Education program must be ≥2.8. Majors and minors courses require a minimum grade >2.0.
EDUC 421. COMPETENCY PREPARATION. 1 Credit.
Notes: placement in a P-12 school with minimum 3 hour/per week field experience required.
Pre-requisites: EDUC 420.
This course emphasizes competence and skills required in testing for teaching readiness including, a) critical thinking skills; b) preparing for tests, test-taking strategies, and specific strategies for content practice tests; c) creating good review tools, predicting test questions and testing readiness; d) West-E or NES score analysis and self-review for specific areas of remediation; and, e) study skills and time management skills for complex standardized testing.

EDUC 423. ELEMENTARY STUDENT TEACHING K-8. 12 Credits.
Notes: Graded Pass/Fail. Washington State Patrol and FBI clearance must be current. All students must have a minimum overall GPA ≥B in each of the following: major(s), minor(s) and Professional Education Program.
Pre-requisites: EDUC 420 and departmental clearance required prior to registration.
All course grades in the student’s major(s), minor(s) and the Professional Education Program must be at least B-. Students must have completed at least three-fourths of the coursework for their major(s) and minor(s) before taking this course. For a complete description of activities and procedures associated with student teaching, please refer to the department’s Student Teaching Handbook.

EDUC 426. SECONDARY STUDENT TEACHING 7-12. 12 Credits.
Notes: Graded Pass/Fail. Washington State Patrol and FBI clearance must be current. All students must have a minimum overall GPA ≥2.8 in each of the following: major(s), minor(s) and Professional Education Program.
Pre-requisites: EDUC 420 and departmental clearance required prior to registration.
All course grades in the student’s major(s), minor(s) and the Professional Education Program must be ≥B-. Students must have completed at least three-fourths of the coursework for their major(s) and minor(s) before taking this course. For a complete description of activities and procedures associated with student teaching, please refer to the department’s Student Teaching Handbook.

EDUC 427. GENERAL STUDENT TEACHING K-12. 1-15 Credits.
Notes: graded Pass/Fail.
Pre-requisites: EDUC 420.
Departmental clearance required prior to registration. Students must have completed at least three-fourths of the coursework for their major(s) and minor(s) before taking this course. All students must have a minimum overall GPA ≥2.8 in each of the following: major(s), minor(s) and Professional Education Program. All course grades in the student’s major(s), minor(s) and the Professional Education Program must be ≥2.8. Washington State Patrol and FBI clearance must be current. For a complete description of activities and procedures associated with student teaching, please refer to the department’s Student Teaching Handbook.

EDUC 428. STUDENT TEACHING MODULE. 18 Credits.
Notes: This course serves the alternate-route program. The Student Teaching Module is a full-time teaching experience in a K-8 setting.
Pre-requisites: EDUC 404.
Student teaching seminars will address professional development and cohort needs for both candidates and mentors. Candidates will complete and meet edTPA requirements.

EDUC 430. ASSESSMENT IN EARLY CHILDHOOD EDUCATION. 5 Credits.
Using a variety of assessment practices, this course explores how to assess and guide the learning of young children ages birth to eight. Course content includes writing measurable goals and objectives, using data based decision making, understanding scores and communicating results, as well as ethical considerations and cultural bias in assessment.

EDUC 439. SEMINAR. 1-5 Credits.
Notes: repeatable for credit with different titles. Content and titles will vary as education special topics are identified by faculty and students to study relevant and in-depth education concepts, knowledge and skills.

EDUC 440. SEMINAR IN ENVIRONMENTAL EDUCATION AND SUSTAINABILITY. 2 Credits.
This seminar provides depth in selected topics in sustainability and environmental education.

EDUC 444. LANGUAGE ARTS METHODS FOR THE PRESCHOOL-THIRD GRADE CLASSROOM. 3 Credits.
Pre-requisites: EDUC 394.
This course provides students with rich experiences in Language Arts education for ECE/ECSE classrooms. Course content examines the environment needed to teach the skills of listening, speaking, and writing in the Preschool–Third Grade classroom. Students will develop skills for standards-aligned lesson and unit planning through data-driven decisions and evidence-based practices.

EDUC 450. METHODS II: BLENDED CURRICULUM IN EARLY CHILDHOOD EDUCATION. 4 Credits.
Pre-requisites: EDUC 410 and concurrent enrollment in EDUC 451. Building upon prerequisite coursework, this course will prepare students to use intentional teaching practices to deliver integrated curriculum content in the classroom (e.g., math, science, social studies, music, creative arts). Students will become skilled in the development and delivery of curriculum that is based on a strong foundational knowledge of typical child development, and child-centered, relationship-based practices.

EDUC 451. APPLICATIONS I: BLENDED CURRICULUM IN EARLY CHILDHOOD EDUCATION. 4 Credits.
Pre-requisites: EDUC 410, EDUC 430 and concurrent enrollment in EDUC 450.
This is the first of two courses designed to provide opportunities for students to implement activities that increase their understanding of the Teaching Strategies Gold: Assessment Cycle in conjunction with implementation of early childhood curriculum content from ECE Methods I & II. Students are placed in high-quality ECE settings as determined by Washington state standards. 1-hour weekly seminar with 9 hour-week practicum experience required (3 hrs, 3 days a week).

EDUC 452. TOPICS IN CONTINUING EDUCATION. 1-5 Credits.
Notes: graded Pass/Fail.

EDUC 454. SCIENCE METHODS FOR THE PRESCHOOL-THIRD GRADE CLASSROOM. 4 Credits.
Pre-requisites: concurrent enrollment in EDUC 344 and EDUC 450. This course provides students with rich experiences in science education for ECE/ECSE classrooms. Course content is focused on inquiry-based approaches to developmentally appropriate big ideas in science. Students will develop skills for inquiry-based, standards-aligned lesson and unit planning.
EDUC 461. SOCIAL STUDIES METHODS FOR THE PRESCHOOL-THIRD GRADE CLASSROOM. 3 Credits.
Pre-requisites: EDUC 450.
This course provides students with rich experiences in social studies education for ECE/ECSE classrooms. Course content includes fundamental understandings of self, community, and civic engagement. Students will develop skills for standards-aligned lesson and unit planning while utilizing a variety of teaching strategies.

EDUC 462. INSTRUCTIONAL MEDIA AND TECHNOLOGY. 3 Credits.
Pre-requisites: junior standing, Washington State Patrol/FBI fingerprinting clearance.
This course investigates how to promote student learning by integrating technology with content and instructional methods. Students explore the use of internet-associated learning tools, multimedia authoring tools, assessment tools and data-analysis tools. The ethical underpinnings associated with instructional media are discussed throughout the course as is student-associated research in the area of instructional media and technology.

EDUC 463. PRODUCTION OF INSTRUCTIONAL MATERIALS. 5 Credits.
Notes: course fee.
This course will use the latest computer technology for teachers in all areas, librarians and media specialists. Producing presentations, creating graphs and charting, producing classroom newsletter publications, scanning documents and pictures, importing clip art, making color transparencies, video production and, evaluation of web page design are covered in this class.

EDUC 464. APPLICATIONS II: BLENDED CURRICULUM IN EARLY CHILDHOOD EDUCATION. 4 Credits.
Pre-requisites: EDUC 451.
This is the second of two courses designed to provide opportunities for students to implement activities that increase their understanding of the Teaching Strategies Gold: Assessment Cycle in conjunction with implementation of early childhood curriculum content from ECE Methods I & II. Students continue in their previous placement from Applications I. This second course builds on content from Applications I with a focus on summarizing, planning and communicating results of child assessment using data-based decision making.

EDUC 469. APPLICATIONS III: EARLY CHILDHOOD CURRICULUM METHODS. 4 Credits.
Pre-requisites: EDUC 464.
The third of three application courses designed to provide opportunities for students to implement activities that will increase their understanding of the ECE/ECSE assessment practices in conjunction with implementation of early childhood curriculum content from methods coursework. The course provides continued emphasis on summarizing, planning and communicating results of curriculum and assessment using data-based decision making in kindergarten–third grade classrooms.

EDUC 470. DIVERSITY IN EARLY CHILDHOOD EDUCATION. 3 Credits.
This course is designed to provide an overview of issues pertaining to diversity in blended early childhood education. Through readings, assignments, online discussions, and personal and professional reflections students learn about topics related to working with diverse young children and their families based on the principles of Anti-Bias Education.

EDUC 475. PROMOTING SOCIAL COMPETENCE AND GUIDING BEHAVIOR IN EARLY CHILDHOOD SETTINGS. 4 Credits.
Pre-requisites: EDUC 410 and concurrent enrollment in either EDUC 451 or EDUC 461.
This course prepares students to build rapport with children and their families; create supportive learning environments; demonstrate positive social-emotional teaching strategies; understand the function of behavior in preschool settings; define specific guidance strategies; assess challenging behaviors; develop universal positive guidance plans; and communicate the need for positive, consistent team approaches to including children with challenging behaviors.

EDUC 478. SCIENCE IN THE ELEMENTARY SCHOOL. 4 Credits.
Develops instructional competencies in elementary school science through extensive laboratory experiences.

EDUC 479. EARLY LITERACY. 3 Credits.
Pre-requisites: must be taken concurrently with either EDUC 451 or EDUC 464 or instructor approval.
This course will support students in becoming familiar with developmental and theoretical foundations for early literacy development beginning at birth. Students will be introduced to approaches for implementing evidence- and research-based early literacy practices for students to succeed in creating and managing a literacy rich home-, classroom- and community environment. Students will utilize course content and application to be reflective decision makers and competent pre-professionals.

EDUC 485. INDIGENOUS EDUCATION. 5 Credits.
Cross-listed: IDST 485.
Pre-requisites: junior standing.
Satisfies: a university graduation requirement–global studies.
This course introduces students to the topic of indigenous education from a global perspective. Through readings, discussions, lectures and videos, students will examine the role education has played as an instrument of oppression, and how indigenous nations have restructured educational systems to reclaim their cultural identities and to empower themselves politically.

EDUC 488. PRACTICUM EDUCATIONAL STUDIES. 1-15 Credits.
Pre-requisites: must be declared in the Educational Studies BA. This is the student teaching practicum for the Educational Studies BA.
EDUC 489. FAMILY-CENTERED PRACTICES IN EARLY CHILDHOOD. 3 Credits.
This course addresses the knowledge and skills necessary for working with families of young children, with and without disabilities. It reviews the effect of adversity on families and strategies for delivering family-centered intervention. It focuses on understanding and measuring family outcomes. The broad components include: understanding foundations of theory and policy; establishing effective partnerships; building family capacity through effective supports and service.
EDUC 490. LITERACY MAJOR CAPSTONE. 5 Credits.
Pre-requisites: MTED 390, EDUC 304, EDUC 305, EDUC 401, EDUC 411, EDUC 412, EDUC 416; EDUC 420; EDUC 494 must be taken concurrently.
Satisfies: a university graduation requirement–senior capstone.
This course allows students to analyze their practicum classroom experiences and to develop a philosophy for reading instruction. Students examine and identify the connections among literacy instruction and politics, the economy, school, society, social justice and how these impact young learners. Students develop and implement a two-week reading curriculum for their placement practicum and review the Washington Teacher Competencies for the Reading Endorsement.

EDUC 490A. NATURAL RESOURCES CAPSTONE. 5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Satisfies: a university graduation requirement–senior capstone.
This course allows pre-service teachers to team with natural resource community providers to actively engage in the work they do. Students develop inquiry activities for elementary classrooms around natural resource themes.

EDUC 490C. EARLY CHILDHOOD CAPSTONE. 5 Credits.
Pre-requisites: EDUC 464.
Satisfies: a university graduation requirement–senior capstone.
This course is designed to provide students with professional experiences and principles to guide their professional certification and practice in the field of early childhood education. The standards put forth by the National Association for the Education of Young Children, Division for Early Childhood, and WA professional competencies for P-3 certification will provide a framework for analyzing the professional issues applied, practiced and discussed.

EDUC 494. LITERACY SEMINAR AND PRACTICUM. 3 Credits.
Notes: graded Pass/Fail.
Pre-requisites: MTED 390, EDUC 338; EDUC 420; EDUC 490 must be taken concurrently.
In this practicum for literacy majors, candidates are supervised while teaching literacy in a K–12 classroom setting. This course must be taken before student teaching. Students must spend six hours per week, five days per week, during literacy instruction in a public school classroom.

EDUC 495. PRACTICUM. 5 Credits.
Notes: graded Pass/Fail.
Pre-requisites: permission of the instructor, department chair and college dean.
EDUC 495A. EDUCATION INTERNSHIP FOR EARLY CHILDHOOD EDUCATION. 4 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
This course is part of the three-quarter field based requirement for students in the P-3 Certificate Program. Students spend 8 hours in the field and take this course concurrently with EDUC 498 (1) Seminar.

EDUC 496. EXPERIMENTAL COURSES. 1-5 Credits.

EDUC 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-18 Credits.
Electives. Major in Reading (Elementary); must be a reading workshop.

EDUC 498. SEMINAR. 1-18 Credits.
EDUC 499. DIRECTED STUDY. 1-18 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
An opportunity for students with adequate background and experience to make intensive and independent study of some special problems in education.

EDUC 500. FOUNDATIONS OF EDUCATION/MIT. 4 Credits.
Introduction to the fundamentals of K-12 education, school systems and teaching. Role of schools in a democratic society is analyzed to help pre-service teachers become familiar with the reflective thinking necessary to be an effective classroom teacher, and become familiar with the historical and legal foundations of education as they apply to teaching.

EDUC 502. HISTORY OF AMERICAN EDUCATION. 4 Credits.
The economic, social, cultural and philosophical development of America and the resulting impact on schools.

EDUC 503. CONTEMPORARY EDUCATION IN OTHER SOCIETIES. 4 Credits.
Study of systems of education outside the United States.

EDUC 505. CURRENT ISSUES IN EDUCATION. 4 Credits.
Issues such as federal aid, teachers’ tenure, teachers’ salaries, the political control of education, indoctrination versus education, religious and public education, school-district reorganization, the community-centered school and academic freedom.

EDUC 506. EDUCATIONAL SOCIOLOGY. 4 Credits.
An analysis of American democratic ideology in relation to major social problems such as race, social stratification, leisure, population movements, family life, and the involvement of the public schools.

EDUC 507. PHILOSOPHY AND ORGANIZATION OF THE AMERICAN SCHOOL. 4 Credits.
Four philosophies in education will be studied. The implications of each for school organization and classroom instruction will be examined. Participants will be invited to analyze their beliefs and how these beliefs form into a coherent philosophy of education.

EDUC 508. UNDERSTANDING LITERACY INSTRUCTION K-8. 6 Credits.
Teacher candidates gain knowledge and understanding of reading processes, emergent through advanced literacy learning across the K-8 curriculum, lesson plan development based upon assessment, and how to manage classroom literacy instruction.

EDUC 510. CURRICULUM AND ASSESSMENT. 4 Credits.
In this course MIT students will gain understanding of best practice in curriculum development and assessment as well as enhanced competence in application of the practice.

EDUC 511. INTRODUCTION TO TEACHING WITH TECHNOLOGY PORTFOLIO. 1 Credit.
Notes: graded Pass/Fail.
This course focuses on planning and preparation of an initial draft of the Teaching with Technology Portfolio and should be taken early in the program. Learners will gain familiarity with the ISTE’s National Educational Technology Standards (NETs) as they relate to their given context. Learners will take part in a needs assessment which will inventory areas of growth as they relate to instructional technologies and their effective use. Learners will set goals and identify areas of growth and exploration for instructional technologies. Learners will also become familiar with the components of the portfolio and the ways in which it can be delivered and will be evaluated.
EDUC 512. FINALIZING THE TEACHING WITH TECHNOLOGY PORTFOLIO. 1 Credit.
Notes: graded Pass/Fail.
This course focuses on final planning, preparation and delivery of the Teaching with Technology Portfolio and should be taken as one of the final courses. Learners further describe and document how they have effectively integrated their knowledge of instructional technology within a given context and aligned to ISTE’s National Educational Technology Standards. Learners will review their initial instructional technologies needs assessment and reflect and share gains they have made. Learners will prepare and compile remaining artifacts and integrate them into the final portfolio. Once complete, the portfolio will be evaluated and presented in a public forum.

EDUC 517. THE CULTURE OF MIDDLE LEVEL SCHOOL. 3 Credits.
This course will promote awareness and understanding of middle school aged students, of the philosophy and organization of middle level schools and programs, and of developmentally appropriate instructional and classroom management strategies for teaching middle level learners.

EDUC 520. METHODS OF EDUCATIONAL RESEARCH. 4 Credits.
Required of all graduate students pursuing the master of education degree program unless an alternative research course is scheduled. It provides the background of research methods and techniques necessary for meeting the requirements of Education 600 or 601. The methods, tools, and strategies used in educational research, both quantitative and qualitative, will be explored. Continued level teacher certification research requirements may be met through this course.

EDUC 522. TRANSFORMATION OF LEARNING AND TEACHING. 4 Credits.
This course focuses on reforming and transforming the processes, perceptions and practices of learning and teaching by emphasizing diversity, social justice and equity. First, psychological principles underlying current educational culture will be analyzed. Second, reforming relationships, interactions and contexts for learning will be addressed through reflective practices, and third, rethinking and transforming connections, will be viewed through the lens of learners of diverse backgrounds.

EDUC 525. RESEARCH METHODS FOR EDUCATIONAL SETTINGS. 4 Credits.
Pre-requisites: admission to an M.Ed. program. The purpose of this course is to teach students to consume and conduct single-case and single-subject research in educational and community settings. Students will gain an understanding of the conceptual background underlying this research approach. Students will also learn about the historical background of the development of these design approaches, basic logistical barriers to and solutions for carrying out research in applied settings, and the procedures of carrying out such research.

EDUC 526. INTRODUCTION TO MULTI-TIERED SYSTEMS OF SUPPORT. 4 Credits.
Pre-requisites: EDUC 525. The purpose of this course is to teach students how to build a school wide multi-tiered system of support (MTSS). The MTSS framework encompasses tiered systems such as response to intervention (RTI) and positive behavioral interventions and supports (PBIS), and is designed to help all K–12 students succeed. Students will learn about effective instruction, the role of school teams, implementation in action, assessment, problem solving and data-based decision making.

EDUC 530. FOUNDATIONS OF EDUCATIONAL COMMUNICATION AND INFORMATION TECHNOLOGY. 4 Credits.
Survey of current issues, philosophical foundations, research, and history in the field of educational communication and information technology applicable to K-12 and adult learners.

EDUC 531. ELEMENTARY SCHOOL CURRICULUM. 4 Credits.
Curriculum practice and instructional materials most likely to improve instruction in the elementary school.

EDUC 532. SECONDARY SCHOOL CURRICULUM. 4 Credits.
Curriculum practice and instructional materials most likely to improve instruction in the secondary school.

EDUC 533. INSTRUCTIONAL SYSTEMS DEVELOPMENT. 4 Credits.
Advanced techniques and methods of developing and utilizing instructional systems. A multimedia correlated system will be designed, produced, organized, field tested and presented.

EDUC 534. GAMES, SIMULATION AND LEARNING. 4 Credits.
Effective learning environments strike a balance between anxiety and boredom. They are typically challenging hard- and enjoyable-fun or, "hard-fun." In this course you will explore how the instructional game method is an excellent vehicle for creating effective, "hard-fun" learning. You will investigate motivation as it relates to learning and the game method of instruction.

EDUC 538. MEDIA LITERACY FOR TEACHERS. 4 Credits.
Focuses on curricular and instructional development of resource-based skills. From examining model K-12 programs for skills in such areas as information, critical television viewing, media production, visual literacy, teachers will apply elements of instructional design and development to resource-based skills programs.

EDUC 539. SPECIAL TOPICS. 1-5 Credits.
Notes: may be graded Pass/No Credit.

EDUC 540. TEACHING AND LEARNING WITH MICROSOFT OFFICE. 4 Credits.
This course provides basic to intermediate skills for using Word, PowerPoint and Excel in classroom settings. You will learn how these technologies can be used to create instruction that meets the diverse needs of learners. Participants will have numerous opportunities to apply new skills and develop their own instructional products that support their curricular goals.

EDUC 542. LITERATURE STUDY IN THE ELEMENTARY AND MIDDLE SCHOOL. 4 Credits.
Advanced study of literature based teaching. Explores ways of building a literate classroom by connecting children and books with special ways on supporting students in becoming fluent readers. Understand how to select and adapt instructional content, including technology-based materials. Demonstrate knowledge of the range of genre, text types, and text language in classic and contemporary children’s and young adult literature.

EDUC 544. ADVANCED READING METHODS ACROSS THE CURRICULUM. 4 Credits.
A course designed to provide classroom teachers an opportunity to revisit current reading pedagogical knowledge, including knowledge of essential components of reading (phonics, word recognition, fluency, vocabulary, comprehension), phonological awareness, print concepts, and academic language. Students will explore meaningful ways in which reading instruction may be infused and integrated within content areas of the curriculum, including Common Core State Standards. Teacher assessment and student self-assessment as means to inform teaching and learning will be an additional focus of the course.
EDUC 551. SUPERVISION OF INSTRUCTION. 4 Credits.
The work of the teacher or supervisor in improving instruction.

EDUC 552. SUPERVISION OF STUDENT TEACHING. 4 Credits.
Preparation for positions as supervisors in laboratory schools and for public school teachers who supervise students in off-campus student teaching assignments.

EDUC 560. READING INQUIRY. 4 Credits.
This course centers on theoretical and evidence-based research into reading and literacy instruction. The course is based on the inquiry cycle, which will provide the organizational structure for class participation. An emphasis on topics related to current research in the field of literacy, including collegial practices. Class sessions will include small group brainstorming and discussion, reading, explorations, browsing, workshop experiences, presentations, and teaching demonstrations.

EDUC 563. SCHOOL LAW (MIT). 2 Credits.
In this course MIT students will become familiar with applicable school law, preventive measures and knowledge of seeking legal advice.

EDUC 564. SCHOOL LAW. 4 Credits.
Court decisions and statutory law relating to the duties and powers of school officials and employees, compulsory school attendance, school census, child labor, control, and organization.

EDUC 565. LEADERSHIP FOR TODAY’S SCHOOLS. 4 Credits.
Focus on school leadership, developing with vision the knowledge and skills for strategically leading the planning, decision-making, communication, management, and change processes needed in 21st century schools and communities.

EDUC 566. LEADERSHIP IN SCHOOL-COMMUNITY RELATIONS. 4 Credits.
A problem-based exposure to the multi-dimensional role of school-community relations and communication in school districts. The course addresses the Public Relations domain of the NPBEA and WAC standards for the principalship.

EDUC 567. SCHOOL ADMINISTRATION. 4 Credits.
Students will examine the role of the principal, using the ISLLC Standards as a framework. They will prepare for leadership through research, discussion activity and application. Relevant and practical topics will be used to create the curricular content of the course. Students will exit this course with knowledge and understanding of what to expect and how to respond as a new principal. This is a course where practicality and purpose will support those preparing for an instructional leadership role.

EDUC 570. ELEMENTARY SCHOOL SCIENCE PROGRAMS. 4 Credits.
The development of elementary school science programs and materials including the coordination of science instruction with other curricular areas.

EDUC 572. MATHEMATICS AND QUANTITATIVE REASONING IN ELEMENTARY SCHOOL. 4 Credits.
Pre-requisites: admittance to the MIT program. This course combines elementary and middle school mathematics content with research based methods and strategies in order to prepare students to effectively teach rigorous, developmentally appropriate mathematics in kindergarten through eighth grade classrooms. This course is designed to give students an understanding of how children progress in their mathematical thinking and learning and how to facilitate high quality learning experiences.

EDUC 574. SOCIAL STUDIES IN THE ELEMENTARY SCHOOL. 4 Credits.
Place of social studies in the school program, the development of principles involved in the teaching of social studies.

EDUC 576. ADVANCED LITERACY METHODS. 4 Credits.
Advanced course with emphasis on models for reading, writing and language arts integration. Students will demonstrate knowledge of the interrelationships of reading, writing, listening and speaking. Students demonstrate knowledge of how to integrate a variety of classroom-based materials, using a wide-range of curriculum materials and instructional strategies. Know how to plan systematic instruction using Common Core State Standards and current literacy research to guide instruction. Cover total program: management, methods, materials and techniques.

EDUC 580. CURRICULUM DESIGN IN EARLY CHILDHOOD EDUCATION. 4 Credits.
Pre-requisites: permission of the instructor.
An in-depth study of the components of early childhood education curriculum, curriculum models and research regarding early childhood education programs.

EDUC 581. THE SCIENCE OF EARLY CHILDHOOD DEVELOPMENT: RISK AND RESILIENCE. 4 Credits.
This course covers early childhood development (birth – 8), which includes the impact of prenatal, as well as social and societal influences. Students will learn about brain development, and how risk and protective factors can impact social-emotional, physical and cognitive growth in young children.

EDUC 582. CURRICULUM AND PRACTICE IN EARLY CHILDHOOD EDUCATION. 4 Credits.
This course will focus on classical and contemporary issues in early childhood education (birth – 8). Five larger domains (i.e., stakeholders in ECE, differentiation, standards, and curricula) will be examined through selected readings.

EDUC 583. THE INTENTIONAL TEACHER. 4 Credits.
Pre-requisites: EDUC 582.
Course content will provide a framework for early childhood professionals to plan, deliver and assess, evidence-based, integrated curriculum content in the early childhood classroom (e.g., math, science, social studies, music, creative arts).

EDUC 584. POSITIVE LEARNING ENVIRONMENTS FOR YOUNG CHILDREN. 4 Credits.
This course prepares students to create a positive climate for young children. The quality of learning environments will be examined with regard to both the social and physical design and layout. Students will explore the function of behavior and define preventative strategies in early childhood home and classroom settings.

EDUC 585. FAMILY ENGAGEMENT, SYSTEMS AND THEORY. 4 Credits.
Pre-requisites: requires admission into the ECE emphasis area of the MEd.
This course is based on an understanding of family systems and the application of family-centered principles in early childhood education and home-based services. Students will gain an understanding of family and cultural contexts in which child development occurs and explore service delivery models and frameworks for supporting a collaborative partnership with families.

EDUC 586. EARLY CHILDHOOD LEADERSHIP, POLICY AND PRACTICE. 4 Credits.
Pre-requisites: EDUC 581, EDUC 582.
This course will require students to think critically about the evolution of policies, programs, and practices in early care and education. Students will apply perspectives to current practice and policy through critical analysis of research, and program evaluation.

EDUC 587. SUPERVISION OF STUDENT TEACHING. 4 Credits.
Pre-requisites: permission of the instructor.
In this course MIT students will become familiar with applicable school law, preventive measures and knowledge of seeking legal advice. This course is designed to give students an understanding of how children progress in their mathematical thinking and learning and how to facilitate high quality learning experiences.

EDUC 588. CURRICULUM DESIGN IN EARLY CHILDHOOD EDUCATION. 4 Credits.
This course will require students to think critically about the evolution of policies, programs, and practices in early care and education. Students will apply perspectives to current practice and policy through critical analysis of research, and program evaluation.

EDUC 589. ADVANCED LITERACY METHODS. 4 Credits.
Advanced course with emphasis on models for reading, writing and language arts integration. Students will demonstrate knowledge of the interrelationships of reading, writing, listening and speaking. Students demonstrate knowledge of how to integrate a variety of classroom-based materials, using a wide-range of curriculum materials and instructional strategies. Know how to plan systematic instruction using Common Core State Standards and current literacy research to guide instruction. Cover total program: management, methods, materials and techniques.

EDUC 590. THE SCIENCE OF EARLY CHILDHOOD DEVELOPMENT: RISK AND RESILIENCE. 4 Credits.
This course covers early childhood development (birth – 8), which includes the impact of prenatal, as well as social and societal influences. Students will learn about brain development, and how risk and protective factors can impact social-emotional, physical and cognitive growth in young children.

EDUC 591. CURRICULUM AND PRACTICE IN EARLY CHILDHOOD EDUCATION. 4 Credits.
This course will focus on classical and contemporary issues in early childhood education (birth – 8). Five larger domains (i.e., stakeholders in ECE, differentiation, standards, and curricula) will be examined through selected readings.

EDUC 592. THE INTENTIONAL TEACHER. 4 Credits.
Pre-requisites: EDUC 582.
Course content will provide a framework for early childhood professionals to plan, deliver and assess, evidence-based, integrated curriculum content in the early childhood classroom (e.g., math, science, social studies, music, creative arts).

EDUC 593. POSITIVE LEARNING ENVIRONMENTS FOR YOUNG CHILDREN. 4 Credits.
This course prepares students to create a positive climate for young children. The quality of learning environments will be examined with regard to both the social and physical design and layout. Students will explore the function of behavior and define preventative strategies in early childhood home and classroom settings.

EDUC 594. FAMILY ENGAGEMENT, SYSTEMS AND THEORY. 4 Credits.
Pre-requisites: requires admission into the ECE emphasis area of the MEd.
This course is based on an understanding of family systems and the application of family-centered principles in early childhood education and home-based services. Students will gain an understanding of family and cultural contexts in which child development occurs and explore service delivery models and frameworks for supporting a collaborative partnership with families.

EDUC 595. EARLY CHILDHOOD LEADERSHIP, POLICY AND PRACTICE. 4 Credits.
Pre-requisites: EDUC 581, EDUC 582.
This course will require students to think critically about the evolution of policies, programs, and practices in early care and education. Students will apply perspectives to current practice and policy through critical analysis of research, and program evaluation.
EDUC 588. READINGS IN THE CURRICULUM. 1-4 Credits.
An advanced course for students wanting to study the current literature on school curriculum development and offerings. Students will develop an annotated bibliography from a specific area of school curriculum.

EDUC 590. CRITICAL AND SOCIAL LITERACIES. 4 Credits.
An advanced course for students wanting to study current literature on literacy as practiced in a variety of social contexts, as evaluated through a number of critical perspectives. Developing practitioners reflect and discuss the importance of respecting socio-economic, cultural, linguistic and ethnic diversity in the teaching process. Demonstrate knowledge that students’ interests, literacy skills and funds of knowledge are always considered and integrated within literacy practices. Instructional implications will be highlighted so students will develop reflective and sound classroom practice.

EDUC 591. INSTRUCTIONAL FOUNDATIONS AND INTERVENTIONS FOR LITERACY DIFFICULTIES. 4 Credits.
This course is designed to examine the causes and correlates of individual differences in reading ability. Knowledge of foundations of phonology, morphology, semantics, syntax, pragmatics and orthography. Integration and analysis of multiple assessment tools and knowledge of the assessment/instruction cycle (data analysis, universal screening, diagnostic, progress monitoring, formative, summative), and how to use a variety of assessment tools and practices to plan and evaluate evidence-based literacy instruction. Specialized, intensive approaches for the improvement of the literacy skills will be examined. Reflection will include the influence and impact on literacy for English Language Learners, special needs students, and struggling readers.

EDUC 594. PSYCHOLOGY OF LITERACY. 4 Credits.
Application of the findings of psychology to understanding the reading, writing, and communication processes and the teaching of literacy.

EDUC 595. SEMINAR IN LITERACY. 4 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Course will help develop critical understanding of the reading process through a scholarly exploration of research related to literacy education. The instructional implications of research will be highlighted to help students develop theoretically sound classroom practice.

EDUC 596. EXPERIMENTAL COURSE. 1-6 Credits.

EDUC 597. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-6 Credits.
Notes: only one workshop course for up to 3 credits may be used to fulfill graduate degree requirements.

EDUC 598. SEMINAR IN EDUCATION. 1-12 Credits.

EDUC 599. DIRECTED STUDY. 1-6 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Students with adequate background and experience make intensive and independent study of some special problems in education. Students should make arrangements through their graduate adviser.

EDUC 600. THESIS. 1-8 Credits.
Notes: may be graded Pass/No Credit.
Pre-requisites: EDUC 520; permission of the instructor, department chair and college dean. Independent research study under the direction of a graduate advisory committee.

EDUC 601. RESEARCH REPORT. 1-6 Credits.
Notes: graded Pass/No Credit.
Pre-requisites: permission of the instructor, department chair and college dean.
Enrollees should have completed a rough draft prior to entering the course. Research projects to be developed and written by graduates.

EDUC 610. PORTFOLIO AND COMPREHENSIVE EXAMINATION ADULT EDUCATION. 1-5 Credits.
Pre-requisites: EDUC 520.
This course provides MEd candidates the opportunity to assemble a portfolio of work from graduate education courses that includes a reflective component. Candidates will provide evidence aligned with corresponding professional competencies. The course provides candidates the opportunity to prepare for the written comprehensive examination, which serves as the capstone experience in lieu of a thesis or research report.

EDUC 611. PORTFOLIO AND COMPREHENSIVE EXAMINATION EDUCATIONAL FOUNDATIONS. 1-5 Credits.
Pre-requisites: EDUC 520.
This course provides MEd candidates the opportunity to assemble a portfolio of work from graduate education courses that includes a reflective component. Candidates will provide evidence aligned with corresponding professional competencies. The course provides candidates the opportunity to prepare for the written comprehensive examination, which serves as the capstone experience in lieu of a thesis or research report.

EDUC 612. PORTFOLIO AND COMPREHENSIVE EXAMINATION EARLY CHILDHOOD EDUCATION. 1-5 Credits.
Pre-requisites: EDUC 520.
This course provides MEd candidates the opportunity to assemble a portfolio of work from graduate education courses that includes a reflective component. Candidates will provide evidence aligned with corresponding professional competencies. The course provides candidates the opportunity to prepare for the written comprehensive examination, which serves as the capstone experience in lieu of a thesis or research report.

EDUC 613. PORTFOLIO AND COMPREHENSIVE EXAMINATION CURRICULUM AND INSTRUCTION. 1-5 Credits.
Pre-requisites: EDUC 520.
This course provides MEd candidates the opportunity to assemble a portfolio of work from graduate education courses that includes a reflective component. Candidates will provide evidence aligned with corresponding professional competencies. The course provides candidates the opportunity to prepare for the written comprehensive examination, which serves as the capstone experience in lieu of a thesis or research report.

EDUC 614. PORTFOLIO AND COMPREHENSIVE EXAMINATION EDUCATIONAL LEADERSHIP. 1-5 Credits.
Pre-requisites: EDUC 520.
This course provides MEd candidates the opportunity to assemble a portfolio of work from graduate education courses that includes a reflective component. Candidates will provide evidence aligned with corresponding professional competencies. The course provides candidates the opportunity to prepare for the written comprehensive examination, which serves as the capstone experience in lieu of a thesis or research report.
EDUC 615. PORTFOLIO AND COMPREHENSIVE EXAMINATION LITERACY. 1-5 Credits.
Pre-requisites: EDUC 520.
This course provides MEd candidates the opportunity to assemble a portfolio of work from graduate education courses that includes a reflective component. Candidates will provide evidence aligned with corresponding professional competencies. The course provides candidates the opportunity to prepare for the written comprehensive examination, which serves as the capstone experience in lieu of a thesis or research report.

EDUC 695. INTERNSHIP. 1-18 Credits.
Notes: graded Pass/No Credit.
Pre-requisites: permission of the instructor, department chair and college dean.
Practical, on-the-job experience for specialized school personnel planned cooperatively by a school district and the university. Students are selected for this experience by the university and the district in which the student is working. To register, students must make application to the program advisor during May of the previous year.

EDUC 696. COLLEGE TEACHING INTERNSHIP. 1-5 Credits.
Notes: graded Pass/No Credit.
Teaching a lower-division college course under supervision of a regular faculty member. Includes course planning, arranging bibliographical and instructional aids, conferences with students, experience in classroom instruction and student course evaluation.

EDUC 697. INTERNSHIP IN EDUCATION. 1-15 Credits.

Science Education (SCED)

SCED 390. SCIENCE TEACHING METHODS. 2 Credits.
Notes: designed for BAE Biology, Chemistry, Earth Science, Physics majors and minors as well as those seeking middle level science endorsement.
Pre-requisites: EDUC 303 or by permission of the instructor plus upper level major courses.
Students study types of science programs, organization of lesson materials, techniques, laboratory safety and evaluation.

SCED 391. MIDDLE LEVEL AND EARTH AND SPACE SCIENCE METHODS. 3 Credits.
Notes: This course is designed for students seeking an endorsement to teach middle school science and/or secondary earth and space science. Students must complete ≥70% of program to enroll in this course.
Pre-requisites: SCED 390 or concurrent enrollment.
The course includes information and strategies for teaching the Next Generation Science Standards. Focus is on addressing commonly held misconceptions, as well as techniques and activities for teaching life, earth and space and physical sciences at the middle school level.

SCED 396. EXPERIMENTAL COURSE. 1-6 Credits.
SCED 399. DIRECTED STUDY. 1-5 Credits.
SCED 490. MIDDLE LEVEL SCIENCE CAPSTONE AND PRACTICUM. 5 Credits.
Notes: this is a professional development course for students planning to be middle level science teachers and just prior to student teaching and is a requirements for the BAE in Middle Level Science Major.
Pre-requisites: EDUC 341 and SCED 390.
Satisfies: a university graduation requirement—senior capstone.
This course aligns with the goals for the University General Requirement for a senior capstone as well as for professional development of middle level science teachers as recommended by the state of Washington. In addition curriculum and teaching practice will align with the Next Generation Science Standards (NGSS).

SCED 499. DIRECTED STUDY. 1-5 Credits.
Engineering & Design
Martin Weiser, Chair
department page (https://www.ewu.edu/cstem/programs/engineering)
319E CEB
509.359.2815

Faculty

Undergraduate Degrees

Bachelor of Science (BS)
Applied Technology (p. 266)
Construction Management (p. 267)
Electrical Engineering (p. 260)
Manufacturing Technology, DFM Option (p. 268)
Manufacturing Technology, Process Option (p. 269)
Mechanical Engineering (p. 262)
Mechanical Engineering Technology (p. 264)

Undergraduate Minors
Applied Technology (p. 270)
Construction Management (p. 270)
Manufacturing (p. 271)
Mechanical Engineering (p. 271)

Undergraduate Certificate
Cisco Network Certificate I (p. 272)

Pre-Professional Program Requirements
Pre Engineering Info (p. 259)
Pre-Engineering (p. 610)

Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.

Undergraduate Programs

Students studying in the Department of Engineering & Design (APTC, CMTC, DESN, DNTC, EENG, MNCT, MENG, METC, TECH) may select from a broad number of disciplines that include Electrical Engineering, Mechanical Engineering, Mechanical Engineering Technology, Visual Communication Design, Construction, Design and Manufacturing. The primary goal of the Department of Engineering & Design is to provide students with the technical background required for careers in business and industry. Coursework within each program offers experiences in many areas of engineering and design that enhance the preparation of our graduates.

The Department of Engineering & Design faculty, facilities and equipment reflect a commitment to maintaining program relevance. Computer-assisted drafting and manufacturing, networking, signal processing, microprocessors, power systems, digital communication, electronics, integrated circuits design, graphic design/web design, robotics, thermodynamics, fluid dynamics, heat transfer and materials processing laboratories and a variety of other engineering/engineering technology laboratories are constantly being updated with new equipment. Articulation and research with industry have resulted in programs that address the latest trends in industry. These efforts have consistently offered graduates excellent job placement and employment opportunities.

Engineering & Design Departmental Scholarship Information: The department awards two scholarships annually: the M. W. Consulting Engineering Scholarship and Aaron G. Mertens memorial scholarship. These scholarships are awarded to our majors based on academic qualifications and need.

General Admissions Information for Engineering & Design

Students entering the Bachelor of Science degree in the Engineering programs as juniors should have completed one year of physics as well as most of their mathematics. Failure to complete the mathematics and physics requirements before the junior year likely will delay graduation.

Grade Requirements

In order to graduate, students majoring in the department must earn a GPA ≥2.5 in departmental coursework.

Students getting a minor in the department must also earn a GPA ≥2.5 in departmental coursework.

Graduate Program

Engineering & Design offers courses that students may use as part of a degree in communications, multimedia programming and other interdisciplinary areas. These programs are listed in their respective graduate catalog sections.

Pre-Applied Technology

Eligible to enter the program with concurrent enrollment in a qualifying degree.

Transfer Students <90 credits
Changing Majors
Double Majors
Post Baccalaureate

Not eligible for program
Running Start
Freshman
Sophomores
Juniors

Pre-Construction Management Technology

Eligible to declare a pre-major
Running Start
Freshman
Sophomores
Electrical Engineering, Bachelor of Science (BS)

This degree combines studies in selected areas of engineering, physics, mathematics, and science to prepare students to solve real-world problems in electrical engineering. The EWU Bachelor of Science in Electrical Engineering Degree is accredited by the Engineering Accreditation Commission of ABET, http://abet.org.

<table>
<thead>
<tr>
<th>Majors</th>
<th>Graduates</th>
</tr>
</thead>
<tbody>
<tr>
<td>2012-13</td>
<td>38</td>
</tr>
<tr>
<td>2013-14</td>
<td>42</td>
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<tr>
<td>2014-15</td>
<td>47</td>
</tr>
<tr>
<td>2015-16</td>
<td>52</td>
</tr>
<tr>
<td>2016-17</td>
<td>33</td>
</tr>
<tr>
<td>2017-18</td>
<td>42</td>
</tr>
</tbody>
</table>

The first two years of the curriculum allow students to establish a solid foundation in mathematics and sciences. The third year curriculum introduces students to a broad spectrum of electrical engineering coursework, followed by specialization courses and a capstone design experience in the fourth year. The senior year capstone course allows

ENGL 201 ≥C
MATH 107 or MATH 141 ≥C
METC 110 ≥C
MNTC 301 ≥C
PHYS 100 ≥C

Pre-Mechanical Engineering

Declaring this major will guide you through the courses that must be completed to apply for the Mechanical Engineering major. This is a competitive application process based upon your average GPA in the required courses. Students who apply with an average GPA in the required courses ≥3.3 or greater will be accepted while those with lower GPAs will be accepted if space is available. Acceptance into the Mechanical Engineering major is required for students to enroll in some of the 300 level and all of the 400 level Mechanical Engineering courses.

Required Courses ≥C required
MATH 161, MATH 162, MATH 163
PHYS 151, PHYS 152, PHYS 153
MENG 240, MENG 241
ENGL 201 or equivalent
CHEM 151 ≥D-

Pre-Mechanical Engineering Technology

Declaring this major will guide you through the courses that must be completed to apply for the Mechanical Engineering Technology major. This is a competitive application process based upon your average GPA in the required courses. Students who apply with an average GPA in the required courses of 3.0 or greater will be accepted while those with lower GPAs will be accepted if space is available. Acceptance into the Mechanical Engineering Technology major is required for students to enroll in some of the 300 level and all of the 400 level Mechanical Engineering Technology courses.

Required Courses ≥C required
MATH 141
MATH 142, MATH 161, MATH 162
PHYS 131 or PHYS 151, PHYS 132 or PHYS 152, PHYS 133 or PHYS 153
ENGL 201 or equivalent
CHEM 151 ≥D-

Electrical Engineering, Bachelor of Science (BS)
students to consolidate their education experience with the solution of real-world, practical engineering problems often provided by industry.

The primary objective of the electrical engineering program is to prepare students to enter and progress in electrical engineering positions in business, industry and government. Graduates are generally expected to work in the research and development of ideas, products and processes by applying engineering principles to the solution of practical problems in the electrical engineering field.

Note: incoming freshmen are expected to start both the Calculus and Physics series in their first year in order to finish the degree in four years.

In order to ensure all EWU Electrical Engineering graduates meet EWU ABET accreditation requirements, all Electrical Engineering students are required to take EENG 210, EENG 320, EENG 330 and EENG 490A/EENG 490B from EWU. Exceptions to this policy will be reviewed on a case by case basis by the Electrical Engineering curriculum review committee to ensure the student has successfully met the EWU ABET performance indicators required for each course.

Grade Requirements

- In order to graduate, students majoring in the department must earn a GPA ≥2.5 in departmental coursework.
- Students getting a minor in the department must also earn a GPA ≥2.5 in departmental coursework.

Required Courses Outside Department

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHEM 151</td>
<td>GENERAL CHEMISTRY</td>
<td>5</td>
</tr>
<tr>
<td>CSCD 255</td>
<td>C PROGRAMMING FOR ENGINEERS</td>
<td>5</td>
</tr>
<tr>
<td>MATH 161</td>
<td>CALCULUS I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 162</td>
<td>CALCULUS II</td>
<td>5</td>
</tr>
<tr>
<td>MATH 163</td>
<td>CALCULUS III</td>
<td>5</td>
</tr>
<tr>
<td>MATH 231</td>
<td>LINEAR ALGEBRA</td>
<td>5</td>
</tr>
<tr>
<td>MATH 241</td>
<td>CALCULUS IV</td>
<td>5</td>
</tr>
<tr>
<td>MATH 347</td>
<td>INTRODUCTORY DIFFERENTIAL EQUATIONS</td>
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<tr>
<td>PHYS 151</td>
<td>GENERAL PHYSICS I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 152</td>
<td>GENERAL PHYSICS II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 153</td>
<td>GENERAL PHYSICS III</td>
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<td>PHYS 161</td>
<td>MECHANICS LABORATORY</td>
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<tr>
<td>PHYS 162</td>
<td>HEAT AND OPTICS LABORATORY</td>
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<tr>
<td>PHYS 163</td>
<td>ELECTRONICS LAB I</td>
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<tr>
<td>TCOM 205</td>
<td>INTRODUCTION TO TECHNICAL COMMUNICATION</td>
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<tr>
<td>or MENG 300</td>
<td>LABORATORY ANALYSIS AND REPORTS</td>
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Required Departmental Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EENG 160</td>
<td>DIGITAL CIRCUITS</td>
<td>4</td>
</tr>
<tr>
<td>EENG 209</td>
<td>CIRCUIT THEORY I</td>
<td>5</td>
</tr>
<tr>
<td>EENG 210</td>
<td>CIRCUIT THEORY II</td>
<td>5</td>
</tr>
<tr>
<td>EENG 250</td>
<td>DIGITAL HARDWARE</td>
<td>2</td>
</tr>
<tr>
<td>EENG 260</td>
<td>MICROCONTROLLER SYSTEMS</td>
<td>4</td>
</tr>
<tr>
<td>EENG 320</td>
<td>SIGNALS AND SYSTEMS I</td>
<td>5</td>
</tr>
<tr>
<td>EENG 321</td>
<td>SIGNALS AND SYSTEMS II</td>
<td>5</td>
</tr>
<tr>
<td>EENG 330</td>
<td>MICROELECTRONICS I</td>
<td>5</td>
</tr>
<tr>
<td>EENG 331</td>
<td>MICROELECTRONICS II</td>
<td>5</td>
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<tr>
<td>EENG 350</td>
<td>ENERGY SYSTEMS</td>
<td>5</td>
</tr>
<tr>
<td>EENG 360</td>
<td>HARDWARE DESCRIPTION LANGUAGES</td>
<td>5</td>
</tr>
<tr>
<td>EENG 383</td>
<td>APPLIED STOCHASTIC PROCESSES</td>
<td>4</td>
</tr>
<tr>
<td>EENG 388</td>
<td>STOCHASTIC PROCESSES LAB</td>
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<tr>
<td>EENG 401</td>
<td>ENGINEERING APPLIED ELECTROMAGNETICS</td>
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<tr>
<td>EENG 490A</td>
<td>SR CAPSTONE: DESIGN LAB I</td>
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<tr>
<td>&amp; EENG 490B</td>
<td>SR CAPSTONE: DESIGN LAB II</td>
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<tr>
<td>TECH/HONS 393</td>
<td>TECHNOLOGY WORLD CIVILIZATION</td>
<td>4</td>
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</tbody>
</table>

Electives Electrical Engineering—students must take at least three courses from one area of concentration, with a minimum of 20 credits taken within Electrical Engineering.

Power Systems

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EENG 450</td>
<td>POWER SYSTEMS ANALYSIS</td>
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<tr>
<td>EENG 452</td>
<td>PROTECTIVE RELAYS</td>
<td></td>
</tr>
<tr>
<td>EENG 470</td>
<td>CONTROL SYSTEMS</td>
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</tr>
</tbody>
</table>

Communications and Signal Processing

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EENG 420</td>
<td>DIGITAL SIGNAL PROCESSING</td>
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</tr>
<tr>
<td>EENG 440</td>
<td>DIGITAL COMMUNICATION SYSTEMS</td>
<td></td>
</tr>
<tr>
<td>EENG 470</td>
<td>CONTROL SYSTEMS</td>
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</table>

VLSI and Circuit Design

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>EENG 430</td>
<td>CMOS DIGITAL INTEGRATED CIRCUITS DESIGN</td>
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<tr>
<td>EENG 435</td>
<td>ANALOG INTEGRATED CIRCUITS DESIGN</td>
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<tr>
<td>EENG 460</td>
<td>COMPUTING SYSTEMS: ORGANIZATION AND DESIGN</td>
<td></td>
</tr>
<tr>
<td>or EENG 461</td>
<td>EMBEDDED SYSTEM DESIGNS</td>
<td></td>
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</table>

Other Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>EENG 415</td>
<td>INTRODUCTION TO COMPUTER COMMUNICATION NETWORKS</td>
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<tr>
<td>EENG 425</td>
<td>PRINCIPLES OF DIGITAL IMAGE PROCESSING</td>
<td></td>
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<tr>
<td>EENG 442</td>
<td>MOBILE COMMUNICATIONS</td>
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<tr>
<td>EENG 471</td>
<td>DIGITAL CONTROL SYSTEMS</td>
<td></td>
</tr>
<tr>
<td>EENG 495</td>
<td>INTERNSHIP</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 153

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)

Humanities and Arts (p. 35)
Natural Sciences (p. 35)
Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)

Foreign Language
Minor or Certificate
Diversity Course List (p. 37)
Global Studies Course List (p. 37)
Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing). Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least
two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).
Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review— you must be signed in to use this tool.

- a knowledge of contemporary issues;
- a recognition of the need for, and an ability to engage in life-long learning;
- an ability to apply knowledge of mathematics, science, and engineering;
- an ability to communicate effectively;
- an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability;
- an ability to design and conduct experiments, as well as to analyze and interpret data;
- an ability to function on multidisciplinary teams;
- an ability to identify, formulate, and solve engineering problems;
- an understanding of professional and ethical responsibility;
- the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.

Program Educational Objectives—students will

- have the ability to apply mathematics, science, engineering concepts, techniques and modern tools necessary in the field of electrical engineering;
- have the ability to fulfill the diverse and changing electrical engineering needs in the Northwest Region;
- have social and leadership skills such as effective communication skills, team work skills and independent learning ability;
- understand the impact of professionalism, ethical responsibility, and social, economic, technical and global implications of their engineering contributions.

BSEE Enrollment and Graduates

- 2011–12—majors 159—graduates 23
- 2012–13—majors 179—graduates 38
- 2013–14—majors 175—graduates 42
- 2014–15—majors 162—graduates 47
- 2015–16—majors 158—graduates 52

Mechanical Engineering, Bachelor of Science (BS)

This degree combines studies in selected areas of engineering, physics, mathematics, and science to prepare students to solve real-world problems in mechanical engineering. The Bachelor of Science in Mechanical Engineering Degree is accredited by the Engineering Accreditation Commission of ABET (http://www.abet.org) http://www.abet.org. The first two years of the curriculum allow students to establish a solid foundation in mathematics, sciences and introduces foundation subjects in mechanical engineering. The third and fourth year curriculum explores further areas in Mechanical Engineering and a capstone is introduced in the fourth year. The senior year capstone course allows the students to consolidate their education experience.

The primary objective of the Mechanical Engineering program is to prepare students to enter and progress in mechanical engineering positions in business, industry and government. Graduates are generally expected to work in the research and development of ideas, products and processes by applying engineering principles to the solution of practical problems in the mechanical engineering field.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>Majors</th>
<th>Graduates</th>
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<tbody>
<tr>
<td>2012–13</td>
<td>165</td>
<td>23</td>
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<tr>
<td>2013–14</td>
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<td>2014–15</td>
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<td>2015–16</td>
<td>303</td>
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<td>2016–17</td>
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<tr>
<td>2017–18</td>
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<td>77</td>
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</table>

Minimum required to apply for admission to the Mechanical Engineering Program

Students must apply for admission to the Mechanical Engineering program at EWU (http://www.ewu.edu/cstem/programs/engineering-degrees/bsme). The application is due during the first week of the quarter prior to the one desired for program admission. Admission is based upon the student’s GPA in core courses below which must be completed no later than the quarter of application. The application can be obtained by email (mechengineering@ewu.edu).

In order to ensure all EWU Mechanical Engineering graduates meet EWU ABET accreditation requirements, all Mechanical Engineering students are required to take MENG 300, MENG 353, MENG 385, MENG 405, MENG 412, and MENG 490A / MENG 490B from EWU. Exceptions to this policy will be reviewed on a case by case basis by the Mechanical Engineering curriculum review committee to ensure the student has successfully met the EWU ABET performance indicators required for each course.

The first two years of the curriculum allow students to establish a solid foundation in mathematics, sciences and introduces foundation subjects in mechanical engineering. The third and fourth year curriculum explores further areas in Mechanical Engineering and a capstone is introduced in the fourth year. The senior year capstone course allows the students to consolidate their education experience. The primary objective of the Mechanical Engineering program is to prepare students to enter and progress in mechanical engineering positions in business, industry and government. Graduates are generally expected to work in the research and development of ideas, products and processes by applying engineering principles to the solution of practical problems in the mechanical engineering field.

Grade Requirements

- In order to graduate, students majoring in the department must earn a GPA ≥2.5 in departmental coursework.
- Students getting a minor in the department must also earn a GPA ≥2.5 in departmental coursework.

Note: pre-program prerequisites include MATH 141, MATH 142, METC 102, METC 110.

Students must have completed, or be scheduled to complete, the following courses by the end of winter quarter. Most of the following
courses have minimum grade requirements and are prerequisites for Engineering and Design courses.

**Grades ≥C in all of the following**

- ENGL 201
- MATH 161, MATH 162, and MATH 163
- MENG 240 and MENG 241
- PHYS 151, PHYS 152 and PHYS 153;
- CHEM 151 (≥D- required)

### Required Supporting Outside Department Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CHEM 151</td>
<td>GENERAL CHEMISTRY</td>
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<td>MATH 161</td>
<td>CALCULUS I</td>
<td>5</td>
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<td>MATH 162</td>
<td>CALCULUS II</td>
<td>5</td>
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<td>MATH 163</td>
<td>CALCULUS III</td>
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<td>MATH 241</td>
<td>CALCULUS IV</td>
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<td>MATH 347</td>
<td>INTRODUCTORY DIFFERENTIAL EQUATIONS</td>
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<td>PHYS 151</td>
<td>GENERAL PHYSICS I</td>
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<td>PHYS 152</td>
<td>GENERAL PHYSICS II</td>
<td>4</td>
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<td>GENERAL PHYSICS III</td>
<td>4</td>
</tr>
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<td>PHYS 161</td>
<td>MECHANICS LABORATORY</td>
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<tr>
<td>PHYS 162</td>
<td>HEAT AND OPTICS LABORATORY</td>
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<td>PHYS 163</td>
<td>ELECTRONICS LAB I</td>
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### Required Departmental Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MENG 201</td>
<td>MATLAB</td>
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<td>or CSCD 255</td>
<td>C PROGRAMMING FOR ENGINEERS</td>
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<td>MENG 207</td>
<td>ELECTRICITY</td>
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<td>MENG 217</td>
<td>3D PARAMETRIC COMPUTER AIDED DESIGN</td>
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<tr>
<td>MENG 240</td>
<td>STATICS</td>
<td>4</td>
</tr>
<tr>
<td>MENG 241</td>
<td>STRENGTH OF MATERIALS</td>
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</tr>
<tr>
<td>MENG 242</td>
<td>DYNAMICS</td>
<td>4</td>
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<td>MENG 300</td>
<td>LABORATORY ANALYSIS AND REPORTS</td>
<td>5</td>
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<td>MENG 353</td>
<td>INDUSTRIAL MATERIALS</td>
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<td>MENG 380</td>
<td>THERMODYNAMICS</td>
<td>5</td>
</tr>
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<td>MENG 382</td>
<td>FLUID MECHANICS</td>
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</tr>
<tr>
<td>MENG 385</td>
<td>ROBOTICS AND AUTOMATION</td>
<td>5</td>
</tr>
<tr>
<td>MENG 386</td>
<td>ENGINEERING NUMERICAL ANALYSIS</td>
<td>5</td>
</tr>
<tr>
<td>MENG 405</td>
<td>DESIGN OF MACHINE ELEMENTS</td>
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</tr>
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<td>MENG 412</td>
<td>FUNDAMENTALS OF ENGINEERING</td>
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<td>MENG 452</td>
<td>ENGINEERING ECONOMICS</td>
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<tr>
<td>MENG 490A</td>
<td>SENIOR CAPSTONE: DESIGN LABORATORY I</td>
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</tr>
<tr>
<td>MENG 490B</td>
<td>SENIOR CAPSTONE: DESIGN LABORATORY II</td>
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<tr>
<td>MENG 493</td>
<td>SENIOR SEMINAR</td>
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</tr>
<tr>
<td>METC 456</td>
<td>ENGINEERING ETHICS, CONTRACTS AND PATENTS</td>
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<td>MNTC 301</td>
<td>METALLIC PROCESSES</td>
<td>5</td>
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<tr>
<td>TECH/HONS 393</td>
<td>TECHNOLOGY WORLD CIVILIZATION</td>
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</table>

### Required Track—choose one of the following

#### Materials & Computational Mechanics

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>MENG 453</td>
<td>MATERIALS AND DESIGN</td>
<td></td>
</tr>
<tr>
<td>MENG 455</td>
<td>COMPOSITE MATERIALS</td>
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</tr>
<tr>
<td>MENG 492</td>
<td>FINITE ELEMENT ANALYSIS</td>
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</table>

#### Robotics & Automation

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MENG 485</td>
<td>ADVANCED ROBOTICS AND AUTOMATION</td>
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</tr>
<tr>
<td>MENG 486</td>
<td>PROGRAMMABLE LOGIC CONTROLLERS IN AUTOMATION</td>
<td></td>
</tr>
<tr>
<td>MENG 487</td>
<td>SENSORS THEORY FOR AUTOMATION</td>
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### Thermo Sciences

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MENG 407</td>
<td>HEATING, VENTILATING AND AIR CONDITIONING</td>
<td></td>
</tr>
<tr>
<td>MENG 444</td>
<td>HEAT TRANSFER</td>
<td></td>
</tr>
<tr>
<td>MENG 482</td>
<td>ADVANCED FLUID DYNAMICS</td>
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</table>

### Required Electives—choose two

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>METC 417</td>
<td>ADVANCED PARAMETRIC DESIGN</td>
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</tr>
<tr>
<td>METC 468</td>
<td>QUALITY ASSURANCE AND INTRO TO LEAN</td>
<td></td>
</tr>
<tr>
<td>MENG 495</td>
<td>INTERNSHIP</td>
<td></td>
</tr>
<tr>
<td>or MENG 491</td>
<td>SENIOR THESIS</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 149-150

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

### University Competencies and Proficiencies (p. 33)

#### Breadth Area Core Requirements (BACR)
- Humanities and Arts (p. 35)
- Natural Sciences (p. 35)
- Social Sciences (p. 36)

#### University Graduation Requirements (p. 36) (UGR)
- Foreign Language
- Minor or Certificate
- Diversity Course List (p. 37)
- Global Studies Course List (p. 37)
- Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

- a knowledge of contemporary issues;
- a recognition of the need for, and an ability to engage in life-long learning;
- an ability to apply knowledge of mathematics, science, and engineering;
- an ability to communicate effectively;
- an ability to design a system, component, or process to meet desired needs within realistic constraints such as economic, environmental, social, political, ethical, health and safety, manufacturability, and sustainability;
• an ability to design and conduct experiments, as well as to analyze and interpret data
• an ability to function on multidisciplinary teams;
• an ability to identify, formulate, and solve engineering problems;
• an ability to use the techniques, skills, and modern engineering tools necessary for engineering practice;
• an understanding of professional and ethical responsibility;
• the broad education necessary to understand the impact of engineering solutions in a global, economic, environmental, and societal context.

Program Educational Objectives—students will
• communicate effectively;
• conduct, analyze and interpret experiments and apply results to improve processes;
• develop appropriate mastery of the knowledge, techniques, skills and modern tools of their disciplines;
• develop the ability to understand professional, ethical or social responsibilities.
• function effectively on teams;
• show respect for diversity and a knowledge of contemporary professional, societal and global issues.

BSME Enrollment and Graduates
• 2011–12—majors 101—graduates 4
• 2012–13—majors 155—graduates 47
• 2013–14—majors 215—graduates 23
• 2014–15—majors 225—graduates 23
• 2015–16—majors 303—graduates 53

Mechanical Engineering Technology, Bachelor of Science (BS)

This degree combines studies of Mathematics, Computer Science, Physics and Mechanical Engineering Technology with an emphasis on applications. The Bachelor of Science in Mechanical Engineering Technology Degree is accredited by the Engineering Technology Accreditation Commission of ABET (http://www.abet.org). Before graduation each student will participate in a design project and an internship in industry to gain industrial experience during his or her academic career before employment. The emphasis of this program is the application of engineering principles to the solution of practical problems. MET graduates are in great demand and are employed in a variety of interesting, high-tech careers throughout the state and region. Employment opportunities are available in mechanical design, industrial engineering technology, industrial management, manufacturing, CAD, applied research and sales and service.

Minimum required to apply for admission to the Mechanical Engineering Technology Program

Students must apply for admission to the Mechanical Engineering program at EWU (http://www.ewu.edu/cstem/programs/engineering/engineering-degrees/bsme). The application is due during the first week of the quarter prior to the one desired for program admission. Admission is based upon the student’s GPA in core courses below which must be completed no later than the quarter of application. The application can be obtained by email (mechengineering@ewu.edu).

In order to ensure all EWU Mechanical Engineering Technology graduates meet EWU ABET accreditation requirements, all Mechanical Engineering Technology students are required to take MENG 300, MENG 353, MENG 385, METC 415, MENG 412 and METC 490A/METC 490B from EWU. Exceptions to this policy will be reviewed on a case by case basis by the Mechanical Engineering Technology curriculum review committee to ensure the student has successfully met the EWU ABET performance indicators required for each course.

Grade Requirements

• In order to graduate, students majoring in the department must earn a GPA ≥2.5 in departmental coursework.
• Students getting a minor in the department must also earn a GPA ≥2.5 in departmental coursework.

Students must have completed, or be scheduled to complete, the following courses by the end of winter quarter. Most of the following courses have minimum grade requirements and are prerequisites for Engineering and Design courses.

Grades ≥C

• CHEM 151 ( ≥D- accepted)
• ENGL 201
• MATH 161, MATH 162
• METC 340 or MENG 240 and METC 341 or MENG 241
• PHYS 131 and PHYS 132, and PHYS 133 or PHYS 151, PHYS 152 or PHYS 153

Notes:

• *if an internship cannot be found by student, independent study METC 491 may be substituted.
• Including university requirements for the degree the above program requires a minimum of 188 credits or an average load of 15.67 credits per quarter, for a 12 quarter, four-year program. The 188 credits are based on the following assumption: a. students have had one year of high school drafting. If this assumption is not true, then the student will have to take METC 102.

Required Supporting Outside Department Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 151</td>
<td>GENERAL CHEMISTRY</td>
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</tr>
<tr>
<td>MATH 161</td>
<td>CALCULUS I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 162</td>
<td>CALCULUS II</td>
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<td>PHYS 131</td>
<td>INTRODUCTORY PHYSICS I</td>
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<td>or PHYS 151</td>
<td>GENERAL PHYSICS I</td>
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<td>PHYS 132</td>
<td>INTRODUCTORY PHYSICS II</td>
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<tr>
<td>or PHYS 152</td>
<td>GENERAL PHYSICS II</td>
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</tr>
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<td>PHYS 133</td>
<td>INTRODUCTORY PHYSICS III</td>
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<td>Course Code</td>
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<td>PHYS 153</td>
<td>GENERAL PHYSICS III</td>
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<td>PHYS 161</td>
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<td>PHYS 162</td>
<td>HEAT AND OPTICS LABORATORY</td>
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<td>PHYS 163</td>
<td>ELECTRONICS LAB I</td>
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</tr>
</tbody>
</table>

Required MATH supporting courses—other choices may be made with permission of advisor.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MATH 141</td>
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<td>MATH 142</td>
<td>PRECALCULUS MATH II</td>
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Required Departmental Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MENG 201</td>
<td>MATLAB</td>
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<td>or CSCD 255</td>
<td>C PROGRAMMING FOR ENGINEERS</td>
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<td>or CSCD 409</td>
<td>SCIENTIFIC PROGRAMMING</td>
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<td>MENG 207</td>
<td>ELECTRICITY</td>
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<td>MENG 217</td>
<td>3D PARAMETRIC COMPUTER AIDED DESIGN</td>
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<tr>
<td>MENG 300</td>
<td>LABORATORY ANALYSIS AND REPORTS</td>
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<td>MENG 353</td>
<td>INDUSTRIAL MATERIALS</td>
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<td>MENG 385</td>
<td>ROBOTICS AND AUTOMATION</td>
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<td>MENG 412</td>
<td>FUNDAMENTALS OF ENGINEERING</td>
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<td>MENG 452</td>
<td>ENGINEERING ECONOMICS</td>
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<td>MENG 493</td>
<td>SENIOR SEMINAR</td>
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<td>METC 110</td>
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<td>METC 342</td>
<td>DYNAMICS</td>
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<td>METC 387</td>
<td>FLUID MECHANICS</td>
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<td>METC 388</td>
<td>THERMODYNAMICS AND HEAT TRANSFER</td>
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<td>METC 415</td>
<td>DESIGN OF MACHINE ELEMENTS</td>
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<td>METC 456</td>
<td>ENGINEERING ETHICS, CONTRACTS AND PATENTS</td>
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<td>METC 490A</td>
<td>SENIOR CAPSTONE: DESIGN LABORATORY I</td>
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<td>METC 490B</td>
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<td>METC 495</td>
<td>INTERNSHIP (if an internship cannot be found by student, METC 491 may be substituted)</td>
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<tr>
<td>MNTC 301</td>
<td>METALLIC PROCESSES</td>
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<td>TECH/HONS 393</td>
<td>TECHNOLOGY WORLD CIVILIZATION</td>
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<td>TECH 403</td>
<td>COMPUTER-AIDED DESIGN AND PROJECT MANAGEMENT</td>
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Required Supporting Departmental Courses—choose three of the following

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>MENG 407</td>
<td>HEATING, VENTILATING AND AIR CONDITIONING</td>
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<td>METC 417</td>
<td>ADVANCED PARAMETRIC DESIGN</td>
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<td>METC 468</td>
<td>QUALITY ASSURANCE AND INTRO TO LEAN</td>
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<tr>
<td>MNTC 404</td>
<td>COMPUTER NUMERICAL CONTROL</td>
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</table>

Total Credits 146-147

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)

<table>
<thead>
<tr>
<th>Area</th>
<th>Courses</th>
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<tbody>
<tr>
<td>Humanities and Arts</td>
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<td>Natural Sciences</td>
<td></td>
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Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)

Foreign Language
Minor or Certificate
Diversity Course List (p. 37)
Global Studies Course List (p. 37)
Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

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Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

• a commitment to quality, timeliness and continuous improvement;
• a knowledge of the impact of engineering technology solutions in a societal and global context;
• an ability to apply written, oral, and graphical communication in both technical and nontechnical environments; and an ability to identify and use appropriate technical literature;
• an ability to conduct standard tests and measurements, to conduct, analyze and interpret experiments, and to apply experimental results to improve processes;
• an ability to design systems, components, or processes for broadly-defined engineering technology problems appropriate to program educational objectives;
• an ability to function effectively as a member or leader on a technical team;
• an ability to identify, analyze and solve broadly-defined engineering technical problems;
• an ability to select and apply a knowledge of mathematics, science, engineering and technology to engineering technology problems that require the application of principles and applied procedures or methodologie;
• an ability to select and apply the knowledge, techniques, skills and modern tools of the discipline to broadly-defined engineering technology activities;
• an understanding of the need for and a commitment to address professional and ethical responsibilities including a respect for diversity;
• an understanding of the need for and an ability to engage in self-directed continuing professional development.

Program Educational Objectives

• communicate effectively;
• conduct, analyze and interpret experiments and apply results to improve processes;
• develop appropriate mastery of the knowledge, techniques, skills and modern tools of their disciplines;
• develop the ability to understand professional, ethical or social responsibilities.
• function effectively on teams;
• show respect for diversity and a knowledge of contemporary professional, societal and global issues.

BSMET Enrollment and Graduates
2011–12—majors 74—graduates 19
2012–13—majors 59—graduates 14
2013–14—majors 58—graduates 11
2014–15—majors 43—graduates 15
2015–16—majors 41—graduates 17

Applied Technology, Bachelor of Science (BS)

This program is designed for students who have graduated with an associate degree in applied arts and sciences (AAAS), associate degree in applied science (AAS), associate degree in technical arts (ATA) in computer technology, electronics, technology, mechanical engineering technology, civil engineering technology, drafting/design technology and similarly named programs at community colleges. This degree allows these students to continue their education by taking liberal arts courses, additional advanced technology courses and supporting courses to complete a Bachelor of Science Degree.

Notes:

• Entrance into this program requires an AAS, AAAS, ATA or similar degree in an approved area from an accredited two-year college. Applicants must have a GPA ≥2.5 for the Technology coursework in the AAS, AAAS or ATA degree. Graduation requires maintaining an overall GPA ≥2.5 for this option.
• This program requires an average of 15–16 credits per quarter to complete in 2 years. The 81 credits are based upon the following assumption: students will have satisfied university competencies. If this assumption is not true, then the student will have to complete up to six more credits of classes. (See university competencies in this catalog.)

Grade Requirements

• In order to graduate, students majoring in the department must earn a GPA ≥2.5 in departmental coursework.
• Students getting a minor in the department must also earn a GPA ≥2.5 in departmental coursework.

Required Supporting Outside Department Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 121</td>
<td>CHEMISTRY AND ITS ROLE IN SOCIETY</td>
<td>5</td>
</tr>
<tr>
<td>or CHEM 151</td>
<td>GENERAL CHEMISTRY</td>
<td></td>
</tr>
<tr>
<td>or CHEM 161</td>
<td>GENERAL CHEMISTRY FOR THE HEALTH SCIENCES</td>
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</tr>
<tr>
<td>MATH 142</td>
<td>PRECALCULUS MATH II</td>
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<tr>
<td>or MATH 107</td>
<td>MATHEMATICAL REASONING</td>
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</tr>
<tr>
<td>PHIL 210</td>
<td>CRITICAL THINKING</td>
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</tr>
<tr>
<td>PHYS 100</td>
<td>PHYSICAL SCIENCE I</td>
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Required Departmental Courses

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<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>TECH 330</td>
<td>TECHNOLOGY PROBLEM ANALYSIS AND DESIGN I</td>
<td>4</td>
</tr>
<tr>
<td>TECH/HONS 393</td>
<td>TECHNOLOGY WORLD CIVILIZATION</td>
<td>4</td>
</tr>
<tr>
<td>TECH 403</td>
<td>COMPUTER-AIDED DESIGN AND PROJECT MANAGEMENT</td>
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<td>ENGINEERING ECONOMICS</td>
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<td>TECH 454</td>
<td>ENVIRONMENTAL ENGINEERING</td>
<td>4</td>
</tr>
<tr>
<td>TECH 456</td>
<td>ENGINEERING ETHICS, CONTRACTS AND PATENTS</td>
<td>4</td>
</tr>
<tr>
<td>TECH 458</td>
<td>QUALITY ASSURANCE</td>
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<tr>
<td>TECH 462</td>
<td>INDUSTRIAL SAFETY ENGINEERING</td>
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Required Senior Capstone Series

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>APTC/TECH/CMTC/DNTC/MNTC 490</td>
<td>SENIOR CAPSTONE: PRODUCTION LAB</td>
<td>4</td>
</tr>
<tr>
<td>APTC/TECH/CMTC/DNTC/MNTC 491</td>
<td>SENIOR PROJECT (variable 3–10 credits but limited to 6 for the program)</td>
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<td>APTC/TECH/CMTC/DNTC/MNTC 495</td>
<td>INTERNSHIP</td>
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Total Credits 76

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)

Humanities and Arts (p. 35)
Natural Sciences (p. 35)
Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)

Foreign Language
Minor or Certificate Diversity Course List (p. 37)
Global Studies Course List (p. 37)
Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing). Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

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• communicate effectively;
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• develop a recognition of the need for, and the ability to engage in, lifelong learning;
• develop an ability to understand professional, ethical or social responsibilities;
• develop an appropriate mastery of the knowledge, techniques, skills and modern tools of their disciplines;
• identify, analyze and solve technical and creative problems.

Construction Management, Bachelor of Science (BS)

The construction option focuses on selected areas of technology, physics, construction materials and techniques, emphasizing courses such as construction estimating, soils and surveying, building codes, and architecture. This concentration prepares graduates to enter and progress in supervisory or management positions in the construction industry. Initial employment may be as an estimator, laboratory technician in materials testing, construction inspector or field engineer.

Notes: Including university requirements, the program requires a minimum of 180 credits, an average of 15 credits per quarter for a 12 quarter, four-year program. The 180 credits are based upon the following assumptions:

• Students have had one year of high school drafting. If this assumption is not true, then the student will have to take METC 102 OR TECH 102;
• Students will have satisfied university competencies. If this assumption is not true, then the student will have to complete up to six more credits of classes. (See university competencies).

Grade Requirements

• In order to graduate, students majoring in the department must earn a GPA ≥2.5 in departmental coursework.
• Students getting a minor in the department must also earn a GPA ≥2.5 in departmental coursework.

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<td>GENERAL CHEMISTRY</td>
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<tr>
<td>MATH 142</td>
<td>PRECALCULUS MATH II</td>
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<td>or PHYS 151</td>
<td>GENERAL PHYSICS I</td>
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<tr>
<td>PHYS 161</td>
<td>MECHANICS LABORATORY</td>
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Required Departmental Courses

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>TECH 330</td>
<td>TECHNOLOGY PROBLEM ANALYSIS AND DESIGN I</td>
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<td>TECH 331</td>
<td>TECHNOLOGY PROBLEM ANALYSIS AND DESIGN II</td>
<td>4</td>
</tr>
<tr>
<td>TECH/HONS 393</td>
<td>TECHNOLOGY WORLD CIVILIZATION</td>
<td>4</td>
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<tr>
<td>TECH 403</td>
<td>COMPUTER-AIDED DESIGN AND PROJECT MANAGEMENT</td>
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<td>TECH 452</td>
<td>ENGINEERING ECONOMICS</td>
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<td>TECH 454</td>
<td>ENVIRONMENTAL ENGINEERING</td>
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<td>TECH 456</td>
<td>ENGINEERING ETHICS, CONTRACTS AND PATENTS</td>
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<td>QUALITY ASSURANCE</td>
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<td>TECH 462</td>
<td>INDUSTRIAL SAFETY ENGINEERING</td>
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Required Construction Management Courses

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<tr>
<td>CMTC 235</td>
<td>CONSTRUCTION MATERIALS AND TECHNIQUES</td>
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<td>CMTC 305</td>
<td>CONSTRUCTION ESTIMATING</td>
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<td>CMTC 320</td>
<td>NON-METALLIC PROCESSES</td>
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<td>CMTC 335</td>
<td>ARCHITECTURE</td>
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<tr>
<td>CMTC 345</td>
<td>SOILS/SURVEYING</td>
<td>4</td>
</tr>
<tr>
<td>CMTC 354</td>
<td>BUILDING CODES</td>
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<tr>
<td>METC 110</td>
<td>ENGINEERING GRAPHICS</td>
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<tr>
<td>or TECH 110</td>
<td>ENGINEERING GRAPHICS</td>
<td></td>
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<tr>
<td>METC 340</td>
<td>STATICS</td>
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<tr>
<td>METC 341</td>
<td>STRENGTH OF MATERIALS</td>
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Required Senior Capstone Series

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CMTC/APTC/TECH/DNTC/MNTC 490</td>
<td>SENIOR CAPSTONE: PRODUCTION LAB</td>
<td>4</td>
</tr>
<tr>
<td>CMTC/APTC/TECH/DNTC/MNTC 491</td>
<td>SENIOR PROJECT</td>
<td>3-10</td>
</tr>
<tr>
<td>CMTC/APTC/TECH/DNTC/MNTC 495</td>
<td>INTERNSHIP</td>
<td>1-15</td>
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</table>

Total Credits: 99-120

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)
- Humanities and Arts (p. 35)
- Natural Sciences (p. 35)
- Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)
- Foreign Language
- Minor or Certificate
- Diversity Course List (p. 37)
- Global Studies Course List (p. 37)
- Senior Capstone Course List (p. 38)

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• develop an appropriate mastery of the knowledge, techniques, skills and modern tools of their disciplines;
• identify, analyze and solve technical and creative problems.

Manufacturing Technology, DFM Option, Bachelor of Science (BS)

The design option prepares the graduate for placement in the world of manufacturing. A student graduating with this option should have mastered the basic skills appropriate for the design, development, manufacturing and sale of consumer products. Students should enter the labor force at the middle-management level. The breadth of preparation in the design option provides a broad foundation from which to build and progress.

Notes: Including university requirements, the above program requires a minimum of 180 credits, an average of 15 credits per quarter for a 12 quarter, four-year program. The 180 credits are based upon the following assumptions:

• Students have had one year of high school drafting. If this assumption is not true, then the student will have to take METC 102 or TECH 102;
• Students will have satisfied university competencies. If this assumption is not true, then the student will have to complete up to six more credits of classes. (See university competencies.)

Grade Requirements

• In order to graduate, students majoring in the department must earn a GPA ≥2.5 in departmental coursework.
• Students getting a minor in the department must also earn a GPA ≥2.5 in departmental coursework.

Required Supporting Outside Department Courses

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<tbody>
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<td>5</td>
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</tr>
<tr>
<td>MATH 142</td>
<td>PRECALCULUS MATH II</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 131</td>
<td>INTRODUCTORY PHYSICS I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 132</td>
<td>INTRODUCTORY PHYSICS II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 161</td>
<td>MECHANICS LABORATORY</td>
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<tr>
<td>PHYS 162</td>
<td>HEAT AND OPTICS LABORATORY</td>
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Required Departmental Courses

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<tr>
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<tbody>
<tr>
<td>TECH 110</td>
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<td>or METC 110</td>
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<tr>
<td>TECH 330</td>
<td>TECHNOLOGY PROBLEM ANALYSIS AND DESIGN I</td>
<td>4</td>
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<tr>
<td>TECH 217</td>
<td>3D PARAMETRIC COMPUTER AIDED DESIGN</td>
<td>4</td>
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<tr>
<td>or MENG 217</td>
<td>3D PARAMETRIC COMPUTER AIDED DESIGN</td>
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<td>TECH 331</td>
<td>TECHNOLOGY PROBLEM ANALYSIS AND DESIGN II</td>
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<tr>
<td>TECH/HONS 393</td>
<td>TECHNOLOGY WORLD CIVILIZATION</td>
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</tr>
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<td>TECH 403</td>
<td>COMPUTER-AIDED DESIGN AND PROJECT MANAGEMENT</td>
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<td>TECH 452</td>
<td>ENGINEERING ECONOMICS</td>
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Required Design Technology Courses

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<tbody>
<tr>
<td>MENG 353</td>
<td>INDUSTRIAL MATERIALS</td>
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</tr>
<tr>
<td>METC 340</td>
<td>STATICS</td>
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<td>METC 341</td>
<td>STRENGTH OF MATERIALS</td>
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<td>MNTC 208</td>
<td>SURVEY OF ELECTRICITY</td>
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<td>MNTC 301</td>
<td>METALLIC PROCESSES</td>
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<td>MNTC 402</td>
<td>MACHINE TOOL I</td>
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Required Senior Capstone Series

<table>
<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>DNTC/APTC/ CMTC/TECH/ MNTC 490</td>
<td>SENIOR CAPSTONE: PRODUCTION LAB</td>
<td>4</td>
</tr>
<tr>
<td>DNTC/APTC/ CMTC/TECH/ MNTC 491</td>
<td>SENIOR PROJECT</td>
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</tr>
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<td>DNTC/APTC/ CMTC/TECH/ MNTC 495</td>
<td>INTERNSHIP</td>
<td>1-15</td>
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</table>

Total Credits 106-127

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)
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- Natural Sciences (p. 35)
- Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)
- Foreign Language
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- Senior Capstone Course List (p. 38)

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• develop an appropriate mastery of the knowledge, techniques, skills and modern tools of their disciplines;
• identify, analyze and solve technical and creative problems.

Manufacturing Technology, Process Option, Bachelor of Science (BS)

The manufacturing option focuses on select areas of technology, science and methods of materials processing. This option prepares the student to enter and progress in industry in a variety of areas including, quality assurance, inventory control, production line supervision or process management.

Notes: Including university requirements, the above program requires a minimum of 180 credits, an average of 15 credits per quarter for a 12 quarter, four-year program. The 180 credits are based upon the following assumptions:

• Students have had one year of high school drafting. If this assumption is not true, then the student will have to take METC 102 OR TECH 102;
• Students will have satisfied university competencies. If this assumption is not true, then the student will have to complete up to six more credits of classes. (See university competencies.)
• technology majors with applied, construction, design or manufacturing options are not accredited by the Technology Accreditation Commission of ABET.

Grade Requirements

• In order to graduate, students majoring in the department must earn a GPA ≥2.5 in departmental coursework.
• Students getting a minor in the department must also earn a GPA ≥2.5 in departmental coursework.

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<td>TECH/HONS 393</td>
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<td>TECH 403</td>
<td>COMPUTER-AIDED DESIGN AND PROJECT MANAGEMENT</td>
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<td>TECH 454</td>
<td>ENVIRONMENTAL ENGINEERING</td>
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<tr>
<td>TECH 456</td>
<td>ENGINEERING ETHICS, CONTRACTS AND PATENTS</td>
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<td>TECH 458</td>
<td>QUALITY ASSURANCE</td>
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<td>TECH 462</td>
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<tr>
<td>MENG 353</td>
<td>INDUSTRIAL MATERIALS</td>
<td>5</td>
</tr>
<tr>
<td>MNTC 208</td>
<td>SURVEY OF ELECTRICITY</td>
<td>4</td>
</tr>
<tr>
<td>MNTC 301</td>
<td>METALLIC PROCESSES</td>
<td>5</td>
</tr>
<tr>
<td>MNTC 320</td>
<td>NON-METALLIC PROCESSES</td>
<td>5</td>
</tr>
<tr>
<td>MNTC 402</td>
<td>MACHINE TOOL I</td>
<td>5</td>
</tr>
<tr>
<td>MNTC 404</td>
<td>COMPUTER NUMERICAL CONTROL</td>
<td>5</td>
</tr>
<tr>
<td>MNTC 406</td>
<td>WELDING TECHNOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>MNTC 430</td>
<td>MACHINE TOOL II</td>
<td>5</td>
</tr>
</tbody>
</table>

Required Senior Capstone Series

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MNTC/APTC/ CMTC/DNTC/ TECH 490</td>
<td>SENIOR CAPSTONE: PRODUCTION LAB</td>
<td>4</td>
</tr>
<tr>
<td>MNTC/APTC/ CMTC/DNTC/ TECH 491</td>
<td>SENIOR PROJECT</td>
<td>3-10</td>
</tr>
<tr>
<td>MNTC/APTC/ CMTC/DNTC/ TECH 495</td>
<td>INTERNSHIP</td>
<td>1-15</td>
</tr>
</tbody>
</table>

Total Credits 106-127

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)

<table>
<thead>
<tr>
<th>Area</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities and Arts</td>
<td>(p. 35)</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>(p. 35)</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>(p. 36)</td>
</tr>
</tbody>
</table>

University Graduation Requirements (p. 36) (UGR)

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Foreign Language</td>
<td>Minor or Certificate</td>
</tr>
<tr>
<td>Diversity Course List</td>
<td>Global Studies Course List (p. 37)</td>
</tr>
<tr>
<td>Senior Capstone Course List</td>
<td></td>
</tr>
</tbody>
</table>

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

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Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.
• communicate effectively;
• develop a commitment to quality, timeliness and continuous improvement;
• develop a recognition of the need for, and the ability to engage in, lifelong learning;
• develop an ability to understand professional, ethical or social responsibilities;
• develop an appropriate mastery of the knowledge, techniques, skills and modern tools of their disciplines;
• identify, analyze and solve technical and creative problems.

Applied Technology Minor

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECH 330</td>
<td>TECHNOLOGY PROBLEM ANALYSIS AND DESIGN I</td>
<td>4</td>
</tr>
<tr>
<td>TECH 331</td>
<td>TECHNOLOGY PROBLEM ANALYSIS AND DESIGN II</td>
<td>4</td>
</tr>
<tr>
<td>TECH 403</td>
<td>COMPUTER-AIDED DESIGN AND PROJECT MANAGEMENT</td>
<td>4</td>
</tr>
<tr>
<td>TECH 452</td>
<td>ENGINEERING ECONOMICS</td>
<td>4</td>
</tr>
</tbody>
</table>

Choose from the following (8 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>TECH 454</td>
<td>ENVIRONMENTAL ENGINEERING</td>
</tr>
<tr>
<td>TECH 456</td>
<td>ENGINEERING ETHICS, CONTRACTS AND PATENTS</td>
</tr>
<tr>
<td>TECH 458</td>
<td>QUALITY ASSURANCE</td>
</tr>
<tr>
<td>TECH 462</td>
<td>INDUSTRIAL SAFETY ENGINEERING</td>
</tr>
</tbody>
</table>

Total Credits: 24

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

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• develop an appropriate mastery of the knowledge, techniques, skills, and modern tools of their disciplines;
• identify, analyze, and solve technical and creative problems.

Construction Management Minor

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMTC 235</td>
<td>CONSTRUCTION MATERIALS AND TECHNIQUES</td>
<td>5</td>
</tr>
<tr>
<td>CMTC 305</td>
<td>CONSTRUCTION ESTIMATING</td>
<td>4</td>
</tr>
<tr>
<td>CMTC 320</td>
<td>NON-METALLIC PROCESSES</td>
<td>5</td>
</tr>
<tr>
<td>CMTC 335</td>
<td>ARCHITECTURE</td>
<td>4</td>
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</table>

Choose two from the following (8 credits)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMTC 345</td>
<td>SOILS/SURVEYING</td>
</tr>
<tr>
<td>CMTC 354</td>
<td>BUILDING CODES</td>
</tr>
<tr>
<td>TECH 403</td>
<td>COMPUTER-AIDED DESIGN AND PROJECT MANAGEMENT</td>
</tr>
<tr>
<td>TECH 454</td>
<td>ENVIRONMENTAL ENGINEERING</td>
</tr>
</tbody>
</table>

Total Credits: 26

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

• communicate effectively;
• develop a commitment to quality, timeliness and continuous improvement;
• develop a recognition of the need for, and the ability to engage in, lifelong learning;
• develop an ability to understand professional, ethical, and social responsibilities;
• develop an appropriate mastery of the knowledge, techniques, skills, and modern tools of their disciplines;
• identify, analyze, and solve technical and creative problems.

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).
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- develop a recognition of the need for, and the ability to engage in, lifelong learning;
- develop an ability to understand professional, ethical, and social responsibilities;
- develop an appropriate mastery of the knowledge, techniques, skills, and modern tools of their disciplines;
- identify, analyze and solve technical and creative problems.

### Manufacturing Minor

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MNTC 301</td>
<td>METALLIC PROCESSES</td>
<td>5</td>
</tr>
<tr>
<td>MNTC 320</td>
<td>NON-METALLIC PROCESSES</td>
<td>5</td>
</tr>
<tr>
<td>TECH 217</td>
<td>3D PARAMETRIC COMPUTER AIDED DESIGN</td>
<td>4</td>
</tr>
<tr>
<td>or MENG 217</td>
<td>3D PARAMETRIC COMPUTER AIDED DESIGN</td>
<td>4</td>
</tr>
<tr>
<td>TECH 458</td>
<td>QUALITY ASSURANCE</td>
<td>4</td>
</tr>
</tbody>
</table>

**Choose two from the following**

- MENG 353 INDUSTRIAL MATERIALS
- MENG 385 ROBOTICS AND AUTOMATION
- MNTC 402 MACHINE TOOL I
- MNTC 404 COMPUTER NUMERICAL CONTROL

**Total Credits**

28

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

### University Competencies and Proficiencies (p. 33)

### Breadth Area Core Requirements (BACR)

**Humanities and Arts** (p. 35)

**Natural Sciences** (p. 35)

**Social Sciences** (p. 36)

### University Graduation Requirements (p. 36) (UGR)

- Foreign Language
- Minor or Certificate
- Diversity Course List (p. 37)
- Global Studies Course List (p. 37)
- Senior Capstone Course List (p. 38)

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- develop a recognition of the need for, and the ability to engage in, lifelong learning;
- develop an ability to understand professional, ethical, and social responsibilities;
- develop an appropriate mastery of the knowledge, techniques, skills, and modern tools of their disciplines;
- identify, analyze and solve technical and creative problems.

### Mechanical Engineering Minor

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MENG 217</td>
<td>3D PARAMETRIC COMPUTER AIDED DESIGN</td>
<td>4</td>
</tr>
<tr>
<td>MENG 240</td>
<td>STATICS</td>
<td>4</td>
</tr>
<tr>
<td>MENG 241</td>
<td>STRENGTH OF MATERIALS</td>
<td>4</td>
</tr>
<tr>
<td>MENG 242</td>
<td>DYNAMICS</td>
<td>4</td>
</tr>
</tbody>
</table>

**Choose from the following**

- MENG 300 LABORATORY ANALYSIS AND REPORTS
- MENG 353 INDUSTRIAL MATERIALS
- MENG 380 THERMODYNAMICS
- MENG 382 FLUID MECHANICS
- MENG 385 ROBOTICS AND AUTOMATION
- MENG 405 DESIGN OF MACHINE ELEMENTS
- MENG 407 HEATING, VENTILATING AND AIR CONDITIONING
- MENG 444 HEAT TRANSFER
- MENG 492 FINITE ELEMENT ANALYSIS

**Total Credits**

31

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

### University Competencies and Proficiencies (p. 33)

### Breadth Area Core Requirements (BACR)

**Humanities and Arts** (p. 35)

**Natural Sciences** (p. 35)

**Social Sciences** (p. 36)

### University Graduation Requirements (p. 36) (UGR)

- Foreign Language
- Minor or Certificate
- Diversity Course List (p. 37)
- Global Studies Course List (p. 37)
- Senior Capstone Course List (p. 38)

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Cisco Network Certificate I

This certificate program is focused on training and preparing students to be able take a series of Cisco certification exams. This serves students in advancing their IT skill sets, and to improve their current and future employment opportunities.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>APTC 301</td>
<td>INTRODUCTION TO ROUTING AND SWITCHING</td>
<td>4</td>
</tr>
<tr>
<td>APTC 302</td>
<td>NETWORK SERVER CONFIGURATION</td>
<td>4</td>
</tr>
<tr>
<td>APTC 303</td>
<td>NETWORK ADMINISTRATION</td>
<td>4</td>
</tr>
<tr>
<td>APTC 401</td>
<td>NETWORK DIAGNOSIS AND MAINTENANCE I</td>
<td>4</td>
</tr>
<tr>
<td>APTC 402</td>
<td>NETWORK DIAGNOSIS AND MAINTENANCE II</td>
<td>4</td>
</tr>
<tr>
<td>APTC 403</td>
<td>ADVANCED ROUTING AND SWITCHING</td>
<td>4</td>
</tr>
<tr>
<td>APTC 421</td>
<td>NETWORK SECURITY PROTOCOLS</td>
<td>4</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>28</strong></td>
<td></td>
</tr>
</tbody>
</table>

The Program Learning Outcomes in this certificate program are tied directly to the Cisco required standards for each class offered in this certificate. For those details, please review the PLO’s for each specific class contained in the certificate. This program, as a whole, prepares students to take the following Cisco exams:

- DCICN and DCICT
- DCUCI, DCII, and DCVAI
- Designing Cisco Data Center Infrastructure (DCID)
- IINS
- Interconnecting Cisco Networking Devices, Part 1 (ICND1)
- Interconnecting Cisco Networking Devices: Accelerated (CCNAX)
- ROUTE, SWITCH, and TSHOOT
- Troubleshooting Cisco Data Center Infrastructure (DCIT)

Applied Technology (APTC)

APTC 301. INTRODUCTION TO ROUTING AND SWITCHING. 4 Credits.

Notes: this class prepares students to take the following exam(s): Interconnecting Cisco Networking Devices, Part 1 (ICND1).

Pre-requisites: a two year A.A.S or A.A.T Transfer Degree in IT or equivalent or completion of Cisco CCENT exam (within three years of the quarter of the class offering) or permission of instructor.

This course provides students the knowledge and skills related to network fundamentals, LAN switching technologies, routing technologies, infrastructure services and infrastructure maintenance.

APTC 302. NETWORK SERVER CONFIGURATION. 4 Credits.

Notes: preparation for DCICN and DCICT Cisco exams.

Pre-requisites: APTC 301 and a two year A.A.S or A.A.T Transfer Degree in IT or equivalent or completion of Cisco CCENT exam (within three years of the quarter of the class offering.)

This course provides students the knowledge of data center infrastructure, data center networking concepts and data center storage networking. Students will also learn about fundamental data center technologies including unified computing, data center network virtualization, Cisco data center networking technologies, data center automation and orchestration and Application Centric Infrastructure.

APTC 303. NETWORK ADMINISTRATION. 4 Credits.

Notes: preparation to take the following exam(s): Interconnecting Cisco Networking Devices: Accelerated (CCNAX).

Pre-requisites: APTC 301.

This course provides students with the knowledge and skills related to network fundamentals, LAN switching technologies, IPv4 and IPv6 routing technologies, WAN technologies, infrastructure security and infrastructure management.

APTC 401. NETWORK DIAGNOSIS AND MAINTENANCE I. 4 Credits.

Notes: preparation for the DCUCI, DCII, and DCVAI Cisco exams.

Pre-requisites: APTC 302.

This course provides students the knowledge of implementing Cisco data center technologies including unified computing, unified computing maintenance and operations, automation, unified computing security and unified computing storage. Knowledge of implementing Cisco data center infrastructure including key protocols, routing and switching protocols, maintenance, management, operations, security and storage is included.

APTC 402. NETWORK DIAGNOSIS AND MAINTENANCE II. 4 Credits.

Notes: preparation to take the following exam(s): Designing Cisco Data Center Infrastructure (DCID) and Troubleshooting Cisco Data Center Infrastructure (DCIT).

Pre-requisites: APTC 401.

This course provides students the knowledge of Cisco data center infrastructure design pertaining to deployment requirements and options for network connectivity, infrastructure, storage network, compute connectivity and compute resource parameters. A focus on troubleshooting of Cisco data center infrastructure is included.

APTC 403. ADVANCED ROUTING AND SWITCHING. 4 Credits.

Notes: preparation for the ROUTE, SWITCH, and TSHOOT Cisco exams.

Pre-requisites: APTC 303.

This course enables students to learn advanced IP addressing and routing in implementing scalable and highly secure Cisco routers that are connected to LANs, WANs and IPv6. Students learn how to plan, configure and verify implementation of enterprise switching solutions that use the Cisco Enterprise Campus Architecture. Topics on maintenance and troubleshooting are covered in this course.

APTC 421. NETWORK SECURITY PROTOCOLS. 4 Credits.

Notes: preparation for the IINS Cisco exam.

Pre-requisites: APTC 303.

This course provides students the knowledge of secure network infrastructure, understanding core security concepts, managing secure access, VPN encryption, firewalls, intrusion prevention, web and email content security and endpoint security. A focus on installation, troubleshooting, and monitoring of a secure network utilizing technologies Cisco uses to maintain integrity, confidentiality and availability of data and devices is included.
APTC 490. SENIOR CAPSTONE: PRODUCTION LAB. 4 Credits.
Cross-listed: TECH 490, CMTC 490, DNTC 490, MNTC 490.
Notes: the course will simulate a real world design team concept by utilizing a design group that contains members of different program majors.
Pre-requisites: senior standing.
Satisfies: a university graduation requirement—senior capstone.
The course simulates the real world situation that graduates face. Students will work in teams to apply techniques of production management, product design/development, plant layout, scheduling, cost accounting, assembly, inspection and quality control to produce a product. Learning to deal with the team dynamics is a valuable learning process. Each student team produces a new product and a final written report to demonstrate how the process and goals of the course have been realized.

APTC 491. SENIOR PROJECT. 3-10 Credits.
Cross-listed: TECH 491, CMTC 491, DNTC 491, MNTC 491.
Pre-requisites: permission of the instructor.
Independent and/or group study and implementation of a design and development project. (variable time).

APTC 495. INTERNSHIP. 1-15 Credits.
Cross-listed: TECH 495, CMTC 495, DNTC 495, MNTC 495.
Notes: Graded Pass/Fail. This course may be repeated.
Pre-requisites: junior or senior status and permission of the instructor, department chair and dean.
A maximum of 5 credits may be earned toward electives for a Technology major. Students considering electives for a Technology minor should consult with their departmental advisor.

APTC 496. EXPERIMENTAL COURSE. 1-6 Credits.
Cross-listed: TECH 496, CMTC 496, DNTC 496, MNTC 496.
Experimental Course.

APTC 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-6 Credits.
Cross-listed: TECH 497, CMTC 497, DNTC 497, MNTC 497.
Workshop, short course, conference, or seminar.

APTC 498. SEMINAR. 1-6 Credits.
Cross-listed: TECH 498, CMTC 498, DNTC 498, MNTC 498.
Seminar.

APTC 499. DIRECTED STUDY. 1-5 Credits.
Cross-listed: TECH 499, CMTC 499, DNTC 499, MNTC 499.
Pre-requisites: permission of the instructor, department chair and college dean.
Designed for students wanting to pursue a subject beyond the scope of regular courses.

Construction Management Technology (CMTC)

CMTC 235. CONSTRUCTION MATERIALS AND TECHNIQUES. 5 Credits.
Pre-requisites: METC 102 or TECH 102, or two years of high school drafting or equivalent.
This course introduces various materials and techniques used in construction. Students gain an understanding of the fundamental principles of structural, physical and long-term performance of some of these materials through lecture and lab experiments. Students also gain an understanding of some of the mechanical and non-mechanical properties of various materials, common construction methods and knowledge of material properties and applications in construction.

CMTC 305. CONSTRUCTION ESTIMATING. 4 Credits.
Pre-requisites: CMTC 235.
This course provides students with the ability to estimate construction costs by reading and interpreting technical drawings. Primary focus is on calculating materials, labor and equipment cost for both residential and commercial building projects. Students generate quantity takeoffs for specific building projects.

CMTC 320. NON-METALLIC PROCESSES. 5 Credits.
Pre-requisites: METC 110; junior/senior status or permission of instructor.
Survey of non-metallic materials (such as woods, plastics, and ceramics) and the industrial processes utilized to convert raw materials into finished products. Course includes characteristics and properties of non-metallic materials and utilization of industrial tools and processing equipment.

CMTC 335. ARCHITECTURE. 4 Credits.
Pre-requisites: METC 110 or TECH 110.
Design, layout, and development of residential dwellings and large structures. (4 hour lecture per week)

CMTC 345. SOILS/SURVEYING. 4 Credits.
Pre-requisites: CMTC 335.
This course introduces soil mechanics and site surveying. Through lecture and field work the course examines characteristics and compositions of soil, soil classification systems and the strength of soil masses. Students practice fundamentals of construction surveying, including taping, leveling, angular measurement, traversing, topographic surveying, building layout and grade staking.

CMTC 354. BUILDING CODES. 4 Credits.
Pre-requisites: CMTC 335.
Building Codes is a comprehensive course pertaining to International Building Codes (IBC). Emphasis is placed on code requirements for both commercial and residential applications to include structural, mechanical, plumbing, fire, fuel gas and private sewage code requirements.

CMTC 490. SENIOR CAPSTONE: PRODUCTION LAB. 4 Credits.
Cross-listed: APTC 490, TECH 490, DNTC 490, MNTC 490.
Notes: the course will simulate a real world design team concept by utilizing a design group that contains members of different program majors.
Pre-requisites: senior standing.
Satisfies: a university graduation requirement—senior capstone.
The course simulates the real world situation that graduates face. Students will work in teams to apply techniques of production management, product design/development, plant layout, scheduling, cost accounting, assembly, inspection and quality control to produce a product. Learning to deal with the team dynamics is a valuable learning process. Each student team produces a new product and a final written report to demonstrate how the process and goals of the course have been realized.
CMTC 491. SENIOR PROJECT. 3-10 Credits.
Cross-listed: APTC 491, TECH 491, DNTC 491, MNTC 491.
Pre-requisites: permission of the instructor.
Independent and/or group study and implementation of a design and development project. (variable time).

CMTC 495. INTERNSHIP. 1-15 Credits.
Cross-listed: APTC 495, TECH 495, DNTC 495, MNTC 495.
Notes: Graded Pass/Fail. This course may be repeated.
Pre-requisites: junior or senior status and permission of the instructor, department chair and dean.
A maximum of 5 credits may be earned toward electives for a Technology major. Students considering electives for a Technology minor should consult with their departmental advisor.

CMTC 496. EXPERIMENTAL COURSE. 1-6 Credits.
Cross-listed: APTC 496, CMTC 496, TECH 496, MNTC 496.
Experimental Course.

CMTC 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-6 Credits.
Cross-listed: APTC 497, CMTC 497, TECH 497, MNTC 497.
Workshop, short course, conference, or seminar.

CMTC 499. DIRECTED STUDY. 1-5 Credits.
Cross-listed: APTC 499, CMTC 499, TECH 499, MNTC 499.
Pre-requisites: permission of the instructor, department chair and college dean.
Designed for students wanting to pursue a subject beyond the scope of regular courses.

Design Technology (DNTC)

DNTC 490. SENIOR CAPSTONE: PRODUCTION LAB. 4 Credits.
Cross-listed: APTC 490, CMTC 490, TECH 490, MNTC 490.
Notes: the course will simulate a real world design team concept by utilizing a design group that contains members of different program majors.
Pre-requisites: senior standing.
Satisfies: a university graduation requirement—senior capstone.
The course simulates the real world situation that graduates face. Students will work in teams to apply techniques of production management, product design/development, plant layout, scheduling, cost accounting, assembly, inspection and quality control to produce a product. Learning to deal with the team dynamics is a valuable learning process. Each student team produces a new product and a final written report to demonstrate how the process and goals of the course have been realized.

DNTC 491. SENIOR PROJECT. 3-10 Credits.
Cross-listed: APTC 491, CMTC 491, TECH 491, MNTC 491.
Pre-requisites: permission of the instructor.
Independent and/or group study and implementation of a design and development project. (variable time).

DNTC 495. INTERNSHIP. 1-15 Credits.
Cross-listed: APTC 495, CMTC 495, TECH 495, MNTC 495.
Notes: Graded Pass/Fail. This course may be repeated.
Pre-requisites: junior or senior status and permission of the instructor, department chair and dean.
A maximum of 5 credits may be earned toward electives for a Technology major. Students considering electives for a Technology minor should consult with their departmental advisor.

DNTC 496. EXPERIMENTAL COURSE. 1-6 Credits.
Cross-listed: APTC 496, CMTC 496, TECH 496, MNTC 496.
Experimental Course.

DNTC 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-6 Credits.
Cross-listed: APTC 497, CMTC 497, TECH 497, MNTC 497.
Workshop, short course, conference, or seminar.

DNTC 498. SEMINAR. 1-6 Credits.
Cross-listed: APTC 498, CMTC 498, TECH 498, MNTC 498.
Seminar.

DNTC 499. DIRECTED STUDY. 1-5 Credits.
Cross-listed: APTC 499, CMTC 499, TECH 499, MNTC 499.
Pre-requisites: permission of the instructor, department chair and college dean.
Designed for students wanting to pursue a subject beyond the scope of regular courses.

Electrical Engineering (EENG)

EENG 160. DIGITAL CIRCUITS. 4 Credits.
Pre-requisites: MTHD 104 or equivalent.
Fundamentals of digital computer design including appropriate number systems, boolean algebra, and basic digital circuits. Methods introduced will include the use of Karnaugh Maps and the Quine-McKluskey procedure. Computer laboratory work will involve the use of current software for the design, analysis, and simulation of digital circuits.

EENG 209. CIRCUIT THEORY I. 5 Credits.
Pre-requisites: PHYS 153 or permission of the instructor.
This course is intended to provide electrical engineering students with an understanding of electricity and its applications. Topics include AC/DC circuit-analysis methods such as nodal and mesh analysis, superposition, Norton Theorem, Thevenin Theorem and transient analysis.

EENG 210. CIRCUIT THEORY II. 5 Credits.
Pre-requisites: EENG 209 with a minimum grade ≥C.
This course covers circuit analysis using Laplace transform, phasors and AC analysis, AC Power, three-phase circuits, magnetically coupled circuits and the ideal transformer.

EENG 250. DIGITAL HARDWARE. 2 Credits.
Notes: a continuation of EENG 160.
Pre-requisites: EENG 160 with a minimum grade ≥C.
This course presents logic families, hardware characteristics, noise control and modern programmable logic.
EENG 260. MICROCONTROLLER SYSTEMS. 4 Credits.  
Pre-requisites: CSCD 255 and EENG 160, both with a minimum grade ≥C.  
This is an introductory course on microprocessor and microcontroller systems organization. It provides low-level programming principles for microcomputer based systems. The course emphasizes assembly and C language programming techniques and laboratory experiments in input/output programming, memory organization, interrupts and interfacing methods.  

EENG 320. SIGNALS AND SYSTEMS I. 5 Credits.  
Pre-requisites: EENG 210 or concurrent enrollment or permission of the instructor; MATH 163 with a minimum grade ≥C.  
This course is an introduction to continuous-time signal analysis. Topics include: generalized functions and the relationship to basic signals including impulses, pulses and unit step; system properties such as linearity, time-invariance and causality; and Fourier analysis.  

EENG 321. SIGNALS AND SYSTEMS II. 5 Credits.  
Pre-requisites: EENG 320 and MATH 163, both with a minimum grade ≥C.  
Introduction to Laplace Transform, Z-transform, the Fourier Series, the Fourier Transform, the Discrete Fourier Transform (DFT), the Discrete-Time Fourier Transform (DTFT) and Sampling Theorem. Introduction to analysis of Linear Time Invariant (LTI) system using above techniques for continuous and discrete time.  

EENG 330. MICROELECTRONICS I. 5 Credits.  
Pre-requisites: CHEM 151; EENG 209 and MATH 163, both with a minimum grade ≥C and concurrent enrollment in EENG 210.  
This course introduces the characterization, modeling, and application of semiconductor devices in the context of analog integrated circuits. Emphasis is placed on the development of models for circuit-level behavior of diodes, bipolar transistors, and MOS transistors and applies the models to the analysis and design of linear amplifiers.  

EENG 331. MICROELECTRONICS II. 5 Credits.  
Pre-requisites: EENG 330 and MATH 163, both with a minimum grade ≥C.  
This course is the second in the characterization, modeling and application of semiconductor devices in the context of analog integrated circuits. The emphasis is on the metal-oxide-semiconductor (MOS) transistor. Topics include differential amplifiers, frequency response and feedback effects.  

EENG 350. ENERGY SYSTEMS. 5 Credits.  
Pre-requisites: EENG 210 and MATH 163, both with a minimum grade ≥C.  
This course provides an introduction to the different energy sources, methods of electric energy conversion, the electric power system, transformers and electrical machines.  

EENG 360. HARDWARE DESCRIPTION LANGUAGES. 5 Credits.  
Pre-requisites: CSCD 255 and EENG 160, both with a minimum grade ≥C.  
This course introduces methodologies and computer-aided design (CAD) tools for the design of complex electronic systems. The emphasis is on high-level description languages and their use for specifying, designing, simulating and synthesizing digital very large scale integration (VLSI) circuits in MOS (metal-oxide-semiconductor) technologies. Theoretical knowledge will be complemented by hands-on use of several commercial CAD tools.  

EENG 383. APPLIED STOCHASTIC PROCESSES. 4 Credits.  
Pre-requisites: MATH 163 or permission of the instructor and must be taken concurrently with EENG 388.  
This course provides an introduction to the basic concepts of stochastic processes and their application to engineering problems. Topics include analysis of continuous and discrete random signals and systems, as well as modern estimation techniques.  

EENG 388. STOCHASTIC PROCESSES LAB. 1 Credit.  
Pre-requisites: MATH 163 or permission of the instructor and must be taken concurrently with EENG 383.  
This laboratory course introduces basic concepts of stochastic processes and their application to engineering problems.  

EENG 401. ENGINEERING APPLIED ELECTROMAGNETICS. 5 Credits.  
Pre-requisites: EENG 210, MATH 241.  
This course provides students with the technical basis to analyze electromagnetic applications systems. Topics include waves and phasors, vector analysis, electrostatics, magnetostatics, Maxwell’s equations for time-varying fields and plane wave propagation.  

EENG 415. INTRODUCTION TO COMPUTER COMMUNICATION NETWORKS. 5 Credits.  
Pre-requisites: junior standing.  
Fundamentals of data communication, telephone/cellular/computer networks, layered network architecture, OSI model, data link layer functions and protocols including ARQ, network layer functions and protocols including IP, transport layer functions and protocols including TCP. Basic MATLAB programming experience is necessary for this course.  

EENG 420. DIGITAL SIGNAL PROCESSING. 5 Credits.  
Pre-requisites: EENG 321.  
This course provides an introduction to digital signal processing. Convolution, time invariance and stability of discrete-time systems are presented. In addition, various signal processing techniques such as Z-transform, discrete Fourier transform (DFT) and fast Fourier transform (FFT) are studied. Time and frequency domain techniques for designing and applying infinite impulse response (IIR) and finite impulse response (FIR) filters are introduced.  

EENG 425. PRINCIPLES OF DIGITAL IMAGE PROCESSING. 5 Credits.  
Pre-requisites: EENG 321.  
Image representation, color spaces, image filtering and enhancement, image transforms and image/video coding.  

EENG 430. CMOS DIGITAL INTEGRATED CIRCUITS DESIGN. 5 Credits.  
Pre-requisites: EENG 160; EENG 331.  
This course provides students with the theoretical and practical knowledge required for analyzing and designing digital integrated circuits and systems in complementary metal-oxide-semiconductor (CMOS) technology. Lab includes hands-on use of a variety of state-of-the-art computer-aided design (CAD) tools and design techniques.  

EENG 435. ANALOG INTEGRATED CIRCUITS DESIGN. 5 Credits.  
Pre-requisites: EENG 331.  
This course provides students with the theoretical and practical knowledge required for analyzing and designing analog integrated circuits and systems in CMOS and BJT technologies. Topics include operational amplifier design, biasing and reference circuits, stability, and selected applications of analog circuits (e.g. filters, comparators, data converters, transceiver blocks).  

EENG 440. DIGITAL COMMUNICATION SYSTEMS. 5 Credits.  
Pre-requisites: EENG 321, EENG 383.  
This course provides students with a solid background in modern digital communication systems. Random processing is applied in the realm of communication theory. Common digital modulation and demodulation techniques are presented. Other topics include bandpass transmission of binary data, coherent/noncoherent communications, intersymbol interference and equalization.
EENG 442. MOBILE COMMUNICATIONS. 5 Credits.
Pre-requisites: EENG 321 and EENG 383.
This course covers antennas and propagation, signal encoding techniques; spread spectrum, coding and error control, cellular and wireless control.

EENG 450. POWER SYSTEMS ANALYSIS. 5 Credits.
Pre-requisites: EENG 350.
The course provides students with the ability to analyze power systems from technical and economic perspectives. It includes symmetrical components, calculation of line parameters, power flow control, representation of transmission lines and power components.

EENG 452. PROTECTIVE RELAYS. 5 Credits.
Pre-requisites: EENG 450.
This course provides students with the technical basis to analyze and design protection for power systems. Topics include per unit and phasors, symmetrical components, relay input sources, protection fundamentals, system grounding principles and protection of power system components.

EENG 460. COMPUTING SYSTEMS: ORGANIZATION AND DESIGN. 5 Credits.
Pre-requisites: CSCD 255, EENG 360.
This course provides the theoretical and practical knowledge required for analyzing and designing complex computing systems. Topics include computer performance, MIPSs assembly language, integer and floating point arithmetic, designing a processor, pipelining and memory hierarchies. Assembly programming and design using VHDL are offered in weekly labs.

EENG 461. EMBEDDED SYSTEM DESIGNS. 5 Credits.
Pre-requisites: EENG 160 or permission of the instructor.
This course provides students with the theoretical and practical knowledge required for analyzing and designing embedded computing systems. The key challenge of embedded systems is to optimize the various design metrics and to assess the impact that the organization and interfacing of hardware/software components have on system performance. Hands-on experience using various hardware, such as Field Programmable Gate Arrays (FPGA) and microcontrollers, will be offered in weekly labs.

EENG 470. CONTROL SYSTEMS. 5 Credits.
Pre-requisites: EENG 321.
This course reviews basic topics such as transfer function, step response and stability conditions. Other topics include feedback systems, analysis techniques such as root-locus analysis, transient and steady-state response analyses and frequency response analysis are studied. In addition, state-space analysis techniques are explained within the context of state-space system models. Analysis and design of proportional, integral, and derivative (PID), PI and PD controllers are presented.

EENG 471. DIGITAL CONTROL SYSTEMS. 5 Credits.
Pre-requisites: EENG 470.
This course provides students with the technical basis to understand and analyze digital control systems. Topics include frequency response, modeling digital control systems, steady-state error, stability, Z-domain design and state-space models. An introduction to Lyapunov techniques is presented.

EENG 490A. SR CAPSTONE: DESIGN LAB I. 2 Credits.
Pre-requisites: senior standing.
Satisfies: senior capstone university graduation requirement.
This course will simulate the industrial environment, where students will have to work in a team to solve a real world problem, from design to implementation. Team dynamics will be strictly monitored and each student’s unique skills will be utilized in different stages of the design process. Dealing with problems typical of a team environment will result in an invaluable learning experience both in the professional and civic lives of the students.

EENG 490B. SR CAPSTONE: DESIGN LAB II. 3 Credits.
Pre-requisites: EENG 490A.
Satisfies: a university graduation requirement—senior capstone.
See course description for EENG 490A.

EENG 491. SENIOR PROJECT. 1-6 Credits.
Pre-requisites: permission of instructor.
Independent and/or group study and implementation of a design and development project. (variable time)

EENG 495. INTERNSHIP. 1-6 Credits.
Notes: graded Pass/Fail.
Pre-requisites: junior or senior status and permission of the instructor, department chair and dean.

EENG 496. EXPERIMENTAL COURSE. 1-5 Credits.

EENG 498. SEMINAR. 1-6 Credits.
Seminar.

EENG 499. DIRECTED STUDY. 1-10 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Designed for students wanting to pursue a subject beyond the scope of regular courses.

EENG 599. INDEPENDENT STUDY. 1-5 Credits.
Independent Study.

Mechanical Engineering (MENG)

MENG 199. DIRECTED STUDY. 1-5 Credits.
Directed Study

MENG 201. MATLAB. 4 Credits.
Pre-requisites: MATH 141.
This course introduces the student to the application of basic MATLAB building blocks to engineering problems. Students will get a thorough introduction to data visualization, data analysis, symbolic calculations, numeric computations and other basic skills related to MATLAB.

MENG 207. ELECTRICITY. 4 Credits.
Pre-requisites: MATH 162, PHYS 153 or PHYS 133.
This course is intended to provide students with a basic understanding of electricity and its applications. In this course, basic concepts of current, voltage and resistance will be presented as well as basic circuit-analysis methods including inductor and capacitor.

MENG 217. 3D PARAMETRIC COMPUTER AIDED DESIGN. 4 Credits.
Pre-requisites: METC 110 or High School AUTOCAD or permission of instructor
This course uses the computer to draft parametric models in three dimensions. File management methods, rapid prototyping and 2D drawing development techniques are discussed. (Four hours per week.)
MENG 240. STATICS. 4 Credits.
Pre-requisites: PHYS 151, MATH 161 or Technical Calculus I or equivalent.
Fundamentals of applied mechanics, equivalent force systems, equations of equilibrium, structures, three dimensional force systems and friction.
(two hours lecture, four hours laboratory per week)

MENG 241. STRENGTH OF MATERIALS. 4 Credits.
Pre-requisites: MENG 240, MATH 162, PHYS 152 or Technical Calculus II or equivalent.
A study of the internal stresses, internal deformations and deflections of materials. Topics may include: shear and moment diagrams for beams, combined loading on beams, temperature stresses and torsional loading.
(four hours lecture per week)

MENG 242. DYNAMICS. 4 Credits.
Pre-requisites: MENG 240.
Kinematics and kinetics of particles and rigid bodies using vector analysis; force mass acceleration, work and energy, impulse and momentum, translating and rotating coordinate system.

MENG 300. LABORATORY ANALYSIS AND REPORTS. 5 Credits.
Pre-requisites: PHYS 133 or PHYS 153, MATH 162; and declared into one of the following: Mechanical Engineering, Mechanical Engineering Technology, Electrical Engineering; or permission of instructor.
This course examines the different aspects of laboratory analysis and report writing. This includes description of engineering problems, analysis of data including error analysis and data interpretation, instrumentation and measurements. In addition, the application of spreadsheets for solving and analyzing engineering problems, creating technical graphs, trending and curve fitting and project management will be addressed.

MENG 353. INDUSTRIAL MATERIALS. 5 Credits.
Pre-requisites: CHEM 121 or CHEM 151; ENGL 201 (grade ≥C ); MATH 107 or MATH 142 (grade ≥C ).
Students in this course achieve a thorough understanding of engineering materials, their properties, responses and applications. Laboratory work includes destructive and non-destructive testing and image analysis of microscopic structure of industrial materials.

MENG 380. THERMODYNAMICS. 5 Credits.
Pre-requisites: PHYS 152; MATH 162; MENG 300, may be taken concurrently; and a declared Mechanical Engineering major.
This course explores properties of materials, work, heat, conversion of energy, conservation of mass and energy transformation processes. Emphasis is on application of the first and second laws to engineering systems.

MENG 382. FLUID MECHANICS. 5 Credits.
Notes: laboratory work is included.
Pre-requisites: MENG 242; grades ≥C in all of the following, PHYS 152; MATH 162; MENG 300, may be taken concurrently; and a declared Mechanical Engineering major.
This course introduces the student to theory, concepts and applications of fluid mechanics. Topics include static and dynamic forces; conservation of mass, energy and momentum; flow in pipes and ducts; and fan and pump performance.

MENG 385. ROBOTICS AND AUTOMATION. 5 Credits.
Notes: three hours lecture, four hours laboratory per week.
Pre-requisites: grades ≥C in all of the following, MENG 207 or MNTC 208; MENG 201 or CSCD 255; and a declared in Mechanical Engineering or Mechanical Engineering Technology major or permission of instructor.
This course covers various electrical and mechanical systems used in robotics and other automated industrial systems. It includes automated equipment programming and industrial planning as applied to automated systems.

MENG 386. ENGINEERING NUMERICAL ANALYSIS. 5 Credits.
Pre-requisites: PHYS 153; MATH 163; and either MENG 201 or CSCD 255; and a declared Mechanical Engineering major.
This course covers a multitude of numerical approximation methods used to solve specific structural engineering problems and highlights the algorithms used in many common scientific software packages.

MENG 398. SEMINAR. 1-5 Credits.
Seminar

MENG 399. DIRECTED STUDY. 1-5 Credits.
Pre-requisites: junior standing; declared Mechanical Engineering major and permission of the instructor, department chair and college dean.
Independent Study.

MENG 405. DESIGN OF MACHINE ELEMENTS. 5 Credits.
Pre-requisites: MATH 162, MENG 241, MENG 353, and a declared Mechanical Engineering major.
This course covers the design of machine components and mechanisms and utilizes the concepts of engineering mechanics and strength of materials.

MENG 407. HEATING, VENTILATING AND AIR CONDITIONING. 5 Credits.
Pre-requisites: PHYS 132 or PHYS 152; and a declared Mechanical Engineering or Mechanical Engineering Technology major.
The study of the principles of Heating, Ventilating and Air Conditioning (HVAC) including the investigation of the basic calculations to determine heating and cooling loads and the study of the basic equipment design for HVAC.

MENG 412. FUNDAMENTALS OF ENGINEERING. 2 Credits.
Pre-requisites: senior standing; MENG 241 or METC 341; MENG 242 or METC 342; MENG 380 or METC 388; and declared into one of the following: Mechanical Engineering, Mechanical Engineering Technology; or permission of instructor.
This course reviews the fundamentals of engineering. It provides an overview of principles of the practice of engineering and assists students in preparation for the first steps in professional licensure.

MENG 444. HEAT TRANSFER. 5 Credits.
Pre-requisites: grades ≥2.0 in all of the following, MATH 241, MATH 347, MENG 300, MENG 382, MENG 386; and a declared Mechanical Engineering major.
This course provides a detailed calculus-based analysis of the heat transfer through solids, fluids and vacuums. Concepts include conduction, convection, and radiation heat transfer in one and two dimensions for steady and unsteady states.

MENG 452. ENGINEERING ECONOMICS. 2 Credits.
Pre-requisites: junior standing; and a declared Mechanical Engineering or Mechanical Engineering Technology major or permission of instructor.
This course focuses on the systematic evaluation of the economic benefits and costs of projects involving engineering design and analysis. Engineering economics quantifies the benefits and costs associated with engineering projects to determine whether they make (or save) enough money to warrant their capital investment.
MENG 453. MATERIALS AND DESIGN. 5 Credits.
Pre-requisites: MENG 241, MENG 353; and a declared Mechanical Engineering major.
This course expands upon the concepts covered in the Industrial Materials class. Focus is on how materials and the design of products and the processes to make them are interrelated. Students explore processing and properties of materials such as glass, ceramics, polymers and metals other than steel.

MENG 455. COMPOSITE MATERIALS. 5 Credits.
Pre-requisites: MENG 201, MENG 353; and a declared Mechanical Engineering major or permission of instructor.
This course covers basics of composite materials including manufacturing, design and applications. Students learn anisotropic and heterogeneous material systems; types of composite constituents; physical and mechanical properties; micro, macro and ply mechanics; composite design related to strength and different failure modes; and applications of composite beams, plates and stiffened panels.

MENG 482. ADVANCED FLUID DYNAMICS. 5 Credits.
Pre-requisites: grades ≥C in all of the following, MATH 347, MENG 217, MENG 382; and a declared Mechanical Engineering major.
Students apply fluid principles to various technical situations and utilize advanced methods to derive a solution. Topics covered may include Computational Fluid Dynamics (CFD), turbo machinery, compressible fluid flow, turbulence, thermo-fluid system design, and fan and pump performance.

MENG 485. ADVANCED ROBOTICS AND AUTOMATION. 5 Credits.
Pre-requisites: a grade ≥B in MENG 385; and a declared Mechanical Engineering or Mechanical Engineering Technology major.
A study of the various electrical and mechanical systems used in advanced robotics and other automated systems. Topics include automated equipment, programming and industrial planning as applied to automated systems, robotic vision, cooperative robotics and service robots.

MENG 486. PROGRAMMABLE LOGIC CONTROLLERS IN AUTOMATION. 5 Credits.
Pre-requisites: a grade ≥B in MENG 385; and a declared major in Mechanical Engineering or Mechanical Engineering Technology.
A study of Programmable Logic Controllers used in industrial automation and advanced robotics. Course explores automated equipment, ladder logic programming and industrial planning as applied to automated systems.

MENG 487. SENSORS THEORY FOR AUTOMATION. 5 Credits.
Pre-requisites: a grade ≥B in MENG 385; and a declared major in Mechanical Engineering.
This course introduces the common sensors used in robotics and automation, including the theory of how sensors work, the circuitry involved and the programming logic for input/output.

MENG 490A. SENIOR CAPSTONE: DESIGN LABORATORY I. 2 Credits.
Pre-requisites: MENG 217, MENG 241 with a grade ≥C, MNTC 301; and a declared Mechanical Engineering major; and senior standing.
Satisfies: a university graduation requirement–senior capstone.
This course simulates the industrial environment, where students work in teams to solve a real world problem from design to implementation. Team dynamics and project constraints are strictly monitored and each student’s unique skills are utilized in different stages of the design process.

MENG 490B. SENIOR CAPSTONE: DESIGN LABORATORY II. 3 Credits.
Pre-requisites: MENG 490A.
Satisfies: a university graduation requirement–senior capstone.
See description for MENG 490A.

MENG 491. SENIOR THESIS. 1-6 Credits.
Pre-requisites: permission of instructor.
Independent and/or group study and implementation of a design and development project. (variable time)

MENG 492. FINITE ELEMENT ANALYSIS. 5 Credits.
Pre-requisites: grades ≥C in all of the following, MATH 347, MENG 217, MENG 241; and a declared Mechanical Engineering major or permission of the instructor.
This course introduces the computational methods to solve engineering problems using the finite element approach. Modeling techniques for different engineering structures such as trusses, beams, frames, two and three dimensional solids, and thin-walled structures are introduced in this course. Students solve a wide variety of engineering problems dealing with statics, dynamics, fluid mechanics, heat transfer and design and material selections using the state of art FEA software.

MENG 493. SENIOR SEMINAR. 1 Credit.
Notes: graded Pass/Fail.
Pre-requisites: senior standing or permission of instructor; and a declared Mechanical Engineering or Mechanical Engineering Technology major.
This course provides the students firsthand exposure to the latest technological advances directly from the manufacturer or researcher. This helps students in their lifelong learning and provides an opportunity to inquire about particular topics or fields of interest.

MENG 495. INTERNSHIP. 1-6 Credits.
Notes: Graded Pass/Fail. A minimum of 180 hours of work is required for students to complete the internship experience. Students working part-time over multiple quarters will have the credit hours divided across quarters to match the hours worked in each quarter.
Pre-requisites: junior or senior status and permission of the instructor, department chair and dean; and declared Mechanical Engineering major.
This course gives students applied field experience working in industry. Students will apply engineering principles to solve problems under the supervision of a practicing engineer.

MENG 496. EXPERIMENTAL COURSE. 1-10 Credits.

MENG 499. DIRECTED STUDY. 1-10 Credits.
Pre-requisites: permission of the instructor, department chair and college dean; senior standing; and a declared Mechanical Engineering major.
Designed for students wanting to pursue a subject beyond the scope of regular courses.

Mechanical Engineering Tech (METC)

METC 102. INTRODUCTION TO ENGINEERING GRAPHICS. 4 Credits.
Notes: graded Pass/Fail.
This course offers an introduction to the fundamentals of technical drawing. It emphasizes the technical methods used to describe the size and shape of objects. This course will not satisfy elective requirements for a major or minor in Technology.
METC 110. ENGINEERING GRAPHICS. 5 Credits.
**Pre-requisites:** METC 102, two years of high school drafting or equivalent. A study of the technical portion of the graphics language. This language, technical drawing, is used by engineers to communicate proposed designs and new ideas. Includes the theory and practice of descriptive geometry and the graphic representation of data.

METC 340. STATICS. 5 Credits.
**Pre-requisites:** MATH 142 and PHYS 131, both with grade ≥ C.
A study of applied mechanics and the principles of statics dealing with forces and with the effects of forces acting upon rigid bodies at rest.

METC 341. STRENGTH OF MATERIALS. 4 Credits.
**Pre-requisites:** METC 340.
A study of the relationship that exists between externally applied forces and internally induced stresses in members and parts, including the relationship existing between these same externally applied forces and the resulting deformations. (four hours lecture per week)

METC 342. DYNAMICS. 4 Credits.
**Pre-requisites:** METC 340 and MATH 162.
This course is a study of the motion of rigid bodies and forces affecting their motion. Topics include kinematics and kinetic of motion, curvilinear motion, plane motion, work, energy and power, impulse and momentum. (four hours lecture per week)

METC 384. ENERGY MANAGEMENT AND UTILIZATION. 5 Credits.
**Pre-requisites:** MENG 380.
The study of energy usage and energy management within industrial facilities. The development of Energy audit procedures including the energy saving calculations for industrial settings. Students will develop and explore the creation of industrial energy audits through the extensive use of case studies.

METC 387. FLUID MECHANICS. 5 Credits.
**Notes:** laboratory work is included.
**Pre-requisites:** grades ≥ C in all of the following, PHYS 132 or PHYS 152, MATH 162; TCOM 205 or MENG 300 (may be taken concurrently); and a declared Mechanical Engineering Technology major.
This course introduces the student to theory, concepts and applications of fluid mechanics. Topics include static and dynamic forces; conservation of mass, energy and momentum; flow in pipes and ducts; and fan and pump performance.

METC 388. THERMODYNAMICS AND HEAT TRANSFER. 5 Credits.
**Pre-requisites:** PHYS 132 or PHYS 152; MATH 162; TCOM 205 or MENG 300 (may be taken concurrently); and a declared Mechanical Engineering Technology major.
This course introduces the student to theory, concepts and applications of thermodynamics and heat transfer. Topics include properties of materials, work, heat, conservation of mass and energy, energy transformation processes, and heat transfer via conduction, convection and radiation.

METC 399. DIRECTED STUDY. 1-5 Credits.
Directed Study.

METC 415. DESIGN OF MACHINE ELEMENTS. 5 Credits.
**Pre-requisites:** METC 341, MENG 353, MATH 162 or permission of instructor, and a declared Mechanical Engineering Technology major.
This course covers the design of machine components and mechanisms and utilizes the concepts of engineering mechanics and strength of materials.

METC 417. ADVANCED PARAMETRIC DESIGN. 5 Credits.
**Pre-requisites:** MENG 217; MATH 162; METC 341 or MENG 241; and a declared Mechanical Engineering or Mechanical Engineering Technology major.
Advanced techniques and best practices for parametric design of parts and assemblies. These advanced methodologies include design simulation and analysis including stress analysis, thermal analysis, flow analysis, vibration and motion studies, and design optimization.

METC 456. ENGINEERING ETHICS, CONTRACTS AND PATENTS. 2 Credits.
**Pre-requisites:** junior standing and a declared Mechanical Engineering or Mechanical Engineering Technology major or permission of instructor.
This course investigates the elements of professional engineering practice including their relationship to the law, to the public and the ethics of the profession. Topics covered range from ethics, contracts, patents, copyrights, sales agreements and engineering specifications to professionalism, licensing, intellectual property, liability, risk, reliability and safety. Further discussion areas involve interdisciplinary teams, team tools, codes, standards, professional organizations, careers, entrepreneurship, human factors and industrial design.

METC 468. QUALITY ASSURANCE AND INTRO TO LEAN. 5 Credits.
**Pre-requisites:** PHYS 132 or PHYS 152, MATH 162; MENG 300, may be taken concurrently; and a declared Mechanical Engineering or Mechanical Engineering Technology major.
Application and theory of quality control and continuous improvement systems. This includes statistical analysis, design of experiments, development and use of process control charts, sampling processes, time and motion studies, and introduction to other Lean tools.

METC 490A. SENIOR CAPSTONE: DESIGN LABORATORY I. 2 Credits.
**Pre-requisites:** MENG 217, MATH 162, METC 341 (may be taken concurrently), MNTC 301 and senior standing. Must be a declared Mechanical Engineering Technology major.
Satisfies: a university graduation requirement—senior capstone.
This course simulates the industrial environment, where students work in teams to solve a real world problem from design to implementation. Team dynamics and project constraints are strictly monitored and each student’s unique skills are utilized in different stages of the design process.

METC 490B. SENIOR CAPSTONE: DESIGN LABORATORY II. 3 Credits.
**Pre-requisites:** METC 490A. Must be a declared Mechanical Engineering Technology major.
Satisfies: a university graduation requirement—senior capstone.
See description for METC 490A.

METC 491. SENIOR PROJECT. 1-10 Credits.
**Pre-requisites:** senior standing, a declared Mechanical Engineering Technology major and permission of the instructor and chair. Independent and/or group study and implementation of a design and development project. (variable time).
MNTC 301. METALLIC PROCESSES. 5 Credits.
Pre-requisites: junior or senior status or permission of instructor.
Metallic Processes is a comprehensive basic course in technical metals which is designed to survey metalworking materials and processes which have been developed by modern industry. The course provides opportunity to learn the theories and scientific principles basic to the application of metalworking tools and procedures.

MNTC 320. NON-METALLIC PROCESSES. 5 Credits.
Pre-requisites: METC 110; junior or senior status or permission of instructor.
Survey of non-metallic materials (such as woods, plastics, and ceramics) and the industrial processes utilized to convert raw materials into finished products. Course includes characteristics and properties of non-metallic materials and utilization of industrial tools and processing equipment.

MNTC 399. DIRECTED STUDY. 1-5 Credits.
Directed Study.

MNTC 402. MACHINE TOOL I. 5 Credits.
Pre-requisites: METC 110 and MNTC 301.
A comprehensive course in machine tool operations, both conventional and CNC. Course includes cutting operations, precision measurement, setup, and CNC programming. (3 hours lecture, 4 hours laboratory per week).

MNTC 404. COMPUTER NUMERICAL CONTROL. 5 Credits.
Pre-requisites: MNTC 301 and MNTC 402.
This course provides the learner with experience utilizing CNC processes. Programming methods will include manual, CAM software and conversational languages.

MNTC 439. TOPICS IN MANUFACTURING. 5 Credits.
Cross-listed: APTC 499, CMTC 499, DNTC 499, TECH 499.
Notes: the course will simulate a real world design team concept by utilizing a design group that contains members of different program majors.
Pre-requisites: senior standing.
Satisfies: a university graduation requirement—senior capstone.
The course simulates the real world situation that graduates face. Students will work in teams to apply techniques of production management, product design/development, plant layout, scheduling, cost accounting, assembly, inspection and quality control to produce a product. Learning to deal with the team dynamics is a valuable learning process. Each student team produces a new product and a final written report to demonstrate how the process and goals of the course have been realized.

MNTC 491. SENIOR PROJECT. 3-10 Credits.
Cross-listed: APTC 491, CMTC 491, DNTC 491, TECH 491.
Pre-requisites: permission of the instructor.
Independent and/or group study and implementation of a design and development project. (variable time).

MNTC 495. INTERNSHIP. 1-15 Credits.
Cross-listed: APTC 495, CMTC 495, DNTC 495, TECH 495.
Notes: Graded Pass/Fail. This course may be repeated.
Pre-requisites: junior or senior status and permission of instructor, department chair and dean.
A maximum of 5 credits may be earned toward electives for a Technology major. Students considering electives for a Technology minor should consult with their departmental advisor.

MNTC 496. EXPERIMENTAL COURSE. 1-6 Credits.
Cross-listed: APTC 496, CMTC 496, DNTC 496, TECH 496.
Experimental Course.

MNTC 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-6 Credits.
Cross-listed: APTC 497, CMTC 497, DNTC 497, TECH 497.
Workshop, short course, conference, or seminar.

MNTC 498. SEMINAR. 1-6 Credits.
Cross-listed: APTC 498, CMTC 498, DNTC 498, TECH 498.
Seminar.
MNTC 499. DIRECTED STUDY. 1-5 Credits.
Cross-listed: APTC 499, CMTC 499, DNTC 499, TECH 499.
Pre-requisites: permission of the instructor, department chair and college dean.
Designed for students wanting to pursue a subject beyond the scope of regular courses.

Technology (TECH)

TECH 102. INTRODUCTION TO ENGINEERING GRAPHICS. 4 Credits.
Notes: graded Pass/Fail.
This course offers an introduction to the fundamentals of technical drawing. It emphasizes the technical methods used to describe the size and shape of objects. This course will not satisfy elective requirements for a major or minor in Technology.

TECH 110. ENGINEERING GRAPHICS. 5 Credits.
Pre-requisites: METC 102 or TECH 102, two years of high school drafting, or equivalent.
A study of the technical portion of the graphics language. This language, technical drawing, is used by engineers to communicate proposed designs and new ideas. Includes the theory and practice of descriptive geometry and the graphic representation of data.

TECH 197. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

TECH 199. DIRECTED STUDY. 1-5 Credits.

TECH 217. 3D PARAMETRIC COMPUTER AIDED DESIGN. 4 Credits.
Pre-requisites: METC 110 or TECH 110, or High School AutoCAD, or permission of instructor.
This course uses the computer to draft parametric models in three dimensions. File management methods, rapid prototyping and 2D drawing development techniques are discussed. (Four hours per week.)

TECH 297. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

TECH 298. SEMINAR. 1-5 Credits.

TECH 330. TECHNOLOGY PROBLEM ANALYSIS AND DESIGN I. 4 Credits.
Pre-requisites: junior standing or permission of the instructor.
Development of advanced skills in technical problem analysis, planning, research, solution strategies, critical thinking and presentation. Computer-aided design tools such as CAD, project-planning software, spreadsheets, as well as imaging and publishing software are used. Emphasis is on consideration of interconnected systems.

TECH 331. TECHNOLOGY PROBLEM ANALYSIS AND DESIGN II. 4 Credits.
Pre-requisites: TECH 330.
Development of student’s synthesis, design, organizational, and learning skills through examination of current research and/or design topics in Technology.

TECH 393. TECHNOLOGY WORLD CIVILIZATION. 4 Credits.
Cross-listed: HONS 393.
Pre-requisites: ENGL 101.
Satisfies: a university graduation requirement—global studies.
Students will investigate the issues surrounding technological change in discrete cultural settings with a historical perspective of the evolution of technology in a global context.

TECH 395. CO-OP FIELDWORK. 1-5 Credits.
TECH 396. EXPERIMENTAL COURSE. 1-6 Credits.
TECH 397. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

THEM 398. SEMINAR. 4 Credits.

TECH 403. COMPUTER-AIDED DESIGN AND PROJECT MANAGEMENT. 4 Credits.
Pre-requisites: MATH 107 or permission of the instructor.
The application of spreadsheets to solve engineering problems, technical graphs, trending and curve fitting. The introduction to the use of computer-aided scheduling of projects, critical path planning, project tracking and cost collection.

TECH 452. ENGINEERING ECONOMICS. 4 Credits.
Pre-requisites: junior standing or permission of instructor.
This course focuses on the systematic evaluation of the economic benefits and costs of projects involving engineering design and analysis. Engineering economics quantifies the benefits and costs associated with engineering projects to determine whether they make (or save) enough money to warrant their capital investment.

TECH 454. ENVIRONMENTAL ENGINEERING. 4 Credits.
Pre-requisites: junior standing or permission of the instructor.
This course explores ways to promote the design and manufacturing of environmentally sound products and processes. Benefits include environmentally-friendly products, more efficient operations and the good will of an informed public that expects a clean, healthy environment.

TECH 456. ENGINEERING ETHICS, CONTRACTS AND PATENTS. 4 Credits.
Pre-requisites: junior standing or permission of instructor.
This course investigates the elements of professional engineering practice including their relationship to the law, to the public and the ethics of the profession. Topics covered range from ethics, contracts, patents, copyrights, sales agreements and engineering specifications to professionalism, licensing, intellectual property, liability, risk, reliability and safety.

TECH 458. QUALITY ASSURANCE. 4 Credits.
Pre-requisites: junior standing.
Application and theory of quality control systems including development and use of process control charts, sampling, time and motion studies, and statistical analysis. (4 hours lecture, 1 hour laboratory per week)

TECH 462. INDUSTRIAL SAFETY ENGINEERING. 4 Credits.
Fundamentals of safety, classification of hazards, accident statistics, organization problems, safety codes, machine guarding, mechanical, electrical and chemical hazards, ventilation, respiratory and safety devices. (4 hours lecture per week)

TECH 490. SENIOR CAPSTONE: PRODUCTION LAB. 4 Credits.
Cross-listed: APTC 490, CMTC 490, DNTC 490, MNTC 490.
Notes: the course will simulate a real world design team concept by utilizing a design group that contains members of different program majors.
Pre-requisites: senior standing.
Satisfies: a university graduation requirement—senior capstone.
The course simulates the real world situation that graduates face. Students will work in teams to apply techniques of production management, product design/development, plant layout, scheduling, cost accounting, assembly, inspection and quality control to produce a product. Learning to deal with the team dynamics is a valuable learning process. Each student team produces a new product and a final written report to demonstrate how the process and goals of the course have been realized.
TECH 491. SENIOR PROJECT. 3-10 Credits.
Cross-listed: APTC 491, CMTC 491, DNTC 491, MNTC 491.
Pre-requisites: permission of the instructor.
Independent and/or group study and implementation of a design and development project. (variable time).

TECH 495. INTERNSHIP. 1-15 Credits.
Cross-listed: APTC 495, CMTC 495, DNTC 495, MNTC 495.
Notes: Graded Pass/Fail. This course may be repeated.
Pre-requisites: junior or senior status and permission of the instructor, department chair and dean.
A maximum of 5 credits may be earned toward electives for a Technology major. Students considering electives for a Technology minor should consult with their departmental advisor.

TECH 496. EXPERIMENTAL COURSE. 1-6 Credits.
Cross-listed: APTC 496, CMTC 496, DNTC 496, MNTC 496.
Experimental Course.

TECH 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-6 Credits.
Cross-listed: APTC 497, CMTC 497, DNTC 497, MNTC 497.
Workshop, short course, conference, or seminar.

TECH 498. SEMINAR. 1-6 Credits.
Cross-listed: APTC 498, CMTC 498, DNTC 498, MNTC 498.
Seminar.

TECH 499. DIRECTED STUDY. 1-5 Credits.
Cross-listed: APTC 499, CMTC 499, DNTC 499, MNTC 499.
Pre-requisites: permission of the instructor, department chair and college dean.
Designed for students wanting to pursue a subject beyond the scope of regular courses.

TECH 539. SPECIAL STUDIES TECHNOLOGY. 1-5 Credits.
TECH 595. INTERNSHIP. 1-5 Credits.

TECH 596. EXPERIMENTAL COURSE. 1-6 Credits.
TECH 597. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-6 Credits.
Notes: only one workshop course for up to 3 credits may be used to fulfill graduate degree requirements.

TECH 598. SEMINAR. 1-6 Credits.

TECH 599. INDEPENDENT STUDY. 1-6 Credits.
Notes: may be repeated within the 6 credits allowed to fulfill the student’s goals and needs in specific areas.
Pre-requisites: permission of the instructor, department chair and college dean.

TECH 600. THESIS. 2-6 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Independent research study under the direction of a graduate adviser committee.

TECH 601. RESEARCH REPORT. 2-6 Credits.

TECH 695. INTERNSHIP. 1-6 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

TECH 696. COLLEGE TEACHING INTERNSHIP. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Teaching a lower-division college course under supervision of a regular faculty member.Includes course planning, arranging bibliographical and instructional aids, conferences with students, experience in classroom instruction and student course evaluation.
English
Logan Greene, Chair
department page (http://www.ewu.edu/cale/programs/english)
203 Patterson Hall
509.359.2400

Faculty

Undergraduate Degrees
Bachelor of Arts (BA)
English - Creative Writing Option (p. 285)
English - Literary Studies Option (p. 286)
Technical Communication (p. 577)
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Undergraduate Minors
Creative Writing (p. 287)
English (p. 288)
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Technical Communication (p. 578)

Teacher Certification/Add-on Endorsements
English/Secondary Minor or English/Add-on Endorsement (p. 288)

Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.

Undergraduate Programs
The study of English offers a variety of exciting degree and career choices. At the heart of our programs is a passion for critically, creatively, and professionally understanding and using the English language. The literature option emphasizes the understanding of great literary works and the writing of analytical essays. It develops and refines speaking and writing skills through critical examinations of literary text. The creative writing option emphasizes artistic expression. It builds the skills needed to produce imaginative and inspired, publishable poetry, fiction, and creative non-fiction. The English education major focuses on preparing effective, informed, student-centered teachers of English. It develops skills for instructing and engaging students in English language arts at the elementary and secondary levels. The technical communication major prepares students for professional careers as technical writers. It builds skills in creating, writing, and designing information to support products, organizations, and people in a technology rich society.

In addition to its major degree programs, the Department of English offers undergraduate minor and endorsement programs for those with majors other than English who wish to enrich and expand their studies. Minors in literary studies, English education, and technical communication offer opportunities for intellectual exploration and for enhancing future career choices and success. The department also offers courses as part of the General Education Core Requirements. Courses in composition (required of all students), in literature, and the humanities contribute to a foundation in the liberal arts designed to help students appreciate and better understand cultural and social issues. In addition to its undergraduate majors, the Department of English also offers a range of options for studies at the graduate level for those who seek greater intellectual challenges or academic careers.

Traditional and Non-Traditional Career Paths for English Majors
For the major, the curricula in English are specifically designed to help prepare students in the following fields: creative writing; technical communication; education; and advanced studies in language and literature. In addition to professional careers in education and technical communication, the discipline of English is one of the most recommended pre-professional majors: the development of verbal skills, especially written expression, is of great importance to students planning graduate work in government, business, law or librarianship.

Students with general career goals already in mind should contact the director or co-director of the program in which they may concentrate. This contact should be made as soon as possible to develop a plan of study best suited to the student’s individual interests and needs.

Students who are unsure of their career goals are invited to discuss their interests with the chair or any other Department of English faculty member.

Programs closely related to English include the Humanities, Journalism, Linguistics, and Religious Studies. These programs, as well as their degree and course offerings, are listed individually in this catalog.

Special Recognition of Outstanding English Majors
Two of the university’s most prestigious academic scholarships are offered by the Department of English. The Tieje and Kleiner scholarships are awarded to English majors at the end of their junior years for use in their senior years and represent a major portion of a student’s yearly expenses. Outstanding students are nominated each spring quarter by English department faculty.

General Admissions Requirements for English
ENGL 201, or equivalent satisfaction of university proficiencies in writing, is a prerequisite for all 300- and 400-level English courses.

Admission into a specific major program requires the completion of a set of departmental pre-major requirements. Students intending to major in any English program must complete the appropriate pre-major before enrolling in any 300- or 400-level English course except with the approval of the chair; otherwise, students are subject to disenrollment.

Common Departmental Pre-Major
Complete ENGL 201, or equivalent, with a grade ≥B-. English majors are encouraged to register for one of the following to fulfill humanities list one: HUMN 210 and HUMN 211.

Specific programs may require a writing sample or an additional course in their pre-major beyond the common departmental pre-major requirements given above.
Pre-Major Admission Procedure for English

Students intending to major in English should contact the department chair or a program director for an initial interview and to fill out the major declaration form. Students then meet with a faculty advisor of the program they wish to enter.

Foreign Language Requirements for English

Two years of a single foreign language in high school or one year of a single foreign language at the college level is required for graduation with a BA major in Creative Writing, Literary Studies or Technical Communications.

Graduate Degrees

Master of Arts (MA)
Emphasis in Literature (p. 288) and Writing (p. 288)
Emphasis in Rhetoric and Technical Communication (p. 289)
Emphasis in Teaching English as a Second Language (p. 289)

Master of Fine Arts (MFA)
Creative Writing (p. 290)

Graduate Certificates
Teaching of Writing and Post-Master's Certification in the Teaching of Writing (p. 290)

Graduate Programs

This degree program prepares students for careers as professionals and post-secondary educators as well as for further study in doctoral programs. Students complete core courses that focus on research, writing, and professional preparation (foundational courses for a certificate in the teaching of writing). In addition, students complete one of the program’s three professional emphases:

Literature—Judy Logan
Rhetoric and Technical Communication—Kate Crane
Teaching English as a Second Language—Lavona Reeves

The literature emphasis provides students with further exposure to a wide variety of literary works and allows for more in-depth study, analysis, and application of a range of critical perspectives. Students conduct original research, determine the value of a wide spectrum of sources, both print and electronic, and sharpen their writing and editing skills. Students engage intellectually in the complex historical and cultural issues that contribute to a text’s production, and synthesize ideas and critical positions in researched essays and seminar presentations. A thesis and a comprehensive examination are a part of the program, and students may intern in teaching both literature and composition.

The RTC emphasis provides students with theoretical and applied knowledge in academic, professional and technical discourses. Students explore interrelationships between rhetoric and technical communication within social, technological and cultural contexts to prepare for careers in public and private sectors, as well as further study in doctoral programs. Students complete courses in rhetoric, research and technical communication. The program curriculum may include studies in the theory and practice of information design, genre, usability and discourse analysis.

The TESL emphasis prepares pre-service and in-service teachers of English as a second language (ESL) or English as a foreign language (EFL) to teach second language literacy, culture, and communication skills. The program is primarily designed to prepare secondary and post-secondary teachers in a variety of settings and can also serve as preparation for doctoral studies. The emphasis includes all course work recommended for ESL teacher preparation by the national professional organization: Teaching English to Speakers of Other Languages (TESOL). Courses can be applied toward the state endorsement in ESL.

Admission Requirements

All applicants for a Master of Arts in English must:
• declare one of the three professional emphases as their primary area of study,
• submit an 800–1,000 word expository essay explaining what in their background (formal education, professional experience, personal life, as appropriate) has led them to apply to that particular professional emphasis and what they hope to accomplish by completing an English degree in that area, and
• submit two letters of recommendation.

In addition, applicants for literature must submit (1) scores for the Graduate Record Exam (GRE) General Test and (2) a sample of their best writing (literature applicants should submit an academic essay).

In addition, applicants for RTC must submit a 10-15 page professional writing sample.

In addition, all TESL applicants whose first language is not English must arrange for an interview with the TESL graduate program coordinator, either in person or by telephone.

International applicants must submit a TOEFL score of at least 580 (237 CBT or 92 TOEFL iBT), a PTE Academic score of at least 63 or an IELTS score of at least 7.0. Applicants with a bachelor's degree from an accredited U.S. university are not required to submit English language scores.

An applicant with a TOEFL score between 550 (213 CBT or 79 TOEFL iBT) and 579 (233 CBT or 91 TOEFL iBT) may be admitted conditionally upon having a program of English language study approved by the TESL graduate program coordinator and the coordinator of the applicant’s declared emphasis (if other than TESL).

Note: students are admitted into the program based on the emphasis declared. Students who wish to change emphasis after being admitted to the program must submit all required application materials to the coordinator for the new emphasis. Students may only declare a change in emphasis with approval of the new emphasis coordinator.

Teaching Assistantships (GSAs)

The program offers a number of teaching assistantships. Our assistantships are highly competitive. Applicants who wish to be considered for teaching assistantships must submit an additional application and letter in which they describe their interest in and prior experience with teaching. (Note: GRE or TOEFL (or equivalent) scores are required for all GSA applicants who have not previously completed master’s degree.) Applications must be submitted by February 15.

Teaching assistantships are awarded (for the following academic year) beginning in March and usually ending in May. Incomplete applications will NOT be considered for teaching assistantships.

Completion Requirements
Toward the conclusion of the MA degree program, students must write a thesis (ENGL 600) or professional essays in literature or a professional project in RTC (ENGL 601). Literature students must pass a comprehensive examination in their second year of the program (winter term for Literature). Candidates must be registered for at least two 600 or 601 credits in the quarter in which they intend to graduate.

Language Requirement

Note: foreign language requirement can be completed concurrently with completion of MA in English graduate course work.

TESL students must demonstrate a competence in a foreign language at a level equivalent to completion of one year of college foreign language.

Note: applicants whose first language is not English and who have demonstrated appropriate competence in English are deemed to have met the language requirement.

Competence in a foreign language may be demonstrated as follows:

- completion of one year of a foreign language or American Sign Language (official transcript required) or a certificate of completion of a program of study in a recognized language institute, college, or university, or a program of study approved by the TESL coordinator;
- passing a standardized test (official scores must be presented to TESL coordinator) or a written or oral test arranged with the Department of Modern Languages at EWU.

English Major with Creative Writing Option, Bachelor of Arts (BA)

Mission Statement: The Creative Writing Program develops students’ abilities in creative writing in the genres of poetry, fiction, and non-fiction on a foundation of study of significant literary texts in British, American, and world literature.

Creative Writing is a studio program designed to help students publish their artistic work. It is not intended to prepare a student for a specific career; however, our creative writing graduates, while publishing artistic work, have found diversified careers in editing, publishing, grant writing, teaching, professional schools and many fields less directly related to their writing abilities. Courses in technical communications are complementary to these career interests.

Note: two years of a single high school foreign language or one year of a single college level foreign language is required.

Students in the Creative Writing option are encouraged to register for 5+ credits from the following list of Breadth Area Core Requirements: HUMN 210 or HUMN 211 or history courses appropriate to the student’s area of literary interest.

Pre-Major Requirements

Note: Students must complete CRWR 210 with a grade ≥B. ENGL 270 and ENGL 271 each require a grade ≥B- and ≥B average for the two courses together.

CRWR 210 INTRODUCTION TO CREATIVE WRITING 5
ENGL 270 INTRODUCTION TO FICTION 5
ENGL 271 INTRODUCTION TO POETRY 5

Required Department Core Courses

ENGL 340 SURVEY OF BRITISH LITERATURE I 5
Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

• compose sophisticated arguments that are well organized and supported by research and textual evidence;
• demonstrate adherence to disciplinary conventions, including grammar, mechanics and appropriate citation style, and production of creative and rhetorically sensitive prose;
• demonstrate essential skills of deep reading, analytical writing, and critical thinking;
• demonstrate knowledge of literary texts, cultures and time periods in order to develop cultural awareness and competency.

English Major with Literary Studies Option, Bachelor of Arts (BA)

Mission Statement: The English Literature Program develops students’ abilities in analytical reading, writing, and thinking through study of significant literary texts in British, American, and world literature.

Literary Studies is a liberal arts program. It is often recommended as a pre-professional program and is the most appropriate concentration for those students hoping to pursue the study of language and literature at the doctoral level. Many students pursue this concentration for personal enrichment or in preparation for other types of careers or professional schools. Literary Studies majors are generally successful wherever verbal and analytical skills are important.

Note: two years of a single high school foreign language or one year of a single college level foreign language is required.

Pre-Major Requirements
Note: ENGL 270 and ENGL 271 requires a minimum grade ≥B- in each course and a ≥B average for the two courses together.
Note: see admission requirements for remaining requirements for the common departmental pre-major.

ENGL 270 INTRODUCTION TO FICTION 5
ENGL 271 INTRODUCTION TO POETRY 5

Department Core
ENGL 340 SURVEY OF BRITISH LITERATURE I 5
ENGL 341 SURVEY OF BRITISH LITERATURE II 5
ENGL 342 SURVEY OF BRITISH LITERATURE III 5
ENGL 343 SURVEY OF AMERICAN LITERATURE I 5
ENGL 344 SURVEY OF AMERICAN LITERATURE II 5
ENGL 350 SHAKESPEARE 5

Required Literary Study Option Courses
ENGL 273 CRITICAL METHODOLOGIES 5
ENGL 360 LANGUAGE STRUCTURE AND USE 5
ENGL 490 SENIOR CAPSTONE 5

Select one of the following
ENGL 385 MYTHOLOGY 5
ENGL 387 LITERATURE OF THE BIBLE 5

Select two or more seminar courses from the following 10
ENGL 436 SEMINAR IN LITERATURE I: MAJOR AUTHORS 5
ENGL 437 SEMINAR IN LITERATURE II: STUDIES IN GENRE 5
ENGL 438 SEMINAR IN LITERATURE III: LITERARY ERAS 5

ENGL 439 SEMINAR IN LITERATURE IV: SPECIAL TOPICS 5

Elective—select one 400-level literature course 5

Total Credits 75

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)
Humanities and Arts (p. 35)
Natural Sciences (p. 35)
Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)
Foreign Language
Minor or Certificate
Diversity Course List (p. 37)
Global Studies Course List (p. 37)
Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).
Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).
Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

• demonstrate adherence to disciplinary conventions, including grammar, mechanics and appropriate citation style, and production of creative and rhetorically sensitive prose;
• compose sophisticated arguments that are well organized and supported by research and textual evidence;
• demonstrate essential skills of deep reading, analytical writing, and critical thinking;
• demonstrate knowledge of literary texts, cultures and time periods in order to develop cultural awareness and competency.

English Education-Secondary, Bachelor of Arts in Education (BAE)

This major satisfies the endorsement for grades 5–12.

Note: see the Education Department for prerequisites, core requirements and additional PLOs.

Admission to the Education Program (p. 231) (link)
Education Grade Requirements (p. 231) (link)

Secondary Education Core
30–hour multicultural education field requirement
EDUC 201 INTRODUCTION TO EDUCATION 3
EDUC 303 FOUNDATIONS OF ASSESSMENT 3
EDUC 309 FOUNDATIONS OF SECONDARY CLASSROOM MANAGEMENT 3
EDUC 341 SECONDARY STRATEGIES, MANAGEMENT, ASSESSMENT 3
EDUC 413 CONTENT AREA LITERACY: MANAGEMENT AND ASSESSMENT FOR SECONDARY EDUCATION CANDIDATES 3
EDUC 420 ADMISSION TO PROFESSIONAL CANDIDACY 1
EDUC 426 SECONDARY STUDENT TEACHING 7-12 12
EDUC 427 GENERAL STUDENT TEACHING K-12 3-15
Total Credits 31-43

Secondary Education students must complete the required Secondary Education Core and the following courses.

Required English Courses

Pre-Major Requirements
ENGL 271 INTRODUCTION TO POETRY 5
Choose one of the following 5
ENGL 270 INTRODUCTION TO FICTION
ENGL 273 CRITICAL METHODOLOGIES

Department Core
ENGL 343 SURVEY OF AMERICAN LITERATURE I 5
ENGL 344 SURVEY OF AMERICAN LITERATURE II 5
ENGL 350 SHAKESPEARE 5
ENGL 360 LANGUAGE STRUCTURE AND USE 5
Choose two of the following—the minimum grade for each is ≥B-. 10
ENGL 340 SURVEY OF BRITISH LITERATURE I
ENGL 341 SURVEY OF BRITISH LITERATURE II
ENGL 342 SURVEY OF BRITISH LITERATURE III

Electives—two or more 300- or 400-level literature courses—choose in consultation with departmental advisor.
Recommended: HUMN 210 or HUMN 211 for partial fulfillment of their GECR in Humanities unless students have DTA degrees from an approved community college.

Required Courses for Secondary English—the minimum grade for each is ≥C.

Note: ENGL 408, ENGL 459 and ENGL 493 are prerequisites for ENGL 490 and cannot be taken concurrently with it.
ENGL 408 THE COMPOSITION PROCESS 5
ENGL 459 GRAMMAR FOR TEACHERS 5
ENGL 493 TEACHING LITERATURE TO ADOLESCENTS 5

Required Senior Capstone
ENGL 490 SENIOR CAPSTONE (please see your advisor for availability and the appropriate section) 5

Total Credits 70

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Creative Writing Minor

Required Courses
CRWR 210 INTRODUCTION TO CREATIVE WRITING 5
CRWR 417 CREATIVE WRITING WORKSHOP (must be repeated twice with section title choice of Fiction, Poetry, Nonfiction) 10

Choose two of the following 10
CRWR 311 FORM AND THEORY OF FICTION
CRWR 312 FORM AND THEORY OF POETRY
CRWR 313 FORM AND THEORY OF LITERARY NONFICTION

Total Credits 25

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)

Humanities and Arts (p. 35)
Natural Sciences (p. 35)

University Graduation Requirements (p. 36) (UGR)

Foreign Language
Minor or Certificate
Diversity Course List (p. 37)
Global Studies Course List (p. 37)
Senior Capstone Course List (p. 38)

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Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

Note: see Education for additional PLOs.
• demonstrate their competence in established national standards (such as the guidelines of the National Council of Teachers of English) in content knowledge, pedagogical knowledge and professional disposition;
• reflectively assess their own ongoing development as teachers of English/Language Arts.

University Graduation Requirements (p. 36) (UGR)

Foreign Language
Minor or Certificate
Diversity Course List (p. 37)
Global Studies Course List (p. 37)
Senior Capstone Course List (p. 38)

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• demonstrate their competence in established national standards (such as the guidelines of the National Council of Teachers of English) in content knowledge, pedagogical knowledge and professional disposition;
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Global Studies Course List (p. 37)
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Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) — you must be signed in to use this tool.

• demonstrate introductory ability to exercise self-criticism and to offer insightful, supportive, and productive criticism to others;
• gain introductory, working knowledge of formal and technical aspects of foundational literary works from the tradition and selected contemporary works in the genres. (This introductory knowledge will be evident both in students' critical responses and in students' own creative works.)

### English Minor

Minor programs are available for students interested in combining a general interest in English language and literature with a liberal arts major, for those wishing to study technical writing in preparation for a technical, scientific, professional or communications career and for those planning to teach at the elementary or secondary level

#### Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>ENGL 271</td>
<td>INTRODUCTION TO POETRY</td>
<td>5</td>
</tr>
<tr>
<td>ENGL 350</td>
<td>SHAKESPEARE</td>
<td>5</td>
</tr>
</tbody>
</table>

Choose one of the following courses (5 credits)

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ENGL 340</td>
<td>SURVEY OF BRITISH LITERATURE I</td>
</tr>
<tr>
<td>ENGL 341</td>
<td>SURVEY OF BRITISH LITERATURE II</td>
</tr>
<tr>
<td>ENGL 342</td>
<td>SURVEY OF BRITISH LITERATURE III</td>
</tr>
<tr>
<td>ENGL 343</td>
<td>SURVEY OF AMERICAN LITERATURE I</td>
</tr>
<tr>
<td>ENGL 344</td>
<td>SURVEY OF AMERICAN LITERATURE II</td>
</tr>
</tbody>
</table>

Elective—select a minimum of 5 credits of 300- or 400-level English course(s).

#### Total Credits: 20

### English with an Emphasis in Literature and Writing (MA)

Anthony Flinn, Program Director
509.359.4659

#### Program Core

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>ENGL 511</td>
<td>COMPOSITION PEDAGOGIES: THEORIES AND PRACTICES</td>
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<td>SEMINAR IN RESEARCH METHODS AND DESIGN</td>
</tr>
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</tr>
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</tr>
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<td>THESIS</td>
</tr>
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<td>PROFESSIONAL ESSAY</td>
</tr>
<tr>
<td>or ENGL 590</td>
<td>PORTFOLIO CAPSTONE</td>
</tr>
</tbody>
</table>

Intership—students choose an internship appropriate to their discipline—as determined by the program director.

<table>
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<tr>
<td>ENGL 695A</td>
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<td>ENGL 695B</td>
<td>INTERNSHIP: TEACHING LITERATURE</td>
</tr>
<tr>
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<td>INTERNSHIP: TEACHING ENGLISH AS A SECOND LANGUAGE</td>
</tr>
<tr>
<td>ENGL 695D</td>
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<tr>
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<td>INTERNSHIP: WRITER'S CENTER</td>
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### Literature

<table>
<thead>
<tr>
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</thead>
<tbody>
<tr>
<td>ENGL 536</td>
<td>GRADUATE SEMINAR IN LITERATURE I: MAJOR LITERARY FIGURES</td>
</tr>
<tr>
<td>ENGL 537</td>
<td>GRADUATE SEMINAR IN LITERATURE II: GENRE STUDIES</td>
</tr>
<tr>
<td>ENGL 538</td>
<td>GRADUATE SEMINAR IN LITERATURE III: LITERARY ERAS</td>
</tr>
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</table>

- students are encouraged to select HUMN 210 or HUMN 211 for partial fulfillment of the BACR in Humanities unless they have an AA degree from an approved community college or a completed BA degree.

#### Choose one of the following

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<tr>
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<tbody>
<tr>
<td>ENGL 270</td>
<td>INTRODUCTION TO FICTION</td>
</tr>
<tr>
<td>ENGL 273</td>
<td>CRITICAL METHODOLOGIES</td>
</tr>
</tbody>
</table>

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<td>SHAKESPEARE</td>
</tr>
<tr>
<td>ENGL 408</td>
<td>THE COMPOSITION PROCESS</td>
</tr>
<tr>
<td>ENGL 459</td>
<td>GRAMMAR FOR TEACHERS</td>
</tr>
<tr>
<td>ENGL 490</td>
<td>SENIOR CAPSTONE</td>
</tr>
<tr>
<td>ENGL 493</td>
<td>TEACHING LITERATURE TO ADOLESCENTS</td>
</tr>
</tbody>
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#### Total Credits: 40
ENGL 539  GRADUATE SEMINAR IN LITERATURE IV: SPECIAL TOPICS  5
ENGL 570  SEMINAR IN TEACHING LITERATURE  5
ENGL 571  ADVANCED LITERARY THEORY  5
Total Credits  60

PLOs for the common core of classes:
• apply a variety of rhetorical and theoretical approaches useful to critical analysis;
• demonstrate ability to analyze, evaluate, synthesize and document library and internet sources in conducting research;
• speak effectively in public forums with the complement of visual media;

PLOs for the Literature and Writing emphasis:
• demonstrate mastery of a variety of rhetorical forms conducive to literary analysis; demonstrate mastery of the conventions of editing, grammar, MLA, and document design;
• generate persuasive written documents that can pass professional peer review.

English with an Emphasis in Rhetoric and Technical Communication (MA)
Kate Crane, Program Director
509-359-6542

Program Core
ENGL 511  COMPOSITION PEDAGOGIES: THEORIES AND PRACTICES  5
ENGL 520  SEMINAR IN RESEARCH METHODS AND DESIGN  5
ENGL 564  PEDAGOGICAL GRAMMAR AND COMPOSITION  5
ENGL 573  HISTORY OF RHETORIC  5
or ENGL 575  CONTEMPORARY RHETORICAL THEORIES  5
ENGL 600  THESIS  1-12
or ENGL 601  PROFESSIONAL ESSAY  5
or ENGL 590  PORTFOLIO CAPSTONE  5
Internship—students choose an internship appropriate to their discipline—as determined by the program director.  5
ENGL 695A  INTERNSHIP: TEACHING COMPOSITION  5
ENGL 695B  INTERNSHIP: TEACHING LITERATURE  5
ENGL 695C  INTERNSHIP: TEACHING ENGLISH AS A SECOND LANGUAGE  5
ENGL 695D  INTERNSHIP: PROFESSIONAL WRITING  5
ENGL 695E  INTERNSHIP: WRITER’S CENTER  5
Rhetoric and Technical Communication
ENGL 503  INFORMATION DESIGN  5
ENGL 568  TECHNICAL COMMUNICATION: PRACTICE, THEORY AND PEDAGOGY  5
ENGL 573  HISTORY OF RHETORIC (must differ from the rhetoric course taken to complete core requirements)  5
or ENGL 575  CONTEMPORARY RHETORICAL THEORIES  5
Choose three from the following  15
ENGL 504  INSTRUCTIONS AND PROCEDURES  5
ENGL 605  USABILITY
ENGL 607  PROPOSAL WRITING
ENGL 609  EDITING IN TECHNICAL COMMUNICATION
ENGL 624  CONTENT MANAGEMENT
Total Credits  60

PLOs for the common core of classes:
• apply a variety of rhetorical and theoretical approaches useful to critical analysis;
• demonstrate ability to analyze, evaluate, synthesize and document library and internet sources in conducting research;
• speak effectively in public forums with the complement of visual media.

PLOs for the Rhetoric and Technical Communication emphasis:
• design rhetorically effective user-centered documents;  
• communicate complex information effectively to a variety of users;  
• identify instructional needs and design training and/or curriculum to effectively teach others.

English with an Emphasis in Teaching English as a Second Language (MA)
LaVona Reeves, Program Director
509.359.7060

Program Core
ENGL 511  COMPOSITION PEDAGOGIES: THEORIES AND PRACTICES  5
ENGL 520  SEMINAR IN RESEARCH METHODS AND DESIGN  5
ENGL 564  PEDAGOGICAL GRAMMAR AND COMPOSITION  5
ENGL 573  HISTORY OF RHETORIC  5
or ENGL 575  CONTEMPORARY RHETORICAL THEORIES  5
ENGL 600  THESIS (as determined by program director)  1-12
or ENGL 601  PROFESSIONAL ESSAY  5
or ENGL 590  PORTFOLIO CAPSTONE  5
Internship—students choose an internship appropriate to their discipline—as determined by the program director.  5
ENGL 695A  INTERNSHIP: TEACHING COMPOSITION  5
ENGL 695B  INTERNSHIP: TEACHING LITERATURE  5
ENGL 695C  INTERNSHIP: TEACHING ENGLISH AS A SECOND LANGUAGE  5
ENGL 695D  INTERNSHIP: PROFESSIONAL WRITING  5
ENGL 695E  INTERNSHIP: WRITER’S CENTER  5
Teaching English as a Second Language
ENGL 560  APPLIED LINGUISTICS  5
ENGL 580  SECOND LANGUAGE ACQUISITION  5
ENGL 581  SECOND LANGUAGE CURRICULUM DESIGN AND ASSESSMENT  5
ENGL 582  MODERN LANGUAGE METHODOLOGY  5
ENGL 583  WORLD ENGLISHES: THE HISTORY AND FUTURE OF ENGLISH  5
Electives (in consultation with and approved by program coordinator)  5
Total Credits  60
PLOs for the common core of classes:

• apply a variety of rhetorical and theoretical approaches useful to critical analysis;
• demonstrate ability to analyze, evaluate, synthesize and document library and internet sources in conducting research;
• speak effectively in public forums with the complement of visual media.

PLOs for the Teaching English as a Second Language emphasis:

• apply current language teaching methods and approaches;
• demonstrate depth of cultural understanding of diverse populations both locally and globally;
• design and assess curriculum for diverse populations, levels and settings;
• engage in reflective practice to foster language acquisition.

Creative Writing, Master of Fine Arts (MFA)

Greg Spatz, Program Director
260 RPT
509.828-1310

The Master of Fine Arts Program is an intensive, two-year, pre-professional course of study with an emphasis on the practice of literature as a fine art. The program includes coursework in the study of literature from the vantage point of its composition and history, but the student's principal work is done in advanced workshops and in the writing of a book-length thesis of publishable quality in fiction, literary nonfiction or poetry. The MFA is a terminal degree program.

Admission Requirements

Applicants must take the Graduate Record Exam (GRE) General Test and submit the following documents with the application form: a writing sample consisting of 10–20 pages of poetry and/or 15–25 pages of prose, an 800-word letter stating the applicant's reasons for pursuing the MFA and two letters of reference.

Applicants for teaching assistantships must write an additional letter in which they describe their interest in and prior experience with teaching. Applications for Teaching assistantships must be submitted by February 15. Teaching assistantships are awarded in March for the following year. No applicant can be considered for a teaching assistantship until all documentation (completed application, gre scores, writing sample, letters of recommendation and other written materials) has been received.

Note: in order for the department to receive the GRE scores by mid-February, applicants must take the GRE no later than the previous December.

Completion Requirements

1. Students should spend six quarters in residence.
2. A student should concentrate in one of the following areas: Poetry, Fiction, Literary Nonfiction. Students, however, are expected to take coursework in areas other than the one in which they concentrate.
3. In consultation with a thesis advisor, each student will compile a list of fifteen books to augment the reading done in coursework. A portion of the oral examination, held near the end of each student's term of study, will be devoted to questions about this list and works covered in required form and theory literature courses.
4. Each student must submit a literary thesis of substantial length and publishable quality. The thesis will be reviewed in the oral examination.

Required Courses

| CRWR 517 | GRADUATE WRITING WORKSHOP: FICTION, POETRY, LITERARY NONFICTION, DRAMA, SCRIPTWRITING OR TRANSLATION (Note: this course may be repeated for credit; students should take one workshop from outside the major area.) |

Literary Form and Theory Courses

Choose one Literature course from outside the major area 5
Choose one series—in student's major area of study 15

Fiction

| CRWR 583 | FICTION I-THE NOVEL |
| CRWR 584 | FICTION II-THE SHORT FORM |
| CRWR 585 | FICTION III-THE CONTEMPORARIES |

Non-Fiction

| CRWR 586 | LITERARY NONFICTION I—ANCIENT ROOTS THROUGH THE 19TH CENTURY |
| CRWR 587 | LITERARY NONFICTION II—20TH CENTURY AND BEYOND |
| CRWR 588 | LITERARY NONFICTION III—SELECTED TOPICS |

Poetry

| CRWR 589 | POETRY I-BACKGROUND AND THEORY |
| CRWR 590 | POETRY II-THE MODERNS AND MODERNISM |
| CRWR 592 | POETRY III-CONTEMPORARY WORLD POETRY AND POETICS |

Thesis

| CRWR 600 | THESIS |

Electives in creative writing, literature and/or a secondary emphasis 17

Note: variations are possible following consultation with student’s program advisor.

Total Credits 72

• develop advanced understanding of the publishing process;
• develop familiarity with advanced formal and technical aspects of foundational literary works from the tradition and selected contemporary works in that genre. This knowledge will be evident both in students' critical responses and in students' own creative works;
• demonstrate advanced ability to exercise self-criticism and to offer insightful, supportive and productive criticism to others. Part of this can be construed as students' development of editorial capacities, but part of it must be the development of a capacity to foster their own and others' continued artistic development through critical reading.

Teaching of Writing and Post-Master's Certificate in the Teaching of Writing, Certificate

Justin Young (jayoung@ewu.edu), Program Director
EWU graduate students in good standing who intend to pursue college teaching careers may complete the Certificate in the Teaching of Writing program while working toward their graduate degrees. The Certificate program provides an education in composition theories and pedagogies, including areas of curriculum development, assessment practices, research design, grammar instruction and teaching and/or tutoring. Credits earned as part of the certificate program may also be counted toward students’ graduate requirements upon approval from their advisor.

Individuals who already have master’s degrees and who have significant experience in education, literature, communications, business or technology may also pursue this program.

Any course substitutions must be approved by the current English Composition director before being submitted to the Graduate Programs Office.

**Required Certificate Courses**

<table>
<thead>
<tr>
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<tbody>
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<td>5</td>
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<td>ENGL 520</td>
<td>SEMINAR IN RESEARCH METHODS AND DESIGN</td>
<td>5</td>
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<td>5</td>
</tr>
<tr>
<td>ENGL 573</td>
<td>HISTORY OF RHETORIC (or an approved substitution)</td>
<td>5</td>
</tr>
<tr>
<td>or ENGL 575</td>
<td>CONTEMPORARY RHETORICAL THEORIES</td>
<td></td>
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<tr>
<td>ENGL 560</td>
<td>APPLIED LINGUISTICS</td>
<td>5</td>
</tr>
<tr>
<td>or ENGL 564</td>
<td>PEDAGOGICAL GRAMMAR AND COMPOSITION</td>
<td></td>
</tr>
<tr>
<td>ENGL 695A</td>
<td>INTERNSHIP: TEACHING COMPOSITION</td>
<td>3-5</td>
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<tr>
<td>or ENGL 695E</td>
<td>INTERNSHIP: WRITER’S CENTER</td>
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</tbody>
</table>

**Total Credits**: 28-30

- design curricular materials for composition classes or writing centers;
- develop assessment strategies for evaluating and responding to writing and writers;
- learn the methods of research design;
- develop strategies for teaching grammar and syntax;
- practice teaching composition in a classroom or responding to writers in a writing center.

**Creative Writing (CRWR)**

**CRWR 210. INTRODUCTION TO CREATIVE WRITING. 5 Credits.**

*Pre-requisites*: ENGL 101 or ENGL 201.

This course introduces students to the process, techniques and forms of creative writing including poetry, fiction and nonfiction.

**CRWR 296. EXPERIMENTAL COURSE. 1-5 Credits.**

**CRWR 311. FORM AND THEORY OF FICTION. 5 Credits.**

*Pre-requisites*: CRWR 210.

Style and the techniques of fiction, including a delineation of the development of major technical trends in fiction.

**CRWR 312. FORM AND THEORY OF POETRY. 5 Credits.**

*Pre-requisites*: CRWR 210.

An intensive study of the history and current use of prosody and poetics and the application of traditional and innovative theories of contemporary poetry.

**CRWR 313. FORM AND THEORY OF LITERARY NONFICTION. 5 Credits.**

*Pre-requisites*: CRWR 210.

Students will study the nature of literary nonfiction. Contemporary subgenres to be studied may include nature writing, travel writing, science writing, the memoir, literary journalism and others.
CRWR 314. ADVANCED CREATIVE WRITING—POETRY. 5 Credits. 
Pre-requisites: CRWR 210 with a minimum grade ≥B or permission of instructor.
This course is an intensive study in writing poetry, including the reading of contemporary and modern poetry to further students’ study of craft. Extensive poetry and craft reading as well as completing a poetry portfolio is required.

CRWR 315. ADVANCED CREATIVE WRITING—SHORT STORY. 5 Credits. 
Pre-requisites: CRWR 210 with a minimum grade ≥B or permission of instructor.
This course is an intensive study in writing literary short stories, including the readings on craft and contemporary modern fiction. Students will write two-three short stories which will be critiqued by instructor and peers.

CRWR 397. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

CRWR 398. SEMINAR. 1-5 Credits.

CRWR 414. LITERARY EDITING AND DESIGN. 5 Credits. 
Pre-requisites: ENGL 270, ENGL 271, CRWR 210.
The history of literary magazine publishing in America since 1950. Also typography, layout, graphics, and editorial vision. Students will be asked to examine and discuss various influential literary magazines of the past as well as the present and to produce a mock-up of their own literary magazine.

CRWR 415. LITERARY EDITING AND DESIGN. 1-5 Credits. 
Notes: may be repeated up to six quarters.
Pre-requisites: CRWR 417.
Reading and critiquing manuscript submissions to Willow Springs, EWU nationally recognized literary journal.

CRWR 416. WILLOW SPRINGS EDITIONS INTERNSHIP. 1-5 Credits. 
Pre-requisites: CRWR 417.
Students market, distribute, promote, sell, and ship the titles already published by Willow Springs Editions, and advertise, organize and manage the Spokane Prize for Short Fiction competition.

CRWR 417. CREATIVE WRITING WORKSHOP. 5 Credits. 
Notes: may be repeated frequently.
Pre-requisites: CRWR 210.
Workshop in various genres, e.g., fiction, poetry, creative nonfiction, drama, script writing or translation. Different genres and subjects will be indicated in the quarterly course listings and on the student’s permanent record.

CRWR 469. LITERATURE OF THE PACIFIC NORTHWEST. 5 Credits. 
Cross-listed: ENGL 469. 
Pre-requisites: ENGL 343 or ENGL 344.
This course is a survey of Northwestern literature from 1800 to the present time, including representative exploration journals as well as more recent works by such writers as Richard Hugo, James Welch, Carolyn Kizer and Ursula LeGuin. Addresses questions of geography and regional culture.

CRWR 491. CREATIVE WRITING SENIOR THESIS. 5 Credits. 
Pre-requisites: CRWR 311 or CRWR 312, 2 sections of CRWR 417. 
Satisfies: a university graduation requirement—senior capstone. 
A class for senior creative writing majors. Students will revise poetry, fiction and essays from previous creative writing classes, culminating in a final portfolio of polished literary work. A third of the class will be workshops, a third discussion of assigned literary text to supplement the writing of the thesis and a third discussion of career issues (publishing, employment, graduate school).

CRWR 495. INTERNSHIP. 1-5 Credits. 
Pre-requisites: permission of the instructor, department chair and college dean.
Internship.

CRWR 496. EXPERIMENTAL COURSE. 1-5 Credits.

CRWR 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

CRWR 498. SEMINAR. 5 Credits. 
Notes: may be repeated for credit; the topic covered will be listed on the student’s permanent record.
Pre-requisites: grades ≥B or better in ENGL 270 and ENGL 271 (if topic is literature). Special topics in creative writing or literature.

CRWR 499. DIRECTED STUDY. 1-5 Credits. 
Pre-requisites: permission of the director of the Creative Writing program, instructor, department chair and college dean.
Independent study under faculty direction, adapted to individual needs of the students.

CRWR 514. LITERARY EDITING AND DESIGN. 5 Credits. 
Pre-requisites: graduate standing.
The class will study the history of literary magazine publishing in America since 1950. It will also study typography, layout, graphics, and editorial vision. Students will be asked to examine and discuss various influential literary magazines of the past as well as the present and to produce a mock-up of their own literary magazine.

CRWR 515. INTERNSHIP LITERARY EDITING AND DESIGN. 1-5 Credits. 
Pre-requisites: graduate standing.
A practicum in literary production. The course offers hands-on training in connection with the literary magazine Willow Springs. Individually assigned projects typically include reading and editing submissions, proofreading, copy editing, layout, production, and marketing.

CRWR 517. GRADUATE WRITING WORKSHOP: FICTION, POETRY, LITERARY NONFICTION, DRAMA, SCRIPTWRITING OR TRANSLATION. 5 Credits. 
Pre-requisites: MFA students; or permission of instructor.
Classroom discussion of student writing, concentrating on editing and revision with a view to attaining publishable quality.

CRWR 539. SPECIAL TOPICS. 1-5 Credits.

CRWR 569. LITERATURE OF THE PACIFIC NORTHWEST. 5 Credits. 
Cross-listed: ENGL 569.
A survey of Northwestern literature from 1800 to the present time, including representative exploration journals as well as more recent work by such writers as Hugo, Welch, Kizer, Bass, and LeGuin. The course also addresses questions of geography, economics, and regional culture as they relate to the literature.

CRWR 583. FICTION I—THE NOVEL. 5 Credits. 
Pre-requisites: MFA or English MA students or permission of instructor.
A study beginning with the early narratives, such as religious and mythic narratives, epics and folk tales, moving through such defining works as those by Chaucer, Boccaccio, Cervantes, and Grimmelshausen. The course ends with examination of eighteenth through mid-nineteenth century works by such authors as Stern, Defoe, the Brontes, Austen, Dickens, Stendhal, Eliot, Hawthorne, and Melville.
CRWR 584. FICTION II–THE SHORT FORM. 5 Credits.
Pre-requisites: MFA or English MA students or permission of instructor.
A beginning point would be the mid-to-late nineteenth century work of Flaubert, Dostoevsky, and George Eliot. The course will then focus on the period of narrative exploration during the first 50 to 70 years of the 20th century. Examples of works examined would be those of Richardson, Joyce, Woolf, Kafka, Mann, Celine, Barnes, Robbe-Grillet, Sarratte, Stein, Wright, Borges, Faulkner, and O'Connor.

CRWR 585. FICTION III–THE CONTEMPORARIES. 5 Credits.
Pre-requisites: MFA or English MA students or permission of instructor.
A survey of the literature of the last 30 to 40 years with an emphasis on the worldwide explosion of printed fiction in several forms - the short story, the integrated collection, novel, and novella. The course might focus on a problem or on several writers. Examples of writers to be considered are Marquez, Morrison, Achebe, Barth, J. Berger, Welch, Munro, Mishima, and Pynchon.

CRWR 586. LITERARY NONFICTION I—ANCIENT ROOTS THROUGH THE 19TH CENTURY. 5 Credits.
Pre-requisites: MFA or English MA students or permission of instructor.
Intensive study of the nature and development of nonfiction, beginning with ancient Greek, Roman, Chinese, and Japanese writings and the Bible, moving to the nonfiction of Continental writers such as Kempe, Montaigne, Browne, Swift, Johnson, Addison and Steele, and Lamb, and on to American writers such as Emerson, Thoreau, Twain, and Muir. Forms such as oral traditions of indigenous peoples, exploration accounts, slave narratives, captive narratives, biography, autobiography, meditation, diaries/journals, and the essay may be considered.

CRWR 587. LITERARY NONFICTION II—20TH CENTURY AND BEYOND. 5 Credits.
Pre-requisites: MFA or English MA students or permission of instructor.
Intensive study of the nature and variety of modern and contemporary literary nonfiction, including such established writers as Woolf, Orwell, White, Didion, Mailer, Tom Wolfe, Tobias Wolff, Kingston, Momaday, McPhee, Baldwin, Walker, Kincaid, Dillard, Eisley, Sanders, Rodriguez and Haines, as well as lesser-known contemporary writers. Forms such as memoir, essay, short nonfiction, literary journalism and the nonfiction novel may be considered, as well as effects of the works on the world.

CRWR 588. LITERARY NONFICTION III—SELECTED TOPICS. 5 Credits.
Pre-requisites: MFA or English MA students or permission of instructor.
Advanced, close study of selected topics in creative nonfiction, such as nature writing, travel writing, oral history, memoir, diaries/journals, the personal essay, short nonfiction, radio commentary, literary journalism, biography, nonfiction translation, research methods, ethical questions, cross-cultural writing, political writing, historical writing, and science writing. More than one topic will be considered during the course.

CRWR 589. POETRY I—BACKGROUND AND THEORY. 5 Credits.
Pre-requisites: MFA or English MA students or permission of instructor.
A study of some early poetry important to the development of the art, including Sappho, Catullus, Horace, the poets of the Tang Dynasty, and the English Metaphysicals. It will also include discussions of traditional forms and prosody.

CRWR 590. POETRY II–THE MODERNISTS AND MODERNISM. 5 Credits.
Pre-requisites: MFA or English MA students or permission of instructor.
The course will begin with the study of Dickinson and Whitman and move through the High Moderns' to Robert Lowell also include discussion of Symbolism, the Spanish poets, and the French Surrealists, and other non-English speaking poets of the period.

CRWR 592. POETRY III—CONTEMPORARY WORLD POETRY AND POETICS. 5 Credits.
Pre-requisites: MFA or English MA students or permission of instructor.
An intensive study of selected authors and literary developments, both national and international, since 1960.

CRWR 596. EXPERIMENTAL COURSE. 1-5 Credits.

CRWR 597. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
Notes: only one workshop course for up to 3 credits may be used to fulfill graduate degree requirements.

CRWR 598. SEMINAR. 5 Credits.
Cross-listed: if topic is literature, this course includes the prerequisite and may be cross-listed with ENGL 598.
This course deals with specialized aspects of creative writing or literature. A student may take the seminar several times. The exact content of the course will be indicated in the title to be entered on his or her permanent record.

CRWR 599. INDEPENDENT STUDY. 1-5 Credits.

CRWR 600. THESIS. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

CRWR 602. MPA PORTFOLIO. 2 Credits.
An advanced reflective praxis project which a student, following the guidelines provided by the MPA program and with the advice and editorial review of the chair of his/her best work in the MPA program. The portfolio is presented and discussed as part of the comprehensive oral exam for the MPA degree.

CRWR 698. INTERNSHIP IN INSTRUCTION. 1-5 Credits.

English (ENGL)

ENGL 101. COLLEGE COMPOSITION: EXPOSITION AND ARGUMENTATION. 5 Credits.
Pre-requisites: Writing Placement Test or General Advising.
Satisfies: university competencies, writing.
Provides opportunities for students to develop and enhance their written communication skills. Stresses the organization, development and support of ideas and perspective in exposition and argumentation as public discourse, familiarization with library resources and application of the rules and conventions of standard American English.

ENGL 103. ACCELERATED FIRST-YEAR WRITING. 2 Credits.
Notes: concurrent enrollment in ENGL 101 and ENGL 103 is an alternative for students who placed into pre-university ENGL 100.
Pre-requisites: concurrent enrollment in ENGL 101.
This course focuses on clarifying, expanding upon and modeling assignments in ENGL 101. It supports practice in university level writing, critical reading and grammar. Students will visit the Writers' Center four times a term to receive one-on-one writing support.

ENGL 111. WRITING FOR ACADEMIC PURPOSES. 5 Credits.
Cross-listed: ELIC 111.
An integrated skills course to develop writing and grammar fluency in a variety of writing modalities through reading, writing and discussion to prepare students for the multifaceted demands of academic writing.
ENGL 112. COMPOSITION FOR MULTILINGUAL STUDENTS. 5 Credits.
Notes: students must earn a minimum grade ≥C before being allowed to proceed to ENGL 101.
A course designed for the international student and those students whose native language is not English. Content is adapted to the needs of students in such areas as idiom, usage, reading comprehension and composition, as well as library activities.

ENGL 170. INTRODUCTION TO LITERATURE. 5 Credits.
Satisfies: a BACR for humanities and arts.
An examination of literary approaches in human experience including short fiction, poetry and drama. Principal attention to the elements that make up literature, with supporting discussion of ideas, attitudes, problems and values.

ENGL 196. EXPERIMENTAL COURSE. 1-2 Credits.

ENGL 197. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

ENGL 199. INDEPENDENT STUDIES. 1-5 Credits.

ENGL 201. COLLEGE COMPOSITION: ANALYSIS, RESEARCH AND DOCUMENTATION. 5 Credits.
Pre-requisites: ENGL 101, Writing Placement Test or general advising.
Satisfies: university proficiencies, writing.
Stresses research skills, analytical writing, logic and other skills necessary to comprehend, synthesize and respond intelligently to academic discourse. Practices source evaluation and documentation across the disciplines. A special study unit emphasizing effective use of library resources is included.

ENGL 270. INTRODUCTION TO FICTION. 5 Credits.
Pre-requisites: ENGL 101; ENGL 201 recommended.
The basic elements of fiction. Through class discussions and writing assignments, students analyze, interpret, and evaluate individual short stories and a novella which are broadly representative of a variety of historical periods and narrative genres.

ENGL 271. INTRODUCTION TO POETRY. 5 Credits.
Pre-requisites: ENGL 101; ENGL 201 recommended.
The basic elements of poetry. Presentation similar to ENGL 270.

ENGL 273. CRITICAL METHODOLOGIES. 5 Credits.
Pre-requisites: ENGL 201.
This course is an introduction to the major ideas and questions in literary theory and criticism from Plato to the present.

ENGL 296. EXPERIMENTAL COURSE. 1-5 Credits.

ENGL 299. DIRECTED STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Special studies in English or composition. Such studies will vary according to faculty and student interest.

ENGL 309. GRAMMAR FOR PROFESSIONAL WRITERS. 5 Credits.
Cross-listed: JRNM 309, TCOM 309.
Pre-requisites: ENGL 201.
Many professionals continue to struggle with grammar and usage rules throughout their careers. In this course, students will refresh and improve their knowledge of English grammar, style and usage rules. They will develop confidence in using correct punctuation, capitalization and verb forms, and learn how to create and employ different types of sentence structures, becoming proficient at writing clear, correct sentences to communicate effectively with a variety of audiences.

ENGL 315. TOPICS IN LITERATURE AND CULTURE. 5 Credits.
Notes: may be repeated for credit if taken with a different topic.
Pre-requisites: ENGL 201.
A thematically organized course dealing with literary and cultural topics as they are reflected in literature. Some representative topics are the following: The American Dream in Literature; The Image of Women in American Pioneer Literature; and The Colonial Experience in Literature.

ENGL 323. A GLOBAL VIEW THROUGH CHILDREN'S LITERATURE. 5 Credits.
Cross-listed: EDUC 323.
Satisfies: a university graduation requirement—global studies.
By reading and discussing a variety of children's literature titles across several interrelated thematic units, students will examine cultural constructs, gain familiarity with international cultures, work toward empathy for other peoples and practice a critical reading stance about stories from around the world. Coursework will include papers, journals, large and small group discussions and presentations.

ENGL 340. SURVEY OF BRITISH LITERATURE I. 5 Credits.
Notes: English majors must have grades ≥B-; non majors must have permission of the instructor.
Pre-requisites: ENGL 201 and ENGL 271.
This course covers the history of British Literature from the Anglo-Saxon period to Milton, focusing on works of representative authors and examining changes in literary forms and conceptions of culture and society.

ENGL 341. SURVEY OF BRITISH LITERATURE II. 5 Credits.
Pre-requisites: ENGL 201 and ENGL 271.
This course covers the history of British literature beginning with the Restoration and ending with the Romantics, focusing on works of representative authors and examining changes in literary forms, including the beginnings of narrative form, as well as conceptions of culture and society.

ENGL 342. SURVEY OF BRITISH LITERATURE III. 5 Credits.
Pre-requisites: ENGL 201 and ENGL 271.
This course covers the history of British literature beginning with the Victorians and ending with the present, focusing on works of representative authors and examining changes in literary forms, including the novel, as well as conceptions of culture and society.

ENGL 343. SURVEY OF AMERICAN LITERATURE I. 5 Credits.
Pre-requisites: ENGL 201 and ENGL 271.
This course covers the history of American literature from the civil war to the present, focusing on works of representative authors and examining changes in literary forms, including the short story, and in conceptions of American culture and society.

ENGL 344. SURVEY OF AMERICAN LITERATURE II. 5 Credits.
Pre-requisites: ENGL 201 and ENGL 271.
This course covers the history of American literature from the civil war to the present, focusing on works of representative authors and examining changes in literary forms, including the short story, and in conceptions of American culture and society.

ENGL 350. LANGUAGE STRUCTURE AND USE. 5 Credits.
Pre-requisites: ENGL 201.
The nature and function of language; approaches, concepts, component areas of linguistics.
ENGL 380. SURVEY OF NATIVE AMERICAN LITERATURE. 5 Credits.
Cross-listed: IDST 380.
Pre-requisites: ENGL 201 or permission of instructor.
Satisfies: a university graduation requirement–diversity.
Designed to introduce students to specific examples of narrative, ceremonial, ritualistic, religious and secular literatures from the oral traditions of Indian Nations in North America and South America. Also introduces students to contemporary genres (i.e., poetry, the short story, the novel and drama) as they emerge from the oral traditions, with the specific purpose of articulating the continuity as reflected in literary genres.

ENGL 381. CONTEMPORARY AFRICAN AMERICAN LITERATURE. 5 Credits.
Cross-listed: AAST 381.
Pre-requisites: ENGL 201.
Major African American literature of the 20th century: fiction, poetry, essay, autobiography and drama.

ENGL 382. STUDIES IN EPIC FANTASY. 5 Credits.
Pre-requisites: ENGL 201.
Selected works by Tolkien, Lewis, Eddison, Carter, Cabell, and others, with emphasis on the function of fantasy and its statements about contemporary society and the human imagination. Texts selected vary according to student interest.

ENGL 384. FOLKLORE. 5 Credits.
Pre-requisites: ENGL 201.
Surveys the nature of folklore in its theories and practices, with special attention to the function of the folk imagination. Topics include the oral tradition possessed by every group, widespread folk practices and beliefs, and the methods of their collection and study.

ENGL 385. MYTHOLOGY. 5 Credits.
Pre-requisites: ENGL 201.
A survey of classical Greek myths, with special attention to the stories used in literature, and an introduction to comparative mythology.

ENGL 387. LITERATURE OF THE BIBLE. 5 Credits.
Pre-requisites: ENGL 201.
Studies the literature of the Bible, both Old and New Testaments, in its historical, cultural, and linguistic settings through selected readings.

ENGL 389. WOMEN, LITERATURE AND SOCIAL CHANGE. 5 Credits.
Cross-listed: WMST 389.
Pre-requisites: ENGL 201.
Satisfies: a university graduation requirement–diversity.
Examines fictional images of women as these images reflect the changing roles and status of women from Greece to the present, focusing on the 19th and 20th centuries.

ENGL 395. FIELDWORK. 1-10 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

ENGL 396. EXPERIMENTAL COURSE. 1-5 Credits.
ENGL 397. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
ENGL 398. SEMINAR. 1-5 Credits.
ENGL 399. DIRECTED STUDY. 1-5 Credits.
ENGL 400. WOMEN AND MEN IN LITERATURE. 1 Credit.
Cross-listed: WMST 400.
This course teaches the integration of women authors, the ideas of men writing about women and ideas interesting to women in the study of literature. We will deal with textbook selections and a comparative treatment of women and men in a literature survey course. The course will provide a feminist approach and review the literature on gender balance.

ENGL 408. THE COMPOSITION PROCESS. 5 Credits.
Pre-requisites: ENGL 201.
Study and analysis of the cognitive steps taken and of the general process usually followed when a person writes clearly and effectively. Designed especially for those who are interested in the teaching of composition.

ENGL 421. SPECIAL TOPICS IN CHILDREN'S LITERATURE. 4 Credits.
Notes: non-majors must have permission of the instructor.
Pre-requisites: English majors must have grades ≥B- in ENGL 201, ENGL 270 and ENGL 271.
EagleNET will indicate specific topic to be considered. Offers include picture books, fantasy literature, myths and folk tales, minority groups and new trends in children's literature.

ENGL 436. SEMINAR IN LITERATURE I: MAJOR AUTHORS. 5 Credits.
Pre-requisites: Three of the five English survey courses. Two of ENGL 340, ENGL 341, ENGL 342 and either ENGL 343 or ENGL 344.
This seminar course, through extensive reading and writing as well as student presentations, focuses on the work of major authors from either British, American, Commonwealth, or World literature. It considers their biography and the scope, influence, and development of their achievement, as well as the stature of their principal works. The choice of authors will vary with the instructor.

ENGL 437. SEMINAR IN LITERATURE II: STUDIES IN GENRE. 5 Credits.
Pre-requisites: Three of the five English survey courses. Two of ENGL 340, ENGL 341, ENGL 342 and either ENGL 343 or ENGL 344.
This seminar course, through extensive reading and writing as well as student presentations, focuses on a genre or genres in British, American, Commonwealth and/or World literature. Genres studied may include, but are not limited too, nonfiction, prose, poetry, film, drama and electronic media. The choice of genres will vary with the instructor.

ENGL 438. SEMINAR IN LITERATURE III: LITERARY ERAS. 5 Credits.
Pre-requisites: Three of the five English survey courses. Two of ENGL 340, ENGL 341, ENGL 342 and either ENGL 343 or ENGL 344.
This seminar course, through extensive reading and writing as well as student presentations, focuses on a specific era in literary history. The selection of literary era will vary with the instructor.

ENGL 439. SEMINAR IN LITERATURE IV: SPECIAL TOPICS. 5 Credits.
Pre-requisites: Three of the five English survey courses. Two of ENGL 340, ENGL 341, ENGL 342 and either ENGL 343 or ENGL 344.
This seminar course, through extensive reading and writing as well as student presentations, focuses on a thematic issue in either British, American, Commonwealth, or World literature. These courses will explore the continuity of ideas across literary periods and cultures. The choice of topics will vary with the instructor.
ENGL 450. SPECIAL TOPICS IN SHAKESPEARE. 5 Credits.
Notes: may be repeated, the particular subject matter is described by the added wording in the title and can be substituted for ENGL 436.
Pre-requisites: ENGL 340 and ENGL 350.
This seminar course draws upon special topics such as dark and light comedy, the tragic heroes, Shakespeare history, etc., at the choice of the instructor.
ENGL 452. CHAUCER. 5 Credits.
Pre-requisites: ENGL 340.
This course involves reading and interpretation of the chief poetry of Geoffrey Chaucer. This course can be substituted for ENGL 436.
ENGL 459. GRAMMAR FOR TEACHERS. 5 Credits.
Pre-requisites: ENGL 201.
Major features of English grammar. Course covers word formation; part of speech identification; and the analysis of phrases, clauses, and sentences.
ENGL 460. MODERN GRAMMAR. 5 Credits.
Pre-requisites: ENGL 201 and ENGL 459; ENGL 360 is recommended.
Analysis of major syntactic rules of English from the standpoint of transformational grammar.
ENGL 461. SURVEY OF PSYCHOLINGUISTICS. 5 Credits.
Pre-requisites: ENGL 360.
A survey of psycholinguistic process: language comprehension, production, and acquisition.
ENGL 464. GRAMMAR AND COMPOSITION. 5 Credits.
Pre-requisites: ENGL 459 or equivalent knowledge of traditional grammar.
Analysis of basic writing problems (grammatical and punctuation errors, and syntactic immaturity) in the writing of secondary students and the development of remediation materials and strategies.
ENGL 468. HISTORY OF ENGLISH LANGUAGE. 5 Credits.
Pre-requisites: ENGL 201; ENGL 360 is recommended.
Origins and development of the English language from prehistoric times to the present.
ENGL 469. LITERATURE OF THE PNW. 5 Credits.
Cross-listed: CRWR 469.
Notes: this course can be substituted for ENGL 439.
Pre-requisites: ENGL 343 or ENGL 344.
This course is a survey of Northwestern literature from 1800 to the present time, including representative exploration journals as well as more recent works by such writers as Richard Hugo, James Welch, Carolyn Kizer and Ursula LeGuin. Addresses questions of geography and regional culture.
ENGL 489. LGBT WRITERS: THEIR LIVES AND THEIR WORKS. 5 Credits.
Cross-listed: WMST 489.
Pre-requisites: ENGL 270 or HUMN 101 or WMST 101 or HUMN 310 or WMST 310 or HUMN 410 or WMST 410.
This course examines the lives and works of Lesbian, Gay, Bisexual and Transgender (LGBT) writers as well as the historical and social contexts of their writing. Genres may include LGBT fiction, nonfiction, auto-ethnography, letters, diaries, film, critical accounts of authors' work, social networks and other artifacts. The readings focus on the lived experiences of the writers and their characters while 1. identifying "relevant gaps" within the traditional literary canon, 2. questioning "existing modes;" 3. examining "connections among societal structures such as gender, race, class, age, and sexuality that contribute to (LGBT) oppression" and 4. connecting theory to practice.
ENGL 490. SENIOR CAPSTONE. 5 Credits.
Satisfies: a university graduation requirement—senior capstone.
See your major department adviser for the appropriate section number.
ENGL 493. TEACHING LITERATURE TO ADOLESCENTS. 5 Credits.
Pre-requisites: English majors must have grades ≥2.5 in ENGL 201, ENGL 270 and ENGL 271 or ENGL 273; non-majors must have permission of the instructor.
The course involves the study and analysis of adolescent literature and of methods for teaching literature to various grade levels. It is designed primarily for those who will be teaching and dealing with adolescent responses to literature.
ENGL 495. PROFESSIONAL INTERNSHIP. 1-15 Credits.
Notes: may be repeated.
Pre-requisites: permission of the instructor, department chair and college dean.
A minimum of 20 hours work per week as a student-intern in a cooperating business, industry or agency. Students may earn from 5–15 credits.
ENGL 496. TUTORING INTERNSHIP. 1-3 Credits.
Notes: graded Pass/Fail.
ENGL 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
ENGL 498. SEMINAR. 1-5 Credits.
Pre-requisites: Three of the five English survey courses. Two of ENGL 340, ENGL 341, ENGL 342 and either ENGL 343 or ENGL 344.
Seminar.
ENGL 499. DIRECTED STUDY. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Independent study under faculty direction, adapted to individual needs of the students.
ENGL 503. INFORMATION DESIGN. 5 Credits.
Pre-requisites: graduate standing or permission of the instructor.
A study of the convergence of the visual and the verbal in professional communication, examining the variable expressive power of text and graphics both individually and in conjunction. Particular attention will be paid to the crafting of information for the World Wide Web. Students will study theories of information design and then apply them in individual and collaborative projects.
ENGL 504. INSTRUCTIONS AND PROCEDURES. 5 Credits.
Pre-requisites: graduate standing.
As part of this course, students complete all the course work for TCOM 404. In TCOM 404, students will learn the art and practice of how to write, design, test and deliver instructions and procedures. In addition to the requirements for TCOM 404, graduate students completing ENGL 504 will study theoretical concepts related to instructions and procedures. Concepts may include interactivity, designing user experience, the role of new media and the relationship of technology and society.
ENGL 505. USABILITY. 5 Credits.
Notes: may be stacked with TCOM 405.
Usability is a metric for which we gauge the effectiveness of our technical communication. We may often describe a product as “usable” or not “user-friendly.” These terms indicate whether the product is or is not easy to navigate, use or comprehend. This course emphasizes user research and usability evaluation to test and revise technical products and artifacts so users can complete tasks efficiently and successfully. In this class, students will research the needs of representative users (including their environmental limitations and the tasks they need to complete), develop a usability test plan, conduct usability evaluations, and analyze, report and present this research in a way that assists writers/ producers to create new, more usable iterations of their technical communication products.

ENGL 507. PROPOSAL WRITING. 5 Credits.
Investigation of funding sources, use of government documents for research, and evaluation of submitted proposals are among the areas covered. Emphasis is on clear, concise writing of individualized student projects.

ENGL 509. EDITING IN TECHNICAL COMMUNICATION. 5 Credits.
Pre-requisites: ENGL 459.
This course develops the principles and practices of technical editing. Students will learn how to copy, edit and proofread a variety of technical and professional documents, using standard symbols and conventions. Students will also learn to use style sheets to track emendations, and they will gain an understanding of the responsibilities of an editor to make texts effective and usable. The course is taught in conjunction with TCOM 409, and graduate students are expected to complete additional work beyond that required for the undergraduate course.

ENGL 511. COMPOSITION PEDAGOGIES: THEORIES AND PRACTICES. 5 Credits.
Pre-requisites: graduate standing.
In this course emphasis is placed on the students’ own reading and writing processes as they summarize, analyze and synthesize composition theories and practices. First-year teaching assistants and first-year alternate teaching assistants are required to enroll in the course winter quarter.

ENGL 520. SEMINAR IN RESEARCH METHODS AND DESIGN. 5 Credits.
This course examines a range of research methods needed to write a thesis or research project. Students will learn how to design and conduct research related to their discipline. The course includes an introduction to creating literature reviews, conducting peer reviews, and citing references. Students will also learn how to evaluate sources, using databases to access print and online journals. Disciplinary focus of seminar will vary. Students must select a seminar appropriate to their emphasis.

ENGL 524. CONTENT MANAGEMENT. 5 Credits.
Pre-requisites: ENGL 504.
In this course, students will learn the principles and practices of content management. They will learn associated technologies as well as how to write, design, and integrate content to fulfill organizational goals and how to communicate consistent information through multiple formats, delivery channels and devices.

ENGL 536. GRADUATE SEMINAR IN LITERATURE I: MAJOR LITERARY FIGURES. 5 Credits.
Pre-requisites: graduate standing.
This graduate seminar will focus on the work of major figures from British, American, or world literature, considering their biography, the scope and development of their achievement, and the stature of their principal works. May be taken more than once; subject matter described by the added wording in the title.

ENGL 537. GRADUATE SEMINAR IN LITERATURE II: GENRE STUDIES. 5 Credits.
Notes: may be repeated.
Pre-requisites: graduate standing.
This graduate seminar, through extensive reading and writing as well as student presentations, focuses on a genre or genres in British, American, and/or World literature. Genres studied may include, but are not limited to, nonfiction, prose, poetry, film, drama and electronic media. The choice of genres will vary with the instructor.

ENGL 538. GRADUATE SEMINAR IN LITERATURE III: LITERARY ERAS. 5 Credits.
Notes: may be repeated.
Pre-requisites: graduate standing.
This graduate seminar, through extensive reading and writing as well as student presentations, focuses on a specific era in literary history. The selection of literary era will vary with the instructor.

ENGL 539. GRADUATE SEMINAR IN LITERATURE IV: SPECIAL TOPICS. 5 Credits.
Notes: may be repeated.
Pre-requisites: graduate standing.
This graduate seminar course, through extensive reading and writing as well as student presentations, focuses on a specific era in literary history. The selection of literary era will vary with the instructor.

ENGL 555. CONTEMP COMPOSITION THEORY. 5 Credits.
Pre-requisites: ENGL 511 or ENGL 408.
This course will provide students with the historical frameworks for understanding composition theory, acquaint them with major theories and theorists, and enable them to draw from contemporary theory for scholarship and pedagogy.

ENGL 560. APPLIED LINGUISTICS. 5 Credits.
Notes: Students do not need to take ENGL 360 or ENGL 459, but such courses provide a good beginning point for ENGL 560 and are recommended. It is also recommended that students take ENGL 560 prior to registering for ENGL 580.
Foundational linguistics needed for those teaching or planning to teach English to speakers of other languages in the U.S. and abroad. Content includes basic syntax, phonology, semantics, morphology and pragmatics. Through contrastive analysis, students will demonstrate an understanding of how to apply linguistic theory to create materials and develop approaches to teach sentence structure, pronunciation, word meanings, word parts and speech acts.
ENGL 564. PEDAGOGICAL GRAMMAR AND COMPOSITION. 5 Credits.
This course includes analysis of grammar, structure, and usage of
American English and varieties of World Englishes with a focus on error
recognition, analysis, and correction within the context of learners' writing. This is a writing-intensive course for English teachers who must
demonstrate mastery of written English, edit their own writing, and
develop teaching materials for a variety of levels and settings. Issues of
collectors' voice, heritage, region, first language, dialect, and identity are
addressed.

ENGL 568. TECHNICAL COMMUNICATION: PRACTICE, THEORY AND
PEDAGOGY. 5 Credits.
Pre-requisites: graduate standing.
This course introduces students to major theories and practices
influencing the teaching of technical communication. Students will
investigate how professional and pedagogical practices both inform
theory and are shaped by it. Students review components of standard
curriculum and research theories, genres and practices of technical
communication to develop course materials. In addition, students practice problem-based learning and pedagogy.

ENGL 570. SEMINAR IN TEACHING LITERATURE. 5 Credits.
Pre-requisites: graduate standing.
This course gives students in the Literature program emphasis practical
as well as theoretical preparation for teaching literature. Students meet with the instructor once a week and also attend ENGL 270 or
ENGL 271. In the lower-division class, students at first observe and
then make presentations and then take over some of the teaching. The
weekly meetings involve discussion of assigned pedagogy readings and
discussion of experiences in class.

ENGL 571. ADVANCED LITERARY THEORY. 5 Credits.
Pre-requisites: graduate standing.
A study of major approaches in 20th century literary criticism and theory
with emphasis on developments since the 1950s. Previous work in this
area will be assumed.

ENGL 573. HISTORY OF RHETORIC. 5 Credits.
A survey of major rhetorical traditions from classical times to the present.
Major emphasis will be placed on the decline of invention in classical
rhetoric and the rise of new rhetorical systems in the 18th and 20th
centuries.

ENGL 575. CONTEMPORARY RHETORICAL THEORIES. 5 Credits.
In-depth survey of contemporary rhetorical theories - e.g., developmental
rhetoric, process rhetoric, new romantic rhetoric, conceptual rhetoric, neo-
classical rhetoric.

ENGL 580. SECOND LANGUAGE ACQUISITION. 5 Credits.
Notes: completion of ENGL 560 is recommended.
Pre-requisites: graduate standing.
This course includes the study of theories of language acquisition and
development of reading, writing, speaking and listening in a foreign/
second language. First language acquisition will also be discussed
briefly.

ENGL 581. SECOND LANGUAGE CURRICULUM DESIGN AND
ASSESSMENT. 5 Credits.
Pre-requisites: this is a research-based course, which has no official
prerequisite, though some ESL background is highly recommended.
A course directed at prospective ESL teachers and curriculum designers
which presents and reviews various current forms of curriculum at all
levels (K-13) with an emphasis on secondary and post-secondary, both
collegiate and non-collegiate settings.

ENGL 582. MODERN LANGUAGE METHODOLOGY. 5 Credits.
Examines current theories, methods, and research in teaching English
and other languages as foreign or second languages. Students may
do research in languages other than English. Some foreign language
experience would be very helpful, though not necessary.

ENGL 583. WORLD ENGLISHES: THE HISTORY AND FUTURE OF
ENGLISH. 5 Credits.
The course is designed (1) to introduce pre-service and in-service
language teachers to varieties of World Englishes used across cultures and
(2) to increase awareness of some of the linguistic and socially
relevant contexts and functions that have given rise to World Englishes.
Learners identify and analyze communication among users of different
Englishes with an emphasis on sociolinguistic aspects of English in the
globalized world. Course materials and projects aim to increase students’
understanding of historical, cultural, social and ideational functions of
World Englishes.

ENGL 590. PORTFOLIO CAPSTONE. 3 Credits.
Pre-requisites: completion of all CORE courses: ENGL 511, ENGL 520,
ENGL 564, ENGL 573 or ENGL 575.
In this course, students will prepare either a professional, academic
or teaching portfolio in both Web and PDF form. The presentation and
evaluation of the portfolio serves as the program's comprehensive
examination, and successful completion and a satisfactory evaluation
of the portfolio is an alternative to a thesis (ENGL 600) or professional
project (ENGL 601). The portfolio will be prepared during the course, but
students are encouraged to save academic and professional artifacts for
the portfolio throughout their program tenure.

ENGL 595. PRACTICUM IN PUBLIC SCHOOLS. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college
dean.
The development, reinforcement, integration, and application of content
gained in previous and concurrent graduate courses. This course
is intended for students employed as teachers in the elementary or
secondary classroom.

ENGL 596. EXPERIMENTAL COURSE. 1-5 Credits.

ENGL 597. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5
Credits.
Notes: only one workshop course for up to 3 credits may be used to fulfill
graduate degree requirements.

ENGL 598. SEMINAR IN LANGUAGE AND LITERATURE. 5-10 Credits.
Cross-listed: may be cross-listed CRWR 598.
This course deals with specialized aspects of language and literature.
A student may take the seminar several times. The exact content of the
course will be indicated in the title to be entered on his or her permanent
record.

ENGL 599. INDEPENDENT STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college
dean.

ENGL 600. THESIS. 1-12 Credits.
Pre-requisites: Master of Arts in English candidacy; permission of the
instructor, department chair and college dean.
Independent research study under the direction of a graduate advisory
committee.

ENGL 601. PROFESSIONAL ESSAY. 1-12 Credits.
Pre-requisites: permission of the instructor, department chair and college
dean.
A formally considered summation and emphasis drawn from the principal
course work and professional context of the candidate's program.
ENGL 694. PRACTICUM: TEACHING FIRST-YEAR COMPOSITION. 2 Credits.
Pre-requisites: current English teaching assistantship or alternate English teaching assistantship or permission of the instructor. Training in the strategies and practices of teaching first-year composition. Emphasis is on developing curricular and assessment materials for use in teaching ENGL 101 at Eastern Washington University. First-year teaching assistants and first-year alternate teaching assistants are required to enroll in the course fall quarter.

ENGL 695A. INTERNSHIP: TEACHING COMPOSITION. 1-5 Credits.
Pre-requisites: permission of the English Composition Program director, English Department chair, and college dean. An internship or externship in the teaching of pre-college, college or university composition. The mentor for the internship or externship must be a lecturer or professor who is the instructor-of-record for a pre-college, college or university composition course. A graduate-student teaching assistant cannot mentor another student’s internship or externship. The student and the English Composition Program director will work together to determine the location of and the number of credits for the internship or externship.

ENGL 695B. INTERNSHIP: TEACHING LITERATURE. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair, and college dean. An internship or externship in the teaching literature. The mentor for the internship or externship must be a lecturer or professor who is the instructor-of-record for a literature course. A graduate-student teaching assistant cannot mentor another student’s internship or externship. The student and the instructor will work together to determine the location of and the number of credits for the internship or externship.

ENGL 695C. INTERNSHIP: TEACHING ENGLISH AS A SECOND LANGUAGE. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair, and college dean. An internship or externship in the teaching English as a Second Language. The mentor for the internship or externship must be a lecturer or professor who is the instructor-of-record for a teaching English as a Second Language course. A graduate-student teaching assistant cannot mentor another student’s internship or externship. The student and the instructor will work together to determine the location of and the number of credits for the internship or externship.

ENGL 695D. INTERNSHIP: PROFESSIONAL WRITING. 1-10 Credits.
Pre-requisites: permission of the instructor, department chair, and college dean. Intended for graduate students assigned to writing projects in business, government or industry; may be as a campus resident or on location.

ENGL 695E. INTERNSHIP: WRITER’S CENTER. 1-5 Credits.
Notes: Limited spots available quarterly. Visit to center prior to registration is recommended.
Pre-requisites: interview with the director, permission of the Writers’ Center director, the English Department chair and the college dean. Allows interns to assimilate into the workplace of the Writers’ Center. Students will establish a regular working schedule and be initiated into current center practice.

ENGL 697. PRACTICUM: TEACHING ADVANCED COMPOSITION. 2 Credits.
Pre-requisites: permission of the instructor, department chair and college dean. Intended for graduate students assigned to writing projects in business, government, or industry; may be as a campus resident or on location.

ENGL 698. PRACTICUM: JOB MARKET. 2 Credits.
Pre-requisites: current English teaching assistantship or alternate English teaching assistantship or permission of the instructor. A professional development course in the field of Rhetoric and Composition. Prepares current and future teachers of composition for the two-year and four-year job market. Emphasis is on developing curriculum vitae, application letters, teaching philosophies and teaching demonstration materials. First-year teaching assistants and alternate teaching assistants are required to enroll in the course spring quarter.
English as a Second Language

Gina Mikel Petrie, Program Coordinator
133H Patterson Hall
509.359.6124

Undergraduate Degrees

Bachelor of Arts (BA)
English as a Second Language (p. 300)

Undergraduate Certificate
Teaching English as a Second Language (p. 302)

Undergraduate Minor
English as a Second Language (p. 301)

Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.

Undergraduate Program

The Teaching of English as a Second Language program (TESL) is offered as a minor, a certificate, and a B.A. degree with the Department of English as well as the programs of Chinese, French, German, Japanese, and Spanish. This program works closely with Spokane area English language programs through academic service learning to provide opportunities to put theory into practice in purposeful ways. Completion of ENGL 360 before beginning the courses in English as a Second Language (ESLG) program is recommended but not required.

The English as a Second Language program is designed for teacher preparation for employment in the U.S. (English as a Second Language) and overseas (English as a Foreign Language). Those seeking employment in U.S. K–12 contexts can complete a minor which they will apply as a minor endorsement to a Washington state teaching certificate. Those seeking to teach overseas can complete a minor or a TESOL Certificate or a major (which combines a TESOL Certificate and a language minor). Students are prepared through the examination of fundamentals of educationallinguistics, second language acquisition and literacy, and culture. An understanding of methods and assessment is built upon this theoretical basis. Three practicum experiences, which build upon each other, enable students to put theory into practice. This program may be taken as a sequence through an academic year or may be taken over multiple years.

English as a Second Language, Bachelor of Arts (BA)

The English as Second Language Program offers a major for those students preparing to teach English language learners who wish to demonstrate their own commitment to learning an additional language.

For those seeking a Washington State P–12 teaching certificate, this major does not provide an endorsable major, it does provide an endorsable minor.

Grade Requirements: a cumulative GPA of ≥2.5 is required.

This 54-55-credit English as a Second Language major requires the completion of a minor or certificate approved by an ESLG advisor.

Required Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 360</td>
<td>LANGUAGE STRUCTURE AND USE</td>
<td>5</td>
</tr>
<tr>
<td>ESLG 470</td>
<td>JOINING THE TESOL PROFESSION</td>
<td>1</td>
</tr>
<tr>
<td>ESLG 472</td>
<td>TEACHING ENGLISH FOR SPECIFIC PURPOSES</td>
<td>3</td>
</tr>
<tr>
<td>ESLG 480</td>
<td>SECOND LANGUAGE ACQUISITION</td>
<td>4</td>
</tr>
<tr>
<td>ESLG 481</td>
<td>METHODS AND MATERIALS IN ENGLISH AS A</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>SECOND OR FOREIGN LANGUAGE</td>
<td></td>
</tr>
<tr>
<td>ESLG 488</td>
<td>SECOND LANGUAGE PRINT LITERACY THEORIES</td>
<td>3</td>
</tr>
<tr>
<td>ESLG 489</td>
<td>CULTURAL AND LINGUISTIC DIVERSITY IN THE</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CLASSROOM</td>
<td></td>
</tr>
<tr>
<td>ESLG 492</td>
<td>SECOND LANGUAGE LITERACY PLACEMENT AND</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ASSESSMENT</td>
<td></td>
</tr>
</tbody>
</table>

Required Practicum

ESLG 486 ENGLISH AS A SECOND LANGUAGE PRACTICUM

Required Practicum (variable credit) must be repeated for three quarters (1, 2, 3 credits) for a total of 6 credits.

Capstone Requirement—choose any Senior Capstone

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESLG 490</td>
<td>ENGLISH AS A SECOND LANGUAGE CAPSTONE</td>
<td>4-5</td>
</tr>
<tr>
<td></td>
<td>(for students who choose ESLG as a second</td>
<td></td>
</tr>
<tr>
<td></td>
<td>major, the capstone requirement will be</td>
<td></td>
</tr>
<tr>
<td></td>
<td>met by the completion of the primary major’s capstone.)</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>ITGS 400 INTERDISCIPLINARY SR CAPSTONE</td>
<td></td>
</tr>
</tbody>
</table>

Required—complete one of the following areas

French

FREN 201 SECOND YEAR FRENCH I
FREN 202 SECOND YEAR FRENCH II
FREN 203 SECOND YEAR FRENCH III
Choose an upper-division FREN elective

German

GERM 201 SECOND-YEAR GERMAN
GERM 202 SECOND-YEAR GERMAN
GERM 203 SECOND-YEAR GERMAN
Choose an upper-division GERM elective

Japanese

JAPN 201 SECOND-YEAR JAPANESE
JAPN 202 SECOND-YEAR JAPANESE
JAPN 203 SECOND-YEAR JAPANESE
Choose an upper-division JAPN elective

Spanish

SPAN 201 SECOND-YEAR SPANISH
SPAN 202 SECOND-YEAR SPANISH
SPAN 203 INTRODUCTION TO ADVANCED SPANISH
Choose an upper-division SPAN elective

Total Credits 54-55

Placement and Clearance Exams (p. 21)
English as a Second Language Minor

This minor satisfies the endorsement for preschool to grade 12.

The Teaching of English as a Second Language (TESL) program prepares students to teach those who are learning English as a second or foreign language in a variety of contexts including preschool through 12th grade, adult education and overseas situations. Students are prepared through the exploration of linguistics, second language acquisition, literacy and culture. An understanding of methods and assessment is built upon this theoretical basis. The program includes academic service learning opportunities with Spokane area English language programs, including a series of practicum experiences which build throughout the coursework.

The program can be completed in one academic year or can be taken over multiple years with scheduling guidance from the coordinator.

The minor meets the requirements for the Washington State English language learner (ELL) endorsement to add to a P–12 teaching certificate. Students seeking this minor endorsement should take ESLG 471, which prepares students to teach ELLs in the content areas. Those preparing to teach in other contexts should take ESLG 472, which prepares students to teach each English for occupations.

Required courses in the following program of study may have prerequisites. Reference the course description section for clarification.

Required Foundational—complete the following (may be taken in any order)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 360</td>
<td>LANGUAGE STRUCTURE AND USE</td>
<td>5</td>
</tr>
<tr>
<td>ESLG 480</td>
<td>SECOND LANGUAGE ACQUISITION</td>
<td>4</td>
</tr>
<tr>
<td>ESLG 481</td>
<td>METHODS AND MATERIALS IN ENGLISH AS A SECOND OR FOREIGN LANGUAGE</td>
<td>4</td>
</tr>
<tr>
<td>ESLG 488</td>
<td>SECOND LANGUAGE PRINT LITERACY THEORIES</td>
<td>3</td>
</tr>
<tr>
<td>ESLG 489</td>
<td>CULTURAL AND LINGUISTIC DIVERSITY IN THE CLASSROOM</td>
<td>4</td>
</tr>
<tr>
<td>ESLG 492</td>
<td>SECOND LANGUAGE LITERACY PLACEMENT AND ASSESSMENT</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Elective—choose one of the following

Note: EDUC majors seeking a State of Washington ESOL Endorsement should choose ESLG 471.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESLG 471</td>
<td>TEACHING ENGLISH ACROSS THE DISCIPLINES</td>
<td>3</td>
</tr>
<tr>
<td>or ESLG 472</td>
<td>TEACHING ENGLISH FOR SPECIFIC PURPOSES</td>
<td></td>
</tr>
</tbody>
</table>

Required Practicum

Note: the 1–3 variable credit practicum must be repeated for three quarters (1, 2, 3 credits) for a total of 6 credits.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESLG 486</td>
<td>ENGLISH AS A SECOND LANGUAGE PRACTICUM</td>
<td>3</td>
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</table>

Total Credits 32

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)
Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate). Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

- assess language learning development using optimal strategies;
- demonstrate comfort with cultural humility, difference, and assumptions;
- design optimal language learning environments using research in second language acquisition, applied linguistics, literacy development, and educational linguistics;
- evaluate the potential impacts of privilege and cultural difference on English teachers and students;
- plan instruction that is appropriate for individual students’ cultural, linguistic and educational backgrounds.

Teaching English as a Second Language Certificate

The English as Second Language Program offers a Teaching English to Speakers of Other Languages (TESOL) Certificate for those students preparing to teach English as a Foreign Language overseas.

Required Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s)</th>
</tr>
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<tbody>
<tr>
<td>ENGL 360</td>
<td>LANGUAGE STRUCTURE AND USE</td>
<td>5</td>
</tr>
<tr>
<td>ESLG 470</td>
<td>JOINING THE TESOL PROFESSION</td>
<td>1</td>
</tr>
<tr>
<td>ESLG 472</td>
<td>TEACHING ENGLISH FOR SPECIFIC PURPOSES</td>
<td>3</td>
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<tr>
<td>ESLG 480</td>
<td>SECOND LANGUAGE ACQUISITION</td>
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</tr>
<tr>
<td>ESLG 481</td>
<td>METHODS AND MATERIALS IN ENGLISH AS A SECOND OR FOREIGN LANGUAGE</td>
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<td>SECOND LANGUAGE PRINT LITERACY THEORIES</td>
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<td>CULTURAL AND LINGUISTIC DIVERSITY IN THE CLASSROOM</td>
<td>4</td>
</tr>
<tr>
<td>ESLG 492</td>
<td>SECOND LANGUAGE LITERACY PLACEMENT AND ASSESSMENT</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Practicum 6

Note: the 1–3 variable credit practicum must be repeated for three quarters (1, 2, 3 credits) for a total of 6 credits.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credit(s)</th>
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</thead>
<tbody>
<tr>
<td>ESLG 486</td>
<td>ENGLISH AS A SECOND LANGUAGE PRACTICUM</td>
<td>6</td>
</tr>
<tr>
<td></td>
<td>(Note: the practicum is a 1-3 variable credit course must be repeated for three quarters (1, 2, 3 credits) for a total of 6 credits.)</td>
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</tr>
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</table>

Total Credits 33

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Graduation Requirements (p. 36) (UGR)
Foreign Language
Minor or Certificate
Diversity Course List (p. 37)
Global Studies Course List (p. 37)
Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

- be able to apply research and theories from second language acquisition, applied linguistics, linguistic systems, literacy development, and discourse analysis for creating optimal language learning environments;
- be able to communicate knowledge of and demonstrate ability with a wide variety of methods, strategies and tools to support and assess language learning development;
- be able to design instruction and assessment that is appropriate for individual students’ cultural backgrounds, home languages, first and second language literacies, previous formal education, future goals, ages, and the school and community teaching context;
- communicate and demonstrate comfort with cultural humility, difference, and assumptions as well as to be able to identify potential impacts of privilege and cultural difference on English teachers and students.

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)
Humanities and Arts (p. 35)
Natural Sciences (p. 35)
Social Sciences (p. 36)
**English as a Second Language (ESLG)**

**ESLG 395. FIELD WORK/INTERNSHIPS. 1-15 Credits.**

**ESLG 396. EXPERIMENTAL COURSE. 1-5 Credits.**

**ESLG 399. DIRECTED STUDY. 1-15 Credits.**

**ESLG 470. JOINING THE TESOL PROFESSION. 1 Credit.**
**Pre-requisites:** junior standing.
This course introduces the TESOL profession to students including overseas contexts of employment, and professional resources and values. Students develop a curriculum vita, a professional development plan and gather resources for the realities of teaching overseas.

**ESLG 471. TEACHING ENGLISH ACROSS THE DISCIPLINES. 3 Credits.**
**Pre-requisites:** junior standing.
This course prepares students to teach English Language Learners in U.S. P-12 classrooms with the theory, tools and strategies needed to plan and implement effective instruction that takes into account the language of the discipline area. Students will focus on two areas (Language Arts, Social Studies, Sciences, and Math) exploring with educational linguistics.

**ESLG 472. TEACHING ENGLISH FOR SPECIFIC PURPOSES. 3 Credits.**
**Pre-requisites:** junior standing.
This course provides students who teach English for Specific Purposes (ESP) with the theory, tools and strategies needed to plan and implement effective instruction that takes into account the language of a workplace. Students will learn the pedagogy of teaching ESP while exploring the language needed for such contexts as Tour Guiding and Hotel Employment.

**ESLG 480. SECOND LANGUAGE ACQUISITION. 4 Credits.**
**Pre-requisites:** ENGL 360 or permission of instructor.
This course briefly reviews the various linguistic systems and their importance in language learning. Acquisition theories are introduced. The developmental process of interlanguage and the factors that impact effective language learning are covered. This course includes practical understanding of how SLA theories relate to instructional choices.

**ESLG 481. METHODS AND MATERIALS IN ENGLISH AS A SECOND OR FOREIGN LANGUAGE. 4 Credits.**
**Pre-requisites:** ESLG 480 or permission of the instructor.
This course provides an overview of the current major concepts shaping the choice of language teaching methods. This course covers the following elements: teaching language within content areas such as math, science and social studies; developing individual language skills as well as integrating them; and, choosing, developing and using materials effectively to support the language learning process.

**ESLG 484. SUPPORTING SECOND LANGUAGE LITERACY LEARNING. 3 Credits.**
**Pre-requisites:** ESLG 480 or permission of instructor.
This course provides an understanding of effective curriculum and strategies for assisting language learners to develop oral and print literacy. Emphasis is given to matching instructional choices to populations and particular students.

**ESLG 486. ENGLISH AS A SECOND LANGUAGE PRACTICUM. 1-3 Credits.**
**Pre-requisites:** permission of instructor required.
This course provides practical experiences with the instruction of English language learners. Students will first take the course for 1 credit, repeat the course for 2 credits and then repeat it for 3 credits with 10, 20 and 30 hours of field placement respectively.

**ESLG 488. SECOND LANGUAGE PRINT LITERACY THEORIES. 3 Credits.**
**Pre-requisites:** ESLG 480 and ESLG 481.
This course examines current and seminal research that provides insight into the factors affecting the development of literacy by second language learners. Topics covered include prior literacy backgrounds, home-school connections, orthographies, and vocabulary development.

**ESLG 489. CULTURAL AND LINGUISTIC DIVERSITY IN THE CLASSROOM. 4 Credits.**
This course provides an introduction to the various cultural and linguistic backgrounds in the region. It covers the impact of background cultures on the interactions that occur and expectations that exist in school environments. It also provides an understanding of the role of culture in developing theories about what it means 'to read'.

**ESLG 490. ENGLISH AS A SECOND LANGUAGE CAPSTONE. 5 Credits.**
**Pre-requisites:** junior standing.
**Satisfies:** senior capstone university graduation requirement.
In this capstone course, students will explore the most significant understandings and practices of effective elementary teachers of English Language Learners (ELLs). Practical experiences with ELLs and reflection on assumptions will supplement discussions and readings culminating in a project incorporating culture and language.

**ESLG 492. SECOND LANGUAGE LITERACY PLACEMENT AND ASSESSMENT. 3 Credits.**
**Pre-requisites:** junior standing.
This course provides a foundation of concepts integral to considering the assessment of language learners including cultural validity and developing proficiency. Students will apply the concepts as they analyze, evaluate, compare and create language assessments.

**ESLG 493. K-12 ENGLISH LANGUAGE LITERACY ASSESSMENT AND PLACEMENT. 3 Credits.**
**Pre-requisites:** ESLG 480 and ESLG 481.
This course provides exposure to placement practices and issues for English language learners including the standardized tests used to assess them. It includes a focus on quality classroom assessment with an emphasis on authentic assessment.

**ESLG 496. EXPERIMENTAL COURSE. 1-5 Credits.**

**ESLG 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.**

**ESLG 498. SEMINAR. 1-5 Credits.**

**ESLG 499. DIRECTED STUDY. 1-10 Credits.**

**ESLG 598. SEMINAR. 5 Credits.**
English Language Institute

Joneel Russell, Interim Director
department page (http://www.ewu.edu/cale/programs/eli)
129A Patterson Hall
509.359.2858

The English Language Institute is a program focused on helping students improve English language skills in order to participate in academic programs. The curriculum is for non-native speakers of English. After receiving recommendation from the ELI faculty, admissible students can matriculate directly into undergraduate studies at EWU. With the ELI faculty recommendation, students may also enter the Graduate Preparation Program or MBA Preparation Program as a step into graduate studies.

The ELI is fully accredited by the Northwest Commission on Colleges and Universities (NWCCU) and agrees to uphold the NWCCU Standards for English Language Programs. The ELI is also a member of UCIEP, a consortium of University and College Intensive English Programs in the USA, EnglishUSA, the American Association of Intensive English Program and NASFA, National Association of International Educators

Faculty: Sheri Lattimore, Joneel Russell.
Environmental Science

Biology—258 Science Building
Justin Bastow (j bastow@ewu.edu)
Ross Black (r black@ewu.edu)
Rebecca Brown (r brown@ewu.edu)
Krisztian Magori (k magori@ewu.edu)
Camille McNeeley (f mcneely@ewu.edu)
Peggy O’Connell (m oconnell@ewu.edu)
Robin O’Quinn (r oquinn@ewu.edu)
Jennifer Walke (j walke@ewu.edu)

Chemistry/Biochemistry—226 Science Building
Ashley Lamm (a lamm@ewu.edu)
Jeff Corkill (j corkill@ewu.edu)
Tony Masiello (a masiello@ewu.edu)
Robin McRae (r mcrae@ewu.edu)

Geology—130 Science Building
Carmen Nezat (c nezat@ewu.edu), Environmental Science Program Director
Rik Orndorff (r orndorff@ewu.edu)
Jennifer Thomson (j thomson@ewu.edu)

Undergraduate Degrees

Bachelor of Science (BS)
Environmental Science - Environmental Biology Option (p. 305)
Environmental Science - Environmental Chemistry Option (p. 306)
Environmental Science - Environmental Geology Option (p. 307)

Undergraduate Minor
Environmental Science (p. 308)

Required courses in these program of study may have prerequisites. Reference the course description section for clarification.

Environmental Science Major with Environmental Biology Option, Bachelor of Science (BS)

Environmental Science is an interdisciplinary field that combines physical, chemical and biological sciences with social, political and economic understanding needed to study the environment and address environmental problems. The Environmental Science program integrates classroom work in biology, chemistry, geology and social sciences (economics and planning) with extensive field, lab and research experience. All students take a core of Environmental Science courses complemented by a concentration in one of the three core sciences (biology, chemistry, and geology). Motivated students have the opportunity to obtain a double major in both Environmental Science and their concentration area. Graduates leave Eastern with the necessary professional and technical skills for employment in the environmental profession or entry into graduate or professional school.

Major Requirements for Environmental Science

- After declaring environmental science as a major each student should meet with an advisor as soon as possible. Students should start the program with the necessary mathematics background to enter into the calculus or statistics sequence (i.e. MATH 141 or equivalent).
- It is recommended that students take ENVS 100, BIOL 171, BIOL 172, BIOL 173, CHEM 151, CHEM 152, CHEM 153 and GEOL 120 and GEOL 121 within the first two years.
- All Environmental Science students must take a junior year (ENVS 300) and a final senior year environmental seminar (ENVS 400).

Grade Requirements: students must maintain an average GPA ≥2.0 in the major to graduate from the program.

Note: some course options may not result in there being 60 upper division credits required for graduation within the major—advisor consultation is required.

Note: may only count BIOL 380 once.

Environmental Science Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 171</td>
<td>BIOLOGY I</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 172</td>
<td>BIOLOGY II</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 173</td>
<td>BIOLOGY III</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 270</td>
<td>BIOLOGICAL INVESTIGATION</td>
<td>3</td>
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<tr>
<td>BIOL 440</td>
<td>ECOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 151</td>
<td>GENERAL CHEMISTRY</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 152</td>
<td>GENERAL CHEMISTRY</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 153</td>
<td>GENERAL CHEMISTRY</td>
<td>5</td>
</tr>
<tr>
<td>DSCI 245</td>
<td>DATA ANALYSIS FOR BUSINESS (may only count BIOL 380 once)</td>
<td>4-5</td>
</tr>
<tr>
<td>or BIOL 380</td>
<td>DATA ANALYSIS FOR BIOLOGISTS</td>
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</tr>
<tr>
<td>or MATH 380</td>
<td>ELEMENTARY PROBABILITY AND STATISTICS</td>
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</tr>
<tr>
<td>DSCI 346</td>
<td>ADVANCED DATA ANALYSIS FOR BUSINESS (may only count BIOL 380 once)</td>
<td>4-5</td>
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<tr>
<td>or BIOL 380</td>
<td>DATA ANALYSIS FOR BIOLOGISTS</td>
<td></td>
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<tr>
<td>or MATH 161</td>
<td>CALCULUS I</td>
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</tr>
<tr>
<td>ECON 100</td>
<td>GENERAL EDUCATION ECONOMICS</td>
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<tr>
<td>ENVS 100</td>
<td>INTRODUCTION TO ENVIRONMENTAL SCIENCE</td>
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<tr>
<td>ENVS 300</td>
<td>ENVIRONMENTAL SCIENCE JUNIOR SEMINAR</td>
<td>1</td>
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<td>ENVS 400</td>
<td>ENVIRONMENTAL SCIENCE SENIOR SEMINAR</td>
<td>1</td>
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<td>GEG 323</td>
<td>GIS FOR ENVIRONMENTAL SCIENCES</td>
<td>3</td>
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<tr>
<td>GEOL 120</td>
<td>PHYSICAL GEOLOGY - THE SOLID EARTH</td>
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<td>GEOL 121</td>
<td>PHYSICAL GEOLOGY - SURFICIAL PROCESSES</td>
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<td>GEOL 320</td>
<td>ENVIRONMENTAL GEOLOGY</td>
<td>4-5</td>
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<tr>
<td>or GEOL 380</td>
<td>WORLD RESOURCES AND POPULATION</td>
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<td>GEOL 470</td>
<td>HYDROGEOLOGY</td>
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<tr>
<td>PLAN 431</td>
<td>ENVIRONMENTAL IMPACT STATEMENTS</td>
<td>3</td>
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</tbody>
</table>

Environmental Biology—Required General Biological Knowledge—choose one of the following

- BIOL 301 | MICROBIOLOGY |
- BIOL 302 | BOTANY |
- BIOL 303 | INVERTEBRATE ZOOLOGY |
- BIOL 304 | VERTEBRATE ZOOLOGY |

Capstone

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 490</td>
<td>SENIOR CAPSTONE</td>
<td>5</td>
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</table>
Environmental Science Major with Environmental Chemistry Option, Bachelor of Science (BS)

Environmental Science is an interdisciplinary field that combines physical, chemical and biological sciences with social, political and economic understanding needed to study the environment and address environmental problems. The Environmental Science program integrates classroom work in biology, chemistry, geology and social sciences (economics and planning) with extensive field, lab and research experience. All students take a core of Environmental Science courses complemented by a concentration in one of the three core sciences (biology, chemistry, and geology). Motivated students have the opportunity to obtain a double major in both Environmental Science and their concentration area. Graduates leave Eastern with the necessary professional and technical skills for employment in the environmental profession or entry into graduate or professional school.

Major Requirements for Environmental Science

• After declaring environmental science as a major each student should meet with an advisor as soon as possible. Students should start the program with the necessary mathematics background to enter into the calculus or statistics sequence (i.e. MATH 141 or equivalent).
  • It is recommended that students take ENVS 100, BIOL 171, BIOL 172, BIOL 173, CHEM 151, CHEM 152, CHEM 153 and GEOL 120 and GEOL 121 within the first two years.
  • All Environmental Science students must take a junior year (ENVS 300) and a final senior year environmental seminar (ENVS 400).

Grade Requirements: students must maintain an average GPA ≥2.0 in the major to graduate from the program.

Note: some course options may not result in there being 60 upper division credits required for graduation within the major—advisor consultation is required.

Required Environmental Science Courses

Biol 171 Biology I 5
Biol 172 Biology II 5
Biol 173 Biology III 5
Biol 270 Biological Investigation 3
Biol 440 Ecology 4
Dsci 245 Data Analysis for Business (may only count Biol 380 once) 4-5
Dsci 346 Advanced Data Analysis for Business (may only count Biol 380 once) 4-5
Envs 100 Introduction to Environmental Science 5
Envs 300 Environmental Science Junior Seminar 1
Envs 400 Environmental Science Senior Seminar 1
Geog 323 GIS for Environmental Sciences 3
Geol 120 Physical Geology - The Solid Earth 5
Geol 121 Physical Geology - Surficial Processes 5
Geol 320 Environmental Geology 4
Geol 470 Hydrogeology 4
Plan 431 Environmental Impact Statements 3
Chem 151 General Chemistry 5
Chem 152 General Chemistry 5
Environmental Science Major with Environmental Geology Option, Bachelor of Science (BS)

Environmental Science is an interdisciplinary field that combines physical, chemical and biological sciences with social, political and economic understanding needed to study the environment and address environmental problems. The Environmental Science program integrates classroom work in biology, chemistry, geology and social sciences (economics and planning) with extensive field, lab and research experience. All students take a core of Environmental Science courses complemented by a concentration in one of the three core sciences (biology, chemistry, and geology). Motivated students have the opportunity to obtain a double major in both Environmental Science and their concentration area. Graduates leave Eastern with the necessary professional and technical skills for employment in the environmental profession or entry into graduate or professional school.

Major Requirements for Environmental Science

- After declaring environmental science as a major each student should meet with an advisor as soon as possible. Students should start the program with the necessary mathematics background to enter into the calculus or statistics sequence (i.e. MATH 141 or equivalent).
  - It is recommended that students take ENVS 100, BIOL 171, BIOL 172, BIOL 173, CHEM 151, CHEM 152, CHEM 153 and GEOL 120 and GEOL 121 within the first two years.
- All Environmental Science students must take a junior year (ENVS 300) and a final senior year environmental seminar (ENVS 400).

Grade Requirements: students must maintain an average GPA ≥2.0 in the major to graduate from the program.

Note: some course options may not result in there being 60 upper division credits required for graduation within the major—advisor consultation is required.

Note: may only count BIOL 380 once.

Environmental Science Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>BIOL 171</td>
<td>BIOLOGY I</td>
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<tr>
<td>BIOL 172</td>
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<td>BIOL 173</td>
<td>BIOLOGY III</td>
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<tr>
<td>BIOL 270</td>
<td>BIOLOGICAL INVESTIGATION</td>
<td>3</td>
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<tr>
<td>BIOL 440</td>
<td>ECOLOGY</td>
<td>4</td>
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<tr>
<td>CHEM 151</td>
<td>GENERAL CHEMISTRY</td>
<td>5</td>
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<tr>
<td>CHEM 152</td>
<td>GENERAL CHEMISTRY</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 153</td>
<td>GENERAL CHEMISTRY</td>
<td>5</td>
</tr>
<tr>
<td>DSCI 245</td>
<td>DATA ANALYSIS FOR BUSINESS</td>
<td>4-5</td>
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<tr>
<td>or BIOL 380</td>
<td>DATA ANALYSIS FOR BIOLOGISTS</td>
<td></td>
</tr>
<tr>
<td>or MATH 380</td>
<td>ELEMENTARY PROBABILITY AND STATISTICS</td>
<td></td>
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<tr>
<td>DSCI 346</td>
<td>ADVANCED DATA ANALYSIS FOR BUSINESS</td>
<td>4-5 only count BIOL 380 once</td>
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<tr>
<td>or BIOL 380</td>
<td>DATA ANALYSIS FOR BIOLOGISTS</td>
<td></td>
</tr>
<tr>
<td>or MATH 161</td>
<td>CALCULUS I</td>
<td></td>
</tr>
<tr>
<td>ECON 100</td>
<td>GENERAL EDUCATION ECONOMICS</td>
<td>5</td>
</tr>
</tbody>
</table>

Environmental Science Required Courses
ENVS 100. INTRODUCTION TO ENVIRONMENTAL SCIENCE. 5 Credits.

Notes: this course includes a weekly laboratory that uses basic quantitative techniques for collecting and analyzing data from environmental systems.

Pre-requisites: MTHD 104.

Satisfies: a BACR for natural sciences.

This course is an introductory exploration of environmental science that emphasizes a scientific approach toward understanding contemporary human interaction with the natural environment. The structure, function and interrelationships of terrestrial, aquatic and atmospheric systems are treated through the application of biological, chemical and geological principles.

ENVS 300. ENVIRONMENTAL SCIENCE JUNIOR SEMINAR. 1 Credit.

Pre-requisites: ENVS 100 and admission to the Environmental Science program.

The purpose of this seminar course is to expose students to a variety of potential careers in the environmental sciences.

ENVS 323. GIS FOR ENVIRONMENTAL SCIENCES. 3 Credits.

Cross-listed: GEOG 323.

Notes: includes hands-on GIS work in the lab. Introduction to Geographic Information Systems (GIS) with an emphasis on its applications in the environmental sciences. Course. This course satisfies an option for the Certificate in GIS.

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

- demonstrate effective oral, graphical, and written communication abilities, and critical thinking skills as related to the environmental sciences;
- demonstrate knowledge of the interrelationships among the physical and biological components of ecosystems;
- develop an integrated knowledge of major concepts in the area of environmental sciences and an understanding of fundamental roles that biology, chemistry, and geology play in environmental science;
- develop sufficient preparation in the environmental sciences to successfully compete in a graduate or professional program, or to realize employment in an environmental sciences-related career;
- use epistemologically sound quantitative techniques for the analysis of biotic and abiotic samples and systems.
ENVS 399. DIRECTED STUDY. 1-5 Credits.

ENVS 400. ENVIRONMENTAL SCIENCE SENIOR SEMINAR. 1 Credit.
Pre-requisites: ENVS 300 and junior or senior standing.
Through reading current literature, discussion and writing, students integrate knowledge of chemistry, biology and geology with current environmental issues.

ENVS 449. GIS SPATIAL ANALYSIS FOR THE ENVIRONMENTAL SCIENCES. 5 Credits.
Cross-listed: GEOL 449, GEOG 449.
Pre-requisites: GEOG 426, GEOG 323 or ENVS 323.
This is an advanced course where students learn to build Geographic Information System models for environmental applications. In the course, students design, collect data, process data and build several spatial models of increasing complexity. Students will learn advanced techniques in Geographic Information Systems including raster processing, analysis methods and layout design and document their projects in a report form and create production quality maps. This course stresses independent project design and the development of problem solving skills.

ENVS 490. CAPSTONE: ENVIRONMENTAL GEOCHEMISTRY. 5 Credits.
Cross-listed: GEOL 490B.
Pre-requisites: CHEM 152 or permission of instructor.
Satisfies: a university graduation requirement—senior capstone.
Application of principles of geochemistry to environmental problems, including air and water pollution, water-rock interactions, weathering and soil formation. Origin, distribution and transport of inorganic contaminants in air, water, soils, sediments and plants. The behavior of trace elements in near surface environments.

ENVS 496. EXPERIMENTAL COURSE. 1-15 Credits.
Film

Pete Porter, Chair

department page (http://www.ewu.edu/cale/programs/film)
104 RTV Building (http://www.ewu.edu/cale/programs/film)
509.359.6390

Faculty


Undergraduate Degrees

Bachelor of Arts (BA)
Film (p. 310)

Undergraduate Minors
Film (p. 311)
Film Studies (p. 311)
Screenwriting (p. 311)

Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.

Undergraduate Program

The Film program prepares students for creative roles in the filmic arts. The 81 credit program provides intensive experience in production and writing as well as film history, theory and criticism. Graduates write a classically structured, feature-length screenplay and complete an advanced production project or a theory/criticism project. A faculty-student panel reviews both the screenplay and the project as a part of the Senior Capstone experience.

The Film program requires a very specific sequence of courses and admission to the program is restricted to fall quarter. Failure to complete courses as they are offered will result in a significant delay in progress toward graduation because most courses are offered only once a year. Students should declare their major status no later than the fall quarter that they intend to begin their major in FILM and to consult with the department chair about the program and its requirements. Students are encouraged to complete all, or nearly all, of their BACR courses before beginning the Film program.

The Film Program provides students with audio and video editing suites, field production equipment, and a variety of production facilities. The location of the campus in proximity to Spokane, a center of motion picture production, allows students to participate in internship programs in a wide range of communication settings.

Transfer Requirements for Film

Students must enter the program in the fall quarter. Students should make application for major status prior to the fall quarter that they intend to begin their major in FILM and consult with the department chair on transferability of courses. Transfer students, including students with AA degrees, must complete FILM 214 no later than their first fall quarter in the program.

Foreign Language Requirements for Film

Two years of a single foreign language in high school or one year of a single foreign language at the college level is required for graduation with a BA major in FILM.

Graduate Program

The Department of Theatre and Film does not offer a graduate degree but does cooperate in the Master of Science in Communications and in individualized interdisciplinary programs. The MS in Communications program is also described elsewhere in this catalog. Proposed interdisciplinary programs must be developed in consultation with a Theatre and Film advisor and submitted in compliance with requirements listed under Interdisciplinary Graduate Programs.

Note: any student enrolling in upper-division courses must be an FILM major or have permission of the instructor.

Film Major, Bachelor of Arts (BA)

Notes: two years of a single high school foreign language or one year of a single college level foreign language is required.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FILM 110</td>
<td>INTRODUCTION TO FILMIC ARTS MEDIA</td>
<td>5</td>
</tr>
<tr>
<td>FILM 214</td>
<td>FILM AND THE HUMANITIES</td>
<td>5</td>
</tr>
<tr>
<td>FILM 221</td>
<td>NARRATIVE SCRIPT ANALYSIS</td>
<td>5</td>
</tr>
<tr>
<td>FILM 305</td>
<td>ACTING FOR DIRECTORS AND WRITERS I</td>
<td>2</td>
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<tr>
<td>FILM 306</td>
<td>ACTING FOR DIRECTORS AND WRITERS II</td>
<td>2</td>
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<tr>
<td>FILM 311</td>
<td>FILM PRODUCTION</td>
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<tr>
<td>FILM 312</td>
<td>FILM DIRECTING AND PRODUCING</td>
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</tr>
<tr>
<td>FILM 321</td>
<td>WRITING THE SHORT FILM</td>
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<td>FILM 322</td>
<td>ADAPTATION</td>
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<tr>
<td>FILM 410</td>
<td>ADVANCED FILM PRODUCTION I</td>
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<td>FILM 417</td>
<td>ADVANCED SCREENWRITING</td>
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<td>FILM 420</td>
<td>FEATURE FILM WRITING</td>
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<tr>
<td>FILM 465</td>
<td>FILM HISTORY I</td>
<td>5</td>
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<tr>
<td>FILM 466</td>
<td>FILM HISTORY II</td>
<td>5</td>
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<td>FILM 467</td>
<td>FILM THEORY AND CRITICISM</td>
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<tr>
<td>FILM 470</td>
<td>FILM CRITICISM (must be repeated with topics 1 and 2)</td>
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<td>FILM 482</td>
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<td>or FILM 483</td>
<td>ORAL EXAMINATION: CRITICISM</td>
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<td>FILM 484</td>
<td>ORAL EXAMINATION: SCREENWRITING</td>
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<tr>
<td>FILM 490</td>
<td>FILM SENIOR CAPSTONE</td>
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Optional Courses

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<tr>
<td>FILM 439</td>
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<td>FILM 480</td>
<td>ADVANCED FILM PRODUCTION II</td>
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<td>FILM 481</td>
<td>ADVANCED FILM PRODUCTION III</td>
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<tr>
<td>FILM 495</td>
<td>FIELD EXPERIENCE IN FILM AND ELECTRONIC MEDIA</td>
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Total Credits 81

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)
University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)
- Humanities and Arts (p. 35)
- Natural Sciences (p. 35)
- Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)
- Foreign Language
- Minor or Certificate
- Diversity Course List (p. 37)
- Global Studies Course List (p. 37)
- Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) — you must be signed in to use this tool.

• direct and produce fiction and nonfiction short videos;
• write classically structured screen plays of varying lengths;
• integrate knowledge of video production, writing and critical practice to their creative work;
• apply theories of the filmic arts as a means of deepening their criticism.

Film General Minor

Note: students may complete this minor in one year beginning in a fall quarter if prerequisites are met upon entering the program.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
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<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
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<td>INTRODUCTION TO FILMIC ARTS MEDIA PRODUCTION</td>
<td>5</td>
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<tr>
<td>FILM 214</td>
<td>FILM AND THE HUMANITIES</td>
<td>5</td>
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<tr>
<td>FILM 221</td>
<td>NARRATIVE SCRIPT ANALYSIS</td>
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<td>FILM 321</td>
<td>WRITING THE SHORT FILM</td>
<td>5</td>
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<tr>
<td>FILM 465</td>
<td>FILM HISTORY I</td>
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<tr>
<td>FILM 466</td>
<td>FILM HISTORY II</td>
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</table>

Total Credits: 30

Film Studies Minor

Note: students may complete the Film Studies Minor in five quarters if prerequisites are met upon entering the program.

Required Courses

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<tr>
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<tbody>
<tr>
<td>FILM 214</td>
<td>FILM AND THE HUMANITIES</td>
<td>5</td>
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<tr>
<td>FILM 465</td>
<td>FILM HISTORY I</td>
<td>5</td>
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<tr>
<td>FILM 466</td>
<td>FILM HISTORY II</td>
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Total Credits: 20

Screenwriting Minor

Required Courses

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<th>Title</th>
<th>Credits</th>
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<tr>
<td>FILM 214</td>
<td>FILM AND THE HUMANITIES</td>
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<td>FILM 321</td>
<td>WRITING THE SHORT FILM</td>
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<td>FILM 322</td>
<td>ADAPTATION</td>
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<tr>
<td>FILM 417</td>
<td>ADVANCED SCREENWRITING</td>
<td>4</td>
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</tbody>
</table>

Total Credits: 24

Film (FILM)

FILM 110. INTRODUCTION TO FILMIC ARTS MEDIA PRODUCTION. 5 Credits.

Notes: offered fall quarter.
Pre-requisites: ENGL 201 or equivalent.
Foundational overview of the production techniques for telling stories cinematically. Laboratory exercises provide hands-on experience with audio and video equipment.

FILM 196. EXPERIMENTAL COURSE. 1-5 Credits.

FILM 214. FILM AND THE HUMANITIES. 5 Credits.

Notes: offered every quarter.
Satisfies: a BACR for humanities and arts.
Explores the varieties of human experience as they are expressed through the vocabulary of the filmic arts. Critical viewing, thinking and writing are central.

FILM 221. NARRATIVE SCRIPT ANALYSIS. 5 Credits.

Notes: offered fall quarter.
Pre-requisites: ENGL 201.
The study of narrative structures in the filmic arts. Topics include story structure, character, plot, theme, story world, symbol, scenes, and dialogue. Three hours of lecture, five hours of screening per week.

FILM 270. RACE AND ETHNICITY IN FILM. 5 Credits.

Pre-requisites: FILM 214.
Satisfies: a university graduation requirement—diversity.
Explores race and ethnicity within the filmic arts. Emphasizes critical viewing, reading and writing.

FILM 296. EXPERIMENTAL COURSE. 1-5 Credits.

Experimental.

FILM 305. ACTING FOR DIRECTORS AND WRITERS I. 2 Credits.

Notes: offered winter quarter.
Pre-requisites: FILM 110, FILM 214 and FILM 221 or permission of the instructor.
Explores the art of film acting from the perspectives of the director and the writer.
FILM 306. ACTING FOR DIRECTORS AND WRITERS II. 2 Credits.
Notes: offered fall quarter.
Pre-requisites: FILM 305 or permission of the instructor.
Further explores the creative dynamics between film directors, writers and actors.

FILM 311. FILM PRODUCTION. 5 Credits.
Notes: offered winter quarter.
Pre-requisites: FILM 110, FILM 214, FILM 221.
Aesthetic considerations of the video and audio aspects of filmic arts production. Various techniques and media are considered. Laboratory exercises encourage audio and video exploration of new forms and techniques.

FILM 312. FILM DIRECTING AND PRODUCING. 5 Credits.
Notes: offered spring quarter.
Pre-requisites: FILM 311.
Experience in directing and producing short films. Topics include scheduling, budgeting, visual storytelling and working with actors.

FILM 321. WRITING THE SHORT FILM. 5 Credits.
Notes: offered winter quarter.
Pre-requisites: FILM 214, FILM 221.
The course provides experience in writing the short film. Students will learn to develop the visual story through focusing on dramatic structure, character development, scene writing, dialogue and action. Criticism and revision are emphasized.

FILM 322. ADAPTATION. 5 Credits.
Notes: offered spring quarter.
Pre-requisites: FILM 321.
Adapting pre-existing materials, ideas and out-of-copyright literary work into producible short screenplays. Narrative problem solving, structure, criticism and revision are central.

FILM 396. EXPERIMENTAL. 1-5 Credits.
Experimental.

FILM 399. SPECIAL STUDIES IN RADIO AND TELEVISION. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Subjects studied vary according to faculty and student interest.

FILM 410. ADVANCED FILM PRODUCTION I. 5 Credits.
Pre-requisites: FILM 312, FILM 322, FILM 466.
Further exploration of camera work, set lighting and field sound recording encourages each student to develop a unique directorial voice. Laboratory exercises introduce new techniques in multiple aspects of film production. Students critically evaluate their own work as well as the work of their peers.

FILM 417. ADVANCED SCREENWRITING. 4 Credits.
Notes: offered fall quarter and may be repeated for credit when topics vary.
Pre-requisites: FILM 322.
Workshop in various forms of script writing, e.g., documentary, narrative fictional, narrative nonfictional, comedy, adaptation. Students learn the art of the pitch, outlining and writing the film treatment. Different topics will be indicated on EagleNET and on the student’s permanent record.

FILM 420. FEATURE FILM WRITING. 4 Credits.
Notes: may be repeated for credit when screenplay project is different.
Pre-requisites: FILM 417 or permission of the instructor.
Students will write a first draft of a feature film screenplay from a treatment or story outline.

FILM 439. SPECIAL TOPICS. 1-5 Credits.
Pre-requisites: permission of the instructor.
The topics in this course will vary. Examples may include writing for specific genres, examination of films from a historical period and the screenplay as literature.

FILM 465. FILM HISTORY I. 5 Credits.
Pre-requisites: FILM 214.
Satisfies: a university graduation requirement—global studies.
Explores the international history of motion picture production until 1960 through the screening and analysis of movies that represent a spectrum of historical periods, national cultures, genres, and styles. Analysis, critical thinking, and writing are central.

FILM 466. FILM HISTORY II. 5 Credits.
Pre-requisites: FILM 465.
History and development of the filmic arts from the 1950s to the present. Emphasis on analysis, critical thinking and writing.

FILM 467. FILM THEORY AND CRITICISM. 5 Credits.
Notes: offered fall quarter.
Pre-requisites: FILM 466.
Explores the major film theories and their evolution. Critical thinking, writing and analytic skills are central.

FILM 470. FILM CRITICISM. 4 Credits.
Notes: may be repeated for credit when topics vary.
Pre-requisites: FILM 467 or permission of the instructor.
This variable topic class explores a significant theory or issue within the filmic arts. Emphasizes critical viewing, reading and writing.

FILM 480. ADVANCED FILM PRODUCTION II. 4 Credits.
Notes: Offered winter quarter. Students must secure instructor approval for their project before enrollment.
Pre-requisites: FILM 410 and permission of instructor.
Intensive study in the preproduction and production of a short film. Emphasis on both schedule adherence and aesthetic realization.

FILM 481. ADVANCED FILM PRODUCTION III. 4 Credits.
Notes: Offered spring quarter. Students must secure instructor approval for their project before enrollment.
Pre-requisites: FILM 410 and permission of instructor.
Intensive study in the production and post-production of a short film. Emphasis on both schedule adherence and aesthetic realization.

FILM 482. ORAL EXAMINATION: PRODUCTION. 1 Credit.
Notes: offered spring quarter.
Pre-requisites: FILM 417 and permission of instructor.
Students will complete a short film and screen it for the public and the Film faculty. Directors will discuss storytelling and aesthetic choices following the screening.

FILM 483. ORAL EXAMINATION: CRITICISM. 1 Credit.
Notes: offered spring quarter.
Pre-requisites: FILM 470.
Students compose and defend a thesis in Film Criticism.

FILM 484. ORAL EXAMINATION: SCREENWRITING. 1 Credit.
Notes: offered spring quarter.
Pre-requisites: concurrent registration in FILM 490.
Students will prepare a feature length screenplay for submission to faculty as a part of an oral examination in the FILM major.
FILM 490. FILM SENIOR CAPSTONE. 4 Credits.
Notes: offered spring quarter.
Pre-requisites: FILM 410, FILM 420, FILM 470, final quarter senior status.
Satisfies: a university graduation requirement–senior capstone.
Students will create and defend a feature-length screenplay. Other course requirements include writing a reflective essay that analyzes and synthesizes their coursework in the Film major.

FILM 495. FIELD EXPERIENCE IN FILM AND ELECTRONIC MEDIA. 1-12 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
On-the-job experience in film production companies, commercial radio and television stations, advertising agencies or public relations companies or other communications-oriented industries.

FILM 496. EXPERIMENTAL COURSE. 1-5 Credits.

FILM 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
Notes: may be repeated.

FILM 498. SEMINAR. 1-5 Credits.
Notes: may be repeated for credit when topics vary.

FILM 499. DIRECTED STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

FILM 598. SEMINAR IN RADIO-TELEVISION. 1-5 Credits.
Notes: may be repeated for credit when topics vary.

FILM 599. INDEPENDENT STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

FILM 601. RESEARCH REPORT IN RADIO-TV. 1-6 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Independent research resulting in a scholarly paper under the direction of the student’s graduate committee.

FILM 696. COLLEGE TEACHING INTERNSHIP. 5-15 Credits.
Food and Nutrition/Dietetics

Food and Nutrition/Dietetics does not offer a degree program. FNDT 356 supports other programs.

Food and Nutrition/Dietetics (FNDT)

FNDT 356. NUTRITION. 5 Credits.

Notes: for health science majors.
This course, for health sciences majors, focuses on nutrients, processes of digestion, absorption, metabolism and nutritive requirements.
Geography
Stacy Warren (swarren@ewu.edu), Chair
department page (https://www.ewu.edu/css/programs/geography)
110 Isle Hall
509.359.2433

Faculty
Matthew Anderson, Brian Buchanan, Erin Dascher, John T. Dorwin,
Kassahun Kebede, Lindsay MacKenzie, Robert R. Sauders, Julia E.
Smith, Lauren A. Stachowiak, Stephen Tsikalas, Stacy Warren, Michael L.
Zukosky.

Stephen Tsikalas

Undergraduate Degrees
Bachelor of Arts (BA)
Geography (p. 315)

Undergraduate Minor
Geography (p. 316)

Undergraduate Certificates
Geographic Information Systems (p. 316)
Wetlands Science and Management (p. 317)

Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.

Undergraduate Programs
The Department of Geography and Anthropology offers courses of study leading to the Bachelor of Arts in Geography. A Minor in Geography is also offered, as well as Certificates in Geographic Information Systems (GIS) and Wetlands Science and Management. The Geography program is designed for students seeking professional careers in environmental fields, GIS, education and graduate study. Typical career fields include computer cartography and GIS, urban and regional planning, community development, environmental analysis, park ranger, intelligence analyst, hydrologist, climatologist, natural resources specialist, demographer, historic preservation specialist and numerous other related environmental fields.

The Department of Geography and Anthropology has a number of physical facilities available for student use in conjunction with coursework. Included are a cartography lab, a map library and a GIS and computer-mapping laboratory.

Admissions Requirements for Geography and Anthropology
Students who plan to become candidates for advanced degrees are advised to complete two years of a foreign language. Also, Geography majors are advised to take at least one course in statistics.

Graduate Degrees
Graduate Master of Arts
Critical GIS and Public Anthropology, Master of Arts (MA) (p. 75)

Graduate Certificate

Geographic Information Systems (p. 317)

Geography Major, Bachelor of Arts (BA)
Cooperative studies and programs are coordinated with Environmental Science, Biology, Geology, History, Children’s Studies, International Affairs, and Urban and Regional Planning.

The Geography program has four major missions:
1. providing general education courses to enrich the liberal arts offerings in both the sciences and social sciences;
2. offering specialized or more advanced courses to service other programs in the university;
3. providing a solid academic major for students wishing to pursue graduate study or work as a professional; and
4. supporting research, consulting and other services for the region.

Notes:
• a minor is strongly recommended for the Geography BA;
• two years of a single high school foreign language or one year of a single college level foreign language is required.

Required–Disciplinary Foundation Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 100</td>
<td>Fundamentals of the Physical Environment</td>
<td>5</td>
</tr>
<tr>
<td>GEOG 101</td>
<td>Fundamentals of Human Geography</td>
<td>5</td>
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</tbody>
</table>

Required CSBS Foundation Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSBS 310</td>
<td>Foundations of Social and Behavioral Sciences Theory</td>
<td>5</td>
</tr>
</tbody>
</table>

Choose one of the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSBS 320</td>
<td>Introductory Statistics for the Social Sciences</td>
<td>5</td>
</tr>
<tr>
<td>GEOG 426</td>
<td>Geographic Information Systems I</td>
<td>5</td>
</tr>
</tbody>
</table>

Required Disciplinary Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 201</td>
<td>Introduction to Field Research</td>
<td>5</td>
</tr>
<tr>
<td>GEOG 227</td>
<td>Introduction to Map and Air Photo Analysis</td>
<td>3</td>
</tr>
<tr>
<td>GEOG 230</td>
<td>World Geography</td>
<td>5</td>
</tr>
<tr>
<td>GEOG 392</td>
<td>Seminar in History and Philosophy of Geography</td>
<td>2</td>
</tr>
<tr>
<td>GEOG 490</td>
<td>The Geographer's Capstone</td>
<td>5</td>
</tr>
</tbody>
</table>

Elective Concentration: choose one of the following

20-25

CSBS Certificate Program

Students may select one of the approved interdisciplinary certificate programs from the CSBS Certificate Program List, with approval of the Geography Program Director. Additional Geography electives may be required to reach the 20 credit minimum if the approved Certificate is less than 20 credits.

Geography Graduate School Track

Students may follow the traditional four field focus (human, physical, regional, technical) that is the expected preparation for graduate school. See full Geography Graduate School Track list below.

Specialization Track
Under certain circumstances, students may be allowed to design 20 to 25 credit group of electives that best expose them to the branch of geography they wish to pursue, with approval of the Geography Program Director. Select a minimum 5 credits from each of the following four groups.

**Geography Graduate School Track Coursework**

**Human**
- GEOG 250 GLOBAL ECONOMIC DEVELOPMENT
- GEOG 317 RESOURCES AND CONSERVATION
- GEOG 355 THE GEOGRAPHY OF THEME PARKS
- GEOG 357 THE GEOGRAPHY OF CHILDHOOD
- GEOG/WMST 406 WOMEN AND MEN IN THE CULTURAL LANDSCAPE
- GEOG 450 GLOBAL TRANSPORT DEVELOPMENT
- GEOG 459 POLITICAL GEOGRAPHY
- GEOG 465 URBAN GEOGRAPHY: ORIGINS, FORMS AND FUNCTIONS
- GEOG/HIST/PLAN 469 BUILT ENVIRONMENTS OF NORTH AMERICA: SYMBOL AND STRUCTURE

**Physical**
- GEOG 204 ATMOSPHERIC ENVIRONMENT
- GEOG 305 INTRODUCTION TO OCEANOGRAPHY
- GEOG/BIOl 306 VEGETATION ECOCYLOGY OF NORTH AMERICA
- GEOG/BIOl 312 FUNDAMENTALS OF SOIL SCIENCE
- GEOG 314 WEATHER AND CLIMATE
- GEOG 315 SURFACE HYDROLOGY
- GEOG 325 WETLAND SCIENCE I
- GEOG 410 GEOMORPHOLOGY
- GEOG 420 APPLIED GEOGRAPHIC STUDIES

**Regional**
- GEOG 330 GEOGRAPHY OF THE PACIFIC NORTHWEST
- GEOG 332 GEOGRAPHY OF LATIN AMERICA
- GEOG 333 GEOGRAPHY OF MONSOON ASIA
- GEOG 498 SEMINAR

**Techniques**
- GEOG 329 AIR PHOTO INTERPRETATION
- GEOG 420 APPLIED GEOGRAPHIC STUDIES
- GEOG 426 GEOGRAPHIC INFORMATION SYSTEMS I
- GEOG 427 DESKTOP MAPPING
- GEOG 428 GEOGRAPHIC INFORMATION SYSTEMS II

**Total Credits** 60-65

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**University Graduation Requirements** (p. 36) (UGR)
- Foreign Language
- Minor or Certificate
- Diversity Course List (p. 37)
- Global Studies Course List (p. 37)
- Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

**Student Learning Outcomes**—students will

- apply basic research methodologies and field techniques to geographic research;
- demonstrate awareness of the diversity of cultural and natural landscapes on a global scale;
- demonstrate basic knowledge of the content and history of geography’s main sub disciplines, including physical, human, regional and cartographic techniques;
- demonstrate communication skills and critical thinking abilities required to interpret and express geographic information in clear written form;
- demonstrate proficiency in interpreting existing and creating new maps, in both paper and digital formats.

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**Geography Minor**

**Required Courses**
- GEOG 100 FUNDAMENTALS OF THE PHYSICAL ENVIRONMENT 5
- GEOG 101 FUNDAMENTALS OF HUMAN GEOGRAPHY 5

**Elective—choose course in consultation with department advisor** 4-5

**Total Credits** 14-15

---

**Geographic Information Systems Certificate**

This certificate program is open to all majors and post-degree students.

The Certificate in Geographic Information Systems offers students an intensive, interdisciplinary course of study in the field of Geographic Information Systems (GIS) technology. Candidates must take four required classes and choose three additional classes from a list of options for a total of 24–30 credits. All students study a core of computer mapping and spatial analysis basics and then focus on their own application area (e.g. wildlife biology, wetlands, programming, cartographic design). An internship or similar participation in a ‘real world’ GIS project is a required component of the certificate program.

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**University Competencies and Proficiencies** (p. 33)

**Breadth Area Core Requirements (BACR)**
- Humanities and Arts (p. 35)
- Natural Sciences (p. 35)
- Social Sciences (p. 36)
In order to qualify for admission to the GIS Certificate Program, full-time EWU students must hold a GPA ≥3.0 and be entering or past their junior year, or obtain special permission from the certificate program advisor. Post-degree continuing education students who did not graduate from their previous school with a GPA ≥3.0 will be admitted on a probationary basis.

**Grade Requirements:** a grade ≥B must be earned in each course for it to count toward the Certificate.

**Required Certificate Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 426</td>
<td>GEOGRAPHIC INFORMATION SYSTEMS I</td>
<td>5</td>
</tr>
<tr>
<td>GEOG 428</td>
<td>GEOGRAPHIC INFORMATION SYSTEMS II</td>
<td>5</td>
</tr>
<tr>
<td>GEOG 429</td>
<td>GEOGRAPHIC INFORMATION SYSTEMS III</td>
<td>5</td>
</tr>
<tr>
<td>GEOG 493</td>
<td>GIS PORTFOLIO</td>
<td>2</td>
</tr>
</tbody>
</table>

**Electives**

**GIS Specialty—choose one**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>GEOG 427</td>
<td>DESKTOP MAPPING</td>
</tr>
<tr>
<td>or GEOG 499</td>
<td>DIRECTED STUDY</td>
</tr>
</tbody>
</table>

**Interdisciplinary—choose one**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG/ENVS 323</td>
<td>GIS FOR ENVIRONMENTAL SCIENCES (PLAN 496 may substituted for the Interdisciplinary requirement on approval of the GIS Certificate Program advisor.)</td>
</tr>
<tr>
<td>or PLAN 496</td>
<td>EXPERIMENTAL COURSE</td>
</tr>
</tbody>
</table>

**Application Area**

3-5 credits. Coursework is interdisciplinary, blending together classes from biology, geography and planning.

**Electives—choose two courses from the following**

8-10 credits. Other courses can be substituted as electives if selected in consultation with and approved by the Wetlands Certificate coordinator.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>BIOL 405</td>
<td>LIMNOLOGY</td>
</tr>
<tr>
<td>GEOG 315</td>
<td>SURFACE HYDROLOGY</td>
</tr>
<tr>
<td>GEOG 410</td>
<td>GEOMORPHOLOGY</td>
</tr>
<tr>
<td>GEOG 426</td>
<td>GEOGRAPHIC INFORMATION SYSTEMS I</td>
</tr>
<tr>
<td>GEOL 470</td>
<td>HYDROGEOLOGY</td>
</tr>
<tr>
<td>PLAN 431</td>
<td>ENVIRONMENTAL IMPACT STATEMENTS</td>
</tr>
<tr>
<td>PLAN 440</td>
<td>LAND USE PLANNING</td>
</tr>
</tbody>
</table>

**Total Credits**

24-30 credits. Other courses can be substituted as electives if selected in consultation with and approved by the Wetlands Certificate coordinator.

**Student Learning Outcomes—students will**

- be able to communicate information about wetlands in written, oral, and mapped forms;
- be able to identify and analyze wetlands landscapes in a field work setting;
- be able to work in teams;
- demonstrate mastery of the foundational concepts of the social context of wetlands;
- demonstrate mastery of the foundational concepts of wetlands science.

**Wetlands Science and Management Certificate**

This certificate program is open to all majors.

The Certificate in Wetlands Science and Management provides EWU students with a focused training in the field of Wetland Science. The curriculum encompasses both the physical science that defines wetlands and the social context of wetlands in terms of their functions and value to society.

Successful completion of the Wetlands Certificate requires 23 credits of required class work and 8–10 credits of electives for a total of 31–33 credits. Coursework is interdisciplinary, blending together classes from biology, geography and planning.

**Required Certificate Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 411</td>
<td>FIELD BOTANY</td>
<td>5</td>
</tr>
<tr>
<td>GEOG/BIOL 312</td>
<td>FUNDAMENTALS OF SOIL SCIENCE</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 325</td>
<td>WETLAND SCIENCE I</td>
<td>4</td>
</tr>
<tr>
<td>GEOG 490</td>
<td>THE GEOGRAPHER’S CAPSTONE</td>
<td>5</td>
</tr>
<tr>
<td>PLAN 430</td>
<td>ENVIRONMENTAL PLANNING</td>
<td>5</td>
</tr>
</tbody>
</table>

**Electives—choose two courses from the following**

8-10 credits. Other courses can be substituted as electives if selected in consultation with and approved by the Wetlands Certificate coordinator.

<table>
<thead>
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<th>Title</th>
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</tr>
<tr>
<td>PLAN 440</td>
<td>LAND USE PLANNING</td>
</tr>
</tbody>
</table>

**Total Credits**

31-33 credits. Other courses can be substituted as electives if selected in consultation with and approved by the Wetlands Certificate coordinator.

**Student Learning Outcomes—students will**

- be able to communicate information about wetlands in written, oral, and mapped forms;
- be able to identify and analyze wetlands landscapes in a field work setting;
- be able to work in teams;
- demonstrate mastery of the foundational concepts of the social context of wetlands;
- demonstrate mastery of the foundational concepts of wetlands science.

**Geographic Information Systems Graduate Certificate**

The graduate certificate is open to all current graduate students and to post-degree continuing education students. No prior background in GIS is required.

The Graduate Certificate in Geographic Information Systems offers current graduate and post-baccalaureate students an intensive, interdisciplinary course of study in the field of Geographic Information Systems (GIS) technology and theory. All certificate students complete four required courses that introduce GIS concepts and applications, database formats, mapping, and spatial analysis. Based on area of specialization, students then elect to pursue GIS applications in either the environmental sciences or the social sciences. All students are required to participate in a “real world” GIS project in order to complete the certificate.

**Required Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 528</td>
<td>GEOGRAPHIC INFORMATION SYSTEMS I</td>
<td>5</td>
</tr>
<tr>
<td>GEOG 538</td>
<td>GEOGRAPHIC INFORMATION SYSTEMS II</td>
<td>5</td>
</tr>
<tr>
<td>GEOG 548</td>
<td>GEOGRAPHIC INFORMATION SYSTEMS III</td>
<td>5</td>
</tr>
<tr>
<td>GEOG 549</td>
<td>GIS PORTFOLIO</td>
<td>2</td>
</tr>
</tbody>
</table>

**Elective Concentrations**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>BIOL 405</td>
<td>LIMNOLOGY</td>
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<tr>
<td>GEOG 315</td>
<td>SURFACE HYDROLOGY</td>
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<td>GEOG 410</td>
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<tr>
<td>GEOG 426</td>
<td>GEOGRAPHIC INFORMATION SYSTEMS I</td>
<td></td>
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<tr>
<td>GEOL 470</td>
<td>HYDROGEOLOGY</td>
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<tr>
<td>PLAN 431</td>
<td>ENVIRONMENTAL IMPACT STATEMENTS</td>
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</tr>
<tr>
<td>PLAN 440</td>
<td>LAND USE PLANNING</td>
<td></td>
</tr>
</tbody>
</table>
Application Area Concentration

GEOG 521 GIS FOR SOCIAL SCIENCES 3-5
or GEOG 523 GIS FOR ENVIRONMENTAL SCIENCE

Programming and Geospatial Database Concentration

GEOG 536 GIS PROGRAMMING 5
or GEOG 599 DIRECTED STUDY

Visualization Techniques Concentration

GEOG 527 DESKTOP MAPPING 3-5
or GEOG 599 DIRECTED STUDY

Note: Current graduate students in programs other than this certificate program will be required to demonstrate use of GIS analysis in their master’s research project. Current post-baccalaureate students will be required to complete an internship with a designated community partner as part of their GEOG 548 course.

Total Credits 28

Student Learning Outcomes—students will

• demonstrate mastery of foundational concepts of geographic information science;
• demonstrate knowledge of the history of the technologies, methodologies, and philosophies of geographic information science;
• critically evaluate research in the field of geographic information science;
• critically evaluate the quality and accuracy of spatial data;
• demonstrate proficiency with geographic information system software and related programming languages;
• design and implement methods and communicate results using geographic information system software as part of critical spatial analysis research.

Geography (GEOG)

GEOG 100. FUNDAMENTALS OF THE PHYSICAL ENVIRONMENT. 5 Credits.
Satisfies: a BACR for natural sciences.
An introduction to the principal components of the earth’s natural systems of weather, climate, water, soils, natural vegetation and landforms and their interrelationships.

GEOG 101. FUNDAMENTALS OF HUMAN GEOGRAPHY. 5 Credits.
Satisfies: a BACR for social sciences.
An introduction to the study of spatial variations among human cultures and the patterns of interaction between humans and the natural environment, with special emphasis on topics including language, religion, demography, political systems, technology, agriculture, manufacturing and urbanization.

GEOG 115. INVESTIGATING EARTH SCIENCE. 5 Credits.
Cross-listed: GEOL 115.
Pre-requisites: pre-university basic skills in mathematics.
Satisfies: a BACR for natural sciences.
For students planning to teach elementary school. Includes inquiry-based earth science investigations that support science instruction outlined in the National Science Education Standards and Washington Essential Academic Learning Requirements.

GEOG 195. INTERNSHIP. 1-15 Credits.

GEOG 201. INTRODUCTION TO FIELD RESEARCH. 5 Credits.
This course presents the fundamentals of field research design and performance.

GEOG 204. ATMOSPHERIC ENVIRONMENT. 5 Credits.
Satisfies: a GECR for natural sciences, geography.
An introduction to the earth-atmosphere system. The course surveys the physical nature of the atmosphere including weather elements, weather systems and climate. The course addresses the social and environmental issues related to natural and human induced changes in the composition of the atmosphere.

GEOG 226. INTRODUCTION TO GIS SOFTWARE DESIGN. 2 Credits.
This course provides hands-on experience and teaches students technical proficiency using GIS software through demonstration and laboratory exercises.

GEOG 227. INTRODUCTION TO MAP AND AIR PHOTO ANALYSIS. 3 Credits.
Pre-requisites: GEOG 100 or GEOG 101 or permission of instructor.
The primary focus of this course is mastering the uses of maps and remote imagery as sources of geographic information, both environmental and cultural. Special attention will be directed toward maps as communication devices. The course assumes no specific prior knowledge about maps and mapping and will be of value for those wishing to move on to cartography and geographic information systems (GIS) courses as well as general background for social science and education majors.

GEOG 230. WORLD GEOGRAPHY. 5 Credits.
Satisfies: a university graduation requirement—global studies.
A survey of world geographical relationships. Includes an examination of the distribution of selected physical and human phenomena and the processes responsible for the distributions and the varying interrelationships from place to place between humans and the environment.

GEOG 250. GLOBAL ECONOMIC DEVELOPMENT. 3 Credits.
This course is a survey of the patterns, structures and locational principles of economic activity, including world regional and historical economic development, natural resources, agriculture, manufacturing, transportation, communications and the distribution of service sectors. Particular emphasis will be placed on the process of globalization, free trade and the increasing significance of space and place in the 21st century global economy.

GEOG 299. SPECIAL STUDIES. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Subjects studied vary according to faculty and student interest.

GEOG 300. PHYSICAL GEOGRAPHY. 5 Credits.
Pre-requisites: GEOG 100 or permission of the instructor.
Systematic study of physical events and processes within the human environment including elements of landforms, weather and climate, vegetation and soils.

GEOG 301. HUMAN GEOGRAPHY. 5 Credits.
Pre-requisites: successful completion of ENGL 201.
A study of humans, focused on their interaction with the physical and cultural environments of the earth.

GEOG 305. INTRODUCTION TO OCEANOGRAPHY. 5 Credits.
Pre-requisites: mathematics clearance.
An introduction to the nature, occurrence, distribution and interrelationships of phenomena in the oceans, the basins and margins.
GEOG 306. NATURAL VEGETATION ECOLOGY OF NORTH AMERICA. 5 Credits.
Cross-listed: BIOL 306.
Pre-requisites: GEOG 100 or permission of the instructor.
This course is an introduction to the processes and patterns of vegetation, emphasizing the Pacific Northwest.

GEOG 312. FUNDAMENTALS OF SOIL SCIENCE. 4 Credits.
Cross-listed: BIOL 312.
Pre-requisites: MTHD 104 or clearance by test.
A general introduction to physical, chemical and biological properties of soils.

GEOG 314. WEATHER AND CLIMATE. 5 Credits.
Pre-requisites: GEOG 204 or 10 credits of upper division science or permission of the instructor.
Includes the principles of meteorology, description and use of instruments, weather and climate controls.

GEOG 315. SURFACE HYDROLOGY. 4 Credits.
Pre-requisites: mathematics clearance.
A comprehensive treatment of the hydrologic environment of the earth. Topics include: components of the hydrologic cycles, hydrography of major climate regions, water quality assessment and global water resource problems.

GEOG 317. RESOURCES AND CONSERVATION. 3 Credits.
Studies the nature and distribution of natural resources, and problems and principles of their use and conservation.

GEOG 320. MIDDLE EASTERN HISTORY AND CULTURE. 5 Credits.
Cross-listed: HIST 320.
Examines the various ethnic, religious and national communities of the Middle East in historical and contemporary context.

GEOG 321. GIS FOR SOCIAL SCIENCES. 3 Credits.
Introduction to Geographic Information Systems (GIS) with an emphasis on its applications in the Social Sciences, including census data, demographic analysis, social justice, and related mapping of social phenomena. Course includes hands-on GIS work in the lab.

GEOG 323. GIS FOR ENVIRONMENTAL SCIENCES. 3 Credits.
Cross-listed: ENVS 323.
Notes: includes hands-on GIS work in the lab.
Introduction to Geographic Information Systems (GIS) with an emphasis on its applications in the environmental sciences. Course. This course satisfies an option for the Certificate in GIS.

GEOG 325. WETLAND SCIENCE I. 4 Credits.
Pre-requisites: permission of the instructor.
An introduction to the fundamental processes that form and sustain wetlands. Emphasizes the distinctive hydrology, soils, and vegetation of wetlands and field experience in delineation. Examines issues of regulation. Focus is on Pacific Northwest wetlands.

GEOG 329. AIR PHOTO INTERPRETATION. 5 Credits.
Pre-requisites: junior standing or permission of the instructor.
Aerial photographs as records of the earth surface; recognition, measurement, and interpretation of natural and man-made features.

GEOG 330. GEOGRAPHY OF THE PACIFIC NORTHWEST. 4 Credits.
Pre-requisites: junior standing.
An introduction to regional geographic studies on a local scale. A survey and appraisal of the interrelated elements of the economy, resources, population and physical environment as they affect the growth and development of the region.

GEOG 332. GEOGRAPHY OF LATIN AMERICA. 4 Credits.
Pre-requisites: junior standing.
The study of the physical and human geography of the Americas south of the Rio Grande. Emphasizes explanatory description.

GEOG 333. GEOGRAPHY OF MONSOON ASIA. 4 Credits.
This course is a regional study of non-Russian Asia and adjacent islands, from humid monsoon lands of the far east to the arid eastern Mediterranean.

GEOG 334. THE HISTORICAL GEOGRAPHY OF CANADA. 4 Credits.
Cross-listed: HIST 334.
Canada occupies a strategic place in world geography owing to its central location with regard to Europe, Asia and the United States; its resource base, its role in regional and world organizations and the distinctive national characteristics and traditions that its peoples have developed. This course provides an overview of the major geographic regions of Canada based on physical environments, history, settlement patterns, natural resources, transportation and industry, urbanization and cultural and ethnic diversity.

GEOG 335. GEOGRAPHY OF THE PACIFIC RIM. 4 Credits.
The growing importance of the nations surrounding the Pacific Ocean in world economic development and international relations has been apparent since the early 1900s, but today, at the threshold of a new century, it is of critical importance. The destiny of the United States, and the Pacific Northwest in particular, is inextricably linked to events in such places as China, Japan, the Koreas, Indonesia, Australia, Latin America, Canada and Russia, to name but a few. This course will focus on the major trading nations of the Pacific Rim and examines their relationships with the nations of North America and each other with an approach that blends geography, economics, political science and cultural awareness.

GEOG 336. GEOGRAPHIES OF CONFLICT IN THE MIDDLE EAST. 5 Credits.
Cross-listed: HIST 336.
Examines the Middle East and its various ethnic, political, economic, religious and environmental conflicts from a geographic perspective. The course’s holistic combination of geographic and anthropological inquiry will offer insights into how the natural environment and built environment interact and engage with the cultural and political landscapes of the Middle East.

GEOG 337. THE GEOGRAPHY OF THEME PARKS. 2 Credits.
Pre-requisites: ENGL 201.
Examination of the geographic history and characteristics of the theme park as a ‘serious’ part of the built environment. We consider the environmental, economic, political, cultural, architectural, and technological impacts of theme parks on urban and suburban space around the world.

GEOG 338. THE GEOGRAPHY OF CHILDHOOD. 3 Credits.
Pre-requisites: ENGL 201.
Examination of the geographic aspects of childhood across space and time. Focus on how cultures in different places and at different times have created, maintained, and controlled spaces for children, including where children are born, who cares for infants, the conditions of schooling, leisure spaces provided, and the ‘virtual geographies’ of television and the internet.
GEOG 390. EARTH SCIENCE TEACHING METHODS. 1 Credit. 
Cross-listed: GEOL 390.
Pre-requisites: GEOL 120, GEOL 121, GEOG 314, PHYS 121; EDUC 303 or permission of the instructor. 
This course is designed for Earth Science majors planning to teach middle school, junior or senior high school. It includes the development of curriculum and the organization of teaching materials, techniques and evaluation.

GEOG 392. SEMINAR IN HISTORY AND PHILOSOPHY OF GEOGRAPHY. 2 Credits. 
Pre-requisites: junior standing or permission of the instructor. 
The development of geographic thought from early to contemporary time.

GEOG 396. EXPERIMENTAL COURSE. 1-6 Credits.

GEOG 398. SEMINAR. 2 Credits.

GEOG 399. DIRECTED STUDY. 1-6 Credits. 
Notes: maximum of 6 credits may be earned.
Pre-requisites: permission of the instructor. 
Individual study concerned with an appropriate problem closely directed by a geography staff member. Science or social studies credits may be earned depending on the nature of the problem undertaken.

GEOG 406. WOMEN AND MEN IN THE CULTURAL LANDSCAPE. 1 Credit. 
Cross-listed: WMST 406. 
The created landscape reflects human values and experience. This course examines ways in which women and men create, use and experience the humanized landscape. We will examine spatial patterns of human activity from a variety of times and places, linking geographic theory to everyday environments. The course will include map work, slide analysis and a field exercise as tools for identifying and interpreting cultural landscapes.

GEOG 410. GEOMORPHOLOGY. 5 Credits. 
Pre-requisites: GEOG 100 or GEOL 121 or permission of the instructor. 
This course treats the development of the surface features of the earth caused by mountain-building, weathering, erosion and deposition.

GEOG 420. APPLIED GEOGRAPHIC STUDIES. 2-5 Credits. 
Notes: May be repeated for different problems. 
Pre-requisites: junior or permission of the instructor. 
Credits vary, depending on type of study undertaken. Problem formulation and analysis as they apply to geographic studies. Practical use of geographical techniques mainly for student-originated studies.

GEOG 426. GEOGRAPHIC INFORMATION SYSTEMS I. 5 Credits. 
Notes: may be stacked with GEOG 528. 
Introductory survey of geographic information systems. Focus is on 1. computer techniques for the input, storage, manipulation, analysis, and output of spatial data, and 2. the social and administrative creation and dissemination of geographic information. Lecture and laboratory.

GEOG 427. DESKTOP MAPPING. 3 Credits. 
Advanced production of maps and related graphics using computer techniques. Emphasis is placed on the design and creation of thematic maps. Lecture and laboratory.

GEOG 428. GEOGRAPHIC INFORMATION SYSTEMS II. 5 Credits. 
Pre-requisites: GEOG 426. 
Advanced course in geographic informations systems and their applications. Through detailed examination of conceptual issues and in-depth laboratory work, students develop and implement a project that involves the computer analysis of spatial data. Lecture and laboratory.

GEOG 429. GEOGRAPHIC INFORMATION SYSTEMS III. 5 Credits. 
Pre-requisites: GEOG 428 or permission of the instructor. 
Advanced course in geographic information systems and their applications. Each student will be responsible for designing and carrying out a GIS project using real world data. Course required for certification in GIS.

GEOG 436. POLITICS OF CULTURE: ISRAEL AND PALESTINE. 5 Credits. 
Cross-listed: HIST 436. 
Examines the role of culture in the political struggles between Israelis and Palestinians. Explores the influence of national, religious, ethnic and historical narratives in the conceptualization of the Israeli-Palestinian conflict. This course will consider how a detailed knowledge of these 'politics of culture' can provide meaningful insights to potential avenues of cultural reconciliation and, ultimately, a more peaceful environment for Israelis and Palestinians.

GEOG 437. WOMEN AND ISLAM. 5 Credits. 
Cross-listed: HIST 437, WMST 437. 
Pre-requisites: junior or senior standing. 
This course examines the status and identity of women in Islamic communities throughout the world and assesses how different interpretations of Islam, as a simultaneous religious, social, cultural, political and economic system, influences perceptions of women within Islamic communities. It further considers the perceptions of Islam vis-à-vis women and Islamic women themselves by non-Muslim communities.

GEOG 438. PEACE, VIOLENCE AND CULTURE. 5 Credits. 
Cross-listed: HIST 438. 
Pre-requisites: junior or senior standing. 
This course is a collective exercise in critical thinking on the intersection and interaction of peace, violence and culture. It explores the cultural dimensions of peace and violence, including the role of culture in defining and understanding the manifestation and enactment of peace and violence both by and against individuals as well as groups.

GEOG 449. GIS SPATIAL ANALYSIS FOR THE ENVIRONMENTAL SCIENCES. 5 Credits. 
Cross-listed: ENVS 449, GEOL 449. 
Pre-requisites: GEOG 426, GEOG 323 or ENVS 323. 
This is an advanced course where students learn to build Geographic Information System models for environmental applications. In the course, students design, collect data, process data and build several spatial models of increasing complexity. Students will learn advanced techniques in Geographic Information Systems including raster processing, analysis methods and layout design and document their projects in a report form and create production quality maps. This course stresses independent project design and the development of problem solving skills.

GEOG 450. GLOBAL TRANSPORT DEVELOPMENT. 3 Credits. 
Pre-requisites: GEOG 101 or permission of the instructor. 
Transportation, involving the movement of goods, people and information, is the most tangible expression of interaction between regions and places. Because it is a major force in shaping the landscape, transportation studies assume a central position in the field of geography. The creation of rapid and economical access is central to the process of development at local, regional and national scales. Changes in modes of transport, particularly since the mid-19th century, have revolutionized trade, travel and communication. The evolution of transport networks has been critical in fostering urbanization and a specialized space economy. In this course we will explore the basic concepts of geographical transportation analysis and apply them to a variety of historical and contemporary topics.
GEOG 459. POLITICAL GEOGRAPHY. 3 Credits.
Pre-requisites: junior standing or permission of the instructor.
Spatial aspects of political phenomena. Examines the geographical environment as it affects and is affected by political phenomena.

GEOG 465. URBAN GEOGRAPHY. ORIGINS, FORMS AND FUNCTIONS. 3 Credits.
Urbanization has been such a central aspect of human civilization that the forces affecting cities and towns are almost as diverse as those shaping culture itself. This course in urban geography will deal with two major aspects of urbanization: the role, purpose and evolution of cities; and the processes at work in our society that both create and transform the physical structure of cities. Because urban places are central to our economy as well as society, we will consider a broad and varied range of material from other academic disciplines, with the primary focus on the North American city.

GEOG 469. BUILT ENVIRONMENTS OF NORTH AMERICA: SYMBOL AND STRUCTURE. 3 Credits.
Cross-listed: HIST 469, PLAN 469.
Pre-requisites: GEOG 101 or permission of the instructor.
This course is a survey of North American architectural landscapes from the colonial period to the present. This course will examine such topics as the diffusion of major styles of residential, commercial and public architecture across the continent, the relationship of geology and climate to the availability of building materials and technology and the effects of these on the human built environment, especially in the Pacific Northwest. Special emphasis will be placed on the visual differentiation of building styles and the symbolic, political and philosophical foundations of architectural form and decoration.

GEOG 470. GIS PROGRAMMING. 5 Credits.
Pre-requisites: GEOG 428 or permission of instructor.
This is an advanced GIS course that focuses on the computer programming languages utilized within GIS software. A variety of GIS-related programming languages, methods and techniques are surveyed. Students gain direct experience developing algorithms, reading existing code and writing their own programs in a selected programming language. This is a lab-intensive class; prior computer programming experience recommended but not required.

GEOG 490. THE GEOGRAPHER’S CAPSTONE. 5 Credits.
Pre-requisites: senior standing or permission of the instructor.
Satisfies: a university graduation requirement—senior capstone.
This course is a departmental capstone highlighting original geographic research projects designed by students, integrating both physical and human geography topics. The course culminates in a Geography Conference that students plan and host to display their work.

GEOG 493. GIS PORTFOLIO. 2 Credits.
Pre-requisites: GEOG 429 or permission of the instructor.
Exit synthesis for the certificate in GIS or related GIS studies. Students will produce two versions of a GIS portfolio highlighting their GIS work, one in hard copy and one on the web using appropriate web publishing and map serving software.

GEOG 495. INTERNSHIP IN GEOGRAPHY. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

GEOG 496. EXPERIMENTAL COURSE. 1-5 Credits.

GEOG 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-15 Credits.

GEOG 498. SEMINAR. 1-5 Credits.
Pre-requisites: 15 credits successfully completed in geography or permission of the instructor.
Advanced group study. Discussion topics selected for each seminar.

GEOG 499. DIRECTED STUDY. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

GEOG 505. SPATIAL THEORY. 5 Credits.
This seminar focuses on the development and evolution of spatial theory both within and beyond the discipline of geography. Working from a global perspective, students explore and critically compare seminal theoretical contributions and their broader social contexts that underscore specific moments in the history of geographical studies. We investigate the ways in which contemporary western geographic thought is inseparable from the interconnected global networks within which it emerged. Original texts are used as often as possible and form the core of seminar discussion material.

GEOG 521. GIS FOR SOCIAL SCIENCES. 5 Credits.
This course emphasizes the application of Geographic Information Systems in the Social Sciences, including census data, demographic analysis, social justice and related mapping of social phenomena. Course includes hands-on GIS work in the lab.

GEOG 522. RESEARCH DESIGN. 3 Credits.
Provides for the continued development of a practical toolkit with which to conduct applied social science research. Addresses research design elements necessary in areas such needs assessments and program evaluations through techniques such as participatory research, action research, evaluation, assessment and surveying. The course covers development of research proposals for independent, grant funded or contract designs.

GEOG 523. GIS FOR ENVIRONMENTAL SCIENCE. 3 Credits.
This course emphasizes the application of Geographic Information Systems in the Environmental Sciences, including mapping and analysis of topographical, hydrological, geological, biological, and other environmental data. The course includes hands-on GIS work in the lab.

GEOG 524. GIS FOR PUBLIC HEALTH. 5 Credits.
This course introduces students to Geographic Information Systems (GIS) applications in the field of public health. Students learn basic digital mapping and spatial analysis concepts and techniques that can be applied toward the study of the health and wellness of populations. Students gain hands-on experience working with GIS software in a laboratory setting.

GEOG 525. DATA ANALYSIS AND VISUALIZATION. 3 Credits.
Pre-requisites: GIPA 510.
This course introduces students to data analysis and data visualization. In particular, students will learn basic data analysis approaches, explore their use and apply them to qualitative and quantitative data sets. In addition students will synthesize the results of their data analysis into a variety of data visualization formats.

GEOG 527. DESKTOP MAPPING. 3 Credits.
This course explores the various ways that spatial information is communicated through cartographic and related methods. The course covers both contemporary theories of cartographic visualization and applied digital design strategies. Includes hands-on lab work using GIS and related mapping software.
GEOG 528. GEOGRAPHIC INFORMATION SYSTEMS I. 5 Credits.
Introductory survey of geographic information systems. Focus is on (1) computer techniques for the input, storage, manipulation, analysis and output of spatial data and (2) the social and administrative creation and dissemination of geographic information.

GEOG 533. TOPICS IN ENVIRONMENTAL JUSTICE. 5 Credits.
Notes: may be repeated for credit when topics differ.
This seminar examines the breadth of research in human and physical geography focused on issues related to environmental justice. Through an intensive engagement with relevant literature and contemporary data, students will be exposed to a series of select historical and contemporary debates in critical geographic studies as we examine the ontological, epistemological and practical dilemmas concerning research driven by and concerned with environmental justice.

GEOG 536. GIS PROGRAMMING. 5 Credits.
Pre-requisites: GEOG 528.
This is an advanced course in GIS programming concepts and techniques. Students will be exposed to both legacy and contemporary programming languages integrated with GIS packages. Emphasis will be on creating and interpreting scripts using languages supported by current GIS software. The course includes hands-on GIS and programming work in the lab.

GEOG 538. GEOGRAPHIC INFORMATION SYSTEMS II. 5 Credits.
Pre-requisites: GEOG 528.
This course focuses on the design and implementation of geographic information system database structures. Emphasis is on the construction and analysis of contemporary and legacy vector structures, with basic exploration of raster structures. The course includes hands-on GIS work in the lab.

GEOG 548. GEOGRAPHIC INFORMATION SYSTEMS III. 5 Credits.
Pre-requisites: GEOG 528 and GEOG 538.
This is an advanced course in GIS project design and execution. Students will be expected to work independently on a “real-world” GIS project based on either thesis research or an on-going project developed with a community partner. Students will oversee all stages of the project from design to data collection to presentation of results. The course is required for the GIS Certificate program.

GEOG 549. GIS PORTFOLIO. 2 Credits.
Pre-requisites: GEOG 548 or permission of the instructor.
Advanced GIS course for students finishing their graduate degree and/or GIS Certificate program. This class will offer students the opportunity to review and revise previous work, arrange it into a portfolio, provide supporting documentation and metadata, and, optionally, create a web page featuring the portfolio material.

GEOG 597. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

GEOG 599. DIRECTED STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

GEOG 600. THESIS. 5 Credits.
Notes: may be repeated.
Pre-requisites: permission of the instructor, department chair and college dean.
The goal of this course is the successful production of a master's thesis of defensible quality. The master's thesis will be the presentation of original research in the field of geography and critical GIS. This document provides partial fulfillment of the MA requirement. This course provides an opportunity to sharpen research, writing and organizational skills under the direction of the student's graduate committee.

GEOG 601. RESEARCH PROJECT. 5 Credits.
Notes: may be repeated.
Pre-requisites: permission of the instructor, department chair and college dean.
The goal of this course is the successful completion of a master's research project of defensible quality. The research project will be the culmination of applied research in the field of geography and critical GIS. This research project provides partial fulfillment of the MA requirement for student's not pursuing the thesis track. This course provides the opportunity to sharpen research, writing, cartographic, advocacy and organizational skills under the direction of the graduate committee.

GEOG 696. COLLEGE TEACHING INTERNSHIP. 5 Credits.
Critical GIS & Public Anthropology (GIPA)

GIPA 501. GRANTS AND CONTRACTS. 1 Credit.
Notes: graded Pass/No Credit.
Pre-requisites: graduate standing or permission of instructor.
The development of effective grant writing skills is increasingly essential to students seeking to find employment in the areas of critical GIS, applied anthropology and cultural resource management. Whether as employees of a firm or organization dependent upon work generated through grants and contracts or as individuals seeking to practice their profession in an economy increasingly reliant upon freelancing, contracting and other non-traditional forms of employment. This course provides students with the background and tools necessary to develop competitive funding proposals and to understand the basic nature of contracting.

GIPA 502. FIELD RESEARCH: LAWS AND ETHICS. 2 Credits.
This course includes topics such as establishing rapport with individuals and communities, the ethical dilemmas faced in fieldwork, professional conduct, legal obligations of practicing anthropologists and conflict management that are the sort of skills and tools necessary for the day-to-day practice of applied anthropology. The Field Preparation Seminar provides students a foundation for coursework such as Community Engagement and Community Projects as well as for future anthropological fieldwork.

GIPA 510. RESEARCH DESIGN. 3 Credits.
Provides for the continued development of a practical toolkit with which to conduct applied social science research. Addresses research design elements necessary in areas such needs assessments and program evaluations through techniques such as participatory research, action research, evaluation, assessment and surveying. The course covers development of research proposals for independent, grant funded or contract designs.

GIPA 511. DATA ANALYSIS AND VISUALIZATION. 3 Credits.
Pre-requisites: GIPA 510.
This course introduces students to data analysis and data visualization. In particular, students will learn basic data analysis approaches, explore their use and apply them to qualitative and quantitative data sets. In addition students will synthesize the results of their data analysis into a variety of data visualization formats.

GIPA 518. SPATIAL ANALYSIS. 5 Credits.
This course provides advanced experience with the qualitative and quantitative methods of spatial analysis. Students research, compare and critically apply a variety of geographic methods to different case study scenarios in order to develop proficiency across the spectrum of geographic methods. Priority is given to contemporary digital methods, but older forms are introduced for comparative purposes also. Throughout the course, students build up a suite of methods they then will apply later in the program to their own research.

GIPA 520. THEORIES OF ENGAGED RESEARCH. 5 Credits.
This course examines the theoretical and philosophical foundations for engaged research with particular emphasis on the how the interaction and intersection of social, cultural and spatial theories can provide the basis for engaging the needs and problems of various partner communities.

GIPA 528. RESEARCH METHODS IN PUBLIC ANTHROPOLOGY. 5 Credits.
This course introduces core methodologies used in public and applied anthropology, such as rapid appraisals, participatory research and action research. Students will gain experience with standard research methods, including participant observation, structured and unstructured interviews, and archival research, in order to be prepared for future independent research projects.

GIPA 530. COMMUNITY ENGAGEMENT. 3 Credits.
This course uses a case study approach to examine ways of engaging community issues through public anthropology, cultural resource management and critical GIS. Explores problems and problem-solving as defined by researchers, leaders and community members themselves, and place them into different theoretical, methodological and programmatic frameworks. Ultimately, considers how faculty, graduate students and community members might work together to identify and analyze community problems as well as develop solutions to those problems.

GIPA 531. COMMUNITY PROJECTS I. 5 Credits.
Pre-requisites: GIPA 510.
This course is designed to provide students with a framework through which to engage issues of important to a local community under the mentorship of faculty. Students will identify the particular issue and community that their work will engage and connect these to their particular area of specialization. In this course, students will focus on 1. establishing a grounded, needs-based thesis research topic; 2. building community rapport to facilitate community-based research; and 3. engaging in participatory observation of the research topic in the local community.

GIPA 532. COMMUNITY PROJECTS II. 5 Credits.
Pre-requisites: GIPA 531.
This course is designed to provide students with a framework through which to engage issues of important to a local community under the mentorship of faculty. Building on the work begun in GIPA 531, students will continue their community-based research while focusing on 1. data collection; 2. data management; and 3. data validation.

GIPA 533. COMMUNITY PROJECTS III. 5 Credits.
Pre-requisites: GIPA 532.
This course is designed to provide students with a framework through which to engage issues of important to a local community under the mentorship of faculty. Building on the work begun in GIPA 532, students will continue their community-based research while focusing on 1. data analysis; 2. data visualization; and 3. presentation of results.

GIPA 545. TOPICS IN SOCIAL AND ENVIRONMENTAL JUSTICE. 5 Credits.
Notes: may be repeated for credit when topics differ.
This seminar examines the breadth of research in issues related to social and environmental justice. Through an intensive engagement with relevant literature, students will be exposed to a series of select historical and contemporary debates as we examine the ontological, epistemological and practical dilemmas concerning research driven by and concerned with social and environmental justice.

GIPA 550. SEMINAR IN CRITICAL GIS. 5 Credits.
This class explores the evolution of theory and practice in critical GIS and current trends that characterize it. Students will be exposed to the breadth of geographic thought related to critical GIS as we examine the major paradigms, sub-fields, and epistemological approaches in the field.
GIPA 555. GIS PROGRAMMING. 5 Credits.
Pre-requisites: GEOG 528.
This is an advanced course in GIS programming concepts and techniques. Students will be exposed to both legacy and contemporary programming languages integrated with GIS packages. Emphasis will be on creating and interpreting scripts using languages supported by current GIS software. The course includes hands-on GIS and programming work in the lab.

GIPA 556. GIS FOR ENVIRONMENTAL SCIENCE. 3 Credits.
This course emphasizes the application of Geographic Information Systems in the Environmental Sciences, including mapping and analysis of topographical, hydrological, geological, biological, and other environmental data. The course includes hands-on GIS work in the lab.

GIPA 557. GIS FOR SOCIAL SCIENCES. 5 Credits.
This course emphasizes the application of Geographic Information Systems in the Social Sciences, including census data, demographic analysis, social justice and related mapping of social phenomena. Course includes hands-on GIS work in the lab.

GIPA 558. GIS FOR PUBLIC HEALTH. 5 Credits.
This course introduces students to Geographic Information Systems (GIS) applications in the field of public health. Students learn basic digital mapping and spatial analysis concepts and techniques that can be applied toward the study of the health and wellness of populations. Students gain hands-on experience working with GIS software in a laboratory setting.

GIPA 561. ANTHROPOLOGY OF PUBLIC POLICY. 5 Credits.
This course considers anthropology’s contributions to public policy development and implementation as well as how public policy influence and impacts the lives of individuals and communities. Through the examination of public policy, this course will engage prevailing contemporary debates and discussions around power and the state, institutions and human agency, authority and hegemony, ideology and meaning, ethnicity and identity and the relationship between the global and the local.

GIPA 570. ARCHAEOLOGICAL RESOURCE MANAGEMENT. 5 Credits.
This course provides students with instruction and training in the professional, legal, and technical aspects of contract archaeology (aka cultural resource management). The course will emphasize the practical skills students will need to enter the CRM field, such as site management, project planning, local, state and federal regulations, preservation obligations and report writing.

GIPA 575. ARCHAEOLOGICAL FIELD SCHOOL. 5-10 Credits.
This course offers students hand-on experience in archaeological excavation techniques and methods through a formal field school setting. Over the course of several weeks, students will gain practical experience in field survey, excavation, stratigraphic interpretation, data collection and management and associated archaeological field skills. Depending on the nature of the site and excavations scheduled for a particular year, students may have opportunities for limited archaeological laboratory analysis and visitation to other local archaeological sites.

GIPA 595. INTERNSHIP. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
This course will offer vocational experience for students in the Interdisciplinary option within the History MA program. Placement of the student with Federal or State agencies, or private organizations is designed to provide on-the-job training and will be designed for the individual needs of specific master’s programs.

GIPA 596. EXPERIMENTAL. 1-5 Credits.

GIPA 598. GRADUATE SEMINAR. 1-5 Credits.
Graduate Seminar.

GIPA 599. INDEPENDENT STUDY. 1-15 Credits.
Independent Study.

GIPA 600. THESIS. 1-6 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
The objective of this course is to conduct original research as part of the completion of a research study bound as a thesis. This document provides partial fulfillment of the MA requirement and will be completed under the direction of a graduate committee. The thesis is designed to sharpen research, writing, and organizational skills.

GIPA 601. RESEARCH REPORT. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
The objective of this course is to conduct original research as part of the completion of a research study bound as a thesis. This document provides partial fulfillment of the MA requirement and will be completed under the direction of a graduate committee. The thesis is designed to sharpen research, writing, and organizational skills.
**Geology**
Jennifer Thomson (charbolt@ewu.edu), Geology Chair

department page (https://www.ewu.edu/cstem/programs/geology)

130 Science Bldg.
509.359.2286

**Faculty**

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**Undergraduate Degrees**

**Bachelor of Arts (BA)**
Geology (p. 325)

**Bachelor of Science (BS)**
Geology (p. 326)

**Undergraduate Minor**
Geology (p. 327)

*Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.*

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**Undergraduate Programs**

Geology is the science of planet Earth. Geologists use elements of chemistry, physics, biology and mathematics in interpreting the evolution of the Earth and its life forms. Applied geology addresses exploration of Earth resources, environmental quality and hazards and practical understanding of the planet on which we live.

Geology is a field-oriented science and our curriculum emphasizes field studies. However, geologists increasingly employ advanced chemical and physical analytic techniques and use computers to model natural systems. Eastern has specialized laboratory facilities for various sub-disciplines in geology. Extensive collections of minerals, rocks and fossils are available for study and research.

Nationwide, approximately half of recent geology graduates are employed in environmental fields while a third go on to graduate school. Most of the rest go into the petroleum industry, teaching, government or mining. The Geology Department has close relations with geotechnical/environmental consulting firms, government agencies and mining companies in the Pacific Northwest.

Students should decide on declaring their geology major early to ensure timely graduation with the many credits needed in the Bachelor of Science program. Course substitutions in the Geology program must be approved by the Department. Most graduate schools require a full year of calculus.

An opportunity exists to earn a double major with a BS in both Geology and Environmental Science. (See catalog section on Environmental Science (p. 305).)

**General Admissions Requirements for Geology**

High school students planning to major in Geology should take two years of algebra, one year of geometry/trigonometry and one year of chemistry and physics. They are also encouraged to take four years of English. The ability to express ideas and concepts clearly and concisely, both orally and in written form, is fundamental to all sciences.

Entering freshmen and transfer students electing to major in Geology should contact the Department for advising as soon as possible. Failure to do so may result in an additional year to finish the BS program. Especially important for beginning students is early completion of the chemistry sequence.

**Grade Requirement**

- ≥2.50 cumulative average
- ≥C in required supporting and geology classes

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**Geology Major, Bachelor of Arts (BA)**

The Bachelor of Arts serves students interested in geology-oriented fields which do not require the full range of professional training. Employment opportunities include such varied possibilities as park naturalist, urban and regional planner or geological technician.

Notes: two years of a single high school foreign language or one year of a single college level foreign language is required.

**Grade Requirements**

- ≥2.50 cumulative GPA
- ≥C in required supporting and geology classes

**Required Courses**

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<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GEOL 120</td>
<td>PHYSICAL GEOLOGY - THE SOLID EARTH</td>
<td>5</td>
</tr>
<tr>
<td>GEOL 121</td>
<td>PHYSICAL GEOLOGY - SURFICIAL PROCESSES</td>
<td>5</td>
</tr>
<tr>
<td>GEOL 122</td>
<td>HISTORICAL GEOLOGY</td>
<td>5</td>
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<td>GEOL 311</td>
<td>EARTH MATERIALS</td>
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<tr>
<td>GEOL 312</td>
<td>CRYSTALLOGRAPHY AND OPTICAL MINERALOGY</td>
<td>4</td>
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<tr>
<td>GEOL 313</td>
<td>IGNEOUS AND METAMORPHIC PETROLOGY</td>
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<tr>
<td>GEOL 490</td>
<td>SENIOR CAPSTONE: GEOLOGY FIELD CAMP</td>
<td>4-10</td>
</tr>
<tr>
<td>or GEOL 490A</td>
<td>SENIOR CAPSTONE: WATER AND THE WEST, WATER</td>
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<tr>
<td></td>
<td>RESOURCE ENGINEERING IN ARID LANDS</td>
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</tr>
<tr>
<td>or GEOL 491</td>
<td>SENIOR THESIS</td>
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</tr>
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</table>

**Required Supporting Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 151</td>
<td>GENERAL CHEMISTRY</td>
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<tr>
<td>CHEM 152</td>
<td>GENERAL CHEMISTRY</td>
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<tr>
<td>Choose one from the following</td>
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<tr>
<td>BIO 171</td>
<td>BIOLOGY I</td>
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<tr>
<td>GEOG 410</td>
<td>GEOMORPHOLOGY</td>
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</tr>
<tr>
<td>GEOG 426</td>
<td>GEOGRAPHIC INFORMATION SYSTEMS I</td>
<td></td>
</tr>
<tr>
<td>MATH 161</td>
<td>CALCULUS I</td>
<td></td>
</tr>
<tr>
<td>MATH 380</td>
<td>ELEMENTARY PROBABILITY AND STATISTICS</td>
<td></td>
</tr>
<tr>
<td>PHYS 131 &amp; PHYS 161</td>
<td>INTRODUCTORY PHYSICS I and MECHANICS LABORATORY</td>
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</tbody>
</table>

**Electives**

20

A GEOL field course may be selected in consultation with department advisor.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 320</td>
<td>ENVIRONMENTAL GEOLOGY</td>
<td></td>
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<tr>
<td>GEOL 360</td>
<td>GEOLOGIC HAZARDS</td>
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</tr>
<tr>
<td>GEOL 408</td>
<td>INVERTEBRATE PALEONTOLOGY</td>
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<tr>
<td>GEOL 411</td>
<td>SEDIMENTOLOGY AND STRATIGRAPHY</td>
<td></td>
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<tr>
<td>GEOL 430</td>
<td>STRUCTURAL GEOLOGY I</td>
<td></td>
</tr>
</tbody>
</table>
GEOL 431  STRUCTURAL GEOLOGY II
GEOL 470  HYDROGEOLOGY

Total Credits  66-72

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)

Humanities and Arts (p. 35)
Natural Sciences (p. 35)
Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)

Foreign Language
Minor or Certificate
Diversity Course List (p. 37)
Global Studies Course List (p. 37)
Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

• demonstrate an understanding of basic principles of the history and development of the earth through time;
• demonstrate effective skills in oral and written communication in order to be successful in the field of geology;
• demonstrate the proper use of computer, laboratory and field equipment used in geology.

Geology Major, Bachelor of Science (BS)

The Bachelor of Science program prepares students for careers as professional geologists, provides the basis for admission to graduate school and prepares students seeking registration and licensing as professional geologists. Some courses in the BS degree will also count as Natural Science BACRs and satisfy the university proficiency in mathematics requirement.

Required Courses

GEOL 120  PHYSICAL GEOLOGY - THE SOLID EARTH  5
GEOL 121  PHYSICAL GEOLOGY - SURFICIAL PROCESSES  5
GEOL 122  HISTORICAL GEOLOGY  5
GEOL 311  EARTH MATERIALS  4
GEOL 312  CRYSTALLOGRAPHY AND OPTICAL MINERALOGY  4
GEOL 313  IGNEOUS AND METAMORPHIC PETROLOGY  4
GEOL 408  INVERTEBRATE PALEONTOLOGY  4
GEOL 411  SEDIMENTOLOGY AND STRATIGRAPHY  4
GEOL 430  STRUCTURAL GEOLOGY I  4
GEOL 431  STRUCTURAL GEOLOGY II  4
GEOL 490  SENIOR CAPSTONE: GEOLOGY FIELD CAMP  10

Required Supporting Courses

CHEM 151  GENERAL CHEMISTRY  5
CHEM 152  GENERAL CHEMISTRY  5
CHEM 153  GENERAL CHEMISTRY  5
GEOG 323  GIS FOR ENVIRONMENTAL SCIENCES  3
MATH 161  CALCULUS I  5
MATH 162  CALCULUS II  5
or MATH 380  ELEMENTARY PROBABILITY AND STATISTICS

Choose one of the following sequences  15

BIOL 171 & BIOL 172 & BIOL 173
and BIOLOGY I
and BIOLOGY II
and BIOLOGY III

or

PHYS 131 & PHYS 132 & PHYS 161
INTRODUCTORY PHYSICS I
INTRODUCTORY PHYSICS II
MECHANICS LABORATORY

or

PHYS 151 & PHYS 152 & PHYS 153 & PHYS 161
GENERAL PHYSICS I
GENERAL PHYSICS II
GENERAL PHYSICS III
MECHANICS LABORATORY

Electives—choose credits from Geology courses, 8 credits of which must be upper-division.

Total Credits  108

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)

Humanities and Arts (p. 35)
Natural Sciences (p. 35)
Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)

Foreign Language
Minor or Certificate
Diversity Course List (p. 37)
Global Studies Course List (p. 37)
Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-
planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

- demonstrate a solid understanding of geologic principles and processes that operate in the complex systems of the earth;
- demonstrate critical thinking skills to solve geological problems encountered in the various fields of geology;
- demonstrate effective oral and written communication skills necessary for employment in the various fields of geology;
- use the tools and equipment available to professional geologists to solve geological problems.

**Geology Minor**

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 120</td>
<td>PHYSICAL GEOLOGY - THE SOLID EARTH</td>
<td>5</td>
</tr>
<tr>
<td>GEOL 121</td>
<td>PHYSICAL GEOLOGY - SURFICIAL PROCESSES</td>
<td>5</td>
</tr>
<tr>
<td>GEOL 122</td>
<td>HISTORICAL GEOLOGY</td>
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</tr>
<tr>
<td>GEOL 311</td>
<td>EARTH MATERIALS</td>
<td>4</td>
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</tbody>
</table>

**Elective—choose from GEOL course list.** 4-5 Credits

**Total Credits** 23-24

**Geology (GEOL)**

**GEOL 100. DISCOVERING GEOLOGY. 5 Credits.**

**Notes:** satisfies lab science requirement at most universities.

**Satisfies:** a BACR for natural sciences.

This course explores the interactions between human beings and their geological environment. The earth is a dynamic planet affected by sudden, violent events such as volcanic eruptions, earthquakes and floods, as well as by slower processes operating over long time spans that create, move, and destroy continents and oceans. Other topics include study of energy, mineral and water resources and their importance to modern society. Topics are presented at a level intended for nonscience majors.

**GEOL 115. INVESTIGATING EARTH SCIENCE. 5 Credits.**

**Cross-listed:** GEOG 115.

**Pre-requisites:** pre-university basic skills in mathematics.

**Satisfies:** a BACR for natural sciences.

For students planning to teach elementary school. Includes inquiry-based earth science investigations that support science instruction outlined in the National Science Education Standards and Washington Essential Academic Learning Requirements.

**GEOL 120. PHYSICAL GEOLOGY - THE SOLID EARTH. 5 Credits.**

**Notes:** weekly laboratories and one field trip are required.

**Pre-requisites:** MTHD 104 or equivalent.

**Satisfies:** the completion of GEOL 120 counts as one course for the BACR in natural science; the completion of GEOL 120 and GEOL 121 counts as two courses for the BACR for natural science.

Introduction to physical geology for students interested in earth and environmental science. This course covers the origin of the earth, its internal structure and minerals, rocks and volcanoes. Earthquakes, mountains and continental drift are discussed in the context of plate tectonics. The formation of mineral deposits is also covered.

**GEOL 121. PHYSICAL GEOLOGY - SURFICIAL PROCESSES. 5 Credits.**

**Notes:** weekly laboratories and one field trip are required.

**Pre-requisites:** MTHD 104 or equivalent.

**Satisfies:** the completion of GEOL 121 counts as one course for the BACR in natural science; the completion of GEOL 120 and GEOL 121 counts as two courses for the BACR for natural science.

Introduction to physical geology for students majoring in geology, earth science or environmental science. This course emphasizes the quantitative analysis of processes that shape the earth’s surface (gravity, wind, water and ice) including weathering and erosion, the creation of sediments and sedimentary rocks and the development of landforms. Energy resources and the concept of earth systems are also explored.

**GEOL 122. HISTORICAL GEOLOGY. 5 Credits.**

**Pre-requisites:** GEOL 121.

Introduction to earth history for students majoring in geology, earth science, or environmental science. This course covers the diversity of life, catastrophic extinctions, and the effect of biologic change on the environment. The basic principles of stratigraphy, use of stable isotopes to interpret sedimentary environments, and the stratigraphic and tectonic history of the earth are also explored. Other topics include identification of the common fossil groups, survey of the fossil record in the context of geological evolution, and practice using geologic maps. Weekly laboratories and one field trip are required.

**GEOL 196. EXPERIMENTAL COURSE. 1-5 Credits.**

**GEOL 197. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 2 Credits.**

**GEOL 296. EXPERIMENTAL COURSE. 1-3 Credits.**

**GEOL 297. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.**

**GEOL 299. SPECIAL STUDIES. 1-5 Credits.**

**Pre-requisites:** permission of the instructor, department chair and college dean.

Topics vary with interest of student and instructor.

**GEOL 311. EARTH MATERIALS. 4 Credits.**

**Pre-requisites:** GEOL 120 and CHEM 151.

This course is an introduction to the materials that comprise the solid earth, including minerals, igneous, sedimentary and metamorphic rocks. The course includes discussions of their occurrence, associations and uses. Methods of identification are stressed during laboratory exercises.

**GEOL 312. CRYSTALLOGRAPHY AND OPTICAL MINERALOGY. 4 Credits.**

**Pre-requisites:** GEOL 311.

This second course of a three-course series covers how to describe the external morphology of well-formed crystals using crystallographic techniques. In addition, the techniques of optical mineralogy using a petrographic microscope are introduced as a tool for identifying rock-forming (silicate) minerals.
GEOL 313. IGNEOUS AND METAMORPHIC PETROLOGY. 4 Credits.
Pre-requisites: GEOL 311 and GEOL 312.
The third course in a series is a comprehensive study of the classification, description, and origin of igneous and metamorphic rocks. Students will learn about the use of minerals in helping to interpret the geologic and tectonic significance of the rocks in which they are found. The course builds on skills learned in GEOL 311 and GEOL 312 and stresses hand sample and thin section descriptive techniques. Weekly laboratories as well as one weekend field trip are required. Additional field trips may be offered.

GEOL 320. ENVIRONMENTAL GEOLOGY. 4 Credits.
Pre-requisites: GEOL 100, GEOL 120 or GEOL 121.
Relationship of human activities with earth materials and processes, water quality, atmospheric composition, waste disposal, natural resources, the importance of an interdisciplinary approach to environmental problems. Field trips emphasize local environmental problems. Laboratory.

GEOL 338. DISCOVERING WOMEN IN SCIENCE. 1 Credit.
The course uses several scientific themes to rediscover from the past and find in contemporary research, the women who have made significant contributions to science.

GEOL 360. GEOLOGIC HAZARDS. 4 Credits.
Pre-requisites: GEOL 100, GEOL 115, GEOL 120, GEOL 121 or GEOG 100 or GEOG 115.
Introduction to geologic hazards affecting humankind; emphasis on earthquakes, volcanism, floods and landslides. Applications to geological site engineering and city/regional planning.

GEOL 380. WORLD RESOURCES AND POPULATION. 5 Credits.
Satisfies: a university graduation requirement–global studies.
Interaction between population and resource utilization. Renewable and non-renewable energy resources, food and water supply, soil erosion and degradation and deforestation will be related to population growth.

GEOL 390. EARTH SCIENCE TEACHING METHODS. 1 Credit.
Cross-listed: GEOG 390.
Pre-requisites: GEOL 120, GEOL 121, GEOG 314, PHYS 121; EDUC 303 or permission of the instructor. SCED 390 co-requisite.
This course is designed for Earth Science majors planning to teach middle school, junior or senior high school. It includes the development of curriculum and the organization of teaching materials, techniques and evaluation.

GEOL 396. EXPERIMENTAL COURSE. 1-6 Credits.

GEOL 397. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

GEOL 399. DIRECTED STUDY. 1-5 Credits.

GEOL 408. INVERTEBRATE PALEONTOLOGY. 4 Credits.
Pre-requisites: GEOL 121, GEOL 122 or permission of the instructor.
Principles of paleontology including methods of description and analyses of invertebrate fossils. Emphasis on principles of morphology and evolutionary development of invertebrates and the use of invertebrate fossils in biostratigraphy and paleoecology. Laboratory.

GEOL 411. SEDIMENTOLOGY AND STRATIGRAPHY. 4 Credits.
Pre-requisites: GEOL 122 and GEOL 311.
Study of the origin of sediments and sedimentary rocks for advanced geology majors. Description and interpretation of facies and environments of deposition and classification of clastic and chemical sedimentary rocks is emphasized. Stratigraphic principles, nomenclature and correlation is also treated. Lecture and weekly laboratory.

GEOL 425. GEOLOGY OF EASTERN WASHINGTON. 4 Credits.
Pre-requisites: GEOL 122 or permission of the instructor.
Study of the local geology in lectures and a series of field trips. Includes field projects and techniques used during geologic mapping. Observing and recording geologic data in the field, and presenting it in terms of a written report and a sketch geologic map of a site-specific area.

GEOL 430. STRUCTURAL GEOLOGY I. 4 Credits.
Pre-requisites: GEOL 411.
Analysis of the kinematics and mechanics of rock deformation and an introduction to geologic structures. Laboratory introduces the solution of structural geology problems, the map-based interpretation of geologic structures and the creation of geologic cross sections. Weekly laboratory exercises. Designed to be taken in series with GEOL 431.

GEOL 431. STRUCTURAL GEOLOGY II. 4 Credits.
Pre-requisites: GEOL 430.
Continuation of an introduction to geologic structures from GEOL 430 and an exploration of the plate tectonic setting of geologic structures. Introduction to the field study of geologic problems with weekly field trips that emphasize the collection and analysis of geologic field data to solve structural problems. Weekly field trips and laboratory exercises required.

GEOL 449. GIS SPATIAL ANALYSIS FOR THE ENVIRONMENTAL SCIENCES. 5 Credits.
Cross-listed: ENVS 449, GEOG 449.
Pre-requisites: GEOL 426, GEOG 423 or ENVS 423.
This is an advanced course where students learn to build Geographic Information System models for environmental applications. In the course, students design, collect data, process data and build several spatial models of increasing complexity. Students will learn advanced techniques in Geographic Information Systems including raster processing, analysis methods and layout design and document their projects in a report form and create production quality maps. This course stresses independent project design and the development of problem solving skills.

GEOL 450. KARST AND CAVE GEOLOGY. 5 Credits.
Pre-requisites: GEOL 120, GEOL 121, GEOL 122, GEOL 311.
An advanced examination of karst geomorphology and cave development, including cave mineralogy and hydrology.

GEOL 455. GEOLOGY OF THE COLORADO PLATEAU. 4 Credits.
Notes: course fee.
Pre-requisites: GEOL 100 or permission of the instructor.
This course is a week-long field study of the rocks and landforms of the Colorado Plateau region, specifically in Arches and Canyonlands National Parks. Geologic evolution and structural geology of the region will be discussed and the ancient sedimentary environments of deposition will be emphasized. A field trip will be held during the week of spring break.
GEOL 462. PRINCIPLES OF GEOCHEMISTRY. 5 Credits.
**Pre-requisites:** GEOL 311, GEOL 312, GEOL 313 or permission of the instructor.
Abundance of elements in the solar system. Origin, chemical evolution, and composition of the earth; distribution and migration of chemical elements; differentiation history of the earth into crust, mantle and core. Origin and evolution of the hydrosphere and atmosphere. Chemical processes involved in weathering of rocks, chemical sedimentation and diageneis.

GEOL 466. ISOTOPIC TRACERS IN THE ENVIRONMENT. 4 Credits.
**Pre-requisites:** ≥2.0 in CHEM 153.
This course focuses on the principles and application of radioactive, cosmogenic and stable isotopes as environmental tracers in soil, water, atmosphere and biological materials. Topics include the variations in isotopic composition of natural materials and the processes behind these variations (e.g., fractionation, radioactive decay, mineral dissolution).

GEOL 470. HYDROGEOLOGY. 4 Credits.
**Pre-requisites:** GEOL 120 or GEOL 121, MATH 142, or permission of the instructor.
Relationship between groundwater and geologic materials, emphasizing quantitative analysis and principles governing groundwater flow. Lecture and weekly lab.

GEOL 475. ENGINEERING GEOLOGY OF SOILS: INTRODUCTION TO GEOTECHNICAL ENGINEERING. 4 Credits.
**Pre-requisites:** GEOL 313, GEOL 320, GEOL 411 or GEOL 470 or permission of the instructor.
Introduction to theory and lab practice in geotechnical engineering. Content includes engineering properties of soil and rock; ASTM standard laboratory tests for particle size distribution, liquidity/plasticity, compaction, shear strength, permeability, consolidation, CBR, and others; as well as Unified Soil Classification System.

GEOL 485. GEOTECHNICAL ENGINEERING OF SOILS AND FOUNDATIONS. 4 Credits.
**Pre-requisites:** GEOL 475.
This course uses the principles of rock and soil mechanics to evaluate the stability of natural and engineered slopes, aid in design of earthworks and foundations, and plan the construction of dams, levees, aqueducts and other waterworks.

GEOL 490. SENIOR CAPSTONE: GEOLOGY FIELD CAMP. 10 Credits.
**Notes:** course fee is to be determined.
**Pre-requisites:** junior or senior standing and permission of the instructor.
**Satisfies:** a university graduation requirement—senior capstone.
This course applies geologic principles to the solution of field problems in the Rocky Mountain fold and thrust belt. This four-week course of study includes geologic mapping, description of stratigraphic relationships, structural analysis, and GPS data collection. Maps, cross sections, and a formal report of the field study are required. Location of the camp is Dillon, Montana.

GEOL 490A. SENIOR CAPSTONE: WATER AND THE WEST, WATER RESOURCE ENGINEERING IN ARID LANDS. 5 Credits.
**Pre-requisites:** junior or senior standing.
**Satisfies:** senior capstone university graduation requirement.
This course focuses on the relationships between human activities and water resources in the largely arid western United States. Topics include tectonic and meteorological controls on the distribution and quantity of water, the history of conflict over scarce surface and groundwater resources, and construction dams, aqueducts, and other engineered structures to solve water scarcity problems. Case studies involve examples from the western United States and other countries.

GEOL 490B. CAPSTONE: ENVIRONMENTAL GEOCHEMISTRY. 5 Credits.
**Cross-listed:** ENVS 490.
**Pre-requisites:** CHEM 152 or permission of instructor.
**Satisfies:** a university graduation requirement—senior capstone.
Application of principles of geochemistry to environmental problems, including air and water pollution, water-rock interactions, weathering and soil formation. Origin, distribution and transport of inorganic contaminants in air, water, soils, sediments and plants. The behavior of trace elements in near surface environments.

GEOL 491. SENIOR THESIS. 4 Credits.
**Pre-requisites:** senior standing and permission of the instructor.
**Satisfies:** senior capstone university graduation requirement.
 Directed research on a geological problem and organization of the results for oral and written presentation. End of program assessment will be required.

GEOL 495. PRACTICUM IN GEOLOGY. 1-5 Credits.
**Pre-requisites:** permission of the instructor, department chair and college dean.
Participation in supervised experiences involving acquisition of data or applications of knowledge to help solve geologic problems. Credits earned in this course are not applicable to degree requirements.

GEOL 496. EXPERIMENTAL COURSE. 1-10 Credits.

GEOL 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

GEOL 498. SEMINARS. 1-5 Credits.

GEOL 499. DIRECTED STUDY. 1-5 Credits.
**Notes:** may be repeated for a total of 15 credits if a different study is undertaken each time.
**Pre-requisites:** permission of the instructor, department chair and college dean.
Seminar in a selected field of geology to suit a student’s field of interest.

GEOL 596. EXPERIMENTAL COURSE. 1-5 Credits.

GEOL 599. INDEPENDENT STUDY. 1-5 Credits.

GEOL 600. THESIS. 2-10 Credits.
**Pre-requisites:** permission of the instructor, department chair and college dean.
Thesis credit is essential to the geology program. Every student will be expected to produce a resume of his/her research in the form of a formal report or thesis.
Health Informatics Technology and Management, Bachelor of Science (BS)

The Health Informatics Technology and Management Bachelor of Science degree has been created as an interdisciplinary offering. Students admitted to the program would study a curriculum that blends three disciplines: health services administration, management information systems and computer science. This program is designed to prepare students as health information technology professionals to manage and use health information and emerging electronic information technologies in the healthcare industry. Graduates will be prepared to participate in the design of data schemas for health information systems, in the definition and analysis of requirements for health information systems, in the design, deployment and querying of reporting systems via both direct query and reporting tools for use in administrative, clinical and support areas.

Any EWU student who has completed or nearly completed the prerequisite courses may declare a major in HITM. MATH 200 is highly recommended before taking business classes.

Professional Membership Requirements

Every student graduating in the Health Informatics Technology and Management must be a student member of a national professional organization for the discipline at least by their senior year.

Work Experience Requirement

It is strongly advised that all students seek as much practical experience as possible, whether paid or volunteer. The culmination of the student’s experience in the program will be an internship in a healthcare setting. Students are urged to consult with their advisors in order to plan their program.

Grade Requirements

- HITM students must maintain a cumulative GPA ≥3.0 for all HSAD, CSCD and MISC classes.
- no more than two courses in HSAD, CSCD and MISC classes may be <B;
- students earning three or more grades <B in HSAD, CSCD and MISC will be dismissed from the program;
- students in the HITM program must have an overall cumulative grade point average ≥2.25.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ACCT 251</td>
<td>PRINCIPLES OF FINANCIAL ACCOUNTING</td>
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<tr>
<td>ACCT 252</td>
<td>PRINCIPLES OF MANAGEMENT ACCOUNTING</td>
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<tr>
<td>BUED 302</td>
<td>BUSINESS COMMUNICATION</td>
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<tr>
<td>DSCI 245</td>
<td>DATA ANALYSIS FOR BUSINESS</td>
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<tr>
<td>DSCI 346</td>
<td>ADVANCED DATA ANALYSIS FOR BUSINESS</td>
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<tr>
<td>ECON 200</td>
<td>INTRODUCTION TO MICROECONOMICS</td>
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<tr>
<td>ECON 445</td>
<td>INSURANCE AND RISK</td>
<td>5</td>
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<td>ECON 452</td>
<td>HEALTH ECONOMICS</td>
<td>5</td>
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<tr>
<td>HLED 256</td>
<td>MEDICAL TERMINOLOGY</td>
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<td>or OCTH 292</td>
<td>FOUNDATIONS OF DOCUMENTATION AND MEDICAL TERMINOLOGY FOR THE REHABILITATION PROFESSIONAL</td>
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<tr>
<td>HSAD 300</td>
<td>HEALTH CARE ORGANIZATION AND ADMINISTRATION</td>
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<tr>
<td>HSAD 310</td>
<td>HEALTH CARE SUPERVISION</td>
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<td>HSAD 410</td>
<td>HEALTH LAW REGULATION AND ETHICS</td>
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<td>HSAD 435</td>
<td>PROCESS IMPROVEMENT IN HEALTH CARE</td>
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<td>HSAD 440</td>
<td>HEALTHCARE RESEARCH DESIGN AND METHOD</td>
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<td>HSAD 455</td>
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<td>HSAD 490</td>
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<td>HSAD 495</td>
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<td>HUMR 328</td>
<td>HUMAN RESOURCE MANAGEMENT</td>
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<td>MISC 211</td>
<td>INFORMATION TECHNOLOGY IN BUSINESS</td>
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<td>MISC 372</td>
<td>DATA COMMUNICATION AND NETWORK FUNDAMENTALS</td>
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<tr>
<td>or CSCD 330</td>
<td>COMPUTER NETWORKS</td>
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<td>MISC 373</td>
<td>BUSINESS DATABASE APPLICATION</td>
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<td>or CSCD 327</td>
<td>RELATIONAL DATABASE SYSTEMS</td>
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<tr>
<td>MISC 481</td>
<td>SYSTEMS ANALYSIS AND DESIGN</td>
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<tr>
<td>or CSCD 350</td>
<td>SOFTWARE ENGINEERING</td>
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<tr>
<td>MISC 486</td>
<td>INFORMATION SECURITY MANAGEMENT</td>
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<tr>
<td>MISC 488</td>
<td>HEALTH INFORMATION TECHNOLOGY</td>
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Total Credits: 97

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)

- Humanities and Arts (p. 35)
- Natural Sciences (p. 35)
- Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)

- Foreign Language
- Minor or Certificate
- Diversity Course List (p. 37)
- Global Studies Course List (p. 37)
- Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

- demonstrate effective written and oral communication skills;
- understand health care administration;
• understand business domain knowledge, such as accounting, finance, marketing, human resource management, logistics and supply chain;
• acquire MIS technical skills, including programming principles, database principles, networking and data communications;
• demonstrate problem-solving abilities by applying MIS technical skills, including business application program design and business database design;
• demonstrate MIS and HSAD project development skills through system analysis and design;
• demonstrate HI project management skills and team skills.
Health Science

Patricia Richards (prichar4@ewu.edu), Program Director
509.828.1481

Undergraduate Degrees
Bachelor of Science (BS)
Health Science (p. 332)

Health Science, Bachelor of Science (BS)

This is a semester program.
Admission Prerequisite: associate degree or certificate in health-related program.

Required Program Core

Year One 21

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>HSCI 400S</td>
<td>FOUNDATIONS OF PUBLIC HEALTH</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 402S</td>
<td>CURRENT ISSUES IN THE HEALTH ARENA</td>
<td>3</td>
</tr>
<tr>
<td>HSCI 403S</td>
<td>ESSENTIALS OF PROCESS IMPROVEMENT</td>
<td>3</td>
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<td>HSCI/DNHY 469S</td>
<td>APPLIED STATISTICS AND EVIDENCE-BASED</td>
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<td>DECISION MAKING FOR THE HEALTH SCIENCES</td>
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<td>HSCI/DNHY 477S</td>
<td>PRINCIPLES OF RESEARCH AND SCIENTIFIC</td>
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<td>WRITING</td>
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<td>LEADERSHIP AND PROFESSIONAL DEVELOPMENT</td>
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<td>RELATIONSHIP, ETHICS AND COMMUNICATION IN HEALTHCARE</td>
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Year Two 19

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<tr>
<td>HSCI 401S</td>
<td>INTRODUCTION TO EPIDEMIOLOGY</td>
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<td>HSCI/DNHY 467S</td>
<td>CAREER STRATEGIES</td>
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<tr>
<td>HSCI/DNHY 475S</td>
<td>PRINCIPLES AND POLICIES OF HEALTHCARE</td>
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<td>MANAGEMENT</td>
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<td>HSCI 490S</td>
<td>SENIOR CAPSTONE HEALTH SCIENCES</td>
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<tr>
<td>HSCI/DNHY 491S</td>
<td>FOUNDATIONS OF CLINICAL EDUCATION</td>
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<tr>
<td></td>
<td>MYTHOLOGY, FOLKLORE AND HEALTHCARE</td>
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</table>

Total Credits 40

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)

- Humanities and Arts (p. 35)
- Natural Sciences (p. 35)
- Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)

- Foreign Language
- Minor or Certificate
- Diversity Course List (p. 37)

Global Studies Course List (p. 37)
Senior Capstone Course List (p. 38)

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Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

- critique the determinants of health;
- demonstrate comprehension of research principles;
- demonstrate effective written, oral and presentation communication skills in healthcare settings;
- explain health inequalities;
- manage projects via application of the five core healthcare competencies;
- problem solve across healthcare settings.

Health Science (HSCI)

HSCI 400S. FOUNDATIONS OF PUBLIC HEALTH. 3 Credits.
Pre-requisites: admission to Health Sciences Program.
This course introduces students to the fundamentals of public health. A particular focus is on the determinants of health, health inequalities and cultural issues in public health.

HSCI 401S. INTRODUCTION TO EPIDEMIOLOGY. 3 Credits.
Pre-requisites: admission to Health Sciences Program.
This course introduces students to the fundamentals of epidemiology. A particular focus is on quantitative methods in epidemiology and disease causation, transmission and surveillance.

HSCI 402S. CURRENT ISSUES IN THE HEALTH ARENA. 3 Credits.
Pre-requisites: admission to Health Sciences Program.
This course is designed to respond to the changing health environment and identifies current topics on an annual basis for a particular focus. The course identifies four major topics each of which are examined over a four week period. Topics addressed may include such issues as: Zika; antimicrobial resistance; health information governance; epigenetics; the ACA.

HSCI 403S. ESSENTIALS OF PROCESS IMPROVEMENT. 3 Credits.
Pre-requisites: admission to Health Sciences Program.
This course introduces students to the basics of process improvement. The course focuses in particular on quality and process improvement in the health sciences.

HSCI 467S. CAREER STRATEGIES. 1 Credit.
Cross-listed: DNHY 467S.
Pre-requisites: acceptance into Dental Hygiene or Health Science.
Students explore alternate career paths and essential skills needed to create a professional development plan related to a non-clinical dental hygiene practice.
HSCI 469S. APPLIED STATISTICS AND EVIDENCE-BASED DECISION MAKING FOR THE HEALTH SCIENCES. 4 Credits.
Cross-listed: DNHY 469S.
Pre-requisites: MTHD 104 or MTHD 106 or equivalent logic course approved by the department.
Integration of applied statistics, critical appraisal of research, clinical expertise and client values are examined to formulate evidence-based decisions in providing effective healthcare.

HSCI 471S. PRINCIPLES OF RESEARCH AND SCIENTIFIC WRITING. 4 Credits.
Cross-listed: DNHY 471S.
Pre-requisites: acceptance into Dental Hygiene or Health Sciences program.
Basic principles of research and the facilitation of the development of analytical skills for evaluation of professional research culminating in the writing of a scientific research report.

HSCI 477S. LEADERSHIP AND PROFESSIONAL DEVELOPMENT. 1 Credit.
Cross-listed: DNHY 477S.
Pre-requisites: admission into Dental Hygiene or Health Science.
This course focuses on the development of leadership skills and personal attributes needed to fulfill the professional roles of the dental hygienist.

HSCI 487S. PRINCIPLES AND POLICIES OF HEALTHCARE MANAGEMENT. 3 Credits.
Cross-listed: DNHY 487S.
Pre-requisites: acceptance into Dental Hygiene or Health Sciences program.
Management and policy creation for healthcare programs and businesses, specific disciplines in healthcare are discussed according to student needs.

HSCI 488S. RELATIONSHIP, ETHICS AND COMMUNICATION IN HEALTHCARE. 3 Credits.
Cross-listed: DNHY 488S.
Pre-requisites: acceptance into Dental Hygiene or Health Sciences program.
Overarching themes of cultural diversity and global perspectives are employed in the application of theories and concepts of relationship building, ethics and communication for the healthcare provider.

HSCI 490S. SENIOR CAPSTONE HEALTH SCIENCES. 3 Credits.
Pre-requisites: admission to Health Sciences Program.
Satisfies: senior capstone university graduation requirement.
This course incorporates the major learning themes of the health sciences degree completion curriculum resulting in a student-generated culminating capstone project/essay.

HSCI 491S. FOUNDATIONS OF CLINICAL EDUCATION. 5 Credits.
Cross-listed: DNHY 491S.
Pre-requisites: acceptance into Dental Hygiene or Health Sciences program.
A foundation course providing fundamental theories, teaching strategies and applications in education and leadership.

HSCI 494S. MYTHOLOGY, FOLKLORE AND HEALTHCARE. 4 Credits.
Cross-listed: DNHY 494S.
Pre-requisites: ENGL 201 or DNHY 470S.
A course offering historical and diverse perspectives on health based on folklore and mythology.
Health Services Administration

Mary Ann Keogh Hoss (mhoss@ewu.edu), Program Director
program page (https://www.ewu.edu/chsph/programs/health-services-administration)
668 N. Riverpoint Blvd.
509.828.1245

Faculty
MaryAnn Keogh Hoss.

Undergraduate Degrees

Bachelor of Arts (BA)
Health Services Administration (p. 335)
Health Services Administration Long Term Care Option (p. 335)

Undergraduate Minor
Health Services Management (p. 336)

Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.

Grade Requirements are listed on the program.

Undergraduate Programs
The Health Services Administration Program, Department of
Public Health and Health Administration, is offered by the College
of Health Science and Public Health. The undergraduate program
is certified nationally by the Association of University Programs in
Health Administration and National Association of Long Term Care
Administrator Boards (NAB). This interdisciplinary program is designed
for students interested in a variety of careers in the field of health
services administration. Positions are with long term care facilities,
health maintenance organizations, health insurance companies, health
systems, and hospitals.

The required courses are in the areas of health services administration
and business. In addition, the program requires that the student complete
a track or a minor in a specific sub-specialty. Examples of tracks
include: aging, planning, human resource management, and corporate
management. Also, students must complete one year of a foreign
language, such as Spanish or sign language in college or two years of a
single foreign language in high school.

Upon acceptance to the program students must complete at least 100
credit hours. A 200 hour internship is a required part of the program.
Students choosing to minor in health services must complete 20 credit
hours. Courses are offered on an every other year basis and online,
students should check with the program director and class schedule.

Community service is considered a part of the HSAD program.
Opportunities are identified in the program through HSAO student
organization. Participation in the HSAO is required for all HSAD students.

Professional Membership Requirements
Every student graduating in Health Services Administration must be a
student member of a professional organization at least by their senior
year.

Work Experience Requirements
It is strongly advised that all students seek as much practical experience
as possible in a health care setting, whether voluntary or paid. Students
are urged to consult with their advisors in order to plan their program.
Certified Nursing Assistant training is highly recommended.

Graduate Degree

Graduate Certificate
Health Services Administration (p. 337)

Graduate Program
The College of Health Science & Public Health through its Health Services
Administrative and Public Health Programs, offers graduate courses
and a graduate level certificate in public health leadership. Courses from
health services administration and public health are often included in
a variety of undergraduate health disciplines and graduate programs.
The graduate courses are designed to expand one’s understanding of
the challenges that impact the successful delivery of health services.
Individual classes focus on organizational issues that impact health
delivery. The topics covered in these classes will be useful to health-
related professionals who have specialty expertise in a health discipline
and desire a greater understanding of the legal, fiscal, managerial
and leadership aspects of delivering health care in several different
environments. These classes will also help non health professionals who
wish more knowledge of financing and delivery of public, private and not
for profit health services.

The graduate certificate supports the goals of the college and the
university by providing opportunities for people to expand their
leadership, management, critical and systems thinking skills. Students
who successfully complete a certificate offered by this program will become more effective managers or collaborators within the health
delivery system. The program believes in the concept that health is an
interprofessional, team process and is committed to providing education,
research and service opportunities for students to become effective in
both public and private health settings.

Admission Requirements/Preparation
The identification of necessary prerequisites would occur though a
review of transcripts and other application material by the program
director.

Program Requirements
• Two copies of official transcripts for all college work completed.
• Meet graduate program admission requirements
• A letter describing one’s background and experience in the health
delivery system and how the Health Services Administration fits into
ones professionalism goals.
• Application materials should be sent directly to Graduate Programs
office, 206 Showalter, Eastern Washington University

Application Deadline
The Health Services Administration and Public Health programs accept
students into courses at any time. PUBH 515S is the first class and
is offered in the fall. It is the prerequisite for the remaining classes.
Certificate applicants should plan to start with PUBH 515S.
Health Services Administration Major, Bachelor of Arts (BA)

Notes:

• two years of a single high school foreign language or one year of a single college level foreign language is required;
• Students must have approval of the program advisor for track or minor chosen and courses selected.

Grade Requirements

• HSAD students must maintain a cumulative GPA ≥3.0 for all HSAD classes and no more than two course grades may be <B.
• Students earning three or more grades of <B in HSAD courses will be dismissed from the program.
• All other major requirements must be completed with a ≥C.
• Students in the Health Services Administration Program must have an overall cumulative GPA ≥2.25.
• The culmination of the student’s experience in the program will be an internship in a health services setting.
• To qualify for the internship, the student must have at least a GPA ≥3.0 in HSAD classes plus permission from the program director.

Required Core Courses

<table>
<thead>
<tr>
<th>HSAD 300</th>
<th>HEALTH CARE ORGANIZATION AND ADMINISTRATION</th>
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<tbody>
<tr>
<td>HSAD 310</td>
<td>HEALTH CARE SUPERVISION</td>
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<tr>
<td>HSAD 315</td>
<td>SEMINAR ON PROFESSIONAL DEVELOPMENT</td>
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<tr>
<td>HSAD 322</td>
<td>HEALTH CARE TECHNOLOGY</td>
<td>4</td>
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<tr>
<td>HSAD 410</td>
<td>HEALTH LAW REGULATION AND ETHICS</td>
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<tr>
<td>HSAD/PLAN 424</td>
<td>STRATEGIC PLANNING</td>
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<tr>
<td>HSAD 425</td>
<td>BUDGET AND POLICY FOR HEALTH SERVICES MANAGERS</td>
<td>4</td>
</tr>
<tr>
<td>HSAD 435</td>
<td>PROCESS IMPROVEMENT IN HEALTH CARE</td>
<td>4</td>
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<tr>
<td>HSAD 440</td>
<td>HEALTHCARE RESEARCH DESIGN AND METHOD</td>
<td>4</td>
</tr>
<tr>
<td>HSAD 445</td>
<td>POPULATION HEALTH MANAGEMENT</td>
<td>4</td>
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<td>HSAD 470</td>
<td>HEALTHCARE FINANCE</td>
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Required Supporting Courses

<table>
<thead>
<tr>
<th>ACCT 251</th>
<th>PRINCIPLES OF FINANCIAL ACCOUNTING</th>
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</thead>
<tbody>
<tr>
<td>ACCT 252</td>
<td>PRINCIPLES OF MANAGEMENT ACCOUNTING</td>
<td>4</td>
</tr>
<tr>
<td>BUED 302</td>
<td>BUSINESS COMMUNICATION</td>
<td>4</td>
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<tr>
<td>BUED 425</td>
<td>WORKPLACE COMMUNICATIONS USING COMPUTER APPLICATIONS</td>
<td>5</td>
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<tr>
<td>DSCI 245</td>
<td>DATA ANALYSIS FOR BUSINESS</td>
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<tr>
<td>ECON 200</td>
<td>INTRODUCTION TO MICROECONOMICS</td>
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<tr>
<td>HLED 256</td>
<td>MEDICAL TERMINOLOGY</td>
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<td>HUMR 328</td>
<td>HUMAN RESOURCE MANAGEMENT</td>
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<td>MATH 200</td>
<td>FINITE MATHEMATICS</td>
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<tr>
<td>MKTG 310</td>
<td>PRINCIPLES OF MARKETING</td>
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</tbody>
</table>

Track or Minor

Choice of courses to be chosen with approval of HSAD advisor. (8 credits minimum)

Capstone and Internship

| HSAD 490 | SENIOR CAPSTONE | 4 |

Total Credits

100

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)

| Humanities and Arts (p. 35) |
| Natural Sciences (p. 35) |
| Social Sciences (p. 36) |

University Graduation Requirements (p. 36) (UGR)

Foreign Language
Minor or Certificate
Diversity Course List (p. 37)
Global Studies Course List (p. 37)
Senior Capstone Course List (p. 38)

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Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

• apply the six core health services competencies in health settings;
• demonstrate effective written, oral and presentation communication skills in health services settings;
• focus on six core health services competency areas-communication and relationship management, professionalism, leadership, knowledge of the healthcare environment, business skills and knowledge and person centered care;
• integrate the six core competencies in an internship in a health services setting;
• manage projects utilizing the six core competency areas;
• problem solve in a variety of situations in health service settings.

Health Services Administration - Long Term Care Option, Bachelor of Arts (BA)

The long term care option is designed for students interested in a career in nursing home administration, assisted living, and other types of home and community based systems. This program is accredited by the National Association of Long Term Care Administrator Boards (NAB) and meets the Washington State Department of Health Nursing Home Administrator license requirements. NAB is the national accrediting body for long-term care educational programs. Administrator-in-Training (AIT)
programs will be used in conjunction with the practicum. AIT programs must complete 1,000 hours.

Professional Membership Requirements

All students in the program must be a student member in a professional organization at least by their senior year. Students in the long term care option are strongly encouraged to join professional organizations such as the American College of Health Care Administrators (ACHCA).

Work Experience Requirements

Students in this program are required to have become licensed as a certified nursing assistant prior to initiation of a practicum.

Grade Requirements

- HSAD students must maintain a cumulative GPA ≥3.0 for all HSAD classes and no more than two course grades may be <B.
- Students earning three or more grades of <B in HSAD courses will be dismissed from the program.
- All other major requirements must be completed with a ≥C.
- The culmination of the student’s experience in the program will be an internship in a health services setting.
- To qualify for the internship, the student must have at least a GPA ≥3.0 in HSAD classes plus permission from the program director.

Required Core Courses

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<tr>
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<td>HLED 256</td>
<td>MEDICAL TERMINOLOGY</td>
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<tr>
<td>or OCTH 292</td>
<td>FOUNDATIONS OF DOCUMENTATION AND MEDICAL TERMINOLOGY FOR THE REHABILITATION PROFESSIONAL</td>
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<tr>
<td>HUMR 328</td>
<td>HUMAN RESOURCE MANAGEMENT</td>
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<td>FINITE MATHEMATICS</td>
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<tr>
<td>MKTG 310</td>
<td>PRINCIPLES OF MARKETING</td>
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Required Aging Track Courses—to be chosen with approval of the HSAD program director

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<td>LONG TERM CARE ADMINISTRATION</td>
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<tr>
<td>HSAD 480</td>
<td>FACILITIES AND MAINTENANCE</td>
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Note—variable credits practicums are not to exceed a total of 25 credits

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<tr>
<td>HSAD 486</td>
<td>LONG TERM PRACTICUM 1</td>
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<tr>
<td>HSAD 487</td>
<td>LONG TERM PRACTICUM 2</td>
<td>5-12</td>
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<tr>
<td>HSAD 488</td>
<td>LONG TERM PRACTICUM 3</td>
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Required Senior Capstone

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<th>Course Code</th>
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<tbody>
<tr>
<td>HSAD 490</td>
<td>SENIOR CAPSTONE</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 116-137

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)

- Humanities and Arts (p. 35)
- Natural Sciences (p. 35)
- Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)

- Foreign Language
- Minor or Certificate
- Diversity Course List (p. 37)
- Global Studies Course List (p. 37)
- Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

- apply the five core competencies in long term care settings: Resident Care and Quality of Life, Human Resources, Finance, Physical Environment and Atmosphere and Leadership and Management;
- demonstrate effective written, oral and presentation communication skills for long term care;
- integrate the five core competencies in a long term care setting in a 1000 hour practicum;
- manage projects in long term care settings.

Health Services Management Minor

Students choosing to minor in health services must complete 20 credit-hours. These classes are offered both online and in the classroom.
## Health Services Administration Graduate Certificate

The Health Services Administration Certificate is intended to provide students who have an interest in working within the health field with an understanding of the many different types of health organizations that exist in the U.S. The courses also present students with an overview of the financial, legal and administrative issues that face all health administrators in today's market.

Note: this is an online program.

### Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSAD 300</td>
<td>HEALTH CARE ORGANIZATION AND ADMINISTRATION</td>
<td>4</td>
</tr>
<tr>
<td>HSAD 310</td>
<td>HEALTH CARE SUPERVISION</td>
<td>4</td>
</tr>
<tr>
<td>HSAD 322</td>
<td>HEALTH CARE TECHNOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>HSAD 410</td>
<td>HEALTH LAW REGULATION AND ETHICS</td>
<td>4</td>
</tr>
<tr>
<td>HSAD 435</td>
<td>PROCESS IMPROVEMENT IN HEALTH CARE</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 20

## Health Services Administration (HSAD)

### HSAD 196. EXPERIMENTAL COURSE. 1-5 Credits.

### HSAD 300. HEALTH CARE ORGANIZATION AND ADMINISTRATION. 4 Credits.

This course provides an introduction to healthcare management. Reviewed are leading practices in healthcare leadership and management. The focuses on the components of these systems, how they interact and their internal and external controls.

### HSAD 310. HEALTH CARE SUPERVISION. 4 Credits.

**Pre-requisites:** HSAD 300 or permission of the instructor.

This course focuses on how supervisors and managers of health services organizations accomplish their tasks and build effective teams. Models of supervision, leadership styles, impact of personal values, relationships and medical staff management are examined with a focus on how to build teams and evaluate performance.

### HSAD 322. HEALTH CARE TECHNOLOGY. 4 Credits.

**Pre-requisites:** HSAD 300, HSAD 310, HSAD 322, HSAD 440 and senior standing for HSAD students.

This course presents an overview of the components in public, private and government organizations. Components explored include mission, vision and value review, environmental analysis, identification of assumptions and premises, internal assessment, customer/market analysis both internal and external, critical strategic issues and plan operationalizing.

### HSAD 410. HEALTH LAW REGULATION AND ETHICS. 4 Credits.

**Pre-requisites:** HSAD 300, HSAD 310 or permission of the instructor.

This course is an introduction to health-related legislation, regulation and certification/accreditation programs. The legal and ethical implications for providers and consumers of healthcare are explored. Topics covered include contracts, fraud and abuse, antitrust, and corporate, criminal and tax law, informed consent, patient rights, medical worker issues and conflict of interest. Ethics, risk management, and corporate compliance, will also be discussed.

### HSAD 424. STRATEGIC PLANNING. 4 Credits.

**Cross-listed:** PLAN 424.

**Notes:** HSAD 300, HSAD 310, HSAD 322, HSAD 440 and senior standing for HSAD students.

**Pre-requisites:** junior standing.

This course presents an overview of strategic planning process components in public, private and government organizations. Components explored include mission, vision and value review, environmental analysis, identification of assumptions and premises, internal assessment, customer/market analysis both internal and external, critical strategic issues and plan operationalizing.

### HSAD 425. BUDGET AND POLICY FOR HEALTH SERVICES MANAGERS. 4 Credits.

**Pre-requisites:** ECON 200, MATH 200, HSAD 300, HSAD 310, HSAD 322.

This course provides an overview of health economics and examines the flow of funds through the health care system. Economic principles important to health care are discussed and the impact of economics related to influencing individual, organization and community health care decisions is explored.

### HSAD 435. PROCESS IMPROVEMENT IN HEALTH CARE. 4 Credits.

**Pre-requisites:** HSAD 300, HSAD 310 or permission of the instructor.

This course examines the application of quality management strategies by utilizing process improvement in health care settings. There is a focus on problem solving methodologies that utilize team facilitation skills. The student incorporates tools for communication, relationship-building, coordination and collaboration that focus on quality patient centered care with safety as an imperative. The student is exposed to leadership models and given opportunities for process improvement projects.
HSAD 440. HEALTHCARE RESEARCH DESIGN AND METHOD. 4 Credits.
Pre-requisites: DSCI 245 and HSAD 300 or consent of the instructor.
This course covers the methods used in health services research and evaluation which includes research designs, measurement, methods of analysis and evaluation of published research. The objective of the course is to provide the student with an understanding of the research process and evidence-based research as it relates to health care.

HSAD 441. HEALTHCARE RESEARCH ANALYSIS AND DISSEMINATION. 1-2 Credits.
Pre-requisites: DSCI 245, MATH 200, HSAD 300, HSAD 440.
This course is a continuation of the research initiated in HSAD 440. The course objective is for participants to further their initial work with in-depth analysis and disseminate their work through a publication or presentation.

HSAD 445. POPULATION HEALTH MANAGEMENT. 4 Credits.
Pre-requisites: DSCI 245, HSAD 300, HSAD 310, HSAD 440, MISC 211.
This course focuses on population health and on designing and managing health care for the population. It encompasses both population health and managerial epidemiology concepts and tools to improve decisions about the management of health services. It explores effective management of resources to maintain and promote the health of the population.

HSAD 450. INTERNATIONAL PERSPECTIVES ON HEALTHCARE. 4 Credits.
Satisfies: a university graduation requirement—global studies.
This course evaluates the impact of values and beliefs, types of providers, government, funding and medical technology in the delivery of health care in industrialized, emerging and poor geographic regions outside the United States. It compares the delivery of health care in these geographic areas to each other and to that experienced in the United States to determine best practices and areas for improvement.

HSAD 455. HEALTHCARE BILLING. 2 Credits.
Pre-requisites: HSAD 300, HSAD 410, HSAD 440.
This course provides an overview of the healthcare billing processes from a variety of healthcare delivery systems both public and private. Systems used in billing, the billing and revenue cycles and application of information for administrative and clinical needs are reviewed.

HSAD 460. LONG TERM CARE ADMINISTRATION. 4 Credits.
Pre-requisites: HSAD 300 or permission of the instructor.
The administration issues of care for long term patients will be addressed with specific discussion on the aged, and primary and extended care of the aged. The peculiar social, cultural, and economic environment will be discussed as each is related to accessibility and availability of health services and the aspects of administration in long term care facilities.

HSAD 470. HEALTHCARE FINANCE. 4 Credits.
Pre-requisites: BUED 302, DSCI 245, HSAD 300, HSAD 310, HSAD 322, HSAD 410, MISC 211.
This course focuses on the practical application of health care finance theory as it applies to the current health care environment. Revenue and expense applications are explored in depth, particularly in relationship to the delivery of health care services. Both private and public healthcare funding are explored. Specific emphasis is placed on understanding components of the income statement and balance sheet, developing a budget, and using these statements for analyzing operational changes.

HSAD 480. FACILITIES AND MAINTENANCE. 2 Credits.
Pre-requisites: HSAD 435, HSAD 460, and HSAD 470.
This course is an introduction to facility and maintenance demands in residential settings for long term care. A system for maintaining and improving buildings, grounds and equipment is defined. Environmental living aspects and safety in long term care are discussed. Emergency planning and safety are addressed for long term care settings.

HSAD 486. LONG TERM PRACTICUM 1. 5-12 Credits.
Notes: all Business and HSAD 410, HSAD 424, HSAD 435, HSAD 445, HSAD 460, and HSAD 470 courses must be completed.
Pre-requisites: permission of the instructor, department chair and college dean.
The practicum in the long term care option of the HSAD program serves as a culminating experience for students intending to work in long term care. The practicum is a series of courses that meet the national standards of the National Association of Boards of Examiners for Long Term Care Administrators (NAB) and the Washington State Department of Health Board of Nursing Home Administrators. This class is part of a series of practicums for students to complete 1000 hours.

HSAD 487. LONG TERM PRACTICUM 2. 5-12 Credits.
Pre-requisites: completion of all business and HSAD classes for the major, HSAD 486 and permission of the instructor.
The practicum in the long term care option of the HSAD program serves as a culminating experience for students intending to work in long term care. The practicum is a series of courses that meet the national standards of the National Association of Boards of Examiners for Long Term Care Administrators (NAB) and the Washington State Department of Health Board of Nursing Home Administrators. The tasks, domains, knowledge and skills encompass but are not limited to Client/Resident Services Management, Human Resource Management, Leadership and Governance, Physical Environment Management and Financial Management. This class is the second part of a series of practicum classes for students to complete 1000 hours.

HSAD 488. LONG TERM PRACTICUM 3. 5-12 Credits.
Pre-requisites: completion of all business and HSAD classes for the major, HSAD 486, HSAD 487 and permission of the instructor.
The practicum in the long term care option of the HSAD program serves as a culminating experience for students intending to work in long term care. The practicum is a series of courses that meet the national standards of the National Association of Boards of Examiners for Long Term Care Administrators (NAB) and the Washington State Department of Health Board of Nursing Home Administrators. The tasks, domains, knowledge and skills encompass but are not limited to Client/Resident Services Management, Human Resource Management, Leadership and Governance, Physical Environment Management and Financial Management. This class is the third part of a series of practicum classes for students to complete 1000 hours.

HSAD 490. SENIOR CAPSTONE. 4 Credits.
Pre-requisites: HSAD 300, HSAD 310 and HSAD 410 and must be taken concurrently with either HSAD 486 or HSAD 495.
Satisfies: a university graduation requirement—senior capstone.
This course examines global and United States public health care issues. This information is put forth in a context that allows health service administration seniors to use the information to better plan, design, and implement programs that are sensitive to the health needs of diverse populations. This course attempts to draw together students’ past class information and experience to identify better ways to implement health care delivery in a variety of settings.
HSAD 495. INTERNSHIP. 5 Credits.
Notes: all Business and HSAD 410, HSAD 424, HSAD 435, HSAD 445, HSAD 460, and HSAD 470 courses must be completed.
Pre-requisites: permission of the instructor, department chair and college dean.
Students learn the day-to-day operation of a health care organization by spending 20 hours a week on-site under direct supervision.

HSAD 496. EXPERIMENTAL COURSE. 1-5 Credits.

HSAD 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

HSAD 498. SEMINAR. 1-5 Credits.

HSAD 499. DIRECTED STUDY. 3-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Individual study in a field of special interest.

HSAD 500. US HEALTH CARE SYSTEMS. 4 Credits.
Pre-requisites: graduate standing.
This course concentrates on the health care environment and how it impacts on health services administration. Considerable time is spent discussing the effectiveness of the health care system in the United States as it exists today. Topics to be covered include: the various health care delivery models, financing health care, managed care organizations, Medicare and Medicaid, health manpower, single and multi-hospital systems, long-term care, and historical data.

HSAD 510. HEALTH LAW. 4 Credits.
Pre-requisites: HSAD 500.
The objective of the course is to develop in the student an appreciation for the depth and reach of the law in all facets of the health care delivery process. The course will emphasize the impact of the law in private and public health settings. Topics include an introduction to our legal system, professional liability issues related to providers, legal issues in the operation and regulation of health care institutions, and legal issues in the institution-patient relationship as well as the institution-physician relationship.

HSAD 520. HEALTH REIMBURSEMENT ISSUES. 4 Credits.
Pre-requisites: HSAD 500.
Reimbursement issues are reviewed for two perspectives (1) institutions/providers, and (2) payers and users of health care, such as insurers, business, and consumers. Topics covered from the providers’ perspective include evaluation of one's financial information for clinical and managerial decisions. Topics covered from the payer’s perspective include financial incentives and disincentives. Implications for efficient and effective delivery of health care services are identified and explored.

HSAD 530. SEMINAR ON BUSINESS AND HEALTH. 4 Credits.
Pre-requisites: HSAD 500 and advanced graduate standing or permission of the instructor.
This course examines the role companies and other employers play in the development of health policy and provision of health services pertaining to employee benefits.

HSAD 535. RISK MANAGEMENT AND PROCESS IMPROVEMENT. 4 Credits.
Pre-requisites: HSAD 500, HLED 505.
This course introduces students to the processes of risk management and process improvement in healthcare. Current models, methods and tools used in both risk management and process improvement throughout the continuum of health care delivery are examined.

HSAD 540. HEALTH POLICY. 4 Credits.
This course discusses major relevant policy issues in the United States healthcare system. Public policy process is reviewed. Healthcare policy impacting private and public entities including Medicare, Medicaid, Department of Defense, Veterans Administration and Indian Health Services are examined.

HSAD 540S. HEALTH POLICY. 4 Credits.
This course begins with an overview of common policy perspectives, before moving on to discuss major relevant policy issues in the United States healthcare system and elsewhere. Public policy process is reviewed. Healthcare policy impacting private and public entities including Medicare, Medicaid, Department of Defense, Veterans Administration, Indian Health Services are examined. The course concludes with an examination of influencing policy development, including media and community initiatives to effect change.

HSAD 541. ADVANCED HEALTH POLICY. 4 Credits.
Pre-requisites: HSAD 540.
This course builds upon HSAD 540 and discusses policy formulation and administrative implementation. A systems approach to viewing issues related to public health policy implementation is examined and global policy issues are reviewed.

HSAD 545. HEALTH INFORMATICS. 4 Credits.
This course introduces the fundamentals of health information systems and the management of health information, including health data management, health statistics, biomedical research, quality management and information technology and systems. These elements are discussed in the context of healthcare delivery systems.

HSAD 550. HEALTH ECONOMICS. 4 Credits.
This course provides an overview of health economics and examines the flow of funds through the health care system. Economic principles important to health care are discussed and the impact of economics related to influencing individual, organization and community health care decisions is explored.

HSAD 560. MANAGED CARE SYSTEMS. 4 Credits.
Pre-requisites: HSAD 500, HSAD 520 or permission of the instructor.
An examination of the challenges associated with organizing and managing various types of managed care systems. (Health Maintenance Organizations (HMOs), Preferred Providers Organizations (PPOs), etc.) The course places special emphasis on the organization and management of physicians’ practice and the principles of health insurance, including premium development and risk management. Other topics include contractual relationships with hospitals, utilization review, quality assurance systems, and marketing.

HSAD 595. INTERNSHIP. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
HSAD 595S. INTERNSHIP. 5 Credits.
The internship in MPH is intended to serve as a formative and reflective opportunity for students in the program. The organization at which the internship experience occurs is chosen based on the student’s goals and the organization’s needs. An interview is first conducted with the site supervisor and student to ensure this will work for both. Once the interview is complete and both parties agree, then the needed paperwork is started. The internship plan is to address competencies for the internship experience agreed upon by the student, organization and faculty. The internship plan is to be completed and submitted to the instructor with the EWU-Agency Internship agreement and contact information. Check with the instructor to determine if an agency agreement is already in place. The projects identified as part of the portfolio are to be identified in the internship plan. The placement is for 16 weeks, 40 hours per week. Some students may choose to do 20 hours per week over two semesters. A weekly work schedule is jointly agreed upon by the supervisor and intern. The intern is responsible to present the site supervisor with a copy of the Site Supervisor Handbook and Masters in Public Health Internship Competencies. Both are posted on canvas. Each student must sign up on Canvas.

HSAD 596. EXPERIMENTAL COURSE. 2-5 Credits.

HSAD 598. SEMINAR IN HEALTH SERV ADMIN. 4 Credits.
This course is designed to emphasize the manager’s role when conducting grant writing or research within the field of health care. The course will emphasize the managerial applications of survey research and grant writing from both a theoretical and practical perspective. Students will learn to conduct survey research or write a grant during this course with the assistance of the instructor.

HSAD 599. INDEPENDENT STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

HSAD 599S. INDEPENDENT STUDY. 1-5 Credits.
Independant Study.
History

Michael Conlin, Co-Chair
Patterson 103
509.359.7851

Liping Zhu, Co-Chair
department page ([https://www.ewu.edu/css/programs/history](https://www.ewu.edu/css/programs/history))
Patterson 103
509.359.7954

Faculty


Undergraduate Degrees

Bachelor of Arts (BA)

History (p. 342)

Undergraduate Minors

History (p. 345)
History/Secondary (p. 345)

Undergraduate Certificates

Latin American and Iberian Studies (p. 345)
Public History (p. 346)

Teacher Certification/Add-on Endorsement

History/Add-on Endorsement (p. 347)

Important courses in these programs of study may have prerequisites. Reference the course description section for clarification.

Undergraduate Programs

George Santayana wrote that "Those who cannot remember the past are condemned to repeat it." History provides the most useful key of knowledge for unlocking all other realms of human development. It embraces many fields of academic inquiry and uses them to provide a detailed picture of various cultures and their governments, legal systems, social behavior, art, economic systems, literature, religions, medicines, technologies, sports, fashions and a myriad of other endeavors. A university-level education would be inconceivable without it, because learning about the past is imperative to understanding the present and preparing for the future. The study of history provides a solid foundation not only for history and social studies education majors but also for careers in law, business, government, international relations, journalism, library services and museums, to name but a few. As peoples of different ethnicities interact with each other more frequently in the 21st century, understanding each other's past paves the way for harmonious and beneficial cross-cultural relations.

In addition to resources of the university library, students have access to materials at the Northwest Museum of Arts and Culture and the Washington State Archives, Eastern Region. Internships are available at several agencies in the area, such as the Northwest Museum of Arts and Culture, the University Archives and the City/County Historic Preservation Office.

History Degree Descriptions

The History Department offers both a major and a minor for the Bachelor of Arts degrees. History courses also appear in Africana Studies, American Indian Studies, Chicano Studies and Women's and Gender Studies Programs. The department also offers a Master of Arts degree.

Any student who is considering a major or minor in history is strongly encouraged to consult with an advisor from the Department of History in the early stages of his or her academic study at EWU.

Grade Requirements

Courses used to fulfill the History Program requirements for the BA (50 and 65 credit options) and the History Minor (18 credits) require a minimum grade ≥C in each course and a minimum GPA ≥2.5 for all such courses.

Graduate Degrees

Master of Arts (MA)

History (p. 347)

Graduate Program

Joseph Lenti (mconlin@ewu.edu), Graduate Advisor
111G Patterson
509.359.7951

General Overview

The MA program in History is designed to prepare students for pursuits requiring a historical background. By selecting one of three graduate concentrations, students who are interested in teaching careers, in preparation for doctoral programs, or for preparation for archival, museum or other history-related work, can design a program to suit their needs.

Requirements for Admission

• an official transcript from an accredited college or university which has awarded the student a baccalaureate degree. At least a (B) ≥3.0 average is normally expected, although most applicants have a higher GPA.
• a substantial writing sample reflecting serious academic effort;
• a one-page personal statement on career plans and interest in pursuing graduate studies in history;
• letters of recommendation from two individuals familiar with the applicant's academic work or other experience relevant to historical training.

Application Deadlines for History MA Program

The following deadlines are for regular admission to the program. Students may also take up to 12 credits (graduate) prior to admission as a post-baccalaureate student, and apply those credits to the program after acceptance.

• fall quarter April 15
• winter quarter October 15
• spring quarter February 15

General Requirements for Completion
After admission to the graduate program, candidates will complete at least 45 credits of coursework, of which 5–10 credit hours may be HIST 600, HIST 601 or HIST 602. No more than 10 credits of coursework may be taken at the 400-level. Undergraduate EWU history courses included in a master’s program must be taught by the graduate faculty of the History Department.

- All students must complete HIST 501
- Students must complete at least two graduate research seminars (a minimum of 10 credits) choosing from the following: (HIST 506; HIST 512; HIST 532; HIST 544; HIST 546; HIST 590; HIST 596)
- Students must complete at least four graduate readings seminars (a minimum of 10 credits) choosing from the following (HIST 508; HIST 515; HIST 525; HIST 527; HIST 530; HIST 534; HIST 536; HIST 538; HIST 542; HIST 548; HIST 596)

Student should choose courses in consultation with and with the approval of the graduate advisor.

**Grade Requirements for Completion**—All courses included in the student’s graduate program must be completed with a grade ≥3.0. Students who receive a grade of <3.0 more than once will be dropped from the History MA program.

**Graduate Concentration Requirements for Completion:**

Students must declare one of three graduate concentrations (general, academic, or public history) no later than their third quarter in the program. Graduate concentrations have the same general and grade requirements as listed above, but differ in the following ways:

- **Academic** – students must show competency in a research skill (e.g. a foreign language, GIS, oral history) to the satisfaction of their faculty advisor; complete a master's thesis or a research report in lieu of a thesis; and complete an oral examination during their final quarter of graduate study. This concentration will prepare students for the rigor of a PhD program, or simply give them the opportunity to do more focused research.
- **General** – students must successfully complete a written examination and an oral examination demonstrating extensive knowledge in two fields during their final quarter of graduate study. This concentration does not require a project of thesis and is ideal for working teachers and other professionals who need a graduate degree to advance in their profession.
- **Public History** – students must show competency in an research skill (e.g. digital history, GIS, oral history) to the satisfaction of their faculty advisor; students must complete HIST 542 and HIST 544; and either HIST 546 or HIST 548; and between 2 and 5 credits of HIST 694; and complete a portfolio of professional work and an oral examination during their final quarter of graduate study. This concentration will prepare students for careers outside the academy.

Students should choose their academic concentration in consultation with their faculty advisor and with the approval of the graduate advisor.

**History Major, Bachelor of Arts (BA)**

Students may choose the 50- or the 65-credit major.

- students must complete at least 25 credits of this major at Eastern Washington University;
- two years of a single high school foreign language or one year of a single college level foreign language is required; completion of two or more years of a college-level foreign language is strongly recommended.

**Grade Requirements**: courses used to fulfill the History Program requirements for the BA (50 and 65 credit options) and the History Minor (18 credits) require a minimum grade ≥C in each course and a minimum GPA ≥2.5 for all such courses.

The 50-credit History major requires the completion of a minor or certificate approved by a history advisor.

Notes: must include 35 upper-division credits in the total.

**Required Courses**

**Introductory Survey**—choose one from the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 102</td>
<td>WORLD HISTORY: TO 1500</td>
</tr>
<tr>
<td>HIST 103</td>
<td>WORLD HISTORY: FROM 1500</td>
</tr>
<tr>
<td>HIST 104</td>
<td>EAST ASIA: TRADITION AND TRANSFORMATION</td>
</tr>
<tr>
<td>HIST 105</td>
<td>WESTERN HERITAGE: ORIGINS TO THE 18TH CENTURY</td>
</tr>
<tr>
<td>HIST 106</td>
<td>WESTERN HERITAGE: 18TH CENTURY TO THE PRESENT</td>
</tr>
<tr>
<td>HIST 110</td>
<td>AMERICAN EXPERIENCE: A SURVEY</td>
</tr>
</tbody>
</table>

**Foundation Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 290</td>
<td>HISTORY TODAY: ISSUES AND PRACTICES</td>
</tr>
<tr>
<td>or HIST 389</td>
<td>PUBLIC HISTORY</td>
</tr>
<tr>
<td>HIST 390</td>
<td>HISTORIAN AS DETECTIVE</td>
</tr>
<tr>
<td>HIST 490</td>
<td>SENIOR CAPSTONE SEMINAR</td>
</tr>
</tbody>
</table>

**Core Courses**—25+ credits must be upper-division and must include at least one pre-modern course, indicated by an asterisk (*) in the core course distribution list below.

**Core Course Distribution List** (* indicates a pre-modern core course)

Note: Courses that are listed under more than one heading may be applied toward either area. However, such courses may not be double counted (i.e., a single course may not be simultaneously applied to two areas).

**U.S. History**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>HIST/AAST/ HONS 220</td>
<td>AFRICAN AMERICAN HISTORY: POST CIVIL WAR TO PRESENT</td>
</tr>
<tr>
<td>HIST 303</td>
<td>U.S. HISTORY 1607-1877</td>
</tr>
<tr>
<td>HIST 304</td>
<td>U.S. HISTORY 1877-PRESENT</td>
</tr>
<tr>
<td>HIST 305</td>
<td>PATHS TO THE AMERICAN PRESENT</td>
</tr>
<tr>
<td>HIST 313</td>
<td>ASIAN AMERICAN HISTORY</td>
</tr>
<tr>
<td>HIST/IDST 316</td>
<td>AMERICAN INDIAN HISTORY I</td>
</tr>
<tr>
<td>HIST/IDST 317</td>
<td>AMERICAN INDIAN HISTORY II</td>
</tr>
<tr>
<td>HIST 373</td>
<td>HIST OF AMERICAN WILDERNESS</td>
</tr>
<tr>
<td>HIST/WMST 392</td>
<td>WOMEN IN THE AMERICAN WEST</td>
</tr>
<tr>
<td>HIST/WMST 394</td>
<td>WOMEN IN AMERICAN HISTORY</td>
</tr>
<tr>
<td>HIST/WMST 405</td>
<td>WOMEN AND MEN IN HISTORY</td>
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<tr>
<td>HIST 407</td>
<td>HOMETOWN HISTORY</td>
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<tr>
<td>HIST/AAST 466</td>
<td>SLAVERY IN THE U.S.</td>
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<tr>
<td>HIST/WMST 468</td>
<td>HISTORY OF MODERN AMERICAN WOMEN</td>
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<tr>
<td>HIST 470</td>
<td>COLONIAL AMERICA, 1607-1763</td>
</tr>
<tr>
<td>HIST 471</td>
<td>AMERICAN REVOLUTION, 1763-1824</td>
</tr>
<tr>
<td>HIST 473</td>
<td>THE AGE OF JACKSON</td>
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<tr>
<td>HIST 475</td>
<td>CIVIL WAR AND RECONSTRUCTION</td>
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**European History** 10

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<tbody>
<tr>
<td>HIST 306</td>
<td>MODERN EUROPE</td>
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<tr>
<td>HIST 341</td>
<td>RENAISSANCE AND REFORMATION (*)</td>
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<tr>
<td>HIST 350</td>
<td>WAR AND SOCIETY</td>
</tr>
<tr>
<td>HIST 357</td>
<td>RUSSIA TO 1905</td>
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<tr>
<td>HIST 360</td>
<td>HISTORY OF SPAIN</td>
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<tr>
<td>HIST/GERM 382</td>
<td>20TH CENTURY GERMANY, FROM WORLD WARS TO COLD WAR</td>
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<tr>
<td>HIST 425</td>
<td>GREEK HISTORY TO 400 BC (*)</td>
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<td>HIST 426</td>
<td>HELLENISTIC GREECE (*)</td>
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<td>HIST 427</td>
<td>ROMAN REPUBLIC (*)</td>
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<td>HIST 428</td>
<td>ROMAN EMPIRE (*)</td>
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<tr>
<td>HIST 429</td>
<td>ANCIENT NEAR EAST (*)</td>
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<tr>
<td>HIST 430</td>
<td>HISTORY OF ENGLAND TO 1603 (*)</td>
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<td>HIST 431</td>
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<td>HIST 432</td>
<td>MODERN BRITAIN SINCE 1870</td>
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<td>BRITISH EMPIRE SINCE 1850</td>
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<td>HIST 435</td>
<td>IRISH HISTORY AND CULTURE</td>
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**Global/Comparative History** 10

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<tr>
<td>HIST/AAST 215</td>
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<td>HIST 310</td>
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<td>COLONIALISM AND NATIONALISM IN SOUTHEAST ASIA</td>
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<td>HIST/GEOG 336</td>
<td>GEOGRAPHIES OF CONFLICT IN THE MIDDLE EAST</td>
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<tr>
<td>HIST 464</td>
<td>HISTORY OF MEXICO (*)</td>
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<td>HIST/AAST 465</td>
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<td>BUILT ENVIRONMENTS OF NORTH AMERICA: SYMBOL AND STRUCTURE</td>
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**Total Credits** 50

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The 65-credit major does not require a minor.

**Required Introductory Surveys—choose two from the following** 10

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<td>HIST 103</td>
<td>WORLD HISTORY: FROM 1500</td>
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<td>HIST 104</td>
<td>EAST ASIA: TRADITION AND TRANSFORMATION</td>
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<tr>
<td>HIST 105</td>
<td>WESTERN HERITAGE: ORIGINS TO THE 18TH CENTURY</td>
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<td>HIST 106</td>
<td>WESTERN HERITAGE: 18TH CENTURY TO THE PRESENT</td>
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<tr>
<td>HIST 110</td>
<td>AMERICAN EXPERIENCE: A SURVEY</td>
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**Required Foundation Courses**

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<td>HIST 290</td>
<td>HISTORY TODAY: ISSUES AND PRACTICES</td>
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<tr>
<td>or HIST 389</td>
<td>PUBLIC HISTORY</td>
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<tr>
<td>HIST 390</td>
<td>HISTORIAN AS DETECTIVE</td>
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<tr>
<td>HIST 490</td>
<td>SENIOR CAPSTONE SEMINAR</td>
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**Required Core—must include at least one pre-modern course, indicated by an asterisk (*) in the core course distribution list below.**

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<td>HIST/GEOG 320</td>
<td>MIDDLE EASTERN HISTORY AND CULTURE</td>
</tr>
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</table>

**Core Course Distribution List**

* indicates a pre-modern core course.

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Note: Courses that are listed under more than one heading may be applied toward either area. However, such courses may not be double counted (i.e., a single course may not be simultaneously applied to two areas).

### U.S. History

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<td>AFRICAN AMERICAN HISTORY: POST CIVIL WAR TO PRESENT</td>
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<td>HIST 303</td>
<td>U.S. HISTORY 1607-1877</td>
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<td>U.S. HISTORY 1877-PRESENT</td>
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<td>PATHS TO THE AMERICAN PRESENT</td>
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<td>ASIAN AMERICAN HISTORY</td>
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<td>HIST/IDST 316</td>
<td>AMERICAN INDIAN HISTORY I</td>
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<td>HIST/IDST 317</td>
<td>AMERICAN INDIAN HISTORY II</td>
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<td>HIST 373</td>
<td>HIST OF AMERICAN WILDERNESS</td>
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<td>HIST/WMST 392</td>
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<tr>
<td>HIST/WMST 394</td>
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<tr>
<td>HIST/WMST 405</td>
<td>WOMEN AND MEN IN HISTORY</td>
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<td>HIST/WMST 468</td>
<td>HISTORY OF MODERN AMERICAN WOMEN</td>
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<td>HIST 470</td>
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<td>HIST 471</td>
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<td>or ANTR 323</td>
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### Additional History Electives

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<tr>
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<td>IRISH HISTORY AND CULTURE</td>
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<td>HIST 445</td>
<td>HISTORY OF MODERN GERMANY</td>
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<td>HIST 448</td>
<td>FRENCH REVOLUTION AND NAPOLEON</td>
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<td>HIST 454</td>
<td>DIPLOMATIC HISTORY OF EUROPE, 1914 TO THE PRESENT</td>
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<td>HIST 457</td>
<td>20TH CENTURY RUSSIA</td>
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</tbody>
</table>

Total Credits: 65

Placement and Clearance Exams (p. 21)
History Minor

Note: at least 10 credits of coursework for the minor must be upper-division and at least 10 credits of this minor must be completed at Eastern Washington University.

Required Courses

Choose HIST courses from two or more areas on the Core Course Distribution List (U.S. History, European History, Global/Comparative History).

Total Credits 18

History/Secondary Minor

This minor satisfies the endorsement for grades 5–12.

Grade Requirements: this minor endorsement requires a grade ≥B- in all coursework done in the minor at Eastern.

Latin American and Iberian Studies Certificate

Stretching over twenty countries, from Mexico to Central America and the Caribbean to South America, Latin America is a major world region, neighbor to the United States and increasingly the point of origin for a significant number of Americans. Through growing hemispheric links such as NAFTA, CAFTA and the OAS, Latin America has been and will continue to be a major area of U.S. business, economic and political relations. The Latin American and Iberian Studies Certificate will provide the EWU student, and the Spokane metropolitan area, with the opportunity to gain a highly specialized and integrative knowledge of the internal and international issues related to Latin America and Iberia (Spain and Portugal), by focusing on culture, history, politics and language in a premier public university setting.

All courses for the certificate must be completed at EWU; transfer credits will not be accepted for certificate completion. Completion of this certificate will also satisfy the minor requirement for students completing majors where a minor is required.

Grade Requirements

• Acceptance to the certificate program requires that the student have at least a cumulative GPA ≥3.0 in all courses at EWU and the approval of the certificate coordinator.
• In no course required for the certificate can the student receive <B.
• All courses within the certificate must have a cumulative GPA ≥3.3.

Required Certificate Courses

Language requirement 15

Instruction in the Spanish, Portuguese or French languages through the Modern Languages and Literature language programs.

Required

<table>
<thead>
<tr>
<th>Course</th>
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<td>ANTR 322</td>
<td>ANTHROPOLOGY OF LATIN AMERICA</td>
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<td>HIST 365</td>
<td>LATIN AMERICAN HISTORY</td>
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<tr>
<td>HIST 493</td>
<td>CERTIFICATE SYNTHESIS AND ASSESSMENT</td>
<td>1</td>
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<td>or POLI 493</td>
<td>PORTFOLIO ASSESSMENT</td>
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Choose two courses from the following 9

Anthropology

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<tr>
<td>ANTR 312</td>
<td>GLOBALIZATION AND ITS DISCONTENT</td>
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<tr>
<td>ANTR 455</td>
<td>ARCHAEOLOGY OF MESOAMERICA</td>
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Chicano Studies
Public History Certificate

Public history describes the many applied history careers outside of secondary and collegiate teaching. Public historians work for museums, historic homes, libraries, archives and state and national parks; additionally, they work for local, state and federal governmental agencies. Public historians may apply their knowledge of the past to film, television or web production; they may work as freelance writers or in cultural resource management. The Public History Certificate will prepare students for these exciting career opportunities with a combination of practical coursework and field experiences. At least 21 credits for the certificate must be completed at EWU.

Grade Requirements: acceptance to the certificate program requires that the student have at least a cumulative GPA ≥3.0 and the approval of the certificate coordinator and the student must not earn <B in any course required for the certificate or <3.3 cumulatively for certificate courses.

Note: The Public History Certificate coordinator must approve all elective courses applied to completion of the requirements for the Public History Certificate. Depending on the student’s career goals, interdisciplinary courses applied to the Public History Certificate could focus on grant writing, Geographic Information Systems, web design, local government and history or other relevant topics. Interdisciplinary electives will normally be at the 300- or 400-level; at least five interdisciplinary electives will normally be at the 300- or 400-level; at least 5 credits must be HIST credits that were not applied to the completion of the student’s major requirements or to the Public History Certificate’s required core courses.

Required courses in this program of study may have prerequisites. Reference the course description section for clarification.

Required Core Courses

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<th>Course</th>
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<td>HIST 389</td>
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<td>HIST 395</td>
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<td>HIST 493</td>
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Interdisciplinary Electives may include the following and depend on the aspect of public history the student pursues.

<table>
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<th>Course</th>
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<td>JRN 475</td>
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<td>PLAN 465</td>
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Total Credits 35

- acquire basic communication skills in Spanish, French or Portuguese;
- apply knowledge of Latin American and Iberian history to interpret current political, social and cultural dynamics in Latin America and Iberia (Spain and Portugal) and in comparison to other world regions;
- apply normative and empirical tools to the study of Latin American and Iberian political, cultural and governmental realities, both past and present;
- attain advanced understanding of Latin America and Iberia, sufficient to enter graduate studies concerning the region, or a track wherein expertise in Latin America, Spain and/or Portugal is necessary;
- demonstrate awareness of the historical, social, cultural, geographic and political dynamics of the Latin American and Iberian countries (Latin America, Spain, and Portugal).
Student Learning Outcomes—students will

- communicate effectively with a non-academic or client-based audience;
- demonstrate knowledge of public history practice and techniques;
- demonstrate the ability to learn and communicate in multiple learning environments;
- demonstrate the ability to present original historical research to diverse audiences;
- learn the practice of public history through an applied internship.

History/Add-on Endorsement

For students who currently possess a Washington State Teaching Certificate.

This add-on satisfies the endorsement for grades 5–12.

**Grade Requirements:** this add-on endorsement requires a grade ≥B- in all coursework done in the add-on at Eastern.

**Required Courses**

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECON 100</td>
<td>GENERAL EDUCATION ECONOMICS</td>
<td>5</td>
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<tr>
<td>GEOG 101</td>
<td>FUNDAMENTALS OF HUMAN GEOGRAPHY</td>
<td>5</td>
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<tr>
<td>HIST 104</td>
<td>EAST ASIA: TRADITION AND TRANSFORMATION</td>
<td>5</td>
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<tr>
<td>or HIST 365</td>
<td>LATIN AMERICAN HISTORY</td>
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<tr>
<td>HIST 105</td>
<td>WESTERN HERITAGE: ORIGINS TO THE 18TH CENTURY</td>
<td>5</td>
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<tr>
<td>HIST 106</td>
<td>WESTERN HERITAGE: 18TH CENTURY TO THE PRESENT</td>
<td>5</td>
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<tr>
<td>or HIST 306</td>
<td>MODERN EUROPE</td>
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<tr>
<td>HIST 303</td>
<td>U.S. HISTORY 1607-1877</td>
<td>5</td>
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<td>HIST 304</td>
<td>U.S. HISTORY 1877-PRESENT</td>
<td>5</td>
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<tr>
<td>HIST 483</td>
<td>HISTORY AND GOVERNMENT OF THE PACIFIC NORTHWEST</td>
<td>5</td>
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<tr>
<td>POLI 100</td>
<td>MODERN GOVERNMENT IN AMERICAN CONTEXT</td>
<td>5</td>
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<tr>
<td>SOST 390</td>
<td>SOC STUDIES IN SEC SCHOOL</td>
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<td><strong>Total Credits</strong></td>
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**History, Master of Arts (MA)**

**General Requirements**

- Admission to the graduate program.
- No more than 11 credits of coursework may be taken at the 400-level.
- Undergraduate EWU history courses included in a master's program must be taught by the graduate faculty of the History Department.

**Grade Requirements:** all courses included in the student’s graduate program must be completed with a grade ≥B.

**Degree Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tr>
<td>HIST 501</td>
<td>INTRODUCTION TO HISTORICAL STUDIES</td>
<td>5</td>
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<tr>
<td><strong>Students must complete at least two graduate research seminars—choose from the following.</strong></td>
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<tr>
<td>HIST 512</td>
<td>BRITISH HISTORY</td>
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<td>HIST 544</td>
<td>DIGITAL HISTORY</td>
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<td>HIST 546</td>
<td>CULTURAL RESOURCE MANAGEMENT</td>
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<tr>
<td>HIST 590</td>
<td>HISTORICAL WRITING AND EDITING</td>
<td></td>
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<tr>
<td>HIST 596</td>
<td>EXPERIMENTAL COURSE</td>
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<tr>
<td><strong>Students must complete at least four graduate readings seminars—choose from the following.</strong></td>
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<tr>
<td>HIST 508</td>
<td>FALL OF THE ROMAN REPUBLIC</td>
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<td>HIST 515</td>
<td>INTRODUCTION TO WORLD HISTORY</td>
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<td>HIST 525</td>
<td>TOPICS IN GERMAN HISTORY</td>
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<td>HIST 527</td>
<td>COMPARATIVE SOCIAL HISTORY</td>
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<td>HIST 530</td>
<td>LATIN AMERICAN HISTORY</td>
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<td>HIST 534</td>
<td>19TH CENTURY AMERICA</td>
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<td>HIST 536</td>
<td>CONTEMPORARY AMERICAN HISTORY</td>
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<td>HIST 538</td>
<td>HISTORY OF THE AMERICAN WEST</td>
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<td>HIST 542</td>
<td>PUBLIC HISTORY</td>
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<td>HIST 548</td>
<td>INTRODUCTION TO ARCHIVES</td>
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<tr>
<td>HIST 596</td>
<td>EXPERIMENTAL COURSE</td>
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<td><strong>Total Credits</strong></td>
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**• General—This concentration is ideal for working teachers and other professionals who need a graduate degree to advance in their profession. Students are prepared via their successful completion of a written examination and an oral examination demonstrating extensive knowledge in two fields during their final quarter of graduate study.**
History (HIST)

HIST 102. WORLD HISTORY: TO 1500. 5 Credits.
This course surveys the major events, developments and personalities that have shaped the civilizations of the world from the first appearance of Homo sapiens to the start of the Renaissance. A comparative approach will be applied to the great themes of civilization with details from everyday life.

HIST 103. WORLD HISTORY; FROM 1500. 5 Credits.
This course surveys the major trends in world history from 1500 to 2000, emphasizing the expansion of Europeans around the globe since Columbus reached the New World and the effects on non-European peoples ever since. A comparative approach will be applied to the great themes of civilization with details from everyday life.

HIST 104. EAST ASIA: TRADITION AND TRANSFORMATION. 5 Credits.
Satisfies: a university graduation requirement—global studies.
The political, social, cultural and other aspects of the Chinese, Japanese and Korean heritage from antiquity to the present. The course deals with forces which shaped these Asian nations.

HIST 105. WESTERN HERITAGE: ORIGINS TO THE 18TH CENTURY. 5 Credits.
Satisfies: a BACR for social sciences.
The origins and early development of the political, social, cultural and other aspects of our Western heritage.

HIST 106. WESTERN HERITAGE: 18TH CENTURY TO THE PRESENT. 5 Credits.
Satisfies: a BACR for social sciences.
The political, social, cultural and other aspects of the western heritage from the 18th century. The course deals with the forces which shape the modern world.

HIST 110. AMERICAN EXPERIENCE: A SURVEY. 5 Credits.
Satisfies: a BACR for social sciences.
A broad survey of unique features of the American experience, this course examines the origins and development of the American social, economic and political heritage on the domestic and international scenes.

HIST 195. INTERNSHIP. 1-5 Credits.

HIST 197. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 2 Credits.

HIST 199. SPECIAL STUDIES. 1-5 Credits.

HIST 215. EARLY AFRICAN AMERICAN HISTORY: ANCIENT AFRICA TO THE END OF THE RECONSTRUCTION 1877. 5 Credits.
Satisfies: a university graduation requirement—diversity.
Examines the African American experience from African civilizations in the 4th century AD through slavery to the end of the Reconstruction era in the United States.

HIST 218. CHICANO HISTORY. 5 Credits.
Cross-listed: CHST 218.
Satisfies: a university graduation requirement—diversity.
The study of American history from the perspective of the African American experience since the end of the Reconstruction period.

HIST 220. AFRICAN AMERICAN HISTORY: POST CIVIL WAR TO PRESENT. 5 Credits.
Cross-listed: AAST 220, HONS 220.
Satisfies: a BACR for social sciences.
The study of American history from the perspective of the African American experience since the end of the Reconstruction period.

HIST 290. HISTORY TODAY: ISSUES AND PRACTICES. 5 Credits.
An introduction to history as a discipline, the theoretical issues relevant to the discipline today, and the organization of the history profession in the United States. Topics to be covered include: an overview of modern historiography; why historians interpret the past in different and often contested ways; problems of historical method, objectivity, causation, periodization and categories of historical analysis (such as nation-state, gender, race and class); and publications professional organizations, and careers in history.

HIST 296. EXPERIMENTAL COURSE. 1-10 Credits.

HIST 299. SPECIAL STUDIES. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Subjects studied vary according to faculty and student interest.

HIST 300. SPECIAL TOPICS IN HISTORY. 1-5 Credits.
A series of specialized studies of different areas of history, such as conservation, urban history, science, and technology. The topics are announced each quarter and may or may not be offered each year.

HIST 301. HISTORY OF THE PRESENT. 5 Credits.
Satisfies: a university graduation requirement—global studies.
The historical background of contemporary problems and events, such as the Arab-Israeli conflict. Topics vary with changes in the world situation.

HIST 303. U.S. HISTORY 1607-1877. 5 Credits.
This course is designed primarily, but not exclusively, for history majors and minors and required as part of the social studies major core. It examines aspects of this nation's political, economic, cultural, and social development from its time of English settlement to the end of Reconstruction.
HIST 304. U.S. HISTORY 1877-PRESENT. 5 Credits.
This course is designed primarily, but not exclusively, for history majors and minors and required as part of the social studies major core. It emphasizes American’s unfinished journey from the end of Reconstruction to the present. Emphasis is also given to the vast changes in American culture and society since the Civil War.

HIST 305. PATHS TO THE AMERICAN PRESENT. 5 Credits.
Pre-requisites: junior or senior class standing.
An advanced course emphasizing the historical roots of the reform tradition, the political system, the American role in world affairs, and the evolution of the American social structure.

HIST 306. MODERN EUROPE. 5 Credits.
A study of political, social, cultural, diplomatic, economic, and other issues in Europe of the 19th and 20th centuries.

HIST 310. IMPERIAL CHINA. 5 Credits.
Satisfies: a university graduation requirement—global studies.
This class surveys the imperial era of Chinese history from the Qin dynasty to the mid-Qing (221 BC–1800 AD).

HIST 311. COLONIALISM AND NATIONALISM IN SOUTHEAST ASIA. 5 Credits.
This is a comparative study of indigenous peoples in Southeast Asia and how they have reacted to European, American, Japanese and Soviet expansion into this region, focusing on the period 1500 to 2000. Students will be challenged to critically examine the long-term political, social and economic processes that have shaped the S.E. Asia of the present day.

HIST 313. ASIAN AMERICAN HISTORY. 5 Credits.
Satisfies: a university graduation requirement—diversity.
American history often focuses on the Atlantic migration and its consequences. Not all Americans have European origins. This course on the Pacific migration examines the experience of these Asian immigrants and their descendants in the U.S. from the 1840s to the present. The discussions give preference to six major ethnic groups: Chinese, Japanese, Filipino, Korean, Vietnamese, and Asian Indian and their collective history within the broad context of American history.

HIST 314. THE MIDDLE EAST: ANCIENT TO MODERN. 5 Credits.
Cross-listed: GEOG 334.
Examines the Middle East and its various ethnic, political, economic, religious and environmental conflicts from a geographic perspective. The course’s holistic combination of geographic and anthropological inquiry will offer insights into the natural environment and built environment interact and engage with the cultural and political landscapes of the Middle East.

HIST 315. AFRICAN HISTORY: ANCIENT AFRICA TO MANDELA. 5 Credits.
Cross-listed: AAST 315, HONS 315.
Satisfies: a university graduation requirement—global studies.
A survey of African history from prehistory to the present. Emphasizes earlier African civilizations, extensive contact with the outside world and the formation of African nations.

HIST 316. AMERICAN INDIAN HISTORY I. 5 Credits.
Cross-listed: IDST 316.
This course introduces students to an overview of American Indian history through major themes which include impact and response to European contact, conquest and colonization, empire building, removal and dispossession from traditional lands, treaty making and the origins of Federal Indian Policy.

HIST 317. AMERICAN INDIAN HISTORY II. 5 Credits.
Cross-listed: IDST 317.
This course introduces students to an overview to American Indian history from 1887 to the present. Major themes covered in this course include but not limited to questions regarding history as a discipline, origins of indigenous peoples, impacts and responses to colonization and genocide, beginning from assimilationist policies, self-determination, termination and relocation, Red Power movement, gender, sovereignty, identity, land, environment and current issues facing American Indian peoples and communities today.

HIST 320. MIDDLE EASTERN HISTORY AND CULTURE. 5 Credits.
Cross-listed: GEOG 320.
Examines the various ethnic, religious and national communities of the Middle East in historical and contemporary context.

HIST 334. THE HISTORICAL GEOGRAPHY OF CANADA. 4 Credits.
Cross-listed: GEOG 334.
Canada occupies a strategic place in world geography owing to its central location with regard to Europe, Asia and the United States, its resource base, its role in regional and world organizations and the distinctive national characteristics and traditions that its peoples have developed. This course provides an overview of the major geographic regions of Canada based on physical environments, history, settlement patterns, natural resources, transportation and industry, urbanization and cultural and ethnic diversity.

HIST 336. GEOGRAPHIES OF CONFLICT IN THE MIDDLE EAST. 5 Credits.
Cross-listed: GEOG 336.
Examines the Middle East and its various ethnic, political, economic, religious and environmental conflicts from a geographic perspective. The course’s holistic combination of geographic and anthropological inquiry will offer insights into the natural environment and built environment interact and engage with the cultural and political landscapes of the Middle East.

HIST 338. DISCOVERING WOMEN IN SCIENCE. 1 Credit.
The course uses several scientific themes to rediscover from the past and find in contemporary research, the women who have made significant contributions to science.

HIST 341. RENAISSANCE AND REFORMATION. 5 Credits.
Pre-requisites: HIST 105 or permission of the instructor.
History of Europe from the 14th through the 16th centuries. This course examines the religious, artistic, and intellectual developments of the period in their social and political context.

HIST 350. WAR AND SOCIETY. 5 Credits.
Satisfies: a university graduation requirement—global studies.
A survey of military technology, strategy and tactics and their relationship to non-military aspects of society from the Middle Ages to the present. Emphasis is on European land warfare, but aerial, naval and non-European aspects are not excluded.

HIST 351. GENDER AND TOTAL WAR. 5 Credits.
Cross-listed: WMST 351.
This course explores the relationship between social constructions of gender and the history of war in the 20th century. Topics include how gender is used to justify war and the use of gender ideologies in pacifist movements. The course also looks at ways that individual men and women experienced war and war’s effects on the social, sexual, psychological, political and economic aspects of individuals’ lives.

HIST 352. VIETNAM WARS, 1945–1975. 5 Credits.
An examination of the wars of independence that convulsed Vietnam between 1945 and 1975, including their origins in French colonialism, support for “nation building” in the client state of South Vietnam after the defeat of the French, the Cold War decisions for military intervention by the United States, French, U.S., and Vietnamese strategies for fighting the wars, and the effects produced by the wars on both Vietnamese and American society.
HIST 357. RUSSIA TO 1905. 5 Credits.
Pre-requisites: junior standing.
The history of Russia from state foundation to the 1905 revolution. Major topics include: Russia’s position between East and West; social and cultural developments; efforts at political and social reform; and the creation of the revolutionary movement.

HIST 360. HISTORY OF SPAIN. 5 Credits.
A history of Spain from pre-Roman times to the present, with special emphasis on the Imperial Hapsburg years, the Bourbon Enlightenment, and the Napoleonic era. Implicit inclusion of the concurrent developments of Western civilization.

HIST 365. LATIN AMERICAN HISTORY. 5 Credits.
Satisfies: a university graduation requirement—global studies.
Covers Spanish and Portuguese conquests in the Western hemisphere and the formation of a new civilization. The Hispanic colonial centuries, the revolutions for independence and subsequent experiences with dictatorships and democracy punctuate dramatic and distinct histories.

HIST 373. HIST OF AMERICAN WILDERNESS. 5 Credits.
The course explores the ways men and women have lived in and thought about their natural environment in the United States. It begins with the colonists, who thought of the wilderness as a realm to conquer, and concludes with the contemporary American environmentalists, who seek to preserve the wilderness.

HIST 382. 20TH CENTURY GERMANY, FROM WORLD WARS TO COLD WAR. 5 Credits.
Cross-listed: GERM 382.
Notes: GERM 383 is a companion course.
Pre-requisites: ENGL 201 or permission of the instructor.
Satisfies: a university graduation requirement—global studies.
This interdisciplinary course introduces students to central problems in German history and culture, from the end of World War I to the end of the Cold War. Topics addressed include: the impact of World War I on German National Identity; Avant-garde culture in the Weimar Republic; the rise of Fascism and daily life in Nazi Germany; the Holocaust; cultural and political divides between East and West Germany.

HIST 389. PUBLIC HISTORY. 5 Credits.
Notes: required of students in public history field.
Pre-requisites: one course in or cross-listed with HIST recommended. Research using regional public and private collections to prepare both the general historian and the urban and regional planner for service in the fields of local history, museology and historic preservation.

HIST 390. HISTORIAN AS DETECTIVE. 5 Credits.
Pre-requisites: HIST 290 or HIST 389 and junior standing; or permission of instructor.
This seminar is designed to help advanced history students develop the skills needed to conduct primary-source research and write successful papers. This course prepares students for work in other advanced history courses, in the history capstone course, writing papers for academic conferences and for graduate study in history and related fields.

HIST 392. WOMEN IN THE AMERICAN WEST. 5 Credits.
Cross-listed: WMST 392.
Pre-requisites: junior standing.
This course examines the lives of frontier women using a variety of primary sources (letters, diaries, oral histories), as well as secondary sources (books, articles, movies, tapes).

HIST 394. WOMEN IN AMERICAN HISTORY. 5 Credits.
Cross-listed: WMST 394.
Pre-requisites: junior standing.
Satisfies: a university graduation requirement—diversity.
Brings to life and surveys the accomplishments of the lost women of our past from colonial times to the present. Society’s definition of the nature of women and their proper roles is examined as well as the actual life conditions of women and the social and economic functions they performed.

HIST 395. HISTORY INTERNSHIP. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
An opportunity for history students to work with historical agencies. Individual learning and career development contact is coordinated through the EWU Center for Extended Learning.

HIST 396. EXPERIMENTAL COURSE. 1-5 Credits.
HIST 398. SEMINAR. 1-5 Credits.
HIST 399. DIRECTED STUDY. 1-10 Credits.
HIST 405. WOMEN AND MEN IN HISTORY. 1 Credit.
Cross-listed: WMST 405.
This course provides a solid foundation in the ethics and practice of oral history. Students learn the steps involved in co-creating primary historical documents through personal interviews. All students are required to prepare an interview suitable for preservation in a local archival repository.

HIST 406. DARWIN AND HIS DISCONTENTS. 5 Credits.
Pre-requisites: junior standing or permission of instructor.
This course introduces the Evolution-Creation controversy, including the subfields of intellectual, cultural, scientific, legal, religious and political history. The course includes precursors to Darwin, Darwin’s discovery of evolution through natural selection, evolution’s reception by scientific and religious communities, the modern synthesis of evolutionary biology, legal challenges to teaching evolution and creationism in public schools, intelligent design and Kuhnian philosophy of science.

HIST 407. HOMETOWN HISTORY. 5 Credits.
Pre-requisites: HIST 110 and permission of instructor.
This course prepares students for jobs in public history. Students research and investigate problems in the practice of local history. The course is tailored for students specializing in public history.

HIST 409. ORAL HISTORY. 5 Credits.
Pre-requisites: junior standing and permission of the instructor.
This course provides a solid foundation in the ethics and practice of oral history. Students learn the steps involved in co-creating primary historical documents through personal interviews. All students are required to prepare an interview suitable for preservation in a local archival repository.

HIST 410. CHINA IN 19TH AND 20TH CENTURIES. 5 Credits.
A political, economic, and diplomatic consideration of China from the late Qing Dynasty, with particular emphasis on the rise of Chinese nationalism and communism as an aftermath of Western and Japanese imperialism in China.
HIST 411. DEMOCRACY AND HUMAN RIGHTS IN ASIA. 5 Credits.
This course examines the pitfalls, challenges and successes of using Western standards and practices for judging Asian governments. By understanding the history of government, crime and punishment, women’s roles, and relations between rulers and the ruled over the past 2,000 years in East and Southeast Asia, a better understanding of the complexity of these issues will result.

HIST 412. ANCIENT ALIEN AND ALTERNATIVE HISTORY THEORIES. 5 Credits.
Pre-requisites: ENGL 201.
This course examines a variety of megalithic structures through three lenses: the orthodox, the extreme alternatives and a middle ground between the two. The course is an intellectual exercise challenging students to think critically about how our knowledge of the remote human past is neither fixed nor stagnant.

HIST 416. MODERN JAPAN. 5 Credits.
Satisfies: a university graduation requirement—global studies.
History of Japan as traditionalism is modified and the modern nation emerges, from the 17th century to the present.

HIST 425. GREEK HISTORY TO 400 BC. 5 Credits.
Ancient Greece from earliest times to 400 B.C. The art, archaeology, and history of the Golden Age of Athens.

HIST 426. HELLENISTIC GREECE. 5 Credits.
The history of ancient Greece from 400 B.C. to 30 B.C. This course will focus on Alexander the Great and the results of his conquests. The course covers the period from the end of the Peloponnesian War to the conquest of the East by Rome.

HIST 427. ROMAN REPUBLIC. 5 Credits.
The course begins with the earliest settlements in Italy and follows the Western Greeks, Etruscans, Carthage and the foundations of Rome to 30 B.C. the beginning of the reign of Augustus.

HIST 428. ROMAN EMPIRE. 5 Credits.
The history of Rome from Augustus to Constantine the Great (30 B.C. - 337 A.D.). The course includes cultural as well as political developments.

HIST 429. ANCIENT NEAR EAST. 5 Credits.
An intensive study of the ancient Near East including Mesopotamia, Egypt, the Indus Valley, and Assyria.

HIST 430. HISTORY OF ENGLAND TO 1603. 5 Credits.
Various aspects of English history from the Roman conquest to 1603. Attention is given to social, cultural, economic, and constitutional developments.

HIST 431. HISTORY OF ENGLAND 1603-1870. 5 Credits.
A history of England from 1603 to the late Victorian period, including a study of the cultural, economic and constitutional developments of the period.

HIST 432. MODERN BRITAIN SINCE 1870. 5 Credits.
From Victorian England, this course includes a consideration of the 19th century background. Stress is on the transition of Great Britain from the leading European naval, imperial and commercial power to a less certain position today in relation to Europe and the world.

HIST 433. BRITISH EMPIRE SINCE 1850. 5 Credits.
FALL/SPRING-ALTERNATE YEARS From Victorian England to the aftermath of World War II, this course examines British Imperialism from its peak through the years of decolonization.

HIST 435. IRISH HISTORY AND CULTURE. 5 Credits.
Pre-requisites: 5 credit hours of anthropology or 5 credit hours of history or advanced standing with permission of the instructor.
This course examines various aspects of Irish history and culture from prehistory to the present. Attention is given to religious, social, cultural, economic and political institutions and developments.

HIST 436. POLITICS OF CULTURE: ISRAEL AND PALESTINE. 5 Credits.
Cross-listed: GEOG 436.
Examines the role of culture in the political struggles between Israelis and Palestinians. Explores the influence of national, religious, ethnic and historical narratives in the conceptualization of the Israeli-Palestinian conflict. This course will consider how a detailed knowledge of these ‘politics of culture’ can provide meaningful insights to potential avenues of cultural reconciliation and, ultimately, a more peaceful environment for Israelis and Palestinians.

HIST 437. WOMEN AND ISLAM. 5 Credits.
Cross-listed: GEOG 437, WMST 437.
Pre-requisites: junior or senior standing.
This course examines the status and identity of women in Islamic communities throughout the world and assesses how different interpretations of Islam, as a simultaneous religious, social, cultural, political and economic system, influences perceptions of women within Islamic communities. It further considers the perceptions of Islam vis-à-vis women and Islamic women themselves by non-Muslim communities.

HIST 438. PEACE, VIOLENCE AND CULTURE. 5 Credits.
Cross-listed: GEOG 438.
Pre-requisites: junior or senior standing.
This course is a collective exercise in critical thinking on the intersection and interaction of peace, violence and culture. It explores the cultural dimensions of peace and violence, including the role of culture in defining and understanding the manifestation and enactment of peace and violence both by and against individuals as well as groups.

HIST 440. HISTORY OF WORLD WAR I. 4 Credits.
Pre-requisites: basic skills clearance in English composition or permission of the instructor.
The history of World War I, including the campaigns and major battles in all theaters, the technology, the diplomacy, and the impact on the politics, society, economy, industry and other aspects of various home fronts.

HIST 441. HISTORY OF WORLD WAR II. 4 Credits.
Pre-requisites: basic skills clearance in English composition or permission of the instructor.
The history of World War II, including the campaigns and major battles in all theaters, the war in the air and at sea, the technology, the diplomacy, and the impact of the war on the politics, society, economy, industry, and other aspects of various home fronts.

HIST 444. HISTORY OF MODERN GERMANY. 5 Credits.
History of Germany in the 19th and 20th centuries.

HIST 448. FRENCH REVOLUTION AND NAPOLEON. 5 Credits.
The history of the French Revolution and Napoleon, from the development of conditions leading to the Revolution through the Congress of Vienna. Emphasizes political, military and diplomatic developments.

HIST 454. DIPLOMATIC HISTORY OF EUROPE, 1914 TO THE PRESENT. 5 Credits.
Satisfies: a university graduation requirement—global studies.
European diplomatic history from World War I to the present.
HIST 457. 20TH CENTURY RUSSIA. 5 Credits.
Russia in a century of unrest. The course will explore the intent and results of revolution, including the Marxist victory in 1917 revolution from above

HIST 461. COLONIAL LATIN AMERICA. 5 Credits.
An outline of the Spanish and Portuguese conquests in the Western hemisphere, and the two countries' political, economic, and social development. An emphasis upon the process by which they attained independence.

HIST 463. CULTURAL HISTORY OF LATIN AMERICA. 5 Credits.
Focuses on the evolution of institutions in Hispanic America related to the thought of their day.

HIST 464. HISTORY OF MEXICO. 5 Credits.
A study of Mexico from pre-conquest times to the present. Attention is given to social, cultural, and political developments with special emphasis on the National Period.

HIST 465. SLAVERY IN THE NEW WORLD. 5 Credits.
Cross-listed: AAST 465.
This course traces new world slavery from its origins in the islands off the west coast of Africa to the end of slavery in United States, Cuba and Brazil in the late nineteenth century. Topics covered include the Atlantic slave trade, the effects of the slave trade on Africa, the Haitian Revolution, slavery and the Enlightenment philosophies, the profitability of slavery and the abolition movement.

HIST 466. SLAVERY IN THE U.S.. 5 Credits.
Cross-listed: AAST 466.
This course covers the rise and fall of slavery in the United States and its colonial antecedents. Topics include the transition from indented servitude to slavery in the Chesapeake in the 1680s, the role slaves played on both sides of the Revolutionary War, the rise of the Cotton Kingdom, the political controversy over slavery, the rise of the abolition movement and the disintegration of slavery during the Civil War.

HIST 468. HISTORY OF MODERN AMERICAN WOMEN. 5 Credits.
Pre-requisites: junior standing.
This course explores the history of women in America from the 1900s to the present through the use of a wide range of contemporary documents that allow a variety of women of the immediate past to speak for themselves.

HIST 469. BUILT ENVIRONMENTS OF NORTH AMERICA: SYMBOL AND STRUCTURE. 3 Credits.
Cross-listed: GEOG 469, PLAN 469.
Pre-requisites: GEOG 101 or permission of the instructor.
This course is a survey of North American architectural landscapes from the colonial period to the present. This course will examine such topics as the diffusion of major styles of residential, commercial and public architecture across the continent, the relationship of geology and climate to the availability of building materials and technology and the effect of these on the human built environment, especially in the Pacific Northwest. Special emphasis will be placed on the visual differentiation of building styles and the symbolic, political and philosophical foundations of architectural form and decoration.

HIST 470. COLONIAL AMERICA, 1607-1763. 5 Credits.
The development of American life, thought and institutions from the earliest settlements to the end of the French and Indian War. Topics include Puritanism, colonial wars, Native Americans and the family.

HIST 471. AMERICAN REVOLUTION, 1763-1824. 5 Credits.
Surveys the history and consequences of the American Revolution. Course begins with the colonies in the British imperial system, explores the reasons for revolt and covers the military, political and social history of the Revolution. Students investigate the need for and the nature of the new constitution, then move forward through the presidencies of the revolutionary generation to the Monroe Doctrine and the election of 1824.

HIST 473. THE AGE OF JACKSON. 5 Credits.
The causes, course, and effects of the Jacksonian Revolution, especially in their effect upon the development of the course of American nationality.

HIST 475. CIVIL WAR AND RECONSTRUCTION. 5 Credits.
The struggle over slavery and attendant problems. Particular emphasis is given to the philosophy and statesmanship of Abraham Lincoln.

HIST 478. CONTEMPORARY AMERICA. 5 Credits.
A consideration of United States history in recent decades. Attention is given to the United States’ position as a world leader, the interplay of foreign and domestic affairs and the oscillations of U.S. policy in recent times.

HIST 480. NATIVE AMERICAN ORAL TRADITION. 5 Credits.
Pre-requisites: junior standing.
This course expands the students' understanding of the past through the inclusion of indigenous perspectives. Students will examine the use of oral traditions/histories, particularly the contestation regarding their validity as legitimate, historical sources. This course also examines the evolution of tribal and oral traditions from early records of their existence to the modern issues surrounding their use and maintenance. Students are introduced to the issues, ethics and protocol when working with tribal members and communities.

HIST 481. HISTORY OF AMERICAN FOREIGN RELATIONS FROM 1898. 5 Credits.
A topical approach to the expansion of America's open-door empire from 1898 to the present, with emphasis on the patterns of U.S. intervention around the globe, the impact of World Wars, and the history of the Cold War.

HIST 482. HISTORY OF AMERICAN WEST. 5 Credits.
This course surveys the development of the American West from the wilderness to a distinctive region. It emphasizes the place and peoples, and examines the region's role in the history of the United States.

HIST 483. HISTORY AND GOVERNMENT OF THE PACIFIC NORTHWEST. 5 Credits.
An intensive study of the principal events and institutions of the four states comprising the Pacific Northwest and especially of their relations to the Federal Union. A comparative analysis of British Columbia is also included.

HIST 487. ECONOMIC HISTORY OF THE UNITED STATES. 5 Credits.
Cross-listed: ECON 412.
Pre-requisites: junior standing.
Economic development of the United States from the early colonial period to the present; explorations, westward movement, labor, rise of great industries, world trade, and post-war economic problems.

HIST 490. SENIOR CAPSTONE SEMINAR. 5 Credits.
Pre-requisites: senior standing, declared history major, HIST 290 or HIST 390 or instructor permission.
Satisfies: a university graduation requirement—senior capstone.
Senior Capstone Seminar includes a major history paper and end-of program assessment.
HIST 493. CERTIFICATE SYNTHESIS AND ASSESSMENT. 1 Credit.
Pre-requisites: permission of the instructor.
Advised by the certificate coordinator, the student will compile an
assessment portfolio of significant assignments completed during the
relevant certificate program at EWU. The student will also produce a
paper addressing her or his experiences in the certificate program as
a means of guided academic and/or career planning. Taken during the
term in which the student expects to complete the requirements for the
certificate, this independent study course allows the student to engage
in portfolio development and summative assessment of the certificate
program.

HIST 495. HISTORY INTERNSHIP. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college
dean.
An opportunity for history students to work with historical agencies.
Individual learning and career development contact is coordinated
through the EWU Distance and Extended Learning Office.

HIST 496. EXPERIMENTAL COURSE. 1-10 Credits.

HIST 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5
Credits.

HIST 498. SEMINAR. 1-5 Credits.

HIST 499. DIRECTED STUDY. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college
dean.
Directed study and research projects in various fields of history. Limited
to senior and graduate students.

HIST 501. INTRODUCTION TO HISTORICAL STUDIES. 5 Credits.
A seminar on the nature and problems of historical study with an
emphasis on recent historiographical trends and research methods.

HIST 506. CULTURE AND POLITICS IN ANCIENT GREECE. 5 Credits.
This is a reading course in ancient Greek history. Students will be
exposed to both primary or ancient sources, as well as the most recent or
pertinent scholarship in this area. Contents will focus upon economics,
war and religion with special emphasis placed upon the development of
the world's first democracy.

HIST 508. FALL OF THE ROMAN REPUBLIC. 5 Credits.
This course will explore the unique factors within the Roman social
structure, which encouraged ceaseless warfare, leading to the
accumulation of the largest empire of the ancient world. This course
will explore the fact that military necessity allowed the creation of a
republican state, while military reality allowed that republican state to be
torn down and a totalitarian dictatorship to emerge.

HIST 512. BRITISH HISTORY. 5 Credits.
Pre-requisites: permission of the instructor.
The study and analysis of a number of works by different authors
representing a variety of views and interpretations of British history.

HIST 515. INTRODUCTION TO WORLD HISTORY. 5 Credits.
Pre-requisites: HIST 501 or permission of the instructor.
Since the establishment of the World History Organization in 1982,
World History has emerged as a prominent subfield in the broader
discipline of history. This reading seminar provides an understanding of
the methodological and theoretical parameters of this new and exciting
historical direction.

HIST 517. ISLAM IN CONTEMPORARY PERSPECTIVE. 5 Credits.
Pre-requisites: HIST 501 or permission of the instructor.
The course briefly considers the historical rise of Islam as a set of social,
cultural, religious and political practices and then delves deeper into how
these beliefs, traditions and practices interact with the contemporary,
globalized world. In addition, the course examines and critiques
conventional notions of Islam in order to find ways to create bridging
dialogues between Muslim and non-Muslim communities.

HIST 525. TOPICS IN GERMAN HISTORY. 5 Credits.
Pre-requisites: permission of instructor.
This graduate reading course introduces students to a central topic in
German History from the Middle Ages to the present. Such topics include:
the Holocaust and modern Genocide; Popular Revolutions; Gender; Cities
and Urban life; Capitalism; Consumer Society; Modernism in culture and
the arts. Students will read important English-language scholarship
on the quarter’s topic, complimented by additional readings on the
historiography of the topic from European and/or global perspectives.

HIST 527. COMPARATIVE SOCIAL HISTORY. 5 Credits.
Pre-requisites: permission of the instructor.
A reading seminar focused on the sources and methods used to
understand the historical significance of ordinary people’s lives.

HIST 530. LATIN AMERICAN HISTORY. 5 Credits.
Pre-requisites: permission of the instructor.
Readings on problems in Latin American History from colonial times, with
the object of expanding the student’s understanding of factual material
as well as interpretation and bibliography.

HIST 532. AMERICAN COLONIAL AND REVOLUTIONARY HISTORY. 5
Credits.
Pre-requisites: permission of the instructor.
A survey of problems of research and interpretation in American History
to 1783Prerequisite: permission of the instructor.

HIST 534. 19TH CENTURY AMERICA. 5 Credits.
Pre-requisites: permission of the instructor.
A survey of problems of research and interpretation in the era from
Jackson through Reconstruction, with the objective of preparing the
student to conduct original research in the field.

HIST 536. CONTEMPORARY AMERICAN HISTORY. 5 Credits.
Pre-requisites: permission of the instructor.
Readings in selected topics relating to contemporary America.

HIST 538. HISTORY OF THE AMERICAN WEST. 5 Credits.
Pre-requisites: permission of the instructor.
The participants in this reading course will be expected to investigate
and analyze original documents and secondary accounts.

HIST 540. WOMEN IN U.S. HISTORY. 5 Credits.
Pre-requisites: permission of the instructor.
Readings and problems in the history of women in the United States. The
course is designed to prepare students for more specialized research in
the field.

HIST 542. PUBLIC HISTORY. 5 Credits.
Pre-requisites: permission of the instructor.
Research using regional public and private collections to prepare both
the general historian and the urban and regional planner for service in the
fields of local history museology, and historic preservation. Required of
students in public history field.

HIST 544. DIGITAL HISTORY. 5 Credits.
Readings on developments in the digital turn of history, preparing
students to be historians in the 21st century.
HIST 546. CULTURAL RESOURCE MANAGEMENT. 5 Credits.
This course will acquaint students with cultural resources management through reading, completion of projects, and written assignments.

HIST 548. INTRODUCTION TO ARCHIVES. 5 Credits.
This course will provide a historical background to archival administration as practiced in the United States.

HIST 550. GRADUATE RESEARCH SEMINAR. 5 Credits.
Pre-requisites: permission of the instructor.
The Research Seminar introduces graduate students to advanced techniques in primary source research in history. With guidance from the instructor and appropriate faculty members, students must find a suitable topic for research, complete with a historiographical justification. Students must conduct primary source research on their topic with special focus on printed sources—periodicals, newspapers, diaries, and manuscripts—available through interlibrary loan. Students will prepare a historiographical essay, an annotated bibliography, and a detailed outline of their project. Moreover, students must give evidence of substantial research in the relevant primary sources.

HIST 590. HISTORICAL WRITING AND EDITING. 5 Credits.
This course sharpens students' research and writing skills and leads them into the realm of actual writing, editing and typesetting of historical articles for publication. The key feature of the class is a hands on* approach to "historical publication.

HIST 595. INTERNSHIP. 1-15 Credits.

HIST 596. EXPERIMENTAL COURSE. 1-10 Credits.

HIST 597. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
Notes: only one workshop course for up to 3 credits may be used to fulfill graduate degree requirements.

HIST 598. GRADUATE WRITING SEMINAR. 5 Credits.
Pre-requisites: HIST 550 and permission of the instructor.
Writing seminar involving presentation and critique of research papers.

HIST 599. INDEPENDENT STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

HIST 600. THESIS. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
A bound research study conducted as partial fulfillment of a master's degree under the direction of a graduate committee.

HIST 601. RESEARCH PROJECT. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
A research study in lieu of a bound thesis conducted as partial fulfillment of a master's degree under the direction of a graduate committee.

HIST 602. EXAM PREPARATION. 5 Credits.
Pre-requisites: submission and approval of candidacy form; permission of the instructor, department chair and college dean.
Directed course of reading and study under the direction of a faculty member serving on the student's comprehensive examination committee (General Concentration).

HIST 694. HISTORY INTERNSHIP. 2-5 Credits.
Notes: graded Pass/No Credit.
Pre-requisites: permission of the department chair.
This program will stress application of history to potential vocational opportunities by providing supervised work experiences in cooperating agencies. Internships may be created in several fields; one such program will be a museum internship; others may be created in archives and libraries.
Humanities
Grant Smith, Coordinator
department page (http://www.ewu.edu/cale/programs/humanities)
229j Patterson
509.359.6023

Faculty
Varies.

Undergraduate Degrees
Bachelor of Arts (BA)
Humanities (p. 355)

Minor
Humanities (p. 356)

Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.

Undergraduate Programs
Study of the humanities is distinguished by an interest in the human aspect of all knowledge. The humanities are therefore broad in nature and a variety of individual programs can be designed for students who want a non-vocational, liberal arts background.

Each student majoring in humanities is expected to give careful attention to the relationships among the courses chosen for major and supporting purposes and he or she should consult with the program coordinator frequently regarding the most effective means for achieving a synthesis.

The following distribution requirements are expected to meet the needs of most students; other patterns may be developed with approval of the program coordinator. In addition to the courses listed below, individual study of the classical languages, Greek and Latin, may be arranged.

The Humanities program offers two minors—a 20 credit minor in Humanities proper and 21–25 credit minor in Religious Studies.

Humanities Major, Bachelor of Arts (BA)
Mission Statement: the Humanities Program develops students’ understanding of how cultural values are expressed in art, music, philosophy, and literature and enhances their verbal and analytical skills.

Notes:
• because this is an interdisciplinary major, all students are required to consult with the program coordinator when selecting courses for this major;
• 64 credits must be earned in courses not used for BACRs;
• two years of a single high school foreign language or one year of a single college level foreign language is required.

Required Courses
Fine Arts—choose two or three courses from the following
10

Art Department and/or Music Department and/or Theatre Department
Literature—choose two or three courses from the following
10
English Department and/or Modern Languages and Literatures Department and/or Humanities
Philosophy—choose at least two courses from the following
10
Department of Philosophy and/or Humanities
Social Sciences—choose two or three courses from the following
10
Geography/Anthropology Department (courses in anthropology) and/or Economics Department and/or Political Science Department and/or History Department and/or Psychology Department and/or Sociology Department
Electives required in the major
20
Choose any HUMN courses not used for BACRs. These courses may be taken from the participating departments’ offerings or from the Humanities program itself. Consult with the program coordinator.

Capstone
HUMN 491 SENIOR THESIS 4
or ITGS 400 INTERDISCIPLINARY SR CAPSTONE

Total Credits
64

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)
Humanities and Arts (p. 35)
Natural Sciences (p. 35)
Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)
Foreign Language
Minor or Certificate
Diversity Course List (p. 37)
Global Studies Course List (p. 37)
Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).
Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).
Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

• demonstrate basic knowledge of the development of Western Civilization, including the influence on the culture from other civilizations;
• demonstrate knowledge of the different areas and functions of a library and demonstrate practical use of information resources in simple but independent research;
• distinguish basic forms and strategies of philosophy, literature and at least one of the arts and social sciences;
• interpret experiences and information differentially, incorporating perspectives of those who are different in cultural background, age, abilities, ethnicity, gender or sexual orientation;
• write clear and effective English in a variety of rhetorical contexts.

Humanities Minor

A Humanities minor is designed for students who wish to broaden and deepen their understanding and skills in selected areas of the traditional liberal arts.

Notes:

• HUMN courses emphasize analysis, history and theory of a subject;
• practicums, workshops, internships, studio and applied courses are usually not applicable;
• students should seek prior approval of the program coordinator for course selections.

Required Courses—in addition to courses used for GECRs

Choose from at least two of these areas: Fine Arts—Literature—Philosophy

Select 5 credits, elective, in one of the three areas listed above or in another area of study (e.g., social sciences)

At least 10 credits must be at the 300-level or above

No more than 10 credits may be counted from any one department except HUMN

Total Hours

Humanities (HUMN)

HUMN 101. INTRODUCTION TO WOMEN’S AND GENDER STUDIES. 5 Credits.
Cross-listed: WMST 101.
Satisfies: a university graduation requirement—diversity.
This course introduces students to major issues, concepts, and terminology central to the field of Women’s and Gender Studies. Throughout the term, we will critically engage with social, cultural and historical ideas about what it has meant to be fe/male, how these ideas shape everyday life experiences, and what consequences this has on relationships, work and the structuring of a society.

HUMN 196. EXPERIMENTAL COURSE. 1-5 Credits.

HUMN 202. THEATRE IN THE HUMANITIES. 5 Credits.
Satisfies: a BACR for humanities and arts.
Elements of theatre, dramatic structure, types and styles; tradition, values and ideas of the theatre and humanity’s relationship to it.

HUMN 210. CLASSICS IN LITERATURE. 5 Credits.
Satisfies: a BACR for humanities and arts.
Studies works generally considered among the best and most typical of the early (e.g., Hebrew and Greco-Roman) expressions of Western culture and traditions. Discusses the development of specific themes and ideas (e.g., humanism) as they are found in several different works.

HUMN 211. MASTERPIECES OF THE WESTERN WORLD. 5 Credits.
Satisfies: a BACR for humanities and arts.
Literary works selected from the Early Middle Ages through the Renaissance which illustrate themes and ideas central to Western culture, especially the interaction of faith and individualism.

HUMN 212. MUSIC IN THE HUMANITIES. 5 Credits.
Cross-listed: MUSC 212.
Satisfies: a BACR for humanities and arts.
This course is a survey with primary focus on Western classical music in terms of humanistic development with emphasis on musical style and structure and relations with the other arts.

HUMN 213. ART IN THE HUMANITIES. 5 Credits.
Cross-listed: HONS 213, ART 213.
Satisfies: a BACR for humanities and arts.
A survey of cultural interrelationships of the arts, emphasizing the visual arts of painting, sculpture and architecture.

HUMN 214. AFRICAN AMERICAN CULTURE AND EXPRESSIONS. 5 Credits.
Cross-listed: HONS 214, AAST 214.
Satisfies: a university graduation requirement—diversity.
An interdisciplinary survey of African American culture beginning with ancient African history and traditions through contemporary issues in the African American experience. Attention given to basic principles of history, sociology, political science, economics and the arts in the study of the dynamics of the African American culture.

HUMN 215. INTRODUCTION TO RELIGION. 5 Credits.
Satisfies: a BACR for humanities and arts.
An introduction to the range of basic conceptual, historical, comparative, cultural and methodological issues in religion.

HUMN 270. GREAT WORLD VIEWS. 5 Credits.
Satisfies: a BACR for humanities and arts.
An analysis of selected writings from the viewpoint of what is said about human nature, the scheme of things and man’s place in that scheme. Emphasis on rational reflection and the relation of various philosophies to the life and conduct of the student.

HUMN 290. ARTS AND IDEAS. 5 Credits.

HUMN 291. SEMINAR. 1-5 Credits.

HUMN 292. DIRECTIONS OF STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Special humanities studies vary according to faculty and student interests.

HUMN 303. SURVEY OF THEATRE HISTORY. 5 Credits.
Cross-listed: THTR 303.
Pre-requisites: THTR 202 or upper class standing.
Surveys the major periods of Western theatre from Greek to modern trends.
HUMN 310. ISSUES IN WOMEN’S AND GENDER STUDIES. 4 Credits.
Cross-listed: WMST 310.
Satisfies: a university graduation requirement–diversity.
Issues in Women’s and Gender Studies is an interdisciplinary course focusing on women and gender within a social, cultural, and political context. We will explore the ways that our notions of gender affect the roles, socialization, status, experiences, and conditions of those who identify as women in particular and all human beings in general.

HUMN 311. AFRICAN AND AFRICAN AMERICAN ART HISTORY. 5 Credits.
Cross-listed: ART 311.
Satisfies: a university graduation requirement–diversity.
Surveys visual arts from prehistoric Africa to the modern African artist.

HUMN 315. EAST-WEST PHILOSOPHIES AND RELIGIONS. 5 Credits.
Satisfies: a university graduation requirement–global studies.
Comparative study of the world’s theological systems in their philosophical, historical and ethical contexts.

HUMN 319. LGBT+ STUDIES. 5 Credits.
Cross-listed: WMST 319.
Pre-requisites: ENGL 201.
Satisfies: a university graduation requirement–diversity.
This course consists of a scholarly examination of lesbian, gay, bisexual, and transgender identities from a variety of disciplinary perspectives.

HUMN 320. THE HUMAN PROSPECT. 5 Credits.
Cross-listed: BIOL 320.
Pre-requisites: sophomore standing.
Satisfies: a university graduation requirement–global studies.
Explores the biological and philosophical roots of humans’ relationship with the environment.

HUMN 339. SPECIAL TOPICS. 2-5 Credits.
Notes: may be repeated for credit for different topics or titles.
Variable topics.

HUMN 381. NATIONALISM AND RACISM IN CENTRAL EUROPEAN FILM. 4 Credits.
Cross-listed: GERM 381.
Pre-requisites: GERM 203.
Satisfies: a university graduation requirement–global studies.
This course provides the basic elements of film analysis and examines the depiction of national socialism, racism and the legacy of the Nazi past in German-speaking films by German and other Central European directors from the 1970s to the present. Evaluating criteria will differ depending on whether the course is taken for German or humanities credit.

HUMN 396. EXPERIMENTAL COURSE. 1-5 Credits.

HUMN 398. SEMINAR. 1-5 Credits.

HUMN 399. DIRECTED STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

HUMN 410. FEMINIST THEORY. 4 Credits.
Cross-listed: WMST 410.
Pre-requisites: WMST 101 or HUMN 310 or WMST 310.
Feminist theories developed to explain women’s subordinate position in society and current trends in feminist thought. Includes psychoanalytic feminism, feminist literary criticism and cross-cultural views of feminism.

HUMN 440. PERSPECTIVES ON DEATH. 5 Credits.
Satisfies: a university graduation requirement–global studies.
Human awareness of death is unique, but the philosophical, religious and cultural response to it has been one of great variety. All human beings have dealt with the reality of death and the course will consider the most prevalent and meaningful perspectives.

HUMN 491. SENIOR THESIS. 4 Credits.
Notes: this course or ITGS 400 must be used as the Senior Capstone required for graduation for Humanities majors.
Pre-requisites: permission of the instructor and senior standing.
Satisfies: a university graduation requirement–senior capstone.
Humanities majors will present the results of a research project or creative work prepared under the direction of a mentor approved by the Coordinator of Humanities. A second reviewer must approve the final evaluation of the project.

HUMN 496. EXPERIMENTAL COURSE. 1-5 Credits.

HUMN 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

HUMN 498. SEMINAR. 1-5 Credits.

HUMN 499. DIRECTED STUDY. 1-5 Credits.
Interdisciplinary Studies

John L. Neace, Senior Director
department page (https://www.ewu.edu/css/programs/interdisciplinary-studies)
300 Senior Hall
509.359.6524

Faculty
Varies according to degree program option.

Undergraduate Degrees

Bachelor of Arts (BA)
Interdisciplinary Studies: Liberal Arts (p. 360)
Interdisciplinary Studies: Prior Learning (p. 361)
Interdisciplinary Studies (p. 359)
Interdisciplinary Studies: Philosophical Studies (p. 360)

Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.

Undergraduate Programs

The Interdisciplinary Studies Program offers students degree programs which provide a broad background applicable to a variety of careers. The program has three emphases: liberal arts, prior learning and interdisciplinary studies.

This program is intended to serve:

- students who prefer a broad liberal arts concentration (Liberal Arts);
- students who have acquired substantial specialized training and experience outside the academic classroom (Prior Learning);
- students who wish to complete an interdisciplinary option using two or three academic disciplines (Interdisciplinary).

Required courses in the following programs of study may have prerequisites. Reference the course description section for clarification.

Course by Course Evaluation

The Course by Course Evaluation process is available for currently enrolled students, seeking to have their out-of-classroom learning evaluated by an academic department for specific course equivalency. The faculty establishes the evaluation criteria in order to determine the students learning which must be comparable to the content of the Eastern course being challenged. All challenges must be approved by the department chair. For more specific information contact the Department of Interdisciplinary Studies.

Major in Interdisciplinary Studies Leading to a Master of Occupational Therapy (MOT)

The Advanced Standing Master of Occupational Therapy program will allow a student to complete the requirements for an undergraduate degree while enrolled in courses required for the first year of the professional Occupational Therapy program. The student begins the occupational therapy track in the senior year, earns a Bachelor of Arts degree in Interdisciplinary Studies and applies to the Advanced Standing MOT program, which can be completed over the next one and half years.

This program will introduce occupational therapy to undergraduate students early in their career development.

Admission to Combined Bachelor's and Master of Occupational Therapy Program

The student first meets with the Admissions Coordinator of the Occupational Therapy Department for review of prerequisites, the course of study and a discussion of occupational therapy as a profession. A student pursuing a BA in Interdisciplinary Studies will be referred to the director of Interdisciplinary Studies for formal application.

Students interested in working toward a combined Bachelor's and Master of Occupational Therapy should contact Carrie Walker, Admissions Coordinator, Department of Occupational Therapy, Eastern Washington University, 310 N. Riverpoint Blvd., Box R, Spokane WA 99202-1675 or call 509.368.6560.

Students interested in the Bachelor of Arts in Interdisciplinary Studies major are encouraged to meet with an advisor from the Department of Occupational Therapy during the sophomore year and no later than the spring of the junior year. During the first three years of the Interdisciplinary Studies major with an emphasis in Occupational Therapy, the student develops a course of study to address his or her interests, as well as meet university and interdisciplinary studies’ major requirements. Additionally, during this time, the student fulfills the prerequisite requirements for the Advanced Standing MOT.

Students who require advising in the Interdisciplinary Studies major with an emphasis in Occupational Therapy should contact John Neace (jneace@ewu.edu), Director, Interdisciplinary Studies, 300 Senior Hall, Cheney, WA, 99004-2414 or call 509.359.6524.

Admission into the occupational therapy track is offered only one time per year with students beginning the program summer quarter. A group interview is required for admission into the occupational therapy track. The deadline for applications is the January 1st prior to the expected summer quarter admission. The department admission committee will review and evaluate all applicants’ admission materials and prerequisites. Check with the department for exact admission deadlines: 509.368.6560.

Occupational Therapy Track Admission Criteria

- Completion of 122 or more undergraduate credits and all general education requirements for EWU.
- Completion of all prerequisite courses for application to the occupational therapy track. All of the prerequisite courses must be completed prior to admission into the occupational therapy track.

Additional Requirements

The admissions process in occupational therapy is highly competitive. The requirements listed below are the minimum acceptable requirements to apply to the program and are not indicative of the competitive range of students generally accepted into the program.

The following are the minimum acceptable requirements:

- minimum cumulative GPA ≥3.0 in the last 60 graded quarter hours;
- minimum cumulative GPA ≥3.0 for all prerequisite courses with no individual course < B-.
Interdisciplinary Graduate Programs (http://www.ewu.edu/grad)

Robert Brookes, MIM, Director of Graduate Studies
206 Showalter Hall
509.359.6566

Interdisciplinary programs using existing offerings from qualified departments may be arranged with the approval of the vice provost for Graduate Education and Research and a committee representing the fields of study involved. This committee, under the vice provost, provides the student with program advice and supervision.

Admission

Students applying for admission to a Master of Arts or Master of Science interdisciplinary degree program must follow the procedures for general admission to Graduate Studies as set forth previously in this catalog.

In addition, admission to an interdisciplinary degree program requires:

1. A GPA of 3.0 for the last 90 graded quarter credits
2. An approved program proposal that has signatures of the faculty who have agreed to serve as advisors. The proposal form can be found at the Graduate Studies website.

Program Requirements

- Minimum of 50 quarter credits
- No more than 12 credits at the 400 level
- No more than 12 credits of independent study (499 or 599)
- Minimum of 20 credits in the major, including either a research project or thesis, and minimum of 15 credits in at least one minor field.

3. Submission of the proposal to the vice provost for Graduate Education and Research or designee, listing the courses in the program of study and signed for approval by the department chair in the major field and each minor field (or graduate program director for fields not located within a single department);
4. Inclusion in the proposal of a statement written by the student explaining how the proposed combination of courses comprises an interdisciplinary degree program and is not simply a combination of courses from multiple disciplines;
5. Inclusion within the program of a project (variable credit) that integrates the various disciplines represented;
6. Inclusion in the proposal of a research component.

Approval of the program by the vice provost or designee and the student’s interdisciplinary faculty committee. A purpose of the meeting will be to clarify how the program is interdisciplinary and not simply a combination of courses from multiple disciplines.

The Interdisciplinary Program Review Committee (IPRC), a Committee to the Graduate Affairs Council, serves as the designee for the vice provost responsible for graduate studies and provides oversight and approval for graduate students submitting interdisciplinary program proposals.

The membership of the IPRC shall consist of three graduate faculty members appointed by the Graduate Affairs Council. At least one of the three Committee members must be a member of the Graduate Affairs Council.

The IPRC shall

- Review interdisciplinary program proposals distributed to them by the Graduate Programs Office;
- Meet with the student’s interdisciplinary faculty committee as required above;
- Request and review any additional information or materials from the student or the student’s interdisciplinary faculty committee members that is deemed necessary for assessing the general academic rigor of the proposed program of study; and
- Notify, in writing, the student, the student’s interdisciplinary faculty committee members, the Graduate Programs Office, the appropriate vice provost, and the Graduate Affairs Council of all Committee decisions regarding interdisciplinary program proposals.

The student’s Interdisciplinary faculty committee will consist of two or three graduate faculty members representing the disciplines with at least 15 credits in the program and will be chaired by a graduate faculty member from one of the fields represented who has the appropriate background to advise the student on the proposed interdisciplinary research. An oral comprehensive examination is required to complete an interdisciplinary graduate degree program.

Interdisciplinary Studies, Bachelor of Arts (BA)

This option is for students who prefer an interdisciplinary option, combining 60 upper division credits from two or three academic departments, programs or certificates. Interdisciplinary Studies students follow the guidance of department chairs to design their courses in an area that an existing major does not accommodate. Pre-approval is required from departments or program directors and the Interdisciplinary Studies director.

Pre-approval is required from departments or program directors and the Interdisciplinary Studies director.

Note: Two years of a single high school foreign language or one year of a single college level foreign language is required.

Required
This option is for students who prefer an interdisciplinary option, combining 60 upper division credits from two or three academic departments, programs or certificates. Interdisciplinary Studies students follow the guidance of department chairs to design their courses in an area that an existing major does not accommodate.

Total Credits 60

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)
Humanities and Arts (p. 35)
Natural Sciences (p. 35)
Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)
Foreign Language
Minor or Certificate
Diversity Course List (p. 37)
Global Studies Course List (p. 37)
Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

• be prepared for career mobility and adaptability by selecting the appropriate academic concentration;
• select the program option to craft a degree plan to enhance career goals and objectives.

Interdisciplinary Studies: Liberal Arts, Bachelor of Arts (BA)

The Liberal Arts option is designed to give students a breadth of academic experience to enrich their lives and broaden their understanding of the human experience. Students participating in this program complete 60 upper division credits from the following three categories: Humanities, Sciences and Social Sciences. A 20/20/20 credit combination must be completed in these three breadth areas. These categories parallel the gecrs but are broader categories and are not restricted to those particular departments and courses. These courses must be completed in addition to Eastern Washington University’s BACR requirement. Final approval of the degree plan is required by the senior director of Interdisciplinary Studies.

Notes:

• please contact the Department of Interdisciplinary Studies;
• these courses must be completed in addition to EWUs BACR requirements;
• two years of a single high school foreign language or one year of a single college level foreign language is required.

Required—choose courses from the following areas—must be upper-division

| Humanities | 20 |
| Sciences   | 20 |
| Social Sciences | 20 |

Total Credits 60

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)
Humanities and Arts (p. 35)
Natural Sciences (p. 35)
Social Sciences (p. 36)

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• be prepared for career mobility and adaptability by selecting the appropriate academic concentration;
• select the program option to craft a degree plan to enhance career goals and objectives.

Interdisciplinary Studies: Philosophical Studies, Bachelor of Arts (BA)

Note: two years of a single high school foreign language or one year of a single college level foreign language is required.

Required Courses

| PHIL 301 | INTRODUCTION TO FORMAL LOGIC | 5 |
### Interdisciplinary Studies: Prior Learning, Bachelor of Arts (BA)

This program is designed for the adult who comes to Eastern with professional or paraprofessional preparation and experience.

**Note:**
- enables the adult learner to translate experiential learning into elective credit through the development of a portfolio;
- portfolios are submitted to faculty members who determine the credit award;
- portfolio assessment does require a fee: please contact the Department of Interdisciplinary Studies for current fee;
- two years of a single high school foreign language or one year of a single college level foreign language is required.

#### Required

Students design a 60-credit, upper-division emphasis that meets their specific goals and objectives. Specific courses are not required other than ITDS 300. A student may earn up to 45 elective credits for prior learning experience that can be applied only to the Interdisciplinary Studies degree.

**Total Credits** 60

**Placement and Clearance Exams (p. 21)**
**Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)**

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### University Competencies and Proficiencies (p. 33)

### Breadth Area Core Requirements (BACR)

**Humanities and Arts** (p. 35)
**Natural Sciences** (p. 35)
**Social Sciences** (p. 36)

### University Graduation Requirements (p. 36) (UGR)

**Foreign Language**
**Minor or Certificate**
**Diversity Course List (p. 37)**
**Global Studies Course List (p. 37)**
**Senior Capstone Course List (p. 38)**

---

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Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—**you must be signed in to use this tool.**

- apply methods for philosophical problem solving by (a) relating theory to practice, (b) evaluating ideas in terms of both generic or universal humanity and perspectival pluralism, and (c) applying normative standards of truth, value and beauty;
- apply philosophical writing styles in writing assignments and research projects that are aimed at extending philosophical inquiry through argumentation and/or comparative studies;
- critically analyze, using logic and other tools, the consistency and verifiability of their own beliefs and the beliefs of others, as well as engage in reasoned public deliberation challenging those beliefs;
- offer interpretations of the ideas of major philosophers by showing how they relate to perennial philosophical themes such as: visions of the good life, reality versus appearance, the roles of reason and experience, freedom and morality, etc;
- understand the main doctrines and evaluate the arguments that underpin the ancient, modern, and contemporary periods of thought.
Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

- be prepared for career mobility and adaptability by selecting the appropriate academic concentration;
- select the program option to craft a degree plan to enhance career goals and objectives.

**Interdisciplinary Studies (ITDS)**

**ITDS 197. Workshop, Short Course, Conference, Seminar.** 1-5 Credits.

**ITDS 199. Special Studies.** 1-5 Credits.

**ITDS 201. Portfolio Assessment.** 1-45 Credits.

*Notes:* graded Pass/Fail.
Experiential learning credit transcribed from Eastern Washington University faculty Portfolio Assessment.

**ITDS 295. Internship.** 1-15 Credits.

**ITDS 296. Experimental Course.** 1-10 Credits.

**ITDS 297. Workshop, Short Course, Conference, Seminar.** 1-5 Credits.

**ITDS 300. Portfolio Development.** 4 Credits.

*Notes:* graded Pass/Fail.
*Pre-requisites:* permission of the instructor.
Significant prior learning is documented for evaluation and awarded elective academic credit.

**ITDS 395. Contracted Learning.** 1-15 Credits.

**ITDS 396. Experimental Course.** 1-5 Credits.

**ITDS 397. Workshop, Short Course, Conference, Seminar.** 1-15 Credits.

**ITDS 399. Directed Study.** 1-18 Credits.

*Pre-requisites:* permission of the instructor, department chair and college dean.

**ITDS 495. Internship.** 1-15 Credits.

**ITDS 497. Workshop, Short Course, Conference, Seminar.** 1-15 Credits.


**International Affairs**

Dorothy Zeisler-Vralsted, Director

department page (https://www.ewu.edu/css/programs/international-affairs)

233A Patterson Hall

509.359.7459

---

**Faculty**

Varies.

**Undergraduate Degrees**

**Bachelor of Arts (BA)**

Each concentration offers a choice of major.

Note: the 54-credit major concentrations requires the completion of a foreign language minor.

- International Affairs - Global Security Processes Concentration (p. 364)
- International Affairs - Global Socio-Economic Processes Concentration (p. 366)
- International Affairs - Global Public Policy Concentration (p. 363)

Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.

**Undergraduate Program**

The International Affairs (IA) Program, housed in the Political Science & International Studies Department, is designed for students interested in international politics and global languages and cultures. It offers a carefully integrated and relatively flexible interdisciplinary set of courses in the social sciences leading to the degree of Bachelor of Arts in International Affairs. The goal of this major is to provide students with a solid foundation in the liberal arts for employment and/or advanced study in an international field.

The program of study provides a choice of three concentrations: Global Security Processes, Global Socio-Economic Processes or Global Public Policy. These concentrations give students the opportunity to acquire a theoretically and historically grounded understanding of one significant process in which people and countries are currently engaged. IA students learn to consider issues broadly, to see interconnections among geographic regions, and to engage in critical and creative thinking about them. The IA major prepares students for employment, lifelong learning and life enrichment, and fits Eastern Washington University’s larger purpose of providing quality liberal arts education with meaningful career preparation.

All IA majors are strongly encouraged to pursue study abroad as part of their undergraduate education. The IA major culminates in a Senior Capstone seminar, in which students demonstrate their ability to master analytical approaches to the complex process of globalization and to apply those approaches to a specific issue or process related to globalization. This course thus brings to bear their acquired knowledge of world events and their critical thinking skills on an issue, process or region of significance to the particular student.

Students majoring in International Affairs will gain competency in current global relations scholarship and skills in research, writing and oral communication. Students will be prepared to go on to graduate study in a wide array of disciplines such as international studies, development, education, political science or law. They will also be well equipped for career opportunities in the public, private and non-profit sectors.

The International Affairs program, in conjunction with EWU’s chapter of the political science honor society, Pi Sigma Alpha, sponsors lectures, forums and debates on campus which encourage students to consider the integrated character of global and regional political, economic and social issues. IA students regularly participate in these clubs.

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**International Affairs Major with a Global Public Policy Concentration, Bachelor of Arts (BA)**

Students may choose the 56– or 74–76 credit major.

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Note: the 56 credit major concentration requires the completion of a foreign language minor.

**Core—no substitutions for core courses.**

**Required Disciplinary Foundation Core**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INST 200</td>
<td>GLOBAL ISSUES</td>
<td>4</td>
</tr>
<tr>
<td>POLI 203</td>
<td>INTRODUCTION TO COMPARATIVE POLITICS</td>
<td>5</td>
</tr>
<tr>
<td>POLI 204</td>
<td>INTRODUCTION TO INTERNATIONAL POLITICS</td>
<td>5</td>
</tr>
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</table>

**Required Disciplinary Core**

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<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>INST 490</td>
<td>SENIOR CAPSTONE: GLOBALIZATION</td>
<td>5</td>
</tr>
<tr>
<td>POLI 320</td>
<td>INTERNATIONAL SYSTEMS</td>
<td>5</td>
</tr>
<tr>
<td>POLI 321</td>
<td>INTERNATIONAL ORGANIZATIONS</td>
<td>5</td>
</tr>
<tr>
<td>POLI 322</td>
<td>INTERNATIONAL POLITICAL ECONOMY</td>
<td>5</td>
</tr>
<tr>
<td>POLI 493</td>
<td>PORTFOLIO ASSESSMENT</td>
<td>2</td>
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</tbody>
</table>

**Methods Requirement Core—choose one**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSBS 310</td>
<td>FOUNDATIONS OF SOCIAL AND BEHAVIORAL SCIENCES THEORY</td>
<td>5</td>
</tr>
<tr>
<td>CSBS 320</td>
<td>INTRODUCTORY STATISTICS FOR THE SOCIAL SCIENCES</td>
<td>5</td>
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</table>

**Global Public Policy Concentration Electives**

<table>
<thead>
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</thead>
<tbody>
<tr>
<td>ECON 200</td>
<td>INTRODUCTION TO MICROECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 421</td>
<td>LABOR ECONOMICS</td>
<td>3</td>
</tr>
<tr>
<td>ECON 450</td>
<td>PUBLIC FINANCE AND PUBLIC POLICY</td>
<td>3</td>
</tr>
<tr>
<td>ECON 474</td>
<td>INTERNATIONAL FINANCE</td>
<td>3</td>
</tr>
<tr>
<td>ECON 475</td>
<td>ECONOMIC DEVELOPMENT</td>
<td>3</td>
</tr>
<tr>
<td>POLI 333</td>
<td>PUBLIC MANAGEMENT</td>
<td>3</td>
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**Total Credits**

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<thead>
<tr>
<th>Credits</th>
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<tbody>
<tr>
<td>56</td>
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</table>

Note: the 74-credit major concentration does not require the completion of a foreign language minor.

**Core—no substitutions for core courses.**

**Required Disciplinary Core**

<table>
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<tbody>
<tr>
<td>INST 490</td>
<td>SENIOR CAPSTONE: GLOBALIZATION</td>
<td>5</td>
</tr>
</tbody>
</table>
International Affairs Major with a Global Security Processes Concentration, Bachelor of Arts (BA)

Students may choose the 54–56 or 74–76 credit major.

Core—no substitutions for core courses.

Required Disciplinary Core

<table>
<thead>
<tr>
<th>Course Code</th>
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<tbody>
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Required Disciplinary Core

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<td>5</td>
</tr>
<tr>
<td>POLI 320</td>
<td>INTERNATIONAL SYSTEMS</td>
<td>5</td>
</tr>
<tr>
<td>POLI 321</td>
<td>INTERNATIONAL ORGANIZATIONS</td>
<td>5</td>
</tr>
<tr>
<td>POLI 322</td>
<td>INTERNATIONAL POLITICAL ECONOMY</td>
<td>5</td>
</tr>
<tr>
<td>POLI 493</td>
<td>PORTFOLIO ASSESSMENT</td>
<td>2</td>
</tr>
</tbody>
</table>

Methods Requirement

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSBS 310</td>
<td>FOUNDATIONS OF SOCIAL AND BEHAVIORAL SCIENCES THEORY</td>
<td>5</td>
</tr>
<tr>
<td>or CSBS 320</td>
<td>INTRODUCTORY STATISTICS FOR THE SOCIAL SCIENCES</td>
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Global Security Processes Concentration Electives—5 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>ANTR 310</td>
<td>IDENTITY, ETHNICITY AND NATIONALISM</td>
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</tr>
<tr>
<td>ANTR 312</td>
<td>GLOBALIZATION AND ITS DISCONTENT</td>
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<tr>
<td>GEOG 459</td>
<td>POLITICAL GEOGRAPHY</td>
<td></td>
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<tr>
<td>HIST 306</td>
<td>MODERN EUROPE</td>
<td></td>
</tr>
<tr>
<td>HIST 350</td>
<td>WAR AND SOCIETY</td>
<td></td>
</tr>
<tr>
<td>HIST/GERM 382</td>
<td>20TH CENTURY GERMANY, FROM WORLD WARS TO COLD WAR</td>
<td></td>
</tr>
</tbody>
</table>

Note: the 54–56 credit major concentration requires the completion of a foreign language minor.

Diversity Course List

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

- apply social science research methods to at least one non-U.S. case study;
- demonstrate analytical and conceptual skills, reading skills, critical thinking and problem solving skills and be able to effectively apply those skill sets to political issues;
- identify and represent accurately the key ideas, people, historical events, social processes and governmental systems associated with various geographic regions around the world;
- apply critical thinking and problem solving skills to political issues and should utilize normative and empirical analysis tools in the study of national and international political realities;
- demonstrate awareness of racial, ethnic, gender and religious dynamics in historic and contemporary political questions;
- demonstrate mastery of and apply accurately key analytic concepts of the social sciences, to cases, states and regions around the world.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>HIST 454</td>
<td>DIPLOMATIC HISTORY OF EUROPE, 1914 TO THE PRESENT</td>
</tr>
<tr>
<td>HIST 481</td>
<td>HISTORY OF AMERICAN FOREIGN RELATIONS FROM 1898</td>
</tr>
<tr>
<td>POLI 323</td>
<td>U.S. FOREIGN POLICY</td>
</tr>
<tr>
<td>POLI 326</td>
<td>EUROPEAN POLITICS</td>
</tr>
<tr>
<td>POLI 328</td>
<td>POLITICS OF THE PEOPLE’S REPUBLIC OF CHINA</td>
</tr>
<tr>
<td>POLI 329</td>
<td>POLITICS OF SOUTH ASIA</td>
</tr>
<tr>
<td>POLI 402</td>
<td>TOPICS IN INTERNATIONAL RELATIONS AND COMPARATIVE POLITICS</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong> 54-56</td>
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</tbody>
</table>

Note: the 74–76 credit major concentration does not require the completion of a foreign language minor.

Core—no substitutions for core courses.

**Required Disciplinary Core**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>INST 200</td>
<td>GLOBAL ISSUES 4</td>
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<tr>
<td>POLI 203</td>
<td>INTRODUCTION TO COMPARATIVE POLITICS 5</td>
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<td>POLI 204</td>
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**Required Disciplinary Core**

<table>
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<th>Course Title</th>
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<tbody>
<tr>
<td>INST 490</td>
<td>SENIOR CAPSTONE: GLOBALIZATION 5</td>
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<tr>
<td>POLI 320</td>
<td>INTERNATIONAL SYSTEMS 5</td>
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<tr>
<td>POLI 321</td>
<td>INTERNATIONAL ORGANIZATIONS 5</td>
</tr>
<tr>
<td>POLI 322</td>
<td>INTERNATIONAL POLITICAL ECONOMY 5</td>
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<td>POLI 493</td>
<td>PORTFOLIO ASSESSMENT 2</td>
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<td><strong>Total Credits 22</strong></td>
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**Methods Requirement**

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<th>Course Title</th>
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<tbody>
<tr>
<td>CSBS 310</td>
<td>FOUNDATIONS OF SOCIAL AND BEHAVIORAL SCIENCES THEORY 5</td>
</tr>
<tr>
<td>or CSBS 320</td>
<td>INTRODUCTORY STATISTICS FOR THE SOCIAL SCIENCES</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits 5</strong></td>
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**Required Global Security Processes Concentration**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>POLI 323</td>
<td>U.S. FOREIGN POLICY 5</td>
</tr>
<tr>
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<td><strong>Total Credits 5</strong></td>
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**Required POLI Supporting Course—choose one from the following 5**

<table>
<thead>
<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>POLI 326</td>
<td>EUROPEAN POLITICS</td>
</tr>
<tr>
<td>POLI 327</td>
<td>POLITICS OF DEVELOPING NATIONS</td>
</tr>
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<td>POLI 328</td>
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</tr>
<tr>
<td></td>
<td><strong>Total Credits 5</strong></td>
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</table>

**Concentration Electives—credits in this section must be taken from at least two of the following disciplines.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>GEOG/HIST 336</td>
<td>GEOGRAPHIES OF CONFLICT IN THE MIDDLE EAST</td>
</tr>
<tr>
<td>GEOG 459</td>
<td>POLITICAL GEOGRAPHY</td>
</tr>
<tr>
<td>HIST 306</td>
<td>MODERN EUROPE</td>
</tr>
<tr>
<td>HIST 310</td>
<td>IMPERIAL CHINA</td>
</tr>
<tr>
<td>HIST 311</td>
<td>COLONIALISM AND NATIONALISM IN SOUTHEAST ASIA</td>
</tr>
<tr>
<td>HIST 350</td>
<td>WAR AND SOCIETY</td>
</tr>
<tr>
<td>HIST/WMST 351</td>
<td>GENDER AND TOTAL WAR</td>
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<td></td>
<td><strong>Total Credits 23-25</strong></td>
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**University Graduation Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>HIST 360</td>
<td>HISTORY OF SPAIN</td>
</tr>
<tr>
<td>HIST/GERM 382</td>
<td>20TH CENTURY GERMANY, FROM WORLD WARS TO COLD WAR</td>
</tr>
<tr>
<td>HIST 432</td>
<td>MODERN BRITAIN SINCE 1870</td>
</tr>
<tr>
<td>HIST 433</td>
<td>BRITISH EMPIRE SINCE 1850</td>
</tr>
<tr>
<td>HIST 440</td>
<td>HISTORY OF WORLD WAR I</td>
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<tr>
<td>HIST 441</td>
<td>HISTORY OF WORLD WAR II</td>
</tr>
<tr>
<td>HIST 445</td>
<td>HISTORY OF MODERN GERMANY</td>
</tr>
<tr>
<td>HIST 454</td>
<td>DIPLOMATIC HISTORY OF EUROPE, 1914 TO THE PRESENT</td>
</tr>
<tr>
<td>HIST 457</td>
<td>20TH CENTURY RUSSIA</td>
</tr>
<tr>
<td>HIST 461</td>
<td>COLONIAL LATIN AMERICA</td>
</tr>
<tr>
<td>HIST 464</td>
<td>HISTORY OF MEXICO</td>
</tr>
<tr>
<td>HIST 481</td>
<td>HISTORY OF AMERICAN FOREIGN RELATIONS FROM 1898</td>
</tr>
<tr>
<td>SOCI 485</td>
<td>SOCIOLOGY OF REVOLUTIONS</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits 74-76</strong></td>
</tr>
</tbody>
</table>

**Placement and Clearance Exams (p. 21)**

Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

**Breadth Area Core Requirements (BACR)**

- Humanities and Arts (p. 35)
- Natural Sciences (p. 35)
- Social Sciences (p. 36)

**University Competencies and Proficiencies**

**University Graduation Requirements (p. 36) (UGR)**

- Foreign Language
- Minor or Certificate
- Diversity Course List (p. 37)
- Global Studies Course List (p. 37)
- Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

- apply critical thinking and problem solving skills to political issues and should utilize normative and empirical analysis tools in the study of national and international political realities;
- apply social science research methods to at least one non-U.S. case study;
- demonstrate analytical and conceptual skills, reading skills, critical thinking and problem solving skills and be able to effectively apply those skill sets to political issues;
• demonstrate awareness of racial, ethnic, gender and religious
dynamics in historic and contemporary political questions;
• demonstrate mastery of and apply accurately key analytic concepts
of the social sciences, to cases, states and regions around the world;
• identify and represent accurately the key ideas, people, historical
events, social processes and governmental systems associated with
various geographic regions around the world.

International Affairs Major
with a Global Socio-Economic Concentration, Bachelor of Arts (BA)

Students may choose the 56– or 74–76 credit major.

Note: the 56 credit major concentration requires the completion of a
foreign language minor.

Core—no substitutions for core.

Required Disciplinary Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INST 200</td>
<td>GLOBAL ISSUES</td>
<td>4</td>
</tr>
<tr>
<td>POLI 203</td>
<td>INTRODUCTION TO COMPARATIVE POLITICS</td>
<td>5</td>
</tr>
<tr>
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<td>INTRODUCTION TO INTERNATIONAL POLITICS</td>
<td>5</td>
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</table>

Required Disciplinary Core

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<tr>
<th>Course Code</th>
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</tr>
</thead>
<tbody>
<tr>
<td>INST 490</td>
<td>SENIOR CAPSTONE: GLOBALIZATION</td>
<td>5</td>
</tr>
<tr>
<td>POLI 320</td>
<td>INTERNATIONAL SYSTEMS</td>
<td>5</td>
</tr>
<tr>
<td>POLI 321</td>
<td>INTERNATIONAL ORGANIZATIONS</td>
<td>5</td>
</tr>
<tr>
<td>POLI 322</td>
<td>INTERNATIONAL POLITICAL ECONOMY</td>
<td>5</td>
</tr>
<tr>
<td>POLI 493</td>
<td>PORTFOLIO ASSESSMENT</td>
<td>2</td>
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Methods Requirement—choose one

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<thead>
<tr>
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<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CSBS 310</td>
<td>FOUNDATIONS OF SOCIAL AND BEHAVIORAL SCIENCES THEORY</td>
<td></td>
</tr>
<tr>
<td>CSBS 320</td>
<td>INTRODUCTORY STATISTICS FOR THE SOCIAL SCIENCES</td>
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</table>

Required Political Science Supporting Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 326</td>
<td>EUROPEAN POLITICS</td>
<td>5</td>
</tr>
<tr>
<td>POLI 327</td>
<td>POLITICS OF DEVELOPING NATIONS</td>
<td>5</td>
</tr>
<tr>
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<td>POLITICS OF THE PEOPLE’S REPUBLIC OF CHINA</td>
<td>5</td>
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<td>5</td>
</tr>
<tr>
<td>POLI 402</td>
<td>TOPICS IN INTERNATIONAL RELATIONS AND COMPARATIVE POLITICS</td>
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Required Global Socio-Economic Processes Concentration Electives—5 credit maximum from POLI courses listed below

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTR 311</td>
<td>POVERTY, INEQUALITY AND SOCIETY</td>
<td></td>
</tr>
<tr>
<td>ANTR 312</td>
<td>GLOBALIZATION AND ITS DISCONTENT</td>
<td></td>
</tr>
<tr>
<td>CMST 440</td>
<td>GLOBAL COMMUNICATION</td>
<td></td>
</tr>
<tr>
<td>ECON 200</td>
<td>INTRODUCTION TO MICROECONOMICS</td>
<td></td>
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<tr>
<td>ECON 201</td>
<td>INTRODUCTION TO MACROECONOMICS</td>
<td></td>
</tr>
<tr>
<td>ECON 415</td>
<td>HISTORY OF ECONOMIC THOUGHT</td>
<td></td>
</tr>
<tr>
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<td></td>
</tr>
<tr>
<td>ECON 474</td>
<td>INTERNATIONAL FINANCE</td>
<td></td>
</tr>
<tr>
<td>ECON 475</td>
<td>ECONOMIC DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>HIST 306</td>
<td>MODERN EUROPE</td>
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</tr>
<tr>
<td>HIST/GEOG 320</td>
<td>MIDDLE EASTERN HISTORY AND CULTURE</td>
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</tr>
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<td>ANTHROPOLOGY OF THE MIDDLE EAST</td>
<td></td>
</tr>
<tr>
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Note: the 74-credit major concentration does not require the completion of a foreign language minor.

Core—no substitutions for core.

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Required Global Socio-Economic Processes Concentration Electives—credits in this section must be taken from at least two of the following disciplines.

<table>
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</tr>
<tr>
<td>GEOG 332</td>
<td>GEOGRAPHY OF LATIN AMERICA</td>
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</tr>
<tr>
<td>GEOG 333</td>
<td>GEOGRAPHY OF MONSOON ASIA</td>
<td></td>
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<tr>
<td>GEOG/HIST 334</td>
<td>THE HISTORICAL GEOGRAPHY OF CANADA</td>
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<tr>
<td>GEOG/HIST 336</td>
<td>GEOGRAPHIES OF CONFLICT IN THE MIDDLE EAST</td>
<td></td>
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<tr>
<td>GEOG/HIST 436</td>
<td>POLITICS OF CULTURE: ISRAEL AND PALESTINE</td>
<td></td>
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• apply critical thinking and problem solving skills to political issues and should utilize normative and empirical analysis tools in the study of national and international political realities;
• apply social science research methods to at least one non-U.S. case study;
• demonstrate analytical and conceptual skills, reading skills, critical thinking and problem solving skills and be able to effectively apply those skill sets to political issues;
• demonstrate awareness of racial, ethnic, gender and religious dynamics in historic and contemporary political questions;
• demonstrate mastery of and apply accurately key analytic concepts of the social sciences, to cases, states and regions around the world;
• identify and represent accurately the key ideas, people, historical events, social processes and governmental systems associated with various geographic regions around the world.

International Affairs (INST)

INST 200. GLOBAL ISSUES. 4 Credits. 
Satisfies: a university graduation requirement—global studies. 
A survey of important large-scale issues and conditions which are active in the contemporary world. Includes global perspectives of ecological and social/economic issues.

INST 296. EXPERIMENTAL. 1-5 Credits.

INST 299. DIRECTED STUDY. 1-5 Credits.

INST 380. JAPAN TODAY. 4 Credits. 
Cross-listed: JAPN 380. 
Pre-requisites: ENGL 201 or instructor permission. 
Satisfies: a university graduation requirement—global studies. 
A broad survey of contemporary Japan including society, culture, geography, government and economy. No knowledge of Japanese language required.

INST 395. CO-OP FIELDWORK. 1-5 Credits.

INST 397. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

INST 398. SEMINAR. 1-5 Credits.

INST 399. DIRECTED STUDY. 1-5 Credits.

INST 490. SENIOR CAPSTONE: GLOBALIZATION. 5 Credits. 
Cross-listed: POLI 490. 
Pre-requisites: POLI 203 or POLI 204 and senior standing or permission of instructor. 
Satisfies: a university graduation requirement—senior capstone. 
This course is designed to further refine the analytical, writing and presentation skills. Its premise is that any student of politics or international affairs should graduate with a refined sensibility of the concept (and varying realities) of globalization. The course covers case studies and theoretical analyses of the global dynamics of economic, cultural, religious, media and/or PR and the role of technological change. Students prepare and present a case study of globalization processes.

INST 495. INTERNATIONAL AFF INTERN. 1-15 Credits.

INST 496. EXPERIMENTAL COURSE. 1-15 Credits. 

INST 498. IS SEMINAR. 1-5 Credits. 
Pre-requisites: advanced class standing and permission of the instructor. 
An advanced-level seminar dealing with issues relating to the formation, implementation, and evaluation of policy in international undertakings.

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing). 
Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate). 
Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.
Journalism

Jamie Neely (jneely@ewu.edu), Program Director
department page (http://www.ewu.edu/cale/programs/journalism)
Patterson Hall 211F
509.359.7056

Journalism is an essential part of American life and culture, making journalists among the most influential people in our society. Journalists are in the unique position of interpreting the political, social, economic, cultural and everyday events that affect all members of society, influencing the choices we each make.

Faculty
J. Neely, W. Stimson.

Undergraduate Degrees

Bachelor of Arts (BA)
Journalism Major News Editorial Option (p. 369)

Bachelor of Science (BS)
Journalism: Public Relations (p. 370)

Minor
Journalism (p. 371)

Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.

Undergraduate Programs

The Journalism Program is designed to prepare students for journalism careers in news reporting, public relations and public information.

Few careers demand a more varied body of knowledge than does journalism. Journalists today are constantly working with far-ranging and complex issues. The journalism curriculum at Eastern recognizes that the profession is both a discipline of its own and yet a fusion of many disciplines in our culture.

Program Admissions Requirements

Transfer students should contact a Journalism Program advisor during their application to the university. Freshmen and sophomores should try to complete their BACRs during their first two years. They are encouraged to take JRNM 100 and JRNM 209. Freshmen and sophomores should contact the Journalism Program's advisors to identify those courses needed to prepare for their selected degree option. Completion of ENGL 101 and ENGL 201 are required for admission to the Journalism Program.

Because journalism courses build upon one another and most are not repeated during the year, it is recommended that students begin study in the fall.

The BA News–Editorial Option (p. 369) prepares students for roles in print and electronic journalism.

The BS Public Relations Option (p. 370) provides students with the theoretical and applied knowledge and skills required to enter the field of public relations, community relations and allied disciplines.

Internships

Students completing either the News–Editorial or the Public Relations Option are encouraged to complete an internship.

Journalism: News Editorial Major Option, Bachelor of Arts (BA)

Students working toward the BA degree may either major or minor in journalism.

The Journalism major candidate must earn a minor in some other field chosen with the approval of the Journalism advisor. All minors considered. The following minors are pre-approved: Business, Communication Studies, Computer Science, English, Political Science & International Studies, History, Humanities, Psychology, Sociology, Urban and Regional Planning, Visual Communication Design.

Note: two years of a single high school foreign language or one year of a single college level foreign language is required.

Required Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JRNM 100</td>
<td>EASTERNER STAFF</td>
<td>3</td>
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<tr>
<td>JRNM 209</td>
<td>MEDIA WRITING (students must complete this course with a grade ≥B.)</td>
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</tr>
<tr>
<td>JRNM 330</td>
<td>PRINCIPLES OF JOURNALISM</td>
<td>5</td>
</tr>
<tr>
<td>JRNM 332</td>
<td>NEWS WRITING</td>
<td>5</td>
</tr>
<tr>
<td>JRNM 333</td>
<td>ADVANCED NEWS WRITING</td>
<td>5</td>
</tr>
<tr>
<td>JRNM 341</td>
<td>REPORTING</td>
<td>5</td>
</tr>
<tr>
<td>JRNM 349</td>
<td>PHOTOJOURNALISM</td>
<td>4</td>
</tr>
<tr>
<td>JRNM 351</td>
<td>THE LAW OF JOURNALISM</td>
<td>4</td>
</tr>
<tr>
<td>JRNM 442</td>
<td>ADVANCED REPORTING</td>
<td>5</td>
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<tr>
<td>JRNM 475</td>
<td>EDITING AND PUBLISHING</td>
<td>4</td>
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</table>

Choose from the following—a minimum of 5 credits designed to extend the student's practical expertise in some field of communication—to be selected in consultation with a Journalism advisor.

<table>
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</tr>
</thead>
<tbody>
<tr>
<td>JRNM 395</td>
<td>INTERNSHIP (this course is repeatable for credit)</td>
<td>5</td>
</tr>
<tr>
<td>JRNM 400</td>
<td>EASTERNER STAFF LEADERSHIP (this course is repeatable for credit)</td>
<td>5</td>
</tr>
<tr>
<td>JRNM 480</td>
<td>NON-FICTION WRITING PROJECTS</td>
<td>4</td>
</tr>
<tr>
<td>JRNM 499</td>
<td>DIRECTED STUDY (this course is repeatable for credit)</td>
<td>4</td>
</tr>
</tbody>
</table>

Required Supporting Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JRNM/TCOM 305</td>
<td>PRINT LAYOUT AND CONTENT DESIGN</td>
<td>5</td>
</tr>
<tr>
<td>JRNM/ENGL/TCOM 309</td>
<td>GRAMMAR FOR PROFESSIONAL WRITERS</td>
<td>5</td>
</tr>
</tbody>
</table>

Elective Courses—choose from the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST 461</td>
<td>INTRODUCTION TO PUBLIC RELATIONS THEORY</td>
<td>4</td>
</tr>
<tr>
<td>CMST 462</td>
<td>ADVANCED PUBLIC RELATIONS THEORY</td>
<td>4</td>
</tr>
<tr>
<td>JRNM 334</td>
<td>MAGAZINE ARTICLE WRITING</td>
<td>4</td>
</tr>
<tr>
<td>JRNM 335</td>
<td>MULTIMEDIA JOURNALISM</td>
<td>4</td>
</tr>
<tr>
<td>JRNM 435</td>
<td>CRITICAL WRITING</td>
<td>4</td>
</tr>
<tr>
<td>JRNM 453</td>
<td>PUBLIC RELATIONS WRITING</td>
<td>4</td>
</tr>
<tr>
<td>JRNM 470</td>
<td>NEWS DESIGN</td>
<td>4</td>
</tr>
</tbody>
</table>
**Journalism: Public Relations Major, Bachelor of Science (BS)**

The Journalism Program participates in an interdisciplinary major in Public Relations. Requirements for the major, when taken under the Journalism Program, are listed below; requirements for a similar major, when taken under the Department of Communication Studies, are listed under that department. The major provides the graduate with the theoretical and applied knowledge and skills required to competently enter the field of public relations in either the profit or not-for-profit sectors.

Note: a minor in Technical Communication (p. 578) is recommended.

### Required Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JRNM 209</td>
<td>MEDIA WRITING</td>
<td>5</td>
</tr>
<tr>
<td>JRNM/TCOM 305</td>
<td>PRINT LAYOUT AND CONTENT DESIGN</td>
<td>5</td>
</tr>
<tr>
<td>JRNM/ENGL/TCOM 309</td>
<td>GRAMMAR FOR PROFESSIONAL WRITERS</td>
<td>5</td>
</tr>
<tr>
<td>JRNM 330</td>
<td>PRINCIPLES OF JOURNALISM</td>
<td>5</td>
</tr>
<tr>
<td>JRNM 335</td>
<td>MULTIMEDIA JOURNALISM</td>
<td>5</td>
</tr>
<tr>
<td>JRNM 349</td>
<td>PHOTOJOURNALISM</td>
<td></td>
</tr>
<tr>
<td>ART 304</td>
<td>ART OF FILM PHOTOGRAPHY</td>
<td></td>
</tr>
<tr>
<td>DESN 350</td>
<td>DIGITAL PHOTOGRAPHY</td>
<td></td>
</tr>
<tr>
<td>JRNM 395</td>
<td>INTERNSHIP</td>
<td>1-15</td>
</tr>
<tr>
<td>JRNM 453</td>
<td>PUBLIC RELATIONS WRITING</td>
<td>5</td>
</tr>
<tr>
<td>JRNM 470</td>
<td>NEWS DESIGN</td>
<td>4</td>
</tr>
<tr>
<td>JRNM 470</td>
<td>EDITING AND PUBLISHING</td>
<td>4-5</td>
</tr>
<tr>
<td>TCOM 409</td>
<td>EDITING IN TECHNICAL COMMUNICATION</td>
<td></td>
</tr>
<tr>
<td>TCOM 205</td>
<td>INTRODUCTION TO TECHNICAL COMMUNICATION</td>
<td>5</td>
</tr>
</tbody>
</table>

### Required Supporting Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST 201</td>
<td>PUBLIC SPEAKING</td>
<td>5</td>
</tr>
<tr>
<td>CMST 451</td>
<td>ARGUMENTATION AND PERSUASION</td>
<td></td>
</tr>
<tr>
<td>CMST 458</td>
<td>TOPICS IN IMAGE, MESSAGES AND MEANING</td>
<td></td>
</tr>
<tr>
<td>CMST 330</td>
<td>INTEGRATED METHODS FOR COMMUNICATION RESEARCH</td>
<td>5</td>
</tr>
<tr>
<td>CMST 430</td>
<td>COMMUNICATION IN ORGANIZATIONS</td>
<td>5</td>
</tr>
<tr>
<td>CMST 461</td>
<td>INTRODUCTION TO PUBLIC RELATIONS THEORY</td>
<td>5</td>
</tr>
<tr>
<td>CMST 462</td>
<td>ADVANCED PUBLIC RELATIONS THEORY</td>
<td>5</td>
</tr>
</tbody>
</table>

### Senior Capstone Requirement

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JRNM 490</td>
<td>SENIOR CAPSTONE: CONTEMPORARY TRENDS IN JOURNALISM</td>
<td>4</td>
</tr>
</tbody>
</table>

### Total Credits

73-88

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)
All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

- analyze public relations opportunities, issues and environments;
- demonstrate ability in public speaking and presentation to members of disparate publics in a variety of organizational situations;
- prepare and execute effective public relations campaigns for multiple platforms and diverse audiences;
- research and write clearly and concisely to meet the needs of various audiences.

### Journalism Minor

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JRNM 330</td>
<td>PRINCIPLES OF JOURNALISM</td>
<td>5</td>
</tr>
<tr>
<td>JRNM 332</td>
<td>NEWS WRITING</td>
<td>5</td>
</tr>
</tbody>
</table>

Electives—choose from upper-division JRNM courses. 8

Total Credits 18

### Journalism (JRNM)

**JRNM 100. EASTERNER STAFF. 3 Credits.**

*Notes:* graded Pass/Fail; repeatable for up to 9 credits.

*Pre-requisites:* permission of the instructor.

This course requires students to engage in reporting and editorial assignments on the staff of the university paper.

**JRNM 196. EXPERIMENTAL COURSE. 1-5 Credits.**

**JRNM 197. FRESHMAN SEMINAR. 2 Credits.**

**JRNM 199. SPECIAL STUDIES. 1-5 Credits.**

**JRNM 209. MEDIA WRITING. 5 Credits.**

*Notes:* students must complete this course with a grade ≥B to enroll in JRNM 332.

*Pre-requisites:* ENGL 201.

This course provides an introduction to the writing skills needed in journalism and public relations for print and digital platforms.

**JRNM 296. EXPERIMENTAL COURSE. 1-10 Credits.**

**JRNM 299. DIRECTED STUDY. 1-3 Credits.**

*Pre-requisites:* permission of the instructor.

**JRNM 305. PRINT LAYOUT AND CONTENT DESIGN. 5 Credits.**

*Cross-listed:* TCOM 305.

This course emphasizes content-driven design and layout, and it focuses on the basic principles and skills needed in journalism and technical communication when writing and publishing content. In this course, students will develop and practice the content design and layout skills necessary to succeed in a variety of professional settings.

**JRNM 309. GRAMMAR FOR PROFESSIONAL WRITERS. 5 Credits.**

*Cross-listed:* ENGL 309, TCOM 309.

*Pre-requisites:* ENGL 201.

Many professionals continue to struggle with grammar and usage rules throughout their careers. In this course, students will refresh and improve their knowledge of English grammar, style and usage rules. They will develop confidence in using correct punctuation, capitalization and verb forms, and learn how to create and employ different types of sentence structures, becoming proficient at writing clear, correct sentences to communicate effectively with a variety of audiences.

**JRNM 330. PRINCIPLES OF JOURNALISM. 5 Credits.**

*Pre-requisites:* ENGL 201.

This course provides journalism students a survey of theory, critical analysis, contemporary trends and career opportunities in the field of journalism. This course is for students who plan to work as journalists or public relations specialists.

**JRNM 332. NEWS WRITING. 5 Credits.**

*Pre-requisites:* ENGL 201 and JRNM 209 with a grade ≥B.

This course covers the news gathering process and how to write basic news reports.

**JRNM 333. ADVANCED NEWS WRITING. 5 Credits.**

*Pre-requisites:* JRNM 332; co-requisite JRNM 341

This course engages students in the process of writing features, narratives and analyses.

**JRNM 334. MAGAZINE ARTICLE WRITING. 4 Credits.**

*Pre-requisites:* JRNM 332 or permission of the instructor.

This course focuses on the development of article ideas, the preparation of manuscripts and analysis of various markets with a view of selling articles.

**JRNM 335. MULTIMEDIA JOURNALISM. 5 Credits.**

*Pre-requisites:* JRNM 209 or JRNM 332.

Students develop writing, editing and producing skills for journalism across digital platforms. The course includes a hands-on introduction to multimedia reporting. Multimedia reporting is defined as the effective and ethical use of text, still photographs, video clips, audio, graphics and interactivity for the Web.

**JRNM 341. REPORTING. 5 Credits.**

*Pre-requisites:* JRNM 332; co-requisite JRNM 333

In this course students gain a greater appreciation of public issues and controversies while exploring strategies for explaining these often complex issues to the general public.

**JRNM 349. PHOTOJOURNALISM. 4 Credits.**

In this course students learn to take photographs and study how photography illustrates newspaper, magazine and internet news. The process of choosing and editing photographs for publication is analyzed.

**JRNM 351. THE LAW OF JOURNALISM. 4 Credits.**

Prerequisite: sophomore standing or permission of the instructor In this course students learn about laws pertaining to the profession of journalism. Topics may include freedom of the press, libel, privacy and copyright.

**JRNM 395. INTERNSHIP. 1-15 Credits.**

*Notes:* may be repeated.

*Pre-requisites:* permission of the instructor, department chair and college dean.

Students obtain real-world experience by spending one or more quarters working with professionals in the news media. These experiences may be with practitioners working at newspapers, radio, television, online news outlets or working in public relations with an organization.
JRNM 399. DIRECTED STUDY. 1-5 Credits.

JRNM 400. EASTERNER STAFF LEADERSHIP. 3 Credits.
**Notes:** repeatable for up to 9 credits.
**Pre-requisites:** JRNM 100.
Students learn how to manage the publication of a student newspaper.

JRNM 435. CRITICAL WRITING. 4 Credits.
**Pre-requisites:** JRNM 332.
This course provides students the opportunity to analyze effective persuasive writing in newspapers, magazines, websites and blogs. Students develop effective reporting techniques, learn how to focus and structure an argument and strengthen their commentary.

JRNM 442. ADVANCED REPORTING. 5 Credits.
**Pre-requisites:** JRNM 333 and JRNM 341.
This course considers philosophical questions pertaining to news coverage. It also analyzes the judicial system as a topic of journalistic writing.

JRNM 453. PUBLIC RELATIONS WRITING. 5 Credits.
**Notes:** one of the requirements for public relations majors.
**Pre-requisites:** JRNM 209, JRNM 332 or permission of the instructor.
Practice in methods of preparing and producing messages for organizations in print and other media forms. For those planning public relations careers, this writing course provides a foundation for the public relations major. Students will practice writing a variety of public relations materials.

JRNM 470. NEWS DESIGN. 4 Credits.
**Pre-requisites:** JRNM 305 or permission of the instructor.
Applies the theories and principles of publication design to newspaper, newsletter, magazine and online platforms with digital technology.

JRNM 475. EDITING AND PUBLISHING. 4 Credits.
**Pre-requisites:** ENGL 309, JRNM 309 or TCOM 309.
This course covers the editing of newspapers, magazines and online publications. It considers issues of design in the preparation of copy, art and photography for publication.

JRNM 480. NON-FICTION WRITING PROJECTS. 5 Credits.
**Pre-requisites:** ENGL 459, permission of the instructor.
This course consists of both classroom instruction and editorial advice on finding, writing, revising and placing non-fiction articles.

JRNM 490. SENIOR CAPSTONE: CONTEMPORARY TRENDS IN JOURNALISM. 4 Credits.
**Pre-requisites:** JRNM 332, JRNM 341, senior standing.
**Satisfies:** a university graduation requirement—senior capstone.
This course provides students the opportunity to integrate their academic study in the field of journalism, examine contemporary trends, and prepare for a career in the field.

JRNM 495. PROFESSIONAL INTERNSHIP. 1-15 Credits.

JRNM 496. EXPERIMENTAL COURSE. 1-10 Credits.

JRNM 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

JRNM 498. SEMINAR. 1-5 Credits.

JRNM 499. DIRECTED STUDY. 1-15 Credits.
**Pre-requisites:** permission of the instructor.
Linguistics

Tracey McHenry, Program Advisor
program page (https://www.ewu.edu/cale/programs/english/english-degrees/minor-linguistics)
211 Q PAT
509.359.2829

Undergraduate Degree

Undergraduate Minor
Linguistics (p. 373)

Required courses in this programs of study may have prerequisites.
Reference the course description section for clarification.

Undergraduate Program

Linguistics is a broad-based discipline concerned with the study of language. The minor in linguistics is an interdisciplinary program designed for students who require a background in this field as part of their baccalaureate preparation in an allied discipline. It is also intended for those students, regardless of their major, who have a general interest in language and linguistics.

Linguistics Minor

Note: 1–5 credits in Modern Languages and Literatures courses, as approved by the program advisor, may be applied toward meeting the requirements of the linguistic minor.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTR 303</td>
<td>LINGUISTIC ANTHROPOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>or ENGL 360</td>
<td>LANGUAGE STRUCTURE AND USE</td>
<td></td>
</tr>
<tr>
<td>ENGL 459</td>
<td>GRAMMAR FOR TEACHERS</td>
<td>5</td>
</tr>
</tbody>
</table>

Electives 10

Note: 1–5 credits in Modern Languages and Literatures courses, as approved by the program advisor, may be applied toward meeting the requirements of the linguistic minor.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTR 470</td>
<td>SOCIOLINGUISTICS</td>
</tr>
<tr>
<td>ENGL 460</td>
<td>MODERN GRAMMAR</td>
</tr>
<tr>
<td>ENGL 461</td>
<td>SURVEY OF PSYCHOLINGUISTICS</td>
</tr>
<tr>
<td>ENGL 468</td>
<td>HISTORY OF ENGLISH LANGUAGE</td>
</tr>
</tbody>
</table>

Total Credits 20
Mathematics

Christian Hansen (chansen@ewu.edu), Chair
department page (http://www.ewu.edu/cstem/programs/mathematics)
216 Kingston Hall
509.359.4315

Faculty

Keith V. Adolphson, Barbara Alvin, Xiuqin Bai, Daniel L. Canada, Carlos
Castillo-Garsow, Jacqueline R. Coomes, Raymond Dempsey, Anthony
Frenk, W. Dale Garraway, Ronald S. Gentle, Melissa E. Graham, Michael
C. Graham, Christian K. Hansen, Sindhuja Jujhavarapu, Joseph Keller,
Hyung Sook Lee, Frank H. Lynch, Kelly A. Lynn, Gayle M. Millsaps, Wade
F. Neilson, Yves Nievergelt, Andrew M. Oster, Seshu R. Rao, Kyle W.
Riggs, Olga V. Slyusareva, Rebecca Sommers, Diana K. Stuart, Viktoria
Taroudaki, Michael Winer, Ryan Yancey.

Ryan Downie

Undergraduate Degrees

Bachelor of Arts in Education (BAE)
Mathematics/Elementary (p. 375)
Mathematics/Elementary Major and Middle Level Endorsement Option
(p. 376)
Mathematics/Secondary (p. 378)
Mathematics (p. 377) Middle Level (p. 377)

Bachelor of Science (BS)
Mathematics (p. 379)

Undergraduate Minors
Mathematics (p. 380)
Mathematics/Elementary (p. 381)
Mathematics/Secondary (p. 381)
Mathematics/Secondary Middle Level Endorsement (p. 381)

Required courses in these programs of study may have prerequisites.
Reference the course description section for clarification.

Undergraduate Programs

Mathematics is both an art and a science: it has the unique feature that,
while it is typically studied for its own sake, throughout history its results
have been crucial in the advancement of other sciences. Presently there
is a shortage of American mathematicians. Many professionals at the
forefront of the behavioral, social and pure sciences also must have a
solid background in advanced mathematics.

Among the degrees offered by the department is the Bachelor of Science
degree in Mathematics Students who enroll in this program may choose
electives in other disciplines, in order to equip themselves for work
in industry. They may also choose their electives from mathematics
courses in order to prepare them for graduate work in mathematics or
related disciplines; examples of related fields students have gone on to
study in graduate school include statistics and economics. The program
leading to the BS in mathematics is especially strong and is unique within
the region. The department strives to promote excellence; it fields teams
for the Putnam competition and prepares students for actuarial exams.
It also sponsors a chapter of the mathematical honorary society, Pi Mu
Epsilon. Recent graduates are successfully pursuing doctoral work at top-
level universities.

The other major programs offered by the department lead to the Bachelor
of Arts in Education; the BAE can be earned in Secondary Mathematics
Education or Elementary Mathematics Education. In addition, a student
may earn a Middle Level Endorsement in Mathematics Education.
The preparation of mathematics teachers is a major emphasis of the
department. Six department faculty members have expertise in
mathematics education and experience teaching elementary, middle and/
or high school mathematics. Employment opportunities for teaching
mathematics at elementary, middle and secondary levels are substantial
and expected to remain high for the foreseeable future.

The department’s mathematics education programs prepare future
teachers by providing background in mathematics content, teaching
methods, learning theories, problem solving, the use of technology in
teaching mathematics and current developments in curriculum. The
secondary mathematics education program is one of the strongest in
the state and provides students with a mathematics background that
approaches that of the BS in mathematics. Completion of a major in
secondary mathematics education satisfies the current requirements
for a secondary mathematics teaching endorsement (certificate) for the
state of Washington. The elementary mathematics education program
is unique in the state; it provides a balance of mathematics content and
teaching methods courses to give prospective K–8 teachers a deeper
background in mathematics and the teaching of K–8 mathematics.
Graduates of this program have the background to be mathematics
content specialists at the elementary school level. The middle level
endorsement secondary or elementary program options meet the state
requirements for mathematics certification at the 4th through 9th grade
levels.

The department has been strengthening its faculty and its faculty
members are increasingly active in research. On occasion,
undergraduates have been involved in research. Currently, faculty
members are active in the areas of statistics, higher algebra, real and
harmonic analysis, numerical analysis, complex variables, differential
geometry, convexity, topology, biomathematics, computational
neuroscience, mathematical physiology, reliability engineering, big data
and time series analysis and in various areas of mathematics education
including functions, number sense in primary children, construction of
mathematical understanding, teachers’ mathematical knowledge for
teaching, development of mathematics tasks, professional development
of secondary mathematics teachers, and mathematical habits of mind.

An important function of the department is to provide services to
students from a wide range of disciplines. Mathematics tutoring labs
provide employment for high-achieving students and assistance to
students in all mathematics courses.

In addition, computers equipped with mathematics software and
tutorials are used in conjunction with several courses offered by the
department and allow students the practice needed to be successful in
their mathematics courses.

General Admissions Requirements for Mathematics

High school students who want to pursue a major in this department
(except the BAE elementary mathematics) should complete four years of
high school mathematics, which includes two years of algebra, one year
of geometry and one year of pre-calculus mathematics. All prospective
department majors should contact the Department of Mathematics office
as soon as possible after being admitted to EWU to obtain an advisor and
to plan a program of study.
Transfer students should contact their counseling office or the EWU Department of Mathematics to identify appropriate lower-division and major/minor preparatory courses.

Placement Assessment Policy

All students admitted to Eastern Washington University without a direct transfer degree must take the mathematics placement assessment (ALEKS) prior to registering for classes at Eastern. The only exceptions are the following: a. students who have received a grade ≥C from a post-secondary institution in a course equivalent to the level of Intermediate Algebra or above; or b. students who have received a score ≥B on the College Board’s Advanced Placement Calculus AB or BC test, or the Advanced Placement Statistics test.

EWU uses placement software called ALEKS to ensure success in mathematics. Payment and sign up are done online through the math placement site (http://ewu.edu/mathplacement).

A photo ID Is required at testing time. No calculators are allowed. The math placement assessment may be retaken once per cohort. Please refer to FAQ on the EWU math placement assessment site for complete information. For questions or more information contact the Department of Mathematics (http://www.ewu.edu/cstem/programs/mathematics) (509.359.6225).

Prerequisite Policy

Students must have earned a grade ≥C or better in any course that is to be used to satisfy a prerequisite requirement for a subsequent mathematics course offered by the Eastern Washington University Department of Mathematics.

Academic Progress Policy for Math Majors and Minors

The intent of the Academic Progress Policy is to support Department of Mathematics declared majors and minors who experience difficulty in mathematics courses required in their programs. Department experience has shown that with very few exceptions, requiring a student who has failed to earn a grade ≥C in a required mathematics course to meet with an advisor will be beneficial to the student in terms of maximizing the student’s academic performance and minimizing the expected time to graduation.

A mathematics student is any Eastern Washington University student who intends to complete a major or minor in mathematics; mathematics with an option in computer science, economics, or statistics; mathematics/secondary; or mathematics/elementary.

Mathematics students who fail to make at least a grade ≥C in any mathematics course taken at EWU must review the circumstances with an academic advisor during the term following the failure. A letter from the student explaining the circumstances must be placed in the student's file. Mathematics students failing to follow this procedure will not be allowed to enroll in subsequent mathematics courses.

Mathematics students who fail to make at least a grade ≥C in mathematics courses taken at EWU on any two quarters during their undergraduate program must meet during the term following the second occurrence with a committee consisting of the student’s appointed advisor and two other members of the mathematics faculty: one designated by the department chair and one chosen by the student. The committee will review the circumstances including the letter submitted after the first occurrence and recommend one of the following actions:

- the student be allowed to continue in the program without specific remediation;
- the student be required to remediate specific deficiencies in a way prescribed by the committee.

Mathematics students who fail to make at least a grade ≥2.0 in mathematics courses in three quarters during their undergraduate program must again meet with a committee of at least three faculty members who will decide if the student will be allowed to continue in the program. Students who are dropped from mathematics programs may be reinstated only by demonstrating the capability of academic excellence and a commitment to complete an undergraduate program in a reasonable time frame. This demonstration must be made before a committee of at least three members of the mathematics faculty.

Graduation Requirement

Students must receive a grade ≥C in each course used to satisfy the requirements of an undergraduate major or minor in mathematics.

Graduate Degrees

Graduate Certificate

Middle-Level Mathematics Endorsement (p. 382)

Prerequisite Policy

Students must have earned a grade ≥C or better in any course that is to be used to satisfy a prerequisite requirement for a subsequent mathematics course offered by the Eastern Washington University Department of Mathematics.

Mathematics/Elementary Major, Bachelor of Arts in Education (BAE)

Completion of this major and the General Degree Completion Requirements for Education, Elementary, satisfies the state requirements for a generalist (multiple subject) Elementary Education teaching endorsement.

Notes: computer literacy proficiency is required (it can be demonstrated by CPLA 100 and CPLA 101 test, by CPLA 100 and CPLA 101 credits or by CPLA 120 credits); this proficiency must be completed prior to enrollment in MATH 311.

Grade Requirements: students must receive a grade ≥C in each course used to satisfy the requirements of an undergraduate major or minor in mathematics.

Elementary Education Core

There are general education science and social science courses that are strongly recommended for the Elementary Education candidate. See the general requirements section of this catalog. Please see an Education advisor for clarification.

30–hour multicultural education field requirement

EDUC 303
Mathematics/Elementary Major and Middle Level Endorsement Option, Bachelor of Arts in Education (BAE)

EDUC 304  INTRODUCTION TO ELEMENTARY READING  3
EDUC 308  FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT  3
EDUC 310  LITERACY METHODS, MANAGEMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL  4
EDUC 338 & EDUC 340  LANGUAGE AND SOCIAL STUDIES METHODS 1: INTEGRATED LANGUAGE ARTS FOR ELEMENTARY SCHOOL and LANGUAGE AND SOCIAL STUDIES METHODS 2: INTEGRATED SOCIAL STUDIES FOR ELEMENTARY SCHOOL  8
EDUC 380 & EDUC 381  INTEGRATED STEM METHODS 1 and INTEGRATED STEM METHODS 2  8
EDUC 423  ELEMENTARY STUDENT TEACHING K-8  12
EDUC 427  GENERAL STUDENT TEACHING K-12 (variable credit—must be repeated)  1-15

Total Credits  48-62

Elementary Education students must complete the required Elementary Education Core and the following courses.

Required Mathematics Elementary Courses
MATH 208  MATHEMATICS FOR ELEMENTARY TEACHERS I  5
MATH 209  MATHEMATICS FOR ELEMENTARY TEACHERS II  4
MATH 210  MATHEMATICS FOR ELEMENTARY TEACHERS III  4
MATH 311  FUNCTIONS AND RELATIONS FOR K-8 TEACHERS  5
MATH 312  GEOMETRY FOR THE K-8 TEACHER  5
MATH 411  DISCRETE MATHEMATICS FOR K-8 TEACHERS  4
MATH 420  PROBLEM SOLVING FOR K-8 TEACHERS  4

Required Mathematics Education Courses
MTED 390  METHODS OF TEACHING ELEMENTARY SCHOOL MATHEMATICS  5
MTED 412  ADVANCED METHODS OF TEACHING K-8 MATHEMATICS  5

Required Capstone
MTED 490A  SENIOR CAPSTONE: ELEMENTARY PRACTICUM  5

Total Credits  46

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)
   Humanities and Arts (p. 35)
   Natural Sciences (p. 35)
   Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)
   Foreign Language
   Minor or Certificate
   Diversity Course List (p. 37)
   Global Studies Course List (p. 37)
   Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advise-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

Note: see Education program for additional PLOs related to certification requirements.

- demonstrate an understanding of and an ability to use the Mathematical Practices (CCSSM) and a productive disposition as a student and teacher of mathematics;
- demonstrate and apply in the classroom a profound understanding of fundamental mathematics within the K–8 curriculum, of how these topics progress within the K–8 range, of how these topics extend and relate to the mathematics in the secondary curriculum, and of the fundamental concepts in the curriculum in the secondary curriculum and beyond;
- demonstrate and apply in the classroom a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning.

Mathematics/Elementary Major and Middle Level Endorsement Option, Bachelor of Arts in Education (BAE)

Completion of this major and the General Degree Completion Requirements for Education, Elementary, satisfies the state requirements for a generalist (multiple subject) Elementary Education teaching endorsement.

Notes: computer literacy proficiency is required (it can be demonstrated by CPLA 100 and CPLA 101 test, by CPLA 100 and CPLA 101 course credits or by CPLA 120 course credits); this proficiency must be completed prior to enrollment in MATH 311.

Grade Requirements: students must receive a grade ≥C in each course used to satisfy the requirements of an undergraduate major or minor in mathematics.

Elementary Education Core

There are general education science and social science courses that are strongly recommended for the Elementary Education candidate. See the general requirements section of this catalog. Please see an Education advisor for clarification.

30–hour multicultural education field requirement

EDUC 303  FOUNDATIONS OF ASSESSMENT  3
EDUC 304  INTRODUCTION TO ELEMENTARY READING  3
EDUC 308  FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT  3
EDUC 310  LITERACY METHODS, MANAGEMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL  4
All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

Note: see Education program for additional PLOs related to certification requirements.

- describe and demonstrate an ability to use the Mathematical Practices (CCSSM) and a productive disposition as a student and teacher of mathematics;
- demonstrate and apply in the classroom a profound understanding of fundamental mathematics within the K–8 curriculum, of how these topics progress within the K–8 range, of how these topics extend and relate to the mathematics in the secondary curriculum, and of the fundamental concepts in the curriculum in the secondary curriculum and beyond;
- demonstrate and apply in the classroom a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning.

Mathematics/Middle Level Endorsement Major, Bachelor of Arts in Education (BAE)

Completion of this major and the General Degree Completion Requirements for Education, Secondary (43 credits) satisfies the state requirements for a state mathematics teaching endorsement (middle level, grade levels 4–9.)

Notes: computer literacy proficiency is required (it can be demonstrated by CPLA 100 and CPLA 101 test, by CPLA 100 and CPLA 101 course credits or by CPLA 120 course credits); this proficiency must be completed prior to enrollment in MATH 311.; effective 09.01.14, all candidates for certification must pass the NES subject matter test to receive an endorsement for certification purposes.

Grade Requirements: students must receive a grade ≥C in each course used to satisfy the requirements of an undergraduate major or minor in mathematics.

Secondary Education Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 201</td>
<td>INTRODUCTION TO EDUCATION</td>
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<td>EDUC 303</td>
<td>FOUNDATIONS OF ASSESSMENT</td>
<td>3</td>
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<td>EDUC 309</td>
<td>FOUNDATIONS OF SECONDARY CLASSROOM MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 413</td>
<td>SECONDARY STRATEGIES, MANAGEMENT, ASSESSMENT</td>
<td>3</td>
</tr>
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</table>

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)

<table>
<thead>
<tr>
<th>Area</th>
<th>Courses</th>
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<tbody>
<tr>
<td>Humanities and Arts</td>
<td>EDUC 201 INTRODUCTION TO EDUCATION 3</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>EDUC 303 FOUNDATIONS OF ASSESSMENT 3</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>EDUC 309 FOUNDATIONS OF SECONDARY CLASSROOM MANAGEMENT 3</td>
</tr>
<tr>
<td>Foreign Language</td>
<td>EDUC 413 SECONDARY STRATEGIES, MANAGEMENT, ASSESSMENT 3</td>
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University Graduation Requirements (p. 36) (UGR)

<table>
<thead>
<tr>
<th>Requirements</th>
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<tbody>
<tr>
<td>Foreign Language</td>
<td>EDUC 201 INTRODUCTION TO EDUCATION 3</td>
</tr>
<tr>
<td>Minor or Certificate</td>
<td>EDUC 303 FOUNDATIONS OF ASSESSMENT 3</td>
</tr>
<tr>
<td>Diversity Course List</td>
<td>EDUC 309 FOUNDATIONS OF SECONDARY CLASSROOM MANAGEMENT 3</td>
</tr>
<tr>
<td>Global Studies Course List</td>
<td>EDUC 413 SECONDARY STRATEGIES, MANAGEMENT, ASSESSMENT 3</td>
</tr>
<tr>
<td>Senior Capstone</td>
<td>EDUC 413 SECONDARY STRATEGIES, MANAGEMENT, ASSESSMENT 3</td>
</tr>
</tbody>
</table>

Placement and Clearance Exams (p. 21)

Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)
Secondary Education students must complete the required Secondary Education Core and the following courses.

**Required Mathematics Courses**

- MATH 208  MATHEMATICS FOR ELEMENTARY TEACHERS I  5
- MATH 209  MATHEMATICS FOR ELEMENTARY TEACHERS II  4
- MATH 210  MATHEMATICS FOR ELEMENTARY TEACHERS III  4
- MATH 311  FUNCTIONS AND RELATIONS FOR K-8 TEACHERS  5
- MATH 312  GEOMETRY FOR THE K-8 TEACHER  5
- MATH 411  DISCRETE MATHEMATICS FOR K-8 TEACHERS  4
- MATH 413  DATA ANALYSIS AND PROBABILITY FOR MIDDLE LEVEL TEACHERS  3
- MATH 416  CALCULUS FOR MIDDLE LEVEL TEACHERS  4
- MATH 420  PROBLEM SOLVING FOR K-8 TEACHERS  4

**Required Mathematics Education Courses**

- EDUC 417  CULTURE OF MIDDLE SCHOOL  3
- MTED 290  EARLY MATH PRACTICUM  3
- MTED 390  METHODS OF TEACHING ELEMENTARY SCHOOL MATHEMATICS  5
- MTED 392  METHODS OF TEACHING SECONDARY MATH I  3
- MTED 412  ADVANCED METHODS OF TEACHING K-8 MATHEMATICS  5

**Required Senior Capstone**

- MTED 490B  SENIOR CAPSTONE: SECONDARY PRACTICUM  5

**Total Credits**  31-43

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) — you must be signed in to use this tool.

- demonstrate and apply in the classroom a profound understanding of fundamental mathematics;
- demonstrate and apply in the classroom a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning;
- exhibit a productive disposition: value learning, value and respect student thinking, exhibit curiosity about students and mathematics, demonstrate perseverance, model effective learning, understand and value the role of discourse in promoting the learning of math.

**Mathematics/Secondary Major, Bachelor of Arts in Education (BAE)**

Completion of this major and the General Degree Completion Requirements for Education, Secondary, satisfies the state requirements for a state mathematics teaching endorsement (secondary, grade levels 5–12).

**Notes:**

- computer literacy proficiency is required (it can be demonstrated by CPLA 100 and CPLA 101 test, by CPLA 100 and CPLA 101 course credits or by CPLA 120 course credits);
- the above major takes more than 12 quarters at 15–16 credits a quarter;
- effective 09.01.14 all candidates for certification must pass the NES subject matter test to receive an endorsement for certification purposes.

**Grade Requirements:** students must receive a grade ≥C in each course used to satisfy the requirements of an undergraduate major or minor in mathematics.

**Secondary Education Core**

- 30-hour multicultural education field requirement

**University Competencies and Proficiencies** (p. 33)

**Breadth Area Core Requirements (BACR)**

- Humanities and Arts (p. 35)
- Natural Sciences (p. 35)
- Social Sciences (p. 36)

**University Graduation Requirements** (p. 36) (UGR)

- Foreign Language
- Minor or Certificate
- Diversity Course List (p. 37)
- Global Studies Course List (p. 37)
- Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing). Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).
MATH 225  FOUNDATIONS OF MATHEMATICS  5
MATH 231  LINEAR ALGEBRA  5
MATH 241  CALCULUS IV  5
MATH 370  SURVEY OF GEOMETRIES  5
MATH 385  PROBABILITY AND STATISTICAL INFERENCE I  5
MATH 387  REGRESSION CONCEPTS  3
MATH 432  RINGS AND POLYNOMIALS  5
MATH 460  CONTINUOUS FUNCTIONS  5
MATH 492  PROBLEM SOLVING SEMINAR  5

Required MATH Elective—choose from the following.  5
MATH 331  DISCRETE MATHEMATICS WITH APPLICATIONS
MATH 332  NUMBER THEORY
MATH 347 & MATH 307  INTRODUCTORY DIFFERENTIAL EQUATIONS and MATHEMATICAL COMPUTING LABORATORY III
MATH 431  APPLIED GROUP THEORY
MATH 481  COMPLEX ANALYSIS

Required MTED Courses
MTED 392  METHODS OF TEACHING SECONDARY MATH I  3
MTED 393  METHODS OF TEACHING SECONDARY MATHEMATICS II  3
MTED 490B  SENIOR CAPSTONE: SECONDARY PRACTICUM  5
MTED 493  METHODS OF TEACHING SECONDARY MATHEMATICS III  3

Total Credits  77

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)
  Humanities and Arts (p. 35)
  Natural Sciences (p. 35)
  Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)
  Foreign Language
  Minor or Certificate
  Diversity Course List (p. 37)
  Global Studies Course List (p. 37)
  Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

Note: see Education for additional PLOs.

• a sensitivity and ability to respond to the mathematical thinking of secondary students;
• a strong ability to reason mathematically and develop proofs with understanding;
• ability to critically read, analyze, evaluate, transform, and implement mathematics education literature;
• applications of pedagogical content knowledge for secondary mathematics in planning and teaching;
• habits of mind to continue improving teaching practices that support mathematics learning;
• the values, dispositions, and habits of mind of a community of mathematicians;
• understanding of foundational content of modern mathematics and its applications;
• understanding of mathematical learning progressions and connections within secondary mathematics.

Mathematics Major, Bachelor of Science (BS)

The program leading to a BS in Mathematics is rigorous, but flexible. All students enroll in the core of 54 credits of mathematics, and also choose at least three electives in mathematics. Then, there is a choice of electives outside of mathematics that gives students a background in fields where mathematics is heavily used in industry and government. Therefore, this degree prepares students for a career in industry or government or for graduate study in mathematics or a closely related field.

Grade Requirements: students must receive a grade ≥C in each course used to satisfy the requirements of an undergraduate major or minor in mathematics.

Required Courses
MATH 161  CALCULUS I  5
MATH 162  CALCULUS II  5
MATH 163  CALCULUS III  5
MATH 225  FOUNDATIONS OF MATHEMATICS  5
MATH 231  LINEAR ALGEBRA  5
MATH 241  CALCULUS IV  5
MATH 347 & MATH 307  INTRODUCTORY DIFFERENTIAL EQUATIONS and MATHEMATICAL COMPUTING LABORATORY III (to be taken concurrently)  5
MATH 385  PROBABILITY AND STATISTICAL INFERENCE I  5
MATH 432  RINGS AND POLYNOMIALS  5
MATH 460  CONTINUOUS FUNCTIONS  5
MATH 491  SENIOR THESIS  5

Required Electives—choose from the following.  35
CHEM 421  PHYSICAL CHEMISTRY
CHEM 422  PHYSICAL CHEMISTRY
CHEM 423  PHYSICAL CHEMISTRY
CSCD 210  PROGRAMMING PRINCIPLES I
Mathematics Minor

Grade Requirements: students must receive a grade ≥C in each course used to satisfy the requirements of an undergraduate major or minor in mathematics.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 161</td>
<td>CALCULUS I</td>
<td>5</td>
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<tr>
<td>MATH 162</td>
<td>CALCULUS II</td>
<td>5</td>
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<tr>
<td>MATH 163</td>
<td>CALCULUS III</td>
<td>5</td>
</tr>
<tr>
<td>MATH 231</td>
<td>LINEAR ALGEBRA</td>
<td>5</td>
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<tr>
<td>MATH 232</td>
<td>NUMBER THEORY</td>
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<tr>
<td>MATH 233</td>
<td>GALOIS THEORY</td>
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<tr>
<td>MATH 234</td>
<td>NUMERICAL LINEAR ALGEBRA</td>
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<tr>
<td>MATH 235</td>
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<td>MATH 236</td>
<td>DIFFERENTIAL EQUATIONS</td>
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<td>MATH 237</td>
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<td>MATH 238</td>
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<tr>
<td>MATH 239</td>
<td>ADVANCED GEOMETRY</td>
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<tr>
<td>MATH 240</td>
<td>FOUNDATIONS OF GEOMETRY</td>
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<tr>
<td>MATH 241</td>
<td>COMPLEX ANALYSIS</td>
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<tr>
<td>MATH 242</td>
<td>PROBABILITY AND STATISTICAL INFERENCE I</td>
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<td>MATH 243</td>
<td>PROBABILITY AND STATISTICAL INFERENCE II</td>
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<td>MATH 244</td>
<td>FINITE ELEMENT ANALYSIS</td>
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<tr>
<td>MATH 245</td>
<td>CLASSICAL MECHANICS I</td>
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<td>MATH 246</td>
<td>CLASSICAL MECHANICS II</td>
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<tr>
<td>MATH 247</td>
<td>SPECIAL RELATIVITY</td>
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<tr>
<td>MATH 248</td>
<td>QUANTUM PHYSICS I : INTRODUCTION</td>
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<td>MATH 249</td>
<td>ELECTROMAGNETISM I</td>
<td></td>
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<tr>
<td>MATH 250</td>
<td>ELECTROMAGNETISM II</td>
<td></td>
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<tr>
<td>MATH 251</td>
<td>ELECTROMAGNETISM III</td>
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Choose three courses from the following

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<tr>
<th>Course</th>
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<tbody>
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<td>MATH 225</td>
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<tr>
<td>or MATH 301</td>
<td>DISCRETE MATHEMATICS</td>
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<td>MATH 307</td>
<td>MATHEMATICAL COMPUTING LABORATORY III</td>
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<td>&amp; MATH 347</td>
<td>INTRODUCTORY DIFFERENTIAL EQUATIONS</td>
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<tr>
<td>MATH 331</td>
<td>DISCRETE MATHEMATICS WITH APPLICATIONS</td>
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<tr>
<td>MATH 332</td>
<td>NUMBER THEORY</td>
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<td>MATH 385</td>
<td>PROBABILITY AND STATISTICAL INFERENCE I</td>
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<td>MATH 430</td>
<td>ADVANCED LINEAR ALGEBRA</td>
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<td>MATH 431</td>
<td>APPLIED GROUP THEORY</td>
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<tr>
<td>MATH 432</td>
<td>RINGS AND POLYNOMIALS</td>
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<td>MATH 433</td>
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<td>MATH 444</td>
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<td>MATH 460</td>
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<td>MATH 461</td>
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Total Credits 90

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)
Elementary Mathematics Minor

Completion of this minor is optional. Completion of the General Degree Completion Requirements for Education, Elementary, and a major field of study satisfies the state requirements for a generalist (or multiple subjects) Elementary Education teaching endorsement.

Notes: computer literacy proficiency is required (it can be demonstrated by CPLA 100 and CPLA 101 test, by CPLA 100 and CPLA 101 course credits or by CPLA 120 course credits); this proficiency must be completed prior to enrollment in MATH 311.

Grade Requirements: students must receive a grade ≥C in each course used to satisfy the requirements of an undergraduate major or minor in mathematics.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
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<tbody>
<tr>
<td>MATH 208</td>
<td>MATHEMATICS FOR ELEMENTARY TEACHERS I</td>
<td>5</td>
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<tr>
<td>MATH 209</td>
<td>MATHEMATICS FOR ELEMENTARY TEACHERS II</td>
<td>4</td>
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<td>MATH 210</td>
<td>MATHEMATICS FOR ELEMENTARY TEACHERS III</td>
<td>4</td>
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<tr>
<td>MATH 311</td>
<td>FUNCTIONS AND RELATIONS FOR K-8 TEACHERS</td>
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<td>MATH 420</td>
<td>PROBLEM SOLVING FOR K-8 TEACHERS</td>
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<tr>
<td>MTED 390</td>
<td>METHODS OF TEACHING ELEMENTARY SCHOOL</td>
<td>5</td>
</tr>
<tr>
<td>MTED 412</td>
<td>ADVANCED METHODS OF TEACHING K-8 MATHEMATICS</td>
<td>5</td>
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</table>

Total Credits: 32

Secondary Mathematics Minor

Grade Requirements: students must receive a grade ≥C in each course used to satisfy the requirements of an undergraduate major or minor in mathematics.

Required Mathematics Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MATH 161</td>
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<td>CALCULUS II</td>
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<td>FOUNDATIONS OF MATHEMATICS</td>
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<td>or MATH 301</td>
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<td>or MATH 411</td>
<td>DISCRETE MATHEMATICS FOR K-8 TEACHERS</td>
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<tr>
<td>or MATH 347</td>
<td>INTRODUCTORY DIFFERENTIAL EQUATIONS</td>
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<tr>
<td>MATH 413</td>
<td>DATA ANALYSIS AND PROBABILITY FOR MIDDLE LEVEL TEACHERS</td>
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<tr>
<td>MATH 492</td>
<td>PROBLEM SOLVING SEMINAR</td>
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Required Mathematics Education Courses

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<tr>
<th>Course</th>
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<tr>
<td>MTED 392</td>
<td>METHODS OF TEACHING SECONDARY MATH I</td>
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<tr>
<td>MTED 393</td>
<td>METHODS OF TEACHING SECONDARY MATHEMATICS II</td>
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</table>

Mathematics/Secondary Middle Level Endorsement/Minor

Completion of this minor, the General Degree Completion Requirements for Education, Secondary, and a major field of study satisfies the state requirements for a middle level mathematics teaching endorsement (grade levels 4–9).

This minor can be completed for an add-on Middle Level Mathematics Endorsement.

The completion of MATH 208 satisfies the university Mathematical Reasoning competency/proficiency requirement.

Notes:

• computer literacy proficiency is required (it can be demonstrated by CPLA 100 and CPLA 101 test, by CPLA 100 and CPLA 101 course credits or by CPLA 120 course credits); this proficiency must be completed prior to enrollment in MATH 311.

• effective 09.01.05, all candidates for certification must pass the WEST-E Praxis II subject matter test to receive an endorsement for certification purposes.

Grade Requirements: students must receive a grade ≥C in each course used to satisfy the requirements of an undergraduate major or minor in mathematics.

Required Courses

<table>
<thead>
<tr>
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<th>Credits</th>
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<tbody>
<tr>
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<td>CULTURE OF MIDDLE SCHOOL</td>
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<tr>
<td>MATH 208</td>
<td>MATHEMATICS FOR ELEMENTARY TEACHERS I</td>
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<tr>
<td>MATH 209</td>
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Mathematics, Middle-Level Mathematics Endorsement Graduate Certificate

Through completion of the required courses in this certificate program, teachers currently certified in the state of Washington will earn a middle-level (4th through 9th grades) mathematics teaching endorsement. The MA in teaching K–9 mathematics program, with endorsement-specific electives completed, also meets the middle-level endorsement requirements, and students in the degree program need not enroll separately in this certificate program. The certificate program is for students seeking the endorsement only, without the master’s degree, and differs from the undergraduate add-on middle level endorsement program in that the graduate courses will be populated by certified teachers who may have had teaching experience that they will bring to bear. The certificate program courses will also be offered in the late afternoons and summer quarters, whereas the courses in the undergraduate program are primarily offered during the day in the regular academic year.

Completion of this program—by a currently certified teacher with one or more Washington State Teaching Endorsements—will satisfy the Washington state requirements for a middle level mathematics teaching endorsement (grade levels 4–9).

**General Admission Requirements for the Middle Level Mathematics Add-On Endorsement**

- a Washington State Teaching Certificate;
- demonstration of entry-level competency on an inventory of content knowledge for teaching mathematics administered in the Mathematics Department.

Note: for students who have not previously completed MATH 141 or equivalent, or MATH 311, the program will total 40 credits.

### Required Courses

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<td><strong>Total Credits</strong></td>
<td><strong>56</strong></td>
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</table>

### Notes:

- For students who have not previously completed MATH 141 or equivalent, or MATH 311, the program will total 40 credits.
- Completion of this program—by a currently certified teacher with one or more Washington State Teaching Endorsements—will satisfy the Washington state requirements for a middle level mathematics teaching endorsement (grade levels 4–9).

### Math - Developmental (MTHD)

**MTHD 101. MATHEMATICS PLACEMENT LAB. 1 Credit.**

Notes: Does not count toward the 180 credit requirement. Graded Pass/No Credit.

This course includes a practice placement assessment, access to a math prep module for students to review math topics, study skill strategies, information on where to find mathematics assistance at EWU and an official mathematics placement assessment score for math registration purposes at EWU.

**MTHD 103. BASIC ALGEBRA/COLLEGE STUDENTS. 5 Credits.**

Notes: does not count toward the 180 credit requirement.

Topics include algebraic properties of number systems, the algebra of polynomials, and algebraic, graphical and numerical solutions to equations of the first and second degree (as well as absolute value equations and literal equations).

**MTHD 104. INTERMEDIATE ALGEBRA/COLLEGE STUDENTS. 5 Credits.**

Notes: does not count toward the 180 credit requirement.

Pre-requisites: approved score in MTHD 103 or mathematics placement assessment (MPA) or ≥C in approved transfer course.

Satisfies: completion of this course with a grade ≥C satisfies pre university basic skill.

Topics studied are linear equations and functions, linear systems of equations, exponential equations and functions and logarithmic equations. Problem solving, use of graphing tools, and quantitative and abstract reasoning are emphasized throughout the course.
MTHD 106. ALGEBRA REASONING. 5 Credits.
Notes: intended for students who are planning to use MATH 107 to complete the university proficiency in mathematics; does not count toward the 180 credit requirement.
Pre-requisites: approved score in MTHD 103 or placement test score equivalent to placement into MTHD 104.
Satisfies: completion of this course with a grade ≥C satisfies pre university basic skill.
This course leads to mastery of basic algebraic skills involving linear models, systems of equations, proportional reasoning, and exponential growth. Students develop reasoning skills in the areas or problem solving, unit conversion, graphical interpretation, counting strategies and interpreting slopes.

MTHD 196. EXPERIMENTAL COURSE. 1-5 Credits.
Experimental

MTHD 199. SPECIAL STUDIES. 1-5 Credits.
Notes: does not count toward the 180 credit requirement.
Pre-requisites: permission of the instructor, department chair and college dean.
Special Studies.

Mathematics (MATH)

MATH 107. MATHEMATICAL REASONING. 5 Credits.
Pre-requisites: MTHD 104 or MTHD 106 or equivalent course, or a satisfactory score on the mathematics placement test (MPT); Computer Literacy Competency recommended.
Satisfies: completion of this course with a grade ≥C satisfies the university proficiencies in mathematics.
The course explores sets, basic logic, truth tables, elementary probability and statistics, geometry and the connections between mathematics and art, exponential functions, logarithms and geometric series. The spirit of the course is one of reasoning and problem solving. This is a terminal course intended for students not taking any other mathematics courses for their program of study. This proficiency may be satisfied by examination.

MATH 114. ALGEBRA CONCEPTS. 5 Credits.
Pre-requisites: grade ≥C in MTHD 104, or a satisfactory score on the mathematics placement assessment (MPA).
Satisfies: completion of this course with a grade ≥C satisfies mathematics competency (additional clearance must be completed for proficiency).
Topics studied are quadratic, rational, and radical equations and functions including an introduction to the algebra of polynomial functions. Problem solving, use of graphing tools, and quantitative and abstract reasoning are emphasized throughout the course.

MATH 121. INTRODUCTORY STATISTICS. 5 Credits.
Pre-requisites: MTHD 104 or MTHD 106 or a satisfactory score on the mathematics placement test.
Satisfies: completion of this course with a grade ≥C satisfies the university proficiencies in mathematics.
This course develops statistical literacy and the ability to think statistically, and understand how probability plays a role in statistical inference. Descriptive statistics and their graphical representations are used to summarize real and simulated data sets. Students understand how the variation present in a population affects the precision of estimates of population attributes. Confidence intervals and hypothesis testing are introduced with an emphasis on understanding their use in context.

MATH 141. PRECALCULUS I. 5 Credits.
Pre-requisites: a grade ≥C in MATH 114 or equivalent course or a satisfactory score on the mathematics placement assessment (MPA).
Satisfies: completion of this course with a grade ≥C satisfies the university proficiencies in mathematics.
This course includes modeling, rates of change and structure of functions; especially polynomial, rational, logarithmic and exponential. Problem solving, use of graphing tools and abstract reasoning are emphasized throughout the course.

MATH 142. PRECALCULUS II. 5 Credits.
Pre-requisites: MATH 141 or equivalent.
Satisfies: completion of this course with a grade ≥C satisfies the university proficiencies in mathematics.
This course includes an in depth treatment of trigonometric and inverse trigonometric functions, identities, complex numbers, sequences, series, conic sections and mathematical induction. Polar coordinates, parametric equations and vectors are introduced. Problem solving, use of graphing tools, and quantitative and abstract reasoning are emphasized throughout the course.

MATH 161. CALCULUS I. 5 Credits.
Notes: for the university proficiencies, this course may be substituted for MATH 107.
Pre-requisites: MATH 142.
Satisfies: completion of this course with a grade ≥C satisfies the university proficiencies in mathematics.
This course introduces the concepts of mathematical limits, derivatives, definite and indefinite integrals, and of real-valued functions of a single real variable, with applications.

MATH 162. CALCULUS II. 5 Credits.
Pre-requisites: MATH 161.
This course presents techniques of integration and improper integrals, with applications, and introduces transcendental functions.

MATH 163. CALCULUS III. 5 Credits.
Pre-requisites: MATH 162.
This course introduces limits of sequences and Taylor series, polar coordinates and conic sections in the plane, as well as vectors and parametric curves in the plane and in space.

MATH 196. EXPERIMENTAL COURSE. 1-5 Credits.

MATH 200. FINITE MATHEMATICS. 5 Credits.
Notes: For the university proficiencies, the course may be substituted for MATH 107. Computer Literacy Competency recommended.
Pre-requisites: a grade ≥C in MTHD 104, or a satisfactory score on the mathematics placement assessment (MPA); placement into or above ENGL 101.
Satisfies: completion of this course with a grade ≥C satisfies the university proficiencies in mathematics.
This course provides an introduction to the mathematical systems encountered in the study of the behavioral sciences and a study of matrices, linear systems, linear programming, set theory and probability.
MATH 208. MATHEMATICS FOR ELEMENTARY TEACHERS I. 5 Credits.
Pre-requisites: MTHD 106 with a grade ≥C, or a satisfactory score on the mathematics placement assessment (MPA); placement into or above ENGL 101.
Satisfies: completion of this course with a grade ≥C satisfies the university proficiencies in mathematics. This course gives future K–8 teachers foundational understanding of elementary school mathematics for teaching. It includes problem-solving, numeration and number systems, whole number operations, fractions and operations on fractions, decimals and operations on decimals, percent, proportional reasoning, integers and operations on integers. Conceptual understanding and problem solving strongly emphasized.

MATH 209. MATHEMATICS FOR ELEMENTARY TEACHERS II. 4 Credits.
Pre-requisites: MATH 208.
This course promotes a deep conceptual understanding of geometry and measurement taught in grades K–8, and of proportional reasoning as it applies to geometry and measurement. Through a problem-solving approach to learning these concepts and procedures, future teachers also develop and reflect on their proficiencies in the Standards for Mathematical Practices.

MATH 210. MATHEMATICS FOR ELEMENTARY TEACHERS III. 4 Credits.
Notes: this course addresses content from previous courses MATH 211 and 212 in more depth and adds topics required by Washington State Teacher Competences for K–8 elementary certification.
Pre-requisites: MATH 208.
This course is designed to give future K–8 teachers a basis for understanding elementary school mathematics. Topics include algebraic reasoning, probability, and data analysis, and ratio and proportional reasoning within the context of algebra, probability and data analysis. There is a strong emphasis on conceptual understanding and problem solving.

MATH 225. FOUNDATIONS OF MATHEMATICS. 5 Credits.
Notes: you may not receive credit for both MATH 225 and MATH 301.
Pre-requisites: MATH 161.
Provides a transition from freshman-level to higher-level mathematics and is required for higher-level courses. Topics include logic, methods of proof, set theory, relations and functions and cardinality.

MATH 231. LINEAR ALGEBRA. 5 Credits.
Pre-requisites: MATH 142.
Theory and practice of vector geometry in R2 and R3, systems of linear equations, matrix algebra, determinants, vector spaces, bases and dimension, linear transformations, eigenvalues and eigenvectors, rank and nullity and applications.

MATH 241. CALCULUS IV. 5 Credits.
Notes: this course should be taken immediately after MATH 163, when possible.
Pre-requisites: MATH 163.
This course introduces differentials and multiple integrals of functions of several real variables and vector calculus.

MATH 296. EXPERIMENTAL COURSE. 1-5 Credits.

MATH 297. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 3-5 Credits.

MATH 298. SEMINAR. 1-5 Credits.

MATH 299. SPECIAL STUDIES. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

MATH 301. DISCRETE MATHEMATICS. 5 Credits.
Notes: for the university proficiencies, the course may be substituted for MATH 107; you may not receive credit for both MATH 225 and MATH 301.
Pre-requisites: MATH 142.
Satisfies: completion of this course with a grade ≥C satisfies the university proficiencies in mathematics. This course covers the theory and application of the mathematics most relevant to computer science. Foundation topics include logic, induction and recursion, methods of proof, set theory, relations and functions, and combinatorics. Implementation topics include graphs and matrices, including systems of linear equations, two-dimensional rotation matrices and matrix representations of graphs, as well as selected topics in graph theory.

MATH 307. MATHEMATICAL COMPUTING LABORATORY III. 1 Credit.
Notes: the laboratory may be repeated for credit.
Pre-requisites: successful completion of CPLA 100 and 101 or CPLA 120 and permission of the instructor.
The laboratory consists of exercises, experiments and reports, using applications, calculators or mathematical software such as Maple, Mathematica, Matlab, MINITAB, Geometer's Sketchpad or SAS, on topics closely related to the contents of the designated concurrent mathematics course. However, the laboratory is not required by the designated course. The topics are specified in the section subtitles.

MATH 311. FUNCTIONS AND RELATIONS FOR K-8 TEACHERS. 5 Credits.
Pre-requisites: MATH 114, MATH 210, or equivalent or satisfactory score on mathematics assessment exam.
A discussion of the algebraic concepts of functions and relations from numeric, graphic and symbolic viewpoints.

MATH 312. GEOMETRY FOR THE K-8 TEACHER. 5 Credits.
Pre-requisites: MATH 209 and MATH 210.
Concepts from two- and three-dimensional geometry are explored and demonstrated. The course includes geometric proofs and requires the use of technology widely used in the K–12 system (and available in the Mathematics Department).

MATH 320. HISTORY OF MATHEMATICS. 4 Credits.
Pre-requisites: ENGL 201; MATH 225 or permission of the instructor.
A historical development of mathematical ideas and methods. Emphasizes the individuals involved, the development of the intellectual activity called mathematics and the ebb and flow of mathematics in history.

MATH 331. DISCRETE MATHEMATICS WITH APPLICATIONS. 5 Credits.
Pre-requisites: MATH 225 or both MATH 161 and MATH 301.
Graph theory, chaos theory and fractals, combinatorics, combinatorial game theory and the surreal numbers. Selected applications for each topic.

MATH 332. NUMBER THEORY. 5 Credits.
Pre-requisites: MATH 225.
Arithmetic in different bases, fundamental theorem of arithmetic, modular arithmetic, Wilson's and Fermat's theorems, RSA codes, perfect numbers, linear and quadratic congruences, quadratic reciprocity, Pythagorean triples, Gaussian integers and arithmetic in other settings, Fermat's last theorem and the method of descent.

MATH 341. TOPICS IN APPLIED ANALYSIS I. 4 Credits.
Pre-requisites: for MATH 341: MATH 163; for MATH 342 and MATH 343: MATH 241.
Selected topics in applied mathematics such as vector analysis, complex variables, partial differential equations, etc.
MATH 342. TOPICS IN APPLIED ANALYSIS II. 5 Credits.  
**Pre-requisites:** MATH 241.  
Selected topics in applied mathematics such as vector analysis, complex variables, partial differential equations, etc.

MATH 343. TOPICS IN APPLIED ANALYSIS III. 4 Credits.  
**Pre-requisites:** for MATH 341: MATH 163; for MATH 342 and MATH 343: MATH 241.  
Selected topics in applied mathematics such as vector analysis, complex variables, partial differential equations, etc.

MATH 347. INTRODUCTORY DIFFERENTIAL EQUATIONS. 4 Credits.  
**Notes:** concurrent enrollment in MATH 307 for students including MATH 347 in a major in mathematics or secondary education in mathematics.  
**Pre-requisites:** MATH 163.  
This course introduces scalar differential equations with analytical methods of solution, including Laplace transforms, numerical approximations, as well as mathematical models of applications, with other selected topics and uses of software.

MATH 350. BIOMATHEMATICS. 5 Credits.  
**Pre-requisites:** MATH 347 or permission of instructor.  
Biomathematics is a 5 credit course containing both analytical and computational methods for studying mathematical models of biological systems. In order to increase interdisciplinary access, the course contains a primer on dynamics and technology. Biological topics include: ecological/population modeling, SIR modeling, the law of mass action, enzyme kinetics, the Hodgkin-Huxley model and simplified conductance based models.

MATH 370. SURVEY OF GEOMETRIES. 5 Credits.  
**Pre-requisites:** CPLA 100 and CPLA 101 or equivalent; and MATH 225.  
Introduction to various finite and infinite geometries, both Euclidean and non-Euclidean. The logical notions of consistency, independence, interpretation and models and completeness will be explored. Properties and theorems of each geometric system will be developed synthetically, analytically and through use of technology.

MATH 380. ELEMENTARY PROBABILITY AND STATISTICS. 5 Credits.  
**Notes:** for the university proficiencies, course may be substituted for MATH 107.  
**Pre-requisites:** MATH 141 or Mathematics Proficiency Clearance, Computer Literacy Competency recommended.  
**Satisfies:** completion of this course with a grade ≥C satisfies the university proficiencies in mathematics.  
Empirical and theoretical frequency distributions. Discrete and continuous random variables. The binomial random variable and the normal. Descriptive statistics including measures of location, spread and association. An introduction to inferential statistics including confidence intervals and hypothesis testing.

MATH 385. PROBABILITY AND STATISTICAL INFERENCE I. 5 Credits.  
**Pre-requisites:** MATH 163 and MATH 225 or permission of the instructor.  
This course introduces mathematical theory of probability and statistical inference. This includes proofs of simple theorems, applications of probability to real world problems, discrete and continuous random variables and their probability distributions, sampling distributions and the central limit theorem, basic properties of estimators including bias, constructions of confidence intervals and hypothesis tests.

MATH 387. REGRESSION CONCEPTS. 3 Credits.  
**Pre-requisites:** MATH 385.  
This course is designed to provide an introduction, development and applications of regression concepts including Type 1 and Type 2 errors, statistical power, p-values, t-tests, F-tests, linear and polynomial regression, stepwise regression and the relationship between correlation and regression. Technology will be used throughout the course.

MATH 395. CO-OP FIELDWORK. 1-5 Credits.

MATH 396. EXPERIMENTAL COURSE. 1-5 Credits.  
**Pre-requisites:** permission of the instructor, department chair and college dean.

MATH 401. ADVANCED FORMAL LOGIC. 5 Credits.  
**Pre-requisites:** PHIL 301 or math equivalent and successful completion of ENGL 101 and recommended placement above MTHD 104 on the mathematics placement test or MTHD 104 or equivalent.  
Advanced study of formal deductive systems. Develops predicate logic on a rigorous basis, establishes some important metatheorems for logical systems and introduces some concepts in semantics and issues in the philosophy of logic.

MATH 407. MATHEMATICAL COMPUTING LABORATORY IV. 1 Credit.  
**Notes:** the laboratory may be repeated for credit.  
**Pre-requisites:** successful completion of successful completion of CPLA 100 and 101 or CPLA 120 and permission of the instructor.  
The laboratory consists of exercises, experiments and reports, using applications, calculators or mathematical software such as Maple, Mathematica, Matlab, MINITAB, Geometer's Sketchpad or SAS, on topics closely related to the contents of the designated concurrent mathematics course. However, the laboratory is not required by the designated course. The topics are specified in the section subtitles.

MATH 411. DISCRETE MATHEMATICS FOR K-8 TEACHERS. 4 Credits.  
**Pre-requisites:** MATH 161 or MATH 311.  
This course introduces the elementary mathematics major to the process of doing mathematics via mathematical proofs and mathematical reasoning. Throughout the course, familiar topics will be approached in a less intuitive, more formal way and in greater depth than previously experienced. Topics to be covered include logic; sets, functions and sequences; methods of proof; and combinatorics.

MATH 413. DATA ANALYSIS AND PROBABILITY FOR MIDDLE LEVEL TEACHERS. 3 Credits.  
**Pre-requisites:** MATH 209, MATH 210 and MATH 311; MTED 412 or concurrent enrollment.  
Through readings, discussion and a hands-on problem-centered approach, students develop a profound understanding of concepts of data analysis and probability. Students deepen their understanding of the research on the teaching and learning of data analysis and probability in K–9 mathematics.

MATH 416. CALCULUS FOR MIDDLE LEVEL TEACHERS. 4 Credits.  
**Pre-requisites:** MATH 141 or MATH 311.  
This course is intended for pre-service middle school teachers and focuses on conceptual and procedural understandings of limit, continuity, differentiation and integration. It includes the techniques and applications of calculus and use of technology to explore and represent fundamental concepts of calculus.
MATH 420. PROBLEM SOLVING FOR K-8 TEACHERS. 4 Credits.
Pre-requisites: MTED 390 (or math teaching experience) and MATH 311 or equivalent course approved by the department and CPLA 100 and CPLA 101 or the equivalent.
This math content course for prospective K–8 teachers requires students enrolled in the class to solve a large variety of problem-solving problems using a variety of strategies including the use of manipulatives, technology and mathematical representations. Techniques for teaching problem solving are discussed in the course. The use of a variety of types of technology is a required component of the course.

MATH 430. ADVANCED LINEAR ALGEBRA. 5 Credits.
Pre-requisites: MATH 225 and MATH 231.
This course provides an advanced study of linear algebra. Topics will be Jordan decomposition, inner product spaces, hermitian operators. Applications to other branches of mathematics, physics and chemistry will be included.

MATH 431. APPLIED GROUP THEORY. 5 Credits.
Pre-requisites: MATH 225 and MATH 231.
Groups, cyclic and permutation groups, cosets and Lagrange's theorem, Cayley graphs, group actions, counting theorems with applications, tilings and groups of symmetries with applications.

MATH 432. RINGS AND POLYNOMIALS. 5 Credits.
Pre-requisites: MATH 225 and MATH 231.
Binary operations and algebras, rings and polynomials, factor rings and ideals, integral domains and fields (both finite and infinite), factor theorems, prime, irreducible and unique factorization, power series and differential operators, applications including computer algebra techniques, digital communication and encryption.

MATH 433. GALOIS THEORY. 5 Credits.
Pre-requisites: MATH 432.
Field theory, splitting fields, Galois groups, fundamental theorem of Galois theory, applications to classical problems of Euclidean constructibility and solvability by radicals, applications of the theory to encryption and digital communication.

MATH 444. NUMERICAL LINEAR ALGEBRA. 5 Credits.
Pre-requisites: junior, senior or graduate standing; MATH 161 and MATH 231.
This course develops numerical linear algebra and error estimates essential for scientific computing; machine arithmetic, algorithms for solving systems of linear equations, algorithms for computing eigenvalues and singular values (LU, QR, Jacobi's and SVD) and the theory of error estimates through condition numbers and backward analysis.

MATH 445. NUMERICAL ANALYSIS. 5 Credits.
Pre-requisites: junior or higher standing; MATH 444.
The course combines numerical linear algebra with numerical differentiation and integration to derive methods of scientific computing; numerical differentiation and integration, existence, uniqueness, stability and numerical approximation of solutions to nonlinear systems and of ordinary or partial differential equations, splines and fast Fourier or wavelet transforms. The course also includes such applications to engineering and the sciences as the design and analysis of algorithms to compute special functions, computed geometric design, fluid dynamics, heat diffusion or financial Black-Scholes models, image processing or nonlinear regression.

MATH 447. DIFFERENTIAL EQUATIONS. 5 Credits.
Pre-requisites: MATH 231 and MATH 347.
This course is an advanced study of ordinary differential equations focusing on linear and nonlinear systems, with analytical, qualitative, and numerical methods of solution including Euler's method, matrix exponential, stability, phase plane analysis, linearization, Lyapunov functions, existence and uniqueness and applications. This course provides experience with mathematical software.

MATH 448. PARTIAL DIFFERENTIAL EQUATIONS. 5 Credits.
Pre-requisites: MATH 347.
This course is an advanced study of partial differential equations via boundary value problems and Fourier series representations, centered on classical and numerical solutions of the heat equation, wave equation, advection equation and Laplace equation, introductory finite differences, modeling applications and use of technology through mathematical software. Topics may include Bessel's inequality, energy methods, existence and uniqueness, eigenfunction expansions and integral transforms.

MATH 460. CONTINUOUS FUNCTIONS. 5 Credits.
Pre-requisites: MATH 163 and MATH 225.
The course lays out the foundations for calculus and analytical geometry; the course develops the topology of the n-dimensional real Euclidean space. Topics include the completeness of the real numbers, topological spaces, continuity and properties preserved by continuous functions: compactness and connectedness.

MATH 461. ADVANCED CALCULUS I. 5 Credits.
Pre-requisites: MATH 241 and MATH 460.
The course applies notions from linear algebra and continuous functions to develop the calculus of functions of several variables. Topics include differentiability, the derivative as a linear transformation, extreme value problems and the implicit and inverse function theorems.

MATH 462. ADVANCED CALCULUS II. 5 Credits.
Pre-requisites: MATH 461.
This course builds on topics introduced in MATH 461, and develops integration with differential forms. Topics include line integrals, exterior algebra and a general form of Stokes's theorem; the course includes selected applications to algebraic topology and fluid dynamics, if time permits.

MATH 470. FOUNDATIONS OF GEOMETRY. 5 Credits.
Pre-requisites: MATH 225 and MATH 231 or concurrent enrollment.
The course includes the study of Euclidean and non-Euclidean isometries. Selected topics in advanced geometry stressing applications to other branches of mathematics, physics, chemistry and biology will be explored.

MATH 481. COMPLEX ANALYSIS. 5 Credits.
Notes: MATH 225 and MATH 460 are recommended.
Pre-requisites: MATH 163.
The course proves relations between derivatives, integrals along curves, Maclaurin series, and singularities of complex-valued functions of a complex variable, in particular, theorems of Abel, Cauchy-Goursat, Green, Laurent, Liouville, Morera, Riemann and Rouche (\(|e|\)). Applications include the solution of Laplace's partial differential equation by Green's functions (Cauchy's and Poisson's integral formulae) or Fourier Transforms. Detailed proofs of theorems also provide a theoretical foundations for the corresponding theorems from calculus with one or two variables: differentiation and integration of power series and Fourier series, differentiation relative to parameters of integrals along curves and the fundamental theorem of algebra.
MATH 485. PROBABILITY AND STATISTICAL INFERENCE II. 5 Credits.
Pre-requisites: MATH 231, MATH 241 and MATH 385 or permission of the instructor.
This course covers a variety of statistical methods for research in the natural sciences, including analysis of variance, multiple regression, general linear models and nonparametric statistical procedures. One or more additional topics will be selected by the students in consultation with the instructor teaching the course. Use of statistical software will be emphasized.

MATH 486. PROBABILITY AND STATISTICAL INFERERENCE III. 5 Credits.
Pre-requisites: MATH 485 or permission of the instructor.
This course covers advanced topics in probability and statistical inference including discrete and continuous multivariate distributions, moment generating functions, proof of the central limit theorem, properties of estimators including efficiency and sufficiency, best linear unbiased estimators (BLUE), maximum likelihood estimation, the Neyman-Pearson lemma and likelihood ratio tests. The course concludes with a practical student-project component in which students apply methods learned to the analysis of a real-world data set.

MATH 491. SENIOR THESIS. 5 Credits.
Pre-requisites: MATH 231, MATH 241, MATH 347, MATH 385, MATH 460.
Satisfies: a university graduation requirement—senior capstone.
This course provides students with an opportunity to research a mathematical topic and present their findings in writing and orally.

MATH 492. PROBLEM SOLVING SEMINAR. 5 Credits.
Pre-requisites: MATH 225 or permission of the instructor; MATH 380 or MATH 385.
The course examines various problem solving strategies and techniques for teaching problem solving at the secondary level such as direct proof, indirect proof, inferences, mathematical representations and the use of technology.

MATH 494. SENIOR SEMINAR. 2 Credits.
Pre-requisites: for students pursuing the BA in Mathematics: prior or concurrent enrollment in MATH 462 and MATH 432; for students pursuing the BAE Secondary: prior or concurrent enrollment in MATH 432 and MTED 493.
The Senior Seminar course will explore the culture of mathematics through readings and classroom discussions. The students will be required to write a paper on some aspect of mathematics. At the same time, students will review the core mathematics they have studied and comprehensive tests will be administered in order to assess the knowledge they have acquired in their degree programs.

MATH 496. EXPERIMENTAL COURSE. 1-5 Credits.
MATH 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
Selected topics to be arranged in consultation with the requesting organization.

MATH 498. SEMINAR. 1-5 Credits.

MATH 499. DIRECTED STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

MATH 507. MATHEMATICAL COMPUTING LABORATORY. 1 Credit.
Notes: the laboratory may be repeated for credit.
Pre-requisites: concurrent enrollment in or prior credit for a 500-level mathematics course designated by the Department of Mathematics each academic term.
The laboratory consists of exercises, experiments and reports, with applications or calculators or with such mathematical software as Maple, Mathematica, Matlab, MINITAB, Geometer’s Sketchpad or SAS, on topics closely related to the contents of the designated concurrent mathematics course. However, the laboratory is not required by the designated course. The topics are specified in the section subtitles.

MATH 510. NUMBER SENSE FOR TEACHERS. 3 Credits.
Pre-requisites: graduate standing.
Through readings, discussion and a hands-on problem-centered approach, students will develop a profound understanding of the concepts of number systems, base ten and place value, operations, fractions, decimals, percents, integers, real numbers and number theory and will deepen their understanding of the research on the teaching and learning of these topics in K–9 mathematics. Major emphases will be learners’ cognitive development through and across different grade levels, including that of diverse and exceptional learners, typical student conceptions and misconceptions, meaningful use of representations and technology in developing understanding and state and national standards related to these number-sense topics.

MATH 511. RATIO AND PROPORTION - TEACHERS. 3 Credits.
Pre-requisites: graduate standing.
Through readings, discussion and a hands-on problem-centered approach, students will develop a profound understanding of the concepts of ratio and proportion and deepen their understanding of the research on the teaching and learning of ratio and proportion in K–9 mathematics. Major emphases will be learners’ cognitive development through and across different grade levels, including that of diverse and exceptional learners, typical student conceptions and misconceptions, meaningful use of representations and technology in developing understanding and state and national standards related to ratio and proportion.

MATH 512. GEOMETRIC REASONING - TEACHERS. 3 Credits.
Pre-requisites: graduate standing.
Through readings, discussion and a hands-on problem-centered approach, students will develop a profound understanding of geometry concepts and deepen their understanding of the research on the teaching and learning of geometry concepts in K–9 mathematics. Major emphases will be learners’ cognitive development through and across different grade levels, including that of diverse and exceptional learners, typical student conceptions and misconceptions, meaningful use of representations and technology in developing understanding and state and national standards related to geometry.

MATH 513. DATA ANALYSIS AND PROBABILITY FOR TEACHERS. 3 Credits.
Pre-requisites: graduate standing.
Through readings, discussion and a hands-on problem-centered approach, students will develop a profound understanding of concepts of data analysis and probability and deepen their understanding of the research on the teaching and learning of data analysis and probability in K–9 mathematics. Major emphases will be learners’ cognitive development through and across different grade levels, including that of diverse and exceptional learners, typical student conceptions and misconceptions, meaningful use of representations and technology in developing understanding and state and national standards related to data analysis and probability.
MATH 514. ALGEBRAIC REASONING - TEACHERS. 3 Credits.
Pre-requisites: graduate standing.
Through readings, discussion and a hands-on problem-centered approach, students will develop a profound understanding of algebraic reasoning and deepen their understanding of the research on the teaching and learning of algebraic reasoning in K–9 mathematics. Major emphases will be learners’ cognitive development through and across different grade levels, including that of diverse and exceptional learners, typical student conceptions and misconceptions, meaningful use of representations and technology in developing understanding and state and national standards related to algebraic reasoning.

MATH 515. MEASUREMENT FOR TEACHERS. 3 Credits.
Pre-requisites: graduate standing.
Through readings, discussion and a hands-on problem-centered approach, students will develop a profound understanding of measurement concepts and deepen their understanding of the research on the teaching and learning of measurement in K–9 mathematics. Major emphases will be learners’ cognitive development through and across different grade levels, including that of diverse and exceptional learners, typical student conceptions and misconceptions, meaningful use of representations and technology in developing understanding and state and national standards related to measurement.

MATH 516. CALCULUS FOR MIDDLE LEVEL TEACHERS. 4 Credits.
Pre-requisites: graduate standing and MATH 311 or equivalent.
This course is intended for middle school teachers and focuses on conceptual and procedural understandings of limit, continuity, differentiation and integration. It includes the techniques and applications of calculus and use of technology to explore and represent fundamental concepts of calculus. It also addresses the historical development of calculus and the contributions to its development from many cultures. Students will create a project focusing on connections between calculus, the middle school curriculum and current understandings of how students learn mathematics.

MATH 528. PROBLEM-CENTERED LEARNING. 3 Credits.
Pre-requisites: graduate standing.
This course explores how to create classroom environments where rich tasks form the basis for mathematical learning. Special emphasis will be placed on task construction, selection and problem-posing. Participants will engage in a series of non-routine problem-solving activities. They will also be expected to develop non-routine problem-solving activities addressing specific mathematical ideas. These activities will serve as a basis for examining and reflecting on the research about and the implications of such an approach to the teaching and learning of mathematics.

MATH 531. ALGEBRA I. 4 Credits.
Pre-requisites: MATH 431 or permission of the instructor.
The theory of groups, starting at the Sylow Theorems. Topics: group actions, normal series, solvable and nilpotent groups, structure theorem for abelian groups, semidirect products, extensions.

MATH 539. SEMINAR IN SPECIAL TOPICS. 1-5 Credits.

MATH 573. TOPICS IN APPLIED MATHEMATICS. 4 Credits.
Notes: may be repeated for credit.
Pre-requisites: graduate standing or permission of the instructor.
The course focuses on the mathematics of applications, depending on the interests of the class and the instructor. Topics will be specified in the section subtitle.

MATH 581. COMPLEX ANALYSIS I. 4 Credits.
This course establishes the basic properties of holomorphic functions, including complex derivatives, power series, singularities, residues and the general integral formula of Cauchy. In particular, the course proves such classical results as the Fundamental Theorem of Algebra, the Open Mapping Theorem, the Maximum Principle and the theorems of Weierstrass, Montel or Loosman-Menchoff. This course also presents examples of elementary conformal mappings, with optional applications to cartography or physics, from geometric or analytic points of view.

MATH 582. COMPLEX ANALYSIS II. 4 Credits.
Pre-requisites: MATH 581
Continues MATH 581 through the proofs of advanced results, such as the general Riemann Mapping Theorem, or properties of the special functions of Riemann and Weierstrass. If time permits, may include application to Algebraic Geometry, Number Theory and Coding or extensions to several complex variables, for example.

MATH 596. EXPERIMENTAL COURSE. 1-5 Credits.

MATH 597. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
Notes: only one workshop course for up to 3 credits may be used to fulfill graduate degree requirements.

MATH 598. SEMINAR. 1-5 Credits.
Pre-requisites: permission of the instructor.

MATH 599. DIRECTED STUDY. 1-6 Credits.
Pre-requisites: permission of the instructor.
A research thesis under the direction of a graduate committee.

MATH 600. THESIS. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
A research thesis under the direction of a graduate committee.

MATH 601. RESEARCH REPORT. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
A research study in lieu of a bound thesis conducted as partial fulfillment of a master’s degree in education under the direction of a graduate committee.

MATH 696. COLLEGE TEACHING INTERNSHIP. 1-5 Credits.
Teaching a lower-division college course under supervision of a regular faculty member. Includes course planning, arranging bibliographical and instructional aids, conferences with students, experience in classroom instruction and student course evaluation.

Mathematics Education (MTED)

MTED 290. EARLY MATH PRACTICUM. 3 Credits.
Pre-requisites: MTED 390 or permission of Mathematics Education Committee.
This course is primarily an early field experience for students majoring in mathematics education. Students are in a classroom, co-plan and co-teach lessons, tutor students and participate in seminar.

MTED 299. DIRECTED STUDY. 1-5 Credits.
Independent/Directed Study.
MTED 390. METHODS OF TEACHING ELEMENTARY SCHOOL MATHEMATICS. 5 Credits.  
Pre-requisites: MATH 208, MATH 209 and MATH 210 or department approved equivalents; EDUC 310 or concurrent enrollment. This course is designed to teach current methods for teaching math (grades K–8).

MTED 392. METHODS OF TEACHING SECONDARY MATH I. 3 Credits.  
Pre-requisites: MATH 161 or MATH 311.  
This course is designed to address the development and evaluation of select content and process standards involved in middle and early high school algebra: measurement, modeling, equivalence, algebraic manipulation, proportion and communication in middle and high school. It includes the use of traditional, technological and manipulative materials consistent with current theory and practice.

MTED 393. METHODS OF TEACHING SECONDARY MATHEMATICS II. 3 Credits.  
Notes: if through communication with your major and minor advisors you determine that taking MTED 393 concurrently with EDUC 413 will result in an overload, please contact the instructor of MTED 393.  
Pre-requisites: MTED 392 and concurrent enrollment in EDUC 413.  
This course is designed to address the development and evaluation of select content and process standards involved in the preparation of students for calculus: variation, algebra, functions, rate of change and communication in high school. It includes the use of traditional, technological and manipulative materials consistent with current theory and practice.

MTED 396. EXPERIMENTAL. 1-5 Credits.  
Experimental.

MTED 399. DIRECTED STUDY. 1-6 Credits.  
Independent and directed study.

MTED 412. ADVANCED METHODS OF TEACHING K-8 MATHEMATICS. 5 Credits.  
Pre-requisites: MTED 390 and MATH 311 or MTED 493 or approval of the instructor; and CPLA 100 and CPLA 101 or the equivalent.  
Advanced course in methods of teaching math (grades K–8), including the (required) use of technology. Focused on the teaching of topics in measurement, probability and statistics, algebraic reasoning, ratio and proportion and geometry.

MTED 490A. SENIOR CAPSTONE: ELEMENTARY PRACTICUM. 5 Credits.  
Notes: MTED 490A fulfills the Capstone requirement for the BAE Math/Elementary majors, and MTED 490B fulfill the Capstone requirement for the BAE Math/Secondary majors.  
Pre-requisites: MTED 390 and MTED 412 and senior standing.  
Satisfies: a university graduation requirement—senior capstone.  
This course is a practicum for Mathematics Education majors. The students will do a pre-student teaching classroom experience in a K-12 mathematics classroom (3 credits) and participate in a a seminar (2 credits). Lessons will be planned and taught. Emphasis will be on putting educational theory into practice and reflecting on the process, particularly in the areas of problem solving, the NCTM Standards, use of manipulative materials and assessment.

MTED 490B. SENIOR CAPSTONE: SECONDARY PRACTICUM. 5 Credits.  
Notes: MTED 490A fulfills the Capstone requirement for the BAE Math/Elementary majors, and MTED 490B fulfills the Capstone requirement for the BAE Math/Secondary majors.  
Pre-requisites: MTED 393 and senior standing.  
Satisfies: a university graduation requirement—senior capstone.  
This course is a practicum for students majoring in Mathematics Education. The students will do a pre-student teaching classroom experience in a K-12 mathematics classroom (3 credits) and participate in a a seminar (2 credits). Lessons will be planned and taught. Emphasis will be on putting educational theory into practice and reflecting on the process, particularly in the areas of problem solving, the NCTM Standards, use of manipulative materials and assessment.

MTED 493. METHODS OF TEACHING SECONDARY MATHEMATICS III. 3 Credits.  
Notes: if through communication with your major and minor advisors you determine that taking MTED 493 concurrently with EDUC 413 will result in an overload, please contact the instructor of MTED 493.  
Pre-requisites: MTED 393, MATH 370 and MATH 380 or MATH 385. Concurrent: EDUC 341.  
This course is designed to address the development and evaluation of select content and process standards—geometry, measurement, statistics, probability, problem solving, connections and communication in the middle and high school. The course includes the use of traditional, technological and manipulative materials consistent with current theory and practice.

MTED 499. DIRECTED STUDY. 1-5 Credits.  
Directed Study.

MTED 525. ASSESSMENT AND MATHEMATICS LEARNING. 3 Credits.  
Pre-requisites: graduate standing.  
This course explores the relationship between assessment and mathematics learning. In particular, we will focus on the forms and purposes of assessment in the mathematics classroom, including the alignment of assessment to instruction, use of multiple sources of assessment information as evidence of learning and appropriate methods. Through readings, discussion and a hands-on problem-centered approach, students will extend their understanding of the research on assessment and the roles of assessment in K–9 mathematics classrooms.

MTED 527. TECHNOLOGY IN MATH TEACHING. 3 Credits.  
Pre-requisites: graduate standing.  
This course will explore the appropriate use of technology in mathematics education from philosophical, social, theoretical and pedagogical perspectives. It will provide perspectives on current and future trends and issues regarding the use of technology in mathematics teaching and learning. Students will use technology to solve mathematical problems, create mathematical demonstrations and construct new ideas of mathematics. Special attention is devoted to developing a deep understanding of the appropriate use of technology to explore and learn mathematics.

MTED 529. TOPICS IN MATH EDUCATION. 3 Credits.  
Notes: may be repeated for credit with different topics.  
Pre-requisites: graduate standing.  
This course includes topics regarding the teaching and learning of mathematics selected depending on the interest of the class and instructor. Possible topics may include (but are not limited to): history and culture of mathematics, history of mathematics education, systems theory and learning and equity. Topics will be specified in the section subtitle.
MTED 590. MATH METHODS FOR ELEMENTARY TEACHERS. 5 Credits.
Pre-requisites: bachelor's degree or permission of instructor.
Designed to expose participants to a variety of instructional techniques for teaching mathematics concepts and skills at the K–8 level. Strengths and weaknesses of different techniques, such as lecture demonstration, small-group activities and problem solving are modeled and discussed.

MTED 592. THEORY AND RESEARCH IN MATHEMATICS EDUCATION. 3 Credits.
Pre-requisites: graduate standing.
This course is designed for graduate students in mathematics education who intend to pursue or further teaching careers. This course will explore the history of research in mathematics education; discuss various theories of mathematics learning; evaluate, synthesize and critique mathematics education research; and become acquainted with a diverse sample of quantitative and qualitative studies in mathematics education, as well as, with issue of current interest within the community. The course will be focused on issues that mathematics teachers should understand and investigate; including both content and research methods. In addition, students will be expected to select a mathematics content and/or pedagogical topic for particular emphasis in the course and conduct a research review. Students will leave the course with an understanding of the history of mathematics education research and of the use of research to inform teaching practice.

MTED 599. INDEPENDENT STUDY. 1-6 Credits.

MTED 694. MATHEMATICS MIDDLE LEVEL TEACHING INTERNSHIP. 4 Credits.
Pre-requisites: four courses from the MATH 510 to MATH 516 series and MTED 525 or MATH 528.
This course is a field experience in a middle level mathematics classroom. Candidates will demonstrate competency at designing and implementing mathematics instruction, guided by continuous formative assessment, that enables a broad diversity of learners to construct meaning, create and defend conjectures, solve problems, utilize procedures and notation, and monitor their learning.

MTED 695. MATHEMATICS EDUCATION INTERNSHIP. 6 Credits.
Pre-requisites: graduate standing; permission of the instructor, department chair and college dean.
The theories of teaching and learning mathematics explored in MATH 592 Theory and Research in Mathematics Education are made practically relevant in this course, as student teach classes such as MATH 211 or MATH 212 while being mentored by faculty having experience with those classes. One-hour weekly seminars complement the in-class teaching assignment.
Military Science

Lt. Col. Jonathan C. Stafford, Chair & Professor of Military Science
department page (https://www.ewu.edu/css/programs/military-science)
202 Cadet Hall
509.359.2386

Faculty

Lt. Col Jonathan C. Stafford, MAJ (R) Robert H. Riedel, CPT Gregory A. Benjamin, SFC Jason M. Hennig

Undergraduate Degrees

Bachelor of Arts (BA)
Military Science (p. 392)

Undergraduate Minor
Military Science (p. 394)

Required courses in these programs of study may have prerequisites.
Reference the course description section for clarification.

Undergraduate Program

EWU’s Military Science Department is synonymous with the Army Reserve Officer Training Corps (ROTC) program. The Fighting Eagle Battalion develops 2nd Lieutenants of character ready to succeed day 1 at their Basic Officer Leadership Course. ROTC is a curriculum in military leadership, both theoretical and practical. Students learn the fundamentals of leadership and progress through increasing roles and responsibilities in order to improve individual proficiency. Many other “life skills,” such as time management, oral and written communication, first aid and personal fitness, as well as adventure training, are also integrated into the program. Both a major and a minor are offered. It is commonly known as a four-year program, however, there are three and two-year options as well. See the Contracting Options tab to understand the variety of ways to complete ROTC.

Eastern Washington University’s ROTC program places Nurses into the Army each year. As a general rule, EWU Army ROTC Nurse Cadets complete their first two to three years of Nursing and ROTC pre-requisites on Eastern’s Cheney campus. Nursing Cadets complete their final two years at the Washington State University (WSU) College of Nursing in downtown Spokane. The WSU College of Nursing reserves seats in each class for ROTC Nurses that achieve their admissions standards. There are 2, 3, 4, and 5-year paths available to choose from for all EWU nursing students who are completing their pre-requisites.

The first two years of the Military Science curriculum are open to all students, regardless of academic standing, without any military obligation. The last two years is only open to students who have entered a contract with the Army to continue the program and earn their degree. Completion of the Advanced Course qualifies students to earn a commission as a Second Lieutenant in the United States Army.

ROTC is organized into two parts: the Basic Course (normally taken during the Freshman and Sophomore years) and the Advanced Course (normally taken during the Junior and Senior years). Students with prior service, members of the Army Reserves or National Guard may be eligible to waive the Basic Course and complete the program in two years. ROTC also provides a method for college students to obtain Basic Course credit through a 4-week program called Basic Camp. While any student can enroll in the Basic Course 100 and 200 level classes, students who wish to contract must meet academic, medical, physical and military screening standards, before entering the upper-division classes, otherwise known as the Advanced Course. The Basic Course is considered a pre-requisite for the Advanced Course.

How does the program work?

Basic Course: The Basic Course is open to any student interested in basic leadership and military skills training without any military obligation. The majority of Basic Course students ARE NOT CONTRACTED. This means they can leave the program at any time. Non-contracted, enrolled students are not receiving any form of financial incentive from the Army while in college. There are many options for a student in the Basic Course to contract when they decide they are ready, and if they are competitive to contract.

The 100 level courses are 2 credits and consist of a one-hour class and a two-hour leadership laboratory (three hours weekly). The 200-level courses are 3 credit hours and consist of a two-hour class and a two-hour leadership laboratory (four hours weekly). The focus is on leader development and small group dynamics combined with basic military skills proficiency. This is an excellent opportunity for students to determine if pursuing a contract with ROTC is for them.

A fundamental element of the Basic Course is the development of critical thinking and problem solving skills and improvement of oral and written communication skills. We place students in a variety of situations in order to provide an environment within which to become better leaders. Students are also afforded the opportunity to apply and compete for ROTC 2- and 3-year scholarships.

Upon completion of the Basic Course, students become eligible for entrance into the Advanced Course.

Advanced Course: At the end of their MS 300 year Advanced Camp is a 31 day Army Field Training Exercise design to test the leadership potential and performance of the Cadet. This is done through a series of leadership positions utilizing small unit Infantry Tactics. The EWU ROTC Program’s decisive operation is preparing the MS 300 Class to excel at Advanced Camp. MS 400 Classes are designed to refine and prepare the Cadets for their 1st day and assignment as an officer. Eligible students must be selected to contract into the Advanced Course. All students in the Advanced Course sign a contract with the Army to continue the program and to enter the Army as an Officer (Reserve or Active Duty) upon graduation. Students can earn any degree offered at EWU while completing ROTC.

The Advanced Course is a two year curriculum consisting of classroom instruction, leadership training and field training. The 300- and 400-level courses are 5 credits and consist of three hours of class and a three hour leadership laboratory (six hours weekly). The 300 level courses are designed to build upon small unit leader skills.

Completion of the Advanced Course qualifies the student to earn an officer commission in the Army, either on active duty or in the Army Reserves or Army National Guard.

What are the degree options?

While enrolled in EWU ROTC you earn a degree in any field of study available at the University. A major in Military Science is available but it
is not necessary for completion of the ROTC program. While there are certain degrees better suited for specific jobs in the Army, a student chooses their degree. Our staff advises students during this process.

What can I do with my degree?

Army ROTC prepares students to succeed in any career field. The leadership training and experiences students obtain in Army ROTC provides a foundation for excellence even if they only participate in portions of the program.

Upon college graduation and completion of the ROTC program, graduates commission as Second Lieutenants in the Army. They complete Officer branch (career field) training and then report to their first leadership position.

Learn more about the career fields Officers can pursue. Click here to view Branch specialization in the U. S. Army (http://www.goarmy.com/RotcViewCareers.do)

After their first assignment, Army Officers may pursue specialized training and/or postgraduate education opportunities. They will be assigned to advanced leadership or staff positions in upper management. They may also develop doctrine, teach military tactics or serve as advisors.

Financial Assistance
Each contracted Cadet receives a tax-free stipend allowance of $300–$500 a month for up to ten months a year. There are also cooperative programs with the Army Reserves and Army National Guard that could provide additional funds. Students who join the Army Reserves or Army National Guard and finish Basic Training and Advanced Individual Training (AIT) also qualify for the Montgomery GI Bill. The amount of financial assistance available each year changes based on Congressional mandates.

Scholarships
The ROTC program offers two, three, and four year scholarships for eligible students. Every scholarship provides full tuition or room and board, $1200 annual allowance for books and class fees and a tax-free stipend of $300–$500 per month for contracted freshmen, $350 per month for sophomores, $450 per month for juniors and $500 per month for seniors during the academic school year.

Four-Year National Scholarship Program
Interested students apply during their senior year of high school at goarmy. This process is also open to students enrolled in Running Start. The application deadline for high school seniors is January 10 of each year. Interested applicants DO NOT incur any military obligation by simply applying for a scholarship. Interested students should contact the EWU ROTC Scholarship Officer at 509.359.6110 or call nationwide 1.800.USA.ROTC.

Two and Three Year On-Campus Scholarship Program
This program is open to qualified students already enrolled in ROTC at EWU. Interested students DO NOT incur any military obligation by simply applying for a scholarship. Contact the EWU ROTC Scholarship Officer at 509.359.6110 to apply.

Extracurricular Activities

Cannon Crew: The U.S. Army 75 mm Pack Howitzer is in attendance at all our EWU football home games provided by the Military Science Department where Cadets participate in celebrating each home game score with a thunderous boom of the cannon!

Color Guard: The Eastern Washington University ROTC Color Guard participates in a variety of school and civic functions where precision drill or presentation of the United States Flag is required.

Intramural Sports: The Department of Military Science sponsors teams which participate in basketball, volleyball, softball and other sports of the EWU Intramural program. Uniforms and equipment are provided by the Department of Military Science.

Ranger Challenge: ROTC Cadets compete annually in a military skills and fitness competition with other schools in the region. This program is designed for those Cadets interested in challenging themselves mentally and physically while learning to operate as a member of a team.

Special Qualification Training: Advanced Course and select Basic Course students may participate in confidence-building schools such as Air Assault, Airborne, Northern Warfare, Mountain Warfare, Cultural Understudies Leadership Program (CULP) and Cadet Troop Leader Training (CCLT). There are also special internships available for students interested in science, engineering, and medical fields including our Nurse Summer Training Program.

Military Science Major, Bachelor of Arts (BA)

Although not required for completion of the basic course or the advanced course, the department does offer both a major and a minor in Military Science with permission only. The major in Military Science is designed to give the student interested in a military career a broad background in various academic areas.

Notes:

• many courses must be repeated;
• many of the listed courses require prerequisites, check the course description;
• the major will require more than 12 terms (or four years) to complete at an average of 15 credits per term;
• two years of a single high school foreign language or one year of a single college level foreign language is required.

Required Courses

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>CMST 200</td>
<td>INTRODUCTION TO SPEECH COMMUNICATION</td>
<td>4</td>
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<tr>
<td>CMST 438</td>
<td>TOPICS IN LEADERSHIP AND STRATEGIC COMMUNICATION</td>
<td>5</td>
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<tr>
<td>CMST 440</td>
<td>GLOBAL COMMUNICATION</td>
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<td>CSBS 310</td>
<td>FOUNDATIONS OF SOCIAL AND BEHAVIORAL SCIENCES THEORY</td>
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<tr>
<td>CSBS 320</td>
<td>INTRODUCTORY STATISTICS FOR THE SOCIAL SCIENCES</td>
<td>5</td>
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<tr>
<td>HIST 350</td>
<td>WAR AND SOCIETY</td>
<td>5</td>
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<tr>
<td>TCOM 205</td>
<td>INTRODUCTION TO TECHNICAL COMMUNICATION</td>
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<td>MLSC 101</td>
<td>BASIC MILITARY SKILLS I</td>
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<td>MLSC 102</td>
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<td>MLSC 103</td>
<td>BASIC MILITARY SKILLS III</td>
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<tr>
<td>MLSC 104</td>
<td>BASIC MILITARY SKILLS LAB (must be repeated)</td>
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<tr>
<td>MLSC 201</td>
<td>BASIC MILITARY TEAM BUILDING I</td>
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</table>
MLSC 202 BASIC MILITARY TEAMBUILDING II 2
MLSC 203 BASIC MILITARY TEAM III 2
MLSC 204 BASIC MILITARY TEAM BUILDING LAB (must be repeated) 3
MLSC 301 MILITARY SCIENCE AND TACTICS I 3
MLSC 302 MILITARY SCIENCE AND TACTICS II 3
MLSC 303 MILITARY SCIENCE AND TACTICS III 3
MLSC 304 MILITARY SCIENCE AND TACTICS LAB (must be repeated) 6
MLSC 307 LEADERSHIP DEVELOPMENT AND ASSESSMENT 8
MLSC 401 MILITARY SCIENCE AND OFFICERSHIP I 3
MLSC 402 MILITARY SCIENCE AND OFFICERSHIP II 3
MLSC 403 MILITARY SCIENCE AND OFFICERSHIP III 3
MLSC 404 MILITARY SCIENCE AND TACTICS IV LAB (must be repeated) 6
MLSC 490 MILITARY LEADERSHIP SENIOR CAPSTONE 5-6 (MLSC 490 (5) for Cadets not currently in Guard or Reserve units or MLSC 495 (6) requires 2 credit per quarter for three quarters (for Cadets that are currently members of Guard or Reserves). With advisor approval, MLSC 495 may substitute for the required capstone.)
or MLSC 495 PROFESSIONAL INTERNSHIP 5
POLI 204 INTRODUCTION TO INTERNATIONAL POLITICS 5
POLI 323 U.S. FOREIGN POLICY 5

Students must complete one of the seven following concentrations, minors or certificate.

The Application of Leadership
CMST 430 COMMUNICATION IN ORGANIZATIONS
CMST 451 ARGUMENTATION AND PERSUASION
PSYC 381 SOCIAL PSYCHOLOGY
Choose one of the following.
CMST 411 NEGOTIATION SKILLS AND STRATEGIES
or PSYC 431 STRESS AND COPING
or SOCI 263 SOCIAL PROBLEMS

Cultural Awareness for Military Leaders
HIST 301 HISTORY OF THE PRESENT
or HIST 311 COLONIALISM AND NATIONALISM IN SOUTHEAST ASIA
POLI 327 POLITICS OF DEVELOPING NATIONS

U.S. Government and Policy
ECON 450 PUBLIC FINANCE AND PUBLIC POLICY
Choose two of the following
POLI 321 INTERNATIONAL ORGANIZATIONS
or POLI 332 THE U.S. PRESIDENCY
or POLI 335 U.S. CONGRESS

Choose one of the following
ECON 412 ECONOMIC HISTORY OF THE UNITED STATES
or ECON 470 INTERNATIONAL ECONOMICS
or ECON 474 INTERNATIONAL FINANCE
or ECON 475 ECONOMIC DEVELOPMENT

Modern US Military History
HIST 301 HISTORY OF THE PRESENT

HIST 481 HISTORY OF AMERICAN FOREIGN RELATIONS FROM 1898
Choose two of the following
HIST 440 HISTORY OF WORLD WAR I
or HIST 441 HISTORY OF WORLD WAR II
or HIST 454 DIPLOMATIC HISTORY OF EUROPE, 1914 TO THE PRESENT
or HIST 487 ECONOMIC HISTORY OF THE UNITED STATES

Certificate In Geographic Information Systems
GEOG 323 GIS FOR ENVIRONMENTAL SCIENCES
GEOG 426 GEOGRAPHIC INFORMATION SYSTEMS I
GEOG 428 GEOGRAPHIC INFORMATION SYSTEMS II
GEOG 429 GEOGRAPHIC INFORMATION SYSTEMS III (replaces MLSC 495 (6))
GEOG 493 GIS PORTFOLIO

One of the following
GEOG 332 GEOGRAPHY OF LATIN AMERICA
or GEOG 333 GEOGRAPHY OF MONSOON ASIA
or GEOG 335 GEOGRAPHY OF THE PACIFIC RIM
or GEOG 336 GEOGRAPHY OF CONFLICT IN THE MIDDLE EAST

Choose one of the following
GEOG 321 GIS FOR SOCIAL SCIENCES
or GEOG 427 DESKTOP MAPPING
or GEOG 499 DIRECTED STUDY

Health Services Management Minor
HSAD 300 HEALTH CARE ORGANIZATION AND ADMINISTRATION
HSAD 310 HEALTH CARE SUPERVISION
HSAD 322 HEALTH CARE TECHNOLOGY
HSAD 410 HEALTH LAW REGULATION AND ETHICS
HSAD 435 PROCESS IMPROVEMENT IN HEALTH CARE

Journalism Minor
JRNM 330 PRINCIPLES OF JOURNALISM
JRNM 332 NEWS WRITING
Choose two of the following
JRNM 333 & JRNM 341 ADVANCED NEWS WRITING & REPORTING
or CMST 461 INTRODUCTION TO PUBLIC RELATIONS THEORY & CMST 462 and ADVANCED PUBLIC RELATIONS THEORY

Total Credits 122-123

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)
Humanities and Arts (p. 35)
Natural Sciences (p. 35)
Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)
Foreign Language
Military Science Minor

Notes:

• must meet university requirements in English, Mathematics;
• some courses must be repeated.

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<td>6</td>
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<tr>
<td>MLSC 307</td>
<td>LEADERSHIP DEVELOPMENT AND ASSESSMENT</td>
<td>8</td>
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<tr>
<td>MLSC 401</td>
<td>MILITARY SCIENCE AND OFFICERSHIP I</td>
<td>3</td>
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<tr>
<td>MLSC 402</td>
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<td>3</td>
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<td>MLSC 403</td>
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<td>MILITARY SCIENCE AND TACTICS IV LAB (must be</td>
<td>6</td>
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<tr>
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<td>repeated three times)</td>
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</tbody>
</table>

Total Credits 43

MLSC 101. BASIC MILITARY SKILLS I. 1 Credit.
Pre-requisites: permission of the department chair.
MLSC 101 introduces students to the personal challenges and competencies that are critical for effective military leadership. Students learn how the personal development of life skills such as time management, physical fitness, and stress management relate to leadership, Officership, and Army operations. Focus is placed on developing basic knowledge and comprehension of Army Leadership Dimensions while gaining a big picture understanding of the ROTC program, its purpose in the Army, and its advantages for the student.

MLSC 102. BASIC MILITARY SKILLS II. 1 Credit.
Pre-requisites: permission of the department chair.
MLSC 102 presents an overview of leadership fundamentals such as setting direction, problem-solving, listening, presenting briefs, providing feedback and using effective writing skills. Students explore dimensions of leadership values, attributes, and competencies in the context of practical, hands-on, and interactive exercises. Cadre role models and the building of stronger relationships among the students through common experience and practical interaction are critical aspects of the MLSC 102 experience.

MLSC 103. BASIC MILITARY SKILLS III. 1 Credit.
Pre-requisites: permission of the department chair.
This course builds on the fundamentals developed in MLSC 101 and MLSC 102. It focuses on learning problem solving and decision making processes. Students continue to be placed in various small group leadership situations that demand decisions to ethical and moral problems. Cadre role models and the building of stronger relationships among the students through common experience and practical interaction are critical aspects of the MLSC 103 experience.

MLSC 104. BASIC MILITARY SKILLS LAB. 1 Credit.
Notes: this course is repeatable.
Pre-requisites: MLSC 101 or MLSC 102 or MLSC 103 concurrently.
This lab is focused on basic military skills such as land navigation, first aid, the Army Warrior Task Training tasks (CTT), weapons marksmanship as well as the development of leadership, stressing the practical application of leadership principles, techniques, styles and responsibilities. Students also participate as a member of a team or as a leader of the team given responsibility for accomplishment of given tasks. MS I students operate as members of a team.

MLSC 109. PHYSICAL TRAINING. 1 Credit.
Notes: Students registering for this course will be enrolled and taking the MLSC courses. Satisfies the physical training requirements set by the Army standards for each student contracting.
Pre-requisites: permission of instructor.
Physical Training led by the MLSC faculty for practice in passing the required basic Army Physical Training Standards to complete the ROTC Commissioning Program. Three 60 minute sessions per week.
MLSC 196. EXPERIMENTAL COURSE. 1-5 Credits.

MLSC 201. BASIC MILITARY TEAM BUILDING I. 2 Credits.
**Pre-requisites:** permission of the department chair.
MLSC 201 explores the dimensions of creative and innovative tactical leadership strategies and styles by examining team dynamics and two historical leadership theories that form the basis of the Army leadership framework (trait and behavior theories). Students practice aspects of personal motivation and team building in the context of planning, executing and assessing team exercises. Focus is on continued development of the knowledge of leadership attributes and core leader competencies through an understanding of Army rank, structure, duties and basic aspects of land navigation and squad tactics. Case studies provide tangible context for learning the Soldier’s Creed and Warrior Ethos as they apply in the contemporary operating environment (COE).

MLSC 202. BASIC MILITARY TEAMBUILDING II. 2 Credits.
**Pre-requisites:** permission of the department chair.
MLSC 202 examines the challenges of leading tactical teams in the complex contemporary operating environment (COE). The course highlights dimensions of terrain analysis, patrolling and operations orders. Further study of the theoretical basis of the Army Leadership Requirements Model explores the dynamics of adaptive leadership in the context of military operations in a constantly changing world and applies these challenges to practical Army leadership tasks and situations.

MLSC 203. BASIC MILITARY TEAM III. 2 Credits.
**Pre-requisites:** permission of the department chair.
MLSC 203 provides a horizontal transition into MLSC 301. Students develop greater self awareness as they assess their own leadership styles and practice communication and team-building skills. COE case studies provide insight into the importance and practice of teamwork and tactics in real-world scenarios.

MLSC 204. BASIC MILITARY TEAM BUILDING LAB. 1 Credit.
**Notes:** this course is repeatable.
**Pre-requisites:** MLSC 201 or MLSC 202 or MLSC 203 concurrently. This lab is focused on basic military skills such as land navigation, first aid, the Army Warrior Task Training tasks (CTT), weapons marksmanship as well as the development of leadership, stressing the practical application of leadership principles, techniques, styles and responsibilities. Students also participate as a member of a team or as a leader of the team given responsibility for accomplishment of given tasks. MS II students are being prepared to be evaluated as leaders and share in leadership roles.

MLSC 288. BASIC RIFLE MARKSMANSHIP. 1 Credit.
**Notes:** open to all EWU enrolled students.
**Pre-requisites:** permission of instructor required.
Students taking this course will develop firearm safe handling skills and the knowledge to safely operate at a firearm range. Students will receive expert instruction in the fundamentals of rifle marksmanship.

MLSC 289. RANGER CHALLENGE TRAINING. 1-5 Credits.
**Notes:** students are required to be enrolled in the ROTC program.
**Pre-requisites:** permission of instructor is required.
Hands on physical training in team exercises that prepare students to compete in the Regional Ranger Challenge Competition, to showcase what students have learned over the course of their time in ROTC. In fourteen testable areas students will practice and perfect their technique and endurance skills.

MLSC 296. EXPERIMENTAL COURSE. 1-5 Credits.

MLSC 299. INDIVIDUAL STUDIES. 1-5 Credits.
**Pre-requisites:** permission of the instructor.
Topics are mutually agreed upon by students and the instructor

MLSC 301. MILITARY SCIENCE AND TACTICS I. 3 Credits.
**Notes:** students are required to be enrolled in the ROTC program.
**Pre-requisites:** permission from the department chair is required.
This course challenges students to study, practice and apply the fundamentals of Army leadership, officership, Army values and ethics, personal development and small unit tactics at the team and squad level. Each student, by the end of the course, will be capable of planning, coordinating, navigating, motivating and leading a team or squad in the execution of a tactical in a field environment. MS III students rotate through a variety of leadership positions in ROTC activities.

MLSC 302. MILITARY SCIENCE AND TACTICS II. 3 Credits.
**Notes:** students are required to be enrolled in the ROTC program.
**Pre-requisites:** permission from the department chair is required.
This course challenges students to continue in the study, practice and application of Army leadership, officership, Army values and ethics, personal development and small unit tactics at the team and squad level. Each student will be capable of planning, coordinating, navigating, motivating and leading a team or squad in the execution of a tactical in a field environment. MS III students rotate through a variety of leadership positions that support ROTC activities.

MLSC 303. MILITARY SCIENCE AND TACTICS III. 3 Credits.
**Pre-requisites:** MLSC 302.
This course is the final review of advanced land navigation techniques, communication and small unit tactics in preparation for the thirty day summer Leadership Development and Assessment Course Camp (LDAC) (MLSC 307) at Fort Lewis, Washington. MS III students rotate through a variety of leadership positions that support ROTC activities. The MS III student receives detailed and constructive feedback on their leader attributes and core leader competencies.

MLSC 304. MILITARY SCIENCE AND TACTICS LAB. 2 Credits.
**Notes:** this course is repeatable.
**Pre-requisites:** completion of ROTC Basic Course (MLSC 100 and 200 series) or department chair approval required.
An advanced training exercise in the development of leadership, that stresses the practical application of leadership principles, techniques, styles and responsibilities, focusing on planning, resourcing and execution. Students are responsible for the evaluation, counseling and mentoring of 10 to 30 subordinates and team members.

MLSC 307. LEADERSHIP DEVELOPMENT AND ASSESSMENT. 8 Credits.
**Pre-requisites:** permission of the department chair.
The summer following their junior year, cadets attend the Leadership Development and Assessment Course (LDAC), a five-week Course at Ft. Lewis, WA. It is designed to evaluate a cadet’s leadership abilities while providing additional leadership and individual skills instruction.

MLSC 396. EXPERIMENTAL COURSE. 1-5 Credits.
**Experimental Course**

MLSC 399. INDIVIDUAL STUDIES. 1-5 Credits.
**Pre-requisites:** permission of the instructor.
Topics are mutually agreed on by the student and the instructor
MLSC 401. MILITARY SCIENCE AND OFFICERSHIP I. 3 Credits.
Notes: required MLSC 301, MLSC 302, MLSC 303 series completed.
Pre-requisites: permission of instructor is required.
This course focuses on development of the Army Officer. It is an academically challenging course were you will develop knowledge, skills and abilities to plan, resource and assess training at the small unit level. They accomplish this through the use of the US Army's 8 Step Training Model and Unit Training Management techniques. You will also learn about Army programs that support counseling subordinates and evaluating performance, values and ethics, career planning and legal responsibilities.

MLSC 402. MILITARY SCIENCE AND OFFICERSHIP II. 3 Credits.
Pre-requisites: MLSC 401 and permission of instructor required.
This course continues instruction on how to train, mentor and evaluate subordinates. MS Cadets function as a Cadet staff officer and apply the Military Decision Making Process (MDMP), Army writing style and the Army's principles of training and training management cycle during weekly training meetings to plan, execute and assess battalion training events.

MLSC 403. MILITARY SCIENCE AND OFFICERSHIP III. 3 Credits.
Pre-requisites: MLSC 402 and instructor permission is required.
This is the final course a Cadet takes prior to commissioning and graduating. MSL Cadets complete their last quarter as a Cadet staff officer and apply the Military Decision Making Process (MDMP), Army writing style and the Army's principles of training and training management cycle during weekly meetings. Cadets apply the special trust as they transition to Army Officers. Cadets live Army values and ethics and apply them to everyday life.

MLSC 404. MILITARY SCIENCE AND TACTICS IV LAB. 2 Credits.
Notes: this course is repeatable.
Pre-requisites: permission of the department chair.
This course is an advanced training exercise in the development of leadership, stressing the practical application of leadership principles, techniques, styles and responsibilities. It focuses on leadership planning, resourcing and execution. MS IV Cadets plan and execute training exercises for the Basic Course Cadets and assist the cadre in the execution and evaluation of the MS III students.

MLSC 490. MILITARY LEADERSHIP SENIOR CAPSTONE. 5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Satisfies: a university graduation requirement—senior capstone.
This course is designed to integrate and refine the analytical, writing and presentation skills acquired as a MLSC major and Army Officer. It covers case studies and analyses of actual leadership examples from military exercises and engagements. Students prepare and present an original, extensive case study and analysis of military leadership, if possible relating to the student's actual assignment in the Active or Reserve Component of the Armed Forces.

MLSC 495. PROFESSIONAL INTERNSHIP. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Provides practical military experience through participation in a work experience program. Requires a detailed written report. The program is mutually agreed upon by students and instructor.

MLSC 496. EXPERIMENTAL COURSE. 1-5 Credits.

MLSC 499. INDEPENDENT STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Topics are mutually agreed on by students and the instructor.
Modern Languages and Literatures

Florian Preisig, Chair
department page (https://www.ewu.edu/cale/programs/modern-languages)
133P Patterson Hall
509.359.6001

Faculty

Marge E. Andrews, Jose Maria Garcia-Sanchez, Miguel A. Novella, Gina Petrie, Florian Preisig, Sara Preisig, Jose Rojas, Natalia Ruiz-Rubio, Parker D. Shaw, Jody Stewart-Strobelt, Teiko K. Stradling.

Undergraduate Degrees

Bachelor of Arts (BA)
French (p. 399)
Spanish (p. 399)

Bachelor of Arts in Education (BAE)
French/Elementary or Secondary (p. 400)
Spanish/Elementary or Secondary (p. 402)

Minors
Chinese (p. 404)
French (p. 404)
French/Elementary or Secondary (p. 404)
German (p. 404)
German/Elementary or Secondary (p. 404)
Japanese (p. 405)
Spanish (p. 405)

Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.

Undergraduate Programs

Major and Minor Programs; Basic Language Instruction

The Department of Modern Languages and Literatures offers full major programs in French and Spanish, leading to the Bachelor of Arts and the Bachelor of Arts in Education. Minors that can be earned include Chinese, French, German, Japanese and Spanish. Classes in American Sign Language are also available.

The department of Modern Languages and Literatures offers an English as a Second Language (ESLG) major, as well as an ESLG certificate, and minor.

The Department of Modern Languages and Literatures promotes several kinds of values within the academic community and the pursuit of these values constitutes, in a broad sense, the educational mission of the department.

Practical Values: the instruction of basic, intermediate and advanced foreign or second language skills allows students to acquire practical knowledge in the speaking, listening comprehension, reading and writing of the target language.

Intellectual Values: through all levels of learning in language and literature programs the student pursues;

- an understanding about the phenomenon of language,
- enhanced skills in inquiry, analysis and the exercise of critical faculties and
- an understanding about the individual nature of the more specialized discourse in cultural and literary studies.

Aesthetic Values: the study of the literature and of other creative forms of human expression associated with a given national culture promotes greater discrimination and greater enjoyment in aesthetic experience.

Cultural Values: the language, literature and culture courses within the language program promote;

- the knowledge and appreciation of cultural history and
- the awareness of the ideas, manners, customs, skills and other cultural attributes that define a particular people as well as a sensitivity to the phenomenon of cultural diversity.

Study Abroad Opportunities

The Department of Modern Languages and Literatures recommends that students complete the equivalent of at least two years of university language study before taking advantage of a study abroad program.

Summer study abroad programs are available in Spain at the Colegio Delibes and in Germany at the University of Passau.

Placement in Language Courses

When students first enroll in a language course they should follow the guidelines below. If they are in any doubt about appropriate placement, they should consult with their teachers during the first day or two of the quarter.

The first-and/or second-year courses in languages need to be taken in a sequence. The information below intends to provide guidelines for students in determining where they should place themselves in a language course sequence, based on where they ended previous language study. (A separate set of guidelines—Advanced Placement (AP) Test Credit—governs credit and placement for students who have taken the national AP Test.)

No Previous Study: students who have no prior study or knowledge of a language should begin study with 101, normally offered only fall quarter.

High School Language Experience

The state of Washington has established equivalency standards for high school and college/university language instruction. Under those official standards, one year of high school language study equals one quarter of university study; two years of high school equal two quarters at university; three years high school equal the entire first-year college/university sequence.
The following guidelines show where students should begin university study, according to their high school language background. Students ought normally to begin at the highest level indicated. This makes them eligible for maximum Proficiency Placement Credit (see below). They may elect to begin at a lower level and/or be advised to do so for reasons of weak background and/or a considerable lapse of time between high school study and university enrollment.

Students with one year of high school language study should place themselves in a 102 section (normally winter quarter) at EWU. After completing 102, they become eligible for proficiency placement credit. They may also elect to begin with 101 (fall quarter).

Students with two years of high school study should place themselves in a 103 section (spring quarter) at EWU. After completing 103 (and additional coursework), they become eligible for proficiency placement credit. They may also elect to begin with 102 (winter quarter), but they must have a written waiver from the Department of Modern Languages and Literatures in order to receive credit if they begin with 101.

Students with three years of high school study should place themselves in a 201 section (fall quarter) at EWU. After completing 201 (and additional coursework), they become eligible for proficiency placement credit. They may also elect to begin with 103 (spring quarter), but they must have a written waiver from the Department of Modern Languages and Literatures in order to receive credit if they begin with 102 or lower.

Students with more than three years of high school study should place themselves in a 201 section (fall quarter) at EWU. After completing 201 (and additional coursework), they become eligible for proficiency placement credit. They must have a written waiver from the Department of Modern Languages and Literatures in order to receive credit if they begin with 103 or lower.

College/University Language Experience

Students who have prior university credit for language study may not repeat equivalent courses at EWU for additional credit. They should continue language study in sequence from the point they ended previous study.

Other Intermediate or Advanced Language Experience

Students who believe that they have attained intermediate or advanced knowledge in a language through previous experience may take the proficiency test offered by a program or otherwise consult the program faculty for proficiency screening) to determine an appropriate placement. We emphasize that it is extremely important for students in this situation to consult with the program faculty before or at the time of initial enrollment in language courses.

Proficiency placement credit for second-year language study carries a grade of PASS (P) for 201, 202 and/or 203 and is awarded contingent; on passing the proficiency test or other proficiency screening by the program faculty before or at the time of initial enrollment in language courses and on completing a minimum of 5 credits at the 200- and/or upper-division level.

Students who receive a P credit for second-year language study are also eligible for proficiency credit for first-year language study.

A. P. Test Credit

These guidelines to explain how the department awards course credit for students who have scored from 3 to 5 in a given language on the College Board’s Advanced Placement Test.

Students scoring a 3, 4 or 5 may receive credit in French, German, Japanese or Spanish with a grade of P when they matriculate at EWU.

- A score of 3 • may receive credit for 201 (5 credits)
- A score of 4 • may receive credit for 201, 202 (10 credits)
- A score of 5 • may receive credit for 201, 202, 203 (15 credits)

Languages Not Taught at EWU.

The department has set the following policy on matters of languages not taught by this university:

1. Course Credit. The department will not give credit through examination for courses that are not taught here.

2. University Language Requirement. Students who have background in a language not taught at EWU have the option of taking the ACTFL proficiency test, the testing service approved by the chair of MLL. The test results will be evaluated by the chair of Modern Languages and Literatures. The requirement of one year of foreign language in college will be fulfilled provided that the test results are at the 103 level or higher.

Study Abroad and Core Requirements for Spanish

Students majoring or minor Spanish must complete SPAN 310/SPAN 311, SPAN 320 (students going to Latin America)/SPAN 321 (students going to Spain) and GNML 390 on campus. Students staying abroad for more than two consecutive
quarters may consult the advisors of the Spanish Program about exceptions to these requirements.

Students studying abroad for less than 10 weeks may have the credits courses transferred but these will not meet major/minor degree requirements with the exception of 2 credits of conversation courses at the advanced level (SPAN 305) and 5 credits of culture/humanities courses (upper division courses) which are valid as electives.

**French Major, Bachelor of Arts (BA)**

The 45-credit major requires the completion of a minor.

**Grade Requirements:** the minimum cumulative GPA for this program is ≥2.7.

**Required Courses**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tr>
<td>FREN 201</td>
<td>SECOND YEAR FRENCH I</td>
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<td>FREN 202</td>
<td>SECOND YEAR FRENCH II</td>
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<td>FREN 203</td>
<td>SECOND YEAR FRENCH III</td>
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<td>FREN 310</td>
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<td>FREN 320</td>
<td>FRENCH CIVILIZATION AND CULTURE</td>
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<tr>
<td>or FREN 321</td>
<td>CONTEMPORARY FRANCE</td>
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<tr>
<td>FREN 330</td>
<td>INTRODUCTION TO FRENCH LITERATURE</td>
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**Choose from the following**

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<td>FREN 431</td>
<td>18TH CENTURY FRENCH LITERATURE AND CULTURE</td>
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<td>FREN 433</td>
<td>19TH CENTURY FRENCH LITERATURE AND CULTURE</td>
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<td>FREN 434</td>
<td>TWENTIETH-CENTURY FRENCH LITERATURE</td>
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<td>FREN 497</td>
<td>WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR</td>
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<tr>
<td>or FREN 496</td>
<td>EXPERIMENTAL COURSE</td>
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**Required Electives**

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<td>FREN 306</td>
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<tr>
<td>or FREN 497</td>
<td>WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR</td>
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**Total Credits**

45

The 60-credit major does not require the completion of a minor.

**Required Courses**

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<td>FREN 330</td>
<td>INTRODUCTION TO FRENCH LITERATURE</td>
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</table>

**Required Electives—choose courses above FREN 300.**

33

**Total Credits**

60

Spanish Major, Bachelor of Arts (BA)

The 45-credit major requires the completion of a minor.

**Grade Requirements:** the minimum cumulative GPA for this program is ≥2.7.

**Required Courses**

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<td>SPAN 320</td>
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<tr>
<td>SPAN 321</td>
<td>SPANISH AMERICAN CIVILIZATION AND CULTURE</td>
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</table>

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)

- Humanities and Arts (p. 35)
- Natural Sciences (p. 35)
- Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)

- Foreign Language
- Minor or Certificate
- Diversity Course List (p. 37)
- Global Studies Course List (p. 37)
- Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

• accurately employ terminology and concepts associated with the linguistics, culture, arts and literature of the language under study;
• apply critical thinking: examine contemporary political, economic and social issues in the target language with sensitivity to cultural differences;
• read and write at the appropriate level of proficiency in the target language;
• speak and comprehend at the appropriate level of proficiency in the target language;
• use the target language in a holistic manner, i.e. with explicit or implicit connections to the culture and social norms of the target language.

Spanish Major, Bachelor of Arts (BA)

The 45-credit major requires the completion of a minor.

**Grade Requirements:** the minimum cumulative GPA for this program is ≥2.7.

**Required Courses**

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</table>
Required Courses

SPAN 201 SECOND-YEAR SPANISH 5
SPAN 202 SECOND-YEAR SPANISH 5
SPAN 203 INTRODUCTION TO ADVANCED SPANISH 5
SPAN 310 ADVANCED GRAMMAR AND COMPOSITION 3
SPAN 311 ADVANCED GRAMMAR AND COMPOSITION 3
SPAN 320 SPANISH CIVILIZATION 5
SPAN 321 SPANISH AMERICAN CIVILIZATION AND CULTURE 5
SPAN 338 SURVEY OF SPANISH LITERATURE 3
or SPAN 339 SURVEY OF SPANISH-AMERICAN LITERATURE
or SPAN 340 INTRODUCTION TO SPANISH LINGUISTICS

Electives—select courses above SPAN 300 11

Total Credits 45

The 60-credit major does not require the completion of a minor.

Notes:

• students who do not have sufficient high school language preparation to begin FREN 201 will require more than 12 quarters to complete the BAE; students who want to have a second endorsement in a minor field will require more than 12 quarters to complete the BAE;
• students preparing for teaching certification in a language should be aware that they will need to pass the ACTFL written and oral tests before beginning student teaching—see the department webpage or contact the department chair or a language program advisor for more information.

Grade Requirements: the minimum cumulative GPA for this program is $\geq 2.7$.

Elementary Education Core

There are general education science and social science courses that are strongly recommended for the Elementary Education candidate. See the general requirements section of this catalog. Please see an Education advisor for clarification.

30–hour multicultural education field requirement

EDUC 303 FOUNDATIONS OF ASSESSMENT 3
EDUC 304 INTRODUCTION TO ELEMENTARY READING 3
EDUC 308 FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT 3
EDUC 310 LITERACY METHODS, MANAGEMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL 4
EDUC 338 LANGUAGE AND SOCIAL STUDIES METHODS 1: INTEGRATED LANGUAGE ARTS FOR ELEMENTARY SCHOOL 8
& EDUC 340 LANGUAGE AND SOCIAL STUDIES METHODS 2: INTEGRATED SOCIAL STUDIES FOR ELEMENTARY SCHOOL
EDUC 380 INTEGRATED STEM METHODS 1 8
& EDUC 381 and INTEGRATED STEM METHODS 2
EDUC 423 ELEMENTARY STUDENT TEACHING K-8 12
EDUC 427 GENERAL STUDENT TEACHING K-12 (variable credit) 1-15

Total Credits 48-62

Elementary Education students must complete the required Elementary Education Core and the following courses.

Required French Courses
FREN 201  SECOND YEAR FRENCH I  5
FREN 202  SECOND YEAR FRENCH II  5
FREN 203  SECOND YEAR FRENCH III  5
FREN 310  ADVANCED GRAMMAR AND COMPOSITION  4
FREN 320  FRENCH CIVILIZATION AND CULTURE  4
or FREN 321  CONTEMPORARY FRANCE  4
FREN 330  INTRODUCTION TO FRENCH LITERATURE  4
GNML 390  FOREIGN LANGUAGE METHODS  4
Choose from the following  9
FREN 430  17TH CENTURY FRENCH LITERATURE AND CULTURE  4
FREN 431  18TH CENTURY FRENCH LITERATURE AND CULTURE  4
FREN 433  19TH CENTURY FRENCH LITERATURE AND CULTURE  4
FREN 434  TWENTIETH-CENTURY FRENCH LITERATURE  4
FREN 496  EXPERIMENTAL COURSE  4
or FREN 497 WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR  4
Electives  9
FREN 305  FRENCH CONVERSATION  4
FREN 306  FRENCH CONVERSATION  4
FREN 320  FRENCH CIVILIZATION AND CULTURE  4
or FREN 321 CONTEMPORARY FRANCE  4
FREN 496  EXPERIMENTAL COURSE  4
or FREN 497 WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR  4
Total Credits  49

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)
Humanities and Arts (p. 35)
Natural Sciences (p. 35)
Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)
Foreign Language
Minor or Certificate
Diversity Course List (p. 37)
Global Studies Course List (p. 37)
Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).
Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

Note: see Education for additional PLOs.

• accurately employ terminology and concepts associated with the linguistics, culture, arts, and literature of the language under study.
• apply critical thinking: Examine contemporary political, economic, and social issues in the target language with sensitivity to cultural differences.
• apply knowledge of language teaching techniques, methods and materials; demonstrate and apply knowledge of grammatical concepts and structures in preparation for the teaching profession.
• read and write at the appropriate level of proficiency in the target language.
• speak and comprehend at the appropriate level of proficiency in the target language.
• use the target language in a holistic manner, i.e. with explicit or implicit connections to the culture and social norms of the target language.

French/Secondary Major, Bachelor of Arts in Education (BAE)

This major satisfies the endorsement requirements for grades 5–12.

Notes:
• students preparing for teaching certification in a language should be aware that they will need to pass the ACTFL written and oral tests before beginning student teaching—see the department webpage or contact the department chair or a language program advisor for more information;
• students who do not have sufficient high school language preparation to begin FREN 201 will require more than 12 quarters to complete the BAE; students who want to have a second endorsement in a minor field will require more than 12 quarters to complete the BAE.

Grade Requirements: the minimum cumulative GPA for this program is ≥2.7.

Secondary Education Core
30–hour multicultural education field requirement
EDUC 201  INTRODUCTION TO EDUCATION  3
EDUC 303  FOUNDATIONS OF ASSESSMENT  3
EDUC 309  FOUNDATIONS OF SECONDARY CLASSROOM MANAGEMENT  3
EDUC 413  SECONDARY STRATEGIES, MANAGEMENT, ASSESSMENT FOR SECONDARY EDUCATION CANDIDATES  3
EDUC 420  ADMISSION TO PROFESSIONAL CANDIDACY  1
EDUC 426  SECONDARY STUDENT TEACHING 7-12  12
EDUC 427  GENERAL STUDENT TEACHING K-12  3-15
Total Credits  31-43
Secondary Education students must complete the required Secondary Education Core and the following courses.

**Required French Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 201</td>
<td>SECOND YEAR FRENCH I</td>
<td>5</td>
</tr>
<tr>
<td>FREN 202</td>
<td>SECOND YEAR FRENCH II</td>
<td>5</td>
</tr>
<tr>
<td>FREN 203</td>
<td>SECOND YEAR FRENCH III</td>
<td>5</td>
</tr>
<tr>
<td>FREN 310</td>
<td>ADVANCED GRAMMAR AND COMPOSITION</td>
<td>4</td>
</tr>
<tr>
<td>FREN 320</td>
<td>FRENCH CIVILIZATION AND CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>or FREN 321</td>
<td>CONTEMPORARY FRANCE</td>
<td></td>
</tr>
<tr>
<td>FREN 330</td>
<td>INTRODUCTION TO FRENCH LITERATURE</td>
<td>4</td>
</tr>
<tr>
<td>GNML 390</td>
<td>FOREIGN LANGUAGE METHODS</td>
<td>4</td>
</tr>
</tbody>
</table>

**Choose from the following**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>FREN 430</td>
<td>17TH CENTURY FRENCH LITERATURE AND CULTURE</td>
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<tr>
<td>FREN 431</td>
<td>18TH CENTURY FRENCH LITERATURE AND CULTURE</td>
<td></td>
</tr>
<tr>
<td>FREN 433</td>
<td>19TH CENTURY FRENCH LITERATURE AND CULTURE</td>
<td></td>
</tr>
<tr>
<td>FREN 434</td>
<td>TWENTIETH-CENTURY FRENCH LITERATURE</td>
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<tr>
<td>FREN 496</td>
<td>EXPERIMENTAL COURSE</td>
<td></td>
</tr>
<tr>
<td>or FREN 497</td>
<td>WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR</td>
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</tbody>
</table>

**Electives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 305</td>
<td>FRENCH CONVERSATION</td>
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</tr>
<tr>
<td>FREN 306</td>
<td>FRENCH CONVERSATION</td>
<td></td>
</tr>
<tr>
<td>FREN 320</td>
<td>FRENCH CIVILIZATION AND CULTURE</td>
<td></td>
</tr>
<tr>
<td>or FREN 321</td>
<td>CONTEMPORARY FRANCE</td>
<td></td>
</tr>
<tr>
<td>FREN 496</td>
<td>EXPERIMENTAL COURSE</td>
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</tr>
<tr>
<td>or FREN 497</td>
<td>WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 49

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

**University Competencies and Proficiencies** (p. 33)

**Breadth Area Core Requirements (BACR)**

- Humanities and Arts (p. 35)
- Natural Sciences (p. 35)
- Social Sciences (p. 36)

**University Graduation Requirements** (p. 36) (UGR)

- Foreign Language
- Minor or Certificate
- Diversity Course List (p. 37)
- Global Studies Course List (p. 37)
- Senior Capstone Course List (p. 38)

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Note: see Education for additional PLOs.

- accurately employ terminology and concepts associated with the linguistics, culture, arts, and literature of the language under study.
- apply critical thinking: Examine contemporary political, economic, and social issues in the target language with sensitivity to cultural differences;
- apply knowledge of language teaching techniques, methods and materials; demonstrate and apply knowledge of grammatical concepts and structures in preparation for the teaching profession.
- read and write at the appropriate level of proficiency in the target language.
- speak and comprehend at the appropriate level of proficiency in the target language.
- use the target language in a holistic manner, i.e. with explicit or implicit connections to the culture and social norms of the target language.

**Spanish/Elementary Major, Bachelor of Arts in Education (BAE)**

This major satisfies the endorsement for preschool to grade 12.

Notes: students who do not have sufficient high school language preparation to begin SPAN 201 will require more than 12 quarters to complete the BAE; students who want to have a second endorsement in a minor field will require more than 12 quarters to complete the BAE.

**Grade Requirements:** the minimum cumulative GPA for this program is ≥2.7.

**Elementary Education Core**

There are general education science and social science courses that are strongly recommended for the Elementary Education candidate. See the general requirements section of this catalog. Please see an Education advisor for clarification.

30–hour multicultural education field requirement

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 303</td>
<td>FOUNDATIONS OF ASSESSMENT</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 304</td>
<td>INTRODUCTION TO ELEMENTARY READING</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 308</td>
<td>FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 310</td>
<td>LITERACY METHODS, MANAGEMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 338</td>
<td>LANGUAGE AND SOCIAL STUDIES METHODS 1: INTEGRATED LANGUAGE ARTS FOR ELEMENTARY SCHOOL</td>
<td>8</td>
</tr>
<tr>
<td>&amp; EDUC 340</td>
<td>LANGUAGE AND SOCIAL STUDIES METHODS 2: INTEGRATED SOCIAL STUDIES FOR ELEMENTARY SCHOOL</td>
<td></td>
</tr>
<tr>
<td>EDUC 380</td>
<td>INTEGRATED STEM METHODS 1</td>
<td>8</td>
</tr>
<tr>
<td>&amp; EDUC 381</td>
<td>and INTEGRATED STEM METHODS 2</td>
<td></td>
</tr>
</tbody>
</table>
EDUC 386  FIELD EXPERIENCE AND PRACTICUM (variable credit—must be repeated)  6
EDUC 423  ELEMENTARY STUDENT TEACHING K-8  12
EDUC 427  GENERAL STUDENT TEACHING K-12 (variable credit)  1-15

Total Credits  48-62

Elementary Education students must complete the required Elementary Education Core and the following courses.

Required Spanish/Elementary Courses
GNML 390  FOREIGN LANGUAGE METHODS  4
SPAN 201  SECOND-YEAR SPANISH  5
SPAN 202  SECOND-YEAR SPANISH  5
SPAN 203  INTRODUCTION TO ADVANCED SPANISH  5
SPAN 310  ADVANCED GRAMMAR AND COMPOSITION  3
SPAN 311  ADVANCED GRAMMAR AND COMPOSITION  3
SPAN 320  SPANISH CIVILIZATION  5
SPAN 321  SPANISH AMERICAN CIVILIZATION AND CULTURE  5
SPAN 338  SURVEY OF SPANISH LITERATURE  3
or SPAN 339  SURVEY OF SPANISH-AMERICAN LITERATURE

Electives—choose courses above SPAN 300  11

Total Credits  49

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

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Note: see Education for additional PLOs.

• accurately employ terminology and concepts associated with the linguistics, culture, arts, and literature of the language under study.
Chinese Minor

Grade Requirements: the minimum cumulative GPA for this program is ≥2.7.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>CHIN 201</td>
<td>SECOND-YEAR CHINESE I</td>
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</tr>
<tr>
<td>CHIN 202</td>
<td>SECOND-YEAR CHINESE II</td>
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</tbody>
</table>

French Minor

Grade Requirements: the minimum cumulative GPA for this program is ≥2.7.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
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<tr>
<td>FREN 202</td>
<td>SECOND YEAR FRENCH II</td>
<td>5</td>
</tr>
<tr>
<td>FREN 203</td>
<td>SECOND YEAR FRENCH III</td>
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</table>

Required Electives—choose upper-division FREN

Total Credits 17

French/Elementary or Secondary Minor

This minor satisfies the endorsement for preschool to grade 12.

Grade Requirements: the minimum cumulative GPA for this program is ≥2.7.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FREN 201</td>
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<tr>
<td>FREN 202</td>
<td>SECOND YEAR FRENCH II</td>
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<td>FREN 203</td>
<td>SECOND YEAR FRENCH III</td>
<td>5</td>
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<tr>
<td>FREN 305</td>
<td>FRENCH CONVERSATION</td>
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<tr>
<td>or FREN 306</td>
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<tr>
<td>FREN 310</td>
<td>ADVANCED GRAMMAR AND COMPOSITION</td>
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<tr>
<td>FREN 320</td>
<td>FRENCH CIVILIZATION AND CULTURE</td>
<td>4</td>
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<tr>
<td>or FREN 321</td>
<td>CONTEMPORARY FRANCE</td>
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<tr>
<td>GNML 390</td>
<td>FOREIGN LANGUAGE METHODS</td>
<td>4</td>
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</tbody>
</table>

Total Credits 29

German Minor

Grade Requirements: the minimum cumulative GPA for this program is ≥2.7.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>GERM 201</td>
<td>SECOND-YEAR GERMAN</td>
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<tr>
<td>GERM 202</td>
<td>SECOND-YEAR GERMAN</td>
<td>5</td>
</tr>
<tr>
<td>GERM 203</td>
<td>SECOND-YEAR GERMAN</td>
<td>5</td>
</tr>
</tbody>
</table>

Electives—choose course above GERM 300.

Total Credits 2

German/Elementary or Secondary Minor

This minor satisfies the endorsement for preschool to grade 12.

Grade Requirements: the minimum cumulative GPA for this program is ≥2.7.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GERM 201</td>
<td>SECOND-YEAR GERMAN</td>
<td>5</td>
</tr>
</tbody>
</table>
Japanese Minor

**Grade Requirements:** the minimum cumulative GPA for this program is ≥2.7.

**Required Courses**
- JAPN 201 SECOND-YEAR JAPANESE 5
- JAPN 202 SECOND-YEAR JAPANESE 5
- JAPN 203 SECOND-YEAR JAPANESE 5

**Electives—choose a JAPN course above the 300 level.** 2

**Total Credits** 17

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

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**American Sign Language (ASL)**

**ASL 101. FIRST YEAR AMERICAN SIGN LANGUAGE I. 5 Credits.**
**Satisfies:** completion of series satisfies the university foreign language requirement.
A basic introduction to American Sign Language (ASL) and Deaf Culture. ASL 101 includes basic ASL vocabulary, grammatical structures, and conversational behaviors. Focus will be placed on the development of the conceptual aspects of the language. Special emphasis will be placed on the cultural values and beliefs shared by the Deaf Community.

**ASL 102. FIRST YEAR AMERICAN SIGN LANGUAGE II. 5 Credits.**
**Pre-requisites:** ASL 101 or permission of instructor.
**Satisfies:** completion of series satisfies the university foreign language requirement.
Further instruction in the development of expressive and receptive skills in American Sign Language, development of more advanced vocabulary and the use of space and expression as a part of the linguistic form of this visual language. Includes exploration into the structure of the deaf culture.

**ASL 103. FIRST YEAR AMERICAN SIGN LANGUAGE III. 5 Credits.**
**Pre-requisites:** ASL 101 and ASL 102 or permission of the instructor.
**Satisfies:** completion of series satisfies the university foreign language requirement.
Further instruction in the development of expressive and receptive skills in American Sign Language, development of more advanced vocabulary and the use of space and expression as a part of the linguistic form of this visual language. Includes exploration into the structure of the deaf culture.
CHIN 101. FIRST-YEAR CHINESE I. 5 Credits.
The beginning Chinese sequence of courses, covering grammar, composition, conversation, and discussion of cultural topics.

CHIN 102. FIRST-YEAR CHINESE II. 5 Credits.
Pre-requisites: CHIN 101 or equivalent.
The beginning Chinese sequence of courses, covering grammar, composition, conversation, and discussion of cultural topics.

CHIN 103. FIRST-YEAR CHINESE III. 5 Credits.
Pre-requisites: CHIN 102 or equivalent.
The beginning Chinese sequence of courses, covering grammar, composition, conversation, and discussion of cultural topics.

CHIN 199. SPECIAL STUDIES. 1-5 Credits.

CHIN 201. SECOND-YEAR CHINESE I. 5 Credits.
Pre-requisites: CHIN 103 or equivalent.
Second year sequence of courses, covering grammar, composition, conversation and discussion of cultural topics.

CHIN 202. SECOND-YEAR CHINESE II. 5 Credits.
Pre-requisites: CHIN 201 or equivalent.
Second year sequence of courses, covering grammar, composition, conversation and discussion of cultural topics.

CHIN 203. SECOND-YEAR CHINESE III. 5 Credits.
Pre-requisites: CHIN 202 or equivalent.
Second year sequence of courses, covering grammar, composition, conversation and discussion of cultural topics.

CHIN 299. SPECIAL STUDIES. 1-5 Credits.

CHIN 399. DIRECTED STUDY. 1-3 Credits.

French (FREN)

FREN 101. FIRST-YEAR FRENCH I. 5 Credits.
Grammar, composition, conversation, and discussion of cultural topics.

FREN 102. FIRST-YEAR FRENCH II. 5 Credits.
Pre-requisites: for FREN 102: FREN 101 or equivalent.
Grammar, composition, conversation, and discussion of cultural topics.

FREN 103. FIRST-YEAR FRENCH III. 5 Credits.
Pre-requisites: FREN 102 or equivalent.
Grammar, composition, conversation, and discussion of cultural topics.

FREN 113. SPECIAL TOPICS IN FRENCH. 5 Credits.
Pre-requisites: FREN 102.
A supplemental first-year course, covering grammar, composition and conversation and emphasizing discussion of cultural topics.

FREN 196. EXPERIMENTAL COURSE. 1-5 Credits.

FREN 199. INDEPENDENT STUDY. 1-15 Credits.

FREN 201. SECOND YEAR FRENCH I. 5 Credits.
Pre-requisites: first-year French or equivalent.
Review of basic structures and development of intermediate-level proficiency in the four language skills: reading, writing, listening and speaking.

FREN 202. SECOND YEAR FRENCH II. 5 Credits.
Pre-requisites: FREN 201 or equivalent.
Review of basic structures and development of intermediate-level proficiency in the four language skills: reading, writing, listening and speaking.

FREN 203. SECOND YEAR FRENCH III. 5 Credits.
Pre-requisites: FREN 202 or equivalent.
Review of basic structures and development of intermediate-level proficiency in the four language skills: reading, writing, listening and speaking.

FREN 296. EXPERIMENTAL COURSE. 1-10 Credits.

FREN 297. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-10 Credits.

FREN 299. SPECIAL STUDIES. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Subjects vary according to faculty and student interest.

FREN 305. FRENCH CONVERSATION. 2 Credits.
Pre-requisites: FREN 201 or permission of the instructor.
Concentrated drill in French conversation, discussing such subjects as the culture, civilization and current events of France.

FREN 306. FRENCH CONVERSATION. 2 Credits.
Pre-requisites: FREN 201 or permission of the instructor.
Concentrated drill in French conversation, discussing such subjects as the culture, civilization and current events of France.

FREN 310. ADVANCED GRAMMAR AND COMPOSITION. 4 Credits.
Pre-requisites: FREN 203.
An advanced French course stressing the review of grammar in such practical applications as writing and translation.

FREN 320. FRENCH CIVILIZATION AND CULTURE. 4 Credits.
Pre-requisites: FREN 203 or permission of the instructor.
Political, social, intellectual and artistic development of French culture from the beginning through WWI.

FREN 321. CONTEMPORARY FRANCE. 4 Credits.
Pre-requisites: FREN 203 or permission of the instructor.
Political, social, intellectual and artistic topics in contemporary France.

FREN 330. INTRODUCTION TO FRENCH LITERATURE. 4 Credits.
Notes: content varies; course may be repeated.
Pre-requisites: FREN 203.
Reading and discussion of selections in French prose, drama and poetry.

FREN 396. EXPERIMENTAL COURSE. 1-5 Credits.

FREN 397. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

FREN 398. SEMINAR. 1-5 Credits.
Pre-requisites: FREN 203 or permission of the instructor.

FREN 399. DIRECTED STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

FREN 430. 17TH CENTURY FRENCH LITERATURE AND CULTURE. 3 Credits.
Pre-requisites: FREN 203 or permission of the instructor.
A survey of the major movements and the outstanding writers of the Classical Period in the context of their society.

FREN 431. 18TH CENTURY FRENCH LITERATURE AND CULTURE. 3 Credits.
Pre-requisites: FREN 203 or permission of the instructor.
A survey of the major movements and the outstanding writers of the Age of Reason in the context of their society.
GERM 305. GERMAN CONVERSATION. 2 Credits.
Pre-requisites: GERM 201 or permission of the instructor.
Concentrated drill in German conversation, discussing such subjects as the culture, civilization and current events of the German-speaking countries.

GERM 310. ADVANCED GRAMMAR AND COMPOSITION. 3 Credits.
Pre-requisites: GERM 203 or permission of the instructor.
Advanced review of grammar, vocabulary building, extensive practice in writing, readings of intermediate/advanced level.

GERM 311. ADVANCED GRAMMAR AND COMPOSITION. 3 Credits.
Pre-requisites: GERM 310 or permission of the instructor.
Advanced review of grammar, vocabulary building, extensive practice in writing, readings of intermediate/advanced level.

GERM 320. GERMAN CIVILIZATION AND CULTURE. 3 Credits.
Pre-requisites: GERM 203 or permission of the instructor.
An examination of political, social, intellectual and artistic development of German culture from the beginnings to the present day.

GERM 321. GERMAN CIVILIZATION AND CULTURE. 3 Credits.
Pre-requisites: GERM 203 or permission of the instructor.
An examination of political, social, intellectual and artistic development of German culture from the beginnings to the present day.

GERM 330. SELECTIONS OF GERMAN WRITINGS. 3 Credits.
Pre-requisites: GERM 203 or permission of the instructor.
Surveys various aspects of German writings, such as great themes in German literature, popular literature, essays and biographical writings.

GERM 331. CONTEMPORARY ISSUES. 3 Credits.
Pre-requisites: GERM 203 or permission of the instructor.
Examines major issues in contemporary German-speaking regions. Sample topics: school reform, women’s issues, environmental problems, peace movement, foreign workers, reunification, etc.

GERM 381. NATIONALISM AND RACISM IN CENTRAL EUROPEAN FILM. 4 Credits.
Cross-listed: HUMN 381.
Pre-requisites: GERM 203.
Satisfies: a university graduation requirement—global studies.
This course provides the basic elements of film analysis and examines the depiction of national socialism, racism and the legacy of the Nazi past in German-speaking films by German and other Central European directors from the 1970s to the present. Evaluating criteria will differ depending on whether the course is taken for German or humanities credit.

GERM 382. 20TH CENTURY GERMANY, FROM WORLD WARS TO COLD WAR. 5 Credits.
Cross-listed: HIST 382.
Notes: GERM 383 is a companion course.
Pre-requisites: ENGL 201 or permission of the instructor.
Satisfies: a university graduation requirement—global studies.
This interdisciplinary course introduces students to central problems in German history and culture, from the end of World War I to the end of the Cold War. Topics addressed include: the impact of World War I on German National Identity; Avant-garde culture in the Weimar Republic; the rise of Fascism and daily life in Nazi Germany; the Holocaust; cultural and political divides between East and West Germany.
GERM 383. READINGS/DISCUSSIONS OF 20TH CENTURY GERMANY. 1 Credit.
Pre-requisites: GERM 203.
Discussion course for German students enrolled in HIST 382/GERM 382. Readings in German include memoirs, autobiographical texts, poems, and short stories that focus on the history, culture, and life experiences of Germans.

GERM 397. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
GERM 398. SEMINAR. 1-5 Credits.
Pre-requisites: GERM 203 or permission of the instructor.
GERM 399. IND STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

Japanese (JAPN)

JAPN 101. FIRST-YEAR JAPANESE I. 5 Credits.
The beginning Japanese sequence of courses, covering grammar, composition, conversation and discussion of cultural topics.

JAPN 102. FIRST-YEAR JAPANESE II. 5 Credits.
Pre-requisites: JAPN 101 or equivalent
The beginning Japanese sequence of courses, covering grammar, composition, conversation and discussion of cultural topics.

JAPN 103. FIRST-YEAR JAPANESE III. 5 Credits.
Pre-requisites: JAPN 102 or equivalent.
The beginning Japanese sequence of courses, covering grammar, composition, conversation and discussion of cultural topics.

JAPN 199. DIRECTED STUDY. 1-6 Credits.

JAPN 201. SECOND-YEAR JAPANESE. 5 Credits.
Pre-requisites: First-Year Japanese or equivalent

JAPN 202. SECOND-YEAR JAPANESE. 5 Credits.
Pre-requisites: JAPN 201 or equivalent

JAPN 203. SECOND-YEAR JAPANESE. 5 Credits.
Pre-requisites: JAPN 202 or equivalent.

JAPN 299. DIRECTED STUDY. 1-6 Credits.

JAPN 305. JAPANESE CONVERSATION. 2 Credits.
Pre-requisites: JAPN 201 or permission of the instructor.
Concentrated drill in Japanese conversation discussing such subjects as the culture, civilization and current events of Japan.

JAPN 331. CONTEMPORARY ISSUES I. 2 Credits.
Pre-requisites: JAPN 203 or instructor’s permission.
Examines and discusses major contemporary issues in Japan. Topics include housing conditions, marriage and women's social progress, the aging society, education, Japanese-style management, etc.

JAPN 332. CONTEMPORARY ISSUES II. 2 Credits.
Pre-requisites: JAPN 203 or instructor’s permission.
Examines and discusses major contemporary issues in Japan. Topics include housing conditions, marriage and women's social progress, the aging society, education, Japanese-style management, etc.

JAPN 380. JAPAN TODAY. 4 Credits.
Cross-listed: INST 380.
Pre-requisites: ENGL 201 or instructor permission.
Satisfies: a university graduation requirement—global studies.
A broad survey of contemporary Japan including society, culture, geography, government and economy. No knowledge of Japanese language required.

JAPN 396. EXPERIMENTAL COURSE. 1-5 Credits.

JAPN 399. DIRECTED STUDY. 1-6 Credits.

JAPN 499. DIRECTED STUDY. 1-5 Credits.

Spanish (SPAN)

SPAN 101. FIRST-YEAR SPANISH I. 5 Credits.
The beginning Spanish sequence of courses, covering grammar, composition, conversation and discussion of cultural topics.

SPAN 102. FIRST-YEAR SPANISH II. 5 Credits.
Pre-requisites: SPAN 101 or equivalent.
The beginning Spanish sequence of courses, covering grammar, composition, conversation and discussion of cultural topics.

SPAN 103. FIRST-YEAR SPANISH III. 5 Credits.
Pre-requisites: SPAN 102 or equivalent.
The beginning Spanish sequence of courses, covering grammar, composition, conversation and discussion of cultural topics.

SPAN 113. SPECIAL TOPICS IN SPANISH. 5 Credits.
Pre-requisites: SPAN 102
This is a supplemental first year course, covering grammar, composition, reading and conversation that emphasizes discussion of cultural or social topics.

SPAN 170. INTRODUCTION TO LITERATURE. 5 Credits.
Notes: in English, no knowledge of Spanish is required.
Satisfies: a BACR for humanities and arts.
Examines, on the basis of selected Spanish works in English translation, literary approaches to human experience, including the short story, novel, poetry and drama; emphasizes the elements of literature with supporting discussion of ideas, attitudes, problems and values.

SPAN 196. EXPERIMENTAL COURSE. 1-5 Credits.

SPAN 197. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

SPAN 199. SPECIAL STUDIES. 1-10 Credits.

SPAN 201. SECOND-YEAR SPANISH. 5 Credits.
Pre-requisites: First-Year Spanish or equivalent.
Intensive oral work to develop fluency, written composition and reading of medium difficulty from Spanish literature.

SPAN 202. SECOND-YEAR SPANISH. 5 Credits.
Pre-requisites: SPAN 201 or equivalent.
Intensive oral work to develop fluency, written composition and reading of medium difficulty from Spanish literature.

SPAN 203. INTRODUCTION TO ADVANCED SPANISH. 5 Credits.
Pre-requisites: SPAN 202 or equivalent.
Grammar review and intensive oral work to develop fluency, written composition, and reading of medium difficulty from Spanish literature.
This course offers an introduction to the scientific study of Spanish. It will focus on the evolution of the Modern Spanish language from Latin. It adopts a descriptive approach to language change, which explains why language evolution is an integral part of all human languages.
SPAN 491. SPANISH SENIOR THESIS. 4 Credits.

Notes: graded Pass/Fail.

Pre-requisites: SPAN 310 and SPAN 311 or SPAN 312 and SPAN 313 and SPAN 320, SPAN 321 and at least one literature elective and at least one literature elective.

Satisfies: senior capstone university graduation requirement.

A course oriented toward the general research of cultural and literary aspects of the Hispanic world. Each student will select a topic at the beginning of the quarter from a number of topics suggested by the instructor. Discussion, critique and analysis of the cultural and literary topics selected by the student will configure the body of the thesis. Selected bibliography will be recommended by the instructor.

SPAN 495. INTERNSHIP/PRACTICUM. 1-15 Credits.

SPAN 496. EXPERIMENTAL COURSE. 1-5 Credits.

SPAN 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

SPAN 498. SEMINAR. 1-5 Credits.

SPAN 499. DIRECTED STUDY. 1-5 Credits.

Pre-requisites: SPAN 310 or SPAN 312 or permission of the instructor, department chair and college dean.
Music

Jonathan Middleton (jmiddlet@ewu.edu), Chair
department page (https://sites.ewu.edu/music)
119 Music Bldg.
509.359.2241

Faculty
Abbigail Coté, Jane E. Ellsworth, Stephan R. Friel, Donald F. Goodwin,
Jody C. Graves, Jenny Kellogg, John Marshall, Jonathan N. Middleton,
Steven G. Mortier, Andrew A. Plamondon, Kristina M. Ploeger, Julia D.
Salerno, Michael V. Waldrop, Sheila C. Woodward, Wentao Xing.

Undergraduate Degrees

Bachelor of Arts (BA)
Music Major with Liberal Arts Option (p. 413)
Musical Theatre (p. 580)—in collaboration with the Theatre Department

Bachelor of Music in Music Education (BME)
Music: Instrument, Choral, General-Elementary (p. 413)
Music: Instrument, Choral, General-Secondary (p. 413)

Bachelor of Music (BM)
In programs leading to the Bachelor of Music, the department seeks to
provide thoroughly professional training, in addition to the requirements
set for the liberally educated student. Options under this degree
include majors in performance and composition. This course of study
presupposes that the student will have a strong background in musical
performance.
Instrumental Performance Option (p. 417)
Jazz Performance (p. 416)
Music Composition Option (p. 418)
Piano Performance Option (p. 419)
Vocal Performance Option (p. 419)

Undergraduate Minor
Music (p. 420)

Required courses in these programs of study may have prerequisites.
Reference the course description section for clarification.

Undergraduate Programs
The Department of Music is committed to preparing students for a variety
of music related careers. It also seeks to provide music instruction and
experience for non majors. Its fully accredited degrees and options
are offered for students who wish to become performers, composers,
conductors, theorists, teachers, or scholars. MUSC 212 Music in the
Humanities is open to all students and can be counted toward the Breathad
Area Core Requirements (BACRs). Opportunities also exist for private
instruction in voice and instruments, as well as participation in musical
ensembles—bands, choirs, orchestra, chamber ensembles and opera.
Numerous public concerts and recitals are presented throughout the
school year by faculty and students of the Department of Music.

The goal of the department is to provide students with musical
instruction and experience of the highest possible quality. Our belief
is that the study of music significantly enables students to become
informed, responsible and appreciative members of a democratic society
— which is a professed goal of EWU. We recognize differing needs of
those for whom music is to become a profession and those for whom it
will be an avocation or a listener's art.

Facilities
The Music building features a state of the art piano laboratory with 16
units, including 5 stations for music composition and technology with
the latest software programs. There are 32 practice rooms, five technically-
enhanced classrooms and an extensive collection of recordings, scores
and music reference materials located in the JFK Library. In addition, the
department houses two large rehearsal rooms (vocal and instrumental)
and a 250-seat recently renovated recital hall with two Steinway D
concert pianos. The renovated Showalter Hall serves as an additional
performance venue, as does the Hargreaves Reading Room.

Opportunities (Scholarships)
The Department of Music has scholarships available to incoming
freshmen as well as upperclassmen. For information on audition dates
and scholarship details, phone 509.359.2241 or visit our website (https://
sites.ewu.edu/music).

Employment Outlook or Placement
Our students have fared very well in securing employment following
graduation. EWU music graduates are employed in music education,
studio teaching in community music schools, professional orchestras,
music industry, music business and in the field of professional solo or
ensemble performing. Though the placement record of graduates of the
Department of Music is excellent, employment is not guaranteed upon
completion of a degree in music.

Undergraduate Degrees
The Bachelor of Music degree is intended for students planning
professional careers as performers, teachers, composers, or a
combination of those professions. Students entering this major are
required to have a high level of ability in their chosen applied instrument
or performance area. The Bachelor of Arts in Music is recommended for
students seeking general studies in music and/or planning for graduate
studies in music history, theory, music industry or music technology.

Performance Concentrations: bassoon, clarinet, euphonium, flute, French
horn, oboe, organ, percussion, piano, saxophone, string bass, trombone,
trumpet, tuba, viola, violin, cello, guitar, harp and voice.

Accreditation Information
The Department of Music is accredited by the National Association of
Schools of Music. The department has been continuously accredited by
NASM since 1963. Additionally, the Department of Music was named as a

High School and Transfer Student Information
High school students considering a major in music (BM Degree)
should have a competent level of performance skill on an instrument or
voice. Acceptance to the department in all degrees is determined by a
performance audition. Students intending to enroll and audition as music
majors should contact the Department of Music office for advising and
audition scheduling. This refers to both entering freshmen and transfer
students.

Admission Requirements for Transfer Students
Students transferring from community colleges should refer to the EWU Online Transfer Guide. All transfers should have enrolled in a major ensemble (band, orchestra or choir) and in applied music lessons on their primary instrument every term of attendance in their two-year program. Each transfer student will be administered a theory placement exam before classes begin. In some instances students may be required to repeat some theory classes in order to assure success in the music program upper division classes. In addition, transfer students are required to perform a piano placement exam (with the exception of piano performance majors) in order to be placed in the correct piano class sequence. Students with proficient piano skills may be placed in Honors Keyboard for one term to ensure successful passing of the Piano Proficiency Exam. Transfer students may transfer a maximum of 90 credits.

**Major Ensemble Requirement**

All students seeking a major in music are required to participate in a major music ensemble appropriate to their principle area of performance each quarter of their university career except during the quarter of student teaching for Music Education majors. Major music ensembles: MUSE 320, MUSE 321, MUSE 322, MUSE 330, MUSE 340 and MUSE 341. Pianists may substitute piano ensemble for one year of their residency. Music Education majors are required to participate for one quarter in a major ensemble outside their applied principle area of performance.

**Instruction Requirements and Information for Instrument or Voice**

All students pursuing a major in music are expected to study their primary instrument or voice each quarter in residence with a resident instructor (except during student teaching). Every student who is registered for an applied lesson must be concurrently registered for a major ensemble. At the end of each quarter, students in applied lessons will perform for a jury panel of area music faculty members. Students must pass an upper division performance jury at the end of the sophomore (or equivalent) year in order to advance into upper level applied instruction (300 level and above) in their respective degree program.

All students must audition for acceptance to the department. Students registered for courses with multiple sections (piano and voice) should contact the instructors prior to pre-registration for correct assignments.

**Convocation and Recital Policy**

Enrollment in MUSC 110 is required of all music majors for 11 quarters. The required number for transfer students will be determined on an individual basis.

**Piano Proficiency Exam**

Students must pass a Piano Proficiency Exam as a prerequisite to MUSC 202. Exams are usually given at the conclusion of MUSC 122. All incoming freshmen and transfer students must take a Piano Placement exam prior to registration. Students may be placed in MUSC 120 or MUSC 121 or MUSC 126 (Honors Keyboard) in order to complete the Piano Proficiency requirements depending on skill level. Piano Proficiency Requirements are available outside the music office or Room 232.

**Graduate Degrees**

**Master of Arts (MA)**

Students applying for the Master of Music degree program must hold an appropriate baccalaureate degree from an accredited institution. In addition to the university application, prospective applicants must submit a scholarly writing sample of no less than three pages. Ideally, this will be an undergraduate term paper or other essay that contains references to secondary sources that are cited in an accepted scholarly style. If no writing sample of this type is available, please consult with the graduate music program director for other options. Acceptable examples might include program notes, a statement of teaching philosophy for music education applicants, or a statement of creative process for composers and performers.

Apart from music education students, all prospective graduate applicants will perform an audition in person, or submit an unedited recording (audio or visual format) of their performance demonstrating abilities in contrasting style periods and genres. MM/Education applicants will submit a CV including any details of prior teaching experience. Students who are seeking advanced studies to prepare for studio teaching careers, performance careers, composition, conducting, business careers in music or a combination of these areas can work with the graduate program director to design a program to suit their needs within the MA/Liberal Arts Music option. The MA and MM degrees are also designed to prepare the student for further graduate study and doctoral programs.

**Admission Requirements/Preparation**

Progress toward the degree will follow the information found in the front of this catalog EWU Graduate Student Summary Guide to Policies and Procedures.

**Final Comprehensive Examination**

All master’s degrees in music culminate with a required oral comprehensive exam covering salient matters in the candidate’s coursework and the candidate’s internship, thesis, performance or other applicable research or performance project(s). The exam will be administered by a committee chaired by the candidate’s advisor as assigned by the Department of Music and includes another music faculty representative and an outside faculty representative assigned by the Graduate Office. MUSC 600, MUSC 601 and MUSC 602 guidelines are in the Department of Music graduate program handbook.

Notes:
- Students in Music Education Emphasis should take MUSC 521.
- Students in the Composition Emphasis must take MUSC 556 as one of their Music History courses.
- Students in the Jazz Studies Emphasis must take MUSC 557 as one of their Music History courses.
Music Education Emphasis students are required to take MUSC 600. Prior to commencing research, a thesis proposal must receive approval from the thesis committee and, if human subjects are involved, by the IRB.

Music Major with Liberal Arts Option, Bachelor of Arts (BA)

This is a program designed for the study of music within a liberal arts curriculum.

Note: two years of a single high school foreign language or one year of a single college level foreign language is required.

Grade Requirement for all majors offered by the Music Department: the minimum acceptable grade for any music course required for graduation (including transferred music courses) is ≥B.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MUSC 101</td>
<td>MUSIC THEORY I</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 102</td>
<td>MUSIC THEORY II</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 103</td>
<td>MUSIC THEORY III</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 104</td>
<td>SIGHT SINGING AND AURAL SKILLS</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 105</td>
<td>SIGHT SINGING AND AURAL SKILLS II</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 106</td>
<td>SIGHT SINGING AND AURAL SKILLS III</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 110</td>
<td>CONVOCATION AND RECITAL ATTENDANCE (must pass 11 quarters)</td>
<td>0</td>
</tr>
<tr>
<td>MUSC 121</td>
<td>PIANO CLASS II FOR MAJORS</td>
<td>1</td>
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<tr>
<td>MUSC 122</td>
<td>PIANO CLASS III FOR MAJORS</td>
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<tr>
<td>Piano Proficiency</td>
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<tr>
<td>MUSC 201</td>
<td>MUSIC THEORY IV</td>
<td>3</td>
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<tr>
<td>MUSC 202</td>
<td>MUSIC THEORY V</td>
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<td>MUSC 203</td>
<td>MUSIC THEORY VI</td>
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<td>MUSC 204</td>
<td>SIGHT SINGING AND AURAL SKILLS IV</td>
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<td>MUSC 205</td>
<td>SIGHT SINGING AND AURAL SKILLS V</td>
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<td>MUSC 250</td>
<td>MUSIC HISTORY AND LITERATURE I</td>
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<td>MUSC 251</td>
<td>MUSIC HISTORY AND LITERATURE II</td>
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<tr>
<td>MUSC 252</td>
<td>MUSIC HISTORY AND LITERATURE III</td>
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<tr>
<td>MUSC 310</td>
<td>BASIC CONDUCTING SKILLS</td>
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<tr>
<td>MUSC 357</td>
<td>MUSIC IN DIVERSE CULTURES</td>
<td>3</td>
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<tr>
<td>MUSC 491</td>
<td>MUSIC SENIOR THESIS</td>
<td>4</td>
</tr>
<tr>
<td>or MUSC 490</td>
<td>SENIOR CAPSTONE</td>
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Applied Music Requirements—must be repeated 12

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<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>MUSC 108</td>
<td>INSTRUCTION ON INSTRUMENT OR VOICE</td>
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</tr>
<tr>
<td>MUSC 208</td>
<td>INSTRUCTION ON VOICE OR INSTRUMENT</td>
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</tr>
<tr>
<td>MUSC 308</td>
<td>INSTRUCTION ON VOICE OR INSTRUMENT</td>
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</tr>
<tr>
<td>MUSC 408</td>
<td>INSTRUCTION ON INSTRUMENT OR VOICE</td>
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Ensembles Requirements—must be repeated 12

<table>
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<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>MUSE 321</td>
<td>WIND ENSEMBLE</td>
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<tr>
<td>MUSE 322</td>
<td>SYMPHONIC BAND</td>
<td></td>
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<tr>
<td>MUSE 330</td>
<td>ORCHESTRA</td>
<td></td>
</tr>
<tr>
<td>MUSE 340</td>
<td>SYMPHONIC CHOIR</td>
<td></td>
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<tr>
<td>MUSE 341</td>
<td>CONCERT CHOIR</td>
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</tr>
</tbody>
</table>

Electives at the 300- and 400-level 14

Total Credits 81

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)

- Humanities and Arts (p. 35)
- Natural Sciences (p. 35)
- Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)

- Foreign Language
- Minor or Certificate
- Diversity Course List (p. 37)
- Global Studies Course List (p. 37)
- Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

- compose, perform, or teach music effectively;
- demonstrate technical and esthetic understanding of music.

Music: Instrument, Choral, General-Elementary Major, Bachelor of Music Education (BME)

Notes:

- students in this program are excused from major ensemble participation during the quarter of student teaching;
- the above option requires more than 12 quarters to complete at 15–16 credits per quarter.

Grade Requirement for all majors offered by the Music Department: the minimum acceptable grade for any music course required for graduation (including transferred music courses) is ≥B.

Elementary Education Core

There are general education science and social science courses that are strongly recommended for the Elementary Education candidate. See the general requirements section of this catalog. Please see an Education advisor for clarification.

30–hour multicultural education field requirement

EDUC 303 FOUNDATIONS OF ASSESSMENT 3
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 304</td>
<td>INTRODUCTION TO ELEMENTARY READING</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 308</td>
<td>FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 310</td>
<td>LITERACY METHODS, MANAGEMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 338 &amp; EDUC 340</td>
<td>LANGUAGE AND SOCIAL STUDIES METHODS 1: INTEGRATED LANGUAGE ARTS FOR ELEMENTARY SCHOOL and LANGUAGE AND SOCIAL STUDIES METHODS 2: INTEGRATED SOCIAL STUDIES FOR ELEMENTARY SCHOOL</td>
<td>8</td>
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<tr>
<td>EDUC 380 &amp; EDUC 381</td>
<td>INTEGRATED STEM METHODS 1 and INTEGRATED STEM METHODS 2</td>
<td>8</td>
</tr>
<tr>
<td>EDUC 386</td>
<td>FIELD EXPERIENCE AND PRACTICUM (variable credit—must be repeated)</td>
<td>6</td>
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<tr>
<td>EDUC 423</td>
<td>ELEMENTARY STUDENT TEACHING K-8</td>
<td>12</td>
</tr>
<tr>
<td>EDUC 427</td>
<td>GENERAL STUDENT TEACHING K-12 (variable credit)</td>
<td>1-15</td>
</tr>
</tbody>
</table>

Total Credits: 48-62

Elementary Education students must complete the required Elementary Education Core and the following courses.

**Required Music: Instrumental, Choral, General/Elementary Courses**

<table>
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<td>MUSC 104</td>
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<tr>
<td>MUSC 105</td>
<td>SIGHT SINGING AND AURAL SKILLS II</td>
</tr>
<tr>
<td>MUSC 106</td>
<td>SIGHT SINGING AND AURAL SKILLS III</td>
</tr>
<tr>
<td>MUSC 110</td>
<td>CONVOCATION AND RECITAL ATTENDANCE</td>
</tr>
<tr>
<td>MUSC 121</td>
<td>PIANO CLASS II FOR MAJORS</td>
</tr>
<tr>
<td>MUSC 122</td>
<td>PIANO CLASS III FOR MAJORS</td>
</tr>
<tr>
<td>Piano Proficiency (0)</td>
<td></td>
</tr>
<tr>
<td>MUSC 130</td>
<td>VOICE CLASS (Vocal majors take MUSC 320)</td>
</tr>
<tr>
<td>or MUSC 320</td>
<td>DICTION FOR SINGERS I</td>
</tr>
<tr>
<td>MUSC 201</td>
<td>MUSIC THEORY IV</td>
</tr>
<tr>
<td>MUSC 202</td>
<td>MUSIC THEORY V</td>
</tr>
<tr>
<td>MUSC 203</td>
<td>MUSIC THEORY VI</td>
</tr>
<tr>
<td>MUSC 204</td>
<td>SIGHT SINGING AND AURAL SKILLS IV</td>
</tr>
<tr>
<td>MUSC 205</td>
<td>SIGHT SINGING AND AURAL SKILLS V</td>
</tr>
<tr>
<td>MUSC 244</td>
<td>MUSIC TECHNOLOGY</td>
</tr>
<tr>
<td>MUSC 250</td>
<td>MUSIC HISTORY AND LITERATURE I</td>
</tr>
<tr>
<td>MUSC 251</td>
<td>MUSIC HISTORY AND LITERATURE II</td>
</tr>
<tr>
<td>MUSC 252</td>
<td>MUSIC HISTORY AND LITERATURE III</td>
</tr>
<tr>
<td>MUSC 310</td>
<td>BASIC CONDUCTING SKILLS</td>
</tr>
<tr>
<td>MUSC 312</td>
<td>ADVANCED CONDUCTING SKILLS</td>
</tr>
<tr>
<td>MUSC 357</td>
<td>MUSIC IN DIVERSE CULTURES</td>
</tr>
<tr>
<td>MUSC 441</td>
<td>MUSIC METHODS FOR ELEMENTARY MUSIC SPECIALISTS</td>
</tr>
<tr>
<td>MUSC 445</td>
<td>CHORAL METH/MAT SEC SCHOOL</td>
</tr>
<tr>
<td>MUSC 446</td>
<td>INSTRUMENTAL METHODS/MATERIALS</td>
</tr>
<tr>
<td>MUSC 447</td>
<td>JAZZ ENSEMBLE METHODS/MATERIAL</td>
</tr>
<tr>
<td>MUSC 470</td>
<td>SENIOR RECITAL</td>
</tr>
<tr>
<td>MUSC 491</td>
<td>MUSIC SENIOR THESIS</td>
</tr>
</tbody>
</table>

**Choose courses from the following**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 382</td>
<td>STRINGED INSTRUMENT TECHNIQUES</td>
</tr>
<tr>
<td>MUSC 383</td>
<td>WOODWIND INSTRUMENT TECHNIQUES</td>
</tr>
<tr>
<td>MUSC 384</td>
<td>BRASS INSTRUMENT TECHNIQUES</td>
</tr>
<tr>
<td>MUSC 385</td>
<td>PERCUSSION INSTRUMENT TECHNIQUES</td>
</tr>
</tbody>
</table>

**Applied Music Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 386 &amp; MUSC 390</td>
<td>STRINGED INSTRUMENT TECHNIQUES</td>
</tr>
<tr>
<td>MUSC 391 &amp; MUSC 392</td>
<td>WOODWIND INSTRUMENT TECHNIQUES</td>
</tr>
<tr>
<td>MUSC 393 &amp; MUSC 394</td>
<td>BRASS INSTRUMENT TECHNIQUES</td>
</tr>
<tr>
<td>MUSC 395 &amp; MUSC 396</td>
<td>PERCUSSION INSTRUMENT TECHNIQUES</td>
</tr>
</tbody>
</table>

**Total Credits:** 89-93

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

- demonstrate the ability to teach choral and instrumental music effectively in grades K through 12.
Music: Instrument, Choral, General-
Secondary Major, Bachelor of Music
Education (BME)

Notes:

• students in this program are excused from major ensemble
  participation during the quarter of student teaching;
• the above option requires more than 12 quarters to complete at 15–
  16 credits per quarter.

Grade Requirement for all majors offered by the Music Department:
the minimum acceptable grade for any music course required for
graduation (including transferred music courses) is ≥B.

Secondary Education Core
30-hour multicultural education field requirement
EDUC 201 INTRODUCTION TO EDUCATION 3
EDUC 303 FOUNDATIONS OF ASSESSMENT 3
EDUC 309 FOUNDATIONS OF SECONDARY CLASSROOM
MANAGEMENT 3
EDUC 341 SECONDARY STRATEGIES, MANAGEMENT,
ASSESSMENT 3
EDUC 413 CONTENT AREA LITERACY: MANAGEMENT AND
ASSESSMENT FOR SECONDARY EDUCATION
CANDIDATES 3
EDUC 420 ADMISSION TO PROFESSIONAL CANDIDACY 1
EDUC 426 SECONDARY STUDENT TEACHING 7-12 12
EDUC 427 GENERAL STUDENT TEACHING K-12 3-15
Total Credits 31-43

Secondary Education students must complete the required
Secondary Education Core and the following courses.

Required Music: Instrumental, Choral, General Secondary Courses
MUSC 101 MUSIC THEORY I 3
MUSC 102 MUSIC THEORY II 3
MUSC 103 MUSIC THEORY III 3
MUSC 104 SIGHT SINGING AND AURAL SKILLS 1
MUSC 105 SIGHT SINGING AND AURAL SKILLS II 1
MUSC 106 SIGHT SINGING AND AURAL SKILLS III 1
MUSC 110 CONVOCATION AND RECITAL ATTENDANCE 0
MUSC 121 PIANO CLASS II FOR MAJORS 1
MUSC 122 PIANO CLASS III FOR MAJORS 1
Piano Proficiency (0)
MUSC 130 VOICE CLASS (Vocal majors take MUSC 320) 1
  or MUSC 320 DICTION FOR SINGERS I
MUSC 201 MUSIC THEORY IV 3
MUSC 202 MUSIC THEORY V 3
MUSC 203 MUSIC THEORY VI 3
MUSC 204 SIGHT SINGING AND AURAL SKILLS IV 1
MUSC 205 SIGHT SINGING AND AURAL SKILLS V 1
MUSC 244 MUSIC TECHNOLOGY 2
MUSC 250 MUSIC HISTORY AND LITERATURE I 3
MUSC 251 MUSIC HISTORY AND LITERATURE II 3
MUSC 252 MUSIC HISTORY AND LITERATURE III 3
MUSC 310 BASIC CONDUCTING SKILLS 2
MUSC 312 ADVANCED CONDUCTING SKILLS 2
MUSC 357 MUSIC IN DIVERSE CULTURES 3
MUSC 441 MUSIC METHODS FOR ELEMENTARY MUSIC
SPECIALISTS 3
MUSC 445 CHORAL METH/MAT SEC SCHOOL 2
MUSC 446 INSTRUMENTAL METHODS/MATERIALS 2
MUSC 447 JAZZ ENSEMBLE METHODS/MATERIAL 2
MUSC 470 SENIOR RECITAL 1-5
MUSC 491 MUSIC SENIOR THESIS 4
Choose courses from the following
MUSC 382 STRINGED INSTRUMENT TECHNIQUES
MUSC 383 WOODWIND INSTRUMENT TECHNIQUES
MUSC 384 BRASS INSTRUMENT TECHNIQUES
MUSC 385 PERCUSSION INSTRUMENT TECHNIQUES

Applied Music Requirements 12
MUSC 108 INSTRUCTION ON INSTRUMENT OR VOICE
MUSC 208 INSTRUCTION ON INSTRUMENT OR VOICE
MUSC 308 INSTRUCTION ON INSTRUMENT OR VOICE
MUSC 408 INSTRUCTION ON INSTRUMENT OR VOICE

Music Ensemble Requirements—must be repeated 12
MUSE 321 WIND ENSEMBLE
MUSE 322 SYMPHONIC BAND
MUSE 330 ORCHESTRA
MUSE 340 SYMPHONIC CHOIR
MUSE 341 CONCERT CHOIR
Note: string, wind and percussion majors in music education shall
participate in one quarter of a major vocal ensemble. Vocal and piano
majors in music education shall participate in one quarter of a major
instrumental ensemble.

Total Credits 89-93

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)
Humanities and Arts (p. 35)
Natural Sciences (p. 35)
Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)
Foreign Language
Minor or Certificate
Diversity Course List (p. 37)
Global Studies Course List (p. 37)
Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://
access.ewu.edu/center-for-academic-advising-and-retention/academic-
planning-tools/declare-your-major) by the time they reach 90 credits
(junior standing).
Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

- demonstrate the ability to teach choral and instrumental music effectively in grades K through 12.

## Music Major with Jazz Performance, Bachelor of Music (BM)

**Grade Requirement for all majors offered by the Music Department:**
the minimum acceptable grade for any music course required for graduation (including transferred music courses) is ≥B.

### Required—admission to Jazz Performance Major

#### Required Music Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 101</td>
<td>MUSIC THEORY I</td>
<td>9</td>
</tr>
<tr>
<td>&amp; MUSC 102</td>
<td>and MUSIC THEORY II</td>
<td></td>
</tr>
<tr>
<td>&amp; MUSC 103</td>
<td>and MUSIC THEORY III</td>
<td></td>
</tr>
<tr>
<td>MUSC 104</td>
<td>SIGHT SINGING AND AURAL SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>&amp; MUSC 105</td>
<td>and SIGHT SINGING AND AURAL SKILLS II</td>
<td></td>
</tr>
<tr>
<td>&amp; MUSC 106</td>
<td>and SIGHT SINGING AND AURAL SKILLS III</td>
<td></td>
</tr>
<tr>
<td>MUSC 110</td>
<td>CONVOCATION AND RECITAL ATTENDANCE (must be repeated each term)</td>
<td>0</td>
</tr>
<tr>
<td>MUSC 120</td>
<td>PIANO CLASS I FOR MAJORS</td>
<td>2</td>
</tr>
<tr>
<td>&amp; MUSC 121</td>
<td>and PIANO CLASS II FOR MAJORS</td>
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</table>

#### Piano Proficiency

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MUSC 201</td>
<td>MUSIC THEORY IV</td>
<td>9</td>
</tr>
<tr>
<td>&amp; MUSC 202</td>
<td>and MUSIC THEORY V</td>
<td></td>
</tr>
<tr>
<td>&amp; MUSC 203</td>
<td>and MUSIC THEORY VI</td>
<td></td>
</tr>
<tr>
<td>MUSC 204</td>
<td>SIGHT SINGING AND AURAL SKILLS IV</td>
<td>2</td>
</tr>
<tr>
<td>&amp; MUSC 205</td>
<td>and SIGHT SINGING AND AURAL SKILLS V</td>
<td></td>
</tr>
<tr>
<td>MUSC 244</td>
<td>MUSIC TECHNOLOGY</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 250</td>
<td>MUSIC HISTORY AND LITERATURE I</td>
<td>9</td>
</tr>
<tr>
<td>&amp; MUSC 251</td>
<td>and MUSIC HISTORY AND LITERATURE II</td>
<td></td>
</tr>
<tr>
<td>&amp; MUSC 252</td>
<td>and MUSIC HISTORY AND LITERATURE III</td>
<td></td>
</tr>
<tr>
<td>MUSC 310</td>
<td>BASIC CONDUCTING SKILLS</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 312</td>
<td>ADVANCED CONDUCTING SKILLS</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 357</td>
<td>MUSIC IN DIVERSE CULTURES</td>
<td>3</td>
</tr>
</tbody>
</table>

#### Junior Recital

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 470</td>
<td>SENIOR RECITAL</td>
<td>1-5</td>
</tr>
<tr>
<td>MUSC 491</td>
<td>MUSIC SENIOR THESIS</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Required Applied Music Courses—must be repeated for 24 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 140</td>
<td>APPLIED INSTRUCTION ON INSTRUMENT OR VOICE</td>
<td>24</td>
</tr>
<tr>
<td>MUSC 240</td>
<td>APPLIED INSTRUCTION ON INSTRUMENT OR VOICE</td>
<td></td>
</tr>
<tr>
<td>MUSC 340</td>
<td>APPLIED INSTRUCTION ON INSTRUMENT OR VOICE</td>
<td></td>
</tr>
<tr>
<td>MUSC 440</td>
<td>APPLIED INSTRUCTION ON INSTRUMENT OR VOICE</td>
<td></td>
</tr>
</tbody>
</table>

#### Required Jazz Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 108</td>
<td>INSTRUCTION ON INSTRUMENT OR VOICE</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 280</td>
<td>BASIC JAZZ ARRANGING</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 281</td>
<td>ADVANCED JAZZ ARRANGING</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 286</td>
<td>INTRODUCTION TO JAZZ THEORY AND AURAL SKILLS</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 287</td>
<td>BASIC JAZZ THEORY/IMPROVISATION</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 288</td>
<td>INTERMEDIATE JAZZ THEORY/IMPROVISATION</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 289</td>
<td>ADVANCED JAZZ THEORY/IMPROVISATION</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 356</td>
<td>HISTORY OF JAZZ</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 447</td>
<td>JAZZ ENSEMBLE METHODS/MATERIAL</td>
<td>2</td>
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</table>

#### Required Jazz Ensembles—must be repeated for 12 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSE 301</td>
<td>CONCERT JAZZ ORCHESTRA</td>
<td></td>
</tr>
<tr>
<td>MUSE 302</td>
<td>REPERTORY JAZZ ENSEMBLE</td>
<td></td>
</tr>
<tr>
<td>MUSE 303</td>
<td>JAZZ LAB ENSEMBLE</td>
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</tr>
</tbody>
</table>

#### Required Small Ensembles—must be repeated for a minimum of 6 credits – choose from the following

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSE 310</td>
<td>JAZZ COMBOS</td>
<td>6</td>
</tr>
<tr>
<td>MUSE 311</td>
<td>JAZZ COMBO 2</td>
<td></td>
</tr>
<tr>
<td>MUSE 312</td>
<td>JAZZ COMBO 3</td>
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</tr>
<tr>
<td>MUSE 313</td>
<td>JAZZ COMBO 4</td>
<td></td>
</tr>
<tr>
<td>MUSE 314</td>
<td>JAZZ COMBO 5</td>
<td></td>
</tr>
</tbody>
</table>

#### Required Large Ensembles—must be repeated for a minimum of 6 credits – choose from the following

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSE 320</td>
<td>MARCHING BAND</td>
<td>6</td>
</tr>
<tr>
<td>MUSE 321</td>
<td>WIND ENSEMBLE</td>
<td></td>
</tr>
<tr>
<td>MUSE 322</td>
<td>SYMPHONIC BAND</td>
<td></td>
</tr>
</tbody>
</table>

#### Electives in Area of Interest—must be repeated

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>2</td>
</tr>
</tbody>
</table>

**Total Credits 110-114**

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

**University Competencies and Proficiencies** (p. 33)

**Breadth Area Core Requirements (BACR)**

**Humanities and Arts** (p. 35)

**Natural Sciences** (p. 35)

**Social Sciences** (p. 36)

**University Graduation Requirements** (p. 36) (UGR)

Foreign Language
Minor or Certificate
Diversity Course List (p. 37)
Global Studies Course List (p. 37)
Senior Capstone Course List (p. 38)

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Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

- analyze and perform on various idiomatic jazz instruments;
- apply the knowledge and skills gained through juries and area performance to develop artistic performance abilities in the professional setting;
- develop substantive experience and independence in analysis and performance in a variety of ensemble settings with varying historical perspectives;
- develop understanding and performance experience in literature through the study of jazz theory and improvisation;
- obtain applied experience in analyzing and creating arrangements and compositions in the jazz idiom;
- perform in jazz ensembles, both large and small;
- study jazz performance on applied instrument(s).

Music Major with Instrumental Performance Option, Bachelor of Music (BM)

Required: admission to Performance Major.

In programs leading to the Bachelor of Music, the department seeks to provide thoroughly professional training, in addition to the requirements set for the liberally educated student. Options under this degree include majors in performance and composition. This course of study presupposes that the student will have a strong background in musical performance.

Grade Requirement for all majors offered by the Music Department: the minimum acceptable grade for any music course required for graduation (including transferred music courses) is ≥B.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 101</td>
<td>MUSIC THEORY I</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 102</td>
<td>MUSIC THEORY II</td>
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<td>MUSC 103</td>
<td>MUSIC THEORY III</td>
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<td>MUSC 104</td>
<td>SIGHT SINGING AND AURAL SKILLS</td>
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<td>MUSC 105</td>
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<td>MUSC 106</td>
<td>SIGHT SINGING AND AURAL SKILLS III</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 110</td>
<td>CONVOCATION AND RECITAL ATTENDANCE (must pass 11 quarters)</td>
<td>0</td>
</tr>
<tr>
<td>MUSC 121</td>
<td>PIANO CLASS II FOR MAJORS</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 122</td>
<td>PIANO CLASS III FOR MAJORS</td>
<td>1</td>
</tr>
<tr>
<td>Piano Proficiency</td>
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<td>0</td>
</tr>
<tr>
<td>MUSC 201</td>
<td>MUSIC THEORY IV</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 202</td>
<td>MUSIC THEORY V</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 203</td>
<td>MUSIC THEORY VI</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 204</td>
<td>SIGHT SINGING AND AURAL SKILLS IV</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 205</td>
<td>SIGHT SINGING AND AURAL SKILLS V</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 244</td>
<td>MUSIC TECHNOLOGY</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 250</td>
<td>MUSIC HISTORY AND LITERATURE I</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 251</td>
<td>MUSIC HISTORY AND LITERATURE II</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 252</td>
<td>MUSIC HISTORY AND LITERATURE III</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 310</td>
<td>BASIC CONDUCTING SKILLS</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 312</td>
<td>ADVANCED CONDUCTING SKILLS</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 357</td>
<td>MUSIC IN DIVERSE CULTURES</td>
<td>3</td>
</tr>
<tr>
<td>Junior Recital</td>
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</tr>
<tr>
<td>MUSC 470</td>
<td>SENIOR RECITAL</td>
<td>1-5</td>
</tr>
<tr>
<td>MUSC 491</td>
<td>MUSIC SENIOR THESIS</td>
<td>4</td>
</tr>
</tbody>
</table>

Choose one of the following courses applicable to the student's major instrument

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 462</td>
<td>STRING PEDAGOGY</td>
</tr>
<tr>
<td>MUSC 463</td>
<td>WOODWIND PEDAGOGY</td>
</tr>
<tr>
<td>MUSC 464</td>
<td>BRASS PEDAGOGY</td>
</tr>
<tr>
<td>MUSC 468</td>
<td>PERCUSSION PEDAGOGY</td>
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</tbody>
</table>

Applied Music Requirements—must be repeated

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 140</td>
<td>APPLIED INSTRUCTION ON INSTRUMENT OR VOICE</td>
<td>1-5</td>
</tr>
<tr>
<td>MUSC 240</td>
<td>APPLIED INSTRUCTION ON INSTRUMENT OR VOICE</td>
<td>1-5</td>
</tr>
<tr>
<td>MUSC 340</td>
<td>APPLIED INSTRUCTION ON INSTRUMENT OR VOICE</td>
<td>1-5</td>
</tr>
<tr>
<td>MUSC 440</td>
<td>APPLIED INSTRUCTION ON INSTRUMENT OR VOICE</td>
<td>1-5</td>
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</table>

Major Music Ensemble Requirements—must be repeated

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>MUSE 321</td>
<td>WIND ENSEMBLE</td>
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<tr>
<td>MUSE 322</td>
<td>SYMPHONIC BAND</td>
</tr>
<tr>
<td>MUSE 330</td>
<td>ORCHESTRA</td>
</tr>
<tr>
<td>MUSE 340</td>
<td>SYMPHONIC CHOIR</td>
</tr>
<tr>
<td>MUSE 341</td>
<td>CONCERT CHOIR</td>
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</tbody>
</table>

Minor Music Ensemble Requirements—choose a minimum of two

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>MUSE 330</td>
<td>ORCHESTRA</td>
</tr>
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<td>MUSE 340</td>
<td>SYMPHONIC CHOIR</td>
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<tr>
<td>MUSE 341</td>
<td>CONCERT CHOIR</td>
</tr>
<tr>
<td>MUSE 350</td>
<td>OPERA WORKSHOP</td>
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<tr>
<td>MUSE 360</td>
<td>BRASS WORKSHOP</td>
</tr>
<tr>
<td>MUSE 361</td>
<td>CELLO ENSEMBLE</td>
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<tr>
<td>MUSE 362</td>
<td>CHAMBER MUSIC ENSEMBLES</td>
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<tr>
<td>MUSE 363</td>
<td>WOODWIND CHAMBER ENSEMBLE</td>
</tr>
<tr>
<td>MUSE 364</td>
<td>DOUBLE BASS ENSEMBLE</td>
</tr>
<tr>
<td>MUSE 365</td>
<td>FLUTE ENSEMBLE</td>
</tr>
<tr>
<td>MUSE 366</td>
<td>GUITAR ENSEMBLE</td>
</tr>
<tr>
<td>MUSE 367</td>
<td>PERCUSSION ENSEMBLE</td>
</tr>
<tr>
<td>MUSE 368</td>
<td>PIANO ENSEMBLE</td>
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<td>MUSE 369</td>
<td>SAXOPHONE ENSEMBLE</td>
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<td>MUSE 370</td>
<td>TROMBONE ENSEMBLE</td>
</tr>
<tr>
<td>MUSE 371</td>
<td>TRUMPET ENSEMBLE</td>
</tr>
<tr>
<td>MUSE 372</td>
<td>TUBA/EUPHONIUM CHOIR</td>
</tr>
<tr>
<td>MUSE 373</td>
<td>HORN ENSEMBLE</td>
</tr>
<tr>
<td>MUSE 380</td>
<td>POP COMBO</td>
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</table>

Total Credits 89-93

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)
Music Major with Music Composition Option, Bachelor of Music (BM)

A program with a liberal arts orientation designed to prepare students for teaching at the college level, the composition and presentation of concert music, careers in film scoring and theater/dance work. This course of study presupposes that the student will have a strong background in musical performance. Entry into this degree program is by departmental interview and with the consent of the head of composition studies.

Required Courses

- MUSC 101 MUSIC THEORY I 3
- MUSC 102 MUSIC THEORY II 3
- MUSC 103 MUSIC THEORY III 3
- MUSC 104 SIGHT SINGING AND AURAL SKILLS I 1
- MUSC 105 SIGHT SINGING AND AURAL SKILLS II 1
- MUSC 106 SIGHT SINGING AND AURAL SKILLS III 1
- MUSC 110 CONVOCATION AND RECITAL ATTENDANCE (must pass 11 quarters) 0
- MUSC 121 PIANO CLASS II FOR MAJORS 1
- MUSC 122 PIANO CLASS III FOR MAJORS 1
- Piano Proficiency
  - MUSC 201 MUSIC THEORY IV 3
  - MUSC 202 MUSIC THEORY V 3
  - MUSC 203 MUSIC THEORY VI 3
  - MUSC 204 SIGHT SINGING AND AURAL SKILLS IV 1

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)

- Humanities and Arts (p. 35)
- Natural Sciences (p. 35)
- Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)

- Foreign Language
- Minor or Certificate
- Diversity Course List (p. 37)
- Global Studies Course List (p. 37)
- Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

- perform on their primary instrument in a variety of mediums and musical periods -Instrumental Performance Option.
Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

• compose music in a variety of mediums and musical styles;
• explore and develop creative processes for music composition.

Music Major with Piano Performance Option, Bachelor of Music (BM)

Note: admission to Performance Major.

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 101</td>
<td>MUSIC THEORY I</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 102</td>
<td>MUSIC THEORY II</td>
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<td>MUSC 103</td>
<td>MUSIC THEORY III</td>
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<td>MUSC 104</td>
<td>SIGHT SINGING AND AURAL SKILLS</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 105</td>
<td>SIGHT SINGING AND AURAL SKILLS II</td>
<td>1</td>
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<tr>
<td>MUSC 106</td>
<td>SIGHT SINGING AND AURAL SKILLS III</td>
<td>1</td>
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<tr>
<td>MUSC 110</td>
<td>CONVOCATION AND RECITAL ATTENDANCE (must pass 11 quarters)</td>
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</tr>
<tr>
<td>MUSC 201</td>
<td>MUSIC THEORY IV</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 202</td>
<td>MUSIC THEORY V</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 203</td>
<td>MUSIC THEORY VI</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 204</td>
<td>SIGHT SINGING AND AURAL SKILLS IV</td>
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<tr>
<td>MUSC 205</td>
<td>SIGHT SINGING AND AURAL SKILLS V</td>
<td>1</td>
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<tr>
<td>MUSC 244</td>
<td>MUSIC TECHNOLOGY</td>
<td>2</td>
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<tr>
<td>MUSC 250</td>
<td>MUSIC HISTORY AND LITERATURE I</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 251</td>
<td>MUSIC HISTORY AND LITERATURE II</td>
<td>3</td>
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<tr>
<td>MUSC 252</td>
<td>MUSIC HISTORY AND LITERATURE III</td>
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<tr>
<td>MUSC 341</td>
<td>ADVANCED FUNCTIONAL KEYBOARD</td>
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<tr>
<td>MUSC 357</td>
<td>MUSIC IN DIVERSE CULTURES</td>
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<td>MUSC 458</td>
<td>PIANO PEDAGOGY I</td>
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<tr>
<td>MUSC 459</td>
<td>PIANO PEDAGOGY II</td>
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</tr>
<tr>
<td>MUSC 460</td>
<td>PIANO PEDAGOGY III</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 467</td>
<td>ACCOMPANYING</td>
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Junior Recital

<table>
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<tr>
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<tbody>
<tr>
<td>MUSC 470</td>
<td>SENIOR RECITAL</td>
<td>1-5</td>
</tr>
<tr>
<td>MUSC 480</td>
<td>KEYBOARD LITERATURE I</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 481</td>
<td>KEYBOARD LITERATURE II</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 482</td>
<td>KEYBOARD LITERATURE III</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 491</td>
<td>MUSIC SENIOR THESIS</td>
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Applied Music Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 140</td>
<td>APPLIED INSTRUCTION ON INSTRUMENT OR VOICE</td>
<td></td>
</tr>
<tr>
<td>MUSC 240</td>
<td>APPLIED INSTRUCTION ON INSTRUMENT OR VOICE</td>
<td></td>
</tr>
<tr>
<td>MUSC 340</td>
<td>APPLIED INSTRUCTION ON INSTRUMENT OR VOICE</td>
<td></td>
</tr>
<tr>
<td>MUSC 440</td>
<td>APPLIED INSTRUCTION ON INSTRUMENT OR VOICE</td>
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</table>

Major Music Ensemble Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSE 302</td>
<td>SYMPHONIC BAND</td>
<td></td>
</tr>
<tr>
<td>MUSE 330</td>
<td>ORCHESTRA</td>
<td></td>
</tr>
<tr>
<td>MUSE 340</td>
<td>SYMPHONIC CHOIR</td>
<td></td>
</tr>
<tr>
<td>MUSE 341</td>
<td>CONCERT CHOIR</td>
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</tr>
</tbody>
</table>

Total Credits 95-99

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)

- Humanities and Arts (p. 35)
- Natural Sciences (p. 35)
- Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)

- Foreign Language
- Minor or Certificate
- Diversity Course List (p. 37)
- Global Studies Course List (p. 37)
- Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

• perform on the primary instrument in a variety of mediums and musical periods.

Music Major with Vocal Performance Option, Bachelor of Music (BM)

Required: admission to Performance Major.

Note: this Option requires more than 12 quarters to complete at 15-16 credits per quarter.

Grade Requirement for all majors offered by the Music Department: the minimum acceptable grade for any music course required for graduation (including transferred music courses) is ≥B.

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 101</td>
<td>MUSIC THEORY I</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 102</td>
<td>MUSIC THEORY II</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 103</td>
<td>MUSIC THEORY III</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 104</td>
<td>SIGHT SINGING AND AURAL SKILLS</td>
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</tr>
<tr>
<td>MUSC 105</td>
<td>SIGHT SINGING AND AURAL SKILLS II</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 106</td>
<td>SIGHT SINGING AND AURAL SKILLS III</td>
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<tr>
<td>MUSE 368</td>
<td>PIANO ENSEMBLE</td>
<td>1</td>
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</tbody>
</table>
### Music Minor

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 101</td>
<td>MUSIC THEORY I</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 102</td>
<td>MUSIC THEORY II</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 103</td>
<td>MUSIC THEORY III</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 104</td>
<td>SIGHT SINGING AND AURAL SKILLS IV</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 105</td>
<td>SIGHT SINGING AND AURAL SKILLS V</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 120</td>
<td>PIANO CLASS I FOR MAJORS</td>
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</tr>
<tr>
<td>MUSC 212</td>
<td>MUSIC IN THE HUMANITIES (counts as a BACR)</td>
<td>5</td>
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</table>

Applied Instruction must be taken for three quarters.

MUSC 212 also counts as a BACR.

**Minor Music Ensemble Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>MUSC 337</td>
<td>CONTEMPORARY MUSIC ENSEMBLE</td>
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</tr>
<tr>
<td>MUSC 350</td>
<td>OPERA WORKSHOP</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Credits**

109-113

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**Notes:**

- Music Minors must audition on their applied instrument with the appropriate faculty and be accepted into a studio.
- Music Minors must declare their minor with the music office, and meet with the Chair for approval and to arrange advising with the appropriate faculty. (This will allow the intended minor to show in Banner, and will assist with graduation advising.)
- Student files will be maintained in the music office as they are for the music majors;
- MUSC 212 also counts as a BACR.

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University Graduation Requirements (p. 36) (UGR)

- Foreign Language
- Minor or Certificate
- Diversity Course List (p. 37)
- Global Studies Course List (p. 37)
- Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

- perform vocal repertoire in a variety of mediums, styles and musical periods.

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**Placement and Clearance Exams (p. 21)**

Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

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University Competencies and Proficiencies (p. 33)
MUSE 320 MARCHING BAND
MUSE 321 WIND ENSEMBLE
MUSE 322 SYMPHONIC BAND
MUSE 330 ORCHESTRA
MUSE 340 SYMPHONIC CHOIR
MUSE 341 CONCERT CHOIR
Electives—choose six additional credits of music electives, in consultation with your music advisor.

Total Credits 30

Music with Composition Emphasis, Master of Music (MM)

This is a professional degree, with a specialist field in Composition.

Notes:

• all master’s degrees in music require an oral comprehensive exam;
• students in the Composition Emphasis must take MUSC 556 Music of the 20th Century as one of their Music History courses;
• many courses must be repeated.

Required Program Core

Music Research—choose from the following 3
MUSC 520 RESEARCH TECHNIQUES AND BIBLIOGRAPHY IN MUSIC
MUSC 521 RESEARCH DESIGN IN MUSIC EDUCATION

Music History—choose from the following 6
MUSC 538 TOPICS IN MUSIC HISTORY
MUSC 551 MUSIC OF THE MEDIEVAL ERA
MUSC 552 MUSIC OF THE RENAISSANCE ERA
MUSC 553 MUSIC OF THE BAROQUE PERIOD
MUSC 554 MUSIC OF THE CLASSICAL PERIOD
MUSC 555 MUSIC OF THE ROMANTIC PERIOD
MUSC 556 MUSIC OF THE 20TH CENTURY
MUSC 557 JAZZ STYLES AND ANALYSIS

Music Theory/Composition
MUSC 560 HISTORICAL ANALYSIS OF MUSICAL STRUCTURE 3
MUSC 561 COUNTERPOINT 2

Three Quarters of Graduate Ensemble Participation 3
Note: an off-campus option requires advanced signed approval by the Director of Music Education and successful completion of written report. These are 1 credit and must be repeated.

MUSE 501 CONCERT JAZZ ORCHESTRA
or MUSE 520 MARCHING BAND
or MUSE 521 WIND ENSEMBLE
or MUSE 522 SYMPHONIC BAND
or MUSE 530 ORCHESTRA
or MUSE 540 SYMPHONIC CHOIR
or MUSE 541 CONCERT CHOIR

Music Thesis/Recital
Note: prior to commencing research, a thesis proposal must receive approval from the thesis committee and, if human subjects are involved, by the IRB.

MUSC 600 THESIS (All Masters candidates must write a thesis, or a supporting recital document, or a submit a Master’s Project and must pass an oral comprehensive examination.) 5
or MUSC 602 FINAL MASTER’S PROJECT

Required Composition Emphasis Core

MUSC 529 APPLIED LESSON (must be repeated for three quarters)
or MUSC 530 APPLIED INSTRUCTION

MUSC 510 ADVANCED CONDUCTING 3
MUSC 556 ADVANCED COMPOSITIONAL TECHNIQUES (must be repeated for 2 credits quarterly) 12

Electives—approved in consultation with area advisor and graduate program coordinator 11

Total Credits 54

Music with Conducting Emphasis, Master of Music (MM)

Admission into the program is required.

Required Program Core

MUSC 520 RESEARCH TECHNIQUES AND BIBLIOGRAPHY IN MUSIC 3

Music History 6
MUSC 538 TOPICS IN MUSIC HISTORY
MUSC 551 MUSIC OF THE MEDIEVAL ERA
MUSC 552 MUSIC OF THE RENAISSANCE ERA
MUSC 553 MUSIC OF THE BAROQUE PERIOD
MUSC 554 MUSIC OF THE CLASSICAL PERIOD
MUSC 555 MUSIC OF THE ROMANTIC PERIOD
MUSC 556 MUSIC OF THE 20TH CENTURY
MUSC 557 JAZZ STYLES AND ANALYSIS

Music Theory/Composition
MUSC 560 HISTORICAL ANALYSIS OF MUSICAL STRUCTURE 3
MUSC 561 COUNTERPOINT 2

Three Quarters of Graduate Ensemble Participation—choose from the following 3

MUSE 501 CONCERT JAZZ ORCHESTRA
or MUSE 520 MARCHING BAND
or MUSE 521 WIND ENSEMBLE
or MUSE 522 SYMPHONIC BAND
or MUSE 530 ORCHESTRA
or MUSE 540 SYMPHONIC CHOIR
or MUSE 541 CONCERT CHOIR

Music Thesis/Recital
Note: prior to commencing research, a thesis proposal must receive approval from the thesis committee and, if human subjects are involved, by the IRB.

MUSC 600 THESIS (All Masters candidates must write a thesis, or a supporting recital document, or a submit a Master’s Project and must pass an oral comprehensive examination.) 5
Music with Jazz Studies Emphasis, Master of Music (MM)

This is a professional degree, with a specialist field in Jazz Studies.

Notes:

- all master’s degrees in music require an oral comprehensive exam;
- students in the Jazz Studies Emphasis must take MUSC 557 as one of their Music History courses;
- many courses must be repeated.

Required Jazz Studies Emphasis Core

MUSC 529 APPLIED LESSON (must be repeated) 6
or MUSC 530 APPLIED INSTRUCTION
MUSC 571 GRADUATE IMPROVISATION-PEDAGOGY
MUSC 572 GRADUATE IMPROVISATION-PEDAGOGY
Plus choose a minimum of three courses from the following
MUSC 575 STRING PEDAGOGY-BASS
MUSC 576 JAZZ PIANO PEDAGOGY
MUSC 577 DRUM SET PEDAGOGY
MUSC 578 SAXOPHONE PEDAGOGY
MUSC 579 BRASS PEDAGOGY

Total Credits 54

Music with Liberal Arts Emphasis, Master of Arts (MA)

Note:

- all master’s degrees in music require an oral comprehensive exam;
students may focus on areas such as Music History, Music Theory or a customized program.

**Required Program Core**

**Music Research–choose from the following** 3

- MUSC 520 RESEARCH TECHNIQUES AND BIBLIOGRAPHY IN MUSIC
- MUSC 521 RESEARCH DESIGN IN MUSIC EDUCATION

**Music History–choose from the following** 6

- MUSC 538 TOPICS IN MUSIC HISTORY
- MUSC 551 MUSIC OF THE MEDIEVAL ERA
- MUSC 552 MUSIC OF THE RENAISSANCE ERA
- MUSC 553 MUSIC OF THE BAROQUE PERIOD
- MUSC 554 MUSIC OF THE CLASSICAL PERIOD
- MUSC 555 MUSIC OF THE ROMANTIC PERIOD
- MUSC 556 MUSIC OF THE 20TH CENTURY
- MUSC 557 JAZZ STYLES AND ANALYSIS

**Music Theory/Composition**

- MUSC 560 HISTORICAL ANALYSIS OF MUSICAL STRUCTURE 3
- MUSC 561 COUNTERPOINT 2

**Three Quarters of Graduate Ensemble Participation** 3

Note: an off-campus option requires advanced signed approval by the Director of Music Education and successful completion of written report. These are 1 credit and must be repeated.

- MUSE 520 MARCHING BAND
- or MUSE 521 WIND ENSEMBLE
- or MUSE 522 SYMPHONIC BAND
- or MUSE 530 ORCHESTRA
- or MUSE 540 SYMPHONIC CHOIR
- or MUSE 541 CONCERT CHOIR

**Music Thesis/Recital**

Note: prior to commencing research, a thesis proposal must receive approval from the thesis committee and, if human subjects are involved, by the IRB.

- MUSC 600 THESIS 5
- or MUSC 601 GRADUATE RECITAL
- or MUSC 602 FINAL MASTER'S PROJECT

**General/Liberal Arts Core**

**Three quarters of applied instruction–choose one of the following**

- MUSC 529 APPLIED LESSON (must be repeated) 3
- or MUSC 530 APPLIED INSTRUCTION

**Electives in Music**

10

**Electives in supportive areas (music or non-music) approved in consultations among the student, the student's area advisor(s) and the graduate program advisor**

15

**Total Credits** 50

- demonstrate graduate level musicianship in the understanding, knowledge, application and performance of music;
- demonstrate critical and creative thinking and writing skills, particularly in the chosen area of emphasis.

**Music with Music Education Emphasis, Master of Music (MM)**

This is a professional degree, with a specialist field in Music Education.

**Notes:**

- all master's degrees in music require an oral comprehensive exam.
- students in Music Education Emphasis must take MUSC 521 Research Design in Music Education.
- an off-campus option requires advanced signed approval by the Director of Music Education and successful completion of written report.
- Music Education Emphasis students are required to take MUSC 600 Thesis. Prior to commencing research, a thesis proposal must receive approval from the thesis committee and, if human subjects are involved, from the IRB.

**Required Program Core**

**Music Research–students in Music Education Emphasis should take** 3

- MUSC 521 RESEARCH DESIGN IN MUSIC EDUCATION

**Music History–choose from the following** 6

- MUSC 538 TOPICS IN MUSIC HISTORY
- MUSC 551 MUSIC OF THE MEDIEVAL ERA
- MUSC 552 MUSIC OF THE RENAISSANCE ERA
- MUSC 553 MUSIC OF THE BAROQUE PERIOD
- MUSC 554 MUSIC OF THE CLASSICAL PERIOD
- MUSC 555 MUSIC OF THE ROMANTIC PERIOD
- MUSC 556 MUSIC OF THE 20TH CENTURY
- MUSC 557 JAZZ STYLES AND ANALYSIS

**Music Theory/Composition**

- MUSC 560 HISTORICAL ANALYSIS OF MUSICAL STRUCTURE 3
- MUSC 561 COUNTERPOINT 2

**Three Quarters of Graduate Ensemble Participation** 3

Note: an off-campus option requires advanced signed approval by the Director of Music Education and successful completion of written report. These are 1 credit and must be repeated.

- MUSE 520 MARCHING BAND
- or MUSE 521 WIND ENSEMBLE
- or MUSE 522 SYMPHONIC BAND
- or MUSE 530 ORCHESTRA
- or MUSE 540 SYMPHONIC CHOIR
- or MUSE 541 CONCERT CHOIR

**Music Thesis/Recital**

Note: Music Education Emphasis students are required to take MUSC 600 Thesis. Prior to commencing research, a thesis proposal must receive approval from the thesis committee and, if human subjects are involved, by the IRB.

- MUSC 600 THESIS 5
- or MUSC 601 GRADUATE RECITAL
- or MUSC 602 FINAL MASTER'S PROJECT

**Music Education Emphasis Core**

- MUSC 510 ADVANCED CONDUCTING 3
- MUSC 531 ALTERNATIVE APPROACHES TO MUSIC EDUCATION 3
- MUSC 532 PEDAGOGY OF COLLEGIATE TEACHING 3
Music with Performance Emphasis, Master of Music (MM)

This is a professional degree, with a specialist field in Performance.

Note: all master’s degrees in music require an oral comprehensive exam.

**Required Program Core**

**Music Research**

MUSC 520 RESEARCH TECHNIQUES AND BIBLIOGRAPHY IN MUSIC
3

or MUSC 521 RESEARCH DESIGN IN MUSIC EDUCATION

**Music History—choose from the following**

MUSC 538 TOPICS IN MUSIC HISTORY

MUSC 551 MUSIC OF THE MEDIEVAL ERA

MUSC 552 MUSIC OF THE RENAISSANCE ERA

MUSC 553 MUSIC OF THE BAROQUE PERIOD

MUSC 554 MUSIC OF THE CLASSICAL PERIOD

MUSC 555 MUSIC OF THE ROMANTIC PERIOD

MUSC 556 MUSIC OF THE 20TH CENTURY

MUSC 557 JAZZ STYLES AND ANALYSIS

**Music Theory/Composition**

MUSC 560 HISTORICAL ANALYSIS OF MUSICAL STRUCTURE
3

MUSC 561 COUNTERPOINT
2

**Three Quarters of Graduate Ensemble Participation**

MUSE 520 MARCHING BAND

or MUSE 521 WIND ENSEMBLE

or MUSE 522 SYMPHONIC BAND

or MUSE 530 ORCHESTRA

or MUSC 540 SYMPHONIC CHOIR

or MUSE 541 CONCERT CHOIR

MUSC 510 ADVANCED CONDUCTING
3

**Vocal or Instrumental Pedagogy—Piano majors take 6 credits of piano pedagogy; other instrumentalists and vocalists take 3 credits of the appropriate pedagogy course in the series.**

MUSC 564A PIANO PEDAGOGY I

MUSC 564B PIANO PEDAGOGY II

MUSC 564C PIANO PEDAGOGY III

MUSC 564D PEDAGOGY VOCAL

MUSC 564E PEDAGOGY STRINGS

MUSC 564F PEDAGOGY WOODWINDS

MUSC 564G PEDAGOGY BRASS

MUSC 564H PEDAGOGY PERCUSSION

**Language Diction Proficiency (voice majors only)**
0

**Approved Electives—To be determined in consultation among the student, the student’s area advisor(s), and the graduate program advisor.**

Total Credits
54-57

• demonstrate advanced critical and creative thinking, particularly in the chosen area of emphasis;

• demonstrate graduate level musicianship in the understanding, knowledge and performance of music.

**Music (MUSC)**

MUSC 100. INTRODUCTION TO PIANO AND MUSIC THEORY. 3 Credits.
This course includes basic musical skills, including notation, scales, key signatures, chords, intervals and keyboard experience.

MUSC 101. MUSIC THEORY I. 3 Credits.
Pre-requisites: concurrent enrollment in MUSC 104; music minors and non-music majors/minors require permission of the department chair. This course involves study of basic theory devoted to notation, scales, intervals, keys and elementary harmony.

MUSC 102. MUSIC THEORY II. 3 Credits.
Pre-requisites: MUSC 101; concurrent enrollment in MUSC 105 is required; music minors and non-music majors/minors require permission of the department chair.
This course is the study of harmonic practice and part writing. It involves treatment of major and minor seventh chords and melodic construction.

MUSC 103. MUSIC THEORY III. 3 Credits.
Pre-requisites: MUSC 102; concurrent enrollment in MUSC 106 is required; music minors and non-music majors/minors require permission of the department chair.
This course emphasizes analysis, modulation, non-dominant and secondary dominant seventh chords as used in American popular song and American jazz forms.
MUSC 104. SIGHT SINGING AND AURAL SKILLS. 1 Credit.
Pre-requisites: concurrent enrollment in MUSC 101; music minors and non-music majors/minors require permission of the department chair.
This course involves singing of materials emphasizing stepwise melodic motion and triadic motion and the study of basic rhythms. Ear training will help students identify intervals and scale forms.

MUSC 105. SIGHT SINGING AND AURAL SKILLS II. 1 Credit.
Pre-requisites: MUSC 104; concurrent enrollment in MUSC 102; music minors and non-music majors/minors require permission of the department chair.
This course introduces C clefs, compound meter and advanced rhythms. Dictation includes error detection as well as melodic dictation.

MUSC 106. SIGHT SINGING AND AURAL SKILLS III. 1 Credit.
Pre-requisites: MUSC 105; concurrent enrollment in MUSC 103; music minors and non-music majors/minors require permission of the department chair.
This course consists of modulation exercises and introduction of sequentials. Error detection and harmonic dictation will be emphasized.

MUSC 108. INSTRUCTION ON INSTRUMENT OR VOICE. 1 Credit.
Notes: may be repeated; this course is intended for all freshman except those majoring in Music Performance.
Pre-requisites: permission of instructor.
This course is designed to provide students with basic to advanced vocal or instrumental skills and a knowledge of the assigned repertoire from a musical, linguistic and performance viewpoint. Students without previous credit in applied music must audition to be accepted into applied study. Every student who is registered for applied music must be registered for a major ensemble.

MUSC 110. CONVOCATION AND RECITAL ATTENDANCE. 0 Credits.
Notes: may be repeated.
This course is comprised of attending all weekly convocations, as well as department recitals and selected non-EWU performances for a total number of 15 per quarter. Course must be passed 11 quarters for music majors. The required number for transfer students will be determined on an individual basis.

MUSC 111. BEGINNING VIOLIN CLASS I. 1 Credit.
This course is an entry-level class in violin. The course includes basic techniques on violin-playing, bowing, proper position, reading in 1st position and coordinating applications on the finger-board.

MUSC 112. BEGINNING VIOLIN CLASS II. 1 Credit.
Pre-requisites: MUSC 111 or permission of instructor.
This class provides a continuation of MUSC 111 instruction to students who are beginning violinists and may be pursuing a career in the music industry. Students are guided in essential techniques and study a combination of exercises and beginning repertoire to help them learn concepts of bowing, intonation, tone production, posture and note reading.

MUSC 113. BEGINNING VIOLIN CLASS III. 1 Credit.
Pre-requisites: MUSC 112 or permission of instructor.
This class provides a continuation of MUSC 112 instruction to students who are beginning violinists and may be pursuing a career in the music industry. Students are guided in essential techniques and study a combination of exercises and beginning repertoire to help them learn concepts of bowing, intonation, tone production, posture and note reading.

MUSC 114. BEGINNING GUITAR CLASS I. 1 Credit.
This course is an entry-level class in guitar. The course includes basic techniques on guitar-playing, chords, tablature reading, simple song accompanying and basic strumming techniques.

MUSC 115. BEGINNING GUITAR CLASS II. 1 Credit.
Pre-requisites: MUSC 114 or permission of instructor.
This course is an entry-level class in guitar, and a continuation of MUSC 114. Students must have some knowledge of chords and music reading as this course is sequential. The course includes basic techniques on guitar-playing, chords, tablature reading, bar chords, finger pick techniques and basic strumming techniques.

MUSC 116. BEGINNING GUITAR CLASS III. 1 Credit.
Pre-requisites: MUSC 115 or permission of instructor.
This course is an entry-level class in guitar, and a continuation of MUSC 115. Students must have some knowledge of chords and music reading as this course is sequential. The course includes basic techniques on guitar-playing, chords, tablature reading, bar chords, finger pick techniques and basic strumming techniques.

MUSC 117. PIANO CLASS I BEGIN/NON-MAJORS. 1 Credit.
Notes: these classes are for non-music majors only.
These classes will consist of basic theory, simple harmonization, improvisation, sight-reading, chord recognition and fundamental jazz/blues.

MUSC 118. PIANO CLASS II BEGIN/NONMAJORS. 1 Credit.
Notes: these classes are for non-music majors only.
Pre-requisites: MUSC 117.
These classes will consist of basic theory, simple harmonization, improvisation, sight-reading, chord recognition and fundamental jazz/blues.

MUSC 119. PIANO III BEGIN/NON-MAJORS. 1 Credit.
Notes: these classes are for non-music majors only.
Pre-requisites: MUSC 118.
These classes will consist of basic theory, simple harmonization, improvisation, sight-reading, chord recognition and fundamental jazz/blues.

MUSC 120. PIANO CLASS I FOR MAJORS. 1 Credit.
Notes: These classes are for music majors only.
These classes will consist of: harmonization, improvisation, score-reading, sight-reading, repertoire, accompanying skills, technique, scales and chords.

MUSC 121. PIANO CLASS II FOR MAJORS. 1 Credit.
Notes: These classes are for music majors only.
Pre-requisites: MUSC 120.
These classes will consist of: harmonization, improvisation, score-reading, sight-reading, repertoire, accompanying skills, technique, scales and chords.

MUSC 122. PIANO CLASS III FOR MAJORS. 1 Credit.
Notes: these classes are for music majors only.
Pre-requisites: MUSC 121.
These classes will consist of: harmonization, improvisation, score-reading, sight-reading, repertoire, accompanying skills, technique, scales and chords.

MUSC 126. HONORS KEYBOARD. 1 Credit.
Notes: may be repeated.
Accelerated offering of the material covered in MUSC 120. Covers all components of the Piano Proficiency Exam.
MUSC 130. VOICE CLASS. 1 Credit.
Notes: may be repeated until the student reaches the proficiency level necessary for advanced instruction.
This course provides instruction in vocal performance. All students without previous credit in applied vocal music at the university level should register for this course.

MUSC 140. APPLIED INSTRUCTION ON INSTRUMENT OR VOICE. 2 Credits.
Notes: may be repeated; concurrent enrollment in a major ensemble is required.
Pre-requisites: permission of instructor.
Only declared freshmen music performance majors should register for this number. Students registered for courses with multiple sections (piano, instrument and voice) should contact the instructor prior to pre-registration for correct assignments.

MUSC 170. COMMERCIAL VOICE LESSON. 1 Credit.
Pre-requisites: performance audition.
This course offers the student fundamentals in technique and performance in the jazz, popular, musical theater and commercial music vocal styles. Students prepare pieces to perform in voice labs, and quarterly concerts or musical productions. Vocal techniques in belting, amplification and related popular song interpretation and delivery will be included.

MUSC 201. MUSIC THEORY IV. 3 Credits.
Pre-requisites: MUSC 103; concurrent enrollment in MUSC 204; music minors and non-music majors/minors require permission of the department chair.
This course emphasizes contrapuntal techniques, variation techniques and study of chromatic and color harmonies.

MUSC 202. MUSIC THEORY V. 3 Credits.
Pre-requisites: MUSC 201; concurrent enrollment in MUSC 205; Piano Proficiency Exam clearance.
This is the study of advanced harmonic practice including altered dominants and chromatic mediants. It will also include study of large forms emphasizing various forms of rondo.

MUSC 203. MUSIC THEORY VI. 3 Credits.
Pre-requisites: MUSC 202.
This course acquaints students with late 19th and 20th century compositional and formal techniques and devices.

MUSC 204. SIGHT SINGING AND AURAL SKILLS IV. 1 Credit.
Pre-requisites: MUSC 106; concurrent enrollment in MUSC 201.
This course emphasizes rhythmic and melodic complexity including chromaticism, modulation and dictation of comparable material.

MUSC 205. SIGHT SINGING AND AURAL SKILLS V. 1 Credit.
Pre-requisites: MUSC 204; concurrent enrollment in MUSC 202; Piano Proficiency Exam clearance.
This course emphasizes unusual modulation, scales and time signatures.

MUSC 208. INSTRUCTION ON VOICE OR INSTRUMENT. 1 Credit.
Notes: may be repeated; this course is intended for all sophomores except those majoring in Music Performance.
This course is designed to provide students with basic to advanced vocal or instrumental skills and a knowledge of the assigned repertoire from a musical, linguistic and performance viewpoint. Students without previous credit in applied music must audition to be accepted into applied study. Every student who is registered for applied music must be registered for a major ensemble.

MUSC 209. COMPOSITIONAL TECHNIQUES. 2 Credits.
Notes: may be repeated.
Pre-requisites: MUSC 204; Piano Proficiency Exam clearance.
This course is the practical study of the techniques and devices of composition in the various primary forms.

MUSC 212. MUSIC IN THE HUMANITIES. 5 Credits.
Cross-listed: HUMN 212.
Satisfies: a BACR for humanities and arts.
This course is a survey with primary focus on Western classical music in terms of humanistic development with emphasis on musical style and structure and relations with the other arts.

MUSC 213. ROCK AND ROLL AND BEYOND. 5 Credits.
MUSC 213 investigates the musical and cultural melting pot of American popular music from the early 20th Century to the present. Significant portions of the class will deal with the important artists and songs of popular music’s evolution.

MUSC 230. GUITAR AND MUSIC FUNDAMENTALS. 3 Credits.
Fundamentals of music, including notation, scales, key signatures, chords, intervals, experience with use of guitar.

MUSC 240. APPLIED INSTRUCTION ON INSTRUMENT OR VOICE. 2 Credits.
Notes: may be repeated; only declared sophomore music performance majors should register for this course; students registered for courses with multiple sections (piano, instrument and voice) should contact the instructor prior to registration for correct assignments; concurrent enrollment in a major ensemble is required.
This course is designed to provide students with basic to advanced vocal or instrumental skills and a knowledge of the assigned repertoire from a musical, linguistic and performance viewpoint.

MUSC 244. MUSIC TECHNOLOGY. 2 Credits.
Pre-requisites: CPLA 120, MUSC 103, and MUSC 106.
This course is a practical study of music technology for performers and educators. Topics include the study of music notation/accompaniment software, recording programs, MIDI applications, and sound reinforcement.

MUSC 250. MUSIC HISTORY AND LITERATURE I. 3 Credits.
Pre-requisites: MUSC 103.
Detailed study and analysis of music in Western civilization from its origin to modern times. The fall quarter covers antiquity through the Renaissance.

MUSC 251. MUSIC HISTORY AND LITERATURE II. 3 Credits.
Pre-requisites: MUSC 103, MUSC 250.
Detailed study and analysis of music in Western civilization from the origin to modern times. Music 251 includes the Baroque and Classical periods.

MUSC 252. MUSIC HISTORY AND LITERATURE III. 3 Credits.
Pre-requisites: MUSC 103, MUSC 251.
A detailed study and analysis of the music in Western Civilization from 1800 to the present.

MUSC 280. BASIC JAZZ ARRANGING. 1 Credit.
Pre-requisites: MUSC 108 and MUSC 277.
This course provides fundamental arranging techniques including basic instrumental ranges through pedagogical rhythm section skills. Topics include developing introductions, endings, form, basic ranges of instruments, creating bass lines, piano voicings, guitar voicings and drum set nomenclature.
MUSC 281. ADVANCED JAZZ ARRANGING. 1 Credit.
Pre-requisites: MUSC 280.
This course covers arranging techniques for compositions and arrangements for the jazz idiom. Skills include: voicings for sections; harmonic development; compositional development; and music notation programs. Students will develop a 8-10 piece composition/arrangement as a final project.

MUSC 286. INTRODUCTION TO JAZZ THEORY AND AURAL SKILLS. 1 Credit.
Pre-requisites: MUSC 103.
This course provides students with basic to advanced vocal or instrumental skills and a knowledge of the assigned repertoire from a musical, linguistic and performance viewpoint.

MUSC 296. EXPERIMENTAL COURSE. 1-5 Credits.

MUSC 299. SPECIAL STUDIES. 1-5 Credits.

MUSC 305. COUNTERPOINT. 2 Credits.
Pre-requisites: MUSC 101, MUSC 102, MUSC 104.
Study and application of contrapuntal techniques in two and three voices.

MUSC 308. INSTRUCTION ON VOICE OR INSTRUMENT. 1 Credit.
Notes: may be repeated; students without previous credit in applied music must audition to be accepted into applied study; every student who is registered for applied music must be registered for a major ensemble; this course is intended for all juniors except those majoring in Music Performance.

This course provides students with basic to advanced vocal or instrumental skills and a knowledge of the assigned repertoire from a musical, linguistic and performance viewpoint.

MUSC 310. BASIC CONDUCTING SKILLS. 2 Credits.
Pre-requisites: MUSC 103.
This course is the study of fundamental conducting techniques including score study and rehearsal techniques.

MUSC 312. ADVANCED CONDUCTING SKILLS. 2 Credits.
Pre-requisites: MUSC 310.
Students in this course learn to apply conducting and rehearsal techniques to choral and performance groups.

MUSC 320. DICTION FOR SINGERS I. 1 Credit.
Introduction to diction for singers, choral conductors and collaborative pianists. The class introduces International Phonetic Alphabet (IPA) and its practical application to English, Ecclesiastical Latin, Italian, German and French through both in-class practice and dictionary reference. This course is designed to provide introductory information and develop knowledge of basic IPA symbols, their pronunciation and the implementation of this learning into vocal/choral repertoire.

MUSC 321. DICTION FOR SINGERS II. 1 Credit.
Pre-requisites: MUSC 320 or permission of instructor.
Continuation of diction for singers, choral conductors and collaborative pianists. This class continues work with International Phonetic Alphabet (IPA) and its practical application to Italian and German through in-class pronunciation practice and extensive IPA transcription of Italian and German vocal and choral music texts.

MUSC 322. DICTION FOR SINGERS III. 1 Credit.
Pre-requisites: MUSC 321 or permission of instructor.
Continuation of diction for singers, choral conductors and collaborative pianists. This class continues work with International Phonetic Alphabet (IPA) and its practical application to French and English (British and American) through in-class pronunciation practice and extensive IPA transcription of French and English vocal and choral music texts.

MUSC 337. CONTEMPORARY MUSIC ENSEMBLE. 3 Credits.
Notes: may be repeated.
This ensemble provides students the opportunity to explore music of the 20th and 21st Centuries. Music will be chosen from the standard repertoire of the 20th century as well as music of the avant-garde and recent music. Faculty occasionally join students in ensembles.

MUSC 338. ORCHESTRA REPERTOIRE FOR STRING. 1 Credit.
Notes: may be repeated.
Pre-requisites: MUSC 203.
An intensive study of the standard orchestra repertoire. Students will use score analysis and use of recordings to aid in their preparation.

MUSC 340. APPLIED INSTRUCTION ON INSTRUMENT OR VOICE. 2 Credits.
Notes: may be repeated; concurrent enrollment in a major ensemble is required; only declared junior music performance majors should register for this course; students registered for courses with multiple sections (piano, instrument and voice) should contact the instructor prior to registration for correct assignments.
This course provides students with basic to advanced vocal or instrumental skills and a knowledge of the assigned repertoire from a musical, linguistic and performance viewpoint.

MUSC 341. ADVANCED FUNCTIONAL KEYBOARD. 2 Credits.
Pre-requisites: junior or senior standing.
This course is an advanced study of the techniques of harmonization, transposition, score reading, sight reading and improvisation.

MUSC 356. HISTORY OF JAZZ. 3 Credits.
This course investigates the cultural, historical and musical elements of jazz from its development into the 21st century.

MUSC 357. MUSIC IN DIVERSE CULTURES. 3 Credits.
Pre-requisites: MUSC 102.
This course examines musics across the globe, including non-Western music and Jazz.
MUSC 360. SONG WRITING. 2 Credits.
Pre-requisites: MUSC 203.
Students experience songwriting through practical writing/composition. Students will write original lead sheets, perform and record their original songs. Students in this course will employ their theoretical background and musical knowledge in composition techniques. Students will learn about the analysis of current trends in popular music literature, new applications and industry outlets for song writers, and basic concepts of publishing, copyrights and synchronization licensing.

MUSC 361. SOUND RECORDING ARTS I. 3 Credits.
Notes: may be stacked with MUSC 661.
Students explore essential theoretical knowledge and practical skills in the art of sound recording. The course provides a basic introduction to recording solo, small ensemble and large ensemble performances and to sound mixing.

MUSC 362. SOUND RECORDING ARTS II. 3 Credits.
Notes: may be stacked with MUSC 662.
Pre-requisites: MUSC 361.
Students explore theoretical knowledge and practical skills in the art of sound recording, with more advanced exploration of recording solo, small ensemble and large ensemble performances and sound mixing.

MUSC 363. DIGITAL AUDIO EDITING I. 3 Credits.
Notes: may be stacked with MUSC 663.
Students learn theoretical and practical application of editing audio recordings using the current industry standard software.

MUSC 364. DIGITAL AUDIO EDITING II. 3 Credits.
Notes: may be stacked with MUSC 664.
Pre-requisites: MUSC 363.
Students learn advanced theoretical and practical application of editing audio recordings using the current industry standard software.

MUSC 365. MUSIC INDUSTRY FORUM. 1 Credit.
Notes: may be stacked with MUSC 665.
Pre-requisites: MUSC 363.
Preparation for careers in music industry through seminars addressing a wide range of special topics and issues and connecting with professionals working in the industry. Students conduct and report on independent interview research with a music industry professional.

MUSC 371. COMMERCIAL VOICE LESSON. 1 Credit.
Pre-requisites: performance audition.
This course offers the student advanced fundamentals in technique and performance in the jazz, popular, musical theater and commercial music vocal styles. Students prepare pieces to perform in voice labs, and quarterly concerts or musical productions. Vocal techniques in belting, amplification and related popular song interpretation and delivery will be included.

MUSC 372. STRINGING INSTRUMENT TECHNIQUES. 1 Credit.
Notes: may be repeated once for a total of 2 credits; music minors and non-music majors/minors require permission of the department chair. The students will receive elementary and pedagogical instruction for stringed instruments. Instruction will include materials and techniques for music education majors.

MUSC 373. WOODWIND INSTRUMENT TECHNIQUES. 1 Credit.
Notes: may be repeated twice for a total of 3 credits; music minors and non-music majors/minors require permission of the department chair. The students will receive elementary and pedagogical instruction for woodwind instruments. Instruction will include materials and techniques for music education majors.

MUSC 374. BRASS INSTRUMENT TECHNIQUES. 1 Credit.
The students will receive elementary and pedagogical instruction for brass instruments. Instruction will include materials and techniques for music education majors. Music minors and non-music majors/minors require permission of the department chair.

MUSC 375. PERCUSSION INSTRUMENT TECHNIQUES. 1 Credit.
The students will receive elementary and pedagogical instruction for percussion instruments. Instruction will include materials and techniques for music education majors. Music minors and non-music majors/minors require permission of the department chair.

MUSC 376. SOUND SPACES. 3 Credits.
Cross-listed: CSCD 386.
Notes: this course may be repeated.
Pre-requisites: DESN 385.
CSCD 386/MUSC 386 is a project-oriented course for designing, building, composing and performing with new instruments. Students will be encouraged to collaborate in the learning process and share their knowledge and experiences. The course is interdisciplinary in nature. Ideally the class would consist of students with backgrounds in music, programming and engineering.

MUSC 387. THE PIANO BEYOND THE KEYBOARD: A TECHNICIAN'S GUIDE FOR THE PIANIST. 3 Credits.
This practical and interactive course, designed for pianists and piano teachers, probes the vital relationship between pianist and technician while exploring pianos from a technical perspective. Students take many "field trips" inside pianos to see how their human energy is transformed into musical expression.

MUSC 396. EXPERIMENTAL COURSE. 1-5 Credits.

MUSC 399. SPECIAL STUDIES. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Subjects studied vary according to faculty and student interest.

MUSC 401. ADVANCED ANALYSIS. 2 Credits.
Notes: may be repeated for credit.
Pre-requisites: MUSC 203.
It is an exploration of analytical techniques for many styles of music.

MUSC 402. BAND ARRANGING. 3 Credits.
Pre-requisites: MUSC 204.
Practical study of the art of symphonic scoring. Original work and transcriptions.

MUSC 403. ORCHESTRATION. 3 Credits.
Pre-requisites: MUSC 204.
Practical study of the art of symphonic scoring. Original work and transcriptions.

MUSC 404. INSTRUCTION ON INSTRUMENT OR VOCAL. 1 Credit.
Notes: may be repeated.
This course provides students with basic to advanced vocal or instrumental skills and a knowledge of the assigned repertoire from a musical, linguistic and performance viewpoint. Students without previous credit in applied music must audition to be accepted into applied study. Every student who is registered for applied music must be registered for a major ensemble. This course is intended for all seniors except those majoring in Music Performance.

MUSC 405. COMPOSITION. 1-5 Credits.
Notes: may be repeated.
Pre-requisites: MUSC 209.
Students learn to organize musical ideas into logical forms and apply the skills learned to musical works using a broad variety of media.
MUSC 439. TOPICS IN MUSIC HISTORY. 3 Credits.
Pre-requisites: MUSC 252.
This course will address topics in music history, which will vary from year to year. Topics will include (but are not limited to) the music of specific nationalities, genres or composers; the history of musical instruments; music in drama; historical performance practice; and other subjects related to music history that are not covered in other music history courses offered by our department.

MUSC 440. APPLIED INSTRUCTION ON INSTRUMENT OR VOICE. 2 Credits.
Notes: may be repeated; concurrent enrollment in a major ensemble is required; only declared senior music performance majors should register for this course; students registered for courses with multiple sections (piano, instrument and voice) should contact the instructor prior to registration for correct assignments.
This course provides students with basic to advanced vocal or instrumental skills and a knowledge of the assigned repertoire from a music, linguistic and performance viewpoint.

MUSC 441. MUSIC METHODS FOR ELEMENTARY MUSIC SPECIALISTS. 3 Credits.
Pre-requisites: junior standing, PSYC 304.
Methods and materials for teaching a complete music program in the first six grades.

MUSC 445. CHORAL METH/MAT SEC SCHOOL. 2 Credits.
Pre-requisites: MUSC 130, MUSC 310.
The course helps students develop a sequential choral program in the secondary schools.

MUSC 446. INSTRUMENTAL METHODS/MATERIALS. 2 Credits.
Pre-requisites: MUSC 310.
This course is designed to impart the skills and knowledge to design and direct instructional experience for bands and orchestra in the secondary schools.

MUSC 447. JAZZ ENSEMBLE METHODS/MATERIAL. 2 Credits.
Pre-requisites: MUSC 203.
This course helps music education majors develop skills in the jazz idiom. It includes techniques and materials for basic jazz piano, improvisation and ensemble direction.

MUSC 450. INTEGRATING MUSIC INTO ELEMENTARY CLASSROOM COURSES. 3 Credits.
Pre-requisites: EDUC 303.
Development of critical understanding and skills in supporting elementary classroom learning through curricular integration of music.

MUSC 451. MUSIC OF THE MEDIEVAL ERA. 3 Credits.
Pre-requisites: MUSC 203 and MUSC 252.
This course offers intensive study of the music literature of the Medieval Era. This study may be either a survey or focus on a selected topic(s) of the era.

MUSC 452. MUSIC OF THE RENAISSANCE ERA. 3 Credits.
Pre-requisites: MUSC 203 and MUSC 252.
This course offers intensive study of the music literature of the Renaissance Era. This study may be either a survey or focus on a selected topic(s) of the era.

MUSC 453. MUSIC OF THE BAROQUE ERA. 3 Credits.
Pre-requisites: MUSC 203 and MUSC 252.
This course offers intensive study of the music literature of the Baroque Era. This study may be either a survey or focus on a selected topic(s) of the era.

MUSC 454. MUSIC OF THE CLASSICAL ERA. 3 Credits.
Pre-requisites: MUSC 203 and MUSC 252.
This course offers intensive study of the music literature of the Classical Era. This study may be either a survey or focus on a selected topic(s) of the era.

MUSC 455. MUSIC OF THE ROMANTIC ERA. 3 Credits.
Pre-requisites: MUSC 203 and MUSC 252.
This course offers intensive study of the music literature of the Romantic Era. This study may be either a survey or focus on a selected topic(s) of the era.

MUSC 456. MUSIC OF THE 20TH CENTURY. 3 Credits.
Pre-requisites: MUSC 203 and MUSC 252.
This course offers intensive study of the music literature of the 20th century. This study may be either a survey or focus on a selected topic(s) of the era.

MUSC 458. PIANO PEDAGOGY I. 2 Credits.
Pre-requisites: junior or senior standing.
Methods and materials for teaching all levels of piano in the private studio and group class setting.

MUSC 459. PIANO PEDAGOGY II. 2 Credits.
Pre-requisites: junior or senior standing or MUSC 458.
Methods and materials for teaching all levels of piano in the private studio and group class setting.

MUSC 460. PIANO PEDAGOGY III. 2 Credits.
Pre-requisites: junior or senior standing, MUSC 459.
Methods and materials for teaching all levels of piano in the private studio and group class setting.

MUSC 461. VOCAL PEDAGOGY. 3 Credits.
Pre-requisites: senior standing.
Preparation for teaching individual and class voice in the studio.

MUSC 462. STRING PEDAGOGY. 3 Credits.
Pre-requisites: senior standing.
Preparation for teaching individual or class lessons in string instruments.

MUSC 463. WOODWIND PEDAGOGY. 3 Credits.
Pre-requisites: senior standing.
Preparation for teaching individual or class lessons in woodwind instruments.

MUSC 464. BRASS PEDAGOGY. 3 Credits.
Pre-requisites: senior standing.
Preparation for teaching individual or class lessons in brass instruments.

MUSC 465. ACCOMPANYING. 3 Credits.
Notes: may be repeated.
Vocal and instrumental literature, analyzing accompanist's problems.

MUSC 466. PERCUSSION PEDAGOGY. 3 Credits.
Pre-requisites: senior standing and permission of the instructor.
Preparation for teaching individual and class percussion in the studio.

MUSC 470. SENIOR RECITAL. 1-5 Credits.

MUSC 472. VOCAL ACCOMPANYING. 2 Credits.
Pre-requisites: MUSC 467.
Focus is exclusively on the art of vocal/keyboard collaboration, and is open to pianists and vocalists. Students explore and project different styles and sound qualities required for the artistic performance of diverse chamber ensemble repertoire. Students are engaged in intensive listening, coaching, writing, rehearsing and performing.
MUSC 473. INSTRUMENTAL ACCOMPANYING. 2 Credits.
Pre-requisites: MUSC 467.
Focus is exclusively on the art of instrumental/keyboard collaboration and is open to both pianists and instrumentalists. Students explore and project different styles and sound qualities required for the artistic performance of diverse chamber ensemble repertoire. Students are engaged in intensive listening, coaching, writing, rehearsal and performance.

MUSC 480. KEYBOARD LITERATURE I. 2 Credits.
Pre-requisites: junior or senior standing.
A study of keyboard literature from pre-Baroque through Classical Periods.

MUSC 481. KEYBOARD LITERATURE II. 2 Credits.
Pre-requisites: junior or senior standing or MUSC 480.
A study of keyboard literature from late Classical through the Romantic Period.

MUSC 482. KEYBOARD LITERATURE III. 2 Credits.
Pre-requisites: junior or senior standing or MUSC 481.
A study of keyboard literature from the late Romantic Period through the 20th century.

MUSC 485. THE HEART OF PERFORMANCE. 1 Credit.
Pre-requisites: junior, senior, or graduate students only.
An interactive course that explores philosophical and practical issues in establishing and maintaining a professional performing career.

MUSC 486. PIANO PRACTICUM TEACHING. 1-5 Credits.
Notes: May be repeated for credit. May be stacked with MUSC 586.
Pre-requisites: permission of instructor.
This is the practical follow-up to the Piano Pedagogy courses (MUSC 458, MUSC 459, MUSC 460). In addition to methodology and academic research, students learn skills in teaching individual applied lessons at the elementary or intermediate level, or a beginning group class in the piano lab.

MUSC 490. SENIOR CAPSTONE. 4 Credits.
Pre-requisites: MUSC 488.
Satisfies: a university graduation requirement—senior capstone.
This course will provide project-oriented learning experiences for seniors in preparation for professional working environments (e.g. software development for musical training). Emphasis will be placed on the development of: creative thinking and design skills, independent initiative to achieve goals and collaborative skills for working in teams.

MUSC 491. MUSIC SENIOR THESIS. 4 Credits.
Pre-requisites: senior standing.
Satisfies: a university graduation requirement—senior capstone.
Students apply their intellectual and research skills to a relevant music project. This thesis project serves as a basis for their professional careers as they enter the fields of performing arts, music education, composition or music scholarship.

MUSC 493. MUSIC OUTREACH. 1-3 Credits.
Students perform 30 hours of work preparing, delivering and reporting on music classroom/field based outreach experiences in cooperation with a course instructor.

MUSC 495. INTERNSHIP. 1-10 Credits.

MUSC 496. EXPERIMENTAL COURSE. 1-5 Credits.

MUSC 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

MUSC 498. SEMINAR. 1-5 Credits.

MUSC 499. DIRECTED STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Individual study projects in selected special field of music.

MUSC 500. ADVANCED CONDUCTING. 3 Credits.

MUSC 501. EXPERIMENTAL COURSE. 1-5 Credits.

MUSC 502. RESEARCH TECHNIQUES AND BIBLIOGRAPHY IN MUSIC. 3 Credits.
Basic references, bibliographic aids and research techniques.

MUSC 521. RESEARCH DESIGN IN MUSIC EDUCATION. 3 Credits.
Interpreting, reviewing and designing various types of music education research and writing research proposals and reports.

MUSC 529. APPLIED LESSON. 1 Credit.
Notes: may be repeated each quarter.
Participation in an instrumental ensemble.

MUSC 530. APPLIED INSTRUCTION. 2 Credits.
Applied instruction.

MUSC 531. ALTERNATIVE APPROACHES TO MUSIC EDUCATION. 3 Credits.
Notes: no longer a 1 credit class, repeated up to 3 times, instead, it will be a 3 credit class.
Examining diverse philosophical, curricular and administrative components of community-based music education, spanning life-long learning in increasingly varied settings.

MUSC 532. PEDAGOGY OF COLLEGIATE TEACHING. 3 Credits.
Notes: no longer a 1 credit class, repeated up to 3 times, instead, it will be a 3 credit class.
A preparation for teaching in the modern university environment, examining the role of the professor, and focusing on the development of innovative teaching skills appropriate to the college setting.

MUSC 537. CONTEMPORARY MUSIC ENSEMBLE. 3 Credits.
Notes: may be repeated each quarter.
This ensemble allows students the opportunity to investigate through performing the music and the stylistic performance practices of music of the 20th century.

MUSC 538. TOPICS IN MUSIC HISTORY. 3 Credits.
This course will address topics in music history, which will vary from year to year. Topics will include (but are not limited to) the music of specific nationalities, genres or composers; the history of musical instruments; music in drama; historical performance practice; and other subjects related to music history that are not covered in other music history courses offered by our department.

MUSC 546. SOCIOLOGICAL FOUNDATIONS OF MUSIC. 3 Credits.
Study of the interdependent relationship between society, music and music education.
MUSC 547. THE PSYCHOLOGY OF MUSIC LEARNING AND TEACHING. 3 Credits.
Exploration of research and theory in the process of learning and teaching music, impacting effective functioning as music performers and teachers.

MUSC 550. PHILOSOPHICAL FOUNDATIONS IN MUSIC EDUCATION. 5 Credits.
Exploration of philosophical thinking in the field of music education, with emphasis on philosophical foundations for music learning and teaching.

MUSC 551. MUSIC OF THE MEDIEVAL ERA. 3 Credits.

MUSC 552. MUSIC OF THE RENAISSANCE ERA. 3 Credits.

MUSC 553. MUSIC OF THE BAROQUE PERIOD. 3 Credits.
Intensive study of the music literature of the Baroque Period with emphasis on library research. An extensive research paper is required.

MUSC 554. MUSIC OF THE CLASSICAL PERIOD. 3 Credits.
Intensive study of the music literature of the Classical Period with emphasis on library research. An extensive research paper is required.

MUSC 555. MUSIC OF THE ROMANTIC PERIOD. 3 Credits.
Intensive study of the music literature of the Romantic Period with emphasis on library research. An extensive research paper is required.

MUSC 556. MUSIC OF THE 20TH CENTURY. 3 Credits.
Intensive study of the music literature of the 20th Century with emphasis on library research. An extensive research paper is required.

MUSC 557. JAZZ STYLES AND ANALYSIS. 3 Credits.
This class is for the jazz pedagogy major to learn and become familiar with various artists through transcription, biographical information pertaining to a specific instrument.

MUSC 558. HISTORY OF JAZZ-PEDAGOGY. 3 Credits.
Pre-requisites: permission of the instructor.
This class is for the graduate student to learn and become familiar with various aspects of the history of jazz by preparing and developing a twenty-class sequence covering historical, musical and social elements.

MUSC 559. HISTORICAL ANALYSIS OF MUSICAL STRUCTURE. 3 Credits.
Structural analysis of music from the 16th century to the present and the relationship of this analysis to effective interpretation, performance and teaching.

MUSC 560. COUNTERPOINT. 2 Credits.
This course explores the contrapuntal rules and recommendations that guide music composition in tonal contexts.

MUSC 561. TOPICS IN THEORY. 3 Credits.
Exploring a variety of topics in Music Theory through research and discovery of analytical methods.

MUSC 562A. PIANO PEDAGOGY I. 2 Credits.
Notes: This course will be stacked with MUSC 458.
Methods and materials for teaching all levels of piano in private studio and group settings.

MUSC 562B. PIANO PEDAGOGY II. 2 Credits.
Notes: This course will be stacked with MUSC 459.
Methods and materials for teaching all levels of piano in private studio and group settings.

MUSC 562C. PIANO PEDAGOGY III. 2 Credits.
Notes: This course will be stacked with MUSC 460.
Methods and materials for teaching all levels of piano in private studio and group settings.

MUSC 564D. PEDAGOGY VOCAL. 3 Credits.
Notes: This course will be stacked with MUSC 461.
Methods and materials for teaching all levels of voice instruction in private studio and group settings.

MUSC 564E. PEDAGOGY STRINGS. 3 Credits.
Notes: This course will be stacked with MUSC 462.
Methods and materials for teaching all levels of string instruction in private studio and group settings.

MUSC 564F. PEDAGOGY WOODWINDS. 3 Credits.
Notes: This course will be stacked with MUSC 463.
Methods and materials for teaching all levels of woodwind instruction in private studio and group settings.

MUSC 564G. PEDAGOGY BRASS. 3 Credits.
Notes: This course will be stacked with MUSC 464.
Methods and materials for teaching all levels of brass instruction in private studio and group settings.

MUSC 564H. PEDAGOGY PERCUSSION. 3 Credits.
Notes: This course will be stacked with MUSC 465.
Methods and materials for teaching all levels of percussion instruction in private studio and group settings.

MUSC 565. ADVANCED ORCHESTRATION. 3 Credits.
Advanced practical arranging, orchestration and composition for school and professional orchestras.

MUSC 566. ADVANCED COMPOSITIONAL TECHNIQUES. 1-5 Credits.
Notes: may be repeated.
Original work in composition in larger musical forms, with emphasis on different stylistic periods.

MUSC 567. TOPICS IN ADVANCED Arranging. 3 Credits.
Offers intensive study and analysis of a variety of arranging techniques in music theory. This course will cover skills needed to arrange music for instrumental and vocal ensembles such as: Band, Choir, Orchestra.

MUSC 568. JAZZ ENSEMBLE DIRECT/CONDUCT. 3 Credits.
This course will be stacked with MUSC 466.
This class is for the jazz pedagogy major to learn and become familiar with various aspects of their potential program. This class will deal extensively with budgets, scheduling, rehearsal techniques and literature.

MUSC 569. GRADUATE IMPROVISATION-PEDAGOGY. 3 Credits.
This course will be stacked with MUSC 468.
This class is for the jazz pedagogy student to learn and become familiar with various aspects of teaching improvisation in a classroom setting. Experiences working with high school and middle school students highlight the class work.

MUSC 571. GRADUATE IMPROVISATION-TRANSCRIPTION. 3 Credits.
The purpose of this class is to study style and harmonic nuances through transcription of important artists in the history of jazz. Weekly assignments include transcriptions and theoretical study.

MUSC 572. GRADUATE JAZZ ARRANGING. 3 Credits.
The purpose of this class is to learn fundamental arranging techniques beginning with basic instrumental ranges through learning useful big band band voicings. The class will cover extensively examples of arrangements and proper compositional techniques for piano, bass, drum set and guitar.

MUSC 575. STRING PEDAGOGY-BASS. 2 Credits.
This class is designed to educate the non-bassist with the basic functions and pedagogical materials for the instrument within the jazz idiom.

MUSC 576. JAZZ PIANO PEDAGOGY. 2 Credits.
Designed to educate the non-pianist with the basic functions and pedagogical materials and views of the instrument within the jazz idiom.
MUSC 577. DRUM SET PEDAGOGY. 2 Credits.
Designed to educate the non-percussionist with the basic functions and pedagogical materials and views of the instrument within the jazz idiom.

MUSC 578. SAXOPHONE PEDAGOGY. 2 Credits.
Designed to educate the non-saxophonist with the basic functions and pedagogical materials and views of the instrument within the jazz idiom.

MUSC 579. BRASS PEDAGOGY. 2 Credits.
Designed to educate the non-brass player with the basic functions and pedagogical materials and views of the instrument within the jazz idiom.

MUSC 582. ADVANCED ACCOMPANYING-VOCAL. 2 Credits.
Focus is exclusively on the art of vocal/keyboard collaboration, and is open to both pianists and vocalists. Students explore and project different styles and sound qualities required for the artistic performance of diverse chamber ensemble repertoire. Students are engaged in intensive listening, coaching, writing, rehearsing and performing.

MUSC 583. ADVANCED ACCOMPANYING-INSTRUMENTAL. 2 Credits.
Focus is exclusively on the art of instrumental/keyboard collaboration and is open to both pianists and all instrumentalists. Students explore and project different styles and sound qualities required for the artistic performance of diverse chamber ensemble repertoire. Students are engaged in intensive listening, coaching, writing, rehearsing and performance.

MUSC 585. THE HEART OF PERFORMANCE. 1 Credit.
Pre-requisites: junior, senior, or graduate students only.
A “dialogue interactive” course that will approach, but not be limited to the following topics: What is my intention as a professional artist? What blocks my ability to perform at the highest levels? What does it mean to live an artistic life? How do I create abundance in my career, both in opportunity and financially? Purpose and Passion—how do I generate those vital aspects of my chosen career path? Artistic mastery—process versus progress.

MUSC 586. PIANO PRACTICUM TEACHING. 1-5 Credits.
Notes: may be repeated for credit.
Pre-requisites: permission of instructor.
This is the practical follow-up to the Piano Pedagogy course (MUSC 564A, MUSC 564B, MUSC 564C, MUSC 564D, MUSC 564E, MUSC 564F, MUSC 564G, MUSC 564H). In addition to methodology and academic research, students learn skills in teaching individual applied lessons at the elementary or intermediate level, or a beginning group class in the piano lab.

MUSC 593. MUSIC OUTREACH. 3 Credits.
Students perform 30 hours of work preparing, delivering and reporting on music classroom/field based outreach experiences in cooperation with a course instructor.

MUSC 595. INTERNSHIP. 1-10 Credits.

MUSC 596. EXPERIMENTAL COURSE. 1-10 Credits.

MUSC 597. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
Notes: only one workshop course for up to 3 credits may be used to fulfill graduate degree requirements.

MUSC 598. GRADUATE SEMINAR. 3 Credits.

MUSC 599. INDEPENDENT STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Independent study projects in a selected field of music.

MUSC 600. THESIS. 1-15 Credits.
Pre-requisites: permission of the applied or area instructor.
Thesis.

MUSC 601. GRADUATE RECITAL. 1-15 Credits.
Pre-requisites: permission of the applied or area instructor.
Thesis.

MUSC 602. FINAL MASTER'S PROJECT. 1-15 Credits.
For students whose culminating master's project is not a thesis, and/or may be taken as an elective. This may include students in the Performance Emphasis, students in the Jazz Studies Emphasis who are writing a method book or other practical/applied document, or students in any M.M. emphasis who, with advisor permission, are completing any kind of non-thesis project.

MUSC 620. THE ORFF SCHULWERK APPROACH TO MUSIC EDUCATION. 6 Credits.
Exploring research on the philosophical and historical bases of the Orff Schulwerk approach and acquiring skills in applying relevant pedagogies in educational settings.

MUSC 621. EARLY CHILDHOOD MUSIC EDUCATION. 3 Credits.
Exploration of philosophical, sociological, psychological, and pedagogical perspectives in Early Childhood Music Education, leading to the development of skills in the design and implementation of programs.

MUSC 661. SOUND RECORDING ARTS I. 3 Credits.
Notes: may be stacked with MUSC 361.
Students explore essential theoretical knowledge and practical skills in the art of sound recording. The course provides a basic introduction to recording solo, small ensemble and large ensemble performances and to sound mixing.

MUSC 662. SOUND RECORDING ARTS II. 3 Credits.
Notes: may be stacked with MUSC 362.
Pre-requisites: MUSC 361.
Students explore theoretical knowledge and practical skills in the art of sound recording, with more advanced exploration of recording solo, small ensemble and large ensemble performances and sound mixing.

MUSC 663. DIGITAL AUDIO EDITING I. 3 Credits.
Notes: may be stacked with MUSC 363.
Students learn theoretical and practical application of editing audio recordings using the current industry standard software.

MUSC 664. DIGITAL AUDIO EDITING II. 3 Credits.
Notes: may be stacked with MUSC 364.
Pre-requisites: MUSC 363.
Students learn advanced theoretical and practical application of editing audio recordings using the current industry standard software.

MUSC 665. MUSIC INDUSTRY FORUM. 1 Credit.
Notes: may be stacked with MUSC 365.
Preparation for careers in music industry through seminars addressing a wide range of special topics and issues and connecting with professionals working in the industry. Students also conduct and report independent interview research with a music industry professional.

MUSC 695. GRADUATE JAZZ INTERNSHIP. 1-5 Credits.
Notes: may be repeated twice for a maximum of 5 credits.
Pre-requisites: permission of the instructor, department chair and college dean.
This class is for jazz pedagogy students to learn various aspects of their potential program, including organizing and coordinating a jazz festival. This class will deal extensively with budgets, scheduling, guest artists and all major aspects of a professional event.
**MUSC 696. COLLEGE TEACHING INTERNSHIP.** 3-15 Credits.  
**Notes:** graded Pass/No Credit.  
Teaching a lower-division college course under supervision of a regular faculty member. Includes course planning, arranging bibliographical and other instructional aids, conferences with students, experience in classroom instruction and student and course evaluation.

### Music Ensemble (MUSE)

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<td>MUSE 302</td>
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**MUSE 363. WOODWIND CHAMBER ENSEMBLE.** 1 Credit.  
Music performance ensemble.

**MUSE 364. DOUBLE BASS ENSEMBLE.** 1 Credit.  
Music performance ensemble.

**MUSE 365. FLUTE ENSEMBLE.** 1 Credit.  
Music performance ensemble.

**MUSE 366. GUITAR ENSEMBLE.** 1 Credit.  
Music performance ensemble.

**MUSE 367. PERCUSSION ENSEMBLE.** 1 Credit.  
Music performance ensemble.

**MUSE 368. PIANO ENSEMBLE.** 1 Credit.  
Music performance ensemble.

**MUSE 369. SAXOPHONE ENSEMBLE.** 1 Credit.  
Music performance ensemble.

**MUSE 370. TROMBONE CHOIR.** 1 Credit.  
Music performance ensemble.

**MUSE 371. TRUMPET ENSEMBLE.** 1 Credit.  
Music performance ensemble.

**MUSE 372. TUBA/EUPHONIUM CHOIR.** 1 Credit.  
Music performance ensemble.

**MUSE 373. HORN ENSEMBLE.** 1 Credit.  
Students read, rehearse and perform repertoire for the horn ensemble.

**MUSE 380. POP COMBO.** 1 Credit.  
Music performance ensemble.

**MUSE 381. STEEL DRUM ENSEMBLE.** 1 Credit.  
**Pre-requisites:** performance audition.

In this course ensemble members will gain experience performing a variety of repertoire for Steel Drum Ensemble. Each member will play a variety of instruments and styles in written arrangements for the contemporary steel drum ensemble. Ensemble members must know how to read music in both bass and treble clef. Prior experience playing percussion instruments or steel drums is helpful in preparation for this course. Exceptions to this rule can be made based on the discretion of the instruction.

**MUSE 501. CONCERT JAZZ ORCHESTRA.** 1 Credit.  
A large ensemble course designed to provide exposure and performance experience in large jazz arrangements, new and standard jazz repertoire. Student Learning Outcomes: students successfully perform in numerous ensemble concert opportunities throughout the year, demonstrating mastery of the music, individually and collaboratively.

**MUSE 502. REPERTORY JAZZ ENSEMBLE.** 1 Credit.  
This is a music ensemble course, designed to provide exposure to a wide variety of small jazz ensemble literature as well as an opportunity for students to develop musical interaction skills in a small group/chamber ensemble setting. Literature includes standard repertory and related jazz performance traditions. Student Learning Outcomes: students will successfully perform in numerous ensemble concert opportunities throughout the year, demonstrating mastery of the music, individually and collaboratively.
MUSE 503. JAZZ LAB ENSEMBLE. 1 Credit.
This is a music ensemble course, designed to provide exposure to a wide variety of small jazz ensemble literature as well as an opportunity for students to develop musical interaction skills in a small group/chamber ensemble setting. Literature includes standard repertory, techniques in jazz rehearsing and related jazz traditions. Student Learning Outcomes: students will successfully perform in numerous ensemble concert opportunities throughout the year, demonstrating mastery of the music, individually and collaboratively.

MUSE 504. COLLEGIANS. 1 Credit.
This is a music vocal ensemble course, designed to provide exposure to a wide variety of small jazz ensemble literature as well as an opportunity for students to develop musical understanding of the vocal jazz techniques. Literature includes standard repertory, techniques in jazz rehearsing and related jazz traditions. Student Learning Outcomes: students will successfully perform in numerous ensemble concert opportunities throughout the year, demonstrating mastery of the music, individually and collaboratively.

MUSE 505. VOCAL JAZZ. 1 Credit.
This is a music vocal ensemble course, designed to provide exposure to a wide variety of small jazz ensemble literature as well as an opportunity for students to develop musical understanding of the vocal jazz techniques. Literature includes standard repertory, techniques in jazz rehearsing and related jazz traditions. Student Learning Outcomes: students will successfully perform in numerous ensemble concert opportunities throughout the year, demonstrating mastery of the music, individually and collaboratively.

MUSE 510. JAZZ COMBO 1. 1 Credit.
A small jazz ensemble group designed to provide performing experience in this specialized jazz idiom. Students will develop collaborative performing skills and opportunity to learn jazz combo repertoire. Students will audition and be placed in the appropriate combo based on level. Student Learning Outcomes: students will successfully perform in concert opportunities throughout the year, demonstrating mastery of the music, individually and collaboratively.

MUSE 511. JAZZ COMBO 2. 1 Credit.
A small jazz ensemble group designed to provide performing experience in this specialized jazz idiom. Students will develop collaborative performing skills, and opportunity to learn jazz combo repertoire. Students will audition and be placed in the appropriate combo based on level. Student Learning Outcomes: students will successfully perform in concert opportunities throughout the year, demonstrating mastery of the music, individually and collaboratively.

MUSE 512. JAZZ COMBO 3. 1 Credit.
A small jazz ensemble group designed to provide performing experience in this specialized jazz idiom. Students will develop collaborative performing skills, and opportunity to learn jazz combo repertoire. Students will audition and be placed in the appropriate combo based on level. Student Learning Outcomes: students will successfully perform in concert opportunities throughout the year, demonstrating mastery of the music, individually and collaboratively.

MUSE 513. JAZZ COMBO 4. 1 Credit.
A small jazz ensemble group designed to provide performing experience in this specialized jazz idiom. Students will develop collaborative performing skills and opportunity to learn jazz combo repertoire. Students will audition and be placed in the appropriate combo based on level. Student Learning Outcomes: students will successfully perform in concert opportunities throughout the year, demonstrating mastery of the music, individually and collaboratively.

MUSE 514. JAZZ COMBO 5. 1 Credit.
A small jazz ensemble group designed to provide performing experience in this specialized jazz idiom. Students will develop collaborative performing skills, and opportunity to learn jazz combo repertoire. Students will audition and be placed in the appropriate combo based on level. Student Learning Outcomes: students will successfully perform in concert opportunities throughout the year, demonstrating mastery of the music, individually and collaboratively.

MUSE 520. MARCHING BAND. 1 Credit.
A large performing ensemble designed to learn music for marching band, perform at football games, and learn marching band field formations. Students will develop collaborative performing skills and precision in marching techniques. Student Learning Outcomes: students will successfully perform in outdoor game venues throughout the Fall term, demonstrating mastery of the music, individually and collaboratively.

MUSE 521. WIND ENSEMBLE. 1 Credit.
A large concert ensemble designed to provide rehearsal and performance experience in the Wind Ensemble repertoire. Techniques in style and interpretation are included. Student Learning Outcomes: students will successfully perform in concert opportunities throughout the year, demonstrating mastery of the music, individually and collaboratively.

MUSE 522. SYMPHONIC BAND. 1 Credit.
A large concert ensemble designed to provide rehearsal and performance experience in the symphonic band repertoire. Techniques in style and interpretation are included. Student Learning Outcomes: students will successfully perform in concert opportunities throughout the year, demonstrating mastery of the music, individually and collaboratively.

MUSE 530. ORCHEstra. 1 Credit.
A large concert ensemble designed to provide rehearsal and performance experience in the orchestral repertoire. Techniques in style and interpretation are included. Student Learning Outcomes: students will successfully perform in concert opportunities throughout the year, demonstrating mastery of the music, individually and collaboratively.

MUSE 540. SYMPHONIC CHOIR. 1 Credit.
A large concert ensemble designed to provide rehearsal and performance experience in the concert choral repertoire. Techniques in style and interpretation are included. Student Learning Outcomes: students will successfully perform in concert opportunities throughout the year, demonstrating mastery of the music, individually and collaboratively.

MUSE 541. CONCERT CHOIR. 1 Credit.
A large concert ensemble designed to provide rehearsal and performance experience in the concert choral repertoire. Techniques in style and interpretation are included. Student Learning Outcomes: students will successfully perform in concert opportunities throughout the year, demonstrating mastery of the music, individually and collaboratively.

MUSE 550. OPERA. 1 Credit.
This course is designed to provide experience with opera production techniques, relevant vocal repertoire from the opera genre, and opera staging. Techniques in style and interpretation are included. Student Learning Outcomes: students will successfully perform in concert opportunities, demonstrating mastery of the music, individually and collaboratively.
MUSE 560. BRASS QUINTET. 1 Credit.
This course is designed to provide the opportunity to experience the literature for brass ensemble, and to build musicianship through the small ensemble genre. Repertoire will be from the standard repertoire as well as new compositions by both professional artists and student composers. Techniques in style and interpretation are included. Student Learning Outcomes: students will successfully perform in concert opportunities, demonstrating mastery of the music, individually and collaboratively.

MUSE 561. CELLO ENSEMBLE. 1 Credit.
This course is designed to provide the opportunity to experience the literature for cello ensemble, and to build musicianship through the small ensemble genre. Repertoire will be from the standard repertoire as well as new compositions by both professional artists and student composers. Techniques in style and interpretation are included. Student Learning Outcomes: students will successfully perform in concert opportunities, demonstrating mastery of the music, individually and collaboratively.

MUSE 562. CHAMBER MUSIC. 1 Credit.
This course is designed to provide the opportunity to experience the literature for the traditional chamber ensemble, and to build musicianship through the small ensemble genre. Repertoire will be from the standard repertoire as well as new compositions by both professional artists and student composers. Techniques in style and interpretation are included. Student Learning Outcomes: students will successfully perform in concert opportunities, demonstrating mastery of the music, individually and collaboratively.

MUSE 563. WOODWIND CHAMBER ENSEMBLE. 1 Credit.
This course is designed to provide the opportunity to experience the literature for woodwind ensemble, and to build performance experience and techniques in stage presence. Repertoire will be from the standard repertoire as well as new compositions by both professional artists and student composers. Techniques in style and interpretation are included. Student Learning Outcomes: students will successfully perform in concert opportunities, demonstrating mastery of the music, individually and collaboratively.

MUSE 564. DOUBLE BASS ENSEMBLE. 1 Credit.
This course is designed to provide the opportunity to experience the literature for double bass ensemble, and to build musicianship through the small ensemble genre. Repertoire will be from the standard repertoire as well as new compositions by both professional artists and student composers. Techniques in style and interpretation are included. Student Learning Outcomes: students will successfully perform in concert opportunities, demonstrating mastery of the music, individually and collaboratively.

MUSE 565. FLUTE ENSEMBLE. 1 Credit.
This course is designed to provide the opportunity to experience the literature for flute ensemble, and to build musicianship through the small ensemble genre. Repertoire will be from the standard repertoire as well as new compositions by both professional artists and student composers. Techniques in style and interpretation are included. Student Learning Outcomes: Students will successfully perform in concert opportunities, demonstrating mastery of the music, individually and collaboratively.

MUSE 566. GUITAR ENSEMBLE. 1 Credit.
This course is designed to provide the opportunity to experience the literature for guitar ensemble, and to build musicianship through the small ensemble genre. Repertoire will be from the standard repertoire as well as new compositions by both professional artists and student composers. Techniques in style and interpretation are included. Student Learning Outcomes: students will successfully perform in concert opportunities, demonstrating mastery of the music, individually and collaboratively.

MUSE 567. PERCUSSION ENSEMBLE. 1 Credit.
This course is designed to provide the opportunity to experience the literature for percussion ensemble and to build musicianship through the small ensemble genre. Repertoire will be from the standard repertoire as well as new compositions by both professional artists and student composers. Techniques in style and interpretation are included. Student Learning Outcomes: students will successfully perform in concert opportunities, demonstrating mastery of the music, individually and collaboratively.

MUSE 568. PIANO ENSEMBLE. 1 Credit.
This course is designed to provide the opportunity to experience the literature for piano ensemble, and to build musicianship through the small ensemble genre. Repertoire will be from the standard duo and 2–piano repertoire as well as new compositions by both professional artists and student composers. Techniques in style and interpretation are included. Student Learning Outcomes: students will successfully perform in concert opportunities, demonstrating mastery of the music, individually and collaboratively.

MUSE 569. SAXOPHONE ENSEMBLE. 1 Credit.
This course is designed to provide the opportunity to experience the literature for saxophone ensemble and to build musicianship through the small ensemble genre. Repertoire will be from the standard repertoire as well as new compositions by both professional artists and student composers. Techniques in style and interpretation are included. Student Learning Outcomes: students will successfully perform in concert opportunities, demonstrating mastery of the music, individually and collaboratively.

MUSE 570. TROMBONE CHOIR. 1 Credit.
This course is designed to provide the opportunity to experience the literature for trombone ensemble and to build musicianship through the small ensemble genre. Repertoire will be from the standard repertoire as well as new compositions by both professional artists and student composers. Techniques in style and interpretation are included. Student Learning Outcomes: students will successfully perform in concert opportunities, demonstrating mastery of the music, individually and collaboratively.

MUSE 571. TRUMPET ENSEMBLE. 1 Credit.
This course is designed to provide the opportunity to experience the literature for trumpet ensemble, and to build musicianship through the small ensemble genre. Repertoire will be from the standard repertoire as well as new compositions by both professional artists and student composers. Techniques in style and interpretation are included. Student Learning Outcomes: students will successfully perform in concert opportunities, demonstrating mastery of the music, individually and collaboratively.
MUSE 572. TUBA/EUPHONIUM CHOIR. 1 Credit.
This course is designed to provide the opportunity to experience the literature for tuba/euphonium ensemble and to build musicianship through the small ensemble genre. Repertoire will be from the standard repertoire as well as new compositions by both professional artists and student composers. Techniques in style and interpretation are included. Student Learning Outcomes: Students will successfully perform in concert opportunities, demonstrating mastery of the music, individually and collaboratively.

MUSE 580. POP COMBO. 1 Credit.
This is a music ensemble course, designed to provide exposure to a wide variety of small ensemble literature drawn from the repertoire composed since 1940. The course provides intensive coaching on the unique techniques of contemporary repertoire, as well as an opportunity for students to develop musical interaction skills in a small group/chamber ensemble setting. Student Learning Outcomes: students will successfully perform in numerous ensemble concert opportunities throughout the year, demonstrating mastery of the music, individually and collaboratively.
Natural Science

Heather McKean, Advisor
241 Science Hall
509.359.6512

Sharen Keattch, Advisor
130 Science Hall
509.359.7358

department page (https://www.ewu.edu/cstem/programs/natural-science)

Faculty
Varies.

Undergraduate Degrees

Bachelor of Arts in Education (BAE)
Natural Science Education - Middle Level Science, Bachelor of Arts in Education (BAE) (p. 437)

Undergraduate Minor
Natural Science Elementary Minor (p. 438)
Natural Science Secondary Minor (p. 438)

Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.

Undergraduate Program

The Natural Science major is recommended for those students seeking to teach science in grades 4-9. The coursework in this major provides a foundation of scientific principles required to teach the Next Generation Science Standards leading to the Middle School Science Endorsement. There are two pathways by which the student candidate can pursue this endorsement, either in conjunction with the elementary education or secondary education degrees. This endorsement requires passing the Middle Level Science National Evaluation Series (NES) exam.

Natural Science Education - Middle Level Science, Bachelor of Arts in Education (BAE)

Completion of this major, the General Degree Completion Requirements for Elementary or Secondary Education, satisfies the state requirements for an Elementary or Secondary Education teaching endorsement and a Middle Level Science teaching endorsement.

Students can choose either the Elementary or the Secondary Core to complete the Natural Science Education-Middle Level Science major.

Prerequisites apply

- BIOL 171 requires MATH 141 as a prerequisite with a grade ≥C or concurrent enrollment in MATH 141
- CHEM 161 requires a prerequisite of MTHD 104 or MATH 107 or MATH 141
- PHYS 115 require a prerequisite of MATH 208 or permission of instructor
- PHYS 131 requires a prerequisite of MATH 142 and concurrent enrollment in PHYS 161

Elementary Education Core

There are general education science and social science courses that are strongly recommended for the Elementary Education candidate. See the general requirements section of this catalog. Please see an Education advisor for clarification.

30–hour multicultural education field requirement

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>EDUC 303</td>
<td>FOUNDATIONS OF ASSESSMENT</td>
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<td>EDUC 304</td>
<td>INTRODUCTION TO ELEMENTARY READING</td>
<td>3</td>
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<td>EDUC 308</td>
<td>FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT</td>
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<td>EDUC 310</td>
<td>LITERACY METHODS, MANAGEMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL</td>
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<td>EDUC 338</td>
<td>LANGUAGE AND SOCIAL STUDIES METHODS</td>
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<td>1: INTEGRATED LANGUAGE ARTS FOR ELEMENTARY SCHOOL</td>
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<td>and LANGUAGE AND SOCIAL STUDIES METHODS 2: INTEGRATED SOCIAL STUDIES FOR ELEMENTARY SCHOOL</td>
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<td>EDUC 380</td>
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<td>and INTEGRATED STEM METHODS 2</td>
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<td>EDUC 386</td>
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<td>EDUC 423</td>
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<td>EDUC 427</td>
<td>GENERAL STUDENT TEACHING K-12 (variable credit)</td>
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Total Credits 48-62

Secondary Education Core

30–hour multicultural education field requirement

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<td>EDUC 303</td>
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<td>EDUC 309</td>
<td>FOUNDATIONS OF SECONDARY CLASSROOM MANAGEMENT</td>
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<td>EDUC 341</td>
<td>SECONDARY STRATEGIES, MANAGEMENT, ASSESSMENT</td>
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<td>EDUC 413</td>
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<td>EDUC 426</td>
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<td>EDUC 427</td>
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Total Credits 31-43

BAE students must complete the required Elementary or Secondary Education Core and the following courses.

Required Natural Science Education Courses

Life Science

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<tr>
<th>Course</th>
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<tr>
<td>BIOL 115</td>
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<td>BIOL 171</td>
<td>BIOLOGY I</td>
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<tr>
<td>BIOL 172</td>
<td>BIOLOGY II</td>
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Earth Science
GEOG/GEOL 115 INVESTIGATING EARTH SCIENCE 5
GEOG 204 ATMOSPHERIC ENVIRONMENT 5
or GEOG 314 WEATHER AND CLIMATE
GEOL 121 PHYSICAL GEOLOGY - SURFICIAL PROCESSES 5

Physical Science
CHEM 161 GENERAL CHEMISTRY FOR THE HEALTH SCIENCES 5
PHYS 115 INVESTIGATING PHYSICAL SCIENCE 5
PHYS 121 DESCRIPTIVE ASTRONOMY 5
PHYS 131 INTRODUCTORY PHYSICS I 4
PHYS 161 MECHANICS LABORATORY 1

Additional Requirements
EDUC 417 CULTURE OF MIDDLE SCHOOL 3
MATH 142 PRECALCULUS MATH II 5
SCED 390 SCIENCE TEACHING METHODS 2
SCED 391 MIDDLE LEVEL AND EARTH AND SPACE SCIENCE METHODS 3
SCED 490 MIDDLE LEVEL SCIENCE CAPSTONE AND PRACTICUM 5

Total Credits 68

Natural Science Elementary Minor
This minor does not fulfill the state middle-level science endorsement.

The Natural Science minor is recommended for those students seeking K–8 certification who are particularly interested in teaching science at the K–5 level. The coursework in this minor provides a foundation of scientific principles required to teach the Next Generation Science Standards for grades K–5.

Notes:
- see Education, for prerequisites, core requirements and additional PLOs;
- required courses in the following program of study may have prerequisites.

Required Courses
BIOL 115 INVESTIGATING BIOLOGY 5
GEOG/GEOL 115 INVESTIGATING EARTH SCIENCE 5
PHYS 115 INVESTIGATING PHYSICAL SCIENCE 5

Electives—choose one course from each area listed below
Note: other courses can be approved by a Natural Science Advisor.

Biology
BIOL 100 INTRODUCTION TO BIOLOGY 5
BIOL 171 BIOLOGY I 5

Earth Science
GEOG 100 DISCOVERING GEOLOGY 5
GEOG 305 INTRODUCTION TO OCEANOGRAPHY 5

Physical Science
CHEM 121 CHEMISTRY AND ITS ROLE IN SOCIETY 5
CHEM 161 GENERAL CHEMISTRY FOR THE HEALTH SCIENCES 5

Total Credits 30

Natural Science Secondary Minor
This minor does not fulfill the state middle-level science endorsement.

Required Courses
BIOL 115 INVESTIGATING BIOLOGY 5
GEOG/GEOL 115 INVESTIGATING EARTH SCIENCE 5
PHYS 115 INVESTIGATING PHYSICAL SCIENCE 5

Electives—choose one course from each area listed below
Note: other courses can be approved by a Natural Science Advisor.

Biology
BIOL 100 INTRODUCTION TO BIOLOGY 5
BIOL 171 BIOLOGY I 5

Earth Science
GEOG 100 DISCOVERING GEOLOGY 5
GEOG 305 INTRODUCTION TO OCEANOGRAPHY 5

Physical Science
CHEM 121 CHEMISTRY AND ITS ROLE IN SOCIETY 5
CHEM 161 GENERAL CHEMISTRY FOR THE HEALTH SCIENCES 5

Total Credits 30
Biology  
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Earth Science  
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<td>GEOG 305</td>
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Physical Science  
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<td>DESCRIPTIVE ASTRONOMY</td>
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Total Credits: 30

Natural Science Education (NTSC)

NTSC 196. EXPERIMENTAL COURSE. 1-5 Credits.

NTSC 296. EXPERIMENTAL COURSE. 1-5 Credits.

NTSC 299. INDIVIDUAL STUDY. 1-5 Credits.  
Pre-requisites: permission of the instructor, department chair and college dean.  
Individual studies in natural science or planetarium operations.

NTSC 396. EXPERIMENTAL COURSE. 1-5 Credits.

NTSC 496. EXPERIMENTAL COURSE. 1-5 Credits.

NTSC 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

NTSC 499. DIRECTED STUDY. 1-10 Credits.

NTSC 539. SPECIAL TOPICS. 1-10 Credits.
A consortium partnership between Eastern Washington University (EWU), Washington State University (WSU) and Whitworth University enables EWU students to complete undergraduate degree requirements and nursing prerequisite courses at EWU before applying to WSU College of Nursing to finish the BSN degree. The Bachelor of Science in Nursing (BSN) is completed at WSU College of Nursing in Spokane, Tri-Cities, or Yakima WA. Students applying from one of the participating universities have priority admission to the WSU College of Nursing program. Typically, freshmen enrolling at EWU will need at least two years of coursework to complete before they are eligible to apply for the BSN program.

EWU Nursing Prerequisite Courses

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<td>or SOCI 263</td>
<td>SOCIAL PROBLEMS</td>
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</table>

Total Credits: 60

General Admissions Requirements for Nursing

Admission to WSU’s College of Nursing is competitive. Not all eligible students from EWU who have successfully completed the undergraduate degree requirements and the nursing prerequisite courses will be admitted to the BSN program. To be eligible for the Consortium Partnership program through EWU, students must complete at least three quarters of full-time course work and earn a minimum of 36 credits in residence at EWU. Students who do not meet this requirement may apply to the BSN program as a transfer student directly through WSU.

Minimum admission requirements are listed below. Currently, however, successful applicants generally have GPAs well above 3.0. Due to the limited number of admissions to the BSN program, students are encouraged to apply to multiple nursing schools to increase their chances of being admitted to a program leading to a degree.

BSN Admissions Criteria

- Minimum cumulative GPA ≥3.0 or higher for all Nursing prerequisite courses, with a minimum grade of ≥C in any individual course. Pass/Fail grades, AP or CLEP scores are not accepted.
- Minimum cumulative GPA ≥3.0 or higher in all college-level coursework from all schools attended.
- TEAS Testing: TEAS (Test of Essential Academic Skills) is a proctored online multiple-choice exam that measures entry-level skills and abilities (science, math, language and reading language) of nursing program applicants. Prospective students must score at the proficient, advanced or exemplary level to be eligible for admission.
- Fifty hours of practical experience in the healthcare or related setting (volunteer or paid) Students will be able to gain experience from a broad variety of environments including, health care facilities, summer camps, CNA experience (Certified Nursing Assistant) to name a few. It is recommended students start earning hours early in the pre-nursing phase over a period of about three years including summers prior to application. Hours must be completed at the time of their interview, and no older than 3 years of application.
- A two-part Writing Portfolio: 1) Packet consisting of three graded samples of your writing from previous classes: 2) A timed writing exam to be administered after admission in to the BSN program.

After admission and prior to starting the BSN program, students are required to submit evidence that they have complete the American Heart Association First Aid and CPR courses and received certification, (must be Adult, Infant and Child). CPR certification must also be updated annually unless the initial card is valid for two years.

Upon completion of all EWU graduation requirements and the required program coursework, nursing students will receive a dual indorsed degree, from both Eastern Washington University and Washington State University.

Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.

Nursing Major, Bachelor of Science (BSN)

*Courses may be completed over additional semesters based on individual student’s needs.

Please contact Center for Academic Advising and Retention (CAAR) (http://access.ewu.edu/center-for-academic-advising-and-retention) if you are interested in this major.

307 Monroe Hall
509.359.2345
Occupational Therapy

Susan Burwash, Chair
department page (https://www.ewu.edu/chsph/programs/occupational-therapy)
Health Sciences Bldg.
310 North Riverpoint Blvd, Box R
Spokane, WA 99202-1675
509.828.1349

The Profession

Occupational Therapy (OT) is a health and rehabilitation profession that helps people of all ages to participate more fully in their day-to-day lives. Occupational therapists assist persons who are experiencing a physical, cognitive or emotional issue to recover to their maximum level of independence and participation. Occupational therapists help people take care of themselves and others, enjoy life and contribute to the social and economic fabric of the community.

Our Mission

• To develop person-centered occupational therapists of the highest integrity who practice with a strong occupation-based foundation from which they support and promote quality of life and full participation.
• To prepare students for a broad scope of practice with consideration for addressing the needs of the under served.
• To deliver an academic program which meets a spectrum of educational needs for students and professionals, in collaboration with community partners, while demonstrating teaching and learning excellence.
• To advance the profession with new, innovative and cost effective services for current and future practice opportunities.

Our Vision

• We envision a globally active community of students, faculty and community partners who demonstrate a respect for diversity, a passion for learning and a commitment to person-centered, occupation-focused and evidence-based practice.

Accreditation: the Occupational Therapy Program at Eastern Washington University is accredited by the Accreditation Council for Occupational Therapy Education (https://www.aota.org/Education-Careers/Accreditation.aspx) (ACOTE) of the American Occupational Therapy Association (AOTA), located at 4720 Montgomery Lane, STE 200, Bethesda, MD 20814-3449. ACOTE’s telephone number c/o AOTA is 301.652.AOTA.

Faculty

Pedro Ashford, Lucretia A. Berg, Susan C. Burwash, Elizabeth Levad, Diane Norell, Roberta L. Snover, Rachel Stankey.

Graduate Degrees

Master of Occupational Therapy (MOT) (p. 443)
Combined Bachelor’s and Master of Occupational Therapy Program (3+2) (p. 443)

Graduate Programs

Master of Occupational Therapy (MOT)
The Occupational Therapy program at EWU provides an entry-level master’s degree program taught by faculty who are nationally and internationally recognized in the occupational therapy profession. Our mission is to prepare entry-level graduates to provide occupational therapy services with distinctiveness and compassion, in a variety of professional practice environments. The program provides a foundation of skills in general practice competencies, leadership skills, and creative and critical thinking processes, to facilitate the development of an innovative, entry-level occupational therapist. Additionally, graduates demonstrate a commitment to the common good, creative life-long learning and high ethical standards for professional practice.

Students engage in coursework designed to build practice skills across the lifespan in physical, mental and preventive care paradigms. Emphasis is placed in community-based and client-centered activities through interactive class tasks, labs and various facility experiences. The program emphasizes community-based and interdisciplinary service delivery models essential for successful practice in rural, underrepresented and underserved areas. Culture awareness, as related to service delivery, is integral to the program. Students are also actively engaged in research activities, resulting in a completed research report relevant to occupational therapy.

Combined Bachelor’s and Master of Occupational Therapy Program (3+2)
Students may pursue the 3+2 program in one of two ways:

1. As an enrolled Eastern Washington University student pursuing a Bachelor of Arts (BA) in Interdisciplinary Studies leading to the Master of Occupational Therapy degree program, or
2. As an enrolled Eastern Washington University student pursuing a Bachelor of Science (BS) in Exercise Science leading to the Master of Occupational Therapy degree program.

Once the student has decided on a major, they must meet with the selected program’s advisor to plot their degree plan so they will be eligible for admission into the Combined Bachelor’s to Entry-Level Master Degree Program in the summer between the junior and senior years.

1. For the BA degree in Interdisciplinary Studies leading to the Master of Occupational Therapy degree program contact John Neace (jneace@ewu.edu).
2. For the BS degree in Exercise Science leading to the Master of Occupational Therapy degree program contact Jeni McNeal (jmcneal@ewu.edu).

In these programs, the student will need to complete University and the selected program’s graduation requirements except for the final upper division courses plus the prerequisites and apply for admission into the Combined Bachelors to Entry-Level Masters Degree program before the end of their junior year as specified elsewhere in this catalog.

General Admission Requirements

Eastern provides two methods for students seeking entry into the profession of occupational therapy:

1. Combined Bachelor of Arts (BA) in Interdisciplinary Studies leading to the Master of Occupational Therapy program, or Bachelor of Science (BS) in Exercise Science degree programs leading to the Master of Occupational Therapy program available at Eastern Washington University, or
2. Completed bachelor’s degree in any discipline ready to pursue graduate studies immediately.

General admission requirements for both entry methods are described below.

A. Prerequisites. Prerequisite coursework may be taken at EWU or at any other accredited colleges, universities or community colleges. At the time of application, applicants must have completed at least seven of the prerequisite courses listed below, and it is highly recommended that anatomy and physiology be among them. All prerequisites must be taken for credit (not through certificate programs) and only courses in which you have received a passing grade of a P or a letter grade ≥C will satisfy the requirements. If your transcripts contain narrative evaluations, you will need to have these reviewed by the institution so they can provide us with supplementary documentation.

All eleven prerequisite courses must be completed satisfactorily prior to entering the program in Summer semester. If you have any questions about these prerequisite courses, please contact us (ot@ewu.edu). Please enter all of your prerequisite courses directly into your OTCAS application.

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Abnormal Psychology</td>
<td>5</td>
</tr>
<tr>
<td>General Biology</td>
<td>5</td>
</tr>
<tr>
<td>Note—The course must include chemistry of atomic structure and cell functions. A college chemistry for non-majors or chemistry for the health sciences course can be substituted.</td>
<td></td>
</tr>
<tr>
<td>Human Anatomy or Anatomy &amp; Physiology I with lab</td>
<td>5</td>
</tr>
<tr>
<td>Human Physiology or Anatomy &amp; Physiology II with lab</td>
<td>5</td>
</tr>
<tr>
<td>Note—If the full Anatomy and Physiology series (BIOL 232, BIOL 233 and BIOL 234) is completed at Eastern Washington University, the program-specific medical terminology prerequisite is waived. It is recommended to complete the full series (three quarters) if taken at EWU.</td>
<td></td>
</tr>
<tr>
<td>Intermediate English Composition or Technical Writing</td>
<td>5</td>
</tr>
<tr>
<td>Note—A course designated by a college/university or academic department as &quot;writing intensive&quot; can also fulfill this requirement. Candidates who have already earned a Master’s degree in a different field are exempt from this requirement.</td>
<td></td>
</tr>
<tr>
<td>Introduction to Occupational Therapy</td>
<td>2</td>
</tr>
<tr>
<td>Note—This course may be difficult to find at colleges that do not have an Occupational Therapy program. The Introduction to Occupational Therapy (OCTH 101) course at EWU is offered in person every fall quarter. Go here for instructions about registering for this course if you are not an EWU student. The course is also available online every quarter. For more information about online courses, please see the Eastern Online program website. Candidates who are Certified Occupational Therapy Assistants (COTAs) are not required to take an Introduction to Occupational Therapy course.</td>
<td></td>
</tr>
<tr>
<td>Medical Terminology</td>
<td>2</td>
</tr>
<tr>
<td>Note—The Medical Terminology (OCTH 292) course at EWU is offered online every quarter. For more information about online courses, please see the Eastern Online program website. Candidates who are Certified Occupational Therapy Assistants (COTAs) are not required to take a Medical Terminology course.</td>
<td></td>
</tr>
<tr>
<td>Introductory Sociology or Anthropology course</td>
<td>5</td>
</tr>
<tr>
<td>General Psychology/Introduction to Psychology</td>
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</tbody>
</table>

Note—We will accept transcripted Advanced Placement credit in Psychology from an accredited institution for the General Psychology prerequisite only if the candidate also minored or majored in Psychology

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
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<tbody>
<tr>
<td>Human Development through the Life Span or Developmental Psychology</td>
<td>4-5</td>
</tr>
<tr>
<td>Statistics</td>
<td>5</td>
</tr>
<tr>
<td>Total Credits</td>
<td>43-44</td>
</tr>
</tbody>
</table>

B. Formal Application to the OT program (Master of Occupational Therapy or Combined Bachelor’s and Master of Occupational Therapy program) online at OTCAS which includes the following components

1. Results of the Graduate Record Examination (GRE) submitted at the time of application. Successful candidates are expected to perform a minimum score of 3.5 on the written section of the examination. GRE scores are valid for five years after test date. Candidates should arrange for GRE scores to be submitted directly through the OTCAS process (use code number 2165 when indicating Eastern Washington University Occupational Therapy program as a score recipient).

2. Documentation of completion of a minimum of 40 hours work/observation/volunteer experience with persons who have disabilities. Ten of the 40 hours must be in at least two different types of practice settings (e.g., acute care institutions, rehabilitation centers, pediatric centers, residential facilities, nursing homes, schools or mental health settings) under the supervision of a licensed occupational therapy practitioner.

3. Personal Statement

4. Personal Essay in response to OTCAS prompt

5. Three original letters of recommendation:
   • One letter of recommendation must come from a supervising occupational therapist of the volunteer experience.
   • One letter of recommendation from an instructor/teacher who taught any college-level academic courses taken by the applicant in the areas of: (a) Natural Science, (b) English, or (c) Psychology, or a letter from a supervisor from employment the applicant held at least 6 months at half-time or more.
   • One letter of recommendation from a person (unrelated) who can provide a character reference.

C. Application to Graduate Programs

1. MOT applicants submit an application to Graduate Programs at the same time they apply for the MOT program.

2. 3+2 applicants submit an application for advanced standing to Graduate Programs after they are accepted into the 3+2 program. The OT program notifies those accepted into the 3+2 program when it is time to submit the application for advanced standing.

Please note applicants are not required to submit official paper transcripts to the Graduate Programs office or the Occupational Therapy department.

D. Successful completion of an approved Occupational Therapy department interview

E. Other
   • Public Speaking—candidates are expected to be proficient in public speaking.
• Computer Competency—candidates are expected to be proficient with and have access to a computer.

Final Comprehensive Examination

The final comprehensive examination for the Master of Occupational Therapy (MOT) Degree includes a research seminar and oral defense of the master’s capstone project presented to the department and graduate committee. Immediately following the oral defense of the capstone project, the student is given an oral examination administered by the student’s graduate committee which is composed of two—three departmental faculty members and a graduate faculty member from outside the department. The focus of the examination is the student’s capstone project and general questions related to the profession of occupational therapy and its practice. Successful completion of the comprehensive examination is required before enrollment in OCTH 695S.

National Certification Examination

Graduates of the program will be eligible to sit for the National Certification Examination for the Occupational Therapist administered by the National Board for Certification of Occupational Therapy (NBCOT). After successful completion of this exam, the individual will be an occupational therapist, registered (OTR). In addition, most states require licensure to practice. However, state licenses are usually based on the results of the NBCOT certification examination. A felony conviction may affect a graduate’s ability to sit for the NBCOT certification examination or attain state licensure. Students must complete Level II Fieldwork within 24 months following completion of the didactic portion of the program.

Occupational Therapy, Master of Occupational Therapy (MOT)

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCTH 501S</td>
<td>APPLIED HUMAN ANATOMY FOR OCCUPATIONAL THERAPY</td>
<td>4</td>
</tr>
<tr>
<td>OCTH 502S</td>
<td>CLINICAL KINESIOLOGY AND BIOMECHANICS</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 503S</td>
<td>APPLIED NEUROLOGY FOR OCCUPATIONAL THERAPY</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 504S</td>
<td>OCCUPATIONAL THERAPY THEORY AND FOUNDATIONS</td>
<td>4</td>
</tr>
<tr>
<td>OCTH 505S</td>
<td>IMPACT OF HUMAN DISEASE ON OCCUPATIONAL PERFORMANCE</td>
<td>1</td>
</tr>
<tr>
<td>OCTH 506S</td>
<td>PRACTICE SKILLS AND ETHICS</td>
<td>1</td>
</tr>
<tr>
<td>OCTH 507S</td>
<td>ACTIVITY ANALYSIS</td>
<td>1</td>
</tr>
<tr>
<td>OCTH 508S</td>
<td>OCCUPATIONAL SYNTHESIS</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 510S</td>
<td>GROUP PROCESS</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 512S</td>
<td>FIELDWORK II SEMINAR</td>
<td>2</td>
</tr>
<tr>
<td>OCTH 515S</td>
<td>INTER-PROFESSIONAL AND CROSS-CULTURAL LEARNING FOR OCCUPATIONAL THERAPY</td>
<td>1-2</td>
</tr>
<tr>
<td>OCTH 520S</td>
<td>PRINCIPLES OF EVIDENCE BASED PRACTICE</td>
<td>1</td>
</tr>
<tr>
<td>OCTH 522S</td>
<td>RESEARCH METHODS IN OCCUPATIONAL THERAPY</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 523S</td>
<td>ASSESSMENT AND EVALUATION OF OCCUPATIONAL PERFORMANCE</td>
<td>3</td>
</tr>
<tr>
<td>OCTH 530S</td>
<td>OCCUPATIONAL PERFORMANCE AND MENTAL HEALTH</td>
<td>4</td>
</tr>
<tr>
<td>OCTH 531S</td>
<td>OCCUPATIONAL PERFORMANCE AND ADULTS</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 66-82

• demonstrate a commitment to lifelong learning by maintaining currency in professional practice;
• demonstrate knowledge and skills for client-centered occupation-based evaluation and intervention to promote full societal participation of clients;
• demonstrate leadership and research skills for promoting and advancing the profession;
• describe and apply values and ethics represented in the AOTA’s official documents;
• understand and apply evidence-based strategies to inform professional practice.

Occupational Therapy, Advanced Standing Master of Occupational Therapy (MOT)

Advanced Standing Master of Occupational Therapy

This program allows qualified students who have graduated in the Combined Bachelor’s to Master of Occupational Therapy program to complete the Master of Occupational Therapy program in one and one half years.

Advanced Standing Master of Occupational Therapy Criteria

1. Prior to January 1, students apply to the Advanced Standing Master of Occupational Therapy Program (see Master of Occupational Therapy admission requirements).
2. Successful completion of the Interdisciplinary Studies or Exercise Science program (completed by June of the baccalaureate graduation year).
3. Students must demonstrate a minimum of a ≥3.0 cumulative college GPA in all Occupational Therapy courses with no course grade <B-.
4. Eligibility for graduate admission is determined by a minimum GPA of ≥3.0 in the last 90 quarter graded hours.
5. Admission to Graduate Studies at Eastern Washington University (located at 206 Showalter Hall, Cheney WA 99004, 509.359.6297).

Admission to the Master of Occupational Therapy Program (MOT)

Master of Occupational Therapy Admission Requirements
To be admitted to the Combined Bachelor’s to Master’s of Occupational Therapy Program, applicants must first meet all requirements for admission to the Graduate School as outlined elsewhere in this catalog. The admission process to the Master of Occupational Therapy Program is highly competitive. The requirements listed elsewhere in this catalog are the minimum acceptable requirements to apply to the program and are not indicative of the competitive range of students generally accepted into the program.

Additional Requirements must be completed prior to admission into the program

1. qualify and apply for acceptance into studies at Eastern Washington University Graduate Studies (206 Showalter Hall, Cheney, WA 99004, 509.359.6297);
2. complete a baccalaureate degree from an accredited institution by June 15 of the year of application.

Candidacy

To be advanced to Master’s Degree Candidacy, graduate students in the Master of Occupational Therapy Degree (MOT) Program must have met the following requirements:

1. submitted the Application of Degree Candidacy form to the Graduate Programs Office, specifying the Master in Occupational Therapy Degree Program approved by the Department of Occupational Therapy;
2. completed the first semester of the MOT Program’s courses with a minimum GPA ≥3.0 in all courses;
3. removed any/all deficiencies regarding grade requirements;
4. met with OT graduate advisor to confirm the required course of study as well as requirements for advancing candidacy and graduation;
5. received approval for advancement to candidacy from the Dean of Graduate Studies or the dean’s designee.

Occupational Therapy (OCTH)

OCTH 101. INTRODUCTION TO OCCUPATIONAL THERAPY. 2 Credits. This course is to provide an overview of occupation, the practice of occupational therapy, disability awareness, and community supports for individuals with disabilities. The students will become aware of the diversity of occupational therapy practice, practice environments, and occupational therapy practitioners.

OCTH 292. FOUNDATIONS OF DOCUMENTATION AND MEDICAL TERMINOLOGY FOR THE REHABILITATION PROFESSIONAL. 2 Credits. This is a self-paced course designed for the student to acquire a foundational knowledge of medical terminology and professional documentation and their applications within the rehabilitation professions. This is accomplished by examining the processes of basic word-building skills and definitions including word roots, prefixes, suffixes and combining forms. Students will apply these concepts and skills to basic medical chart review and professional documentation.

OCTH 501S. APPLIED HUMAN ANATOMY FOR OCCUPATIONAL THERAPY. 4 Credits. This course is an intensive review of human anatomy and physiology as it pertains to the practice of occupational therapy. It is designed to provide the student with an opportunity to learn anatomical structures and the functional relationships of these structures to each other. Cadaver dissection is a critical component of all labs.

OCTH 502S. CLINICAL KINESIOLOGY AND BIOMECHANICS. 3 Credits. This course is an overview study of human movement in a person/environment context. The study of the normal biomechanics and kinesiology of the musculoskeletal system is seen as a prerequisite to the application of assessment procedures, data collection, and assessment interpretation for the planning of therapeutic interventions in occupational therapy. Incorporation of clinical problems and pathokinesiology are also included through a structured inquiry-based case-study process. The lab portion of the class also trains students in the basic principles and application of manual muscle testing, goniometry, and principles that enhance strength and activity tolerance. To enhance student learning, designated assignments, and course laboratory activities. Application of content knowledge and a synthesis of how it relates to occupational performance will be emphasized. Students will be expected to use the Occupational Therapy Practice Framework: Domain and Process as a mechanism for expressing physical performance elements in the practice of occupational therapy.

OCTH 503S. APPLIED NEUROLOGY FOR OCCUPATIONAL THERAPY. 3 Credits. This course is an overview of the neurological function and process in the human body. Normal neurologic development throughout the life span will be the primary focus. Application of knowledge concerning neurological process and occupational performance will be emphasized.

OCTH 504S. OCCUPATIONAL THERAPY THEORY AND FOUNDATIONS. 4 Credits. This course introduces students to the current occupational therapy practice framework, which defines domain and process. It provides opportunities to understand the historical and current evolution of occupational therapy’s philosophy and theory development, along with the contributions of theorists within the profession. Students will learn the process of theory development and analyze selected practice models and frames of reference for application to occupational therapy evaluation and intervention. The course will also explore the application and importance of occupational therapy practice models and frames of reference to the development of new knowledge, ongoing research, and the advancement of the profession.

OCTH 505S. IMPACT OF HUMAN DISEASE ON OCCUPATIONAL PERFORMANCE. 1 Credit. This course provides an overview of human disease and injury processes occurring throughout the lifespan. The etiology, course, prognosis, treatment and management of each condition will be explored. The course is designed to introduce the student to a variety of injuries and disease processes encountered in the field of occupational therapy. Emphasis will be placed on providing necessary, precautionary and practical information of each disease within a framework of group process and problem solving related skills. Further, the impact of disease and injury on occupational performance and quality of life will be explored. Considerations for the practice of occupational therapy will be discussed with a focus on clinical judgment, team collaboration and global treatment interventions.

OCTH 506S. PRACTICE SKILLS AND ETHICS. 1 Credit. Notes: graded Pass/Fail. This course is designed to provide entry level occupational therapy students’ knowledge and skills in practice skills and policy. The course will focus on four main elements of practice including basic clinical skills, clinical writing and documentation, professional roles and policy, and ethics. The intent is for the student to establish basic skills that can be further developed in practice specific courses to enable them to demonstrate entry-level practice competencies.
OCTH 507S. ACTIVITY ANALYSIS. 1 Credit.
This course is the first of a two part series, OCTH 507S Activity Analysis and OCTH 508S Occupational Synthesis. The Activity Analysis course will provide the students with a method, structure, and process on how to analyze daily life activities and discover the therapeutic values that are inherent in all activities. Students will gain the knowledge and skills to analyze daily life activities and discover the potential therapeutic values in daily life activities that support the intervention strategies with persons who are experiencing dysfunction in occupational performance. This course will introduce students to the relationship between activity analysis, theories of occupation, and the development of intervention strategies for clients.

OCTH 508S. OCCUPATIONAL SYNTHESIS. 3 Credits.
This course will provide the learner with opportunities to develop the knowledge and skills for the in-depth evaluation and analysis of occupational performance through the process of task analysis, the lens of the Occupational Therapy Framework, and the concepts of occupational justice, identity, and meaning as related to occupation. The relationship between the assessment of occupational performance and the conceptualization of grading and adapting occupations coupled with the importance of the personal meaning of occupation for those engaged in them will be critically examined. Students will learn and apply the process of activity synthesis to occupational therapy interventions for individuals across the lifespan with cognitive, physical, and/or emotional conditions or aspects of their occupational needs or who they are as occupational beings. The development of science and social based observational, organizational and problem-solving skills for analysis and activity adaptation will be integral to the course activities. The course content is offered through lecture, discussion, case studies, readings and interactive laboratory activities.

OCTH 510S. GROUP PROCESS. 3 Credits.
This course focuses on developing several advanced skills of professional communication and behaviors. Emphasis is on: a) intentional use of self; b) group facilitation, b) group process, c) interpersonal communication, d) skills in motivational interviewing, and e) a reflective evaluation process used for building interpersonal communication skills. Advanced professional communication skills and group design/process skills are necessary tools for emerging and traditional practice arenas in occupational therapy.

OCTH 512S. FIELDWORK II SEMINAR. 2 Credits.
This course will focus on preparation for the transition from classroom to Fieldwork Level II (FW II) experiences. Students will have the opportunity to identify and analyze the Level II fieldwork expectations, explore the supervisory and interdisciplinary team relationships, review professional and ethical behavior, develop a Level II Fieldwork Portfolio, review AOTA, NBCOT and the state of Washington licensure requirements and begin preparation for job searches.

OCTH 515S. INTER-PROFESSIONAL AND CROSS-CULTURAL LEARNING FOR OCCUPATIONAL THERAPY. 1-2 Credits.
Notes: The 1 credit seminar portion of the course is required within the MOT Program. Students participating in an immersive service-learning experience will register for 2 credits.
Pre-requisites: Participation in the optional immersive service-learning opportunity requires faculty approval and that the student be in good standing in the Masters of Occupational Therapy (MOT) program. Students enrolled in the 3+2 program are eligible to enroll. This is a customized course designed to facilitate participation in inter-professional (IP) and cross-cultural learning opportunities. This course will run in conjunction with related courses in other health care and public health programs and will require each student to participate in IP and cross-cultural learning experiences.

OCTH 520S. PRINCIPLES OF EVIDENCE BASED PRACTICE. 1 Credit.
Notes: graded Pass/Fail.
This is the first of two courses designed to introduce the student to evidence based practice and the process of critical inquiry. This course will be offered in an interdisciplinary format with the Department of Physical Therapy. These courses will prepare the student to become a knowledgeable consumer of research and the professional literature as it relates to the practice of occupational therapy. In this course the student will develop competence in identifying, locating, retrieving, understanding and applying the principles of research to the practice of occupational therapy.

OCTH 522S. RESEARCH METHODS IN OCCUPATIONAL THERAPY. 3 Credits.
Notes: students pursuing a BS in Exercise Science need to complete the senior capstone specific to those programs.
Satisfies: a university graduation requirement—senior capstone for students pursuing the Interdisciplinary BA Occupational Therapy Track. This course is designed to introduce the student to the process of critical inquiry regarding research methods across the quantitative and qualitative spectrum. It prepares students to be a knowledgeable consumers of research and the professional literature relating to the practice of OT. It develops competences in critiquing and applying research methods to the application of evidence based practice in OT. Completion of a case study based on current evidence or a research proposal is required.

OCTH 523S. ASSESSMENT AND EVALUATION OF OCCUPATIONAL PERFORMANCE. 3 Credits.
This course will provide you with the opportunity to identify, evaluate, and critically analyze the psychometric properties and application of several of the most commonly used evaluation and assessment tools in the profession of occupational therapy. The course offers learners the following information and experiences: 1) knowledge of the psychometrics for standardized assessment tools, 2) analysis of the assessment need, 3) critical selection of appropriate evaluation tools to address the assessment need, 4) pragmatic application of the tools on a human subject whenever possible, and 5) interpretation of data.

OCTH 530S. OCCUPATIONAL PERFORMANCE AND MENTAL HEALTH. 4 Credits.
The goal of this course is to provide the learner with the foundations of service provision for working with individuals with mental illness. Varying roles for the occupational therapist will be explored in this practice arena. The lived experience of mental illness and recovery is highlighted. This course is paired with a Level I fieldwork experience which will allow students to apply what they are learning in OCTH 530S in a variety of settings within the community that offer services to persons experiencing mental illness and/or addiction.
OCTH 531S. OCCUPATIONAL PERFORMANCE AND ADULTS. 4 Credits.
This course provides the learner with the knowledge and skills for assessment, intervention, planning, provision of intervention and outcome analysis related to dysfunction in occupational performance in adults. The course will focus on the provision of occupational therapy services from young adulthood through geriatrics. Students will learn about disabling conditions, documentation, use of assessment tools/procedures (e.g., evaluation of muscle strength, ROM, ADL/IADL, soft tissue dysfunction, etc.), evidence-based practice, frames of reference and service implementation throughout the continuum of care for this population. Occupational therapy principles and theories will be applied through case studies, classroom discussion laboratory exercises and fieldwork experiences.

OCTH 532S. OCCUPATIONAL PERFORMANCE OF CHILDREN AND ADOLESCENTS. 4 Credits.
This course provides the learner with theories, knowledge and application opportunities related to evaluation, analysis and intervention planning for children with special needs in a variety of pediatric occupational therapy practice settings. The course will focus on the provision of occupational therapy services with infants, children and adolescents.
Specific skill building will also focus on evaluation, interpreting evaluation information and designing evidence-based intervention. The analysis of childhood occupations, disabling conditions, documentation, analysis and application of frames of reference and issues of practice leadership will be examined. Occupational therapy principles and theories will be applied to case studies and through analysis and discussion of Fieldwork Level I (FWI) experiences.

OCTH 533S. OCCUPATIONAL PERFORMANCE AND OLDER ADULTS. 3 Credits.
This course is designed to provide the student with an understanding of the theoretical basis and intervention skills applied in the occupational therapy assessment, planning, intervention and consultation for the older adult. The course will address multiple topics related to aging including: 1. a review of the physiological and psychosocial aspects of typical aging and the relationship to occupational performance, 2. the development of occupational therapy evaluation and intervention skills for common health conditions affecting functional performance in the aging population, and 3. special topics in occupational therapy geriatric practice and research. Occupational therapy principles and theories will be applied through case studies, classroom discussion, laboratory exercises and community experiences.

OCTH 540S. HEALTH AND WELLNESS. 3 Credits.
This course provides an overview of occupational performance within a health promotion, wellness and lifestyle medicine framework for both mental and physical wellness. Students will explore opportunities for occupational therapists to promote health and wellness through participation in occupations. Course assignments will highlight traditional and contemporary approaches occupational therapists can use with individual clients and in population health settings. Selected occupational therapy theories and health promotion models will be presented and discussed, including their application to the practice of occupational therapy. Course written assignments will incorporate principles of clinical reasoning, practical clinical applications and professional documentation. Students will explore and evaluate tools and approaches to health and wellness and contribute to creating an online professional resource.

OCTH 541S. TECHNOLOGIES FOR ENABLING OCCUPATIONAL PERFORMANCE. 2 Credits.
This course is designed as a vehicle to help occupational therapy students to integrate previous learning by providing opportunities for occupational assessments, needs identification and the selection and design of both high and low technology devices to maximize client independence in their occupational performance areas. Additionally, the course is designed to incorporate an interprofessional experience with students from the Department of Engineering and Design when creating products and providing technology services to consumers.

OCTH 542S. LEADERSHIP IN ENABLING OCCUPATION IN DIVERSE SETTINGS. 4 Credits.
This course focuses on leadership and management in diverse settings. The course will provide a foundation for understanding leadership theories, strategies, and styles. It will cover topical areas related to the management of occupational therapy services in both traditional and emerging areas of practice. Opportunities will be offered to explore learners’ current leadership style, and to apply concepts of leadership through completion of a project which serves the needs of a “client” agency, program or department. Comparisons between leadership and management will be discussed, with the underlying concept that a strong leadership foundation is critical to successful management. Current themes, opportunities and challenges for both leadership and management will be explored.

OCTH 595S. CLINICAL FIELDWORK I. 1 Credit.
Notes: Must be repeated three times for a total of 3 credits. Graded Pass/Fail.
The Clinical Fieldwork Level 1 introduces students to the fieldwork experience, integrates application of classroom knowledge to the clinical setting and offers opportunities in developing a therapeutic rapport and understanding the needs of client.

OCTH 599S. DIRECTED STUDY. 1-4 Credits.
Independent and directed study.

OCTH 601S. PROFESSIONAL PROJECT I. 2 Credits.
Notes: graded Pass/Fail.
This is the first in a series of two capstone/research project courses in which students are engaged in synthesis projects to support the requirements for the Master of Occupational Therapy degree. Students will establish timelines for completion of the capstone/research project which may be done in either group or individual formats linked to one of the three threads: 1. research, 2. clinical skills, or 3. community engaged scholarship. As a minimum, students will need to get their proposal approved and planned. If the IRB review will be needed, this should be completed before the end of the term and all scheduling for any data collection confirmed.

OCTH 602S. PROFESSIONAL PROJECT II. 3 Credits.
Notes: graded Pass/Fail.
This is the second of two courses in which students will continue to develop and will complete and present their graduate capstone project. In this course students will continue to work with their Graduate Faculty Committee Chair, either individually or in small groups as determined by their capstone/research project selection, to synthesize the ideas and concepts relevant to the capstone/research project. All projects will require the completion of a scholarly report demonstrating effective communication for professional writing. Publication of the reports is highly encouraged. The assignment is to be completed as partial completion of the requirements for the degree of Master of Occupational Therapy.
OCTH 695S. CLINICAL FIELDWORK LEVEL II. 1-16 Credits.

Notes: must be repeated twice for a total of 16 credits and is graded Pass/Fail.

This experience is done on a full-time basis (40 hours per week for six months). The advanced internship experience is conducted at a clinical and/or community site in which treatment for persons of all ages with physical dysfunction, and behavioral and/or mental health disorders affecting occupational performance occurs. The student must complete two semesters (24 weeks or 960 hours) of Fieldwork Level II within 24 months of completing their professional OT academic program before graduating. The student may elect to enroll in one or two additional semesters of FW II for further experience in an area of special interest. Upon successful completion of the required FW II experience and graduation with a Master of Occupational Therapy Degree (MOT), the student will be eligible to sit for the National Certification Examination for the Occupational Therapist administered by the National Board for Certification in Occupational Therapy (NBCOT). Graduates must initially pass the NBCOT exam before practicing as an occupational therapist in the United States. Most states require licensure in order to practice however, state licenses are usually based on the results of the NBCOT Certification Examination.
Philosophy
Christopher Kirby, Director
department page (https://www.ewu.edu/cale/programs/philosophy)
229E Patterson
509.359.6503

Faculty
Kevin S. Decker, Christophe C. Kirby, Terrance MacMullan, Mary Ellen
Marinucci.

Undergraduate Degrees
Bachelor of Arts (BA)
Philosophy (p. 449)
Interdisciplinary Studies: Philosophical Studies (See Interdisciplinary
Studies) (p. 360)

Undergraduate Certificate
Applied Ethics and Practical Philosophy Certificate (p. 450)

Undergraduate Minor
Philosophy Minor (p. 450)

Required courses in these programs of study may have prerequisites.
Reference the course description section for clarification.

Undergraduate Program

The Philosophy Program offers general interest courses that deal with
our philosophical heritage and contemporary thought and a minor in
philosophy that encompasses some principal concerns of the discipline.
It also offers a BA in Philosophy and BA in Interdisciplinary Studies (ITDS)
with an option in Philosophical Studies that combines intermediate and
advanced classes in logic and the history of philosophy with selected
offerings from cooperating programs.

The skills learned in philosophy are useful in all academic areas.
Immanuel Kant noted that philosophy teaches us to think for ourselves,
so that we do not passively receive what we are told. It also encourages
us to put ourselves imaginatively in the place of everyone else, so that
we occupy the standpoint of universal humanity. Above all, it enjoins us
to think consistently. Study of philosophy contributes to a broad, liberal
arts education valuable for its own sake as well as a preparation for a
career in some related professional, social or humanistic discipline. As
an American Philosophical Association pamphlet notes, employees in the
business community “want and reward many of the capacities which the
study of philosophy develops: for instance, the ability to solve problems,
to communicate, to organize ideas and issues, to assess pros and cons
and to boil down complex data. These capacities represent transferable
skills.’’ Logical skills are especially beneficial in conceptual professions
like accounting and law.

Stream #1: Political Philosophy

This stream concentrates on political philosophy and related topics.
Political philosophy examines the nature of moral value, normativity and
justice in practical and historical contexts. Political philosophers also
evaluate classical and contemporary political institutions and suggest
ways of improving the political life of our society. Students enrolled

in this stream will study both the theory and practice of classical and
contemporary politics.

ECON 415 HISTORY OF ECONOMIC THOUGHT 5
ECON 417 POLITICAL ECONOMY 5
ECON/AAST 424/ ECONOMICS OF POVERTY AND DISCRIMINATION 5
WMST 426

HIST 301 HISTORY OF THE PRESENT 5
HIST 303 U.S. HISTORY 1607-1877 5
HIST 304 U.S. HISTORY 1877-PRESENT 5
HIST 305 PATHS TO THE AMERICAN PRESENT 5
HIST 306 MODERN EUROPE 5
HIST 341 RENAISSANCE AND REFORMATION 5
HIST 350 WAR AND SOCIETY 5
HIST/GERM 382 20TH CENTURY GERMANY, FROM WORLD WARS TO COLD WAR 5
HIST 425 GREEK HISTORY TO 400 BC 5
HIST 428 ROMAN EMPIRE 5
HIST 440 HISTORY OF WORLD WAR I 4
HIST 441 HISTORY OF WORLD WAR II 4
HIST 454 DIPLOMATIC HISTORY OF EUROPE, 1914 TO THE PRESENT 5
HIST/WMST 468 HISTORY OF MODERN AMERICAN WOMEN 5
HIST 471 AMERICAN REVOLUTION, 1763-1824 5
HIST 481 HISTORY OF AMERICAN FOREIGN RELATIONS FROM 1898 5
HIST 487/ ECON 412 ECONOMIC HISTORY OF THE UNITED STATES 5
POLI 300 U.S. JUDICIAL PROCESS 5
POLI 304 U.S. CIVIL RIGHTS AND LIBERTIES 5
POLI 305 JURISPRUDENCE 5
POLI 313 ANCIENT AND MEDIEVAL POLITICAL THOUGHT 5
POLI 314 MODERN WESTERN POLITICAL THOUGHT 5
POLI 317 AMERICAN POLITICAL THOUGHT 5
POLI 401 TOPICS IN POLITICAL THEORY 5
WMST/HUMN 410 FEMINIST THEORY 4

Stream #2: Philosophy of Art and Literature

This stream concentrates on aesthetics, the philosophical study of
art. Broadly construed this includes fine arts, performance arts and
literature. Students enrolled in this stream will address questions like:
What is art? What is beauty? How do we tell good art from bad art and
can these judgments ever be objective? What is taste? What is the proper
relationship between art and morality? Students of this subject will
ground their inquiry in the study of particular art forms such as literature,
film, theatre, music and painting.

AAST 301 HARLEM RENAISSANCE: RECONSTRUCTION TO 1930 5
ART 310 WORLD ART 5
ART/HUMN 311 AFRICAN AND AFRICAN AMERICAN ART HISTORY 5
ART/WMST 409 WOMEN AND MEN IN CONTEMPORARY ART 1
ART/HONS 415 HISTORY OF ANCIENT ART 5
ART/HONS 420 HISTORY RENAISSANCE ART 5
Stream #3: Philosophy and History

This stream investigates epistemological issues regarding the nature of historical truth, how present context and the narrative urge shape our understanding of the past and the diverse philosophical influences that have produced schools of historiographical thought. Students in this concentration address the meaning of historical progress, the theoretical basis for new histories of social affairs, of women and other oppressed groups and philosophical explanations of both recurrence and change in history.

All 300- and 400-level classes in History are eligible for satisfying the electives of this stream. The following classes outside of History are also eligible.

ART/HONS 415 HISTORY OF ANCIENT ART 5
ART/HONS 420 HISTORY RENAISSANCE ART 5
ART/HONS 422 HISTORY OF BAROQUE AND ROCOCO ART 5
ART/HONS 423 ART OF THE 19TH CENTURY 5
ART/HONS 430 HISTORY OF MODERN ART 5
ART 431 HISTORY OF CONTEMPORARY ART 5
ENGL 315 TOPICS IN LITERATURE AND CULTURE 5
ENGL 340 SURVEY OF BRITISH LITERATURE I 5
ENGL 341 SURVEY OF BRITISH LITERATURE II 5
ENGL 342 SURVEY OF BRITISH LITERATURE III 5
ENGL 343 SURVEY OF AMERICAN LITERATURE I 5
ENGL 344 SURVEY OF AMERICAN LITERATURE II 5
ENGL 350 SHAKEPARE 5
ENGL 360 LANGUAGE STRUCTURE AND USE 5
ENGL/IDST 380 SURVEY OF NATIVE AMERICAN LITERATURE 5
ENGL/AAST 381 CONTEMPORARY AFRICAN AMERICAN LITERATURE 5
ENGL 382 STUDIES IN EPIC FANTASY 5
ENGL 384 FOLKLORE 5
ENGL 385 MYTHOLOGY 5
ENGL 387 LITERATURE OF THE BIBLE 5
ENGL/WMST 389 WOMEN, LITERATURE AND SOCIAL CHANGE 5
THTR/HUMN 303 SURVEY OF THEATRE HISTORY 5

Philosophy Major, Bachelor of Arts (BA)

Students may choose either the 49- or 60-credit major.

Two years of a single high school foreign language or one year of a single foreign language at college level is required for this major.

The 49 credit major requires completion of a minor.

Required Courses

PHIL 301 INTRODUCTION TO FORMAL LOGIC 5
PHIL/HONS 320 HISTORY OF ANCIENT WESTERN PHILOSOPHY 5
PHIL/HONS 321 HISTORY OF MODERN WESTERN PHILOSOPHY 5
PHIL/HONS 322 HISTORY OF CONTEMPORARY WESTERN PHILOSOPHY 5

Capstone Requirement—select one of the following or any Senior Capstone with advisor's approval. 4-5

Note: for students who select PHIL as a second major, the capstone requirement will be met by the completion of the primary major capstone.

PHIL 490 PHILOSOPHY SENIOR CAPSTONE
or ITGS 400 INTERDISCIPLINARY SR CAPSTONE

Required Philosophy Electives—select in consultation with a departmental advisor. 25

Note: no more than 15 credits may be taken in 200-level philosophy courses.

Total Credits 49-50

The 60 credit major does not require completion of a minor.

Required Courses

PHIL 301 INTRODUCTION TO FORMAL LOGIC 5
PHIL/HONS 320 HISTORY OF ANCIENT WESTERN PHILOSOPHY 5
PHIL/HONS 321 HISTORY OF MODERN WESTERN PHILOSOPHY 5
PHIL/HONS 322 HISTORY OF CONTEMPORARY WESTERN PHILOSOPHY 5

Capstone Requirement—choose one of the following or any Senior Capstone with your advisor's approval. 4-5

Note: for students who select PHIL as a second major, the capstone requirement will be met by the completion of the primary major capstone.

PHIL 490 PHILOSOPHY SENIOR CAPSTONE
or ITGS 400 INTERDISCIPLINARY SR CAPSTONE

Electives—choose 40 credits in philosophy in consultation with a departmental advisor. 40

Note: no more than 15 credits may be taken in 200-level philosophy courses.

Total Credits 64-65

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)
Breadth Area Core Requirements (BACR)

- Humanities and Arts (p. 35)
- Natural Sciences (p. 35)
- Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)

- Foreign Language
- Minor or Certificate
- Diversity Course List (p. 37)
- Global Studies Course List (p. 37)
- Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

- apply methods for philosophical problem solving by (a) relating theory to practice, (b) evaluating ideas in terms of both generic or universal humanity and perspectival pluralism, and (c) applying normative standards of truth, value and beauty;
- apply philosophical writing styles in writing assignments and research projects that are aimed at extending philosophical inquiry through argumentation and/or comparative studies;
- critically analyze, using logic and other tools, the consistency and verifiability of their own beliefs and the beliefs of others, as well as engage in reasoned public deliberation challenging those beliefs;
- offer interpretations of the ideas of major philosophers by showing how they relate to perennial philosophical themes such as: visions of the good life, reality versus appearance, the roles of reason and experience, freedom and morality, etc;
- understand the main doctrines and evaluate the arguments that underpin the ancient, modern, and contemporary periods of thought.

### Philosophy Minor

**Required**

Note: no more than 10 credits may be taken in 200-level philosophy courses

| Total Credits | 20 |

### Applied Ethics and Practical Philosophy Certificate

The program will also provide Eastern Washington University students with the cultural understanding, ethical decision-making and critical thinking skills necessary for addressing the dilemmas faced by present and future professionals, policy makers and citizens in general. It is designed to ensure that its recipients have a command of the basic theories of moral philosophy as well as a specialized knowledge of their applications in many areas of public life, including medicine, government, law, public policy, business and education. Consequently, the curriculum includes both core courses essential to a solid foundation in moral thought and specialized courses in practical philosophy and applied ethics.

The certificate will serve as a valuable credential to professionals who require a general understanding of the area, e.g. those who serve on ethics committees or compliance boards and those who seek advanced ethics training to meet licensure demands.

**Required Courses**

Note: students completing a minor in Philosophy and the Applied Ethics and Practical Philosophy Certificate may only count one course for each.

Choose one of the following

- PHIL 212 INTRODUCTORY ETHICS
- or PHIL 213 MORAL ISSUES IN AMERICA

Choose two of the following

- PHIL/HONS 311 SOCIAL AND POLITICAL PHILOSOPHY
- PHIL/WMST 417 WOMEN AND ETHICS
- PHIL 445 BIOMEDICAL ETHICS
- PHIL 447 ENVIRONMENTAL ETHICS
- PHIL 499 DIRECTED STUDY

**Elective Courses—choose three of the following**

- AAST/ECON 424/WMST 426 ECONOMICS OF POVERTY AND DISCRIMINATION
- ACCT 261 BUSINESS LAW
- ADST 460 LAW AND ETHICS FOR ADDICTION PROFESSIONALS
- AGST/SOWK 458 PERSPECTIVES ON DEATH AND DYING
- CMST 351 COMMUNICATIVE REASONING
- CMST 431 COMMUNICATION LAW AND ETHICS
- CRIM 340 ETHICS IN CRIMINAL JUSTICE
- DSST 310 DISABILITY, CULTURE AND SOCIETY
- HLED 370 INTRODUCTION TO COMMUNITY AND PUBLIC HEALTH
- METC 456 ENGINEERING ETHICS, CONTRACTS AND PATENTS
- PSYC 340 EMOTION AND EMOTIONAL INTELLIGENCE
- PSYC 381 SOCIAL PSYCHOLOGY
- SOCI 482 IDENTITY AND POWER
- WMST/HUMN 319 LGBT+ STUDIES
- WMST/MGMT 424 EQUITY AND EQUALITY IN THE WORKPLACE
PHIL 211. INTRODUCTORY PHILOSOPHY. 5 Credits.
Pre-requisites: successful completion of ENGL 101.
Satisfies: a BACR for humanities and arts.
Some traditional problems about the nature of the world and human knowledge. Typical problems concern the existence of God, personal identity and free will, the relations of minds to bodies and of perception to the external world.

PHIL 212. INTRODUCTORY ETHICS. 5 Credits.
Pre-requisites: successful completion of ENGL 101.
Satisfies: a BACR for humanities and arts.
An examination of the nature and content of morality. Two questions are central: Is morality based on knowledge or on emotion? Is there a rational motive to act morally?

PHIL 213. MORAL ISSUES IN AMERICA. 5 Credits.
Pre-requisites: successful completion of ENGL 101.
Satisfies: a BACR for humanities and arts.
An introduction to normative moral issues in current thought and life. Typical problems concern social justice, the relation of work to a person's concept of himself, manipulation and indoctrination in a technological society and relationships between social success and human flourishing.

PHIL 214. PHILOSOPHICAL VOICES AND POP CULTURE. 5 Credits.
Pre-requisites: ENGL 101.
Satisfies: a university graduation requirement—diversity.
This course is a thematic survey of several areas of basic philosophical problems. It will combine an examination of philosophical themes in media and popular culture—including fiction, television and cinema—with retrieval of under-represented, diverse voices addressing each thematic area. Themes may include, but are not restricted to: metaphysics, theory of mind and knowledge, aesthetics, ethics and social and political theory.

PHIL 296. EXPERIMENTAL COURSE. 1-5 Credits.
Experimental course.

PHIL 299. INDEPENDENT STUDY. 1-5 Credits.
Independent Study

PHIL 301. INTRODUCTION TO FORMAL LOGIC. 5 Credits.
Pre-requisites: successful completion of ENGL 101 and MTHD 104 or placement into college-level MATH. PHIL 210 suggested.
Logic as a formal deductive system. The course develops sentential logic and introduces predicate logic. It examines arguments typical of science and mathematics and covers some elementary metatheorems for sentential logic.

PHIL 311. SOCIAL AND POLITICAL PHILOSOPHY. 5 Credits.
Cross-listed: HONS 311.
Pre-requisites: successful completion of ENGL 101.
Major political theories and analysis of arguments that attempt to justify actual or proposed political and social institutions.

PHIL 312. PHILOSOPHY OF RELIGION. 5 Credits.
Cross-listed: HONS 312.
Pre-requisites: successful completion of ENGL 101.
Philosophical problems with religion and theology. Typical problems concern the existence of God, God’s relation to evil, the immortality of the soul, the meaning of religious language and the criteria for theological verification.

PHIL 320. HISTORY OF ANCIENT WESTERN PHILOSOPHY. 5 Credits.
Cross-listed: HONS 320.
Pre-requisites: successful completion of ENGL 101.
The history of Greek philosophy from the first theories about the causes of the universe to the Socratic inquiry about how to live and to Plotinus’ theory of the soul.
PHIL 321. HISTORY OF MODERN WESTERN PHILOSOPHY. 5 Credits.
Cross-listed: HONS 321.
Prerequisites: successful completion of ENGL 101.
16th–18th century European philosophy against the background of religion and science. The main theme is the relation of knowledge to reason and experience.

PHIL 322. HISTORY OF CONTEMPORARY WESTERN PHILOSOPHY. 5 Credits.
Cross-listed: HONS 322.
Prerequisites: successful completion of ENGL 101.
This course is a survey of the major European and American schools of the 19th and 20th century philosophy. Course material includes German idealism, existentialism, utilitarianism, Marxism, pragmatism, feminism, logical positivism and post-modernism.

PHIL 331. CHINESE PHILOSOPHY. 5 Credits.
Cross-listed: HONS 331.
Prerequisites: successful completion of ENGL 101.
Confucius’ humanistic ethics, the naturalistic philosophy of Taoism and Buddhism—especially the Zen Buddhist method of enlightenment.

PHIL 398. SEMINARS ON SELECTED TOPICS. 1-5 Credits.
Prerequisites: 5 credits of philosophy and successful completion of ENGL 101.

PHIL 400. SPECIAL PERIODS IN THE HISTORY OF PHILOSOPHY. 5 Credits.
Cross-listed: HONS 400.
Pre-requisites: successful completion of ENGL 101.
Intensive study of a period in the history of philosophy that is not included in the 320–322 sequence.

PHIL 411. THEORY OF KNOWLEDGE. 5 Credits.
Pre-requisites: 5 credits of philosophy and successful completion of ENGL 101. The nature, grounds, and limits of human knowledge. Topics typical of the course are perception, memory, truth, knowledge of other minds, and the relations among knowing, believing and doubting.

PHIL 417. WOMEN AND ETHICS. 5 Credits.
Cross-listed: WMST 417.
Pre-requisites: at least one of the following: WMST 101 or WMST 310 or PHIL 211 or PHIL 212.
Satisfies: a university graduation requirement—diversity.
The course will begin with a brief examination of the treatment of women within traditional ethics. We will then address the views of early women philosophers, followed by a close analysis of contemporary feminist approaches to ethics.

PHIL 420. QUEER THEORY. 5 Credits.
Cross-listed: WMST 420.
Pre-requisites: junior standing.
This course examines the emerging field of queer theory. Queer theory questions the stability of various identity categories, suggesting instead that all performances of sex, gender, and sexuality are influenced by cultural, historical and political factors.

PHIL 435. MAJOR AUTHORS IN THE HISTORY OF PHILOSOPHY. 5 Credits.
Cross-listed: HONS 435.
Notes: repeatable for credit with different authors.
Pre-requisites: successful completion of ENGL 101.
Intensive study of a single major philosopher.

PHIL 440. WOMEN AND PHILOSOPHY. 5 Credits.
Cross-listed: WMST 440.
Pre-requisites: at least 4 credits in WMST and/or PHIL.
The course offers an examination of the treatment of concepts relating to women and femininity, both by traditional philosophers and by more recent feminist philosophers. The course will address key issues within philosophy while simultaneously exploring the role of gender in the production of philosophical knowledge.

PHIL 445. BIOMEDICAL ETHICS. 5 Credits.
Pre-requisites: ENGL 101.
This course is an examination of a variety of moral theories as well as professional oaths and codes of ethics in order to clarify, analyze and propose solutions to significant contemporary ethical problems in biological research and medical practice. These may include abortion, genetic research on humans, animals and crops, stem cell research, advance directives, end-of-life issues, etc.

PHIL 447. ENVIRONMENTAL ETHICS. 5 Credits.
Pre-requisites: PHIL 212 or PHIL 213 or permission of instructor.
This course is a study of mainstream and alternative moral theories regarding the environment, including the application of these theories towards contemporary environmental problems, such as climate change, pollution, resource depletion, species extinction and land use.

PHIL 490. PHILOSOPHY SENIOR CAPSTONE. 5 Credits.
Pre-requisites: completion of PHIL 301, PHIL 320, PHIL 321 and PHIL 322.
Satisfies: a university graduation requirement—senior capstone.
In this seminar, the advanced student of philosophy consolidates and synthesizes philosophical scholarship and community-focused, practical application. Working collaboratively, instructor and students relate the theories and methods of public intellectuals and social critics across various disciplines, drawing conclusions about the nature of critical thinking, public argumentation, and social change.

PHIL 496. EXPERIMENTAL COURSE. 1-5 Credits.

PHIL 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

PHIL 498. SEMINARS. 1-5 Credits.

PHIL 499. DIRECTED STUDY. 1-5 Credits.
Pre-requisites: 10 credits of philosophy and successful completion of ENGL 101; permission of the instructor, department chair and college dean.
Graduate Program

The Doctor of Physical Therapy (DPT) degree prepares students to diagnose and manage movement dysfunction in patients they serve. The three-year curriculum consists of 11 sequenced quarters of full-time attendance. In Year 1, DPT students take basic science and physical therapy skill courses. The first clinical internship occurs in the summer at the end of Year 1. In Year 2, clinical science courses integrate medical science knowledge through increasingly complex clinical problems. Students learn and practice the five elements of patient care (examination, evaluation, diagnosis, prognosis, and intervention) in the context of patients with musculoskeletal, neuromuscular, cardiopulmonary, and/or integumentary disorders. Evidence-based practice, clinical research, and professional practice issues are embedded throughout the curriculum. During the summer of Year 2, students take the comprehensive examination, and successful completion allows students to advance to the three, 10-week clinical internships in Year 3.

The Department of Physical Therapy at Eastern Washington University is accredited by the Commission on Accreditation in Physical Therapy Education (CAPTE).

Admission Requirements

The admission process to the DPT Program is competitive. The requirements listed below are the minimally acceptable for application to the Program and are not indicative of the competitive range of students generally accepted into the DPT Program.

An overall prerequisite GPA of ≥3.0 is required for application.

1. Apply to the DPT Program through PTCAS (http://www.ptcas.org).
2. Apply for acceptance into Eastern Washington University Graduate Studies.
3. Complete a baccalaureate degree at an accredited institution by July of the year of admission.
4. Complete the Graduate Record Examination (GRE) by November 1 of the application year. The minimum GRE writing score for admission is 4.0.
5. Complete a minimum of 75 hours of work/observation/volunteer experience under the supervision of a licensed physical therapist. This experience must be verified in writing by the supervising physical therapist, whose license number must appear on the verification form included with the application materials. It is strongly recommended that you maintain contact with the physical therapists who supervised your clinical experiences so that you may call upon them to verify your experiences once you have received the verification form with the application packet. Participation in at least two different types of practice settings (e.g., acute care institutions, rehabilitation centers, pediatric centers, residential facilities, nursing homes, schools, orthopedic outpatient clinics) is required, with a minimum of 30 hours in at least one of these settings. A greater variety of settings is encouraged.
6. Submit letter of recommendation forms from the following individuals:
   1. 2 physical therapists
   2. 1 current or former employer
7. Complete prerequisite courses designated for the science major. A minimum grade of ≥C is required to fulfill each prerequisite.

Prerequisite Courses

Biology (Zoology) with labs
Biology prerequisites include:

1. 1 quarter/semester of Human Anatomy
2. 1 quarter/semester of Human Physiology
3. 1 quarter/semester upper division (300 level of above) in Human or Animal Physiology. This requirement may be satisfied by a course in Exercise Physiology, offered through an Exercise Science Department.
4. 1 quarter/semester advanced course (300 level or above) of your choosing in Biology, Zoology or Exercise Science. This course must be at least 3 semester or 4 quarter credits. Recommended courses include: Biomechanics, Cell Biology, Developmental Biology, Embryology, Kinesiology, Microbiology, and Pathology. Classes in botany, fish and wildlife biology, and ecology do not satisfy this requirement.

Chemistry with labs
3 quarters or 2 semesters of Chemistry

Physics with labs
3 quarters or 2 semesters of Physics

Psychology or Behavioral Science
Any 2 courses in behavioral science including psychology, sociology or anthropology

Statistics
1 quarter/semester of Statistics in any discipline

Notes:

• Anatomy and Physiology or the combined A & P prerequisite courses must be completed within 7 years of admission.
• Courses designated for nursing or allied health professions students are not acceptable in lieu of the science prerequisites listed above.
• Advanced Placement courses are not accepted as prerequisites.
• Courses from other institutions with a pre-Physical Therapy or Physical Therapy title are not acceptable toward meeting prerequisite or professional degree requirements.

**Physical Therapy, Doctor of Physical Therapy (DPT)**

**First Year**

**Fall**
- PHTH 501 CLINICAL ANATOMY/PHYSIOLOGY I 5
- PHTH 533 FUNCTIONAL ANATOMY I 5
- PHTH 536 PT PRACTICE SEMINAR I 2
- PHTH 540 PRIN EVIDENCE-BASED PRACTICE I 1
- PHTH 546 INTEGUMENTARY THERAPEUTICS 4
- PHTH 561 CLINICAL EDUCATION SEMINAR I 1

**Winter**
- PHTH 502 CLINICAL ANATOMY/PHYSIOLOGY II 3
- PHTH 534 FUNCTIONAL ANATOMY II 3
- PHTH 541 PRINCIPLES OF EVIDENCE-BASED PRACTICE II 2
- PHTH 554 DIAGNOSIS IN PHYSICAL THERAPY 4
- PHTH 562 CLINICAL EDUCATION SEMINAR II 1
- PHTH 571 NEUROSCIENCE 5

**Spring**
- PHTH 503 CLIN ANATOMY/PHYSIOLOGY III 3
- PHTH 538 THERAPEUTIC EXERCISE AND INTERVENTIONS 4
- PHTH 542 PRIN EVIDENCE-BASED PRACT III 2
- PHTH 553 EDUCATIONAL ASPECTS OF PT 2
- PHTH 563 CLINICAL EDUCATION SEMINAR III 1
- PHTH 572 APPLIED NEUROSCIENCE 4
- PHTH 576 PHARMACOLOGY 2

**Summer**
- PHTH 547 PROFESSIONAL DEVELOP SEMINAR 2
- PHTH 569 HEALTH CARE SYSTEMS I 2
- PHTH 581 CLINICAL INTERNSHIP I 5

**Second Year**

**Fall**
- PHTH 616 MUSCULOSKELETAL SYSTEMS I 5
- PHTH 626 NEUROMUSCULAR SYSTEMS I 5
- PHTH 634 EXERCISE PHYSIOLOGY 3
- PHTH 636 PT PRACTICE SEMINAR II 2
- PHTH 661 CLINICAL EDUCATION SEMINAR IV 1
- PHTH 675 CLINICAL RESEARCH I 2

**Winter**
- PHTH 617 MUSCULOSKELETAL SYSTEMS II 5
- PHTH 628 NEUROMUSCULAR SYSTEMS III 4
- PHTH 635 CARDIOPULMONARY SYSTEMS 4
- PHTH 646 INTEGUMENTARY SYSTEMS 3
- PHTH 662 CLINICAL EDUCATION SEMINAR V 1

**Spring**
- PHTH 618 MUSCULOSKELETAL SYSTEMS III 4
- PHTH 627 NEUROMUSCULAR SYSTEMS II 3
- PHTH 641 MULTIPLE SYSTEMS 2
- PHTH 663 CLINICAL EDUCATION SEMINAR VI 1

**First Year**

**Fall**
- PHTH 501 CLINICAL ANATOMY/PHYSIOLOGY I 5
- PHTH 533 FUNCTIONAL ANATOMY I 5
- PHTH 536 PT PRACTICE SEMINAR I 2
- PHTH 540 PRIN EVIDENCE-BASED PRACTICE I 1
- PHTH 546 INTEGUMENTARY THERAPEUTICS 4
- PHTH 561 CLINICAL EDUCATION SEMINAR I 1

**Winter**
- PHTH 502 CLINICAL ANATOMY/PHYSIOLOGY II 3
- PHTH 534 FUNCTIONAL ANATOMY II 3
- PHTH 541 PRINCIPLES OF EVIDENCE-BASED PRACTICE II 2
- PHTH 554 DIAGNOSIS IN PHYSICAL THERAPY 4
- PHTH 562 CLINICAL EDUCATION SEMINAR II 1
- PHTH 571 NEUROSCIENCE 5

**Spring**
- PHTH 503 CLIN ANATOMY/PHYSIOLOGY III 3
- PHTH 538 THERAPEUTIC EXERCISE AND INTERVENTIONS 4
- PHTH 542 PRIN EVIDENCE-BASED PRACT III 2
- PHTH 553 EDUCATIONAL ASPECTS OF PT 2
- PHTH 563 CLINICAL EDUCATION SEMINAR III 1
- PHTH 572 APPLIED NEUROSCIENCE 4
- PHTH 576 PHARMACOLOGY 2

**Summer**
- PHTH 547 PROFESSIONAL DEVELOP SEMINAR 2
- PHTH 569 HEALTH CARE SYSTEMS I 2
- PHTH 581 CLINICAL INTERNSHIP I 5

**Total Credits** 161

- graduates are Doctors of Physical Therapy prepared to practice as generalist clinicians;
- graduates demonstrate entry-level physical therapy patient management;
- graduates communicate professionally;
- graduates demonstrate the APTA Core Value of Professional Duty.

**Physical Therapy (PHTH)**

**PHTH 501. CLINICAL ANATOMY/PHYSIOLOGY I. 5 Credits.**

**Pre-requisites:** all courses in physical therapy are restricted to students accepted into the program.

This course is the first of three focusing on the structure of the human body and its related function. This course is designed to provide the student with an opportunity to learn anatomical structures and the functional relationships of the structures to each other. The major emphasis of this course will be on the structures contained in the upper and lower extremities. Clinical correlations will be presented relating the anatomical structures discussed to the practice of Physical Therapy. The course is heavily weighted toward laboratory dissection. The physiology of muscle, nerve and bone will be discussed in relation to the function of the anatomical structures studied during the course.

**PHTH 502. CLINICAL ANATOMY/PHYSIOLOGY II. 3 Credits.**

**Pre-requisites:** all courses in physical therapy are restricted to students accepted into the program.

This course is the second of three focusing on the structure of the human body and its related function. This course is designed to provide the student with an opportunity to learn anatomical structure and the functional relationship of the structures to each other. The major emphasis of this course will be on the structures contained in the spine. Clinical correlations will be presented relating the anatomical structures discussed to the practice of Physical Therapy. The course is heavily weighted toward laboratory dissection. Physiological function of cells and cellular components of the nervous system emphasizing integrative neurophysiology, sensory physiology and the autonomic nervous system will be discussed.
PHTH 503. CLIN ANATOMY/PHYSIOLOGY III. 3 Credits.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
This course is the third of three focusing on the structure of the human body and its related function. This course is designed to provide the student with an opportunity to learn anatomical structures and the functional relationships of the structures to each other. The major emphasis of this course will be structures contained in the head and neck, the thoracic cavity, the abdomen and the pelvis. The physiology of the special senses of taste, smell, sight, and hearing will be discussed. The physiology of the cardiovascular system including the heart and circulatory system, of the lungs and the pulmonary system, and of the lungs and the pulmonary systems, and of the gastrointestinal system will be discussed in relation to the function of the anatomical structures studied during the course.

PHTH 533. FUNCTIONAL ANATOMY I. 5 Credits.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
This is the first of two courses which focus on the study of human motion with emphasis on biomechanics and functional anatomy and their relationship to the fundamental understanding of exercise concepts and musculoskeletal evaluation with application to the practice of Physical Therapy. Studies will include the osteokinematics, arthrokinematics and assessment of accessory joint movements of the upper and lower extremities. Musculoskeletal evaluation will focus on manual muscle testing, goniometry and surface anatomy to include palpation.

PHTH 534. FUNCTIONAL ANATOMY II. 3 Credits.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
This is the second of two courses which focus on the study of human motion with emphasis on biomechanics and functional anatomy and their relationship to the fundamental understanding of exercise concepts and musculoskeletal evaluation with application to musculoskeletal dysfunction. Studies will include the osteokinematics, arthrokinematics and assessment of accessory joint movements of the spine and temporomandibular joint. Musculoskeletal evaluation of the spine and head will include manual muscle testing, goniometry, palpation of surface anatomy structures, and posture with reference to the whole body.

PHTH 536. PT PRACTICE SEMINAR I. 2 Credits.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
This course examines the professional role of the physical therapist, the American Physical Therapy Association, the history of the profession, Standards of Practice, the Code of Ethics, licensure issues, current issues facing the physical therapy practitioner and the law related to physical therapy.

PHTH 538. THERAPEUTIC EXERCISE AND INTERVENTIONS. 4 Credits.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
This course includes concepts and practice with therapeutic exercise and interventions, including passive, active assistive, active and resistive range of motion, strengthening programs, stretching exercises, mobilization techniques for the extremity joints, relaxation exercises and gait training. Students will develop and write home programs, design exercise programs for therapeutic purposes, and critically analyze interventions.

PHTH 540. PRIN EVIDENCE-BASED PRACTICE I. 1 Credit.
Notes: graded Pass/No Credit.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
This is the first of three courses designed to introduce the student to evidence-based practice and the process of critical inquiry. These courses will prepare the student to become a knowledgeable consumer of research and the professional literature as it relates to the practice of physical therapy. In this course the student will develop competence in identifying, locating, retrieving, understanding and applying the principles of research to the practice of physical therapy.

PHTH 541. PRINCIPLES OF EVIDENCE-BASED PRACTICE II. 2 Credits.
Notes: graded Pass/No Credit.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
This is the second of three courses designed to introduce the student to evidence-based practice and the process of critical inquiry. These courses will prepare the student to become a knowledgeable consumer of research and the professional literature as it relates to the practice of physical therapy. In this course the student will develop an understanding of research design, research methods and statistical applications related to critical inquiry in physical therapy.

PHTH 542. PRIN EVIDENCE-BASED PRACT III. 2 Credits.
Notes: graded Pass/No Credit.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
This is the third of three courses designed to introduce the student to evidence-based practice and the process of critical inquiry. These courses will prepare the student to become a knowledgeable consumer of research and the professional literature as it relates to the practice of physical therapy. In this course the student will develop an understanding of outcome measures used in physical therapy to document effectiveness and efficacy of clinical practice. Students will develop oral presentation skill through the preparation and presentation of a group project on a specific outcome measure.

PHTH 546. INTEGUMENTARY THERAPEUTICS. 4 Credits.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
This course provides the student with classroom discussion and laboratory experiences on the physiological bases for and clinical applications for physical therapy interventions applied to the integumentary system. These include massage, superficial and deep heat, ultraviolet radiation, cryotherapy, aquatic therapy, hydrotherapy, and basic wound management. Foundational client management skills such as positioning, draping, transfers, universal precautions and examination of vital signs are also included.

PHTH 547. PROFESSIONAL DEVELP SEMINAR. 2 Credits.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
The purpose of this seminar is to provide students with opportunities to explore the responsibilities and behaviors expected of the physical therapist and to assess their own progress toward professional development. Included are presentations by master clinicians, and group discussions with experts to explore issues of professional development.
PHTH 553. EDUCATIONAL ASPECTS OF PT. 2 Credits.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
This course will introduce the student to the role of the physical therapist as an educator. The course includes theories of teaching and learning, the importance of learning styles, behavioral objectives, evaluation of teaching, motivation and compliance, and adult learners. The differences in educating multicultural patient populations will be discussed. Clinical teaching will be done in role-playing situations. Students will prepare and present a teaching unit to a community group.

PHTH 554. DIAGNOSIS IN PHYSICAL THERAPY. 4 Credits.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
This course will introduce students to screening for referral in physical therapy practice, with particular emphasis on the patient interview process and using health history as a screening tool. The course will provide an overview of review of systems and screening for disease to facilitate the students’ knowledge of signs and symptoms that mimic neuromusculoskeletal conditions, and warrant referral to a primary care provider. Fundamentals of musculoskeletal imaging will be introduced relative to the screening process.

PHTH 561. CLINICAL EDUCATION SEMINAR I. 1 Credit.
Notes: graded Pass/No Credit.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
This is the first of six clinical education seminars. The purpose of these seminars is to prepare students for the clinical internships. Included in Clinical Education Seminar I are an introduction to the clinical education program, procedures for internship site selection, introduction to the generic abilities and education in the Occupation Health and Safety Administration requirements.

PHTH 562. CLINICAL EDUCATION SEMINAR II. 1 Credit.
Notes: graded Pass/No Credit.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
This is the second of six clinical education seminars. The purpose of these seminars is to prepare students for the clinical internships. Included in Clinical Education Seminar II are discussions on clinical education, the generic abilities and AIDS education.

PHTH 563. CLINICAL EDUCATION SEMINAR III. 1 Credit.
Notes: graded Pass/No Credit.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
This is the third of six clinical education seminars. The purpose of these seminars is to prepare students for the clinical internships. Included in Clinical Education Seminar III are discussions of the role of the clinical instructor, characteristics of an effective clinical instructor and an effective student, the clinical performance instrument and cardiopulmonary resuscitation.

PHTH 569. HEALTH CARE SYSTEMS I. 2 Credits.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
This course is the first of two courses that address health care delivery issues. This course explores and compares models of health care systems. Included are the issues of managed care, multiprovider systems, marketing, availability and accessibility of health care.

PHTH 571. NEUROSCIENCE. 5 Credits.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
The structure and function of the central nervous system are presented in this foundational course in physical therapy. The relationships between the somatosensory system, spinal cord and brainstem reflexes, and motor systems are presented. Students will also learn how the CNS develops, and the consequences of malformation of the CNS during development. Clinical signs and symptoms of specific CNS pathology will be presented, and related to patients with movement disorders that receive physical therapy services.

PHTH 572. APPLIED NEUROSCIENCE. 4 Credits.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
This course provides the student with the opportunity to apply principles of neuroscience, anatomy, and biomechanics to the control of sensation, posture and balance, motor control in disordered systems, and motor learning. Students will learn to perform clinical sensory, reflex, and cranial examinations, examinations of posture, balance, spasticity and rigidity. Students will also learn to apply selected physical therapy interventions directed at modulation of the sensory and motor systems.

PHTH 576. PHARMACOLOGY. 2 Credits.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
The course provides a basic knowledge of pharmacology for the physical therapist in order to incorporate the effects of drugs into an appropriate design and implementation of the patient care process.

PHTH 581. CLINICAL INTERNSHIP I. 5 Credits.
Notes: graded Pass/No Credit.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
Clinical Internship I consists of a full time educational experience in a clinical setting for 5 (five) weeks during summer quarter of the first year of the DPT Program. The primary purposes are to gain experience with examination, evaluation and intervention skills learned in the first academic year, practice and demonstrate developing level behavioral criteria in the generic abilities and interact with patients and health care professionals in the clinical environment.

PHTH 596. EXPERIMENTAL COURSE. 1-8 Credits.
PHTH 597. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-8 Credits.
Workshop credit cannot be used to fulfill degree requirements.

PHTH 599. INDEPENDENT STUDY. 1-8 Credits.
Notes: graded Pass/No Credit.
Pre-requisites: permission of the instructor and department chair. Independent Study.

PHTH 616. MUSCULOSKELETAL SYSTEMS I. 5 Credits.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
This course is the first of three on examination, evaluation, and intervention of the musculoskeletal system. Content includes, but is not limited to, fundamental orthopedic principles, scanning examinations; diagnosis and intervention of clients with musculoskeletal conditions of the cervical spine, thoracic spine/rib and shoulder, and musculoskeletal imaging, fractures, and bone pathology. Emphasis is on differential diagnosis, clinical decision making, and interventions such as region specific manual therapy (e.g., mobilization, manipulation, muscle energy), therapeutic exercise, therapeutic modalities and orthotics.
PHTH 617. MUSCULOSKELETAL SYSTEMS II. 5 Credits.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
This course is the second of three on examination, evaluation and intervention of the musculoskeletal system. Content includes, but is not limited to, scanning examinations; diagnosis and intervention of clients with musculoskeletal conditions of the elbow, wrist/hand, lumbar sacral spine, hip and knee; and musculoskeletal imaging, fractures and bone pathology. Emphasis is on differential diagnosis, clinical decision making and interventions such as region specific manual therapy (e.g., mobilization, manipulation, muscle energy), therapeutic exercise, therapeutic modalities and orthotics.

PHTH 618. MUSCULOSKELETAL SYSTEMS III. 4 Credits.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
This course is the third of three on examination, evaluation and intervention of the musculoskeletal system. Content includes, but is not limited to, diagnosis and intervention of clients with musculoskeletal conditions of the ankle/foot, acroiliac, craniovertebral region and temporomandibular regions; musculoskeletal imaging, fractures and bone pathology; special topics in spinal manipulation. Emphasis is on differential diagnosis, clinical decision making and interventions such as region specific manual therapy (e.g., mobilization, manipulation, muscle energy), therapeutic exercise, therapeutic modalities and orthotics.

PHTH 626. NEUROMUSCULAR SYSTEMS I. 5 Credits.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
This course utilizes a client-centered (case study) approach to provide students patient management skills for people with neurological medical diagnoses. The course focuses on the physical therapy examination, evaluation, diagnosis, prognosis and intervention processes for patients across the continuum of care, with a focus on the inpatient rehabilitation setting. Approaches for patients with traumatic brain injury, cerebrovascular accident, spinal cord injury, and degenerative diseases, tumors or infections of the central nervous system will be considered.

PHTH 627. NEUROMUSCULAR SYSTEMS II. 3 Credits.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
This course utilizes a patient-centered approach to teach students patient management skills for people with neurological medical diagnoses. The course will focus on the physical therapy examination, evaluation, diagnosis, prognosis and intervention processes for patients across the continuum of care, with a focus on higher levels of medical acuity (Neuro Intensive Care Unit) and long term acute care settings. Approaches for patients with complex medical diagnoses, safe intervention progression, handling complications and effects of functional limitations on other systems, and consideration of technology and specific equipment needs will be considered.

PHTH 628. NEUROMUSCULAR SYSTEMS III. 4 Credits.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
This course utilizes a client-centered (case study) approach to provide the student with the knowledge and skills to manage a pediatric client with a disability. Theories of motor development, motor milestones and standardized assessments will be studied to provide a basis for understanding movement dysfunction in children with disabilities.
PHTH 646. INTEGUMENTARY SYSTEMS. 3 Credits.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
This patient-centered course provides the student with the knowledge and skills to examine, evaluate, provide interventions and evaluate outcomes for patients/clients with peripheral vascular disease, or integumentary system (wound) disorders or complications, and patients with amputations secondary to diabetes, peripheral vascular disease, complications from wounds, or other etiologies who require rehabilitation including prosthetic evaluation and training.

PHTH 661. CLINICAL EDUCATION SEMINAR IV. 1 Credit.
Notes: graded Pass/No Credit.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
This is the fourth of six clinical education seminars. The purpose of these seminars is to prepare students for the clinical internships. Included in Clinical Education Seminar IV are discussions on the first clinical internship, the generic abilities, student responsibilities, communication, professional behavior and internship expectations.

PHTH 662. CLINICAL EDUCATION SEMINAR V. 1 Credit.
Notes: graded Pass/No Credit.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
This is the fifth of six clinical education seminars. The purpose of these seminars is to prepare the students for the clinical internships. Included in Clinical Education Seminar V are active learning opportunities with physical therapist assistant students, chart review, discussion on professionalism and goal writing.

PHTH 663. CLINICAL EDUCATION SEMINAR VI. 1 Credit.
Notes: graded Pass/No Credit.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
This is the sixth of six clinical education seminars. The purpose of these seminars is to prepare students for the clinical internships. Included in Clinical Education Seminar VI are the selections for clinical internships, discussion of expectations and the syllabi for the ten-week internships, discussions of legal and ethical issues that may occur during clinical internships and participation in a team conference on a case-based patient.

PHTH 665. PHYSICAL THERAPY ADMIN. 3 Credits.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
Upon completion of this course, the student will be able to develop, administer and manage a physical therapy practice, utilizing the human and material resources available, for effective delivery of services.

PHTH 669. HEALTH CARE SYSTEMS II. 3 Credits.
Notes: graded Pass/No Credit.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
The student must successfully complete all course work each quarter to progress to the next quarter in the curriculum. This is the second of two courses related to the delivery of health care services, specifically physical therapy services. This course focuses on professional development, financial, legal and humanitarian issues, and service as a professional expectation.

PHTH 675. CLINICAL RESEARCH I. 2 Credits.
Notes: graded Pass/No Credit.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
This is the first of four courses designed to guide the student through the process of contributing to the body of knowledge in physical therapy through the preparation of clinical case reports. In this course, students will prepare a case report based upon the case history of a patient they provided intervention to during Clinical Internship I. Students will work with faculty mentors to prepare the case report and will present the case report to faculty and clinicians in a platform format presentation.

PHTH 680. GERIATRICS. 2 Credits.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
The course will provide physical therapist students with opportunities to discuss the demographics and theories of aging, examine personal attitudes on aging, contrast normal and pathological aging in patients presented from long term care facilities and the community, design a physical therapy plan of care, and create an exercise program for an elderly client.

PHTH 770. CLINICAL RESEARCH II. 3 Credits.
Notes: graded Pass/No Credit.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
This is the second of four courses designed to prepare the student to participate in clinical research in the field of physical therapy. In this series of courses students will prepare a multiple case report, based upon patients they identified during their full-time clinical internships. Students will work with an assigned faculty mentor to prepare a written multiple case report. Students will present their multiple case reports to a committee of faculty members as part of their final project.

PHTH 771. CLINICAL RESEARCH III. 3 Credits.
Notes: graded Pass/No Credit.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
This is the third of four courses designed to prepare the student to participate in clinical research in the field of physical therapy. In this series of courses students will prepare a multiple case report, based upon patients they identified during their full-time clinical internships. Students will work with an assigned faculty mentor to prepare a written multiple case report. Students will present their multiple case reports to a committee of faculty members as part of their final project.

PHTH 772. CLINICAL RESEARCH IV. 3 Credits.
Notes: graded Pass/No Credit.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
This is the fourth of four courses designed to prepare the student to participate in clinical research in the field of physical therapy. In this series of courses students will prepare a multiple case report, based upon patients they identified during their full time clinical internships. Students will work with an assigned faculty mentor to prepare a written multiple case report. Students will present their multiple case reports to a committee of faculty members as part of their final project.
PHTH 780. CLINICAL INTERNSHIP II. 10 Credits.
Notes: graded Pass/No Credit.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
Clinical Internship II consists of a full time educational experience in a clinical setting for 10 (ten) weeks. The primary purposes are to gain experience in an acute care, rehabilitation or specialty setting, demonstrate progress toward entry-level behavioral criteria in the generic abilities and clinically apply skills and knowledge attained in the first two years of the program. Upon completion of the internship, the student will demonstrate performance at a level of professional clinical competency consistent with the expectations of a physical therapist in a similar practice setting (acute care, rehabilitation or specialty setting).

PHTH 781. CLINICAL INTERNSHIP III. 10 Credits.
Notes: graded Pass/No Credit.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
Clinical Internship III consists of a full-time educational experience in a clinical setting for 10 (ten) weeks. The primary purposes are to gain experience in an acute care, rehabilitation or specialty setting, demonstrate progress toward entry-level behavioral criteria in the generic abilities and clinically apply skills and knowledge attained in the first two years of the program. Upon completion of the internship, the student will demonstrate performance at a level of professional clinical competency consistent with the expectations of a physical therapist in a similar practice setting (acute care, rehabilitation or specialty setting).

PHTH 782. CLINICAL INTERNSHIP IV. 10 Credits.
Notes: graded Pass/No Credit.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
Clinical Internship IV consists of a full-time educational experience in a clinical setting for 10 (ten) weeks. The primary purposes are to gain experience in an acute care, rehabilitation or specialty setting, demonstrate entry-level behavioral criteria in the generic abilities and clinically apply skills and knowledge attained in the first two years of the program. Upon completion of the internship, the student will demonstrate performance at a level of professional clinical competency consistent with the expectations of a physical therapist in a similar practice setting (acute care, rehabilitation or specialty setting).
Physical Education, Health and Recreation

Matthew Chase, Chair
department page (https://www.ewu.edu/cale/programs/pehr)
200 PEC Building
509.359.2341

Faculty

Undergraduate Degrees

Bachelor of Arts (BA)
Outdoor Recreation Leadership (p. 462)
Recreation and Tourism Management (p. 463)
Therapeutic Recreation (p. 464)

Bachelor of Arts in Education (BAE)
Health and Fitness/Elementary Major (p. 465)
Health and Fitness/Secondary Major (p. 466)

Bachelor of Science (BS)
Athletic Training (p. 467)
Exercise Science (p. 468)
Public Health (http://catalog.ewu.edu/arts-letters-education/physical-education-health-recreation/%20/arts-letters-education/physical-education-health-recreation/public-health-bs)

Undergraduate Minors
Aquatics (p. 471)
Experiential Education and Group Facilitation (p. 472)
Coaching (p. 471)
Personal Training (p. 472)

Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.

Undergraduate Programs

The Department of Physical Education, Health and Recreation (PEHR), houses the following major programs: Athletic Training, Public Health, Exercise Science, Health and Fitness (teaching endorsement), Outdoor Recreation, Recreation and Tourism Management and Therapeutic Recreation.

Professional Membership Requirements: every student graduating in PEHR must be a member of a professional organization at least by their senior year.

Advising and Consultation

Information for High School and Transfer Students: High school and transfer students should consult with specific program directors in the PEHR Department during their first quarter at EWU. At that time, a program can be formulated and any previous college classes evaluated for the major. As soon as students have decided to major or minor in programs offered by the department, they need to contact the PEHR Department and declare a major.

Degree Descriptions

Pre-Major Declaration Prerequisite Requirements are detailed on the programs.

Athletic Training: This major is designed for students who are interested in becoming certified athletic trainers. The major is designed to prepare students to sit for the Board of Certification’s national examination and to work competently in the field of Athletic Training and Sports Medicine. The major welcomes both the freshman and transfer student to apply and generally requires three years to complete. However, if specific prerequisites are met, the program can be completed within two-years. Students wishing to be admitted must apply and be accepted into the Athletic Training Education Program. Students in the program will receive formal instruction and clinical practice in development of proficiencies in risk management and injury prevention, pathology of injuries and illnesses, assessment and evaluation, acute care of injury and illness, pharmacology, therapeutic modalities, therapeutic psychosocial intervention and referral, health care administration and professional development and responsibilities. Opportunities for employment exist in but are not limited to, athletic training in high schools, colleges and professional and non-professional athletic teams, sports medicine clinics, hospitals, health clubs and corporate fitness programs. Opportunities also exist in colleges and universities for those who elect to continue beyond the bachelor’s degree.

Exercise Science: This major has three options (Exercise Science; Pre-PT; Pre-OT), and is designed for those students who are interested in fitness, sports performance, or clinical exercise positions; and those who plan to enter a graduate program in exercise science, occupational therapy, physical therapy, or chiropractic. Graduates are prepared to work as managers and directors of fitness programs in various settings, including corporate fitness, commercial fitness clubs, YMCA, sports performance and strength and conditioning facilities, and retirement centers or hospital rehabilitation programs in cardiac rehabilitation, respiratory therapy and diabetes support. The program and course work prepares students to pursue certifications from various fitness organizations including ACSM, NASM, NSCA and ACE.

Note: Completion of any one of the three degree options will not guarantee completion of 60 upper division credits required to graduate. Additional courses will be necessary to complete general education requirements. Students should work with their advisor to select appropriate courses or a minor.

Health and Fitness: The Health and Fitness (BAE) degree is designed for those students pursuing a teaching endorsement. Students will become certified to teach K–12 within both the health and fitness (physical education) areas. We also continue to offer a non-teaching physical education coaching minor.

Recreation: The nationally accredited Recreation program focus on a profession that offers many challenging and varied forms of employment. Trained recreation leaders are regularly hired in positions with cities, communities, youth agencies, parks, resorts,
The recreation curriculum is designed to aid students in developing a philosophical and practical knowledge of recreation and leisure services. Students are exposed to skill-sets and competencies that are relevant to a career in recreation, which prepares them for a ten to sixteen week professional internship.

Students may choose from a comprehensive curriculum in one of three majors: Outdoor Recreation, Recreation and Tourism Management, and Therapeutic Recreation and Minors in Aquatics, Challenge Course Management, and Leadership and a certificate in Challenge Course Management and Leadership.

Public Health: Public Health majors are professionals who design, conduct, and evaluate activities that help improve the health of all people. Placements will be in a variety of settings including public health and non-profit health agencies, worksite wellness programs, colleges and universities, and government agencies. The majors are prepared to sit for the National Commission for Health Education Credentialing (CHES) examination and for graduate programs in public health and health promotion.

Special Programs Information

Jack R. Leighton Human Performance Laboratory: The Leighton Human Performance Laboratory located in the Physical Education Classroom Building provides state-of-the-art equipment for clinical and research experience in the areas of athletic training, exercise physiology, motor learning, biomechanics, and health promotion conducted by faculty, graduate and undergraduate students. The lab is made available for clinical evaluations and exercise prescriptions for faculty, staff, students, and the community.

Fitness Center: The University Recreation Center (URC) Fitness Center is designed to meet the health, wellness, and fitness needs of the EWU campus community. The URC Fitness Center has 15,000 square feet of fitness space with a variety of fitness options available. Activity options include: strength training (3 circuits, free weights, racks, and platforms), cardio equipment (treadmills, elliptical trainers, arc trainers, steppers, bikes, ascent trainers, stepmills; most with a view of a TV), and functional equipment (functional trainers, stability balls, TRX, medicine balls, BOSU). Also included are a multi-purpose gym (for basketball, volleyball, etc) and an indoor running track (1/9 mile). Fitness Instructors are always available to assist members during their workouts. To motivate and assist members in achieving their fitness goals personal training is available (for an additional fee). Each quarter the PEHR Department offers both PHED 150 and PHED 152 as a credit option for EWU students using the facility.

Internship Requirement

Prior to interning, students must complete three major requirements:

- each student must complete 1500 hours of practical experience in the recreation and leisure service field, prior to qualifying for the professional internship. These 1500 hours must be from three (3) separate sources with no more than 750 hours from any one source. (Therapeutic

Recreation majors have specific requirements to fulfill, as regards to the number of hours and various populations; these majors must consult with their advisor.);

- applications for the Professional Internship must be presented to their faculty advisor no later than May 15. (Students may register for their internship, only during the summer quarter.);

- each student must obtain a current Standard First Aid Card or Advanced First-Aid Card.

Graduate Degrees

Master of Science (MS)

Physical Education (p. 475)

Graduate Program

The Master of Science degree in Physical Education prepares students for a diverse array of careers in areas including athletic administration, teaching, and coaching, directing fitness facilities and programs in a variety of settings, and sport psychology consultation with athletic teams. Additionally, the degree is applicable to those students interested in pursuing advanced graduate studies in related areas. This program provides an opportunity for students to focus on one of two areas of specialization: Sports and Recreation Administration or Exercise Science. All students are required to take a basic core of courses and then select a specialization area. A thesis is required of Exercise Science students. The Sports and Recreation Administration specialization has the option of a thesis, research report or written examination to complete the degree.

Admission Requirements

Prospective students should hold a related baccalaureate degree from an accredited institution. Applicants for admission to the graduate program in physical education must follow the graduate admission procedures as outlined elsewhere in this catalog. In addition, applicants must submit three professional letters of recommendation and a one to two page essay describing their professional goals and objectives. Students are admitted for fall quarter only; requests for admission in other academic quarters are discouraged.

Final Comprehensive Examination Options

Before the awarding of the master's degree, each student will successfully complete one of two options: a thesis or other research project; or a written examination.

Option A: The thesis or research project will be selected in consultation with the student's faculty advisor. Each student shall complete an oral examination, which will focus primarily on the master's thesis or project but which may also include questions to demonstrate competence in all areas included in the program of that student. Students will provide copies of their master's thesis or project to the oral examination committee at least two weeks in advance of the scheduled oral examination.

Option B: The written examination is designed to test students' competence across the breadth of their program. Over the course of the 4 hours, the student will address questions on research methods and statistics as well theory and content. The student will approach prospective committee members to ensure they are willing to provide
examination questions. The examination committee will consist of three graduate faculty members: two from the Physical Education, Health and Recreation Department, one of whom will chair the committee; and a faculty member designated by the Graduate Office. If the student does not pass in their first attempt, the student may be required to take additional courses and will be permitted to take the written examination one additional time. For option A, the final oral examination will be open to interested faculty and students and may be open to questions from non-committee members at the discretion of the committee. The final oral examination for option A will be no longer than 2 hours. With respect to option B, the examination will not be held over vacation periods or during summer quarter except by advance approval of all committee members.

Outdoor Recreation Leadership, Bachelor of Arts (BA)

The Outdoor Recreation program qualifies individuals as outdoor leaders or resource managers for public and private organizations, including government agencies.

Notes:

• two years of a single high school foreign language or one year of a single college level foreign language is required;

• computer competency is required for the this major.

Grade Requirements

• a minimum grade ≥C+ must be obtained in each required RCLS course (if a lower grade is received, the course must be retaken);

• a minimum cumulative GPA ≥2.50 shall be necessary in all upper- and lower-division required RCLS courses;

• a minimum cumulative GPA ≥2.50 shall be required for all university coursework; failure to comply with the above standards will jeopardize professional internship eligibility.

Required – 1500 hours of practical experience—see advisor.

Required Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCLS 201</td>
<td>RECREATION AND LEISURE IN MODERN SOCIETY</td>
<td>3</td>
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<tr>
<td>RCLS 220</td>
<td>LEADERSHIP IN RECREATION AND LEISURE SERVICES</td>
<td>3</td>
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<td>RCLS 240</td>
<td>OVERVIEW OF THERAPEUTIC RECREATION SERVICES</td>
<td>4</td>
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<tr>
<td>RCLS 270</td>
<td>DIVERSITY AND SOCIAL JUSTICE IN RECREATION AND LEISURE SERVICES</td>
<td>3</td>
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<tr>
<td>RCLS 313</td>
<td>WILDLAND RECREATION MANAGEMENT</td>
<td>3</td>
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<tr>
<td>RCLS 360</td>
<td>FACILITY PLANNING AND ENVIRONMENTAL DESIGN</td>
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<td>RCLS 385</td>
<td>PROGRAMMING IN RECREATION AND LEISURE SERVICES</td>
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<td>RCLS 400</td>
<td>LEGAL FOUNDATIONS IN RECREATION AND LEISURE SERVICES</td>
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<tr>
<td>RCLS 425</td>
<td>EVALUATION, RESEARCH AND STATISTICS IN RECREATION AND LEISURE SERVICES</td>
<td>4</td>
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<tr>
<td>RCLS 435</td>
<td>EMPLOYMENT PROCESSES IN RECREATION AND LEISURE SERVICES</td>
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Required Supporting Courses

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<td>RCLS 125</td>
<td>RECREATION AND LEISURE SERVICES ACTIVITIES</td>
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<td>RCLS 206</td>
<td>OUTDOOR LIVING SKILLS</td>
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<td>RCLS 290</td>
<td>WILDERNESS AND REMOTE FIRST AID</td>
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<td>RCLS 305</td>
<td>WINTER CAMPING</td>
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<td>RCLS 307</td>
<td>MOUNTAINEERING</td>
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<td>RCLS 310</td>
<td>OUTDOOR RECREATION</td>
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<td>RCLS 335</td>
<td>CHALLENGE COURSE PRACTITIONER</td>
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<td>RCLS 375</td>
<td>WHITWATER RAFTING GUIDE TECHNIQUES</td>
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<td>RCLS 410</td>
<td>OUTDOOR LEADERSHIP</td>
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<tr>
<td>RCLS 422</td>
<td>EXPEDITION PLANNING AND LEADERSHIP</td>
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<td>RCLS 494</td>
<td>OUTDOOR RECREATION PROFESSIONAL INTERNSHIP (majors must consult with their advisor)</td>
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</table>

Total Credits: 92

Placement and Clearance Exams (p. 21)

Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)

Humanities and Arts (p. 35)

Natural Sciences (p. 35)

Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)

Foreign Language

Minor or Certificate Diversity Course List (p. 37)

Global Studies Course List (p. 37)

Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

• demonstrate a working knowledge of technology and its various uses in the recreation profession;
• demonstrate a working knowledge of the career and entrepreneurship opportunities available upon graduation;
• demonstrate an ability to plan and lead a backcountry field trip;
• demonstrate an awareness of diversity, equity, inclusion, and will demonstrate multi-cultural competence in recreation and leisure service delivery settings;
• demonstrate an understanding of the history, breadth, depth, and complexity of the recreation and leisure services industry;
• demonstrate effective oral and written communication skills;
• demonstrate essential skills in the areas of outdoor leadership, wilderness survival, backpacking, winter camping, mountaineering, and whitewater rafting;
• demonstrate knowledge of and skill at research, problem solving, and critical thinking;
• demonstrate the ability to perform in a variety of emergency situations including emergency response, wilderness first responder, and search and rescue management.

Recreation and Tourism Management Major, Bachelor of Arts (BA)

Recreation Management is a growing and dynamic field. The tourism and recreation industry is currently listed as one of the top three business activities in the United States. There are many emphasis areas available in Recreation Management including: city/park recreation, resort/commercial recreation, youth serving agencies, military recreation and corrections recreation.

Notes:

• must complete certification in National Recreation and Parks Association (NRPA) Aquatic Facility Operator (AFO) or National Recreation and Parks Association (NRPA) Certified Pool Operator (CPO);
• must see your recreation management advisor at least once per quarter;
• two years of a single high school foreign language or one year of a single college level foreign language is required.

Grade Requirements

• a minimum grade ≥C+ must be obtained in each required RCLS course (if a lower grade is received, the course must be retaken);
• a minimum cumulative GPA ≥2.50 shall be necessary in all upper- and lower-division required RCLS courses;
• a minimum cumulative GPA ≥2.50 shall be required for all university coursework;
• failure to comply with the above standards will jeopardize professional internship eligibility.

Required—1500 hours of practical experience—see advisor.

Required Core Courses

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<tr>
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<td>RCLS 201</td>
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<td>WILDLAND RECREATION MANAGEMENT</td>
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<td>RCLS 360</td>
<td>FACILITY PLANNING AND ENVIRONMENTAL DESIGN</td>
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<td>EVALUATION, RESEARCH AND STATISTICS IN RECREATION AND LEISURE SERVICES</td>
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<tr>
<td>RCLS 455</td>
<td>RESORT AND COMMERCIAL RECREATION MANAGEMENT</td>
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<td>ADMINISTRATION, ORGANIZATION AND SUPERVISION IN RECREATION AND LEISURE SERVICES</td>
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<td>BUDGETING IN RECREATION AND LEISURE SERVICES</td>
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<tr>
<td>RCLS 490</td>
<td>SENIOR CAPSTONE IN RECREATION</td>
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Required Supporting Courses

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<tr>
<td>HLED 193</td>
<td>STANDARD FIRST AID AND SAFETY</td>
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<td>RCLS 300</td>
<td>PUBLICITY AND PROMOTION IN RECREATION</td>
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<tr>
<td>RCLS 349</td>
<td>YOUTH SPORTS MANAGEMENT</td>
<td>3</td>
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<tr>
<td>RCLS 462</td>
<td>FOUNDATIONS OF TRAVEL AND TOURISM</td>
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<tr>
<td>RCLS 495</td>
<td>RECREATIONAL MANAGEMENT PROFESSIONAL INTERNSHIP</td>
<td>12</td>
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</tbody>
</table>

Total Credits 71

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)
   Humanities and Arts (p. 35)
   Natural Sciences (p. 35)
   Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)
   Foreign Language
   Minor or Certificate
   Diversity Course List (p. 37)
   Global Studies Course List (p. 37)
   Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).
Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).
Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

- demonstrate a working knowledge of technology and its various uses in the recreation profession;
- demonstrate a working knowledge of the career and entrepreneurship opportunities available upon graduation;
- demonstrate an awareness of diversity, equity, inclusion, and will demonstrate multi-cultural competence in recreation and leisure service delivery settings;
- demonstrate an understanding of the complexity and significance of the travel and tourism industry;
- demonstrate an understanding of the history, breadth, depth, and complexity of the recreation and leisure services industry;
- demonstrate effective oral and written communication skills;
- demonstrate knowledge of and skill at research, problem solving, and critical thinking;
- demonstrate the ability to develop and lead a variety of recreationally and developmentally appropriate programs and activities across the human life span;
- demonstrate the ability to perform essential functions in the area of aquatics management;
- demonstrate the ability to perform essential functions in the area of sport management.

Therapeutic Recreation Major, Bachelor of Arts (BA)

Therapeutic Recreation specialists are involved in helping individuals with disabilities learn the skills and attitudes necessary to develop a satisfying leisure lifestyle. Therapeutic Recreation is concerned with the treatment of conditions which are disabling and the facilitation of independent leisure functioning.

This major offers the student a track that will allow them to be eligible to take the national certification examination. The major is nationally accredited and provides a strong educational background for the student. Graduates tend to work in hospitals, state facilities, group treatment and community-based programs in the area of rehabilitation, leisure education and community integration.

Pre Major Declaration Prerequisite Requirements

- Students interested in the Therapeutic Recreation Major must apply and be accepted into the Therapeutic Recreation program to start fall quarter.
- The required prerequisites are PSYC 100 with a grade ≥C; ENGL 201 (or equivalent English course) with a grade ≥C; and a passing grade in one college Chemistry class.
- The application also requires a 2–3 page essay addressing the following points: brief autobiography including some interesting facts about yourself (interests, hobbies, etc.), how you became interested in Therapeutic Recreation and any experiences you’ve had in this area and a description of your overall academic and career goals. The application form is available online on the PEHR Department website (http://www.ewu.edu/cale/programs/pehr/pehr-degrees/therapeutic-recreation).
- Transcripts are required for transfer students only.
- The deadline for submission is April 1st.
- Selection will be determined by application essay and overall grades from PSYC 100 and ENGL 201.
- Applications will be reviewed and students will be notified by the first week of May.

Notes:

- two years of a single high school foreign language or one year of a single college level foreign language is required.
- current First Aid/CPR card is required for all majors.

Grade Requirements

- a minimum grade ≥C+ must be obtained in each required RCLS course (if a lower grade is received, the course must be retaken);
- a minimum cumulative GPA ≥2.50 shall be necessary in all upper- and lower-division required RCLS courses;
- a minimum cumulative GPA ≥2.50 shall be required for all university coursework;
- failure to comply with the above standards will jeopardize professional internship eligibility.

Required—1500 hours of practical experience—see advisor.

Required Core Courses

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<td>DIVERSITY AND SOCIAL JUSTICE IN RECREATION AND LEISURE SERVICES</td>
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<td>WILDLAND RECREATION MANAGEMENT</td>
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<td>SENIOR CAPSTONE IN RECREATION</td>
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Required Supporting Courses

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<tr>
<td>BIOL 232</td>
<td>HUMAN ANATOMY AND PHYSIOLOGY NON-BIOL MAJORS</td>
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<tr>
<td>BIOL 233</td>
<td>HUMAN ANATOMY AND PHYSIOLOGY NON-BIOL MAJORS</td>
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<tr>
<td>HLED 256</td>
<td>MEDICAL TERMINOLOGY</td>
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<tr>
<td>or BIOL 234</td>
<td>HUMAN ANATOMY AND PHYSIOLOGY NON-BIOL MAJORS</td>
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PSYC 201  LIFE-Span DEVELOPMENT  5
PSYC 302  ABNORMAL PSYCHOLOGY  5
RCLS 345  THERAPEUTIC RECREATION FOR PEOPLE WITH DISABILITIES  3
RCLS 420  PROGRAM PLANNING AND EVALUATION IN THERAPEUTIC RECREATION  5
RCLS 440  PROFESSIONAL ISSUES IN THERAPEUTIC RECREATION  4
RCLS 445  PROCESSES AND TECHNIQUES IN THERAPEUTIC RECREATION  4
RCLS 450  ASSESSMENT TECHNIQUES IN THERAPEUTIC RECREATION  4
RCLS 493  THERAPEUTIC RECREATION PROFESSIONAL INTERNSHIP (Therapeutic Recreation majors have specific requirements to fulfill and must consult with their advisor)  12

Total Credits  101

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)

Humanities and Arts (p. 35)
Natural Sciences (p. 35)
Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)

Foreign Language
Minor or Certificate
Diversity Course List (p. 37)
Global Studies Course List (p. 37)
Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

- demonstrate a working knowledge of technology and its various uses in the recreation profession;
- demonstrate a working knowledge of the career and entrepreneurship opportunities available upon graduation;
- demonstrate an awareness of diversity, equity, inclusion, and will demonstrate multilingual competence in recreation and leisure service delivery settings;
- demonstrate an understanding and application of the therapeutic recreation process: assessment, program planning, implementation and evaluation;
- demonstrate an understanding of the history, breadth, depth, and complexity of the recreation and leisure services industry;
- demonstrate effective oral and written communication skills;
- demonstrate knowledge of and skill at research, problem solving, and critical thinking;
- demonstrate skills and techniques to assist individuals in learning to cope with the effects of their disabilities or illness;
- demonstrate the knowledge base to successfully complete the NCTRC Certification practice tests to better prepare students for the National Council on Therapeutic Recreation Certification (NCTRC) exam;
- demonstrate, through a variety of activities, and participate in events that give a better understanding of how an individual with a disability or illness can participate in leisure activities and apply that knowledge to their internship experience.

Health and Fitness/Elementary Major, Bachelor of Arts in Education (BAE)

This major satisfies the endorsement for preschool to grade 12.

Major Requirements—while in the Health and Fitness Program, the student must:

- attend all EWU Health and Fitness Majors’ meetings;
- attend an advisor-approved Health/PE conference each year;
- be a member of a Health/PE professional organization (preferred is SHAPE, WA);
- complete 40 hours of advisor-approved professional development per year;
- take an average of 15–16 credits a quarter for more than 12 quarters;
- successfully complete the program folio.

Grade Requirements

- earn a minimum ≥B- in each required health and physical education course;
- earn a minimum cumulative GPA ≥2.8 in all university courses.

Elementary Education Core

There are general education science and social science courses that are strongly recommended for the Elementary Education candidate. See the general requirements section of this catalog. Please see an Education advisor for clarification.

30–hour multicultural education field requirement

<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>EDUC 303</td>
<td>FOUNDATIONS OF ASSESSMENT</td>
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<tr>
<td>EDUC 304</td>
<td>INTRODUCTION TO ELEMENTARY READING</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 308</td>
<td>FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT</td>
<td>3</td>
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<tr>
<td>EDUC 310</td>
<td>LITERACY METHODS, MANAGEMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL</td>
<td>4</td>
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<tr>
<td>EDUC 338 &amp; EDUC 340</td>
<td>LANGUAGE AND SOCIAL STUDIES METHODS 1: INTEGRATED LANGUAGE ARTS FOR ELEMENTARY SCHOOL and LANGUAGE AND SOCIAL STUDIES METHODS 2: INTEGRATED SOCIAL STUDIES FOR ELEMENTARY SCHOOL</td>
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<tr>
<td>EDUC 380 &amp; EDUC 381</td>
<td>INTEGRATED STEM METHODS 1 and INTEGRATED STEM METHODS 2</td>
<td>8</td>
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</table>
Health and Fitness/Secondary Major, Bachelor of Arts in Education (BAE)

**Required Health and Fitness Elementary Courses**
- **HLED 193** STANDARD FIRST AID AND SAFETY 2
- **HLED 200** ADMISSION TO HEALTH AND FITNESS 2
- **HLED 202** INTRODUCTION TO HEALTH, WELLNESS AND SUSTAINABLE LIVING 4
- **HLED 300** AFTER-SCHOOL PROGRAMMING 3
- **HLED 365** TEACHING METHODS IN HEALTH 3
- **HLED 370** INTRODUCTION TO COMMUNITY AND PUBLIC HEALTH 4
- **HLED 372** APPLIED NUTRITION AND PHYSICAL FITNESS 3
- **HLED 475** HUMAN SEXUALITY 3
- **PHED 251** MOTOR CONTROL AND LEARNING 4
- **PHED 260** SPORT SCIENCES FOR COACHING 3
- **PHED 333** TEAM SPORTS 2
- **PHED 340** RHYTHMS AND GAMES 2
- **PHED 341** ELEMENTARY SCHOOL ACTIVITIES 2
- **PHED 342** 6-12 OUTDOOR EDUCATION BASICS 2
- **PHED 348** ANATOMICAL/MECHAB KINESIOLOGY 4
- **PHED 350** PHYSIOLOGICAL KINESIOLOGY 4
- **PHED 365** GENERAL METHODS AND PROCEDURES FOR PHYSICAL EDUCATION 3
- **PHED 370** SPORT AND CULTURE 4
- **PHED 375** ASSESSMENT IN HEALTH AND FITNESS 3
- **PHED 452** ADAPTED PHYSICAL EDUCATION 4
- **PHED 490** SENIOR CAPSTONE: HEALTH AND FITNESS 4

Choose one of the following 2-3
- **PHED 333** GROUP EXERCISE INSTRUCTOR TRAINING
- **PHED 334** PERSONAL TRAINING
- **PHED 335** STRENGTH AND CONDITIONING PROLAB

Total Credits 69-70

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)
- Humanities and Arts (p. 35)
- Natural Sciences (p. 35)
- Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)
- Foreign Language
- Minor or Certificate

Health and Fitness/Secondary Major, Bachelor of Arts in Education (BAE)

This major satisfies the endorsement requirements for grades 5–12

**Major Requirements**—while in the Health and Fitness Program, the student must:
- attend all EWU Health and Fitness Majors’ meetings;
- attend an advisor-approved Health/PE conference each year;
- be a member of a Health/PE professional organization (preferred is SHAPE, WA);
- complete 40 hours of advisor-approved professional development per year;
- take an average of 15–16 credits a quarter for more than 12 quarters:
  - successfully complete the program folio.

**Grade Requirements**
- earn a minimum ≥B- in each required health and physical education course;
- earn a minimum cumulative GPA ≥2.8 in all university courses.

Secondary Education Core

30-hour multicultural education field requirement

EDUC 201 INTRODUCTION TO EDUCATION 3
### EDUC 303  FOUNDATIONS OF ASSESSMENT  3
### EDUC 309  FOUNDATIONS OF SECONDARY CLASSROOM MANAGEMENT  3
### EDUC 341  SECONDARY STRATEGIES, MANAGEMENT, ASSESSMENT  3
### EDUC 413  CONTENT AREA LITERACY: MANAGEMENT AND ASSESSMENT FOR SECONDARY EDUCATION CANDIDATES  3
### EDUC 420  ADMISSION TO PROFESSIONAL CANDIDACY  1
### EDUC 426  SECONDARY STUDENT TEACHING 7-12  12
### EDUC 427  GENERAL STUDENT TEACHING K-12  3-15

Total Credits: 31-43

Secondary Education students must complete the required Secondary Education Core and the following courses.

**Required Health and Fitness Secondary Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLED 193</td>
<td>STANDARD FIRST AID AND SAFETY</td>
<td>2</td>
</tr>
<tr>
<td>HLED 200</td>
<td>ADMISSION TO HEALTH AND FITNESS</td>
<td>2</td>
</tr>
<tr>
<td>HLED 202</td>
<td>INTRODUCTION TO HEALTH, WELLNESS AND SUSTAINABLE LIVING</td>
<td>4</td>
</tr>
<tr>
<td>HLED 300</td>
<td>AFTER-SCHOOL PROGRAMMING</td>
<td>3</td>
</tr>
<tr>
<td>HLED 365</td>
<td>TEACHING METHODS IN HEALTH</td>
<td>3</td>
</tr>
<tr>
<td>HLED 370</td>
<td>INTRODUCTION TO COMMUNITY AND PUBLIC HEALTH</td>
<td>4</td>
</tr>
<tr>
<td>HLED 372</td>
<td>APPLIED NUTRITION AND PHYSICAL FITNESS</td>
<td>3</td>
</tr>
<tr>
<td>HLED 475</td>
<td>HUMAN SEXUALITY</td>
<td>3</td>
</tr>
<tr>
<td>PHED 251</td>
<td>MOTOR CONTROL AND LEARNING</td>
<td>4</td>
</tr>
<tr>
<td>PHED 260</td>
<td>SPORT SCIENCES FOR COACHING</td>
<td>3</td>
</tr>
<tr>
<td>PHED 336</td>
<td>INDIVIDUAL SPORTS</td>
<td>2</td>
</tr>
<tr>
<td>PHED 337</td>
<td>TEAM SPORTS</td>
<td>2</td>
</tr>
<tr>
<td>PHED 340</td>
<td>RHYTHMS AND GAMES</td>
<td>2</td>
</tr>
<tr>
<td>PHED 341</td>
<td>ELEMENTARY SCHOOL ACTIVITIES</td>
<td>2</td>
</tr>
<tr>
<td>PHED 342</td>
<td>6-12 OUTDOOR EDUCATION BASICS</td>
<td>2</td>
</tr>
<tr>
<td>PHED 348</td>
<td>ANATOMICAL/MECHAB KINESIOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PHED 350</td>
<td>PHYSIOLOGICAL KINESIOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PHED 365</td>
<td>GENERAL METHODS AND PROCEDURES FOR PHYSICAL EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>PHED 370</td>
<td>SPORT AND CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>PHED 375</td>
<td>ASSESSMENT IN HEALTH AND FITNESS</td>
<td>3</td>
</tr>
<tr>
<td>PHED 452</td>
<td>ADAPTED PHYSICAL EDUCATION</td>
<td>4</td>
</tr>
<tr>
<td>PHED 490</td>
<td>SENIOR CAPSTONE: HEALTH AND FITNESS</td>
<td>4</td>
</tr>
</tbody>
</table>

**Choose one of the following**

- PHED 333 GROUP EXERCISE INSTRUCTOR TRAINING
- PHED 334 PERSONAL TRAINING
- PHED 335 STRENGTH AND CONDITIONING PROLAB

Total Credits: 69-70

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

### University Competencies and Proficiencies (p. 33)

**Breadth Area Core Requirements (BACR)**

- Humanities and Arts (p. 35)

### University Graduation Requirements (p. 36) (UGR)

- Foreign Language
- Minor or Certificate
- Diversity Course List (p. 37)
- Global Studies Course List (p. 37)
- Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major ([https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major](https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major)) by the time they reach 90 credits (junior standing).

Application for Graduation ([https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf](https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR ([https://soar.ewu.edu/selfservice/general/home.html](https://soar.ewu.edu/selfservice/general/home.html)) Student Online Academic Review—**you must be signed in to use this tool.**

- demonstrate dispositions essential to becoming effective professionals;
- demonstrate the ability to plan and implement developmentally appropriate learning experiences aligned with local, state, and national standards to address the diverse needs of all students;
- demonstrate the ability to use effective communication and pedagogical skills and strategies to enhance student engagement and learning;
- demonstrate the ability to utilize assessments and reflection to foster student learning and inform instructional decisions;
- demonstrate the knowledge and application of discipline-specific scientific and theoretical concepts critical to the development of physically educated individuals;
- demonstrate the knowledge and skills necessary to demonstrate competent movement performance and health enhancing fitness as delineated in the WA State and National K–12 Standards.

### Athletic Training Major, Bachelor of Science (BS)

This major is designed for those students who are interested in becoming certified athletic trainers. The major is designed to prepare students to sit for the Board of Certification’s national examination and to work competently in the field of Athletic Training and Sports Medicine.

Students must apply and be accepted into the Athletic Training Education Program (ATEP). Admission to the program is based upon evaluation of the student’s entire application, including: the academic record, signed statement of ability to meet the Program Technical Standards, GPA and completion of prerequisite courses, professional references and a written essay. Applications are due the last day of winter quarter each year.

The number of applicants may exceed the number of students that can be admitted to the program each year; therefore, no assurance can be given that all applicants admitted to the university and who complete the application requirements will be admitted to the ATEP. For further information regarding the application process, please contact the PEHR Department at 509.359.2341 or refer to program Athletic Training website ([http://www.ewu.edu/cale/programs/pehr/pehr-degrees/athletic-](http://www.ewu.edu/cale/programs/pehr/pehr-degrees/athletic-))
Degree Requirements

• failure to comply with the above standards will prohibit degree eligibility;
• must be a member of the National Athletic Trainer's Association.

Grade Requirements

• must earn a minimum ≥C+ in each Kinesiology and each Biology course;
• must earn a minimum ≥B in each ATTR designated required course;
• must have a minimum ≥C in all other program required courses;
• must have a minimum cumulative GPA ≥2.75 for each quarter while in the program.

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATTR 201</td>
<td>INTRODUCTION TO ATHLETIC TRAINING</td>
<td>3</td>
</tr>
<tr>
<td>ATTR 288</td>
<td>CLINICAL ATHLETIC TRAINING I (repeat three times)</td>
<td>3</td>
</tr>
<tr>
<td>ATTR 339</td>
<td>ATHLETIC TRAINING</td>
<td>4</td>
</tr>
<tr>
<td>ATTR 340</td>
<td>THERAPEUTIC MODALITIES IN SPORTS MEDICINE</td>
<td>4</td>
</tr>
<tr>
<td>ATTR 341</td>
<td>REHABILITATION IN ATHLETIC TRAINING</td>
<td>4</td>
</tr>
<tr>
<td>ATTR 350</td>
<td>MEDICATIONS IN THE HEALTH CARE PROFESSIONS</td>
<td>2</td>
</tr>
<tr>
<td>ATTR 360</td>
<td>GENERAL MEDICAL CONDITIONS</td>
<td>3</td>
</tr>
<tr>
<td>ATTR 370</td>
<td>CONTEMPORARY HEALTH ISSUES IN ATHLETIC TRAINING</td>
<td>3</td>
</tr>
<tr>
<td>ATTR 388</td>
<td>CLINICAL ATHLETIC TRAINING II (repeat three times)</td>
<td>3</td>
</tr>
<tr>
<td>ATTR 428</td>
<td>ORTHOPEDIC EVALUATION I</td>
<td>4</td>
</tr>
<tr>
<td>ATTR 429</td>
<td>ORTHOPEDIC EVALUATION II</td>
<td>4</td>
</tr>
<tr>
<td>ATTR 439</td>
<td>CURRENT TOPICS IN SPORTS MEDICINE (repeat nine times)</td>
<td>9</td>
</tr>
<tr>
<td>ATTR 450</td>
<td>ADVANCED PROCEDURES AND TECHNIQUES IN ATHLETIC TRAINING</td>
<td>3</td>
</tr>
<tr>
<td>ATTR 488</td>
<td>CLINICAL ATHLETIC TRAINING III (repeat three times)</td>
<td>6</td>
</tr>
<tr>
<td>ATTR 490</td>
<td>SENIOR CAPSTONE</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 232</td>
<td>HUMAN ANATOMY AND PHYSIOLOGY NON-BIOL MAJORS</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 233</td>
<td>HUMAN ANATOMY AND PHYSIOLOGY NON-BIOL MAJORS</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 234</td>
<td>HUMAN ANATOMY AND PHYSIOLOGY NON-BIOL MAJORS</td>
<td>5</td>
</tr>
<tr>
<td>HLED 194</td>
<td>EMERGENCY RESPONSE</td>
<td>3</td>
</tr>
<tr>
<td>HLED 256</td>
<td>MEDICAL TERMINOLOGY</td>
<td>2</td>
</tr>
<tr>
<td>HLED 372</td>
<td>APPLIED NUTRITION AND PHYSICAL FITNESS</td>
<td>3</td>
</tr>
<tr>
<td>PHED 335</td>
<td>STRENGTH AND CONDITIONING PROLAB</td>
<td>2</td>
</tr>
<tr>
<td>PHED 349</td>
<td>ANATOMICAL KINESIOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PHED 350</td>
<td>PHYSIOLOGICAL KINESIOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PHED 352</td>
<td>MECHANICAL KINESIOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PHED 452</td>
<td>ADAPTED PHYSICAL EDUCATION</td>
<td>4</td>
</tr>
</tbody>
</table>

Select one course from the following

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 121</td>
<td>CHEMISTRY AND ITS ROLE IN SOCIETY</td>
<td></td>
</tr>
<tr>
<td>CHEM 151</td>
<td>GENERAL CHEMISTRY</td>
<td></td>
</tr>
<tr>
<td>CHEM 161</td>
<td>GENERAL CHEMISTRY FOR THE HEALTH SCIENCES</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 105

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)
Humanities and Arts (p. 35)
Natural Sciences (p. 35)
Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)
Foreign Language
Minor or Certificate
Diversity Course List (p. 37)
Global Studies Course List (p. 37)
Senior Capstone Course List (p. 38)

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Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

• gain an understanding and demonstrate experience in being good citizens both in the community and in their professional organization;
• gain clinical experiences in a variety of service learning settings that will allow them to be prepared to work in the diverse opportunities found within the field of Athletic Training;
• gain the basic knowledge, understanding and skills needed to work competently as an entry level Certified Athletic Trainer.

Exercise Science, Bachelor of Science (BS)

This major has four options and is designed for those students who are not interested in teaching but are interested in fitness, wellness or clinical positions; or a graduate program in athletic training, occupational therapy, physical therapy or exercise physiology. Graduates are prepared to work in various settings as managers of fitness programs. The options include but are not limited to athletic training, corporate fitness, commercial fitness clubs, a YMCA, or other non-commercial program,
retirement centers or hospital rehabilitation programs in cardiac rehabilitation, respiratory therapy and diabetes support. The program prepares students to pursue advanced degrees in professional programs in athletic training, occupational and physical therapy or chiropractic as well as advanced degrees in exercise physiology, biomechanics or cardiac rehabilitation and adult fitness. The program and course work prepares students to pursue certifications from organizations including ACSM, NASM, NSCA and ACE. These certifications are widely accepted in the fitness industry.

Declaration Requirements for Exercise Science:

- must complete any two classes of required BIOL 232, BIOL 233, BIOL 234 or CHEM 161, CHEM 162, CHEM 163 series (or equivalent);
- grade for each class must be ≥C.

Declaration Requirements for Pre-AT, Pre-OT, and Pre-PT:

- must complete any two classes of required BIOL 232, BIOL 233, BIOL 234 or CHEM 161, CHEM 162, CHEM 163 series or PHYS 131, PHYS 132, PHYS 133 series (or equivalent);
- grade for each class must be ≥B.

Note for all students:
- all four will require additional courses to complete the general education requirement;
- completion of any one of the four options as shown will not guarantee completion of 60 credits of upper division credits;
- students should work with their advisor to select appropriate courses or minor.

Required Core Courses–minimum grade ≥C+ is required for each course listed below.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSC 301</td>
<td>INTRODUCTION TO EXERCISE SCIENCE</td>
<td>1</td>
</tr>
<tr>
<td>EXSC 455</td>
<td>RESEARCH AND ANALYSIS</td>
<td>2</td>
</tr>
<tr>
<td>EXSC 460</td>
<td>PHYSIOLOGY OF EXERCISE</td>
<td>4</td>
</tr>
<tr>
<td>EXSC 480</td>
<td>CLINICAL EXERCISE PHYSIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>EXSC 490</td>
<td>SENIOR CAPSTONE IN EXERCISE SCIENCE</td>
<td>4</td>
</tr>
<tr>
<td>HLED 372</td>
<td>APPLIED NUTRITION AND PHYSICAL FITNESS</td>
<td>3</td>
</tr>
<tr>
<td>PHED 349</td>
<td>ANATOMICAL KINESIOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PHED 350</td>
<td>PHYSIOLOGICAL KINESIOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PHED 352</td>
<td>MECHANICAL KINESIOLOGY</td>
<td>4</td>
</tr>
</tbody>
</table>

Required First Aid

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLED 193</td>
<td>STANDARD FIRST AID AND SAFETY (HLED 194 is required for Pre-Athletic Training)</td>
<td>2</td>
</tr>
<tr>
<td>or HLED 194</td>
<td>EMERGENCY RESPONSE</td>
<td></td>
</tr>
</tbody>
</table>

Required Supporting Courses–Pre-AT, Pre-OT and Pre-PT require minimum average GPA ≥3.0 for each series listed below. Exercise Science requires minimum grade of ≥C for each course listed below.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 232</td>
<td>HUMAN ANATOMY AND PHYSIOLOGY NON-BIOL MAJORS</td>
<td>15</td>
</tr>
<tr>
<td>&amp; BIOL 233</td>
<td>and HUMAN ANATOMY AND PHYSIOLOGY NON-BIOL MAJORS</td>
<td></td>
</tr>
<tr>
<td>&amp; BIOL 234</td>
<td>and HUMAN ANATOMY AND PHYSIOLOGY NON-BIOL MAJORS</td>
<td></td>
</tr>
<tr>
<td>CHEM 161</td>
<td>GENERAL CHEMISTRY FOR THE HEALTH SCIENCES</td>
<td>15</td>
</tr>
<tr>
<td>&amp; CHEM 162</td>
<td>and ORGANIC CHEMISTRY FOR THE HEALTH SCIENCES</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 163</td>
<td>and BIOCHEMISTRY FOR THE HEALTH SCIENCES</td>
<td></td>
</tr>
<tr>
<td>CSBS 320</td>
<td>INTRODUCTORY STATISTICS FOR THE SOCIAL SCIENCES</td>
<td>5</td>
</tr>
</tbody>
</table>

Choose two of the following—minimum grade of C+ is required for each course listed below.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSC 481</td>
<td>ELECTROCARDIOLOGY INTERPRET</td>
<td>4-6</td>
</tr>
<tr>
<td>PHED 333</td>
<td>GROUP EXERCISE INSTRUCTOR TRAINING</td>
<td></td>
</tr>
<tr>
<td>PHED 334</td>
<td>PERSONAL TRAINING</td>
<td></td>
</tr>
<tr>
<td>PHED 335</td>
<td>STRENGTH AND CONDITIONING PROLAB</td>
<td></td>
</tr>
</tbody>
</table>

Communications Elective—choose one course from the list below—minimum required grade ≥C.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUED 302</td>
<td>BUSINESS COMMUNICATION</td>
<td></td>
</tr>
<tr>
<td>CMST 312</td>
<td>NONVERBAL COMMUNICATION</td>
<td></td>
</tr>
<tr>
<td>CMST 331</td>
<td>INTERVIEWING</td>
<td></td>
</tr>
<tr>
<td>CMST 340</td>
<td>INTERCULTURAL COMMUNICATION</td>
<td></td>
</tr>
<tr>
<td>CMST 420</td>
<td>HEALTH COMMUNICATION</td>
<td></td>
</tr>
</tbody>
</table>

Major Options—choose one of the four options to complete the BS degree.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSC 388</td>
<td>EXERCISE SCIENCE PRACTICUM (minimum grade ≥C+ is required and must complete 100 Hours with Certified Athletic Trainer)</td>
<td>15-28</td>
</tr>
</tbody>
</table>

Required Courses–Exercise Science

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSC 488</td>
<td>PROFESSIONAL INTERNSHIP (must complete 15 credits—a minimum grade ≥C+ is required)</td>
<td></td>
</tr>
</tbody>
</table>

Required Courses for Pre–Athletic Training

Note—HLED 194 is required for Pre-Athletic Training

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSC 388</td>
<td>EXERCISE SCIENCE PRACTICUM (a minimum grade ≥C+ is required)</td>
<td></td>
</tr>
</tbody>
</table>

Required Supporting Courses—minimum grade ≥B is required for each course listed below.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLED 256</td>
<td>MEDICAL TERMINOLOGY</td>
<td></td>
</tr>
<tr>
<td>PSYC 302</td>
<td>ABNORMAL PSYCHOLOGY</td>
<td></td>
</tr>
</tbody>
</table>

Required Courses for Pre–Occupational Therapy

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSC 388</td>
<td>EXERCISE SCIENCE PRACTICUM (a minimum grade ≥C+ is required)</td>
<td></td>
</tr>
</tbody>
</table>

Required Supporting Courses—minimum grade ≥B is required for each course listed below.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>OCTH 101</td>
<td>INTRODUCTION TO OCCUPATIONAL THERAPY</td>
<td></td>
</tr>
<tr>
<td>PSYC 201</td>
<td>LIFE-SPAN DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>PSYC 302</td>
<td>ABNORMAL PSYCHOLOGY</td>
<td></td>
</tr>
</tbody>
</table>

Required Courses for Pre–Physical Therapy

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSC 388</td>
<td>EXERCISE SCIENCE PRACTICUM (a minimum grade ≥C+ is required)</td>
<td></td>
</tr>
</tbody>
</table>

Required Supporting Courses—minimum average GPA ≥3.0 is required for lecture series (PHYS 131, PHYS 132, PHYS 133) or equivalent.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 131</td>
<td>INTRODUCTORY PHYSICS I</td>
<td></td>
</tr>
<tr>
<td>PHYS 132</td>
<td>INTRODUCTORY PHYSICS II</td>
<td></td>
</tr>
<tr>
<td>PHYS 133</td>
<td>INTRODUCTORY PHYSICS III</td>
<td></td>
</tr>
<tr>
<td>PHYS 161</td>
<td>MECHANICS LABORATORY</td>
<td></td>
</tr>
<tr>
<td>PHYS 162</td>
<td>HEAT AND OPTICS LABORATORY</td>
<td></td>
</tr>
<tr>
<td>PHYS 163</td>
<td>ELECTRONICS LAB I</td>
<td></td>
</tr>
</tbody>
</table>
Public Health Major, Bachelor of Science (BS)

Public Health majors are professionals who design, conduct and evaluate activities that help improve the health of all people. Placements will be in a variety of settings including public health and non-profit health agencies, worksite wellness programs, colleges and universities and government agencies. The majors are prepared to sit for the National Commission for Health Education Credentialing (CHES) examination and for graduate programs in public health, health promotion and community health education.

Degree Requirements

- must meet with major advisor once each quarter;
- select supporting courses in consultation with departmental advisor;
- failure to comply with the above standards will prohibit Professional Internship eligibility.

Grade Requirements: a grade ≥ C is required for all upper- and lower-division required courses in Public Health and a minimum cumulative GPA ≥ 2.50 shall be required for all university coursework.

Major Declaration Requirements

- Before declaring in the Public Health major BIOL 232 and BIOL 233 must be completed, each with a grade ≥ C.
- Recommended
  - Complete a university graduation requirement—diversity—with one of these recommended courses: CMST 314, CMST 340, ECON 424.
  - Complete a university graduation requirement—global studies—with one of these recommended courses: BIOL 320, CMST 440, HUMN 440, POLI 203, PSYC 474, SOCI 263.

Required Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLED 256</td>
<td>MEDICAL TERMINOLOGY</td>
<td>2</td>
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<tr>
<td>HLED 370</td>
<td>INTRODUCTION TO COMMUNITY AND PUBLIC HEALTH</td>
<td>4</td>
</tr>
<tr>
<td>HLED 372</td>
<td>APPLIED NUTRITION AND PHYSICAL FITNESS</td>
<td>3</td>
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<td>HLED 374</td>
<td>INTRODUCTION TO EPIDEMIOLOGY</td>
<td>3</td>
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<td>HLED 380</td>
<td>HEALTH BEHAVIOR CHANGE</td>
<td>4</td>
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<td>HLED 381</td>
<td>MIND-BODY HEALTH</td>
<td>3</td>
</tr>
<tr>
<td>HLED 382</td>
<td>HEALTH DISPARITIES</td>
<td>4</td>
</tr>
<tr>
<td>HLED 383</td>
<td>ENVIRONMENTS FOR HEALTH</td>
<td>4</td>
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<tr>
<td>HLED 440</td>
<td>HEALTH PROMOTION PROGRAM DEVELOPMENT</td>
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<td>HEALTH PROMOTION PROGRAM IMPLEMENTATION AND EVALUATION</td>
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<td>HLED 475</td>
<td>HUMAN SEXUALITY</td>
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<td>HLED 482</td>
<td>GRANT WRITING IN PUBLIC HEALTH</td>
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<td>HLED 488</td>
<td>SERVICE LEARNING IN PUBLIC HEALTH</td>
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<td>HLED 490</td>
<td>SENIOR CAPSTONE IN PUBLIC HEALTH</td>
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<tr>
<td>PHED 350</td>
<td>PHYSIOLOGICAL KINESIOLOGY</td>
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</table>

Required Supporting Courses

<table>
<thead>
<tr>
<th>Course</th>
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</thead>
<tbody>
<tr>
<td>BIOL 234</td>
<td>HUMAN ANATOMY AND PHYSIOLOGY NON-BIOL MAJORS</td>
<td>5</td>
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<tr>
<td>CMST 200</td>
<td>INTRODUCTION TO SPEECH COMMUNICATION</td>
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<tr>
<td>or CMST 201</td>
<td>PUBLIC SPEAKING</td>
<td>5</td>
</tr>
<tr>
<td>CSBS 320</td>
<td>INTRODUCTORY STATISTICS FOR THE SOCIAL SCIENCES</td>
<td>5</td>
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<tr>
<td>TCOM 205</td>
<td>INTRODUCTION TO TECHNICAL COMMUNICATION</td>
<td>5</td>
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</table>

Choose three courses (8–15 credits) or complete a recommended Minor (15–34 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ADST 300</td>
<td>SURVEY OF ALCOHOL/DRUG PROBLEMS</td>
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<td>ADST 484</td>
<td>SUICIDE PREVENTION</td>
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<td>AGST 310</td>
<td>MULTIDISCIPLINARY STUDIES IN AGING</td>
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<tr>
<td>CMST 419</td>
<td>SEX, SEXUALITY AND COMMUNICATION</td>
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<td>CMST 420</td>
<td>HEALTH COMMUNICATION</td>
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<td>CSBS 321</td>
<td>COMPUTER AIDED DATA ANALYSIS</td>
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<td>ECON 452</td>
<td>HEALTH ECONOMICS</td>
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<tr>
<td>GEG 226</td>
<td>INTRODUCTION TO GIS SOFTWARE DESIGN</td>
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<tr>
<td>GEG 301</td>
<td>HUMAN GEOGRAPHY</td>
<td></td>
</tr>
</tbody>
</table>
Recommended Minor list

Addiction Counseling and Prevention Minor (34 credits)
Certificate in Geographic Information Systems (24 credits)
Communication Studies Minor (19 credits)
Health Services Management Minor (20 credits)
Psychology Minor (20 credits)
Race and Culture Studies Minor (18 credits)
Urban and Regional Planning Minor (15 credits)

Total Credits 89-115

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)
  Humanities and Arts (p. 35)
  Natural Sciences (p. 35)
  Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)
  Foreign Language
  Minor or Certificate
  Diversity Course List (p. 37)
  Global Studies Course List (p. 37)
  Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

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Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

• apply knowledge and skills to an internship experience which in turn will provide practical experience in the field;
• appreciate the role of community collaborations in promoting population health;
• assess the values and perspectives of diverse individuals, communities, and cultures and their influence on health behaviors, choices, and practices;
• conduct needs assessments, design and implement health promotion programs, and carry out program evaluations;
• demonstrate cultural competence by implementing strategies for culturally diverse priority populations;
• engage in collaborative and interdisciplinary approaches for improving population health;
• identify various funding streams for public health;
• understand how to conduct a literature search on a health issue using a variety of academic and public resources and be able to assess the quality of health information and data;
• understand major local, national, and global health challenges;
• understand theories of health behavior and how to effectively facilitate change.

Aquatics Management Minor

This minor will develop the student’s knowledge of water safety, aquatic facility management, small craft safety, scuba operations, exercise and fitness. It will utilize nationally recognized certification programs to train students in each area and equip students for employment in the field of aquatics in such diverse areas as fitness clubs, educational institutions, YMCA, YWCA, rehabilitation centers, community centers and Parks and Recreation departments.

Required Courses

PHED 393 WATER SAFETY INSTRUCTOR’S COURSE 3
PHED 394 LIFEGUARD TRAINING 3
RCLS 350 RECREATION PRACTICUM 5
Electives—choose 4 credits from the list below: 4

PHED 125 PE ACTIVITIES (may be repeated with these titles: Aqua Aerobics, Scuba, Swim Conditioning, Swim Time I)
PHED 135 SPECIALIZED FITNESS ACTIVITIES (Swim Time II)
RCLS 125 RECREATION AND LEISURE SERVICES ACTIVITIES (River Rafting)
RCLS 230 WHITEWATER KAYAKING

Required Certification

Must complete certification in Aquatic Facility Operator (AFO) or Certified Pool Operator (CPO) through the National Recreation and Parks Association (NRPA).

Total Credits 15

• demonstrate competence in all areas of water chemistry as it pertains to pools;
• demonstrate comprehension of basic mechanical concepts involved in the functioning of a swimming pool;
• demonstrate comprehension of national standards related to safety and healthy pools;
• demonstrate comprehension of risk management;
• describe protocol and procedures related to systems and equipment that are required to contain, circulate, filter, heat and treat swimming pool water;
• perform preventative maintenance and basic repair on equipment.

Coaching Minor

Although this is not an endorsable minor, all the courses can be applied toward meeting the state’s clock hour requirements for school
coaches. In the State of Washington high school coaches must have completed 30 clock hours before the beginning of the third year in any of five standards categories (medical aspects, legal aspects, psychological/social foundations, coaching techniques and philosophy sports management/pedagogy). Middle Level coaches must complete a coaching effectiveness training class equivalent to the NFICEP/ASEP coaching principles class before the beginning of their third year.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PHED 251</td>
<td>MOTOR CONTROL AND LEARNING</td>
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<tr>
<td>PHED 259</td>
<td>SPORTS FIRST AID AND INJURY PREVENTION</td>
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<td>PHED 260</td>
<td>SPORT SCIENCES FOR COACHING</td>
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<td>PHED 261</td>
<td>COACHING SPORTS TECHNICAL AND TACTICAL SKILLS</td>
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<td>PHED 348</td>
<td>ANATOMICAL/MECHAB KINESIOLOGY</td>
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<td>PHED 350</td>
<td>PHYSIOLOGICAL KINESIOLOGY</td>
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<td>PHED 461</td>
<td>SPORTS AND EXERCISE PSYCHOLOGY</td>
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**Community Health, Minor**

**Required Courses**

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<tr>
<td>HLED 250</td>
<td>DRUGS, SOCIETY AND HUMAN BEHAVIOR</td>
<td>3</td>
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<tr>
<td>HLED 370</td>
<td>INTRODUCTION TO COMMUNITY AND PUBLIC HEALTH</td>
<td>4</td>
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<td>HLED 374</td>
<td>INTRODUCTION TO EPIDEMIOLOGY</td>
<td>3</td>
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<tr>
<td>HLED 375</td>
<td>GERONTOLOGY</td>
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<td>HLED 440</td>
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<tr>
<td><strong>Total Credits</strong></td>
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**Experiential Education and Group Facilitation Minor**

The Minor in Experiential Education and Group Facilitation addresses the growing experiential education field and the need for trained practitioners within this field. A student completing the full minor curriculum will gain experience, education and training that is essential as an experiential educator or someone who is looking to incorporate experiential education and group facilitation into their field of study or work.

The minor provides two opportunities for certification: Challenge Course Practitioner Level I and Leave No Trace Trainer.

Notes:

- a minimum of 15 credits is required for the minor;
- a minimum of 40 hours of documented facilitation and experiential education experience is required for the minor;
- all courses for the minor must be completed at EWU;
- transfer credits will not be accepted for minor completion;
- in no course required for the minor can the student receive ≥B.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>RCLS 220</td>
<td>LEADERSHIP IN RECREATION AND LEISURE SERVICES</td>
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<tr>
<td>RCLS 225</td>
<td>GROUP FACILITATION TECHNIQUES</td>
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</tr>
<tr>
<td>RCLS 335</td>
<td>CHALLENGE COURSE PRACTITIONER</td>
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<tr>
<td>RCLS 355</td>
<td>LEAVE NO TRACE TRAINER</td>
<td>2</td>
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<tr>
<td>RCLS 380</td>
<td>THEORY AND PRACTICE OF EXPERIENTIAL EDUCATION</td>
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<td><strong>Total Credits</strong></td>
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**Placement and Clearance Exams (p. 21)**

**Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)**

**University Competencies and Proficiencies (p. 33)**

**Breadth Area Core Requirements (BACR)**

- Humanities and Arts (p. 35)
- Natural Sciences (p. 35)
- Social Sciences (p. 36)

**University Graduation Requirements (p. 36) (UGR)**

- Foreign Language
- Minor or Certificate
- Diversity Course List (p. 37)
- Global Studies Course List (p. 37)
- Senior Capstone Course List (p. 38)

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- exhibit the ability to analyze, critique and think about how to put experiential education theory into practice;
- learn technical skills for low and high elements including teaching appropriate spotting skills, equipment use, retrieval and maintenance, various belay techniques, systems and transfers, course set-up and breakdown, knot tying and instructor access climbing skills;
- model and teach appropriate facilitation skills for group games and problem-solving initiative activities including sequencing, setting participant expectations, goal setting, group-decision making, processing and managing the activity;
- model and teach state of the art minimum impact techniques and be able to lead discussions on outdoor ethics and help others explore their own personal outdoor ethic;
- understand experiential education and challenge course history, philosophy and foundational concepts and be able to convey those concepts to other practitioners.

**Personal Training Minor**

Notes:
• minimum grade ≥B- required for each course;
• must obtain Personal Trainer Certification through an approved organization.

Required Courses
MKTG 310 PRINCIPLES OF MARKETING 4
PHED 334 PERSONAL TRAINING 3
PHED 350 PHYSIOLOGICAL KINESIOLOGY 4
PHED 360 ADVANCED PERSONAL TRAINING 3
Choose one of the following
PHED 333 GROUP EXERCISE INSTRUCTOR TRAINING 2
PHED 335 STRENGTH AND CONDITIONING PROLAB
Choose one of the following
BUED 302 BUSINESS COMMUNICATION 4
CMST 312 NONVERBAL COMMUNICATION
Professional Observation
PHED 388 PERSONAL TRAINING PRACTICUM (variable credit course—must complete 2 credits)

Total Credits 21-22

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)
Humanities and Arts (p. 35)
Natural Sciences (p. 35)
Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)
Foreign Language
Minor or Certificate
Diversity Course List (p. 37)
Global Studies Course List (p. 37)
Senior Capstone Course List (p. 38)

Travel and Tourism Minor

Required Courses
RCLS 201 RECREATION AND LEISURE IN MODERN SOCIETY 3
RCLS 455 RESORT AND COMMERCIAL RECREATION MANAGEMENT 3
RCLS 462 FOUNDATIONS OF TRAVEL AND TOURISM 3
RCLS 463 GLOBAL CITIZENSHIP AND INTERNATIONAL TOURISM 4
Choose one of the following 4-5
RCLS 350 RECREATION PRACTICUM
RCLS 465 SEMINAR IN TRAVEL AND TOURISM

Total Credits 17-18

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)
Humanities and Arts (p. 35)
Natural Sciences (p. 35)
Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)
Foreign Language
Minor or Certificate
Diversity Course List (p. 37)
Global Studies Course List (p. 37)
Senior Capstone Course List (p. 38)

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Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—**you must be signed in to use this tool.**

• complete an industry report for a chosen sector of travel and tourism;
• demonstrate working skills of resort management;
• discuss entrepreneurship and complete a feasibility study pertaining to a business in travel and tourism;
• explain the size, scope, and global reach of the tourism industry and travel economy;
• interpret and explain concepts of global citizenship while using ethical and responsible tourism principles;
• provide an in-depth travel guide for a chosen location outside of the United States;
• rationalize the value of leisure throughout history and in modern society.
Athletic Training, Master of Science (MS)

This major is designed for those students who are interested in becoming certified athletic trainers. The major is designed to prepare students to sit for the Board of Certification’s national examination and to work competently in the field of Athletic Training and Sports Medicine. Students must apply and be accepted into the Athletic Training Master of Science Degree Program (MSAT). Admission to the program is based upon evaluation of the student’s entire application, including: the academic record, signed statement of ability to meet the Program Technical Standards, GPA and completion of prerequisite courses, professional references and a written essay. Applications are due February 1st each year. The number of applicants may exceed the number of students that can be admitted to the program; therefore, no assurance can be given that all applicants admitted to the university and who complete the application requirements will be admitted to the MSAT. For further information regarding the application process, please contact Colleen Mastel at: cmastel@ewu.edu or call 509.359.7961.

Application Requirements

- must have completed a minimum of 100 hours working, volunteering, or shadowing with a BOC certified athletic trainer. At least 50 of these hours must be completed in a high school, college or professional setting;
- must provide a copy of current First Aid and CPR/AED certification;
- must have earned a cumulative GPA in a Bachelors Degree of ≥3.0;
- must earn a minimum grade ≥B- in Human Anatomy and Physiology and Kinesiology.

Prerequisite coursework (EWU course equivalents listed)
Students must have completed a series (full academic year) of the following.

- BIOL 232 & BIOL 233 & BIOL 234: HUMAN ANATOMY AND PHYSIOLOGY NON-BIOL MAJORS and HUMAN ANATOMY AND PHYSIOLOGY NON-BIOL MAJORS and HUMAN ANATOMY AND PHYSIOLOGY NON-BIOL MAJORS
- PHED 349 & PHED 350 & PHED 352: ANATOMIC KINESIOLOGY and PHYSIOLOGICAL KINESIOLOGY and MECHANICAL KINESIOLOGY

Students must have completed these courses.

- CHEM 151 or CHEM 161: GENERAL CHEMISTRY for the HEALTH SCIENCES
- CSBS 320: INTRODUCTORY STATISTICS FOR THE SOCIAL SCIENCES
- HLED 256: MEDICAL TERMINOLOGY
- HLED 372: APPLIED NUTRITION AND PHYSICAL FITNESS
- PSYC 100: GENERAL PSYCHOLOGY

Students must have completed five of the following courses. 15-25

- CHEM 162 or CHEM 162: ORGANIC CHEMISTRY FOR THE HEALTH SCIENCES or BIOCHEMISTRY FOR THE HEALTH SCIENCES
- EXSC 455: RESEARCH AND ANALYSIS
- EXSC 480: CLINICAL EXERCISE PHYSIOLOGY
- HLED 194: EMERGENCY RESPONSE
- PHYS 131 or PHYS 132 or PHYS 133: INTRODUCTORY PHYSICS I or INTRODUCTORY PHYSICS II or INTRODUCTORY PHYSICS III
- PHED 335: STRENGTH AND CONDITIONING PROLAB
- PHED 452: ADAPTED PHYSICAL EDUCATION
- PSYC 302: ABNORMAL PSYCHOLOGY
- TCOM 205: INTRODUCTION TO TECHNICAL COMMUNICATION

Total Credits 62-72

Degree Requirements

- must earn a minimum grade ≥B in each ATTR required course
- must have a minimum cumulative GPA ≥B for each quarter while in program
- must complete and present a comprehensive research project
- must be a member of the National Athletic Trainer’s Association
- failure to comply with the above standards will prohibit degree eligibility

Required Courses

- ATTR 501: INTRODUCTION TO ATHLETIC TRAINING 5
- ATTR 502: PATHOLOGIES IN ATHLETIC TRAINING 5
- ATTR 503: ORTHOPEDIC EVALUATION I 5
- ATTR 504: ORTHOPEDIC EVALUATION II 5
- ATTR 511: THERAPEUTIC MODALITIES 5
- ATTR 512: REHABILITATION IN ATHLETIC TRAINING 3
- ATTR 513: REHABILITATION IN ATHLETIC TRAINING II 2
- ATTR 514: ADVANCED TECHNIQUES IN ATHLETIC TRAINING 3
- ATTR 521: EVIDENCE-BASED PRACTICE I 2
- ATTR 522: EVIDENCE-BASED PRACTICE II 2
- ATTR 523: EVIDENCE-BASED PRACTICE III 2
- ATTR 531: CLINICAL PROFICIENCY I 2
- ATTR 532: CLINICAL PROFICIENCY II 2
- ATTR 533: CLINICAL PROFICIENCY III 2
- ATTR 541: PHARMACOLOGY FOR THE ATHLETIC TRAINER 2
- ATTR 542: CONTEMPORARY HEALTH ISSUES IN ATHLETIC TRAINING 4
- ATTR 543: GENERAL MEDICAL CONDITIONS 4
- ATTR 544: PRINCIPLES OF ADMINISTRATION IN ATHLETIC TRAINING 4
- ATTR 551: PRINCIPLES IN CLINICAL APPLICATION I 2
- ATTR 552: PRINCIPLES IN CLINICAL APPLICATION II 2
- ATTR 553: PRINCIPLES IN CLINICAL APPLICATION III 2
- ATTR 588: CLINICAL PRACTICUM (must be repeated 3+2+2+3+2+2) 14
- ATTR 601: RESEARCH PROJECT (must be repeated 2+2+2) 6

Total Credits 85

- gain an understanding and demonstrate experience in being good citizens both in the community and in their professional organization;
- gain clinical experiences in a variety of service learning settings that will allow them to be prepared to work in the diverse opportunities found within the field of Athletic Training;
gain the basic knowledge, understanding and skills needed to work competently as an entry level Certified Athletic Trainer as well as to contribute to the knowledge base in the field of Athletic Training.

**Physical Education, Master of Science (MS)**

Student may choose between two tracks: Exercise Science or Sports and Recreation Administration.

Note: before the awarding of the master’s degree, each student will successfully complete one of two options: a thesis or other research project; or a written examination.

**Exercise Science**

**Required Core**

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<th>Course</th>
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<tr>
<td>PHED 500</td>
<td>INTRODUCTION TO GRADUATE STUDIES</td>
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<tr>
<td>PHED 505</td>
<td>CURRENT ISSUES AND ETHICS</td>
<td>3</td>
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<tr>
<td>PHED 517</td>
<td>SURVEY RESEARCH</td>
<td>3</td>
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<tr>
<td>PHED 518</td>
<td>REVIEW OF LITERATURE</td>
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<td>PHED 519</td>
<td>STATISTICS IN PHYSICAL EDUCATION</td>
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<td>PHED 520</td>
<td>RESEARCH METHODS IN PHYSICAL EDUCATION</td>
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**Approved Electives**

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**Required Exercise Science Courses**

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<tr>
<td>PHED 550</td>
<td>ADVANCED BIOMECHANICS</td>
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<tr>
<td>PHED 554</td>
<td>BEHAVIOR CHANGE-THEORY AND PRACTICE</td>
<td>3</td>
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<td>PHED 555</td>
<td>ADVANCED PHYSIOLOGY OF EXERCISE</td>
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<td>PHED 556</td>
<td>ADVANCED CLINICAL EXERCISE PHYSIOLOGY</td>
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<tr>
<td>PHED 600</td>
<td>THESIS (1-9)</td>
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Total Credits 48-51

**Sports and Recreation Administration**

**Required Core Courses**

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<tr>
<th>Course</th>
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<tr>
<td>PHED 500</td>
<td>INTRODUCTION TO GRADUATE STUDIES</td>
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<td>PHED 505</td>
<td>CURRENT ISSUES AND ETHICS</td>
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<tr>
<td>PHED 517</td>
<td>SURVEY RESEARCH</td>
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<td>PHED 518</td>
<td>REVIEW OF LITERATURE</td>
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<td>PHED 519</td>
<td>STATISTICS IN PHYSICAL EDUCATION</td>
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<td>PHED 520</td>
<td>RESEARCH METHODS IN PHYSICAL EDUCATION</td>
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**Approved Electives**

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**Sports and Recreation Administration Courses**

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<tr>
<th>Course</th>
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<tbody>
<tr>
<td>PHED 507</td>
<td>ADMINISTRATION AND MANAGEMENT IN HEALTH AND PHYSICAL EDUCATION</td>
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<tr>
<td>PHED 522</td>
<td>RISK MANAGEMENT: SPORT AND SCHOOL LAW</td>
<td>3</td>
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<td>PHED 524</td>
<td>SPORTS MARKETING</td>
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<td>PHED 525</td>
<td>FACILITIES PLANNING, OPERATIONS AND MANAGEMENT</td>
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<td>PHED 600</td>
<td>THESIS</td>
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<tr>
<td>or PHED 601</td>
<td>RESEARCH REPORT</td>
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</tbody>
</table>

**Total Credits** 48-51

- investigate ideas and complete professional tasks as a member of a team;
- demonstrate familiarity with the scholarly publications, primary written works, professional organizations and certification/licensure requirements of their specialization;
- discuss advanced topics in their area of specialization with an appropriate level of knowledge and application of critical thinking;
- design, conduct and report scholarly work.

**Athletic Training (ATTR)**

**ATTR 201. INTRODUCTION TO ATHLETIC TRAINING.** 3 Credits.

Introduction to athletic training is a basic course designed to introduce the profession of athletic training to students who are interested in pursuing athletic training as a professional career choice. Students will be introduced to the following areas that encompass the athletic training field: athletic training as an allied health profession, current educational requirements for national practice, emergency planning and procedures, and environmental concerns. Hands-on experiences may include common wrapping, taping and bracing techniques.

**ATTR 288. CLINICAL ATHLETIC TRAINING I.** 1 Credit.

**Pre-requisites:** must be a declared Athletic Training major.

The course is designed to provide clinical experience in a professional athletic training setting. The student works as an assistant under the direction of a certified athletic trainer/clinical instructor. A portfolio completed by the student and checked off by the clinical instructor is used to document completion of competencies. This course should be taken three times during an academic career.

**ATTR 296. EXPERIMENTAL COURSE.** 1-5 Credits.

**ATTR 339. ATHLETIC TRAINING.** 4 Credits.

**Pre-requisites:** ATTR 201.

The purpose of the Basic Athletic Training Course is to provide participants with the fundamental aspects of Athletic Training including prevention, recognition, management and treatment of various musculoskeletal injuries. The lab portion of the class will address basic wrapping and taping techniques, as well as hands-on injury evaluation.

**ATTR 340. THERAPEUTIC MODALITIES IN SPORTS MEDICINE.** 4 Credits.

**Pre-requisites:** ATTR 339 or permission of course instructor.

The course covers techniques in therapeutic exercise, thermal therapy, hydrotherapy, cryotherapy and electrical modalities. It also introduces students to psychological and physiological responses to injury.

**ATTR 341. REHABILITATION IN ATHLETIC TRAINING.** 4 Credits.

**Pre-requisites:** ATTR 340 or permission of course instructor.

Design and supervision of rehabilitation programs for orthopedic athletic injuries. This will include common programs for major joint and musculoskeletal injuries; also will consist of learning techniques in therapeutic exercise, massage, joint mobilization, and proprioceptive neuromuscular facilitation.
ATTR 350. MEDICATIONS IN THE HEALTH CARE PROFESSIONS. 2 Credits.
This course covers usage of therapeutic medications for allied health care professionals. It explores the common medications used in the rehabilitative health professions. It also addresses the mechanisms of drug action in relation to the treatment of diseases, dosage requirements, drug interactions, side effects, legal considerations and general information and guidelines related to medication usage.

ATTR 360. GENERAL MEDICAL CONDITIONS. 3 Credits.
Pre-requisites: ATTR 341 or permission of the instructor.
This course will provide students an opportunity to learn about general medical conditions of the body system. Subjects covered will include mechanism of acquisition, signs, symptoms, referral, treatment and return to participation criteria. Students will develop a framework for decision making when evaluating individuals including athletes that present with these conditions.

ATTR 370. CONTEMPORARY HEALTH ISSUES IN ATHLETIC TRAINING. 3 Credits.
Pre-requisites: ATTR 201 or permission of instructor.
This course provides an understanding of the personal and societal health issues they will encounter as a part of the profession of athletic training.

ATTR 388. CLINICAL ATHLETIC TRAINING II. 1 Credit.
Pre-requisites: ATTR 288 or equivalent.
A course designed to provide a minimum of 1000 hours of clinical experience in a professional athletic training setting over a minimum of at least two years. The students work in an assistant capacity under the direction of a certified athletic trainer/clinical instructor. A portfolio, completed by the students and checked off by the clinical instructor is used to document completion of competencies.

ATTR 428. ORTHOPEDIC EVALUATION I. 4 Credits.
Pre-requisites: ATTR 341 or permission of course instructor.
This course will provide students an opportunity to learn and practice injury evaluation procedures used in athletic training. The course will address history taking, inspection, palpation and orthopedic evaluation, as basic principles used in injury evaluation. Laboratory time will be devoted to palpation, structural assessment, neurologic assessment, range of motion and strength assessment of the pelvis, hip, thigh, lower leg, ankle and foot.

ATTR 429. ORTHOPEDIC EVALUATION II. 4 Credits.
Pre-requisites: ATTR 428 or permission of course instructor.
This course will provide students an opportunity to learn and practice injury evaluation procedures used in athletic training. The course will address history taking, inspection, palpation and orthopedic evaluation, as basic principles used in injury evaluation. Laboratory time will be devoted to palpation, structural assessment, neurologic assessment and strength assessment in injuries involving the spine, shoulder, elbow, wrist, and hand.

ATTR 439. CURRENT TOPICS IN SPORTS MEDICINE. 1 Credit.
This course incorporates current topics that are not generally taught in the athletic training curriculum. It emphasizes student participation through a group presentation. The course is to be taken at least three times for the major.

ATTR 450. ADVANCED PROCEDURES AND TECHNIQUES IN ATHLETIC TRAINING. 3 Credits.
Pre-requisites: ATTR 428 and ATTR 429.
This course introduces students to those skills and techniques used in the practice of athletic training that are beyond those typically considered basic in the profession, in that the procedures discussed and the practical skills attained are more time intensive and require pre-requisite foundational skills.

ATTR 488. CLINICAL ATHLETIC TRAINING III. 2 Credits.
Pre-requisites: ATTR 388 or permission of instructor.
This course should be taken three times during an academic career. A course designed to provide a minimum of 1000 hours of clinical experience in a professional athletic training setting over a minimum of at least two years. The students work in an assistant capacity under the direction of a certified athletic trainer/clinical instructor. A portfolio, completed by the students and checked off by the clinical instructor is used to document completion of competencies.

ATTR 490. SENIOR CAPSTONE. 4 Credits.
Pre-requisites: senior standing.
Satisfies: a university graduation requirement—senior capstone.
The course is designed as the capstone for athletic training majors. It will focus on the administrative and management responsibilities required when working in the field of sports medicine including job requirements and problems faced as a professional. The final project will require students to work in groups to design an athletic training facility, addressing facility and equipment selection and organization, personnel selection and management, legal liability, insurance and budgeting.

ATTR 496. EXPERIMENTAL COURSE. 1-5 Credits.

ATTR 499. DIRECTED STUDY. 1-15 Credits.

ATTR 501. INTRODUCTION TO ATHLETIC TRAINING. 5 Credits.
This course provides athletic training students with an introduction to the profession its role in the health care professions as well as the fundamental knowledge and basic athletic training skills necessary to begin working jointly with an athletic training preceptor in the field environment. The course will include injury prevention as it pertains to the environment, emergency planning and procedures, as well as dealing with traumatic head, neck and back injuries, environmental concerns, wrapping, taping, and bracing techniques, and basic wound care.

ATTR 502. PATHOLOGIES IN ATHLETIC TRAINING. 5 Credits.
Pre-requisites: ATTR 501.
This course provides athletic training students with the fundamental knowledge of pathological conditions that commonly occur in athletes. The course also assists in developing basic clinical skills necessary in the evaluation process of pathological conditions. Hands-on laboratory activities are incorporated.

ATTR 503. ORTHOPEDIC EVALUATION I. 5 Credits.
Pre-requisites: ATTR 502.
This course will provide students with an interactive opportunity to learn and practice injury evaluation procedures used in the athletic training profession. The student will also be given an opportunity to participate in the teaching of specific parts of the evaluation to their fellow classmates. This course will address the aspects of the medical history and physical exam. Laboratory time will be devoted to palpation, structural assessment, neurologic assessment, range of motion and strength assessment of a variety of areas in the lumbar spine and lower extremities.
ATTR 504. ORTHOPEDIC EVALUATION II. 5 Credits.  
**Pre-requisites:** ATTR 503.  
This course will provide students with an interactive opportunity to learn and practice injury evaluation procedures used in the athletic training profession. This course will address the aspects of the medical history and physical exam. Laboratory time will be devoted to palpation, structural assessment, neurological assessment, range of motion and strength assessment of a variety of areas in the upper extremity, head, neck, thorax and abdomen.

ATTR 511. THERAPEUTIC MODALITIES. 5 Credits.  
**Pre-requisites:** ATTR 501.  
This course will provide students with an interactive opportunity to learn, discuss and practice the use of therapeutic interventions in the treatment of musculoskeletal injuries. Laboratory time will be devoted to recognition of signs and symptoms warranting intervention as well as their appropriate set up, application and removal. Additionally, students will have the opportunity to learn and practice more common manual therapies used in Athletic Training, such as traction, joint mobilization and massage.

ATTR 512. REHABILITATION IN ATHLETIC TRAINING. 3 Credits.  
**Pre-requisites:** ATTR 501.  
This course gives in-depth exposure to the theory and practical application of rehabilitation techniques used in a sports medicine environment. The primary focus of this course is rehabilitation goals, psychological considerations, specific orthopedic rehabilitation programs, exercise prescription and other important issues related to orthopedic rehabilitation of the lower extremity.

ATTR 513. REHABILITATION IN ATHLETIC TRAINING II. 2 Credits.  
**Pre-requisites:** ATTR 501.  
This course gives in-depth exposure to the theory of rehabilitation used in a sports medicine environment with an added emphasis on the practical application of rehabilitation techniques. The primary focus of this course is rehabilitation goals, psychological considerations, specific orthopedic rehabilitation programs, exercise prescription and other important issues related to orthopedic rehabilitation of the upper extremity.

ATTR 514. ADVANCED TECHNIQUES IN ATHLETIC TRAINING. 3 Credits.  
**Pre-requisites:** ATTR 512.  
This course will provide students with exposure and experience in orthopedic evaluation and rehabilitative techniques in areas not yet covered in the athletic training education program (ATEP) curriculum or at a greater depth in some areas where students have received basic information and training.

ATTR 521. EVIDENCE-BASED PRACTICE I. 2 Credits.  
**Pre-requisites:** ATTR 501.  
This course will provide the students with an increased understanding of Evidence Based Practice and its application in the profession as well as assist students with developing research skills to critically review current research. It will also provide students an opportunity to utilize newly acquired research skills to develop and present a professional research project.

ATTR 522. EVIDENCE-BASED PRACTICE II. 2 Credits.  
**Pre-requisites:** ATTR 521.  
This course will provide the students with an introduction to design of experiments, reliability and validity, data analysis, and hypothesis testing. More depth of understanding will be provided in the area of Evidence Based Practice and the research process. This course will also provide students training and education for the institutional review board (IRB) process.

ATTR 523. EVIDENCE-BASED PRACTICE III. 2 Credits.  
**Pre-requisites:** ATTR 521.  
This course will provide the students with an opportunity to critically read and understand published clinical research in the field of athletic training. This course will also provide students training and education in writing a research proposal that will submitted to the institutional review board (IRB).

ATTR 531. CLINICAL PROFICIENCY I. 2 Credits.  
**Pre-requisites:** ATTR 501.  
This course provides athletic training students with in depth training, refinement, and practice of basic athletic training skills in order to become “proficient” in these areas. Students will also receive education and training in more advanced athletic training skills. The course will include wrapping, taping, bracing and splinting techniques; management of dermal injuries; the care of spinal trauma, and other emergency equipment.

ATTR 532. CLINICAL PROFICIENCY II. 2 Credits.  
**Pre-requisites:** ATTR 501.  
This course provides athletic training students with in depth training, refinement, and practice of basic athletic training skills in order to become “proficient” in these areas. Students will also receive education and training in more advanced athletic training skills. The course will include wrapping, taping, bracing and splinting techniques; management of dermal injuries; the care of spinal trauma, and other emergency equipment.

ATTR 533. CLINICAL PROFICIENCY III. 2 Credits.  
**Pre-requisites:** ATTR 501.  
This course provides athletic training students with in depth training, refinement, and practice of basic athletic training skills in order to become “proficient” in these areas. Students will also receive education and training in more advanced athletic training skills. The course will include wrapping, taping, bracing and splinting techniques; management of dermal injuries; the care of spinal trauma, and other emergency equipment.

ATTR 541. PHARMACOLOGY FOR THE ATHLETIC TRAINER. 2 Credits.  
**Pre-requisites:** ATTR 501.  
This course will provide the students a working knowledge of therapeutic medications commonly used in the rehabilitative health professions. The material will primarily pertain to mechanisms of drug action in relation to the treatment of a disease, dosage requirements, drug interactions, side effects, legal considerations and general information and guidelines related to medication usage.

ATTR 542. CONTEMPORARY HEALTH ISSUES IN ATHLETIC TRAINING. 4 Credits.  
**Pre-requisites:** ATTR 504.  
Students will gain an understanding for the personal and societal health issues they will encounter as a part of the profession of athletic training as well as the barriers and strategies to cope with maintaining a life balance. They will further explore the theoretical basis and application of psychosocial strategies and their clinical integration in the field of athletic training.
ATTR 543. GENERAL MEDICAL CONDITIONS. 4 Credits.  
**Pre-requisites:** ATTR 504.  
This course will provide students an opportunity to learn about general medical conditions by body system, their mechanism of acquisition, signs, symptoms, referral, treatment, and return to participation criteria. Students will also develop a framework for decision making when evaluating individuals, including athletes that present with these conditions. Students will also be given the opportunity to interact with allied health care professionals through this class.

ATTR 544. PRINCIPLES OF ADMINISTRATION IN ATHLETIC TRAINING. 4 Credits.  
**Pre-requisites:** ATTR 504.  
This course stresses the administrative and management responsibilities required when working in the athletic training/sports medicine field. It includes operation and design of an athletic training/sports medicine facility, insurance, legal issues, emergency action plans, personnel selection, budgeting, and organizational skills. There will be individual and group projects that will culminate in a final project that will be assessed by professionals within the field as well as your peers. The final project will involve the development of a business plan for an athletic training facility. Each student will also produce a professional portfolio and program deficiency plan for review by the student’s academic advisor.

ATTR 551. PRINCIPLES IN CLINICAL APPLICATION I. 2 Credits.  
**Pre-requisites:** ATTR 533.  
This course provides athletic training students with preparation into professional practice, including by not limited to the major areas of the national board of certification (BOC) examination, continuing education, and providing service. Students will have the opportunity increase their own understanding and professional skills through teaching various athletic training skills and techniques to newer students. Students will also continue to work toward “proficiency” in all athletic training competencies and skills as they participate in: wrapping, taping, bracing and splinting techniques; management of dermal injuries; the care of spinal trauma and the use of other emergency interventions.

ATTR 552. PRINCIPLES IN CLINICAL APPLICATION II. 2 Credits.  
**Pre-requisites:** ATTR 533.  
This course provides athletic training students with preparation into professional practice, including by not limited to the major areas of the national board of certification (BOC) examination, continuing education, and providing service. Students will have the opportunity increase their own understanding and professional skills through teaching various athletic training skills and techniques to newer students. Students will also continue to work toward “proficiency” in all athletic training competencies and skills as they participate in: wrapping, taping, bracing and splinting techniques; management of dermal injuries; the care of spinal trauma and the use of other emergency interventions.

ATTR 553. PRINCIPLES IN CLINICAL APPLICATION III. 2 Credits.  
**Pre-requisites:** ATTR 533.  
This course provides athletic training students with preparation into professional practice, including by not limited to the major areas of the national board of certification (BOC) examination, continuing education, and providing service. Students will have the opportunity increase their own understanding and professional skills through teaching various athletic training skills and techniques to newer students. Students will also continue to work toward “proficiency” in all athletic training competencies and skills as they participate in: wrapping, taping, bracing and splinting techniques; management of dermal injuries; the care of spinal trauma and the use of other emergency interventions.

ATTR 588. CLINICAL PRACTICUM. 2-3 Credits.  
**Pre-requisites:** ATTR 501.  
Students work under the supervision of a certified athletic trainer to gain experience and exposure to all aspects of athletic training.

ATTR 601. RESEARCH PROJECT. 1-6 Credits.  
**Pre-requisites:** ATTR 522. Permission of the instructor, department chair and college dean.  
This course is designed to guide the student through the process of contributing to the body of knowledge in Athletic Training and Allied Health through the preparation of a clinical case report. In this course, students will work with faculty mentors to prepare the case report, write a research manuscript, and present research findings via platform and poster presentations. The assignment is to be completed as partial completion of the requirements for the degree of Master of Athletic Training.

### Exercise Science (EXSC)

EXSC 301. INTRODUCTION TO EXERCISE SCIENCE. 1 Credit.  
**Pre-requisites:** must be declared exercise science major.  
This course covers the basic skills necessary for success in the Exercise Science Program and prepares students for a career or graduate school. Students are exposed to professionals from multiple career fields related to Exercise Science. Presentations include the development of a resume and cover letter, how to use the library effectively and various professional development tools. The goal of this course is to help you gain a clear understanding of your career aspirations and to help direct your studies towards those goals.

EXSC 388. EXERCISE SCIENCE PRACTICUM. 1-8 Credits.  
**Pre-requisites:** permission of the instructor.  
This course is designed to assist Pre-Physical Therapy (PT) and Pre-Occupational Therapy (OT) students prepare for their application to graduate school. The Pre-PT and Pre-OT Exercise Science majors are required to observe and/or work under a licensed PT or OT in different settings. They will spend a minimum of 50 hours at any one location and can observe in 2-4 different locations. The experience will be documented through record of hours, and a reflection of the experience as a potential career location as a PT or OT professional at the completion of the hours.

EXSC 395. INTERNSHIP. 1-8 Credits.  
**Pre-requisites:** permission of the instructor.

EXSC 455. RESEARCH AND ANALYSIS. 2 Credits.  
**Pre-requisites:** CSBS 320.  
This course is designed to teach the students to critically analyze the literature in the field. In addition, they will be exposed to the criteria for good research and to evaluate how well articles in the field follow that criteria.

EXSC 460. PHYSIOLOGY OF EXERCISE. 4 Credits.  
**Pre-requisites:** PHED 349 and PHED 350 or permission of the instructor.  
The application of physiological principles to exercise. Special attention is given to energy sources, work, power, pulmonary system, cardiorespiratory neural control systems, sex differences, hypoxia and hyperbaric pressure, heat balance, body composition, and the endocrine system in exercise.
EXSC 480. CLINICAL EXERCISE PHYSIOLOGY. 3 Credits.
Pre-requisites: PHED 350 or permission of the instructor.
This course presents a detailed understanding of the latest advances in the emerging field of clinical exercise physiology. The focus is on diseases, where exercise can impact onset, treatment or outcomes, i.e., diseases of the cardiovascular, endocrine and musculoskeletal systems.

EXSC 481. ELECTROCARDIOLOGY INTERPRET. 3 Credits.
Pre-requisites: BIOL 232, BIOL 233.
This course teaches the interpretation of electrocardiograms (ECGs). It will cover normal and pathological changes both at rest and during exercise.

EXSC 488. PROFESSIONAL INTERNSHIP. 5-15 Credits.
Pre-requisites: permission of the instructor.
This course is designed to assist Exercise Science students prepare for a job in their chosen field. The internship experience is hands-on under the supervision of a professional, monitored by the faculty advisor. Students will have completed the majority of their course work to prepare for the experience. The requirement is 400 hours and may be divided into up to three locations. The experience will be documented through record of hours and regular reflections of the experience as a potential career location, as well as evaluations by the site supervisor.

EXSC 490. SENIOR CAPSTONE IN EXERCISE SCIENCE. 4 Credits.
Pre-requisites: senior standing and EXSC 460.
Satisfies: a university graduation requirement—senior capstone.
This course is designated as a departmental capstone for Exercise Science majors. They will study the process of assessment and prescription of apparently healthy adults. There will be end-of-program assessment, both written and practical. Students will also study a current issue in the field through research, group projects and written and oral presentations. The course is designed to help students prepare for the ACSM’s Certified Health Fitness Specialist, the benchmark exam in the field.

EXSC 495. INTERNSHIP. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

EXSC 496. EXPERIMENTAL COURSE. 1-15 Credits.

EXSC 499. DIR STUDY. 1-15 Credits.

Health Education (HLED)

HLED 115. WELLNESS FOR LIFE. 3 Credits.
Offers an overview of basic concepts of personal wellness from a holistic perspective. Explores behavior change, nutrition, physical activity, stress management, healthy relationships, environmental health, spiritual health, sexuality, drugs and alcohol, and intellectual health. Students assess their own wellness and develop strategies for behavioral change.

HLED 192. SPORTS SAFETY TRAINING. 3 Credits.
The purpose of the American Red Cross Sports Safety Training course is to provide participants with the necessary skills and knowledge to help provide a safe environment for participation, recognize and treat emergency situations, and understand how to apply preventative measures for health and safety of sports participants.

HLED 193. STANDARD FIRST AID AND SAFETY. 2 Credits.
The American Red Cross CPR/AED for Professional Rescuers and Health Care Providers program is to train professional-level rescuers to respond to breathing and cardiac emergencies in adults, children and infants until more advanced medical personnel take over. Students will earn the American Red Cross CPR/AED for Professional Rescuers and Health Care Providers certification good for two years from the course date.

HLED 194. EMERGENCY RESPONSE. 3 Credits.
The course provides the participant with the knowledge and skills necessary to work as a first responder. In an emergency, first responders help sustain life, reduce pain, and minimize the consequences of injury or sudden illness until more advanced medical practitioners can arrive. The course content and activities will prepare participants to make appropriate decisions about the care to provide in an emergency. The course teaches the skills a first responder needs to act as a crucial link in the Emergency Medical Services (EMS) system.

HLED 197. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

HLED 200. ADMISSION TO HEALTH AND FITNESS. 2 Credits.
This course is designed to introduce potential majors to the Health and Fitness profession as well as describe the major’s expectations and requirements for being admitted into the program and becoming certified as a K-12 Health and Fitness instructor.

HLED 201. INTRODUCTION TO HEALTH AND WELLNESS. 3 Credits.
This course is designed to be an introduction to health and wellness. Foundations are laid in nutrition, physical activity and fitness, stress management, substance abuse, disease and injury prevention, sexually transmitted diseases, and environmental health issues, among others. In addition, skills are taught to enhance the student’s ability to make health behavior changes.

HLED 202. INTRODUCTION TO HEALTH, WELLNESS AND SUSTAINABLE LIVING. 4 Credits.
Pre-requisites: ENGL 101, may be taken concurrently or permission of the instructor.
Satisfies: a BACR for humanities and arts.
This course is design to be an introductory health, wellness, and sustainability living class that provides a broad overview of a number of topics that specifically focus on living a healthy physically active lifestyle connecting people, place and planet as well as increasing an individual’s awareness of how to be a greener consumer.

HLED 250. DRUGS, SOCIETY AND HUMAN BEHAVIOR. 3 Credits.
This course consist of a study of human behavior in the context of drug use, abuse, and addiction. There will be discussions on the physiology of drug consumption, as well as the physical, emotional, psychological, and social affects of various groups of drugs (depressants, stimulants, opiates, hallucinogens, and narcotics). Prescription drugs, over the counter drugs, steroids, and other supplements will also be discussed.

HLED 256. MEDICAL TERMINOLOGY. 2 Credits.
This course examines the nature and function of the medical language, and the building of medical words from word roots, prefixes, suffixes, and combining forms. This course will prepare students who are entering into medical-related fields of interest.
HLED 293. CPR/AED REFRESHER COURSE. 1 Credit.
The American Red Cross CPR/AED for Professional Rescuers and Health Care Providers program is to train professional-level rescuers to respond to breathing and cardiac emergencies in adults, children and infants until more advanced medical personnel take over. Students will earn the American Red Cross CPR/AED for Professional Rescuers and Health Care Providers certification good for two years from the course date.

HLED 296. EXPERIMENTAL COURSE. 1-10 Credits.

HLED 299. SPECIAL STUDIES. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Special studies in health education or community health. Selected topics vary according to student and faculty interest.

HLED 300. AFTER-SCHOOL PROGRAMMING. 3 Credits.
This course engages students in how to successfully implement as well as physically be responsible for facilitating an After-School Garden-Based & Outdoor Educational program in collaboration with a local community member.

HLED 365. TEACHING METHODS IN HEALTH. 3 Credits.
Pre-requisites: PHED 365 and PHED 375.
This course covers methods and procedures of teaching health in elementary, junior and senior high schools. It provides an opportunity for practice teaching and development of teaching units for the classroom.

HLED 366. WOMEN’S HEALTH ISSUES. 4 Credits.
Cross-listed: WMST 366.
Satisfies: a university graduation requirement—diversity.
This course will explore the unique personal and social concerns regarding women’s health. Emphasis will be placed on the social and health related issues that women face throughout the life cycle. Discussion will include the effect of gender stratification in the workforce, gender roles in the family unit, female depiction in the media, substance abuse, body image, pregnancy and sexuality and other issues that affect women’s mental, physical and emotional health.

HLED 370. INTRODUCTION TO COMMUNITY AND PUBLIC HEALTH. 4 Credits.
Pre-requisites: declared Major in Health and Fitness or Public Health.
This course provides the concepts, theories, terms, and resources which are related to community health issues and programs.

HLED 372. APPLIED NUTRITION AND PHYSICAL FITNESS. 3 Credits.
This course is an introduction to the field of applied nutrition. The course content brings together information from a variety of fields - biochemistry, exercise physiology, nutrition, medicine and physiology. The students apply that knowledge to understand how what we eat affects not only sport performance but also personal health.

HLED 374. INTRODUCTION TO EPIDEMIOLOGY. 3 Credits.
Pre-requisites: HLED 370 or permission of instructor.
This course examines the major communicable diseases of humans with emphasis upon prevention and control, and it provides an introduction to the modern scientific approach to control of communicable diseases and biostatistics.

HLED 375. GERONTOLOGY. 3 Credits.
Pre-requisites: HLED 201 or permission of the instructor.
This course examines anatomical, physiological, pathological, medical, psychological and sociological factors that impact individuals moving through the aging process. The topics discussed will include the major problems of degenerative and chronic diseases, and an analysis of the physical and physiological deterioration of the body and mind.

HLED 376. CONSUMER HEALTH. 3 Credits.
Consumer health has much to do with the way we live. It deals with the selection of the products and services available in the marketplace that have an impact on health. Discussion includes: advertising, methods of distribution, techniques of selling, and methods of making positive decisions about health products and services.

HLED 380. HEALTH BEHAVIOR CHANGE. 4 Credits.
Pre-requisites: HLED 370 and HLED 382 or permission of instructor.
This course will provide students with the theoretical tools to analyze health-related behaviors and the social, cultural and environmental context in which they occur. An ecological/systems approach will provide the foundation for learning and applying a variety of health behavior theories.

HLED 381. MIND-BODY HEALTH. 3 Credits.
Pre-requisites: HLED 370 or permission of instructor.
The mind-body interaction has important implications for the way we view health and the practice of health promotion. This course will explore how thoughts and emotions impact health. Stress will be considered through personal inventory and reflection as well a biological examination of the impact of stress on physical health. Positive psychology and topics related to happiness and resiliency will be explored. Students will have the opportunity to practice common mind-body techniques such as progressive muscle relaxation, meditation, and cognitive behavioral therapy. This course provides knowledge and skills for health professionals to study and apply theories of mind-body medicine and health.

HLED 382. HEALTH DISPARITIES. 4 Credits.
Pre-requisites: declared Public Health Major or permission of instructor.
This course will examine the cultural, socioeconomic, and political factors that contribute to health disparities on a local, national, and global level. Health disparities represent the most important challenge in public health. Social conditions such as poverty, social isolation, segregation, gender and race are associated with chronic diseases and causes of premature death. This course will adopt a systems lens to identify relationships and leverage points to help reduce disparities and improve health across all borders.

HLED 383. ENVIRONMENTS FOR HEALTH. 4 Credits.
Notes: taught spring quarter.
Pre-requisites: HLED 380 or permission of instructor.
This course will examine how the built & natural environment influences health behavior. Students will examine urban design features that impact physical activity such as parks, sidewalks, trails, public transit and connectivity. A key element of this course is a service learning project that allows students to apply their learning by analyzing walkability in their community. Students will also explore the concept of biophilia and how time spent in nature can buffer the effects of certain health conditions such as stress, ADHD and autism.
HLED 395. CO-OP FIELDWORK. 1-15 Credits.
HLED 396. EXPERIMENTAL COURSE. 1-5 Credits.
HLED 397. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
HLED 399. DIRECTED STUDY. 1-5 Credits.

HLED 411. EMERGENCY RESPONSE INSTRUCTOR. 2 Credits.
Pre-requisites: junior standing and HLED 194.
Teaching methods and procedures in skills as prescribed by the American Red Cross (ARC) Emergency Response Course. Those who qualify may earn the American Red Cross Emergency Response Instructor Certificate valid for 3 years, and the American Red Cross CPR for the professional rescuer certificate valid for 1 year.

HLED 412. EMERGENCY RESPONSE INSTRUCTOR’S LABORATORY PRACTICUM. 3 Credits.
Pre-requisites: HLED 194, HLED 411.
The most current First Aid teaching and skill techniques required by the American Red Cross will be implemented in a laboratory situation. The student will teach an undergraduate level First Aid laboratory class as a student instructor. This instruction will be under supervision of a certified master teacher. Upon successful completion of all requirements the Emergency Response Instructor Certificate will be renewed for one more year.

HLED 440. HEALTH PROMOTION PROGRAM DEVELOPMENT. 4 Credits.
Pre-requisites: HLED 380 or permission of instructor.
In this course students learn how to develop a detailed and evidence-based health promotion program using planning models. Emphasis is placed on developing and understanding: needs assessments, program rationale, mission statements, and goals and objectives. Students also explore theories and models commonly used in health promotion programs and apply these principles in a service-learning project.

HLED 450. HEALTH PROMOTION PROGRAM IMPLEMENTATION AND EVALUATION. 4 Credits.
Pre-requisites: HLED 440 with a grade ≥2.5.
In this course students learn how to implement and evaluate effective health promotion programs. Emphasis is placed on implementation strategies, advocacy plans, targeted marketing strategies, program budgets and evaluation plans. Students explore effective health communication strategies and ethical guidelines established by the National Commission for Health Education Credentialing.

HLED 475. HUMAN SEXUALITY. 3 Credits.
Pre-requisites: declared major in Health and Fitness or Public Health.
This course is an overview of the anatomical, physiological, psychological, behavioral and social/cultural aspects of human sexuality.

HLED 482. GRANT WRITING IN PUBLIC HEALTH. 3 Credits.
Pre-requisites: HLED 440 or permission of instructor.
This class will teach students the skills necessary to write grants in the health field. It is an applied class where the students are expected to go through the grant writing process. The skills developed will prepare the students to search and apply for funding from a variety of sources.

HLED 483. ADOLESCENT HEALTH ISSUES. 3 Credits.
Enables parents, teachers and professional staff to identify factors that cause adolescent health problems. Focuses on identifying risk factors and steps to improve adolescent health.

HLED 484. FACTS ABOUT HIV/AIDS. 3 Credits.
Provides basic information about HIV/AIDS, covering areas of concern for lay individuals and working professionals. Students will gain knowledge about transmission and treatment of HIV/AIDS and related issues such as its relationship to children, CPR, first aid, aquatics and impact on society.

HLED 485. MANAGING STRESS. 3 Credits.
Provides valuable information on how stress affects health and teaches students how to manage stress effectively.

HLED 486. PREVENT DISEASE TRANSMISSION. 3 Credits.
Provides basic information about types of infectious diseases with focus on the transmission and prevention of blood-borne pathogens. Students will learn about OSHA regulations and how to protect themselves in the workplace.

HLED 487. TIME MANAGEMENT. 3 Credits.
Provides valuable time management skills for real life applications. Students select from time management options to analyze, strategize, and attack their individual time management concerns.

HLED 488. SERVICE LEARNING IN PUBLIC HEALTH. 6-12 Credits.
Notes: Must obtain prior approval of the Public Health Program Director. This class will require 20-40 hours depending on the number of registered credits.
Pre-requisites: permission of instructor.
The Service Learning experience should occur in the final quarter after the student has completed all required course work. Service Learning, by definition, requires an intentional balance between students providing service to the community while engaging in meaningful work experience. A core component of service learning is reflection which will occur throughout the field experience. This immersive community-based field experience celebrates the beginning of the student’s transition from Eastern Washington University to the “real world” of work.

HLED 490. SENIOR CAPSTONE IN PUBLIC HEALTH. 4 Credits.
Notes: this course is based on the Certified Health Education Specialist (CHES) competencies.
Pre-requisites: HLED 450 with a grade ≥B.
Satisfies: a university graduation requirement—senior capstone.
This course is designated as the capstone course for those students majoring in Public Health within the Department of Physical Education, Health and Recreation. An end-of-program assessment will be completed. The course will focus on the major issues, requirements and problems facing health professionals as they enter the field. Using group problem solving techniques, lecture and a final project developed to encompass past knowledge and skills, the students will present a course plan.

HLED 495. INTERNSHIP. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

HLED 496. EXPERIMENTAL COURSE. 1-5 Credits.
Provides the opportunity to experience limited on-the-job training within health agencies.

HLED 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
Workshops dealing with specific aspects of health education, conducted either during the summer or by extension. These workshops are designed for experienced teachers with interests in health education.

HLED 498. SEMINAR. 1-5 Credits.
Seminars dealing with various aspects of health and health education; designed for advanced students in para-medical sciences and/or experienced teachers.
HLED 499. DIRECTED STUDY. 1-15 Credits.
Pre-requisites: junior standing or permission of the instructor, department chair and college dean.

HLED 505. SOCIAL AND BEHAVIORAL TRENDS IN PUBLIC HEALTH. 4 Credits.
This course focuses on current trends and issues in public health in the United States. Emphasis is placed on how social determinants (individual behaviors, physical environment, and economic environment) are linked to current health outcomes. The course also examines: current initiatives, disease control practices, health disparities, and national health improvement priorities.

HLED 552. CULTURE, PUBLIC HEALTH PRACTICE AND ELIMINATING HEALTH DISPARITIES. 4 Credits.
This course focuses on the examination of the cultural factors that influence health outcomes. Emphasis will be placed on using targeted interventions in public health to address specific health concerns. The course will also provide a opportunity to critically examine current public health interventions for their efficacy in improving health outcomes.

**Physical Education (PHED)**

PHED 120. PE ACTIVITIES. 1 Credit.
Notes: designed primarily for women.
Women's conditioning classes for varsity sports, volleyball, tennis, basketball, soccer, track, etc.

PHED 125. PE ACTIVITIES. 1 Credit.
Notes: co-educational.
Aerobics, archery, aquacise, aquatic fitness, badminton, basketball, better back program, bicycling, corrective lab, country swing dance, frisbee, fun and fitness, golf, gymnastics, jogging, karate, military conditioning, personal defense, pickleball, progressive weight training, racquetball, running, self-defense, skiing, soccer, softball, social dance, swimming, tennis, trap shooting, triathlon training, volleyball, and walking. Corrective laboratory is offered for those unable to participate in regular activities because of disability.

PHED 130. PE ACTIVITIES. 1 Credit.
Notes: designed primarily for men.
Men's conditioning classes for varsity sports: baseball, basketball, cross country, football, tennis and track.

PHED 132. KINESIOLOGICAL APPLICATIONS OF HUMAN ANATOMY AND PHYSIOLOGY. 4 Credits.
Offered: Fall This course will provide students with an understanding of the physiological and anatomical basis of human movement. Students will be presented with examples from sports, physical activity, recreation and rehabilitation to enhance their understanding of anatomical structures, their origin, insertion and function.

PHED 135. SPECIALIZED FITNESS ACTIVITIES. 2 Credits.
Includes a group of fitness-based activity classes designed to promote muscular strength and endurance, cardiovascular endurance and flexibility. Programs are developed to meet individual participants' interests and fitness levels, and activities are conducted at a variety of locations.

PHED 150. FAST FITNESS. 2 Credits.
Comprehensive physical fitness course designed to develop strength, flexibility, and endurance (muscular and cardiovascular) in an effective and efficient manner through use of the EWU Fitness Center. Mandatory orientation and evaluation (pre-testing and post-testing) accompanies the program. Designed to develop baseline fitness levels for all persons with varying fitness levels. Lab.

PHED 151. GROUP EXERCISE. 2 Credits.
Group Exercise involves fitness activities done with music using cardiovascular exercise, muscular strength endurance, and flexibility exercises are used to develop the health related components of physical fitness. Classes may include step training, aerobic kickboxing, yoga for fitness, stability ball training, and muscle pump classes. Emphasis will be placed on improving fitness, having fun, and learning about healthy living.

PHED 152. STRENGTH/WEIGHT TRAINING. 2 Credits.
Strength/weight training provides students an opportunity to develop musculoskeletal fitness based on the scientific principles of resistance training. Assistance will be given to students in developing a program design to meet their fitness goals.

PHED 196. EXPERIMENTAL COURSE. 1-5 Credits.

PHED 197. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 2 Credits.

PHED 199. DIRECTED STUDY. 1-15 Credits.

PHED 251. MOTOR CONTROL AND LEARNING. 4 Credits.
This course introduces students to the processes that underlie human movement through bridging the gap between research and practice. It provides the necessary tools to build a solid foundation for assessing performance, providing effective instruction, designing practices and training experiences to optimize skill acquisition and performance.

PHED 259. SPORTS FIRST AID AND INJURY PREVENTION. 3 Credits.
This course is designed for those seeking to become coaches in high school, college and university, Olympic and competitive club-sport programs for athletes 14 years of age and older. The primary objective of this course is to introduce the coach to the importance of safety and injury prevention in sport settings.

PHED 260. SPORT SCIENCES FOR COACHING. 3 Credits.
Notes: Leader Level.
Men's conditioning classes for varsity sports: baseball, basketball, cross country, football, tennis and track. A professional preparation course for coaches designed to acquaint students with basic scientific information needed in coaching.

PHED 261. COACHING SPORTS TECHNICAL AND TACTICAL SKILLS. 3 Credits.
The course is designed for those seeking to become coaches in high school, college and university, Olympic, and competitive club-sport programs for athletes 14 years of age and older. Students will gain a solid understanding of sport-specific technical and tactical skills in order to teach these skills effectively. They will also gain valuable insight on developing practice and season plans and coaching on game day.

PHED 265. INTRODUCTION TO COLLEGE LIFE. 3 Credits.
Notes: only offered fall quarter.
This course is designed to assist EWU freshman and transfer student-athletes in transitioning to Eastern Washington University and to Eagle athletics, developing and improving essential academic, personal health and wellness, and social skills, making connections with the campus and local community as well as becoming oriented with campus resources and facilities and exploring career and academic goals.
PHED 278. COACHING VOLLEYBALL. 3 Credits.
Coaching techniques and strategies in volleyball.

PHED 281. COACHING FOOTBALL. 3 Credits.
Coaching techniques and strategies in football.

PHED 282. COACHING BASKETBALL. 3 Credits.
Coaching techniques and strategies in basketball.

PHED 283. COACHING TRACK. 3 Credits.
Coaching techniques and strategies in track.

PHED 285. COACHING BASEBALL/SOFTBALL. 3 Credits.
This course provides an introduction to coaching techniques and strategies in baseball and softball.

PHED 296. EXPERIMENTAL COURSE. 1-5 Credits.
Pre-requisites: permission of the instructor and the department chair. Special studies in physical education. Selected topics vary according to student and faculty interest.

PHED 299. INDIVIDUAL STUDIES. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean. Study of selected problems in physical education.

PHED 301. PERFORMANCE ENHANCEMENT IN SPORT AND PHYSICAL ACTIVITY. 3 Credits.
This course is designed to be a practical, hands-on approach to a broad range of interventions aimed at improving performance in sport and physical activity settings. The focus of the course is on key mental tools (e.g., imagery, goal-setting, relaxation techniques, self-talk) and how they can be applied to facilitate enhancement of the key mental skills such as self-confidence, concentration, controlling emotions and staying optimally motivated. The course material is designed to help all students who are interested in maximizing performance in sport or physical activity.

PHED 333. GROUP EXERCISE INSTRUCTOR TRAINING. 2 Credits.
This course educates potential group exercise instructors. The content includes practical experience in group fitness activities. Upon completion of this course, students will be better prepared to take the ACE national group fitness exam and design a safe and effective class.

PHED 334. PERSONAL TRAINING. 3 Credits.
Personal Training is a comprehensive course designed to prepare students to become certified Personal Trainers.

PHED 335. STRENGTH AND CONDITIONING PROLAB. 2 Credits.
A professional laboratory course is designed to provide the knowledge and practical experiences necessary for becoming a certified strength and conditioning professional. The focus of the course is on athletic populations.

PHED 336. INDIVIDUAL SPORTS. 2 Credits.
Notes: taught all quarters.
Pre-requisites: PHED 337 and PHED 375 with a grade ≥B or permission of instructor.
This course is a physical education course designed to develop skills and progressive methods in teaching individual sports for effective K-12 instruction.

PHED 337. TEAM SPORTS. 2 Credits.
Pre-requisites: PHED 341 and PHED 365 with a grade ≥B, concurrent enrollment in PHED 375 and successful completion of the West B. This is a physical education course designed to develop skills and progressive methods in teaching team sports for effective K-12 instruction.

PHED 340. RHYTHMS AND GAMES. 2 Credits.
Notes: taught spring quarter.
Pre-requisites: PHED 337 and PHED 375 with a grade ≥B or permission of instructor.
This course is designed to develop skills and progressive methods in teaching games using rhythm for effective K-12 instruction. Activities could include dance, movement experiences and games that help develop motor skills.

PHED 341. ELEMENTARY SCHOOL ACTIVITIES. 2 Credits.
Pre-requisites: PHED 337 and PHED 375 with a grade ≥B or permission of instructor.
This course is designed to develop skills and progressive methods in teaching a wide range of activities appropriate for elementary physical education classes.

PHED 342. 6-12 OUTDOOR EDUCATION BASICS. 2 Credits.
Pre-requisites: PHED 337 and PHED 375 with a grade ≥B or permission of instructor.
This course is designed to develop skills and progressive methods in teaching lifelong leisure activities for effective K-12 instruction. Activities such as road and mountain bicycling, rock climbing, hiking-camping, canoeing, golf, cross-country skiing, orienteering and adventure ropes may be included.

PHED 343. WELLNESS AND FITNESS. 2 Credits.
A physical education course designed to develop skills and progressive methods in teaching wellness and fitness for effective K-12 instruction.

PHED 348. ANATOMICAL/MECHAB KINESIOLOGY. 4 Credits.
A study of the structural components of human movement, as well as the study of the laws of physics as they affect human movement. Special attention is given to the analysis of movement.

PHED 349. ANATOMICAL KINESIOLOGY. 4 Credits.
A study of the structural components of human movement. Special attention is given to the analysis of movement.

PHED 350. PHYSIOLOGICAL KINESIOLOGY. 4 Credits.
A study of the functional components of human movements, especially the variables of flexibility, strength and endurance, the cardiovascular system and ergogenic aids.

PHED 351. PROFESSIONAL DEVELOPMENT FIELD PRACTICUM. 1-5 Credits.
Pre-requisites: by permission of instructor.
Involves the practical application of related Health and Fitness: coaching, leadership, and/or mentoring learned skills, knowledge, and abilities in either a formal or informal school setting or community agency. Students will document their work in accordance with the PEHR Department policies.

PHED 352. MECHANICAL KINESIOLOGY. 4 Credits.
This course is concerned with the mechanical principles applied to athletic movements. The information will provide a biomechanical basis for teaching and coaching physical activities. Sports skills will be analyzed and the underlying mechanical principles governing these movements will be identified. A significant amount of mathematical and quantitative calculations will be performed in this course. A final project is required.

PHED 360. ADVANCED PERSONAL TRAINING. 3 Credits.
Pre-requisites: PHED 334 or permission of instructor.
This course is designed to combine the business and marketing aspects of personal training with the applied components of program design, progression and client retention and acquisition.
PHED 365. GENERAL METHODS AND PROCEDURES FOR PHYSICAL EDUCATION. 3 Credits.
Pre-requisites: HLED 200 with a grade ≥B and concurrent enrollment in PHED 341 or permission of instructor.
This course is designed to introduce Health and Fitness majors to the general methods and procedures related to conducting physical education classes in elementary and secondary schools.

PHED 366. INTRODUCTION TO SERVICE, CITIZENSHIP AND COMMUNITY. 3 Credits.
Notes: offered spring quarter only.
Pre-requisites: PHED 265 or permission of instructor.
This course is designed to build upon the activities completed in "Introduction to College Life" that make a successful college career while also thinking more deeply about career choices. Furthermore, this course is designed to provide students with an opportunity to engage in a 15-hour service-learning component working with a population or in a program of interest career wise (i.e., coaching, education, public relations, etc.) that will assist them in examining their strengths through the lens on the project.

PHED 367. ENGAGED LEADERSHIP. 3 Credits.
Notes: this class will only be taught summer quarter.
Pre-requisites: PHED 366 or permission of instructor.
This course is designed to assist students in developing their leadership skills. Students build upon the work they performed at their previous service-learning placement by creating a sustainable, capacity building legacy project with the organization. They develop skills for becoming leaders in their fields of study and in their communities.

PHED 370. SPORT AND CULTURE. 4 Credits.
WINTER This course is the study of the interrelationships between sport and culture, including religion, politics, economics, race, arts and science.

PHED 375. ASSESSMENT IN HEALTH AND FITNESS. 3 Credits.
Pre-requisites: PHED 341 and PHED 365 with a grade ≥B, concurrent enrollment in PHED 337 and successful completion of the West B.
This course covers the knowledge of commonly used health and fitness assessments in order to analyze K-12 student learning and development, as well as teaching effectiveness.

PHED 388. PERSONAL TRAINING PRACTICUM. 1-2 Credits.
Pre-requisites: by permission of instructor.
This course is designed to provide students pursuing the Personal Training Minor an opportunity to observe/gain experience in a professional setting. Students are required to spend a minimum of 60 hours (2 credits). The practicum experience will be documented through record of hours, and a final reflection of the experience.

PHED 390. HEALTH AND PHYSICAL EDUCATION IN THE ELEMENTARY SCHOOLS. 3 Credits.
Pre-requisites: junior standing and a minimum GPA ≥C.
Analysis of educationally sound programs and of procedures and practices in the development of basic health and physical education principles in the elementary school.

PHED 393. WATER SAFETY INSTRUCTOR'S COURSE. 3 Credits.
This course is designed to train students to teach the American Red Cross Learn to Swim Program. Prospective students are advised to take Lifeguard Training (PHED 394). Course is conducted to meet the requirements of the American Red Cross Instructor’s course. Certificates are awarded to those who qualify.

PHED 394. LIFEGUARD TRAINING. 3 Credits.
Pre-requisites: 1. Swim 500 yds. continuously, using each of the following strokes for 100 yds. each: front crawl, breaststroke and sidestroke; remaining 200 yds. student’s choice. No time requirement for this skill; 2. Submerge to a minimum of 7 ft. and retrieve a 10 pound object and return with it to the surface. No time requirement for this skill; 3. Tread water for two minutes using legs only. These skills will be tested the first class session.
A nationally certified course for Eastern Washington University students designed to teach lifeguard candidates the skills and knowledge needed to prevent emergencies and respond to aquatic emergencies (Professionalism, Prevention, Aquatic Rescues, CPR for the Professional Rescuer, First-aid and Spinal Injury Management). This course certification (National American Red Cross Lifeguarding) will prepare and qualify students for aquatic employment throughout the United States.

PHED 395. FIELD PRACTICUM. 2 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Course designed to provide a minimum of 20 hours of practicum school experience in teaching physical education or coaching. The student works in an assistant capacity under a master teacher or coach (Elementary or Secondary Level). Journal procedures are planned and evaluated with the university instructor. At least two on-site visits are made by the instructor.

PHED 396. EXPERIMENTAL COURSE. 1-5 Credits.

PHED 399. DIRECTED STUDY. 1-5 Credits.

PHED 452. ADAPTED PHYSICAL EDUCATION. 4 Credits.
Pre-requisites: junior standing or permission of the instructor.
Laws and skills required of Physical Educators for the inclusion of all students with physical, mental, or social disabilities within a least restrictive environment.

PHED 454. MEASUREMENT AND EVALUATION IN HEALTH AND FITNESS. 3 Credits.
Pre-requisites: EDUC 303 or permission of the instructor.
This course assists in developing an understanding of assessment in health and fitness. The issues addressed include the importance of assessment for health and fitness, the components of assessment currently used in health and fitness, the development of personal beliefs about assessment, the matching of assessments to educational objectives, the evaluation of practice in relation to theory, and the need to reflect on actions to make necessary changes.

PHED 461. SPORTS AND EXERCISE PSYCHOLOGY. 3 Credits.
Pre-requisites: junior.
Designed to provide physical education teachers and coaches with information about motivation, communication, stress management, mental imagery and other topics for enhancing instructor-performance relationships and for stimulating improved sport performances.

PHED 490. SENIOR CAPSTONE: HEALTH AND FITNESS. 4 Credits.
Pre-requisites: HLED 365 and PHED 365 and senior standing or permission of the instructor.
Satisfies: a university graduation requirement—senior capstone.
This comprehensive course is specific to health and fitness knowledge, skills and practical hands-on teaching experience with variable content. Students will develop outlines and lesson plans and practice generic and specific instruction and management skills necessary for effective teaching.
PHED 495. PROFESSIONAL INTERNSHIP. 1-15 Credits.
Pre-requisites: Permission of the instructor, department chair and college dean. Learning Contract must be on file before the internship commences. This course is a full-time working experience with youth in a health and/or fitness promotion program. The experience is under the direction of an health and fitness professional or a person of equivalent training. An approved CEL.

PHED 496. EXPERIMENTAL COURSE. 1-10 Credits. 
A course in the developmental stages.

PHED 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
Workshops dealing with specific aspects of physical education are conducted during the summer or by extension.

PHED 498. SEMINAR. 1-10 Credits.

PHED 499. DIRECTED STUDY. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean. Study of selected problems in the field of physical education.

PHED 500. INTRODUCTION TO GRADUATE STUDIES. 1 Credit. 
Notes: graded Pass/No Credit. The purpose of this class is to introduce students to Eastern Washington University (EWU) and the Physical Education, Health and Recreation (PEHR) graduate school program.

PHED 505. CURRENT ISSUES AND ETHICS. 3 Credits.
This course is designed to prepare graduate students to make decisions based on the professional ethics and standards of practice.

PHED 506. SOCIO-CULTURAL STUDIES IN PHYSICAL ACTIVITY. 3 Credits.
An examination of the nature and place of sport in American life and an analysis of the interrelationship between sport and institutions, social systems and culture.

PHED 507. ADMINISTRATION AND MANAGEMENT IN HEALTH AND PHYSICAL EDUCATION. 3 Credits.
Planning, financing, designing, managing, and administering health, physical education, recreation and athletic facilities and programs.

PHED 508. PSYCHOLOGICAL BEHAVIOR IN SPORT. 3 Credits.
Pre-requisites: general psychology course. An examination of individuals participating in play, games, sports, and their competitive behavior.

PHED 509. ADVANCED PEDAGOGY IN PHYSICAL EDUCATION. 3 Credits.
Pre-requisites: graduate standing. A course detailing methods and procedures to teaching Physical Education classes and coaching athletic teams at all educational levels. The strong focus on advanced technology and methodology emphasizes that proper teaching/coaching procedures and techniques be employed in the instructional process, while allowing varying and personal teaching styles and attitudes to surface.

PHED 510. ADVANCED MOTOR CONTROL AND LEARNING. 3 Credits.
Provides the student with a comprehensive understanding of how physical movements are controlled and learned. Such an understanding is of practical importance to teachers and coaches of physical performers.

PHED 511. APPLIED SPORT PSYCHOLOGY. 3 Credits.
Pre-requisites: PHED 508. Provides comprehensive overview of applied educational strategies and techniques in sport and exercise psychology. Techniques such as imagery, goal setting, self-talk, PRT and autogenies will be discussed as a means to achieve a prospective level of motivation, emotional control, self-confidence and concentration.

PHED 512. MOTIVATION IN SPORT AND EXERCISE. 3 Credits.
This class is designed to assist physical educators, coaches, recreation specialists, and others interested in sport motivation. Students will be introduced to a broad range of theoretical and applied motivational questions, including investigation of major motivational theories and paradigms, identification of primary motivational antecedents and consequences, as well as discussions on important measurement issues comparing the effectiveness of the most influential intervention strategies for enhancing motivation, and applying the motivational theory to answering critical applied motivational questions in sport and exercise.

PHED 517. SURVEY RESEARCH. 3 Credits.
The primary purpose of this course is to provide the student with a framework for the systematic evaluation of Physical Education, Exercise Science, and Recreation programs, services, facilities, and administrative functions as well as a basic understanding of the creation, implementation, and descriptive statistical analysis of survey research.

PHED 518. REVIEW OF LITERATURE. 3 Credits.
Pre-requisites: PHED 505 or permission of instructor. Review of research literature to assist the student in identifying areas of research in their discipline.

PHED 519. STATISTICS IN PHYSICAL EDUCATION. 3 Credits.
Pre-requisites: grades ≥3.0 in any of the following upper-division courses (or equivalent): BADM 503, BADM 561; CSBS 320, DSCI 346; DSCI 449 MATH 380, MATH 485, MATH 486, PHYS 514, PSYC 522, PSYC 532. Application, analysis and manipulation of datasets drawn from research in physical education using SPSS and SAS.

PHED 520. RESEARCH METHODS IN PHYSICAL EDUCATION. 3 Credits.
Pre-requisites: PHED 518 and PHED 519 or permission of the instructor. Study of the methods and techniques of research in physical education; practice in application to problems of current interest.

PHED 521. HISTORY AND PHILOSOPHY IN SPORT AND PHYSICAL ACTIVITY. 3 Credits.
This course is an examination of historical and philosophical issues pertaining to sport and physical activity as it relates to global culture. Topics will include ethics, sportsmanship, gamesmanship, play and cultural influences of sport and physical activity from a historical and philosophical framework.

PHED 522. RISK MANAGEMENT: SPORT AND SCHOOL LAW. 3 Credits.
This course is a study of legal issues as they relate to athletic administrators, coaches, teachers and sport management personnel in the sporting realm. Students will examine and discuss current legal standards, issues and risk management theories utilizing case law studies, which will provide an understanding of the responsibilities and working knowledge of the law.

PHED 523. PROGRAM PROMOTION AND ADVOCACY. 3 Credits.
This course is designed to assist students in developing or enhancing their promotional efforts in advocating for their selected program. If you are currently engaged in implementing promotional activities, this class will provide you with an opportunity to enhance your efforts. If you need to start a promotional project, this class will kick-start you.
PHED 524. SPORTS MARKETING. 3 Credits.
This course is a study of sports marketing theories from experience and research, which provides an examination of marketing strategies, plan development, sporting organizational needs and goals, in both the public and private sector of sports business. Students will also reflect upon the influence of licenses, sponsorships, promotions, advertising, broadcasting and sales in the sporting world.

PHED 525. FACILITIES PLANNING, OPERATIONS AND MANAGEMENT. 3 Credits.
This course is designed to provide students with a framework for understanding various aspects of facilities in sport and recreation including: planning, management, design, scheduling, and operations.

PHED 550. ADVANCED BIOMECHANICS. 3 Credits.
An examination of the mechanical aspects of human movement with an emphasis placed on descriptive and causal analysis. Students will perform laboratory projects using force plates, digitization of movement, and electromyography. Undergraduate experience in physics or biomechanics is expected to enroll in this course.

PHED 554. BEHAVIOR CHANGE-THEORY AND PRACTICE. 3 Credits.
This course will provide an overview of various models and theories of behavior change as they relate to wellness. Emphasis will be placed on applying theoretical concepts to facilitate the behavior change process among individuals and groups using a positive psychology approach.

PHED 555. ADVANCED PHYSIOLOGY OF EXERCISE. 3 Credits.
The physiological effects of muscular exercise, physical conditioning, and training along with the significance of these effects on health and physical performance will be discussed. Students are expected to possess a background in undergraduate anatomy and physiology as well as a course in exercise physiology to enroll in this course. Check with your advisor if you are unsure about your preparation for this course.

PHED 556. ADVANCED CLINICAL EXERCISE PHYSIOLOGY. 3 Credits.
The focus of this course will follow the requirements for the American College of Sports Medicine (ACSM) Registered Clinical Exercise Physiologist (RCEP) certification. The content will include how exercise impacts a variety of clinical conditions including cardiovascular, pulmonary, metabolic, orthopedic, musculoskeletal, neuromuscular and immunologic/hematologic systems.

PHED 557. TRAINING, PLANNING AND PERIODIZATION. 3 Credits.
The content of this course will cover classical and modern theories of periodization as a means of maximizing performance in sport. Planning sports training in terms of the physical, technical, tactical, psychological, and theoretical domains will be discussed in depth from the career level to the individual training lesson.

PHED 595. GRADUATE INTERNSHIP. 1-15 Credits.

PHED 596. EXPERIMENTAL COURSE. 1-6 Credits.

PHED 597. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-6 Credits.
Notes: only one workshop course for up to 3 credits may be used to fulfill graduate degree requirements.

PHED 598. SEMINAR. 1-10 Credits.
Seminars dealing with special aspects of physical education.

PHED 599. INDEPENDENT STUDY. 1-6 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

PHED 600. THESIS. 1-9 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

PHED 601. RESEARCH REPORT. 1-6 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

PHED 602. COMPREHENSIVE PREPARATION. 2 Credits.
Directed course of reading and study under the direction of a faculty member serving on the students comprehensive examination committee.

PHED 695. INTERNSHIP. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
The purpose of this course is to gain professional experience in the student’s chosen career path under the guidance of a professional currently employed in the field. A wide variety of internship experiences are available including teaching, administration, marketing, research and professional writing.

PHED 696. COLLEGE TEACHING INTERNSHIP. 1-15 Credits.
Teaching a lower-division college course under supervision of a regular faculty member. Includes course planning, arranging bibliographical and instructional aids, conferences with students, experience in classroom instruction, completion of a departmental project and student course evaluation.

Recreation & Leisure Services (RCLS)

RCLS 125. RECREATION AND LEISURE SERVICES ACTIVITIES. 1 Credit.
Notes: co-educational.
Backpacking, basic rock climbing, scuba diving, skiing (cross country), canoeing, and rafting.

RCLS 196. EXPERIMENTAL COURSE. 1-5 Credits.

RCLS 197. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

RCLS 201. RECREATION AND LEISURE IN MODERN SOCIETY. 3 Credits.
An introduction and orientation to the professional opportunities, areas, requirements, and responsibilities involved in the professional preparation of recreation and leisure services administrators. Includes basic problems and trends influencing the status of recreation and leisure in our contemporary society. Covers history, definitions, and professional organizations.

RCLS 206. OUTDOOR LIVING SKILLS. 4 Credits.
Notes: offered fall quarter.
Pre-requisites: declared Outdoor Recreation Major or permission of instructor.
This class teaches the fundamental outdoor living skills needed to be proficient in wilderness backpacking and a variety of wilderness-based activities. Students will have the opportunity to learn the knowledge and skills of wilderness backpacking, cooking in the backcountry, navigation, wilderness leadership, trip planning, risk management, and environmental ethics. These skills are consistent with core competencies outlined by the Wilderness Education Association. A 4-day backpacking trip is required to complete this course.
RCLS 220. LEADERSHIP IN RECREATION AND LEISURE SERVICES. 3 Credits.
Pre-requisites: must be a declared Recreation Major (Outdoor Recreation, Therapeutic Recreation or Recreation and Tourism Management) or Experiential Education and Group Facilitation Minor or permission of instructor.
Emphasis on the elements of leadership in the recreation setting. Designed to provide ideas on how to lead programs so they fit participant needs. Fieldwork is part of the requirement.

RCLS 225. GROUP FACILITATION TECHNIQUES. 3 Credits.
This course teaches advanced leadership and facilitation skills for group initiatives and teambuilding activities. This course covers topics that are vital to the framework for developing teambuilding and group facilitation programs and sessions. Topics discussed include selection of appropriate challenge activities to meet the needs of a specific group, understanding group dynamics, group goal setting and assessment, sequencing, framing, debriefing techniques and leadership considerations for individual and co-leader facilitation. Fieldwork is part of the course requirements.

RCLS 230. WHITewater KAYAKING. 2 Credits.
This course is designed to instruct paddlers in whitewater kayaking techniques. The course will emphasize the essential skills needed for paddling moderately difficult rivers. The basic kayaking skills that are taught in the course include: paddle strokes, boat control, and basic whitewater safety information.

RCLS 240. OVERVIEW OF THERAPEUTIC RECREATION SERVICES. 4 Credits.
This course focuses on understanding the basic problems, needs and strengths of all disability groups in relation to developing and implementing a therapeutic recreation program.

RCLS 250. CAMP ADMINISTRATION AND LEADERSHIP. 3 Credits.
This course covers the philosophy, objectives, planning and operation of camps. It also provides an overview of counselors' responsibilities, programming, marketing, health and safety, as well as individual and group guidance techniques and trends.

RCLS 260. ARTS IN RECREATION. 3 Credits.
This course presents several media of art, i.e. mask making, clay, paper art, music and physical movement, and delves into the historical and cultural interpretations of each medium. Hands on application and practice with the medium follows, accompanied by teaching guidelines and discussion of adaptations for various populations.

RCLS 270. DIVERSITY AND SOCIAL JUSTICE IN RECREATION AND LEISURE SERVICES. 3 Credits.
Pre-requisites: RCLS 201 or permission of instructor.
This course is designed to enhance understandings of leisure in a diverse society. Students examine factors that influence leisure, explore how leisure mirrors broader cultural values, and learn ways to use leisure to expand their own cultural understandings. In addition, students learn to think critically, understand and respect different perspectives, and appreciate the cultural and contextual nature of their leisure choices and actions.

RCLS 290. WILDERNESS AND REMOTE FIRST AID. 3 Credits.
The purpose of this class is to provide individuals a foundation of first aid principles and skills to be able to respond to emergencies and give care in areas that do not have immediate emergency medical services (EMS) response.

RCLS 296. EXPERIMENTAL COURSE. 1-5 Credits.

RCLS 297. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

RCLS 300. PUBLICITY AND PROMOTION IN RECREATION. 4 Credits.
Provides skills, techniques and ideas for designing visual aids, working with the media and developing a five-step promotion package for recreation and leisure service agencies.

RCLS 305. WINTER CAMPING. 3 Credits.
Pre-requisites: RCLS 206 or permission of the instructor.
Introduction to winter camping and modes of oversnow travel such as showshoeing and cross-country skiing. Emphasizes skill development in winter camping techniques, natural shelter construction, and equipment familiarization, supported through field experience.

RCLS 307. MOUNTAINEERING. 3 Credits.
Pre-requisites: RCLS 305 or permission of the instructor.
Designed to provide a comprehensive program of basic mountaineering. Intensive consideration given to snow and glacier travel as well as other skills necessary for safe alpine mountaineering. Includes two weekend field trips.

RCLS 310. OUTDOOR RECREATION. 3 Credits.
This course will examine the broad spectrum of outdoor recreation. The course materials are designed to explore the following aspects of outdoor recreation: agencies affecting the management of outdoor recreation experiences; concepts of wilderness and wilderness management; a review of the pertinent issues related to those who work in the field. Responding to the challenges of building a career in the field of outdoor recreation, the focus of this course will be in designing, planning, interpreting, and transferring outdoor recreation experiences. This course will rely on a combination of critical reading, creative thinking, exploratory writing and group participation to enable the student to broaden her or his understanding of the expansive domain of the outdoor recreation industry.

RCLS 313. WILDLAND RECREATION MANAGEMENT. 3 Credits.
Pre-requisites: RCLS 201.
This course is designed to provide an overview of wildland recreation management history, principles, practices and contemporary issues. An additional emphasis of the course is to expose students to the seven principles that guide the mission of the Leave No Trace Center for Outdoor Ethics.

RCLS 315. WILDERNESS SURVIVAL. 3 Credits.
Provides basic life-support skills and information to help you predict and prepare for the types of emergencies you are likely to encounter in a particular geographic location. Course includes an overnight encounter with limited supplies.

RCLS 325. OUTDOOR ADVENTURE PROGRAMMING. 3 Credits.
A survey of outdoor adventure education programs. Includes historical development and future trends as well as methods of initiating outdoor adventure education within a curriculum or program.
RCLS 330. INTERMEDIATE WHITEWATER KAYAKING. 2 Credits.
Notes: Further instruction and development is advised upon the completion of this course. The ACA recommends completing an advanced whitewater kayaking class as the next step in the student progression. See the instructors of this class or go to www.ACA.org for more information.
Pre-requisites: permission of instructor.
The course is best suited for paddlers who have continued to develop their kayaking skills and acquire experience in the whitewater environment, including the ability to reliably roll a capsized boat in Class II whitewater. The intermediate kayaking skills and information taught in this course emphasize developing good judgment and decision-making skills; group management; developing an ethic of environmental stewardship; intermediate paddling techniques and mechanics; the presentation of on-water scenarios to assess risk, evaluate rapid features, and develop strategies; and the principles of safety and rescue for individuals and groups.

RCLS 335. CHALLENGE COURSE PRACTITIONER. 4 Credits.
This course teaches proper technical and facilitation practices for spotted activities, low, and high challenge course elements. Emphasis is on developing the skills required to operate a challenge course including operations management, core, technical and facilitation competencies. Students are introduced to current challenge course industry standards for challenge courses. Course requirements include hands-on experience, spotting at low height and climbing at height.

RCLS 340. AQUATIC FACILITIES MANAGEMENT. 3 Credits.
Emphasis on pool, beach, and lake properties concerning operation, administration, maintenance, supervision, trends, water chemistry, health and safety, public relations and other aquatic topics.

RCLS 345. THERAPEUTIC RECREATION FOR PEOPLE WITH DISABILITIES. 3 Credits.
Pre-requisites: declared Therapeutic Recreation Major or permission of instructor.
This course covers the information necessary for you to identify, define and describe major physical disabilities including their implications for therapeutic recreation programming.

RCLS 349. YOUTH SPORTS MANAGEMENT. 3 Credits.
This course is designed to introduce students to the primary responsibilities of a programmer or administrator in the youth sports management setting. Topics include managing risk, finances, leagues and tournaments, parents, coaches, and referees.

RCLS 350. RECREATION PRACTICUM. 5 Credits.
Pre-requisites: RCLS 201.
Direct observation and on-the-job participation in the programming and operation of recreation programs within the local recreational community to enhance your programming, scheduling, and leadership techniques under a supervised situation.

RCLS 351. FIELD PRACTICUM. 1-15 Credits.
Involves the practical application of theoretical concepts and recreation-related skills in a recreation and leisure services organization. Requires three (3) hours of work, per week, for every credit assigned, i.e.; one credit equals thirty hours of work over a ten-week period. Students must document their work in accordance with PEHR department policies.

RCLS 355. LEAVE NO TRACE TRAINER. 2 Credits.
This course is designed for individuals who are interested in teaching Leave No Trace Awareness Workshops or expanding their knowledge of Leave No Trace principles. Through classroom discussions, lectures and hands-on field experience, this course will cover the seven Leave No Trace principles and discuss outdoor ethics, as well as give participants the tools and techniques for disseminating low-impact skills to recreationists. Upon successful completion of the Trainer Course participants will receive a Leave No Trace Trainer Certificate.

RCLS 360. FACILITY PLANNING AND ENVIRONMENTAL DESIGN. 3 Credits.
Pre-requisites: RCLS 201 and junior standing or permission of the instructor.
Design and trends in recreation facilities, as well as knowing environmental design techniques, environmental impact statements, and inter-agency cooperation. Field work is part of the requirement.

RCLS 370. OUTDOOR RECREATION AQUATIC PROGRAMS. 3 Credits.
Pre-requisites: RCLS 125 Rafting.
An overview of major outdoor aquatic adventures such as river rafting and kayaking. Emphasis placed on developing a fundamental awareness of skills necessary in each activity in addition to logistical and business aspects of conducting excursions.

RCLS 375. WHITewater RAFTING GUIDE TECHNIQUES. 4 Credits.
Pre-requisites: RCLS 125 or permission of instructor.
This course focuses on the skills, knowledge and leadership techniques necessary for guiding rafts on whitewater rivers. Students will learn proficient technical skills to guide paddle rafts and oar rafts down class II, III and IV whitewater rivers. An emphasis on swiftwater rescue techniques will be provided throughout the course. Whitewater leadership skills and decision-making will be developed by students so they have the experience and competence to work as a whitewater raft guide. The class will raft the most difficult sections of the Spokane River weekly and conclude with a four-day river trip.

RCLS 380. THEORY AND PRACTICE OF EXPERIENTIAL EDUCATION. 3 Credits.
This course is designed for students to examine and apply theoretical and practical foundations of Experiential Education within a variety of group-based educational environments. Students will examine the historical, philosophical, social and psychosocial foundations of experiential education and proceed to examine current trends, models and theoretical developments.

RCLS 385. PROGRAMMING IN RECREATION AND LEISURE SERVICES. 3 Credits.
This course presents steps to programming within the role and structure of public and private recreation services. Special focus is placed on determining participant needs and values, brainstorming, selection and implementation of ideas, evaluation techniques, and volunteer recognition and retention. Fieldwork is part of the requirement.

RCLS 395. INTERNSHIP. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
An opportunity to gain field experience with various recreation and leisure service agencies.
RCLS 396. EXPERIMENTAL COURSE. 1-5 Credits.

RCLS 400. LEGAL FOUNDATIONS IN RECREATION AND LEISURE SERVICES. 4 Credits.
Pre-requisites: RCLS 201 and RCLS 220 or permission of the instructor.
This course includes the major considerations necessary to comply with legal safeguards in the leisure service profession.

RCLS 405. WILDERNESS UPGRADE FOR MEDICAL PROFESSIONALS. 4 Credits.
Pre-requisites: HLED 194 or permission of the instructor.
This course will provide the necessary skills to assist an injured or ill person in a wilderness environment where advanced medical help is delayed by time, terrain, weather or distance. The focus of this course is on the acquisition of skills and knowledge to be able to assess a victim’s condition, make an appropriate decision regarding treatment, use available or otherwise improvise the necessary supplies or equipment to manage the patient’s condition and implement a plan for evacuation.

RCLS 410. OUTDOOR LEADERSHIP. 4 Credits.
Pre-requisites: RCLS 201, RCLS 206, RCLS 220; junior or senior standing or permission of instructor.
A culmination of the outdoor recreation and skill-oriented courses with an emphasis on the concepts of outdoor leadership. Offers opportunities in group dynamics, program planning. Objective is to foster necessary attitudes and leadership skills related to adventure programing in outdoor recreation through field experiences. Includes two weekend field trips.

RCLS 415. SEARCH AND RESCUE MANAGEMENT. 4 Credits.
Pre-requisites: junior standing or permission of the instructor.
A practical approach to learning search and rescue techniques and management. Emphasis on administrative procedures. A variety of resource specialists will present portions of the course.

RCLS 420. PROGRAM PLANNING AND EVALUATION IN THERAPEUTIC RECREATION. 4-5 Credits.
Pre-requisites: declared Therapeutic Recreation major or permission of instructor.
The purpose of this course is to suggest various activities used in rehabilitation of the disabled. The selection of activities is made using a social-behavior skill factor analysis of the activity lab.

RCLS 422. EXPEDITION PLANNING AND LEADERSHIP. 4 Credits.
Notes: students will develop and lead a seven day wilderness-based experience at the end of the quarter.
Pre-requisites: RCLS 305.
This course will teach students how to plan and lead outdoor recreation experiences in wilderness environments for multiple populations. Students will become familiar with planning adventure experiences, leadership approaches for varying environments, risk management for particular activities, the permit process with government agencies and budgeting for extended field experiences.

RCLS 425. EVALUATION, RESEARCH AND STATISTICS IN RECREATION AND LEISURE SERVICES. 4 Credits.
Pre-requisites: RCLS 385 and junior standing or permission of the instructor.
Covers basic methods of personnel and program components. Methods of sampling and survey techniques are addressed as they relate to recreation and leisure services.

RCLS 435. EMPLOYMENT PROCESSES IN RECREATION AND LEISURE SERVICES. 2 Credits.
Pre-requisites: RCLS 201, RCLS 220 and senior standing.
Designed to introduce the recreation student to the employment process: recruiting, application and resume screening, interviewing, checking of references, hiring, on-the-job training and probationary period.

RCLS 440. PROFESSIONAL ISSUES IN THERAPEUTIC RECREATION. 4 Credits.
Pre-requisites: declared Therapeutic Recreation Major or permission of instructor.
Informs students of the constant changes and developments in the therapeutic recreation profession.

RCLS 445. PROCESSES AND TECHNIQUES IN THERAPEUTIC RECREATION. 4 Credits.
Pre-requisites: declared Therapeutic Recreation Major or permission of instructor.
This course is designed to assist therapeutic recreation majors with the mastery of skills, attitudes and knowledge required for professional service in therapeutic recreation. Special attention given to the therapeutic recreation specialist as a therapist in a medical model.

RCLS 450. ASSESSMENT TECHNIQUES IN THERAPEUTIC RECREATION. 4 Credits.
Pre-requisites: declared Therapeutic Recreation Major or permission of instructor.
This course enables the Therapeutic Recreation major to develop an understanding of the process of assessment and use of appropriate standardized tools used by the profession with an in-depth study of the most widely accepted tools.

RCLS 455. RESORT AND COMMERCIAL RECREATION MANAGEMENT. 3 Credits.
Pre-requisites: RCLS 201.
This course is intended to provide working management knowledge related to resort and commercial recreation enterprises.

RCLS 460. SUPERVISION OF THERAPEUTIC RECREATION SERVICES. 4 Credits.
This class will introduce the concepts, theories and practices of effective supervision in the health and human service delivery system. Covers the essential elements of supervision that are pertinent to being an effective practicing therapeutic recreation supervisor in either a clinical setting or a community-based therapeutic recreation setting.

RCLS 462. FOUNDATIONS OF TRAVEL AND TOURISM. 3 Credits.
This course provides students with an introduction and overview of the travel and tourism industry including historical, behavioral, societal and business aspects of travel and tourism. Narrowing in focus, students learn about the impact of tourism on communities and strategies for sustainability. Students examine various sectors of the tourism industry and have the opportunity to explore their own special areas of interest.

RCLS 463. GLOBAL CITIZENSHIP AND INTERNATIONAL TOURISM. 4 Credits.
Notes: offered spring quarter.
Students explore global citizenship with regard to travel and tourism. In particular, students examine ethical dilemmas in travel and tourism and learn how to research and identify environmental, socio-cultural and economic impacts of tourism on the destination.
RCLS 465. SEMINAR IN TRAVEL AND TOURISM. 4 Credits.  
Pre-requisites: RCLS 462 or permission of the instructor.  
This course is designed to offer recreation management majors an insight into some of the multidimensional and complex issues currently seen in the travel and tourism industry. Students explore, problem solve, report, and discuss current issues as presented in a series of tourism case-study scenarios. In addition, students gain hands-on experience by planning and implementing a seven-day field trip to a major tourist destination or city.

RCLS 470. ADMINISTRATION, ORGANIZATION AND SUPERVISION IN RECREATION AND LEISURE SERVICES. 4 Credits.  
Pre-requisites: RCLS 425 and senior standing or permission of the instructor.  
Local, state, and federal recreation and park programs; their organization and administration, and their relation to other social institutions; special emphasis on planning, financing and legislative provisions, governmental control, budget, personnel, departmental organization and administrative practices, especially on the local level.

RCLS 480. BUDGETING IN RECREATION AND LEISURE SERVICES. 4 Credits.  
Pre-requisites: RCLS 201 and RCLS 385 or permission of the instructor.  
This course is designed to identify both traditional and innovative methods of financing recreation services at the public and private level along with an analysis of personal spending and budgeting procedures. A complete budget document for a selected organization will be developed.

RCLS 490. SENIOR CAPSTONE IN RECREATION. 4 Credits.  
Notes: this course is designated as the capstone course for those students majoring in recreation and leisure services within the Department of PEHR.  
Pre-requisites: RCLS 470 and senior standing.  
Satisfies: a university graduation requirement—senior capstone.  
An assessment will be completed for each major. The course focuses on the issues facing recreation professionals as they enter the field. Using group problem solving techniques, lecture and a research paper, the students will present and defend a position on an issue or develop and defend a solution to an existing problem. A major focus is to develop an understanding of the group process as it relates to being a team member and the ability to use resources to develop a research paper.

RCLS 493. THERAPEUTIC RECREATION PROFESSIONAL INTERNSHIP. 12 Credits.  
Pre-requisites: declared Therapeutic Recreation Major and compliance with RCLS Department’s internship requirements or permission of instructor.  
Full-time working experience in a therapeutic recreation service setting in line with student’s professional aspirations. Actual involvement in recreation and program planning; implementation supervision and program evaluation under professional and faculty supervision.

RCLS 494. OUTDOOR RECREATION PROFESSIONAL INTERNSHIP. 12 Credits.  
Pre-requisites: compliance with RCLS department’s internship requirements; permission of the instructor, department chair and college dean.  
Full-time working experience in an outdoor recreation service setting in line with your professional aspirations. Actual involvement in recreation and program planning; implementation supervision and program evaluation under professional and faculty supervision.
Physics

Robin McRae, Chair
department page (https://www.ewu.edu/cstem/programs/physics)
226 Science Bldg.
509.359.2798

Faculty

Andrés Aragoneses-Aguado, Berenice Emehiser, Brian D. Houser, Crysanthos Kyriakides, Robert W. Ruotsalainen, David Syphers.

Undergraduate Degrees

Bachelor of Arts (BA)
Physics (p. 491)

Bachelor of Arts in Education (BAE)
Physics/Secondary (p. 493)

Bachelor of Science (BS)
Physics (p. 492)

Undergraduate Minors
Physics (p. 493)
Physics/Secondary (p. 494)

Teacher Certification/Add-on Endorsement
General Science/Add-on Endorsement (p. 494)

Required courses in these programs of study may have prerequisites.
Reference the course description section for clarification.

Undergraduate Programs

Physics is the study of the physical environment and the laws governing the behavior of particles, fields and space/time. More specifically, physicists study mechanics, heat, light, electric and magnetic fields, gravitation, relativity, atomic and nuclear physics, solid state physics and many other topics. In general, physics strives for a mathematical description of the laws of nature at the most fundamental level and is therefore the most mathematical of the basic sciences.

Employment opportunities have been plentiful for physicists in recent years, especially for those with strong backgrounds in electrical instrumentation and computer electronics. Careers in research and development are available in many companies and federal agencies. The armed forces recruit technically trained people, especially physicists, to become officers and offer further educational opportunities to those selected. Secondary teaching positions in math and science are readily available. Careers exist in technical sales. Many students go on to graduate school for advanced degrees before starting a career. Advanced degrees lead to community college and university faculty positions, as well as increased opportunities for leadership roles in research and management.

In addition to its degree programs, the department provides several components to the university community in general and to a wide variety of majors in other disciplines. Introductory Physics and General Physics are supporting courses for such degree programs as chemistry and geology and are required courses for schools of physical therapy and medicine. General Physics is required in all schools of engineering.

General Admissions and Preparation Information for Physics

Bachelor of Science majors should complete the required chemistry sequence and as much of the General Education Core Requirements (p. 33) as possible during the first two years.

Beginning physics students are advised to start the PHYS 151, PHYS 152, PHYS 153, PHYS 221 sequence as soon as possible.

• This can be done fall quarter if the student is also prepared to enroll in MATH 161.
• Otherwise the student should take MATH 141, MATH 142 and MATH 161 their first year and be prepared to enroll in PHYS 151 the following fall quarter.

Grades: most upper division courses require either a minimum grade ≥C in each prerequisite or permission of the instructor in order to register.

Physics Major, Bachelor of Arts (BA)

The Bachelor of Arts degree allows the student to acquire a physics degree with strong emphasis in one or more related fields of study. This degree is ideal preparation for graduate work in such areas as geophysics, biophysics and physical chemistry. Physics graduates also commonly enter graduate schools in engineering fields. A Senior Capstone/Senior Thesis class is a university requirement for graduation. Please see your Physics advisor or Department Chair for course options.

Notes:

• two years of a single high school foreign language or one year of a single college level foreign language is required;
• this major requires the completion of a minor.

Grades: most upper division courses require either a minimum grade ≥C in each prerequisite or permission of the instructor in order to register.

Required Courses

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Required Laboratory Courses

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<td>PHYS 162</td>
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<td>PHYS 263</td>
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Electives—any 300- or 400-level PHYS course except PHYS 390 or PHYS 497 may be chosen as electives.

Total Credits: 45

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)
Physics Major, Bachelor of Science (BS)

The Bachelor of Science program is designed primarily for students preparing for graduate studies in physics and for students planning for a professional career in physics. A Senior Capstone/Senior Thesis class is a university requirement for graduation. Please see your Physics advisor or Department Chair for course options.

Grades: most upper division courses require either a minimum grade ≥C in each prerequisite or permission of the instructor in order to register.

Required Courses Outside Department

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<td>or MATH 342</td>
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<td>or MATH 481</td>
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Required Departmental Courses

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<tr>
<td>PHYS 415</td>
<td>QUANTUM PHYSICS</td>
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<tr>
<td>PHYS 416</td>
<td>ADVANCED PHYSICS</td>
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</tbody>
</table>

Electives

Any 300- or 400-level PHYS course except PHYS 390 or PHYS 497 may be selected as electives.

Total Credits 107
Physics/Secondary Major, Bachelor of Arts in Education (BAE)

This major satisfies the endorsement for grades 5–12.

Notes:

- see the Education Department for prerequisites, core requirements and additional PLOs;
- this major does not require the completion of a minor—students are encouraged to complete a secondary endorsement in at least one other subject area.

Grades: most upper division courses require either a minimum grade ≥C in each prerequisite or permission of the instructor in order to register.

Secondary Education Core

30–hour multicultural education field requirement

EDUC 201  INTRODUCTION TO EDUCATION 3
EDUC 303  FOUNDATIONS OF ASSESSMENT 3
EDUC 309  FOUNDATIONS OF SECONDARY CLASSROOM MANAGEMENT 3
EDUC 341  SECONDARY STRATEGIES, MANAGEMENT, ASSESSMENT 3
EDUC 413  CONTENT AREA LITERACY: MANAGEMENT AND ASSESSMENT FOR SECONDARY EDUCATION CANDIDATES 3
EDUC 420  ADMISSION TO PROFESSIONAL CANDIDACY 1
EDUC 426  SECONDARY STUDENT TEACHING 7-12 12
EDUC 427  GENERAL STUDENT TEACHING K-12 3-15

Total Credits 31-43

Secondary Education students must complete the required Secondary Education Core and the following courses.

Required Courses Outside Department

CHEM 151  GENERAL CHEMISTRY 5
CHEM 152  GENERAL CHEMISTRY 5
MATH 161  CALCULUS I 5
MATH 162  CALCULUS II 5
MATH 163  CALCULUS III 5
SCED 390  SCIENCE TEACHING METHODS 2

Required Physics/Secondary Courses

PHYS 151  GENERAL PHYSICS I 4
PHYS 152  GENERAL PHYSICS II 4
PHYS 153  GENERAL PHYSICS III 4
PHYS 221  GENERAL PHYSICS IV 4
PHYS 371  QUANTUM PHYSICS I: INTRODUCTION 4
PHYS 390  PHYSICS TEACHING METHODS 2

Required Laboratory Courses

PHYS 161  MECHANICS LABORATORY 1
PHYS 162  HEAT AND OPTICS LABORATORY 1
PHYS 163  ELECTRONICS LAB I 1
PHYS 263  ELECTRONICS LAB II 1
PHYS 321  ADVANCED PHYSICS LAB I 3

Electives—choose from any 300- 400-level PHYS courses, except PHYS 497. 15

Total Credits 71

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)

Humanities and Arts (p. 35)
Natural Sciences (p. 35)
Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)

Foreign Language
Minor or Certificate
Diversity Course List (p. 37)
Global Studies Course List (p. 37)
Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

Note: see Education for additional SLOs.

- demonstrate knowledge of the basic concepts of physics (such as mechanics, thermodynamics and electricity and magnetism);
- make and interpret laboratory measurements in physics;
- write effectively using the language of physics.

Physics Minor

Required Courses

PHYS 151  GENERAL PHYSICS I 4
PHYS 152  GENERAL PHYSICS II 4
PHYS 153  GENERAL PHYSICS III 4
PHYS 221  GENERAL PHYSICS IV 4
PHYS 361  CLASSICAL MECHANICS I 3-4
or PHYS 371  QUANTUM PHYSICS I: INTRODUCTION 4
or PHYS 401  ELECTROMAGNETISM I 4
or PHYS 411  CLASSICAL THERMODYNAMICS 4

Required Laboratory Courses

PHYS 161  MECHANICS LABORATORY 1
PHYS 162  HEAT AND OPTICS LABORATORY 1
PHYS 163  ELECTRONICS LAB I 1
PHYS 263  ELECTRONICS LAB II 1
PHYS 321  ADVANCED PHYSICS LAB I 3
Electives - any 300- or 400-level PHYS course except PHYS 390 or PHYS 497 3-4

Total Credits 26-28

Physics/Secondary Minor

This minor satisfies the endorsement for grades 5–12.

Required Courses

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<thead>
<tr>
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<tbody>
<tr>
<td>PHYS 151</td>
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<tr>
<td>PHYS 152</td>
<td>GENERAL PHYSICS II</td>
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<td>PHYS 161</td>
<td>MECHANICS LABORATORY</td>
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<td>PHYS 495</td>
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</table>

Total Credits 24-25

Add-on Endorsement—General Science

Teacher Certification/Add-on Endorsements

For students who currently possess a Washington State Teaching Certificate.

- This add-on satisfies the General Science endorsement and allows teachers to teach any science grades 5–12.
- To improve their marketability as science teachers, students may wish to complete this option in addition to their BAE in Biology, Chemistry, Earth and Space Science or Physics.

Individuals with an endorsement in one of the sciences can receive a General Science Endorsement if they are successful in passing the General Science West E exam. However, we recommend taking the following courses in order to increase the likelihood of passing the exam.

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<td>BIOL 172</td>
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<tr>
<td>GEOL 120</td>
<td>PHYSICAL GEOLOGY - THE SOLID EARTH</td>
<td>5</td>
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<tr>
<td>GEOL 121</td>
<td>PHYSICAL GEOLOGY - SURFICIAL PROCESSES</td>
<td>5</td>
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<tr>
<td>PHYS 121</td>
<td>DESCRIPTIVE ASTRONOMY</td>
<td>5</td>
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<tr>
<td>PHYS 131</td>
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<tr>
<td>PHYS 132</td>
<td>INTRODUCTORY PHYSICS II</td>
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<td>PHYS 161</td>
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Program will determine the appropriate Teaching Methods courses.

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<td>SCED 390</td>
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Total Credits 65

Physics/Secondary Minor

This minor satisfies the endorsement for grades 5–12.

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</table>

Total Credits 65

Physics (PHYS)

PHYS 100. PHYSICAL SCIENCE I. 5 Credits.

Pre-requisites: pre-university basic skills in mathematics.
Satisfies: a BACR for natural sciences.
Course covers the elementary aspects of physical science and astronomy. It operates in an informal laboratory mode with ample opportunity for discussion and individual assistance. No mathematics beyond basic arithmetic is used.

PHYS 115. INVESTIGATING PHYSICAL SCIENCE. 5 Credits.

Pre-requisites: MATH 208 or equivalent.
Satisfies: a BACR for natural sciences.
For students planning to teach elementary school. Includes inquiry based physical science investigations that support science instruction outlined in the National Science Education Standards and Washington Essential Academic Learning Requirements.

PHYS 121. DESCRIPTIVE ASTRONOMY. 5 Credits.

Notes: Laboratory work related to the covered topics is included. May include planetarium sessions.
Pre-requisites: pre-university basic skills in mathematics.
Satisfies: a BACR for natural sciences.
This course develops astronomy from early geocentric models of the cosmos through the Copernican revolution to our modern understanding. The tools of astronomy are discussed, and how physical laws are applied in astronomy. Course topics draw from the subjects of our Sun, our solar system and planets, exoplanets, stars, galaxies, large-scale structure and cosmology.

PHYS 131. INTRODUCTORY PHYSICS I. 4 Credits.

Notes: PHYS 161, the associated laboratory course, is usually required by any program also requiring PHYS 131, but requires separate enrollment.
Pre-requisites: MATH 142, concurrent enrollment in PHYS 161 is recommended.
Satisfies: The completion of PHYS 131, PHYS 161 satisfies the BACR for natural sciences, counts as one course. The completion of PHYS 131, PHYS 132, PHYS 161, plus any one of the following: PHYS 162, PHYS 163, PHYS 263 satisfies the BACR for natural sciences, counts as two courses.
This course covers kinematics, Newton's Laws of Motion, conservation of energy, momentum and statics.

PHYS 132. INTRODUCTORY PHYSICS II. 4 Credits.

Notes: most programs which require PHYS 162 also require PHYS 162, the associated lab, which requires separate enrollment.
Pre-requisites: PHYS 131.
Satisfies: The completion of PHYS 131, PHYS 161 satisfies the BACR for natural sciences, counts as one course. The completion of PHYS 131, PHYS 132, PHYS 161, plus any one of the following: PHYS 162, PHYS 163, PHYS 263 satisfies the BACR for natural sciences, counts as two courses.
This is a continuation of PHYSs 131 and covers fluids, oscillations and waves, thermal physics, electrostatics and simple circuitry.
PHYS 133. INTRODUCTORY PHYSICS III. 4 Credits.
Notes: programs which require PHYS 133 often require the associated lab (PHYS 163) for which enrollment is separate.
Pre-requisites: PHYS 132.
Satisfies: The completion of PHYS 131, PHYS 161 satisfies the BACR for natural sciences, counts as one course. The completion of PHYS 131, PHYS 132, PHYS 161, plus any one of the following: PHYS 162, PHYS 163, PHYS 263 satisfies the BACR for natural sciences, counts as two courses. This is a continuation of PHYS 132. Content includes magnetism and Faraday's Law, geometrical and wave optics, special relativity and selected topics in quantum theory.

PHYS 151. GENERAL PHYSICS I. 4 Credits.
Notes: the completion of PHYS 151, PHYS 161 satisfies the BACR for natural sciences, physics; counts as one course.
Pre-requisites: Concurrent enrollment in MATH 161. Concurrent enrollment in PHYS 161 is recommended.
Part of a four-quarter beginning sequence (PHYS 151, PHYS 152, PHYS 153, PHYS 221) suitable for all students of natural science and mathematics. Topics covered include: one and multi-dimensional kinematics and dynamics, energy and momentum and oscillations.

PHYS 152. GENERAL PHYSICS II. 4 Credits.
Notes: the completion of PHYS 151, PHYS 152, PHYS 161, plus any one of the following: PHYS 162, PHYS 163, PHYS 263 satisfies the BACR for natural sciences, counts as two courses.
Pre-requisites: PHYS 151 and concurrent enrollment in MATH 162.
Part of a four-quarter beginning sequence (PHYS 151, PHYS 152, PHYS 153, PHYS 221) suitable for all students of natural science and mathematics. Topics covered include: rotational motion, gravity, fluids, waves and thermodynamics.

PHYS 153. GENERAL PHYSICS III. 4 Credits.
Pre-requisites: PHYS 152, MATH 162, concurrent enrollment in MATH 163 recommended.
Part of a four-quarter beginning sequence (PHYS 151, PHYS 152, PHYS 153, PHYS 221) suitable for all students of natural science and mathematics. Topics covered include: electrostatics, direct current circuit theory, magnetism and geometric optics.

PHYS 161. MECHANICS LABORATORY. 1 Credit.
Pre-requisites: MATH 142.
A laboratory course in mechanics, including one-dimensional motion, motion in a plane, dynamics, conservation of energy and momentum, and oscillating motion.

PHYS 162. HEAT AND OPTICS LABORATORY. 1 Credit.
Pre-requisites: MATH 142.
A laboratory course in heat and optics. Experiments in optics include reflection and refraction, lenses and mirrors, microscopes and telescopes, and optical spectra. Experiments in heat include heat and temperature, thermal expansion, mechanical and electrical equivalents of heat and a study of gas laws.

PHYS 163. ELECTRONICS LAB I. 1 Credit.
Pre-requisites: MATH 142.
This lab course covers electrostatics and concepts of simple DC circuitry, Kirchhoff's loop rule and junction rule, and the includes the operational principles of ammeters and voltmeters.

PHYS 196. EXPERIMENTAL COURSE. 1-5 Credits.

PHYS 221. GENERAL PHYSICS IV. 4 Credits.
Pre-requisites: PHYS 153.
Part of a four-quarter beginning sequence (PHYS 151, PHYS 152, PHYS 153, PHYS 221) suitable for all students of natural science and mathematics. Topics covered include: electromagnetism, alternating current circuit theory, Maxwell's equations, physical optics, quantization, and nuclear physics.

PHYS 263. ELECTRONICS LAB II. 1 Credit.
Pre-requisites: PHYS 163.
This course covers principles of AC circuits with reactive elements; the operation of transformers; diode operation and theory; and simple semiconductors.

PHYS 296. EXPERIMENTAL COURSE. 1-5 Credits.

PHYS 299. SPECIAL STUDIES. 1-5 Credits.

PHYS 321. ADVANCED PHYSICS LAB I. 3 Credits.
Pre-requisites: junior standing or permission of the instructor.
A laboratory course dealing with classical experiments in all of physics as well as introducing many modern measurement techniques in atomic and nuclear physics.

PHYS 322. ADVANCED PHYSICS LAB II. 3 Credits.
Pre-requisites: junior standing or permission of the instructor.
A laboratory course dealing with classical experiments in all of physics as well as introducing many modern measurement techniques in atomic and nuclear physics.

PHYS 338. DISCOVERING WOMEN IN SCIENCE. 1 Credit.
The course uses several scientific themes to rediscover from the past and find in contemporary research, the women who have made significant contributions to science.

PHYS 361. CLASSICAL MECHANICS I. 4 Credits.
Pre-requisites: PHYS 153, MATH 163.
A study of statics and dynamics from a mathematical point of view; an introduction to Lagrange's Equations.

PHYS 362. CLASSICAL MECHANICS II. 4 Credits.
Pre-requisites: PHYS 361.
A study of statics and dynamics from a mathematical point of view; an introduction to Lagrange's Equations.

PHYS 363. SPECIAL RELATIVITY. 4 Credits.
Pre-requisites: PHYS 153, MATH 162.
An introduction to Einstein's theory of special relativity and its application to particle dynamics.

PHYS 371. QUANTUM PHYSICS I: INTRODUCTION. 4 Credits.
Pre-requisites: MATH 163, PHYS 221.
An introduction to the origin and development of quantum theory with emphasis on the classical experiments leading to Schroedinger's wave mechanics and applications of Schroedinger's Equation to simple systems. Explicit solutions of the standard one dimensional problems and the use of the linear algebraic Dirac formalism will be discussed in detail.

PHYS 372. QUANTUM PHYSICS II: ATOMIC. 4 Credits.
Pre-requisites: PHYS 371.
A study of the application of quantum theory to the description of atoms, including exactly solvable problems and key approximation methods. Atomic structure and the resulting spectra are discussed.
PHYS 390. PHYSICS TEACHING METHODS. 2 Credits.
Pre-requisites: successful completion of PHYS 221, PHYS 263, PHYS 321, PHYS 371, and successful completion or concurrent enrollment in EDUC 341 and enrollment in a co-requisite SCED 390.
This course is for physics majors planning to teach junior or senior high school. Topics include: review of the NGSS content, the development of lesson plans for several areas of the new standards, and instruction, through class examples, of teaching science by inquiry.

PHYS 395. CO-OP FIELDWORK. 1-5 Credits.

PHYS 396. EXPERIMENTAL COURSE. 1-6 Credits.

PHYS 401. ELECTROMAGNETISM I. 4 Credits.
Notes: MATH 241 or equivalent is strongly suggested prior to taking the class.
Pre-requisites: MATH 163 and PHYS 221.
This course consists of topics in electrostatics: the electric field, Gauss’ Law, the scalar potential, electromagnetic energy and polarizable media. Extensive use is made of vector calculus.

PHYS 402. ELECTROMAGNETISM II. 4 Credits.
Pre-requisites: PHYS 401.
This course consists of topics including: magnetostatics and some time-varying fields, the Biot-Savart Law, Ampere’s Law, the vector potential, Faraday's Law, and magnetostatics in the presence of magnetizable matter.

PHYS 403. ELECTROMAGNETISM III. 4 Credits.
Pre-requisites: PHYS 402.
This course consists of topics including: Maxwell’s Equations, electromagnetic waves, wave guides, radiation, and compatibility of electromagnetism and special relativity.

PHYS 411. CLASSICAL THERMODYNAMICS. 3 Credits.
Pre-requisites: PHYS 153, MATH 163.
Introduction to elementary thermodynamics; first, second and third laws of thermodynamics; ideal gases; and kinetic theory.

PHYS 421. COMPUTATIONAL PHYSICS. 4 Credits.
Pre-requisites: MATH 163, PHYS 221.
Introduction to programming to solve physics problems in data analysis, theory, and statistics that are not amenable to analytical solution. Covers model fitting, computational statistical techniques, nonlinear system dynamics, iterative solutions and basic simulations.

PHYS 424. ASTROPHYSICS. 4 Credits.
Pre-requisites: MATH 163, PHYS 153.
Application of the physical principles of mechanics, fluid dynamics, thermodynamics, electromagnetism, optics and relativity within the astronomical contexts of observational techniques/instrumentation, planetary science, stellar structure/evolution, galactic/extragalactic structure and cosmology.

PHYS 431. SOLID STATE DEVICES PHYSICS. 3 Credits.
Pre-requisites: MATH 163, PHYS 221.
A course dealing with crystalline semiconductors, carrier transport generation and recombination, p-n junctions, metal-semiconductor junctions, microwave devices, photonic devices like solar cells and semiconductor lasers.

PHYS 441. SOLID STATE PHYSICS. 3 Credits.
Pre-requisites: PHYS 431.
A course dealing with the quantum properties of electrons in solids, mechanisms of electron and hole conduction, and the theory of operation of solid state devices.
Planning and Public Administration

Kerry Brooks, Chair
Public Administration page (https://www.ewu.edu/cbpa/programs/public-administration)
Urban and Regional Planning page (https://www.ewu.edu/cbpa/programs/urban-regional-planning)
668 N Riverpoint Blvd, Suite A
Spokane, WA 99202
509.828.1205

Faculty
Kerry Brooks, Margo L. Hill, Courtney Jensen, Ning Li, Jason Scully, Mengzhong Zhang, Robert C. Zinke.
Emeritus Faculty: William Kelley, Larry Luton, Gabor Zovanyi.

Undergraduate Degrees

Bachelor of Arts (BA)
Urban and Regional Planning (p. 503)

Undergraduate Minor
Urban and Regional Planning (p. 504)

Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.

Undergraduate Programs

Urban and Regional Planning emphasizes the creation of directed change within communities to address critical problems. It uses placemaking as a component of sustainability to help identify physical and social directions for communities. It builds on plan-making—critical inventory and analysis of the natural environment, the built environment, transportation, urban design and community development. Students learn about planning processes and their applications in local and regional settings through classes, applied field research in class and through practice. Students also learn strategic policy-making and actions within a community through planning processes. The program focuses on an awareness and understanding of global issues and solutions through local and regional processes, and utilizes the latest GIS and other techniques of data analysis and visualization to lead to sustainable solutions and to build strong communities. Housed in academic facilities on the EWU Spokane Campus and the Cheney Campus, the department has excellent space and resources for students: studio facilities, computer workstations and labs, a geographic information systems (GIS) laboratory, and access to a variety of other campus and community resources.

Vision of the Planning Programs: our graduates are leaders of the planning profession and guides to sustainable futures.

Mission of the Planning Programs: the mission of the Urban and Regional Planning Programs at EWU is to provide quality professional planning education, research, and community service with an emphasis on problem solving at the local level.

Implementation of the vision and mission is based on annually revised goals and are rigorously assessed through measurements reported annually on-line and in reports, along with an annual review by professional planners in our Planning Advisory Committee (PAC) and in our accrediting agencies. We continually revise our strategic plan to address critical needs of students, communities and changes in our profession.

Planning Scholarships for Undergraduate and Graduate Students: the Planning programs provide the following scholarships for planning majors.

Applications are available in the spring quarter of each year for:

- The Frank Schaedegg Memorial Scholarship award ($1,500);
- The Washington Chapter APA Scholarship for an undergraduate or graduate student ($3,000);
- King Cole Scholarship ($1,250);
- Leonard Zickler Scholarship ($1,250).

Awards Program Information

The Planning Programs conduct an annual awards program, with the College of Business and Public Administration to recognize students for work accomplished during their academic careers.

These awards include:

- Undergraduate Scholarship Award: awarded to the graduating senior whose academic achievement has been outstanding;
- Graduate Scholarship Award: awarded to the graduating master’s degree candidate whose academic achievement has been outstanding;
- Community Service Award: awarded to a graduating student who has accomplished noteworthy and exemplary contributions in public service to regional communities;
- Professional Achievement Award: awarded to a graduate student who has demonstrated outstanding professional knowledge and skill in the performance of a professional internship or research project;
- AICP National Professional Award: awarded by the Planning Accreditation Board (PAB) upon recommendation of the Planning faculty for one graduate and one undergraduate student that represent excellence in academic and professional planning.

Student Support

The programs have long history of funding students via research and service projects. In addition to graduate assistantships provided by the university our programs also offer research funded assistantships and tuition support as well as part time and hourly work opportunities for qualified students.

Integrating the Classroom and the Real-World

The Planning programs emphasize the acquisition and application of practical professional skills. Therefore, students not only acquire knowledge in the classroom, but also are involved in field projects requiring systematic application of this information. These field projects are often linked to the programs’ community service activities. Our curricula at both the undergraduate and graduate level focus plan making and methods as well as state of the art tools for data driven planning.

Community Service Information

The department has a long history of providing planning and community development services to urban neighborhoods, towns and cities throughout Eastern Washington through its community service...
program. This work is conducted either on a contract basis with these communities or through other mechanisms. This work provides students with the opportunity to apply their knowledge and skills in realistic planning settings.

Internships Information

The Planning programs maintain an active internship program with local and regional planning agencies throughout the Northwest. Internships are encouraged but not required. An intern gains valuable practical experience while earning credits toward the degree. Credit allocation is determined by the amount of time the student works in the agency.

Career Placement Information

The long-range job outlook for urban and regional planners is excellent, with most graduates pursuing a career in local or state government. There is an expanding need for planners in the private sector including consulting firms, land development companies and large corporations involved in land management and location analysis. Planners also work in non-profit organizations, private sector consulting and development firms. These positions complement more traditional jobs in the public sector, including those dealing with comprehensive planning, land use regulation and transportation systems management. The department takes an active role in placing students and is proud of its continuing success in finding positions for its graduates. Agencies and organizations throughout the Pacific Northwest compliment the program for producing graduates who are ready and prepared to work and contribute.

Tribal Planning Curriculum

EWU has developed a special, long term relationship with American Indian Tribal governments and organizations, including the Affiliated Tribes of Northwest Indians. EWU has developed coursework and service/applied research programs to serve and work with tribal governments. Tribal governments maintain sovereign status in relation to the federal government, which includes the power to plan and implement plans. The Planning Programs offer courses in Tribal planning, a graduate specialization and an Executive Certificate in Tribal Planning.

Graduate Degrees

Master’s of Urban and Regional Planning (MURP)
Master of Urban and Regional Planning (p. 505)

Graduate Certificates
Executive Certificate in Tribal Planning (p. 506)
Regional Economic and Public Policy Analysis (p. 227) Graduate Certificate (p. 227)

Alternative Degree Options

Students interested in either of these options must contact the Planning program’s advisor and have approval to register.

- Dual Degree with MPA
  - The Urban and Regional Planning Programs and the graduate program in Public Administration offer a dual-degree program in Planning and Public Administration. Student will receive two Masters degrees, the MURP and the MPA upon completion of this curriculum. However, students who complete these programs will not be considered to have graduated from the accredited program as described above without fulfilling all of the above requirements in addition to those specified in the dual degree program.
- Master of Interdisciplinary Studies with a Planning Emphasis
  - In addition to the MURP, students may elect to complete an Interdisciplinary Master’s Degree by arranging a set of courses with two or more departments. In this case, students receive the appropriate degree, MA or MS, but not the MURP degree.

Graduate Certificate in Regional Economic and Public Policy Analysis

The Graduate Certificate in Regional Economic and Public Policy Analysis offers the opportunity to expand and enhance quantitative skills to analyze policy issues such as the regional economic impact of proposed housing projects, plant closures, or social program expansions. The focus of the certificate is on the development of analytical methods of economics and statistics; identification of appropriate statistical information for regional analysis; application of tools, methodologies and techniques of policy analysis; and the use of analytical tools and methods such as GIS, input-output analysis, regression analysis and computer modeling.

The REPA Certificate is a 28 credit curriculum that can be a part of a graduate program at EWU or a stand-alone certificate. All students must complete the graduate admissions requirements.

Students in the certificate program should consult with their appropriate advisor: the Planning and Public Administration Department Chair or the Economics Department Chair.

Registration

Before the first registration, students should consult the department’s graduate advisor for assistance in planning courses for the first quarter. The graduate advisor has responsibility for guiding the student until the student has selected a graduate committee. Once the committee has been selected, the chair of the committee provides guidance for the student.

To complete this degree in two years, students must take at least 12 credits per quarter. The load for a full-time graduate student is 12 to 17 hours per quarter. An additional charge will be assessed for credits in excess of 18. Students enrolling for more than 17 credits must have written approval from the program’s graduate advisor or chair of their graduate committee plus the department chair.

Enrollment Requirements

Students admitted to the Master of Urban and Regional Planning Program must maintain continuous enrollment from the first matriculation until all requirements for the degree are completed. Enrollment may be met in one of the following categories:

1. full-time enrollment of 10 credits or more;
2. part-time enrollment of less than 10 credits;
3. in absentia enrollment.

Graduate students are considered to be actively pursuing a degree from the first enrollment in the graduate planning program until graduation or until the limits described in this catalog have expired.

Under unusual circumstances, a student may petition for a leave of absence. If the petition is granted, the registration requirement will be set aside during that period of leave. Leaves will be granted only under conditions that require the suspension of all activities associated with
the student's degree program, including the research project. The leave of absence shall be for no more than one year. A written request for leave of absence shall be submitted to the student's committee for approval. The recommendation shall be forwarded to the Graduate Studies Office.

Students who have completed all courses in their program other than PLAN 601 shall continue to register for at least 2 credits of planning courses until the degree requirements have been completed. An approved leave of absence is the only exception to this requirement.

Students who do not comply with these requirements for continuous enrollment will have their future registration blocked. They will be allowed to register only after receiving a favorable recommendation from the department’s faculty, the endorsement of the department chair and the approval of the dean of the College of Business and Public Administration.

Student’s Advisory Committee

After receiving admission to Graduate Programs and the Department of Urban and Regional Planning, the student will consult with their graduate program advisor concerning appointment of the chair of the student’s advisory committee. The graduate committee administering the comprehensive examination shall, according to department policy, be comprised of three members: two faculty members from the Planning programs, with one serving as chair and a third faculty member from another academic discipline. The committee member from outside the student’s discipline may either be appointed by the Graduate Studies Office or students may elect to take the initiative and have a faculty member of their choosing appointed to the third committee position.

If the second option is selected, students have the responsibility of approaching such potential members to secure their willingness to serve and the subsequent responsibility of notifying the Graduate Programs Office so that the willing outside members may formally be appointed to committee assignments.

No adjunct, part-time or other faculty located away from the campus may serve as chair of a student’s advisory committee, but they may serve as a member.

The student’s advisory committee chair has the responsibility for guiding and directing the entire academic program of the student. The student has the responsibility for initiating academic actions concerning the advisory committee. The chair of the advisory committee has immediate supervision of the student’s academic planning and research project. The chair also has the responsibility for calling required meetings of the advisory committee or other informal meetings considered desirable.

The duties of the advisory committee include the responsibility for the degree program, the research or internship proposal, the research project, the internship report and the final examination. In addition, the advisory committee, as a group and as individual members, is responsible for counseling the student on academic matters and in the case of academic deficiency initiating recommendations to the Graduate Programs Office.

The student’s advisory committee will evaluate the student’s previous training and degree objectives. The committee will then outline a proposed degree program and a research problem. These activities along with the student’s other courses will constitute the student’s program. The student’s proposed degree program must be included in the Application for Degree Candidacy form. This form must be submitted to the Graduate Programs Office prior to the fourth quarter of registration, with endorsements by the student’s advisory committee and the graduate program advisor.

The advisory committee chair chair and the second planning faculty must meet together with the student to review and approve the student’s research proposal by the end of the fourth quarter in the program.

Additional courses may be added to the approved degree program by the student’s advisory committee if such additional coursework is deemed necessary to correct deficiencies in the student’s academic preparation. Changes to an approved degree program can be made with the approval of the student’s advisory committee.

Research Project Reports

Successful completion of a research report is required for the degree of Master of Urban and Regional Planning. Either an academic or applied research paper in the form of a report is required. A research report must be the original work of the candidate but it may incorporate portions of plans the students completed as an intern or on funded research. Either type of report must be grammatically correct, reflect the candidate’s ability to express thoughts clearly and adhere to the format of articles and reports contained in the Journal of the American Planning Association. The research report shall also contain an abstract not exceeding 350 words and a vita page. Instructions relating to the specific requirements of either type of report may be obtained from the department office.

Final Comprehensive Examinations

The candidate for the degree of Master of Urban and Regional Planning must pass a final examination. At the time of the final examination, a student’s cumulative GPA ≥ 3.0. There must be no unabsolved grades < C. The student must have completed all degree program course work with the exception of those courses scheduled during the quarter of the examination. Students who have not met these conditions are not eligible to take the final examination.

All students will be required to pass an oral examination during their final quarter. That oral examination shall consist of questions pertaining to the department’s curriculum and the candidate’s own areas of study. The examination may, at the discretion of the student’s committee, include a written component. In addition, all students are required to defend a research or internship report during the course of the final examination.

The final examination is conducted by the student’s advisory committee. The oral examination is open to the public; however, only committee members vote.

It is the candidate’s responsibility to schedule the comprehensive examination at a time agreeable to committee members and to notify the Graduate Programs Office at least two weeks prior to the examination date. In addition to complying with university procedures regarding such matters as deadlines and notification requirements, students within the department must also satisfy additional procedural requirements with respect to the written component of their final examinations. They must submit a research proposal for review and approval by their chair and second at the beginning of the student’s fourth term of classes. They must also submit an acceptable draft of their research or professional internship report to the chair of their committee no later than the end of the third week of the quarter in which they intend to graduate. In addition, they are also required to submit a final copy of such reports at least two weeks prior to the comprehensive examination.
Students must be registered at the university during the quarter in which the examination is given. A student shall be given only one opportunity to repeat the final examination and that shall be scheduled within the quarter following the first taking of the examination (summer quarter excluded).

**Graduate Degrees**

**Master's of Public Administration (MPA)**  
Master of Public Administration (p. 504)

**Graduate Certificates**

Public Management Development (p. 506)  
Regional Economic and Public Policy Analysis (p. 227) (Students in this certificate program should consult with their appropriate advisor: the Planning and Public Administration Department Chair or the Economics Department Chair.)

**Graduate Programs**

The Graduate Program in Public Administration (PADM) is designed to provide widely varied educational opportunities in the fields of public and not-for-profit management. Graduate study opportunities are available for those currently employed as well as for recent graduates seeking a career in the public service. Both full-time and part-time study programs are available on a degree and non-degree basis.

Students in PADM are encouraged to become aware of the public service environment, the values that guide public service and the critical and analytical skills necessary to formulate, implement and evaluate public service decisions.

Program faculty, all of whom hold doctoral degrees and have public service management experience, have been selected from the several academic areas most pertinent to public sector applications. Adjunct faculty are highly trained, qualified and experienced academics and practitioners.

Alternatives offered include a master’s degree in public administration (60 quarter credit hours), several types of dual degrees (MBA/MPA, MSW/MPA, MURP/MPA), a Public Management Development Certificate Program (as few as 16 credit hours) and, a certificate in Regional Economic Policy Analysis.

Students interested in any of these alternatives should contact the Director of PADM for further information.

**Scheduling**

To make the PADM courses more accessible to those employed full-time, all coursework is offered at the EWU Spokane Campus, either during weekday evening hours or on weekends. Some “flex” courses are being developed that combines online and in-person course work.

**Assistantships**

Paid graduate assistantships are often available. Information and application forms are available from the program office. Applications for academic year assistantships should be completed and returned to the PADM office no later than June 1 preceding the academic year for which the student is applying.

**Applying for Admission**

In order to apply for admission to the MPA program, one must fill out EWU’s graduate application form and send to the MPA office: 1. a current résumé; 2. a short career plan essay; and 3. one letter of recommendation.

The EWU Graduate Programs Office collects a $50 application fee. No additional fee is charged for application to the MPA program.

**Application Deadlines**

Priority consideration for admission will be given to applicants who meet the deadlines below. In order to meet the deadlines, 1. all of the application steps listed in the above paragraph must be completed, and 2. all admission requirements must be satisfied (including background requirements).

- **Priority Admission Deadlines**
  - fall quarter: May 1
  - winter quarter: November 1
  - spring quarter: February 1
  - summer quarter: April 1

**Admission Requirements**

Based on the standards described below, students are admitted upon the recommendation of the director of PADM. The director’s recommendation will be sent to the Dean of Graduate Programs. That dean will then notify the student, in writing, of his/her admission or rejection. Applicants may seek admission on the basis of 1. their bachelor’s degree work, 2. completion of another master’s degree or 3. their work experience (if they can demonstrate a least 10 years of progressive responsibility in a related profession). Admission procedures and requirements are the same for the MPA degree and the Public Management Development Certificate programs.

**Admission Based on Undergraduate Academic Performance**

Students who have completed a bachelor’s degree at an appropriately accredited institution may be admitted to the Graduate Program in Public Administration based on the following criteria: (1) cumulative GPA ≥3.0 in the last 90 quarter graded credits of post-secondary coursework (or its equivalent as computed by the Graduate Programs Office); or (2) recommendation of the director based upon a successful appeal by the student. (This appeals process will be utilized only for students who do not have an undergraduate cumulative GPA of at least 3.00.)

Students seeking to utilize the appeals process for admission must directly request reconsideration by the director. In considering that request the director will review such information as:

1. a résumé;
2. letter of recommendation;
3. a combined verbal and quantitative score of 1000 and analytical writing score of 3 on the GRE, a GMAT score of at least 500 and/or 3, successful completion of up to 12 credits in PADM courses with a minimum GPA in those courses of ≥3.30. After reviewing these new data, the MPA Program Director may admit students under the 10% exception.

**Admission Based on Another Master’s Degree**

A student may also be admitted to PADM with proof of possession of another valid master’s degree.
Admission Based on Work Experience

Applicants with at least 10 years of increasingly responsible professional experience in public administration may also be offered regular admission. Admission is based on the following: 1. evidence of having obtained a bachelor’s degree from an appropriately accredited institution; 2. an essay demonstrating critical thinking skills; 3. a statement of intent demonstrating a level of knowledge and intellectual maturity appropriate to the proposed field of graduate study; 4. evidence of professional success in Public Administration. Upon admission a student will also need to provide evidence of having met the background requirements to enroll in PADM 501 and PADM 503 (see below).

English Language Requirement

All students from non-English speaking countries must provide evidence of adequate proficiency in the English language before being admitted to the PADM. This requirement may be satisfied by presenting a TOEFL score of 580 (237 CBT, 92 iBT) or its equivalent. A student with a TOEFL score of between 550 and 580 (213–233 CBT, 79–91 iBT) may be granted Provisional Acceptance. In such cases, registration for classes is conditional upon having a program of English language study approved by the director in consultation with the International Education office.

Students with TOEFL scores of 525 to 550, (197–213 CBT, 71–78 iBT, may be admitted to the university as post-baccalaureate students (i.e. Graduate Preparation). As post-baccalaureate students they may register for classes and demonstrate their ability to do the work required of MPA students. They should be aware of the EWU regulation on previous graduate credit which permits no more than 12 pre-admission credits to be counted toward a graduate degree (see the general policies on page 327). The director of PADM will determine whether they should be granted admission to the program based in part upon their work as post-baccalaureate students. Students with scores below the aforementioned ones may be provisionally admitted to the university as post-baccalaureate students. Students may take up to 12 pre-admission credits to be counted toward a graduate degree after graduate admission and with program approval; and must enroll in English Language Institute (ELI) until completion of Level 5.

The Test Drive

In the test drive applicants will be allowed to take up to 12 quarter credits with permission of the director while completing all admission requirements. The letters of recommendation and career plan summary are not required prior to enrolling in the first 12 credits of classes. It will be necessary to complete the Application for Admission to a graduate program and submit it to the Graduate Programs Office with the appropriate fee. Documentation of completing a bachelor’s degree will also be required. The application should be signed by the MPA Program Director indicating provisional acceptance. In order to be admitted to the program, it is necessary to complete the background requirements (see below), so in addition to the 12 credits in MPA courses in the test drive, students will need to complete any background courses they have not already completed.

Advancement to Candidacy

Prior to completing 30 credit hours of coursework, a student is expected to file for advancement to candidacy. When the candidacy form is filed and accepted, it represents an official statement regarding what courses a student must complete to obtain the MPA degree. Filling out the form involves listing all courses completed, all in progress and all those yet to be taken to complete the courses required for the degree. It also involves identifying two PADM faculty members who will sit on the oral exam committee. The chair of the committee will be the advisor for the student’s research project or thesis. Students may indicate preferences for who serves as the chair and second member of the committee, but the final decision regarding which faculty members are on the committee will be made by the MPA program director.

Comprehensive Examination

Every student seeking a Master of Public Administration degree must take a comprehensive written examination.

The first step toward the comprehensive examination is filing for candidacy. When the student files for candidacy, he or she will designate the term and year in which the student anticipates taking the Comprehensive Examination and complete his or her MPA degree.

The second step is to complete all the designated core courses (except PADM 601 and PADM 602) in the MPA curriculum, and take all or a majority of their elective courses, such that after they finish PADM 601 MPA Capstone and PADM 602 MPA Portfolio, outlined below, they will have completed all of the degree requirements for the MPA degree.

The third step is to concurrently enroll in PADM 601 MPA Capstone and PADM 602 Portfolio during their final term in the MPA program. Both the Comprehensive Examination and the Portfolio will be examined by the MPA faculty.

The Comprehensive Examination will cover the following materials: 1. questions designed to test the student’s understanding and comprehension of relevant MPA knowledge-bases and competencies in the Core Curriculum of the MPA program; and 2. at least one question designed to test the student’s ability to apply the MPA knowledge-base and competencies they have learned to a case-study situation drawn from actual administrative practice. Both PADM 601 and PADM 602 are graded on a pass/fail basis. Should it be necessary to schedule a retaking of the examination, the procedures shall be the same with the exceptions noted under Graduate Affairs Council policy 13.12. A copy of Graduate Affairs Council Policies is available for reading in the main Public Administration office, EWU, Phase One Classroom Bldg., 668 N. Riverpoint Blvd., #325.

Cooperation with Other Graduate Programs

With the permission of the MPA director, courses offered by other graduate programs may be counted toward the 20 credits elective requirement. Master’s degree programs that frequently offer courses considered appropriate as elective courses in the MPA program include: MURP (Planning), MPH (Public Health), MSW (Social Work), Master of Science in Communication Studies and MBA (Business Administration).

Some of courses from the planning program that may be used as electives in the MPA program include:

- PLAN 510 Community Facilities Planning (5)
- PLAN 530 Contemporary American Indian Planning (3)
- PLAN 540 Land Use Planning (5)
- PLAN 542 Sustainable Communities (3)
- PLAN 550 Emergent Community Health Challenges (4)
- PLAN 560 American Indian Planning Studio (3)
- PLAN 571 Environmental Review (3)

We also encourage MPA students with an interest in tribal governance to consider obtaining the Executive Tribal Planning Program certificate.
and counting those courses toward elective requirements in the MPA program.

**The courses in the Executive Tribal Planning program include**

- PLAN 523 American Indian Planning (4)
- PLAN 524 Advanced Strategic Planning (4)
- PLAN 528 American Indian Health and Community (4)
- PLAN 529 American Indian Health Care Systems and Services (4)
- PLAN 531 Census Data for American Indian Planning (2)
- PLAN 534 American Indian Transportation Planning (4)

**Courses from the Masters in Public Health that MPA students may use as electives include**

- HLED 505 Trends and Issues in Public Health (4)
- HSAD 500 U.S. Healthcare Systems (4)
- HSAD 540 Health Policy (4)
- PLAN 511 Health Impact Assessment (2)
- PLAN 552 Comprehensive Community Health Planning (4)

**Thesis Option**

- If a student decides to write a master’s thesis, s/he is required to register for 8 credits of PADM 600 Thesis Research. Two of those credits substitute for the normal PADM 601 requirement. The other 6 credits can be counted toward the 20 credit elective requirement.

**Y Grades in PADM Courses**

- Y grades are given for coursework that was not expected to be completed by the end of the quarter.

**PADM courses in which Y grades may be given include**

- PADM 519 Public Service Learning (2 credits)
- PADM 525 Public Sector Grants-Writing and Administration (4 credits max)
- PADM 599 Directed/Independent Study (4 credits max)
- PADM 600 Thesis Research Seminar (8 credits max)
- PADM 601 MPA Capstone (2)
- PADM 602 MPA Portfolio (2 credits max)
- PADM 603 Internships in Public Administration (8 credits max)

**Public Service Learning Field Experience (2 credits)**

- Students in the MPA program are expected to evidence an interest in public service. The public service learning field experience requirement is designed to give course credit for field experience involving 100 hours of voluntary public service.
- Students who can provide documentary evidence of having engaged in 100 hours of voluntary public service prior to admission to the program may be allowed to substitute a 2 credit elective course for this requirement.

**Internships (optional) (2–8 credits)**

Although internships are not a required part of the MPA curriculum, they are strongly recommended for all MPA students who have not had significant public sector administrative experience. The internship is intended to provide a major professional learning experience for the student, including a realistic exposure to a complex organizational environment. The intern is expected both to contribute to the agency by helping to solve problems for the agency and to learn from and about the agency. Normally an internship should be arranged after finishing at least 30 credit hours of coursework in the program. The standard requirement for a 4 credit internship is 20 hours of work per week for one quarter. No more than 8 credits of internship may be counted toward graduation. Academic credit is obtained by registering for PADM 603. Documentation of the work experience is required.

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**Dual Degree Programs**

**MPA/MBA**

A dual-degree program with the Eastern Washington University Master of Business Administration is available through which one can obtain both an MPA degree and an MBA degree. In this program of study, required courses for one degree program serve as elective courses in the second program, thereby reducing the number of credits required for each of the degrees. Any student interested in this dual degree must apply and be admitted to both the Master of Public Administration and the Master of Business Administration Programs. Individuals who have already started one of the two master’s programs can work toward the MPA/MBA by qualifying for admission to the other program. Students complete 73 hours of coursework in addition to those background courses which are prerequisite to either graduate degree program. The average progress requires about eight quarters of full-time study to complete both degrees. Interested parties should contact the PADM director and MBA director at EWU, Phase One Classroom Bldg., 668 N. Riverpoint Blvd., #325, 509.828.1248 or 509.828.1232. For information on the MBA program see Business Administration.

**MPA/MSW**

A dual-degree program with the Eastern Washington University Master of Social Work program is available through which one can obtain both an MPA degree and an MSW degree. In this program of study, required courses for one degree program serve as elective courses in the second program, thereby reducing the number of credits required for each of the degrees.

Any student interested in this dual degree must apply and be admitted to both the Master of Public Administration and the Master of Social Work Programs. Individuals who have already started one of the two master’s programs can work toward the MPA/MSW by qualifying for admission to the other program. The number of credits needed to graduate with the MPA/MSW dual degree is at least 118 for students in the two-year MSW program and 83 credits for students in the advanced standing MSW program. The dual-degree program can be completed in eight to nine full-time quarters by students in the two-year MSW program and in six quarters by students in the advanced standing program. Interested parties should contact the PADM director and MSW director in 203 Senior Hall, Cheney, Washington 99004-2431, 509.359.6485. For information on the MSW program see the Master of Social Work section.

**MPA/MURP**

A dual-degree program with the Eastern Washington University Master of Urban and Regional Planning Program is available through which one can obtain both an MPA degree and an MURP degree. In this program of study, required courses for one degree program serve as elective courses in the second program, thereby reducing the number of credits required for each of the degrees. Any student interested in this dual degree must apply and be admitted to both the Master of Public Administration and
the Master of Urban and Regional Planning Programs. Individuals who have already started one of the two master’s programs can work toward the MPA/MURP by qualifying for admission to the other program.

Admitted students must complete 91–92 credits to earn both degrees. One comprehensive examination is required. The complete policy on the MPA/MURP is available in both program offices and in the Graduate Studies Office. Eight quarters of full-time study are typically needed to complete both degrees. Interested parties should contact the PADM director and MURP advisor, Department of Planning, EWU, Phase One Classroom Bldg., 668 N. Riverpoint Blvd., #239, Spokane, WA 99202-1660 or at 509.828.1218.

**Graduate Certificate**

**Regional Economic and Public Policy Analysis**

The Graduate Certificate in Regional Economic and Public Policy Analysis offers the opportunity to expand and enhance quantitative skills to analyze policy issues such as the regional economic impact of proposed housing projects, plant closures, or social program expansions. The focus of the certificate is on the development of analytical methods of economics and statistics; identification of appropriate statistical information for regional analysis; application of tools, methodologies and techniques of policy analysis; and the use of analytical tools and methods such as GIS, input-output analysis, regression analysis and computer modeling.

The REPA Certificate is a 28 credit curriculum that can be a part of a graduate program at EWU or a stand-alone certificate. All students must complete the graduate admissions requirements.

Students in the certificate program should consult with their appropriate advisor: the Planning and Public Administration Department Chair or the Economics Department Chair.

**Urban and Regional Planning Major, Bachelor of Arts (BA)**

The department offers a 90 credit Bachelor of Arts major and a 15 credit minor in urban and regional planning. The Bachelor of Arts major is a fully accredited professional degree that prepares the student for entry-level positions in planning.

Students majoring in planning may enter the program any time up to their third year of undergraduate studies. We also welcome transfers to enter as juniors. The Planning minor should be utilized by students majoring in other programs who perceive planning as a complement to their education.

In addition to the baccalaureate programs, the department also offers students the opportunity to earn dual degrees with other academic programs. In the past, students have earned concurrent degrees in geography, economics, sociology and government. Students from other programs may also take courses in the department.

Note: two years of a single high school foreign language or one year of a single college level foreign language is required.

**Required Courses**

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<td>INTRODUCTORY STATISTICS FOR THE SOCIAL SCIENCES</td>
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or

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<td>or PLAN 401</td>
<td>APPLIED STATISTICS FOR PUBLIC POLICY</td>
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<td>PLAN 201</td>
<td>INTRODUCTION TO URBAN AND REGIONAL PLANNING</td>
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<td>PLAN 402</td>
<td>PLANNING IMPLEMENTATION</td>
<td>5</td>
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<tr>
<td>PLAN 403</td>
<td>COMMUNITY FACILITIES PLANNING</td>
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<td>PLAN 406</td>
<td>PLANNING LAW AND LEGISLATION</td>
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<tr>
<td>PLAN 430</td>
<td>ENVIRONMENTAL PLANNING</td>
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</tr>
<tr>
<td>PLAN 440</td>
<td>LAND USE PLANNING</td>
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<tr>
<td>PLAN 450</td>
<td>TRANSPORTATION PLANNING</td>
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<tr>
<td>PLAN 460</td>
<td>URBAN DESIGN</td>
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<tr>
<td>PLAN 435</td>
<td>PLANNING, POLITICS AND PUBLIC POLICY</td>
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**Electives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ECON 458</td>
<td>URBAN AND REGIONAL ECONOMICS</td>
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</tr>
<tr>
<td>GEOL 315</td>
<td>SURFACE HYDROLOGY</td>
<td></td>
</tr>
<tr>
<td>GEOL 325</td>
<td>WETLAND SCIENCE I</td>
<td></td>
</tr>
<tr>
<td>GEOL 426</td>
<td>GEOGRAPHIC INFORMATION SYSTEMS I</td>
<td></td>
</tr>
<tr>
<td>GEOL 428</td>
<td>GEOGRAPHIC INFORMATION SYSTEMS II</td>
<td></td>
</tr>
<tr>
<td>GEOL 429</td>
<td>GEOGRAPHIC INFORMATION SYSTEMS III</td>
<td></td>
</tr>
<tr>
<td>GEOL 465</td>
<td>URBAN GEOGRAPHY: ORIGINS, FORMS AND FUNCTIONS</td>
<td></td>
</tr>
<tr>
<td>PLAN 302</td>
<td>CENSUS AND PLANNING</td>
<td></td>
</tr>
<tr>
<td>PLAN 375</td>
<td>TRIBAL GOVERNANCE</td>
<td></td>
</tr>
<tr>
<td>PLAN 421</td>
<td>TRIBAL TRANSPORTATION PLANNING</td>
<td></td>
</tr>
<tr>
<td>PLAN 422</td>
<td>TRIBAL ECONOMIC DEVELOPMENT</td>
<td></td>
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<tr>
<td>PLAN 431</td>
<td>ENVIRONMENTAL IMPACT STATEMENTS</td>
<td></td>
</tr>
<tr>
<td>PLAN 441</td>
<td>SITE PLANNING</td>
<td></td>
</tr>
<tr>
<td>PLAN 442</td>
<td>SUSTAINABLE COMMUNITIES</td>
<td></td>
</tr>
<tr>
<td>PLAN 445</td>
<td>LAND DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>PLAN 446</td>
<td>DEVELOPMENT REVIEW</td>
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</tr>
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<td>PLAN 451</td>
<td>WALKABLE COMMUNITIES</td>
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<tr>
<td>PLAN 457</td>
<td>SPECIAL TOPICS IN TRANSPORTATION</td>
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<tr>
<td>PLAN 465</td>
<td>HISTORIC PRESERVATION PLANNING</td>
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<tr>
<td>PLAN 466</td>
<td>MAIN STREET PLANNING</td>
<td></td>
</tr>
<tr>
<td>PLAN 467</td>
<td>PARKS PLANNING</td>
<td></td>
</tr>
<tr>
<td>PLAN 470</td>
<td>COMMUNITY PARTICIPATION TECHNIQUES</td>
<td></td>
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<tr>
<td>PLAN 476</td>
<td>COMPARATIVE URBANIZATION</td>
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</tr>
<tr>
<td>PLAN 495</td>
<td>PLANNING INTERNSHIP</td>
<td></td>
</tr>
</tbody>
</table>

**Electives—courses offered with the following topical/non-standard numbers may be used as electives if approved by a planning advisor.**

Note: electives in other departments possible upon consultation with and permission of the undergraduate planning advisor.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN 496</td>
<td>EXPERIMENTAL COURSE</td>
<td></td>
</tr>
</tbody>
</table>
Urban and Regional Planning Minor

Required—choose one course

<table>
<thead>
<tr>
<th>Plan</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>PLAN 201</td>
<td>INTRODUCTION TO URBAN AND REGIONAL PLANNING</td>
</tr>
<tr>
<td>PLAN 261</td>
<td>COMMUNITY DEVELOPMENT</td>
</tr>
<tr>
<td>PLAN 301</td>
<td>PLANNING METHODS AND TECHNIQUES</td>
</tr>
</tbody>
</table>

Total Credits: 5

Electives—additional courses may be selected from above or other PLAN courses.

Total Credits: 10

Public Administration, Master of Public Administration (MPA)

Note: PADM 501 and PADM 503 should be taken the 1st or 2nd quarter in the program.

Required Core

<table>
<thead>
<tr>
<th>Plan</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>PADM 501</td>
<td>PUBLIC ADMINISTRATION RESEARCH APPROACHES</td>
</tr>
<tr>
<td>PADM 503</td>
<td>CONCEPTS AND VALUES PUBLIC SERVICE</td>
</tr>
<tr>
<td>PADM 505</td>
<td>PUBLIC POLICY CYCLES</td>
</tr>
<tr>
<td>PADM 507</td>
<td>PUBLIC POLICY ANALYSIS</td>
</tr>
<tr>
<td>PADM 509</td>
<td>PUBLIC PERSONNEL MANAGEMENT</td>
</tr>
<tr>
<td>PADM 511</td>
<td>PUBLIC SECTOR ORGANIZATION THEORY AND DYNAMICS</td>
</tr>
<tr>
<td>PADM 513</td>
<td>PUBLIC PLANNING AND BUDGETING</td>
</tr>
<tr>
<td>PADM 515</td>
<td>ADMINISTRATIVE LAW AND REGULATION</td>
</tr>
<tr>
<td>PADM 519</td>
<td>PUBLIC SERVICE LEARNING</td>
</tr>
<tr>
<td>PADM 601</td>
<td>MPA CAPSTONE</td>
</tr>
<tr>
<td>PADM 602</td>
<td>MPA PORTFOLIO</td>
</tr>
</tbody>
</table>

Required Elective Options—courses that may be taken toward include, but are not limited to the following.

<table>
<thead>
<tr>
<th>Plan</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>HSAD 598</td>
<td>SEMINAR IN HEALTH SERV ADMIN</td>
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<tr>
<td>PADM 500</td>
<td>PERSONAL ASSESSMENT</td>
</tr>
<tr>
<td>PLAN 502</td>
<td>ADVANCED COMMUNITY DEVELOPMENT</td>
</tr>
<tr>
<td>PLAN/BADM 504</td>
<td>PLANNING METHODS II: POPULATION AND ECONOMY</td>
</tr>
<tr>
<td>PADM 517</td>
<td>PROFESSIONAL EMPLOYMENT</td>
</tr>
<tr>
<td>PADM 523</td>
<td>PUBLIC FINANCIAL MANAGEMENT</td>
</tr>
<tr>
<td>PADM 525</td>
<td>PUBLIC SECTOR GRANTS-WRITING AND ADMINISTRATION</td>
</tr>
<tr>
<td>PADM 527</td>
<td>CAPITAL FINANCE AND BONDS</td>
</tr>
<tr>
<td>PADM 531</td>
<td>INTERGOVERNMENTAL RELATIONS</td>
</tr>
<tr>
<td>PADM 533</td>
<td>METROPOLITAN GOVERNANCE AND ADMINISTRATION</td>
</tr>
<tr>
<td>PADM 539</td>
<td>SPECIAL TOPICS</td>
</tr>
<tr>
<td>PADM 543</td>
<td>LABOR RELATIONS</td>
</tr>
<tr>
<td>PADM/BADM 545</td>
<td>COLLECTIVE BARGAINING</td>
</tr>
<tr>
<td>PADM 547</td>
<td>HIRING RIGHT</td>
</tr>
<tr>
<td>PADM 551</td>
<td>COMPARATIVE PUBLIC ADMIN</td>
</tr>
<tr>
<td>PADM 553</td>
<td>CONSTITUTION AND PUBLIC ADMINISTRATION</td>
</tr>
<tr>
<td>PADM 555</td>
<td>THE POLITICAL EXECUTIVE</td>
</tr>
<tr>
<td>PADM 561</td>
<td>PUBLIC ADMINISTRATION THROUGH FILM AND TELEVISION</td>
</tr>
<tr>
<td>PADM 563</td>
<td>PUBLIC SECTOR ETHICS</td>
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<tr>
<td>PLAN 565</td>
<td>GIS FOR URBAN AND REGIONAL ANALYSIS</td>
</tr>
<tr>
<td>PADM 596</td>
<td>EXPERIMENTAL COURSE</td>
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<tr>
<td>PADM 598</td>
<td>SEMINAR IN PUBLIC ADMINISTRATION</td>
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<tr>
<td>PADM 599</td>
<td>INDEPENDENT STUDY</td>
</tr>
</tbody>
</table>

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

- possess the skills needed to practice planning in a variety of venues in ways consistent with planning ethics;
- understand historical and contemporary planning practice, policy and processes based on knowledge of the relevant concepts and theories;
- understand human settlements as they relate to planning based on knowledge of the relevant concepts and theories;
- understand the different values and ethical standards affecting the practice of planning.

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)

- Humanities and Arts (p. 35)
- Natural Sciences (p. 35)
- Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)

- Foreign Language
- Minor or Certificate
- Diversity Course List (p. 37)
- Global Studies Course List (p. 37)
- Senior Capstone Course List (p. 38)

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)
Urban and Regional Planning, Master of Urban and Regional Planning (MURP)

The MURP Program is a two-year professional curriculum. The program is one of only four in the Pacific Northwest states that is professionally accredited by the Planning Accreditation Board.

The purposes of the graduate planning program are as follows:

1. to provide communities and agencies with competent professionals in the field of urban and regional planning;
2. to prepare professionals who can develop and administer planning policies for the economic vitality, resource efficiency and environmental quality of communities and regions;
3. to fulfill the need for planning-related research with particular emphasis given to research benefiting the region and state;
4. to provide community services in the form of continuing education for public officials, practicing professionals and citizens; technical assistance for area agencies and communities; information and technology exchange with appropriate local, state and federal authorities.

The major distinction between Eastern’s and other planning programs is that our combined teaching and practice focuses on problem solving at regional and community scales.

Admission requirements/Preparation of the MURP program include those required by the graduate school as well as the following:

1. two letters of recommendation submitted to the planning graduate advisor of the Department of Urban Planning, Public and Health Administration. Both letters should be from instructors familiar with the applicant’s undergraduate or, where applicable, graduate academic record. In the event the applicant has professional planning experience, letters may come from a supervisor or person familiar with planning work of the applicant;
2. all applicants shall also submit a personal letter of intent explaining why they wish to study planning and outlining their educational and career goals;
3. all applicants for the program must have completed a class in statistics prior to entry into the program or complete a course while in the program. In the latter case, the credits for the class will not be included in the 72 credits required for the degree.

Degree Requirements

Each student will be expected to complete a minimum of 72 credit hours, including at least 36 hours at the 500 level or above. Graduate students are encouraged to use selected upper division undergraduate courses as electives and in support and pursuit of an area of specialization.

Degree Options—choose one of the following specializations for the MA.

- Tribal Planning Option
- Environmental Planning Option
- Small Town Planning Option

Students selecting a specialization must complete the core of a specialization, under advisement from their committee select the majority of their remaining electives from courses that support their area of specialization and do their research paper in the specialty area. The following list indicates the core required classes and additional classes for each specialty area.

Grade Requirements: the candidate for the degree of Master of Urban and Regional Planning must pass a final examination. At the time of the final examination, a student’s cumulative GPA ≥3.0. There must be no unabsolved grades <C.

Notes:

- students may not count more than 5 credits in PLAN 599 in their program nor exceed 10 credits in PLAN 599 in combination with PLAN 595 Graduate Internship;
- with the exception of those who have applied for leaves of absence, students who enroll in PLAN 601 Research Project must maintain continuous enrollment until their degree requirements are met.

Required Core Curriculum

<table>
<thead>
<tr>
<th>Theory/Philosophy</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PLAN 501 FOUNDATIONS OF PLANNING</td>
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<td>PLAN 502 ADVANCED COMMUNITY DEVELOPMENT</td>
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<td>PLAN 508 REFLECTIVE PLANNING THEORY</td>
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<table>
<thead>
<tr>
<th>Administrative/Management</th>
<th>Credits</th>
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<tr>
<td>PLAN 500 PLANNING PRACTICE</td>
<td>2</td>
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<td>PLAN 505 PLANNING IMPLEMENTATION AND LAW</td>
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<table>
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<tr>
<th>Methods/Techniques</th>
<th>Credits</th>
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<tr>
<td>PLAN 503 PLANNING METHODS I</td>
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<tr>
<td>PLAN 504 PLANNING METHODS II: POPULATION AND ECONOMY</td>
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<th>Applied Synthesis</th>
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<td>PLAN 507 ADVANCED PLANNING STUDIO</td>
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<tr>
<td>PLAN 591 RESEARCH PROJECT PREPARATION</td>
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<tr>
<td>PLAN 601 RESEARCH PROJECT</td>
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</table>

or PLAN 695 PROFESSIONAL INTERNSHIP

Degree Options—choose a specialization core and add additional electives to meet the minimum

Note: Students selecting a specialization must complete the core of a specialization, under advisement from their committee select the majority of their remaining electives from courses that support their area of specialization and do their research paper in the specialty area. The following list indicates the core required classes and additional classes for each specialty area.
### Generalist–Required Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>PLAN 540</td>
<td>LAND USE PLANNING</td>
<td></td>
</tr>
<tr>
<td>Additional courses—choose two of the following courses</td>
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<tr>
<td>PLAN 460</td>
<td>URBAN DESIGN</td>
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</tr>
<tr>
<td>PLAN 510</td>
<td>COMMUNITY FACILITIES PLANNING</td>
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<tr>
<td>PLAN 551</td>
<td>TRANSPORTATION PLANNING</td>
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<tr>
<td>PLAN 570</td>
<td>ENVIRONMENTAL PLANNING</td>
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</table>

### Tribal Planning Specialization—Required Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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<tbody>
<tr>
<td>PLAN 523</td>
<td>AMERICAN INDIAN PLANNING</td>
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</tr>
<tr>
<td>PLAN 530</td>
<td>CONTEMPORARY AMERICAN INDIAN PLANNING</td>
<td></td>
</tr>
<tr>
<td>PLAN 531</td>
<td>CENSUS DATA FOR AMERICAN INDIAN PLANNING</td>
<td></td>
</tr>
<tr>
<td>PLAN 533</td>
<td>AMERICAN INDIAN LAW FOR PLANNERS</td>
<td></td>
</tr>
<tr>
<td>PLAN 540</td>
<td>LAND USE PLANNING</td>
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</table>

### Environmental Planning Specialization—Required Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
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</thead>
<tbody>
<tr>
<td>PLAN 540</td>
<td>LAND USE PLANNING</td>
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<tr>
<td>PLAN 542</td>
<td>SUSTAINABLE COMMUNITIES</td>
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<td>PLAN 570</td>
<td>ENVIRONMENTAL PLANNING</td>
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<tr>
<td>PLAN 571</td>
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### Small Town Planning Specialization—Required Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PLAN 510</td>
<td>COMMUNITY FACILITIES PLANNING</td>
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<td>PLAN 514</td>
<td>LOCAL ECONOMIC DEVELOPMENT PLANNING</td>
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<tr>
<td>PLAN 540</td>
<td>LAND USE PLANNING</td>
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<tr>
<td>PLAN 572</td>
<td>RURAL AND SMALL TOWN PLANNING</td>
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### Additional Courses

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<thead>
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<tr>
<td>PLAN 466</td>
<td>MAIN STREET PLANNING</td>
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<tr>
<td>PLAN 473</td>
<td>PLANNING IN THE WESTERN U.S.</td>
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</tbody>
</table>

### Total Credits

The purpose of the Executive Certificate is to provide executive level graduate education on tribal planning and tribal government administration. All students must complete the graduate admissions requirements for the Planning Program (above). Students must complete the 20 credits of required classes listed below with an asterisk (*), plus one additional class from the Tribal Planning list.

Note: students in the Certificate program should consult with the Tribal Planning Director.

### Required Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN 523</td>
<td>AMERICAN INDIAN PLANNING</td>
<td></td>
</tr>
<tr>
<td>PLAN 524</td>
<td>ADVANCED STRATEGIC PLANNING</td>
<td></td>
</tr>
<tr>
<td>PLAN 528</td>
<td>AMERICAN INDIAN HEALTH AND COMMUNITY</td>
<td></td>
</tr>
<tr>
<td>PLAN 529</td>
<td>AMERICAN INDIAN HEALTH CARE SYSTEMS AND SERVICES</td>
<td></td>
</tr>
<tr>
<td>PLAN 532</td>
<td>AMERICAN INDIAN ECONOMIC DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>PLAN 533</td>
<td>AMERICAN INDIAN TRANSPORTATION PLANNING</td>
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<tr>
<td>PLAN 534</td>
<td>AMERICAN INDIAN PLANNING STUDIO</td>
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### Environmental Planning Specialization—Required Core

Choose a minimum of one additional Tribal Planning Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>PLAN 529</td>
<td>AMERICAN INDIAN HEALTH CARE SYSTEMS AND SERVICES</td>
<td></td>
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</tbody>
</table>

### Public Management Development Graduate Certificate

The Public Management Development Certificate Program is available to students who are interested in engaging in study in public administration but not in commitment to an entire MPA program. Both a basic certificate (16 credits) and an advanced certificate (36 credits) are available. Course offerings within the basic program provide an introduction to the concepts and skills associated with public sector administrative responsibilities. The advanced certificate program permits further development in the fundamentals of public sector management. Admission to the certificate program is upon the same basis as admission to the MPA program.

Notes:

- admission to the certificate program is upon the same basis as admission to the MPA program;
- available to students who are interested in engaging in study in public administration but not in commitment to an entire MPA program.
- information can be found here: Public Management Development Certificates (https://www.ewu.edu/cbpa/programs/public-

### Urban and Regional Planning, Executive Certificate in Tribal Planning

Through the unique relations between American Indian tribal governments, the Affiliated Tribes of Northwest Indians and the Northwest Tribal Technical Assistance Program, EWU has developed a curriculum in American Indian tribal planning at the graduate level to serve tribal government leaders and staff, American Indian students and anyone interested in understanding tribal planning practice. The Executive Certificate in Tribal Planning is a 23–24 credit curriculum that can be part of a graduate program at EWU or a stand-alone certificate. The purpose of the Executive Certificate is to provide executive level graduate education on tribal planning and tribal government administration. All students must complete the graduate admissions requirements for the Planning Program (above). Students must complete the 20 credits of required classes listed below with an asterisk (*), plus one additional class from the Tribal Planning list.

Note: students in the Certificate program should consult with the Tribal Planning Director.

### Required Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN 523</td>
<td>AMERICAN INDIAN PLANNING</td>
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</tr>
<tr>
<td>PLAN 524</td>
<td>ADVANCED STRATEGIC PLANNING</td>
<td></td>
</tr>
<tr>
<td>PLAN 528</td>
<td>AMERICAN INDIAN HEALTH AND COMMUNITY</td>
<td></td>
</tr>
<tr>
<td>PLAN 530</td>
<td>CONTEMPORARY AMERICAN INDIAN PLANNING</td>
<td></td>
</tr>
<tr>
<td>PLAN 531</td>
<td>CENSUS DATA FOR AMERICAN INDIAN PLANNING</td>
<td></td>
</tr>
<tr>
<td>PLAN 533</td>
<td>AMERICAN INDIAN LAW FOR PLANNERS</td>
<td></td>
</tr>
<tr>
<td>PLAN 540</td>
<td>LAND USE PLANNING</td>
<td></td>
</tr>
</tbody>
</table>

### Environmental Planning Specialization—Required Core

Choose a minimum of one additional Tribal Planning Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN 529</td>
<td>AMERICAN INDIAN HEALTH CARE SYSTEMS AND SERVICES</td>
<td></td>
</tr>
</tbody>
</table>

### Small Town Planning Specialization—Required Core

Choose a minimum of one additional Tribal Planning Course

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<th>Course</th>
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<td>PLAN 524</td>
<td>ADVANCED STRATEGIC PLANNING</td>
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<td>AMERICAN INDIAN HEALTH AND COMMUNITY</td>
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### Total Credits

- understand historical and contemporary planning practice, policy and processes based on knowledge of the relevant concepts and theories;
- understand human settlements as they relate to planning based on knowledge of the relevant concepts and theories;
- demonstrate skills needed to practice planning in a variety of venues in ways consistent with planning ethics;
- understand the different values and ethical standards affecting the practice of planning.
Choose the basic or advanced certificate

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Public Administration (PADM)

PADM 500. PERSONAL ASSESSMENT. 1 Credit.

Notes: Graded Pass/No Credit. This course should be taken the 1st or 2nd quarter in the program.

Pre-requisites: admitted MPA student or director signature required.

A seminar in weekend format during the student’s first or second quarter; it concentrates on career choice issues and assists in determining job fit, teaching students the use of psychometric instruments and techniques for assisting employees to make sound career decisions. The weekend will also include an abbreviated assessment center so students can gain experience in both the roles of assessor and assessee.

PADM 501. PUBLIC ADMINISTRATION RESEARCH APPROACHES. 4 Credits.

Notes: this course should be taken the 1st or 2nd quarter in the program.

Assists the student in developing skills in locating, obtaining and assembling information pertinent to public administration. The course explores various approaches to research found in public administration literature. It also involves students in critically examining research with attention to the tasks of defining a research purpose, posing research questions, writing a literature review and selecting an appropriate research approach (quantitative, qualitative or mixed methods).

PADM 503. CONCEPTS AND VALUES PUBLIC SERVICE. 4 Credits.

Notes: this course should be taken the 1st or 2nd quarter in the program.

Offers an analysis of the development of the administrative state and the profession of public administration. Emphasis is placed on the value system underlying modern public administration and its impact on the administrative process.

PADM 505. PUBLIC POLICY CYCLES. 4 Credits.

Pre-requisites: PADM 501, PADM 503 and admitted MPA student or director signature required, domestic political institutions required.

An examination of the impact of environmental forces on the formulation and content of public policy on the local, state or national level. Such elements as social values, political institutions and processes, intergovernmental relations, political resource distribution and the structure of policy are central to this investigation.

PADM 507. PUBLIC POLICY ANALYSIS. 4 Credits.

Pre-requisites: PADM 501, PADM 503 and admitted MPA student or director signature required, statistical techniques through inferential required.

Offers an examination of rational decision making with a focus on use of analytical tools as an instrument of public policy. Analytic tools include political and economic modeling. Emphasis varies with instructor.

PADM 509. PUBLIC PERSONNEL MANAGEMENT. 4 Credits.

Pre-requisites: PADM 501, PADM 503 and admitted MPA student or director signature required.

Addresses the fundamentals of human resource management in the public sector. Topics covered may include the civil service system, merit principles, equal employment opportunity, and/or current human resource management issues or techniques related to such concerns as employee recruitment, selection, orientation and motivation.

PADM 511. PUBLIC SECTOR ORGANIZATION THEORY AND DYNAMICS. 4 Credits.

Pre-requisites: PADM 501, PADM 503 and admitted MPA student or director signature required.

A review of contemporary organization theory and ways that it helps students understand the dynamics of organizational change and transformation, with special reference to the public sector and the basic values of modern public administration.

PADM 513. PUBLIC PLANNING AND BUDGETING. 4 Credits.

Pre-requisites: PADM 501, PADM 503 and admitted MPA student or director signature required. An examination of budget process emphasizing bureaucratic politics, policy issues, alternative methods, and planning techniques.

PADM 515. ADMINISTRATIVE LAW AND REGULATION. 4 Credits.

Pre-requisites: PADM 501, PADM 503 and admitted MPA student or director signature required, domestic political institutions required.

A description, analysis and critique of the American systems of administrative law and regulations and their impact on the public manager.

PADM 517. PROFESSIONAL EMPLOYMENT. 1 Credit.

Notes: graded Pass/No Credit.

Pre-requisites: PADM 501, PADM 503 and admitted MPA student or director signature required.

A seminar in weekend format offered as a student’s graduation approaches; it focuses on transition into the job market, giving students experience in résumé preparation, hiring practices and interview techniques from the perspective of both the employer and prospective employee. Additional topics to be covered include personnel system reform efforts, handling of stress in the workplace and ethical issues which commonly arise.

PADM 519. PUBLIC SERVICE LEARNING. 2 Credits.

Notes: graded Pass/No Credit.

Pre-requisites: PADM 501, PADM 503 and admitted MPA student or director signature required. Guided field placement in at least 100 hours of voluntary service with an agency or organization that provides public service. (Students may be excused from this course based on evidence of at least 100 hours of voluntary service provided in a context outside of this requirement. If a student is excused from this course, the 2 credits will be replaced with 2 credits of elective classes.)

PADM 523. PUBLIC FINANCIAL MANAGEMENT. 4 Credits.

Pre-requisites: PADM 501, PADM 503 and admitted MPA student or director signature required.

An examination of the impact of environmental forces on the formulation and content of public policy on the local, state or national level. Such elements as social values, political institutions and processes, intergovernmental relations, political resource distribution and the structure of policy are central to this investigation.
PADM 525. PUBLIC SECTOR GRANTS-WRITING AND ADMINISTRATION. 4 Credits.
Examination of the development of public sector grant programs and the
distribution and fiscal management of money transfers. Topics
include project development, grant applications, program planning
and implementation and public policies for the improvement of
intergovernmental operations.

PADM 527. CAPITAL FINANCE AND BONDS. 2 Credits.
Within a general vision of larger governmental finance system, this
course describes optional means of financing and addresses the pros
and cons of each.

PADM 531. INTERGOVERNMENTAL RELATIONS. 4 Credits.
Explores the interdependence and linkages between governmental
agencies explored from the perspectives of the legal/regulatory, fund
raising/fund transfer and administrative/cooperative elements in our
federal system.

PADM 533. METROPOLITAN GOVERNANCE AND ADMINISTRATION. 4
Credits.
An exploration of the major management issues and techniques involved
in the professional management of governments and governmental
processes in metropolitan areas. Topics include the role of the
professional city administrator, political, social, and economic processes
in metropolitan areas, and urban regions, major urban services issues,
ethics, decision making, and budget preparation. Examines both
theoretical and the practical aspects of governmental management.

PADM 539. SPECIAL TOPICS. 1-5 Credits.

PADM 543. LABOR RELATIONS. 2 Credits.
This course covers a broad range of topics such as history of the labor
movement, federal and state statutes covering the field, emergency
operations planning and legislative lobbying efforts.

PADM 545. COLLECTIVE BARGAINING. 2 Credits.
Cross-listed: BADM 545.
This course addresses the process of reaching agreement on a contract.

PADM 547. HIRING RIGHT. 2 Credits.
This course addresses hiring issues such as employee screening, using
employment agencies and search firms, and staying out of court.

PADM 551. COMPARATIVE PUBLIC ADMIN. 4 Credits.
A comparative examination and analysis of the impacts of political and
social cultures on public administrative systems within nation states.

PADM 553. CONSTITUTION AND PUBLIC ADMINISTRATION. 2 Credits.
This course is intended to engage public administrators in serious
consideration of how the U.S. Constitution and U.S. Supreme Court cases
interpreting it affect our practice.

PADM 555. THE POLITICAL EXECUTIVE. 4 Credits.
Examines the role, responsibilities and powers of the elected and
politically appointed executives in government and agencies in the U.S.

PADM 561. PUBLIC ADMINISTRATION THROUGH FILM AND TELEVISION.
2 Credits.
This course explores, through cinematic images, how government and
government employees are portrayed in film and television.

PADM 563. PUBLIC SECTOR ETHICS. 4 Credits.
This course seeks to provide an understanding and appreciate of
basic technical concepts and frameworks, a variety of technical theories
and approaches are considered and applied to public sector situations.
A main focus of the course is on the exercise of both individual and
collective judgment - "Right Action" or "Good Conduct" - In public
organizational and policy setting.

PADM 571. ENTREPRENEURSHIP: JOURNEY OR DESTINATION. 4
Credits.
This course is designed to assist students in assessing their personal
interests in entrepreneurship and as part of that assessment, the
course will include learning from the life and times of entrepreneurs,
both historical and present. The student will be expected to develop a
biosketch of their chosen entrepreneur and share that information with
the class. cross listed with BADM 571

PADM 589. TOPICS IN REGIONAL ECONOMIC POLICY ANALYSIS. 4
Credits.
Cross-listed: ECON 589, PLAN 589.

PADM 596. EXPERIMENTAL COURSE. 1-4 Credits.

PADM 597. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-4
Credits.
Notes: only one workshop course for up to 3 credits may be used to fulfill
graduate degree requirements.

PADM 598. SEMINAR IN PUBLIC ADMINISTRATION. 1-5 Credits.

PADM 599. INDEPENDENT STUDY. 1-4 Credits.
Pre-requisites: permission of the instructor, department chair and college
dean.

PADM 600. THESIS RESEARCH SEMINAR. 1-15 Credits.
Notes: continuous registration of 2 credit hours per quarter; maximum of
8 credits allowed toward MPA degree.

PADM 601. MPA CAPSTONE. 2 Credits.
Pre-requisites: permission of the MPA director or both of the following: 1.
completion of all other core classes, and 2. taken concurrently with MPA
602 MPA Portfolio in the last quarter before obtaining the MPA degree.

PADM 602. MPA PORTFOLIO. 2 Credits.
Notes: graded Pass/No Credit.
An advanced reflective praxis project in which a student, following
the guidelines provided by the MPA Program and with the advice
and editorial review of the chair of his/her comprehensive oral exam
committee, develops a portfolio including his/her best work in the
MPA Program. The portfolio is presented and discussed as part of the
comprehensive oral exam for the MPA degree.
Planning (PLAN)

PLAN 100. THE CITY. 5 Credits.
Surveys the nature of transformations of cities during the course of their evolution from preindustrial to industrial to the postindustrial cities of today, and explains the factors that have contributed to these transformations.

PLAN 201. INTRODUCTION TO URBAN AND REGIONAL PLANNING. 5 Credits.
This lecture/discussion course uses a historical context to introduce the concepts, theories and applications of urban and regional planning.

PLAN 261. COMMUNITY DEVELOPMENT. 5 Credits.
Applied studies of the process of community development emphasizing the interactive roles of citizens, community officials and planners.

PLAN 271. PROFESSIONAL PRACTICE. 2 Credits.
This course provides new majors a general overview of the practice of planning through discussion with planning practitioners and guided student activities.

PLAN 296. EXPERIMENTAL COURSE. 1-10 Credits.

PLAN 300. PLANNING PRESENT TECHNIQUES. 5 Credits.
Introduces the written, oral and graphic presentation techniques common to the the planning profession.

PLAN 301. PLANNING METHODS AND TECHNIQUES. 5 Credits.
Pre-requisites: PLAN 201.
This course develops specific skills and techniques in the collection, analysis and interpretation of data commonly used in planning.

PLAN 302. CENSUS AND PLANNING. 2 Credits.
This course introduces students to census data and their application to planning research and provides background for demographic and other data useful in describing urban places.

PLAN 375. TRIBAL GOVERNANCE. 3 Credits.
Pre-requisites: ENGL 201.
Presents an overview of Native American community and culture, the history of tribal government, tribal businesses, contemporary structures, and the applications of strategic planning techniques to Native American communities. Emphasizes appropriate community development and planning techniques which promote tribal self-determination and preserve tribal sovereignty. Students will utilize contemporary tribal communities as a case studies approach to better understand tribal governance.

PLAN 395. INTERNSHIP. 1-10 Credits.
PLAN 396. EXPERIMENTAL COURSE. 1-10 Credits.
PLAN 398. SEMINAR. 1-5 Credits.

PLAN 401. APPLIED STATISTICS FOR PUBLIC POLICY. 4 Credits.
Notes: Planning undergraduate requirements for a statistics class, MURP and MPA requirements for a statistics class. Applied policy research is the consistent theme for this course. Knowledge of computer applications is recommended.
Pre-requisites: MTHD 104 with grade ≥C grade or permission of instructor.
This course provides basic tools used in quantitative analysis in urban planning, public administration, and public policy related fields for decision-making and problem solving by using computerized spreadsheet and software. Emphasis is given to data collection, analysis, and interpretation skills. Topics include descriptive statistics, sampling, sampling distributions, confidence interval and hypothesis testing, analysis of variance, correlation and regression, and non-parametric methods.

PLAN 402. PLANNING IMPLEMENTATION. 5 Credits.
Pre-requisites: PLAN 201.
A survey of zoning, subdivision regulations and other tools used to implement public plans and policies. Introduces students to the administrative practices associated with the planning implementation process.

PLAN 403. COMMUNITY FACILITIES PLANNING. 5 Credits.
An examination of the issues and techniques associated with planning, budgeting and programming for community infrastructure such as sewer and water systems.

PLAN 406. PLANNING LAW AND LEGISLATION. 5 Credits.
Pre-requisites: PLAN 201 or permission of instructor.
Reviews the constitutional, statutory and case law governing public planning and regulatory activities, with specific emphasis on the legal aspects of regulating private lands to further public objectives and Washington state law.

PLAN 421. TRIBAL TRANSPORTATION PLANNING. 3 Credits.
This course introduces planning students and tribal members to the issues of transportation planning on Native American reservations.

PLAN 422. TRIBAL ECONOMIC DEVELOPMENT. 3 Credits.
This course provides an understanding of tribal economic development for tribal governments and how it is carried out by planners, economic development specialists and tribal leaders.

PLAN 424. STRATEGIC PLANNING. 4 Credits.
Cross-listed: HSAD 424.
Notes: HSAD 300, HSAD 310, HSAD 322, HSAD 440 and senior standing for HSAD students.
Pre-requisites: junior standing.
This course presents an overview of strategic planning process components in public, private and government organizations. Components explored include mission, vision and value review, environmental analysis, identification of assumptions and premises, internal assessment, customer/market analysis both internal and external, critical strategic issues and plan operationalizing.

PLAN 430. ENVIRONMENTAL PLANNING. 5 Credits.
Surveys the philosophy and techniques of environmental planning, emphasizing an understanding of why environmental considerations should be incorporated into land use planning activities and developing skills needed to carry out an environmental analysis.
PLAN 431. ENVIRONMENTAL IMPACT STATEMENTS. 3 Credits.
Individual and team field work in the preparation of environmental impact statements. A review of state and federal environmental legislation and procedural requirements.

PLAN 435. PLANNING, POLITICS AND PUBLIC POLICY. 4 Credits.
Notes: may be stacked with PLAN 535. “Planning, Politics and Public Policy” studies planning as a profession permeated with political dilemmas in a context marked by social, political and economic disparities. The course reviews planning in light of the politics of policy-making and questions the role of urban and regional planning in a democratic governance process.

PLAN 440. LAND USE PLANNING. 5 Credits.
Pre-requisites: PLAN 300, PLAN 301 and PLAN 430. Explores the issues and methods of analyzing and organizing land uses in urban and regional environments by balancing the demand for uses with the environmental conditions that limit the supply of the land.

PLAN 441. SITE PLANNING. 5 Credits.
Pre-requisites: PLAN 430 or permission of the instructor. A studio course in the application of site planning methods and principles to subdivision and site development.

PLAN 442. SUSTAINABLE COMMUNITIES. 3 Credits.
This course examines the case for sustainable urban and rural development and explores examples of efforts to create sustainable development.

PLAN 445. LAND DEVELOPMENT. 3 Credits.
A seminar in the financial feasibility analysis and packaging of land development projects with emphasis on the private land development process and its interaction with the public planning processes.

PLAN 446. DEVELOPMENT REVIEW. 3 Credits.
Pre-requisites: PLAN 201 or permission of instructor. This practice oriented course guides the student through the process of development review at the local level.

PLAN 450. TRANSPORTATION PLANNING. 5 Credits.
A lecture/studio class that explores the procedural and conceptual transportation planning process, including a framework for addressing system characteristics, institutional arrangements, theories of travel, supply and demand, selected forecasting models, and interactions with land use and other urban systems.

PLAN 451. WALKABLE COMMUNITIES. 2 Credits.
This course explores the relationship between urban form and pedestrian activity and the utility of having communities that are accessible and pedestrian friendly.

PLAN 457. SPECIAL TOPICS IN TRANSPORTATION. 2 Credits.
A workshop introducing knowledge and skills related to selected issues in transportation planning and policy. Topics vary each year. Recent topics included rural transportation planning, transportation of hazardous materials, and pedestrian and bicycle planning.

PLAN 460. URBAN DESIGN. 3 Credits.
This seminar explores the theory and techniques of analysis of the design of urban environments, emphasizing the impact of local decision-making on community aesthetics.

PLAN 465. HISTORIC PRESERVATION PLANNING. 3 Credits.
Presents the issues, policies and methods for preserving historic properties as a means for ensuring the longevity of the artifacts of our public heritage.

PLAN 466. MAIN STREET PLANNING. 2 Credits.
This class uses the Main Street model to inform students about a process for improving downtowns of small towns and neighborhood business centers.

PLAN 467. PARKS PLANNING. 5 Credits.
A studio which presents the basic theories and techniques of park planning through the design and development of a park planning project.

PLAN 469. BUILT ENVIRONMENTS OF NORTH AMERICA: SYMBOL AND STRUCTURE. 3 Credits.
Cross-listed: GEOG 469 or HIST 469. Pre-requisites: GEOG 101 or permission of the instructor. This course is a survey of North American architectural landscapes from the colonial period to the present. This course will examine such topics as the diffusion of major styles of residential, commercial and public architecture across the continent, the relationship of geology and climate to the availability of building materials and technology and the effects of these on the human built environment, especially in the Pacific Northwest. Special emphasis will be placed on the visual differentiation of building styles and the symbolic, political and philosophical foundations of architectural form and decoration.

PLAN 470. COMMUNITY PARTICIPATION TECHNIQUES. 2 Credits.
Pre-requisites: PLAN 261 or permission of the instructor. A workshop on the application of skills and techniques of community development and participation, emphasizing personal growth, group formation and dynamics, consulting with groups, and creative change within groups.

PLAN 471. RURAL AND SMALL TOWN PLANNING. 3 Credits.
Pre-requisites: PLAN 301 or permission of the instructor. Discussion and research of the patterns of rural land use, emphasizing legislation, environmental characteristics, community values and anticipated land use demand.

PLAN 472. HOUSING. 3 Credits.
Pre-requisites: PLAN 201, PLAN 261 or permission of the instructor. Discussion and research into the nature of shelter, housing need, policy and programs, codes and standards, and housing assistance plans.

PLAN 473. PLANNING IN THE WESTERN U.S.. 3 Credits.
This course explores how historical context shapes planning in the western U.S. today, examines current problems/prospects of sustainable development in the west, and imagines potential ways of creating a society to match our scenery.

PLAN 476. COMPARATIVE URBANIZATION. 4 Credits.
Pre-requisites: PLAN 261 or permission of the instructor. Satisfies: a university graduation requirement—global studies. A review of the nature of urbanization in developed and developing countries, examining planning-related issues associated with urbanization, overurbanization and counterurbanization in a variety of natural settings.

PLAN 490. SENIOR CAPSTONE: PLANNING STUDIO. 5 Credits.
Pre-requisites: completion of 15 credit hours of planning courses. Satisfies: a university graduation requirement—senior capstone. The culminating studio for undergraduates that demonstrates their abilities through the application of their knowledge and skills to a real community problem. Students typically work in consultation with practicing professionals for a community or agency in producing a planning-related product for use by the client.
PLAN 505. PLANNING IMPLEMENTATION AND LAW. 5 Credits.
Pre-requisites: PLAN 503, PLAN 504.
This is a case studies course focused on comprehensive planning demonstrating how the techniques from previous courses are applied in a comprehensive planning setting and how the functional areas of planning interact with the basic models learned in the previous courses.

PLAN 507. ADVANCED PLANNING STUDIO. 5 Credits.
Pre-requisites: PLAN 503, PLAN 504.
Preparation of a major planning project for a community or other agency. Students work in cooperation with practicing professionals, conduct general research, perform analysis, develop specialized plans and draft implementation tools. Each student is assigned specific responsibilities on an interdisciplinary team.

PLAN 508. REFLECTIVE PLANNING THEORY. 3 Credits.
Pre-requisites: PLAN 503, PLAN 504.
This course will present an overview of the range of the philosophical and methodological approaches to planning and their varying roles within the discipline. The emphasis is on examining professional knowledge and reflection in action to provide a contextual guide for planning practitioners as they enter the profession.

PLAN 510. COMMUNITY FACILITIES PLANNING. 5 Credits.
This course provides an overview of the practice of planning through presentations and discussions with planning practitioners, lectures and guided student activities.

PLAN 511. HEALTH IMPACT ASSESSMENT. 2 Credits.
This course explores the relationships between environment and human behavior with special emphasis given to the design and planning implications of this body of knowledge.

PLAN 512. GROWTH MANAGEMENT. 3 Credits.
Health impact assessment (HIA) is an analytic and communicative public health process used to inform decision-makers about health impacts of proposed projects, programs and policies that do not traditionally focus on health outcomes, such as transportation, education and housing. HIA serves as a systematic way to shed light on the health consequences of a particular policy decision.

PLAN 513. LOCAL ECONOMIC DEVELOPMENT PLANNING. 3 Credits.
An introduction to planning process models, work programs, research methods, survey research, and descriptive and inferential statistics. Students also learn to present data graphically and orally.

PLAN 514. COMMUNITY DEVELOPMENT. 5 Credits.
A survey of the structure and process of community development. Emphasis will be on the role of planners and community development specialists as agents for change in the context of community growth. Course will feature seminars and exercises in community problem solving, needs assessment, small group theory and process facilitation.

PLAN 515. DESIGN AND BEHAVIOR. 3 Credits.
An introduction and application of population forecasting, economic analysis, and cost/benefit techniques and their application to planning problems. Students also learn to incorporate information from these techniques into professional planning reports and policy analysis.

PLAN 523. AMERICAN INDIAN PLANNING. 4 Credits.
This course will outline the unique context of tribal governments as sovereign nations under the federal government, examine the history and evolution of tribal government institutions within the unique tribal cultural systems and describe the role and relationship of governance and planning within such a framework.
PLAN 524. ADVANCED STRATEGIC PLANNING. 4 Credits.
This course presents an overview of strategic planning processes and their application in public and private management including an overview of management theory and practice, organizational planning, program planning, program management, financial management planning and critical issue analysis.

PLAN 528. AMERICAN INDIAN HEALTH AND COMMUNITY. 4 Credits.
This course focuses on the history, traditional and current practices, and health implications of the American Indian population. Emphasis will be placed on understanding the federal obligation to tribes and tribal sovereignty, the behavioral response and resulting health issues. The course will also examine current health practices and current research with the American Indian population.

PLAN 529. AMERICAN INDIAN HEALTH CARE SYSTEMS AND SERVICES. 4 Credits.
This course focuses on American Indian health, to include the history, relevant laws and legal structure, and health implications of the American Indian population. Emphasis will be placed on history of Indian health care and the federal Indian policies, federal obligation to tribes and resulting health status of American Indians. The course will also examine inherent tribal sovereignty and the federal-tribal (government-to-government) relationship.

PLAN 530. CONTEMPORARY AMERICAN INDIAN PLANNING. 3 Credits. Pre-requisites: PLAN 523.
The purpose of this class is to provide a comprehensive overview and assessment of the current practice of planning on American Indian Reservations. Key topics include the powers to plan; the structures of tribal government and tribal planning; the tribal comprehensive plan; tribal planning regulations and ordinances; public engagement and tribal representation in tribal decision-making as part of planning; and critical research and development to identify and address long-term tribal needs and issues.

PLAN 531. CENSUS DATA FOR AMERICAN INDIAN PLANNING. 2 Credits.
The U.S. Census Bureau provides American Indian/Alaskan Native social and economic data critical for marketing, business, planning and public administration. This class offers an introduction to those data sets and their application to American Indian/Alaskan native and reservation populations for applied basic demographic, economic, business and housing data analysis. Students will complete a socio-economic profile for a selected reservation.

PLAN 532. AMERICAN INDIAN ECONOMIC DEVELOPMENT. 3 Credits.
The purpose of this class is to provide an understanding of tribal economic development for tribal governments, including data inventory, analysis, and how economic development is carried out by planners, economic development specialists, and tribal leaders. The class will review existing literature on tribal economic development, provide students with the skills and expertise to complete economic development analysis of tribal data and develop strategies and plans for economic development of American Indian reservations. The class will also discuss tribal entrepreneurship.

PLAN 533. AMERICAN INDIAN LAW FOR PLANNERS. 3 Credits.
The purpose of this class is to provide a comprehensive understanding of American Indian Law for planners. The complex structures of tribal powers in relation to federal, state, local governments, and the ability for tribes to complete plans, land use regulations and environmental regulations operate within the context of Indian Law. It is essential for tribal planners to have a strong understanding of key court cases, legal issues and powers that frame how tribal governments and tribal planning work.

PLAN 534. AMERICAN INDIAN TRANSPORTATION PLANNING. 4 Credits.
This class will provide a comprehensive understanding of American Indian tribal transportation planning including safety and community well-being. The course emphasizes the Tribal Transportation Plan as part of a community assessment, including existing frameworks and guidelines for transportation planning, program development, road construction and critical transportation needs assessment of safety, enhancement, tribal transit and intergovernmental relations.

PLAN 535. PLANNING, POLITICS AND PUBLIC POLICY. 4 Credits.
Far from studying neutral phenomena and attempting to solve objectively defined problems, the planning profession is permeated with conflict and dilemmas of normative and political nature, such as how to plan and for whom. “Planning, Politics and Public Policy” sets out to study planning as a profession deeply imbued in a complex socio-political context dominated by social, political, technical, cultural, organizational, and economic disparities. The course reviews both theoretical and practical aspects of urban planning and their relationship to the politics of policy-making process. It, finally, inquires about the role of urban and regional planning in a democratic governance context. The substance of this course will be presented through lectures, class discussions, guest speaker talks, field work assignments and group work and presentations.

PLAN 539. SPECIAL TOPICS. 1-5 Credits.
Advanced planning topics will be offered periodically.

PLAN 540. LAND USE PLANNING. 5 Credits.
Explores the issues and methods of analyzing and organizing land uses in urban and regional environments by balancing the demand for uses with the environmental conditions that limit the supply of land and locates these uses based upon criteria that satisfy human needs.

PLAN 542. SUSTAINABLE COMMUNITIES. 3 Credits.
Examines the case for sustainable urban and rural development and explores examples of efforts to create sustainable developments.

PLAN 550. EMERGENT COMMUNITY HEALTH CHALLENGES. 4 Credits.
Critical issues in community health often impact large areas or regions and require interdisciplinary perspectives as part of effective policy analysis. The focus of this class is to identify and create an in-depth examination of a selected emergent community health challenge. The course will feature lectures, independent research, site visits, guest speakers and the exploration of competing public policy priorities such as economic development. The outcome of the class will be documentation of one emergent community health challenge.

PLAN 551. TRANSPORTATION PLANNING. 5 Credits.
A lecture class that explores the procedural and conceptual transportation planning process, including a framework for addressing system characteristics, institutional arrangements, theories of travel supply and demand, selected forecasting models and interactions with land use and other urban systems.

PLAN 552. COMPREHENSIVE COMMUNITY HEALTH PLANNING. 4 Credits.
The purpose of this class is to create frameworks for comprehensive community health planning through restructuring standard planning tools within local and regional government including community involvement. The class will assess current planning theory, models, tools and practice in a context of community health planning, including an examination of planning tools that can be used to assess and improve community health.
PLAN 553. COMMUNITY HEALTH PLANNING STUDIO. 5 Credits.
This planning studio will engage students in an applied project where students learn and demonstrate skills and professional applications of theory, models and processes. This is a hands-on planning course that will address a real life community health issue such as the preparation of a neighborhood or tribal health plan, HIA or the community wellness element of a comprehensive plan or neighborhood plan.

PLAN 560. AMERICAN INDIAN PLANNING STUDIO. 3 Credits.
A Planning Studio represents an application of planning methods and techniques in a comprehensive manner. Each student will design an applied research plan or project for a selected tribe, plus complete a “Portfolio” synthesis report incorporating tribal planning assignments and papers on a selected tribe from each class into a comprehensive assessment of tribal planning for that tribe.

PLAN 565. GIS FOR URBAN AND REGIONAL ANALYSIS. 4 Credits.
This course provides an opportunity to expand spatial data development and analysis skills in the context of applied, real-world planning and policy analysis problems. Topics include data development and management, enhanced knowledge of spatial analysis techniques, and mentored, hands-on application projects.

PLAN 570. ENVIRONMENTAL PLANNING. 5 Credits.
Surveys the philosophy and techniques of environmental planning, emphasizing an understanding of why environmental considerations should be incorporated into land use planning activities and developing skills needed to carry out an environmental analysis.

PLAN 571. ENVIRONMENTAL REVIEW. 3 Credits.
Surveys the philosophy and techniques of environmental planning, emphasizing an understanding of why environmental considerations should be incorporated into land use planning activities and developing skills needed to carry out an environmental analysis and environmental review.

PLAN 572. RURAL AND SMALL TOWN PLANNING. 3 Credits.
Lectures, discussion and research of the patterns of rural land use that form rural areas and small towns, and the special rural and small town planning issues that emphasize legislation, environmental characteristics, community values and anticipated land use demand.

PLAN 589. TOPICS IN REGIONAL ECONOMIC POLICY ANALYSIS. 4 Credits.
Cross-listed: PADM 589, ECON 589.
Pre-requisites: instructor permission.
The course serves as the capstone experience for the Certificate in Regional Economic Policy Analysis. In consultation and agreement with the course instructor, students will select some regional economic activity for intensive research and policy analysis. During their research students are expected to demonstrate the ability to utilize information, skills and techniques acquired in related Certificate courses. Successfully completion of the course will result in a research paper and a presentation appropriate for a professional conference.

PLAN 591. RESEARCH PROJECT PREPARATION. 1 Credit.
A seminar course designed to prepare students for their capstone research or professional internship report. Reviews research strategies, helps students select topics, produce a work program, and begin research on their project.

PLAN 595. GRADUATE INTERNSHIP. 1-10 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Students may participate in structured internships in agencies without the responsibility of using the internship as a capstone course. However, students must set learning objectives, maintain a journal of their experiences, and prepare a short report.

PLAN 596. EXPERIMENTAL COURSE. 1-5 Credits.

PLAN 597. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

PLAN 598. ADVANCED PLANNING SEMINARS. 1-5 Credits.
Advanced seminar topics offered quarterly.

PLAN 599. INDEPENDENT STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

PLAN 601. RESEARCH PROJECT. 1-15 Credits.
Pre-requisites: substantial completion of degree requirements and permission of the instructor, department chair and college dean.
A major planning project approved by the student’s advisory committee. Students must file a record of study in the standard research format which will describe the approach, objectives, methods and conclusions of the project.

PLAN 695. PROFESSIONAL INTERNSHIP. 5 Credits.
Pre-requisites: substantial completion of degree requirements.
Professional field practice with private or public agencies. This internship is a capstone course requiring a focused internship project, approval by the student's committee, and the production of a formal report that reflects upon the internship utilizing the theories and methods learned during the student’s tenure in the program.
Political Science and International Affairs

James E. Headley, Chair
department page (https://www.ewu.edu/css/programs/political-science)
233 Patterson Hall
509.359.2362

Faculty


Undergraduate Degrees

Bachelor of Arts (BA)
Political Science (p. 514)
Political Science Pre-Law Option (p. 516)

Undergraduate Minor
Political Science (p. 517)

Undergraduate Certificates
Asia Studies (p. 517)
Public Policy and Administration (p. 518)

Pre-Professional Program Requirements
Pre-Law (p. 611)

Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.

Undergraduate Programs

The Department of Political Science & International Affairs offer courses focusing largely on the study of political science, a liberal arts discipline which seeks to understand the political condition and potential of humanity. Each of the department's three degree programs is designed to provide the student with a broad understanding of political phenomena suitable to a liberal arts degree. Thus each, regardless of its specific content, requires courses in political philosophy, in American political institutions and processes and in comparative and/or international politics. In addition, the pre-law program is designed to prepare the student for a particular vocational goal. The department's International Affairs Program provides a more interdisciplinary approach to the study of government and politics. The discipline of Political Science—and therefore the program of the Department of Political Science & International Affairs—is strongly committed to a liberal arts orientation. In concert with the rest of the university the department believes also in linking traditional liberal arts preparation with meaningful career preparation through the inclusion of minor and supporting coursework and/or through student involvement in certificate programs in this or other departments. Employment opportunities for graduates are many and varied. A number of those who graduate each year continue their studies in law or other professional and graduate programs. A similar number find employment in the public sector or with domestic or international business firms. Opportunities also exist in party politics, campaign organizations, the military forces or with the communications media.

The department maintains close relations with the programs in Criminal Justice and contains the International Affairs program. In each, selected government courses are required parts of the core curriculum.

Internship and Work-Study Programs for Students

The department maintains a dynamic internship program which provides practical experience with local political and governmental agencies and annually sponsors a winter quarter in Olympia in which selected students intern with the Washington State Legislature. When possible, it is strongly urged that students include an internship as a part of their program. In addition to external internships, students may gain practical experience through a combination of work/study and internship with a particular faculty member. Students qualifying for such programs assist the professor to whom they are assigned with research work in an area of the faculty member’s interest. The department has an active faculty with diverse research interests who have produced books and monographs, presented papers at conventions of national and regional Political Science associations and of other, more specialized scholarly organizations and completed research grants funded by agencies of the government. The opportunity to assist in such work is of value particularly to those students planning to continue their studies, or to work in the public sector in areas necessitating faculty guidance in research techniques.

Pi Sigma Alpha

In the spring of 1982, the Nu Gamma Chapter of Pi Sigma Alpha, the National Political Science Honorary Society, was chartered at Eastern. This student organization serves as a vehicle for recognition of outstanding academic achievement in political science and complements the department's participation in the university Honors Program. Pi Sigma Alpha sponsors a number of social and intellectual programs for students and faculty and with its help the department attempts to maintain contact with its graduates to make available to students their experiences and insights into the value of an education in political science.

General Admissions Requirements for Political Science and International Studies

Successful completion of ENGL 101 or its equivalent is required of all majors in Political Science & International Affairs; successful completion of a 200-level English course is strongly recommended for all majors in political science. Course offerings at the 300–400 level are designed to provide maximum flexibility for faculty and students. Prerequisite courses are required for 300- and 400-level courses and students should consult an advisor to ensure that their course selections are appropriate.

Political Science, Bachelor of Arts (BA)

Students may choose between the 57- or 72-credit major. There is also a 82 credit Pre-law Option (p. 516), within the 72 credit major, designed for students interested in law school or work as a paralegal.

Two years of a single high school foreign language or one year of a single college level foreign language is required.
The 57 credit major is designed for the student with a strong interest in the political realm who wishes to combine such interest with study of another major or minor field.

Notes:

- no substitutions for core courses;
- the 57 credit major requires a separate minor or POLI/CSBS approved certificate program for completion.

**Required Introductory Courses**

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<tr>
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**Disciplinary Core**—choose two different courses from each of the three subfields.

**Required Senior Level Courses—400 Level Requirements**

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<thead>
<tr>
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<td>POLI 490</td>
<td>SENIOR CAPSTONE: GLOBALIZATION</td>
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<tr>
<td>POLI 493</td>
<td>PORTFOLIO ASSESSMENT</td>
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Choose one additional 400 level course below POLI 470 5

**Subfield Distribution Lists**

**American Government and Politics**

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**International Relations/Comparative Politics**

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**POLI 318** | MARX AND MARXISM                          |         |
| **POLI 319** | NATIONS, NATIONALISM AND PATRIOTISM   |         |
| **POLI 401** | TOPICS IN POLITICAL THEORY               |         |

**Total Credits** 57

The 72-credit major is designed for those with a more concentrated interest in government who do not wish to complete a structured minor or who may be interested in graduate study in political science.

**Required Introductory Courses**

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**Elective Requirements**—choose two 300 level courses from two subfields and two 400 level courses below POLI 470 from two subfields

**Subfield Distribution Lists**

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**POLI 318** | MARX AND MARXISM                          |         |
| **POLI 319** | NATIONS, NATIONALISM AND PATRIOTISM   |         |
| **POLI 401** | TOPICS IN POLITICAL THEORY               |         |

**Total Credits** 72
POL 327 POLITICAL SCIENCES OF DEVELOPING NATIONS
POL 328 POLITICAL SCIENCES OF THE PEOPLE’S REPUBLIC OF CHINA
POL 329 POLITICAL SCIENCES OF SOUTH ASIA
POL 402 TOPICS IN INTERNATIONAL RELATIONS AND COMPARATIVE POLITICS

Political Philosophy
POL 305 JURISPRUDENCE
POL 313 ANCIENT AND MEDIEVAL POLITICAL THOUGHT
POL 314 MODERN WESTERN POLITICAL THOUGHT
POL 317 AMERICAN POLITICAL THOUGHT
POL 318 MARX AND MARXISM
POL 319 NATIONS, NATIONALISM AND PATRIOTISM
POL 401 TOPICS IN POLITICAL THEORY

Total Credits: 72

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)
- Humanities and Arts (p. 35)
- Natural Sciences (p. 35)
- Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)
- Foreign Language
- Minor or Certificate
- Diversity Course List (p. 37)
- Global Studies Course List (p. 37)
- Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) — you must be signed in to use this tool.

• demonstrate basic knowledge, skills and values related to various forms and structure in governments and relate those specifics to political and policy outcomes as necessary for responsible and active participation as both national and international citizens;
• effectively apply critical thinking and problem solving skills to political issues and should be able to utilize normative and empirical analysis tools in the study of national and international political realities;
• be able to apply an understanding of foundational and enduring political thought and ideas throughout history to questions of politics and policy at the national and international levels;
• demonstrate an awareness of the role played by race, ethnicity, gender and religion in historic and contemporary political debates and an awareness of effects of multiculturalism and diversity on domestic and international affairs;
• possess effective communication skills including the verbal and writing skills needed to communicate clearly and effectively, make persuasive, professional presentations and convey information essential to the discipline and beyond in an orderly and understandable manner;
• demonstrate analytical and conceptual skills, reading skills, critical thinking and problem solving skills and be able to effectively apply those skill sets to political issues.

Political Science with Pre-Law Option, Bachelor of Arts (BA)

Notes:
• no substitutions for core courses;
• two years of a single high school foreign language or one year of a single college level foreign language is required.

Required Introductory Courses
- POLI 100 MODERN GOVERNMENT IN AMERICAN CONTEXT 5
- POLI 202 INTRODUCTION TO POLITICAL THEORY 5
- POLI 203 INTRODUCTION TO COMPARATIVE POLITICS 5
- POLI 204 INTRODUCTION TO INTERNATIONAL POLITICS 5

Disciplinary Core
- POLI 300 U.S. JUDICIAL PROCESS 5
- POLI 313 ANCIENT AND MEDIEVAL POLITICAL THOUGHT 5
- POLI 314 MODERN WESTERN POLITICAL THOUGHT 5
- POLI 320 INTERNATIONAL SYSTEMS 5
- POLI 332 THE U.S. PRESIDENCY 5
- POLI 335 U.S. CONGRESS 5

Required Senior Level Courses
- POLI 490 SENIOR CAPSTONE: GLOBALIZATION 5
- POLI 493 PORTFOLIO ASSESSMENT 1-2

Elective Requirements
Choose two 300 level courses from two subfields 10
Choose two 300 level courses from the American Government subfield 10
Choose two 400 level courses below POLI 495 from two subfields 10

Subfield Distribution Lists
- American Government and Politics
  • POLI 300 U.S. JUDICIAL PROCESS
  • POLI 302 CRIMINAL PROCEDURE
  • POLI 304 U.S. CIVIL RIGHTS AND LIBERTIES
  • POLI 305 JURISPRUDENCE
  • POLI 306 BASIC CONCEPTS OF CRIMINAL LAW
  • POLI 307 U.S. CONSTITUTIONAL SYSTEM
  • POLI 317 AMERICAN POLITICAL THOUGHT
  • POLI 330 FEDERALISM, STATE AND LOCAL POLITICS
  • POLI 332 THE U.S. PRESIDENCY
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<td>POLI 100</td>
<td>MODERN GOVERNMENT IN AMERICAN CONTEXT</td>
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<td>POLI 202</td>
<td>INTRODUCTION TO POLITICAL THEORY</td>
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<td>POLI 305</td>
<td>JURISPRUDENCE</td>
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<td>POLI 313</td>
<td>ANCIENT AND MEDIEVAL POLITICAL THOUGHT</td>
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<td>MODERN WESTERN POLITICAL THOUGHT</td>
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<td>POLI 317</td>
<td>AMERICAN POLITICAL THOUGHT</td>
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<td>POLI 318</td>
<td>MARX AND MARXISM</td>
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<td>POLI 319</td>
<td>NATIONS, NATIONALISM AND PATRIOTISM</td>
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<td>POLI 401</td>
<td>TOPICS IN POLITICAL THEORY</td>
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**University Competencies and Proficiencies**

- Demonstrate basic knowledge, skills and values related to various forms and structure in governments and relate those specifics to political and policy outcomes as necessary for responsible and active participation as both national and international citizens;
- Effectively apply critical thinking and problem solving skills to political issues and should be able to utilize normative and empirical analysis tools in the study of national and international political realities;
- Be able to apply an understanding of foundational and enduring political thought and ideas throughout history to questions of politics and policy at the national and international levels;
- Demonstrate an awareness of the role played by race, ethnicity, gender and religion in historic and contemporary political debates and an awareness of effects of multiculturalism and diversity on domestic and international affairs;
- Possess effective communication skills including the verbal and writing skills needed to communicate clearly and effectively, make persuasive, professional presentations and convey information essential to the discipline and beyond in an orderly and understandable manner;
- Demonstrate analytical and conceptual skills, reading skills, critical thinking and problem solving skills and be able to effectively apply those skill sets to political issues.

**Political Science Minor**

**Required Courses**

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<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<td>POLI 100</td>
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**Electives—choose two courses from the 300-400 level below 470 (excluding POLI 370 but may include POLI 490).**

Total Credits: 25

**Asia Studies Certificate**

Interest in Asia and Asian Studies has increased dramatically in recent years. For some, Asia represents opportunity for business, trade and commercial exchange as one of the new and vast marketplaces of the 21st century. For others, Asia is a place where remarkable expressions of traditional culture such as religion, poetry and art have stayed alive even into the 21st century. Located in the Pacific Northwest, Washington state is a gateway to the East and offers an ideal setting to learn about the interactions between Asia and the rest of the world. This Asia Studies Certificate offers students the opportunity for a highly specialized and integrative look at trans-regional and international issues related to Asia focusing on the culture, history, politics and languages of the region.

**Grades**

- Acceptance to the certificate program requires that the student have a cumulative GPA ≥3.0 in all courses at EWU and the approval of the certificate coordinator.
- All courses within the certificate must have ≥3.3 minimum cumulative grade point average.
• In no course required for the certificate can the student receive a grade <B.

Notes:

• All required courses for the certificate other than the language requirement must be completed at EWU.
• Completion of this certificate will also satisfy the minor requirement for students completing majors where a minor is required.
• Transfer credits other than language credits will not be accepted for certificate completion.

Required Certificate Courses

Language requirement: 10 credits of a relevant language (may be met with credits from outside of EWU.)

Directed Study Assessment—all students must complete the assessment course

POLI 493 PORTFOLIO ASSESSMENT 1-2

Choose two courses from two of the areas and one course from the third.

Note: other courses may be substituted as electives if selected in consultation with and approved by the certificate coordinator.

Political Science

INST/JAPN 380 JAPAN TODAY

POLI 322 INTERNATIONAL POLITICAL ECONOMY

POLI 327 POLITICS OF DEVELOPING NATIONS

POLI 328 POLITICS OF THE PEOPLE’S REPUBLIC OF CHINA

POLI 329 POLITICS OF SOUTH ASIA

History

HIST 310 IMPERIAL CHINA

HIST 311 COLONIALISM AND NATIONALISM IN SOUTHEAST ASIA

HIST 410 CHINA IN 19TH AND 20TH CENTURIES

HIST 411 DEMOCRACY AND HUMAN RIGHTS IN ASIA

HIST 416 MODERN JAPAN

Anthropology/Geography

GEOG 333 GEOGRAPHY OF MONSOON ASIA

GEOG 335 GEOGRAPHY OF THE PACIFIC RIM

HONS 349 MAJOR CIVILIZATIONS OF ASIA

Total Credits 34-37

• acquire basic communication skills in at least one Asian language;
• apply knowledge of Asian history to interpret current political, social and cultural dynamics in Asia and in comparison to other world regions;
• apply normative and empirical tools to the study of Asian political, cultural and governmental realities, both past and present;
• attain advanced understanding of Asia sufficient to enter graduate studies concerning the region, or a career track wherein expertise in Asia is necessary;
• demonstrate awareness of historical, social, cultural, geographic and political dynamics in Asia and Asian countries.

The Certificate in Policy Administration is intended for students who are interested in pursuing a graduate level education in an applied field. Completion of the 44 credit certificate provides a sharply focused view of policy implementation and application within the American system of government. In addition, the certificate provides students the opportunity to receive advanced placement standing within EWU’s Master’s Program in Public Administration. Students who complete the certificate will be required to take 36 credits of MPA core courses instead of the normally required 40 and will be required to complete 10 elective credits, rather than the usually required 20.

All required courses for the certificate must be completed at EWU, transfer credits will not be accepted for certificate completion. Completion of this certificate will also satisfy the minor requirement for students completing majors where a minor is required. These credits are required to qualify for the Advanced Standing MPA Program.

Grade Requirements

• Acceptance to the certificate program requires that the student have a cumulative GPA ≥3.0 in all courses at EWU and the approval of the certificate coordinator.
• All courses within the certificate must have a minimum cumulative GPA ≥3.3.
• In no course required for the certificate can the student receive a grade <B.

Political Science Requirements

POLI 330 FEDERALISM, STATE AND LOCAL POLITICS 5

POLI 332 THE U.S. PRESIDENCY 5

POLI 333 PUBLIC MANAGEMENT 5

Statistics Requirements—meets MPA statistics background requirement.

CSBS 320 INTRODUCTORY STATISTICS FOR THE SOCIAL SCIENCES 5

or MATH 380 ELEMENTARY PROBABILITY AND STATISTICS

English Requirement

TCOM 205 INTRODUCTION TO TECHNICAL COMMUNICATION 5

Economics Requirement

ECON 200 INTRODUCTION TO MICROECONOMICS 5

ECON 450 PUBLIC FINANCE AND PUBLIC POLICY 5

One of the following 5

ECON 452 HEALTH ECONOMICS

ECON 457 ENVIRONMENTAL ECONOMICS AND POLICY

ECON 458 URBAN AND REGIONAL ECONOMICS

ECON 470 INTERNATIONAL ECONOMICS

Exit Synthesis Requirement

PADM 507 PUBLIC POLICY ANALYSIS 4

Total Credits 44

• acquire an understanding of the institutional, political, legal and economic processes of the United States;
• acquire an understanding of the public policies of the U.S. and the ways in which they are created by and carried out through political and economic processes;
• demonstrate an ability to analyze political and economic phenomena through oral and written communication skills in public presentations, written reports and documents.

**Political Science (POLI)**

**POLI 100. MODERN GOVERNMENT IN AMERICAN CONTEXT. 5 Credits.**
**Satisfies:** a BACR for social sciences.
A general introduction to the concepts, methods, and concerns involved in the study of Political Science, This course discusses fundamental ideas such as power, ideology, and constitutionalism; the citizen role in democratic politics; the structure and processes of major governmental institutions; and selected areas of policy making. Emphasizes the comparison of the American political system with that of other major, chiefly democratic, systems.

**POLI 202. INTRODUCTION TO POLITICAL THEORY. 5 Credits.**
This course is an introduction to major thinkers and ideas within the tradition of Western political thought. Authors may include Plato, Aristotle, Machiavelli, Hobbes, Locke and Rousseau. Themes discussed include power, human nature, rights, political legitimacy and the ideal form of government. The course is also a primer on how to think and write theoretically. Through the essay composition process, students will refine their critical thinking skills and their ability to construct arguments of their own.

**POLI 203. INTRODUCTION TO COMPARATIVE POLITICS. 5 Credits.**
**Satisfies:** a university graduation requirement–global studies.
An introduction to concepts, such as state, power, ideology and political phenomena, emphasizing similarities and differences in selected political systems.

**POLI 204. INTRODUCTION TO INTERNATIONAL POLITICS. 5 Credits.**
**Satisfies:** a university graduation requirement–global studies.
A basic introduction to the nature of politics in the international arena, with special attention to the instruments of national power, diplomacy, international law and the role of various international organizations and alliance systems.

**POLI 295. INTERNSHIP. 1-5 Credits.**
Internship.

**POLI 299. DIRECTED STUDY. 1-5 Credits.**
**Pre-requisites:** permission of the instructor, department chair and college dean.
Subjects studied vary according to faculty and student interest.

**POLI 300. U.S. JUDICIAL PROCESS. 5 Credits.**
**Pre-requisites:** POLI 100.
This course examines the relationship of judicial behavior to structure, politics and the behavior of other actors in the judicial process. This includes examination of judicial processes from the trial court level through the Supreme Court of the United States.

**POLI 302. CRIMINAL PROCEDURE. 5 Credits.**
This course in an examination of the philosophic and legal bases for the protection of the rights of the criminally accused, with emphasis on Supreme Court decisions on the 4th, 5th, and 6th amendments and on the due process clause of the 14th amendment.

**POLI 304. U.S. CIVIL RIGHTS AND LIBERTIES. 5 Credits.**
**Pre-requisites:** POLI 100.
This course examines the history and development of civil rights and liberties in the constitutional context of the United States. It emphasizes the problems of racial, religious, economic, political and sexual discrimination and their remedies under the law.

**POLI 305. JURISPRUDENCE. 5 Credits.**
**Pre-requisites:** POLI 100 and POLI 202.
This course examines the philosophical underpinnings of the idea of law by examining the evolution of legal thought from Natural Law thinkers through Postmodern conceptions of legal reasoning. It includes discussion about the concepts of rules and justice as well as the nature and possibility of legal reasoning.

**POLI 306. BASIC CONCEPTS OF CRIMINAL LAW. 5 Credits.**
A survey of the basic concepts and content of the American substantive criminal law, including consideration of the purposes of the criminal law, the basic concepts utilized to define criminal offenses, defenses to criminal charges, and examination of selected substantive offenses; e.g., assault, homicide, larceny.

**POLI 307. U.S. CONSTITUTIONAL SYSTEM. 5 Credits.**
**Pre-requisites:** POLI 100 and POLI 300.
This course examines the principal structural features of the U.S. governmental system, primarily through the study of decisions of the United States Supreme Court. Particular attention is paid to the structural realities of separation of powers and federalism and to the development of the specific powers of the national government in the light of the powers retained by the states.

**POLI 313. ANCIENT AND MEDIEVAL POLITICAL THOUGHT. 5 Credits.**
**Pre-requisites:** POLI 202.
This course engages thinkers and themes from the political theory of ancient Greece. Authors read include the Presocratics, Plato, Aristotle, and Seneca, among others. Questions concerning the nature and purpose of politics, the ideal political order, the definition of justice and virtue, and classical conceptions of knowledge, among others, will be pursued in detail. In addition to comparing various authors on these questions, students will spend some time considering the relationship between ancient views and more contemporary attitudes.

**POLI 314. MODERN WESTERN POLITICAL THOUGHT. 5 Credits.**
**Pre-requisites:** POLI 202.
This course is a detailed encounter with various thinkers of the Western political theoretical tradition, including Machiavelli, Hobbes, Locke, Rousseau, and John Stuart Mill, among others. Ideas discussed include human nature, the rise of the modern state, the role of the individual and the people, the role of law, and the origins and nature of political power.

**POLI 317. AMERICAN POLITICAL THOUGHT. 5 Credits.**
**Pre-requisites:** POLI 100 and POLI 202.
This course examines the major works which have influenced the political debate and the creation of institutions in the United States. Emphasis will be on America's liberal tradition and those values which are in competition with the liberal philosophy in the United States. Other topics in the tradition of American political thought include democracy, liberty, individualism, localism and equality.
**POLI 318. MARX AND MARXISM. 5 Credits.**

**Pre-requisites:** POLI 202 and POLI 203.

This detailed examination of the political, economic, and social theory of Karl Marx begins with a discussion of the ideas of G.W.F. Hegel, perhaps the most important European philosopher of the 19th Century and a major influence on Marx's thinking. Students subsequently read a large number of primary texts by Marx himself with excerpts from the writings of Vladimir Lenin, the protagonist of the 1917 Russian Revolution.

**POLI 320. INTERNATIONAL SYSTEMS. 5 Credits.**

**Pre-requisites:** POLI 203 or POLI 204.

This course is a focused study of contemporary theories, debates and major scholarly traditions in the study of international politics. By studying and analyzing contending perspectives in world politics, the course covers how scholars of international relations differ from each other in their conceptualization of what the system is or ought to be. The course enables students to have a comprehensive appreciation of the global issues, difficulties and challenges that states and non-state actors face as they interact in the global arena.

**POLI 321. INTERNATIONAL ORGANIZATIONS. 5 Credits.**

**Pre-requisites:** POLI 203 or POLI 204.

The course engages students in a study of the history, structures and processes of international organizations within the world community. Focusing primarily on the United Nations system and its role in shaping global, national, group and state-society relations, the course also addresses other organizations such as the European Union and the World Trade Organization, as well as non-governmental organizations (NGOs).

**POLI 322. INTERNATIONAL POLITICAL ECONOMY. 5 Credits.**

**Pre-requisites:** POLI 203 or POLI 204.

This course examines international economic systems and their relation to world political realities. Students will examine theories of state political-economic relations and the history of international efforts to manage trade, monetary and financial systems by applying theories to contemporary global political economics, such as North-South issues and the political economy of oil and war.

**POLI 323. U.S. FOREIGN POLICY. 5 Credits.**

**Pre-requisites:** POLI 203 or POLI 204.

In this course students analyze important cases in U.S. foreign policy formulation since WW II with particular emphasis on the bureaucratic factors that shape foreign policy decisions.

**POLI 324. COMPARATIVE AND INTERNATIONAL WATER POLICY. 5 Credits.**

**Pre-requisites:** POLI 203 or POLI 204.

If the 20th century was all about oil, the 21st century is about water. Issues that include privatization, water markets, transboundary conflicts, loss of indigenous water rights and water governance, dams and river basin management, and a host of habitat and water quality issues dominate contemporary water policy in the United States and international arenas. Knowing the issues and the policies that guide the distribution of water will form the basis of the course. Case studies will include privatization in Chile; the upcoming Columbia River Treaty and indigenous claims to the river and its tributaries; treaty negotiations over the Nile and Indus Rivers; the loss of fish species, such as the salmon; and the water quality of several major rivers. The course material will be interdisciplinary drawing from political science, law, geography, history and natural resource economics.

**POLI 326. EUROPEAN POLITICS. 5 Credits.**

**Pre-requisites:** POLI 203 or POLI 204.

Satisfies: a university graduation requirement—global studies. This course is an in-depth study of political life in European states beginning with the origins and contemporary practices of parliamentary democracy in Europe. It addresses contemporary challenges and opportunities for European states, including European integration through the EU and NATO, the broadening of the West toward the former Soviet states and the social, political and economic implications of immigration and international crime and violence.

**POLI 327. POLITICS OF DEVELOPING NATIONS. 5 Credits.**

**Pre-requisites:** POLI 203 or POLI 204.

This course examines the problems that attend political development in developing nations emphasizing the dilemmas of political development in traditional and transitional societies. Special emphasis is placed on nation-building, economic and social change; ideologies and political development; and elites, political parties, military and bureaucracies.

**POLI 328. POLITICS OF THE PEOPLE'S REPUBLIC OF CHINA. 5 Credits.**

**Pre-requisites:** POLI 203 or POLI 204.

This in-depth study of the modern political history and contemporary political system of China includes the fall of imperial China; the origins, development and victory of the Chinese Communist revolution; the rule and legacy of Chairman Mao Zedong, particularly the Great Leap Forward and the Cultural Revolution; economic reform, governance and political repression (especially the Tiananmen crisis) in the era of Deng Xiaoping; and current Chinese politics in the post-Deng China. The course focuses on China's domestic politics as well as China's position in the region and its role in the world.

**POLI 329. POLITICS OF SOUTH ASIA. 5 Credits.**

**Pre-requisites:** POLI 203 or POLI 204 or permission of instructor.

Satisfies: a university graduation requirement—global studies.

This course examines the complex and dynamic regions of South Asia. The course introduces students to the political evolution of the region and to the major scholarly debates on the countries of India, Pakistan, Sri Lanka, Bangladesh and Nepal. Particular emphasis is placed on colonial legacies, nationalism and histories of state formation as well as political institutions and their evolution.
POLI 330. FEDERALISM, STATE AND LOCAL POLITICS. 5 Credits. 
**Pre-requisites:** POLI 100.
This course examines the theory, history and functioning of the U.S. federal system of government. Emphasis is placed on the structure of the system as well as the interrelationships that exist. State and local governments are examined and emphasis is placed on policy formation, dispersion and implementation as well as the consequences of those policies.

POLI 332. THE U.S. PRESIDENCY. 5 Credits. 
**Pre-requisites:** POLI 100.
This course examines the role of the President in the government of the United States and in international relations. It considers the dynamics of presidential power in the U.S. government as well as relations between the President and other branches of government as well as with the people.

POLI 333. PUBLIC MANAGEMENT. 5 Credits. 
**Pre-requisites:** POLI 100.
The course examines the fundamental concepts, approaches and leading theories of policy analysis. From a linear conception of policymaking to a more complex understanding of policy, this course provides both critical and practical understanding of public policy issues, including those in the realm of social welfare, health, energy, environment, food and agriculture, and national and global security. The course content encompasses the development, formulation, implementation and evaluation of policy. While dealing with substantive sectors and institutional aspects of public policy analysis the course also includes consideration of the complex interplay of power, knowledge and agency in the making of policy.

POLI 335. U.S. CONGRESS. 5 Credits. 
**Pre-requisites:** POLI 100.
This course examines the role of representative governance in the United States by exploring the theoretical underpinnings of the U.S. Congress as created by the Founders, as well as its functions and how those have evolved. It also studies relations between the Congress and the other branches and how members of Congress interact, both institutionally and individually.

POLI 336. U.S. POLITICAL PARTIES AND ELECTIONS. 5 Credits. 
**Pre-requisites:** POLI 100.
This course examines two of the ways that people can affect the political system, by voting and joining political parties, and it considers ways to link those through political campaigns. It will analyze and evaluate party systems and explore the functions of modern U.S. political parties. Students will explore how and why people vote, the nature of modern elections and the evolution of campaigning in the United States.

POLI 350. CONTEMPORARY POLITICAL PROBLEMS. 1-5 Credits. 
**Notes:** May be cross-listed with CHST 320. May be repeated for credit.
A topical course designed to accommodate the interest of the general student and the department faculty. Topics vary from quarter to quarter and are listed in the quarterly Course Announcement. Recent offerings include Citizen and Law, and Pacific Rim. Analysis of contemporary problems may be under the guidance of one or more department members.

POLI 360. STATE LEGISLATIVE POLITICS EXPERIENCE. 5 Credits. 
**Pre-requisites:** permission of the instructor.
This course is designed to be a guided field experience with students in Olympia during the winter legislative session. It will connect the practical experiences students receive while interning in the Washington State legislature with theoretical models of legislative behavior and case studies of legislative action. Course requires instructor approval and acceptance into the Washington State Legislative Internship Program.

POLI 370. MOCK TRIAL I. 5 Credits. 
**Pre-requisites:** permission of instructor.
Mock Trial I exposes students to courtroom procedures in civil or criminal cases, studying a trial as one form of dispute resolution. Working in teams, students receive a fictional legal case and prepare and argue both sides of that case by applying rules of evidence in a simulated courtroom. Students play the roles of attorneys and witnesses as they prepare and present their case to a panel of judges. POLI 370 focuses on the basics of preparing and building a fictional legal case and introduces students to trial advocacy.

POLI 395. INTERNSHIP. 1-15 Credits.

POLI 397. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits. 
**Notes:** may be repeated for credit.
Specialized offerings in a workshop-type situation of materials emphasizing current topics and problems in the political arena.

POLI 399. DIRECTED STUDY. 1-5 Credits.
Directed Study.

POLI 400. TOPICS IN AMERICAN POLITICS. 5 Credits. 
**Notes:** may be repeated for credit.
An intensive examination of selected questions in the arena of American political institutions, processes, and public policy. Topics vary from quarter to quarter and include executive reorganization, congressional reform, politics and the press, post-partisan politics and various policy impact studies that cover the values of individual choice and problems of political economy.

POLI 401. TOPICS IN POLITICAL THEORY. 5 Credits. 
**Notes:** may be repeated for credit. 
**Pre-requisites:** POLI 202.
Each of the topics chosen for this course explores in some depth the fundamental relationship between such common political phenomena as obligation, consent, freedom, law, authority, etc. The course is structured so that even when the particular topic is quite narrow, its development touches on the major nodes in the web of relationships these phenomena have with one another.

POLI 402. TOPICS IN INTERNATIONAL RELATIONS AND COMPARATIVE POLITICS. 5 Credits. 
**Notes:** may be repeated for credit. 
**Pre-requisites:** POLI 203 or POLI 204.
The topic of this course varies from quarter to quarter, depending on student and faculty interests. Topics in the past have included international law, international organizations (especially the European Union), problems of the international political system, comparative analysis of West European gender regimes, causes of political change and political stability, modernization and political development, causes and results of revolutions, the impact of social forces on the political system. The course may cover other topics as faculty and student interests change.
POLI 421. FEDERAL INDIAN LAW AND POLICY I. 5 Credits.
Cross-listed: IDST 421.
This is the first course in a two course series on federal Indian law and policy. Federal Indian law is the body of law that regulates the relationship between Indian tribes and the United States. Federal Indian policy consists of the various doctrines underlying federal legislative and executive actions affecting Indian tribes. This course will introduce students to laws, regulations and case law that comprise federal Indian law as well as the policies underlying those laws. Topics will be further explored through the use of case studies.

POLI 422. FEDERAL INDIAN LAW AND POLICY II. 5 Credits.
Cross-listed: IDST 422.
This course is a continuation of IDST 421. Topics covered include Modern Trust Doctrine, the Federal-Tribal Relationship, congressional plenary power, tribal land and sovereignty issues and tribal justice systems. These topics are explored through the use of case studies.

POLI 470. MOCK TRIAL II. 5 Credits.
Pre-requisites: POLI 370 or permission of instructor.
Mock Trial II exposes students to more advanced courtroom procedures in civil or criminal cases. Working in teams, students work with a fictional legal case to prepare and argue both sides by applying rules of evidence in a simulated courtroom. Students play the roles of attorneys and witnesses as they prepare and present their case to a panel of judges at local and regional competitions. Students may also engage in negotiation competitions as an alternate form of dispute resolution. This course follows POLI 370 with more emphasis on conducting competitive mock trials.

POLI 490. SENIOR CAPSTONE: GLOBALIZATION. 5 Credits.
Cross-listed: INST 490.
Pre-requisites: POLI 203 or POLI 204 and senior standing or permission of instructor.
Satisfies: a university graduation requirement—senior capstone.
This course is designed to further refine the analytical, writing and presentation skills. Its premise is that any student of politics or international affairs should graduate with a refined sensibility of the concept (and varying realities) of globalization. The course covers case studies and theoretical analyses of the global dynamics of economic, cultural, religious, media and/or PR and the role of technological change. Students prepare and present a case study of globalization processes.

POLI 493. PORTFOLIO ASSESSMENT. 1-2 Credits.
Pre-requisites: senior standing or declared major POLI or INST or permission of instructor.
Advised by a member of the Political Science faculty, the student compiles an assessment portfolio of academic assignments completed in program specific courses at EWU. Taken during the term in which the student expects to complete the requirements for a program of study, this course provides the student with an opportunity to undertake guided academic/career planning as well as to participate in summative assessments.

POLI 495. PUBLIC AFFAIRS INTERNSHIP. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Guided field experience designed to acquaint you with the formation and instrumentation of public policy; involves actual work with a political party, interest group, legislative body or administrative agency.
Psychology

Kayleen Islam-Zwart (kisamzwart@ewu.edu), Chair
department page (http://www.ewu.edu/csbssw/programs/psychology) 509.359.2827

Dennis Anderson (danderson2@ewu.edu), Director of MS in Psychology 509.359.2087

Jamie Chaffin (jchaffin@ewu.edu), Director of School Psychology

Keely Hope (khope@ewu.edu), Director of Counselor Education 509.359.2439

Kayleen Islam-Zwart (kisamzwart@ewu.edu), Director of Psychology,
Eastern at Bellevue College 509.359.2380

Susan Ruby (sruby@ewu.edu), Director of School Psychology 509.359.2439

Faculty


Undergraduate Degrees

Bachelor of Arts (BA)
Psychology (p. 525)

Bachelor of Science (BS)
Applied Developmental Psychology (p. 526)

Undergraduate Minors

Applied Developmental Psychology (p. 527)
Psychology (p. 527)

Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.

Undergraduate Programs

Psychology is the science of human behavior and experience. Psychologists differ considerably in what they do because the field encompasses a wide range of human activities. Generally speaking, clinical, school, and counseling psychologists provide services to help people make better adjustments in their daily lives, while experimental psychologists conduct research and construct theories to help us better understand the nature of behavior.

The mission of the Department of Psychology is to educate students in the science and profession of psychology. To accomplish this mission, the department seeks to promote the acquisition of the core knowledge and principles of psychology; to enhance the student’s professional growth and development; to further the student’s ability to think analytically, logically and creatively; and to develop the student’s ability to communicate effectively. The department promotes psychology as a science and a profession by excellence in teaching, research, and service. Our undergraduate programs in psychology are patterned after the recommendations of the American Psychological Association for undergraduate majors in psychology.

The Department of Psychology is located in Martin Hall, a building that has up-to-date laboratories, classrooms and specialized clinical training areas. Our laboratories and training areas are extremely well equipped and very active. Students are encouraged to get involved in research projects and other professional activities as undergraduates.

Graduate Degrees

Master of Science (MS)
Counselor Education with Mental Health Counseling Emphasis (p. 530)
Counselor Education with School Counseling Emphasis (p. 531)
Psychology with General/Experimental Concentration (p. 532)

Educational Specialist in School Psychology (EdS)
School Psychology (p. 528)
School Psychology Respecialization (p. 529)

Graduate Programs

Graduate study in psychology provides the student with advanced preparation for practice in the field or for entering doctoral-level programs in psychology. Each degree program addresses the changing nature of society and professional requirements. The degree programs available through the Department of Psychology are: Master of Science in Counselor Education with emphases in either Mental Health Counseling or School Counseling; Master of Science in Psychology with a concentration in general/experimental psychology; and Educational Specialist in School Psychology. This degree is generally offered both in person and online.

Final Comprehensive Examination Policy of the Department of Psychology

1. Each student shall complete, before the awarding of the EdS and master's degrees, a portfolio, which demonstrates the competence of the student in graduate level work in school psychology. Portfolios will reflect knowledge and skills in the National Association of School Psychology Domains of Training and Practice.

2. Students will begin their portfolio in the first year through the Professional School Psychology courses and will have a formal interview with School Psychology faculty members in the second or third quarter of their second year in the program to serve as preliminary feedback and determination of preparation for the internship experience. An oral examination that will focus primarily on the portfolio but may also include questions regarding professional practice and the internship experience will be held at the end of the third year of the program. The final oral examination will be open to all interested faculty and students and may be open to questions by outside members at the discretion of the committee. Final oral examinations will not be held over vacation periods or during summer quarter except by advance approval of the committee chair, second member and graduate office representative. The final oral examination will not be over two hours.
3. All graduate students in the School Psychology Program are subject to the academic advancement policies of Graduate Studies regarding grades.

Financial Aid—direct inquiries and application materials to:

Financial Aid and Scholarship Office
Eastern Washington University
102 Sutton Hall
Cheney, WA 99004-2447

A limited number of graduate assistantships are awarded to students of outstanding promise. Duties assigned graduate assistants involve 20 hours per week in tasks which meet the needs of the school and the student.

Loans, work-study jobs and scholarships are available to eligible students through the university's Office of Financial Aid.

Some fellowships and financial assistance may be available through the College of Social Sciences.

Apply for financial aid no later than February 15. Application and financial files should be completed as soon after January 1 as possible for the following year. Do not wait until admission is granted.

Master of Science in Counselor Education (MS)

Keely Hope (khope@ewu.edu), Program Director
135 Martin Hall
509.359.2439

All application materials must be received by February 1 for early consideration of admission for a fall quarter start. Final deadline for all application materials is March 1. Students applying should follow the procedures for general admission to the EWU Graduate Studies office.

In addition, the following requirements should be met:

• must meet the requirements of the EWU Graduate Studies office. The Graduate Admission Committee may recommend a limited number of other students with a lower GPA to the Dean of Graduate Studies for admission based upon standard test scores, intervening experiences, and other relevant factors;

• a student is eligible for consideration for admission to the Department of Psychology programs by having obtained a GPA ≥3.0 for the last 90 quarter or 60 semester graded credits;

• completion and submission of the Graduate Record Examination (GRE) must be accomplished in time for scores to reach the department by the deadline; the department accepts scores on tests taken within five years of application;

• applicants who have submitted all requested application materials, received by the deadline date, may be invited for a personal interview once the admissions committee has reviewed the application;

• individuals whose application materials are not received by the application deadline will only be reviewed at the discretion of the admissions committee;

• application requirements: Graduate Studies Office application, two official transcripts, three letters of recommendations, one cover letter and resume, one personal statement and GRE Scores.

The Department of Psychology offers a nationally recognized program of studies in counselor education. The program is made up of a theoretical, applied and research-based core curriculum aimed at developing professional counselors who meet national, regional and state certification standards. The program offers two specialty areas: Master of Science in Counselor Education: Mental Health Counseling; and Master of Science in Counselor Education: School Counseling.

The Council for Accreditation of Counseling and Related Educational Programs (CACREP), a nationally-recognized specialized accrediting body, has conferred accreditation on the Master of Science in Counselor Education: Mental Health Counseling emphasis and Master of Science in Counselor Education: School Counseling emphasis.

Selection Criteria

In addition to general university and departmental requirements, it is desirable to have a BA or BS degree in a behavioral science or human services area. It is not necessary to have a teaching certificate to enter the School Counseling track. Coursework in adjustment, counseling techniques, evaluation, group dynamics, personality theory and abnormal psychology is recommended. A course in statistics is needed.

Curricular experiences and demonstrated knowledge in each of the eight common core areas are required of all students in the program. The eight common core areas are identified in the CACREP accreditation standards as follows:

• Professional Identity and Orientation,
• Social and Cultural Diversity,
• Human Growth and Development,
• Career Development,
• Helping Relationships,
• Group Work,
• Assessment,
• Research and Program Evaluation. The precise course titles vary from time to time.

A FBI fingerprint check will be required of all counseling students at the beginning of their first quarter in the program. The fee for this check is presently approximately $30 for students admitted to the Mental Health Counseling track and approximately $57 for students admitted to the School Counseling track. (School Counseling students pay a higher fee because of processing through the public school system.) The results will be assessed before advancing students to candidacy. Students will be required to apply for professional affiliations with the American Counseling Association (ACA) for Mental Health Counseling or the American School Counseling Association (ASCA) for School Counseling. Students must provide proof of affiliation and insurance liability coverage within the first quarter of study in the graduate program. Membership applications for the affiliation and insurance programs will be made available in the professional classes offered fall quarter.

Master of Science in Psychology (MS)

Danielle Sitzman (https://www.ewu.edu/css/programs/psychology/psych-faculty/danielle-sitzman), Program Director
135 Martin Hall
509.359.2000

Admission Requirements/Preparation
All application materials must be received by February 15 for consideration of admission for a fall quarter start. Students applying should follow the procedure for general admission to the EWU Graduate School.

In addition, the following requirements should be met:

- must meet the requirements of the Graduate School. The Graduate Admission Committee may recommend a limited number of other students with a lower GPA to the Dean of Graduate Studies for admission based upon standard test scores, intervening experiences and other relevant factors;
- a student is eligible for consideration for admission to the Department of Psychology programs by having obtained a GPA ≥3.0 for the last 90 quarter or 60 semester graded credits;
- completion and submission of the Graduate Record Examination (GRE) must be accomplished in time for scores to reach the department by the deadline. The department accepts scores on tests taken within five years of application;
- must submit Graduate Studies Office Application, a cover letter, vitae/ résumé, and a statement of intent for admission to the Psychology Graduate Program via the online application;
- must submit three letters of recommendation to the Department of Psychology, preferably all from academic sources;
- must have a bachelor’s degree in psychology or its equivalent. Ordinarily, the applicant’s transcript must show evidence of courses in the following areas: scientific principles of psychology, inferential statistics, learning and personality theory, abnormal psychology, life span development, physiological psychology, history and systems in psychology and general/experimental psychology. Accepted applicants whose transcripts are lacking some areas of proficiency may be asked to complete appropriate courses prior to full acceptance to the program;
- it is expected that a student complete all of the requirements for admission to the Graduate School and the Department of Psychology before registering for core classes.

Students accepted will be notified of a general information meeting held preceding the beginning of their first quarter, to provide orientation to institutional and departmental procedures and to provide information about registration.

The Master of Science in Psychology does not prepare students to be master’s-level practitioners. It is intended to prepare students to pursue further graduate study in the clinical or experimental areas. A set of core classes provides students in the program with foundational knowledge in the discipline that includes methods classes that impart research and data analysis skills.

Obtaining a Master of Science in Psychology ordinarily takes two years, including summer quarter following the first year. In addition to the core courses, students in the general/experimental concentration design coursework and research experience in consultation with a faculty advisor to match the interest of the students with the expertise of the department faculty.

### Psychology Major, Bachelor of Arts (BA)

**General Admissions Information for Psychology**

High school students should have at least one year of algebra. Social science courses, including psychology and natural science courses such as biology and chemistry are also encouraged. Transfer students may be given credit for appropriate transfer courses in the major and for electives. Transfer credits will be limited to 20 lower division courses and no more than 30 transfer credits total can be applied toward the degree.

**General Degree Completion Requirements for Psychology**

Students who major in psychology but who transfer some lower division psychology coursework from other colleges/universities must complete at least 50 hours of upper division credits in the 70 credit psychology major.

**Notes:**

- two years of a single high school foreign language or one year of a single college level foreign language is required;
- if a student takes PSYC 305 or PSYC 306 for Cluster A they cannot take PSYC 305 or PSYC 306 as an elective.

**Grades**

- To declare psychology as a major, students must have a minimum cumulative GPA ≥2.0 and taken and passed PSYC 100 or its equivalent with a grade ≥C.
- Students must attain a grade ≥C for each of the required courses:
  - CSBS 320, PSYC 100, PSYC 309, PSYC 313,
  - PSYC 395/PSYC 495, PSYC 398/PSYC 498
  - and PSYC 399/PSYC 499

**Capstone Course:** the university capstone requirement can be met by the department capstone course, PSYC 490 or PSYC 491.

Required courses are designed to provide students with the foundations of the field. Through careful planning in the selection of cluster and elective courses, students may develop a program of study to prepare for application to graduate school programs or meet specific career goals in psychology-related business/human services occupations.

**Required Prerequisite Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 100</td>
<td>GENERAL PSYCHOLOGY</td>
<td>5</td>
</tr>
</tbody>
</table>

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSBS 320</td>
<td>INTRODUCTORY STATISTICS FOR THE SOCIAL SCIENCES</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 309</td>
<td>SCIENTIFIC PRINCIPLES OF PSYCHOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 313</td>
<td>RESEARCH METHODS IN PSYCHOLOGY</td>
<td>5</td>
</tr>
</tbody>
</table>

**Required Focus Experience Courses—students choose from any combination of the following**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 395/495</td>
<td>INTERNSHIP (Instructor’s permission required.)</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 398/498</td>
<td>SEMINAR IN PSYCHOLOGY</td>
<td></td>
</tr>
<tr>
<td>PSYC 399/499</td>
<td>DIRECTED STUDY (Instructor’s permission required.)</td>
<td></td>
</tr>
</tbody>
</table>

**Required Cluster Credits**—PSYC majors are required to take a specified number of courses from clusters A and B as follows:
### Cluster A Core Course Requirements—choose at least four of the following 19-20

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 301</td>
<td>THEORIES OF PERSONALITY</td>
</tr>
<tr>
<td>PSYC 302</td>
<td>ABNORMAL PSYCHOLOGY</td>
</tr>
<tr>
<td>PSYC 303</td>
<td>FOUNDATION OF PSYCHOTHERAPY</td>
</tr>
<tr>
<td>PSYC 305</td>
<td>CHILD AND ADOLESCENT DEVELOPMENT (only one developmental course will count towards the BA)</td>
</tr>
<tr>
<td>or PSYC 306</td>
<td>ADULT DEVELOPMENT</td>
</tr>
<tr>
<td>PSYC 316</td>
<td>HUMAN MEMORY AND COGNITION</td>
</tr>
<tr>
<td>PSYC 324</td>
<td>CONDITIONING AND LEARNING</td>
</tr>
<tr>
<td>PSYC 340</td>
<td>EMOTION AND EMOTIONAL INTELLIGENCE</td>
</tr>
<tr>
<td>PSYC 381</td>
<td>SOCIAL PSYCHOLOGY</td>
</tr>
<tr>
<td>PSYC 420</td>
<td>BIOLOGICAL BASIS OF BEHAVIOR</td>
</tr>
<tr>
<td>PSYC 474</td>
<td>CULTURAL PSYCHOLOGY</td>
</tr>
</tbody>
</table>

### Cluster B Applied/Lab and Speciality Course Requirements—choose at least three of the following 11-15

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSBS 321</td>
<td>COMPUTER AIDED DATA ANALYSIS</td>
</tr>
<tr>
<td>PSYC 314</td>
<td>TESTS AND MEASUREMENTS</td>
</tr>
<tr>
<td>PSYC 317</td>
<td>HEALTH PSYCHOLOGY</td>
</tr>
<tr>
<td>PSYC 318</td>
<td>COMPUTERIZATION RESEARCH TECHNIQUES IN PSYCHOLOGY</td>
</tr>
<tr>
<td>PSYC 323</td>
<td>DRUGS AND BEHAVIOR</td>
</tr>
<tr>
<td>PSYC 325</td>
<td>COGNITIVE AND BEHAVIOR CHANGE</td>
</tr>
<tr>
<td>PSYC 331</td>
<td>PSYCHOLOGY OF WOMEN</td>
</tr>
<tr>
<td>PSYC 359</td>
<td>HUMAN SEXUALITY</td>
</tr>
<tr>
<td>PSYC 421</td>
<td>CARE AND CUSTODY OF FEMALE OFFENDERS</td>
</tr>
<tr>
<td>PSYC 425</td>
<td>PSYCHOLOGY AND THE LEGAL SYSTEM</td>
</tr>
<tr>
<td>PSYC 427</td>
<td>INTIMATE RELATIONSHIPS</td>
</tr>
<tr>
<td>PSYC 430</td>
<td>HUMAN PSYCHOPHYSIOLOGY</td>
</tr>
<tr>
<td>PSYC 431</td>
<td>STRESS AND COPING</td>
</tr>
<tr>
<td>PSYC 433</td>
<td>COMPASSION FOCUSED THERAPY</td>
</tr>
<tr>
<td>PSYC 440</td>
<td>HAPPINESS AND POSITIVE PSYCHOLOGY</td>
</tr>
<tr>
<td>PSYC 450</td>
<td>TRAUMA: THEORY, ASSESSMENT AND TREATMENT</td>
</tr>
<tr>
<td>PSYC 452</td>
<td>SOCIAL INFLUENCE</td>
</tr>
<tr>
<td>PSYC 461</td>
<td>INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY</td>
</tr>
<tr>
<td>PSYC 470</td>
<td>CHILDHOOD PSYCHOPATHOLOGY AND TREATMENT</td>
</tr>
<tr>
<td>PSYC 481</td>
<td>PREJUDICE AND STEREOTYPING</td>
</tr>
<tr>
<td>PSYC 483</td>
<td>GROUP DYNAMICS</td>
</tr>
<tr>
<td>PSYC 496</td>
<td>EXPERIMENTAL COURSE</td>
</tr>
<tr>
<td>PSYC 497</td>
<td>WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR (may be counted as a cluster course or elective as approved by the department chair)</td>
</tr>
</tbody>
</table>

### Electives 17

Note: courses used as electives in the major must come from the Cluster A or B course list above (those not used to meet the minimum cluster requirements). Students may also take PSYC 490 and PSYC 491 (by faculty invitation) toward the fulfillment of the elective credits.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 490</td>
<td>SENIOR CAPSTONE: THE TRADITION OF PSYCHOLOGY</td>
</tr>
</tbody>
</table>

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### Total Credits 70-75

**Placement and Clearance Exams (p. 21)**

Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

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### University Competencies and Proficiencies (p. 33)

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### Breadth Area Core Requirements (BACR)

- Humanities and Arts (p. 35)
- Natural Sciences (p. 35)
- Social Sciences (p. 36)

### University Graduation Requirements (p. 36) (UGR)

- Foreign Language
- Minor or Certificate
- Diversity Course List (p. 37)
- Global Studies Course List (p. 37)
- Senior Capstone Course List (p. 38)

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All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

- design and conduct studies to address psychological questions using appropriate research methods;
- develop ethical and evidence-derived decision-making;
- evaluate the appropriateness of design, statistical analyses and conclusions derived from psychological research;
- recognize and understand major perspectives of psychology;
- use APA style effectively in empirically based reports, literature reviews and theoretical papers.

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### Applied Developmental Psychology Major, Bachelor of Science (BS)

The Bachelor of Science in Applied Developmental Psychology prepares students for entry-level work and graduate study in a variety of developmental and human service careers. The program covers basic areas of human developmental psychology across the life span with a special focus on processes and principles of developmental change.

Elective packages may be chosen to focus preparation toward attainment of individual student objectives such as child development interventions, pre-counseling, graduate study and others.

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### Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSBS 320</td>
<td>INTRODUCTORY STATISTICS FOR THE SOCIAL SCIENCES</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 305</td>
<td>CHILD AND ADOLESCENT DEVELOPMENT</td>
<td>4</td>
</tr>
<tr>
<td>Course</td>
<td>Title</td>
<td>Credits</td>
</tr>
<tr>
<td>----------</td>
<td>--------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>PSYC 306</td>
<td>ADULT DEVELOPMENT</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 307</td>
<td>PSYCHOLOGY OF ADJUSTMENT</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 309</td>
<td>SCIENTIFIC PRINCIPLES OF PSYCHOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 315</td>
<td>PSYCHOLOGY OF HUMAN RELATIONS</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 320</td>
<td>DEVELOPMENTAL THEORIES AND APPLICATIONS</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 324</td>
<td>CONDITIONING AND LEARNING</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 402</td>
<td>BEHAVIOR MODIFICATION</td>
<td>4</td>
</tr>
</tbody>
</table>

Focus Experience—Students must complete 4 credits of Field Study. Students may continue Field Study for a second quarter and a total of 8 credits. Students who do not enroll for a second quarter of Field Study must complete four additional credits of PSYC 498 and/or PSYC 499.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 492</td>
<td>FIELD STUDY IN CHILD ISSUES AND PROBLEMS</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 493</td>
<td>FIELD STUDY IN ADOLESCENT ISSUES AND PROBLEMS</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 494</td>
<td>FIELD STUDY IN ADULT ISSUES AND PROBLEMS</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 498</td>
<td>SEMINAR</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 499</td>
<td>DIRECTED STUDY</td>
<td>4</td>
</tr>
</tbody>
</table>

Senior Capstone: choose one

- ITGS 400 INTERDISCIPLINARY SR CAPSTONE
- PSYC 490 SENIOR CAPSTONE: THE TRADITION OF PSYCHOLOGY
- PSYC 490A SENIOR CAPSTONE: DEVELOPMENTAL PSYCHOLOGY SENIOR SEMINAR
- PSYC 490B SENIOR CAPSTONE: MINDS AND VINES: PSYCHOLOGY OF WINE
- PSYC 491 SENIOR THESIS (by faculty invitation)

**Applied Developmental Psychology Minor**

**Grades:** students must attain a grade ≥C for each of the courses applying toward this minor in order to graduate with this minor.

**Choice of 15 credits from the following list in consultation with an advisor. (PSYC 304 cannot be included.)**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSBS 320</td>
<td>INTRODUCTORY STATISTICS FOR THE SOCIAL SCIENCES</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 305</td>
<td>CHILD AND ADOLESCENT DEVELOPMENT</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 306</td>
<td>ADULT DEVELOPMENT</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 307</td>
<td>PSYCHOLOGY OF ADJUSTMENT</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 309</td>
<td>SCIENTIFIC PRINCIPLES OF PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 314</td>
<td>TESTS AND MEASUREMENTS</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 315</td>
<td>PSYCHOLOGY OF HUMAN RELATIONS</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 320</td>
<td>DEVELOPMENTAL THEORIES AND APPLICATIONS</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 324</td>
<td>CONDITIONING AND LEARNING</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 402</td>
<td>BEHAVIOR MODIFICATION</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 476</td>
<td>CHILD AND FAMILY GUIDANCE</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 483</td>
<td>GROUP DYNAMICS</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total Credits:** 69-71

**University Competencies and Proficiencies** (p. 33)

- Development and Clearing Exams (p. 21)
- Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

**Psychology Minor**

The psychology minor requires PSYC 100 plus 15 credits of coursework taken from the following list. The courses are to be approved by the department chair. Note: no more than 10 credits from another institution may be transferred toward the minor.

**Grades:** students must attain a grade ≥C for each of the courses applying toward this minor in order to graduate with this minor.

**Required**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 100</td>
<td>GENERAL PSYCHOLOGY</td>
<td>5</td>
</tr>
</tbody>
</table>

**Upper Division**

**Grades:** students must attain a grade ≥C for each of the courses applying toward this minor in order to graduate with this minor.
Electives–choose from the following list 15

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSBS 320</td>
<td>Introductory Statistics for the Social Sciences</td>
</tr>
<tr>
<td>CSBS 321</td>
<td>Computer Aided Data Analysis</td>
</tr>
<tr>
<td>PSYC 301</td>
<td>Theories of Personality</td>
</tr>
<tr>
<td>PSYC 302</td>
<td>Abnormal Psychology</td>
</tr>
<tr>
<td>PSYC 303</td>
<td>Foundation of Psychotherapy</td>
</tr>
<tr>
<td>PSYC 305</td>
<td>Child and Adolescent Development</td>
</tr>
<tr>
<td>PSYC 306</td>
<td>Adult Development</td>
</tr>
<tr>
<td>PSYC 309</td>
<td>Scientific Principles of Psychology</td>
</tr>
<tr>
<td>PSYC 314</td>
<td>Tests and Measurements</td>
</tr>
<tr>
<td>PSYC 316</td>
<td>Human Memory and Cognition</td>
</tr>
<tr>
<td>PSYC 317</td>
<td>Health Psychology</td>
</tr>
<tr>
<td>PSYC 318</td>
<td>Computerization Research Techniques in Psychology</td>
</tr>
<tr>
<td>PSYC 323</td>
<td>Drugs and Behavior</td>
</tr>
<tr>
<td>PSYC 324</td>
<td>Conditioning and Learning</td>
</tr>
<tr>
<td>PSYC 325</td>
<td>Cognitive and Behavior Change</td>
</tr>
<tr>
<td>PSYC 331</td>
<td>Psychology of Women</td>
</tr>
<tr>
<td>PSYC 340</td>
<td>Emotion and Emotional Intelligence</td>
</tr>
<tr>
<td>PSYC 359</td>
<td>Human Sexuality</td>
</tr>
<tr>
<td>PSYC 381</td>
<td>Social Psychology</td>
</tr>
<tr>
<td>PSYC 398</td>
<td>Seminar in Psychology</td>
</tr>
<tr>
<td>PSYC 399</td>
<td>Directed Study (or PSYC 499 Directed Study)</td>
</tr>
<tr>
<td>PSYC 420</td>
<td>Biological Basis of Behavior</td>
</tr>
<tr>
<td>PSYC 421</td>
<td>Care and Custody of Female Offenders</td>
</tr>
<tr>
<td>PSYC 425</td>
<td>Psychology and the Legal System</td>
</tr>
<tr>
<td>PSYC 427</td>
<td>Intimate Relationships</td>
</tr>
<tr>
<td>PSYC 430</td>
<td>Human Psychophysiology</td>
</tr>
<tr>
<td>PSYC 431</td>
<td>Stress and Coping</td>
</tr>
<tr>
<td>PSYC 433</td>
<td>Compassion Focused Therapy</td>
</tr>
<tr>
<td>PSYC 440</td>
<td>Happiness and Positive Psychology</td>
</tr>
<tr>
<td>PSYC 450</td>
<td>Trauma: Theory, Assessment and Treatment</td>
</tr>
<tr>
<td>PSYC 452</td>
<td>Social Influence</td>
</tr>
<tr>
<td>PSYC 470</td>
<td>Childhood Psychopathology and Treatment</td>
</tr>
<tr>
<td>PSYC 474</td>
<td>Cultural Psychology</td>
</tr>
<tr>
<td>PSYC 481</td>
<td>Prejudice and Stereotyping</td>
</tr>
<tr>
<td>PSYC 483</td>
<td>Group Dynamics</td>
</tr>
</tbody>
</table>

Total Credits 20

Psychology, Educational Specialist in School Psychology (EdS)

Susan Ruby (sruby@ewu.edu), Program Director
509.359.6050

Prerequisites: A bachelor’s degree in psychology or its equivalent is required. Successful completion of undergraduate coursework in child or life-span development, learning, research, measurement and statistics is required. Faculty will evaluate each applicant on an individual basis to determine prerequisites needs.

Note: successful completion of the National School Psychology Certification Examination (https://www.ets.org/praxis/nasp) and an oral examination that reviews the portfolio project and contents is required.

Admission Requirements/Preparation

Early consideration deadline for completed applications is January 15. All application materials must be received by March 1 for consideration of admission for a fall start. Students ordinarily begin their graduate studies fall quarter. Admission to begin the program in winter or spring is discouraged.

1. Must have a GPA ≥3.0 in the last 90 quarter or 60 semester-graded credits. The Graduate Admission Committee may recommend a limited number of other students with a lower GPA to the Dean of Graduate Studies for admission based upon standard test scores, intervening experiences and other relevant factors.

2. Must meet the requirements of the Graduate School.

3. Must submit application to the Department of Psychology for the School Psychology Program, vitae/résumé, and a letter of introduction and intent (not to exceed 3 pages) for admission to the School Psychology EdS.

4. Must send three letters of recommendation to the Department of Psychology.

5. Must have a bachelor’s degree in psychology or its equivalent. Ordinarily, the applicant’s transcript must show evidence of courses in the following areas: scientific principles of psychology, inferential statistics, learning and personality theory, abnormal psychology, life span development, physiological psychology, history and systems in psychology and general/experimental psychology. Accepted applicants whose transcripts are lacking some areas of proficiency may be asked to complete appropriate courses prior to full acceptance to the program.

6. Must submit scores for the Graduate Record General Examination (GRE) Test. The GRE must have been taken no more than five years before the date of application.

7. It is expected that a student complete all of the requirements for admission to the Graduate School and the Department of Psychology before registering for core classes.

School Psychology: early consideration January 15, deadline March 1, (2) Graduate Studies Office applications, (1) department application, (2) official transcripts, (3) letters of recommendation, (1) cover letter/ personal statement, (1) résumé/vita, GRE scores (within five years of application)

Applicants may be invited for a personal interview once applications have been reviewed.

Students accepted will be notified of a general information meeting held preceding the beginning of their first quarter, to provide orientation to institutional and departmental procedures and to provide information about registration.

This program is fully approved by the National Association of School Psychologists (NASP) (http://www.nasponline.org). We adhere to a scientist-practitioner model that prepares students for practice as a school psychologist. Candidates graduating from our program are prepared to receive a Residency Certificate (http://www.k12.wa.us/certification/ESA/Residency.aspx) in School Psychology from...
Washington’s Office of Superintendent of Public Instruction (OSPI) and to become nationally certified school psychologists (NCSP). Coursework, practica and internship are aligned with state and national certification and training standards. Specific areas of training include student and program evaluation (i.e., measurement principles); development of academic and social-behavioral intervention plans (i.e., instructional and behavioral analysis, consultation and counseling); and research (i.e., methods and statistics). The program adopts a preventive focus by training candidates to assess and intervene at the school-wide and at-risk group level. Knowledge and skills are developed through integrated coursework, field experiences and internship. The program duration is three years.

### Required Courses

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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 505</td>
<td>APPLIED LEARNING THEORY AND BEHAVIOR MODIFICATION</td>
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<tr>
<td>PSYC 510</td>
<td>PROFESSIONAL SCHOOL PSYCHOLOGY I</td>
<td>4</td>
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<td>PSYC 511</td>
<td>PROFESSIONAL SCHOOL PSYCHOLOGY II</td>
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<td>PROFESSIONAL SCHOOL PSYCHOLOGY III</td>
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<td>PSYC 513</td>
<td>ADVANCED CHILD AND ADOLESCENT DEVELOPMENT</td>
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<td>PSYC 523</td>
<td>MULTI-TIERED SYSTEMS OF SUPPORT</td>
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<td>PSYC 526</td>
<td>ACADEMIC ASSESSMENT FOR SCHOOL PSYCHOLOGY</td>
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<td>PSYC 531</td>
<td>PSYCHOEDUCATIONAL GROUPS</td>
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<td>PSYC 532</td>
<td>RESEARCH AND STATISTICS GROUP DESIGN</td>
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<td>PSYC 533</td>
<td>INTERVENTION AND PROGRAM EVALUATION</td>
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<td>PSYC 539</td>
<td>SEMINAR IN SPECIAL TOPICS</td>
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<td>PSYC 543</td>
<td>COUNSELING THEORIES AND SCHOOL BASED MENTAL HEALTH INTERVENTIONS</td>
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<td>PSYC 553</td>
<td>SOCIAL, EMOTIONAL AND BEHAVIORIAL ASSESSMENT OF CHILDREN AND ADOLESCENTS</td>
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<td>PSYC 554</td>
<td>COGNITIVE ASSESSMENT</td>
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<td>PSYC 558</td>
<td>SCHOOL PSYCHOLOGY PRACTICUM (1-8 must be repeated)</td>
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<tr>
<td>PSYC 559</td>
<td>COGNITIVE ASSESSMENT LAB</td>
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<td>PSYC 560</td>
<td>SCHOOL PSYCHOLOGY CONSULTATION</td>
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<td>PSYC 566</td>
<td>DEVELOPMENTAL PSYCHOPATHOLOGY AND CLINICAL NEUROSCIENCE I</td>
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<td>SCHOOL PSYCHOLOGY PORTFOLIO (1-6)</td>
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<td>PSYC 695</td>
<td>INTERNSHIP IN SCHOOL PSYCHOLOGY (1-6 must be repeated)</td>
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</table>

### Total Credits

107

- describe and accurately apply varied methods of assessment and data-collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes;
- articulate and apply varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems;
- design and evaluate evidence-based curriculum and instructional strategies that support cognitive and academic skills;
- design and evaluate services and programs that support socialization, positive behavior, and mental health;
- articulate key elements in school and systems structure, including multi-tiered systems of support;
- in collaboration with others, design comprehensive plans for multi-tiered prevention and empirically supported strategies for effective crisis preparation, response, and recovery;
- design, and evaluate services that facilitate family school partnerships and interactions with community agencies for enhancement of academic and social-behavioral outcomes for children;
- articulate best practices for culturally responsive assessment, consultation, and intervention and provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds, and across multiple contexts;
- interpret, evaluate, and design single case and group design research, and apply these skills to collaboratively conduct program evaluation in applied settings;
- articulate and apply ethical, legal, and professional standards and demonstrate professional work characteristics needed for effective practice as school psychologists.

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**Psychology, Educational Specialist in School Psychology Respecialization (EdS) (Online)**

Jamie Chaffin (jchaffin@ewu.edu), Program Director
509.359.4736

This online-hybrid distance-learning program is designed for working professionals with a master’s or other graduate degrees or a bachelor’s degree and professional experience. It is offered through online coursework with synchronous and in-person training requirements. Appropriate candidates for the program are educators or those working in an education, counseling or psychology-related field with several years of experience.

Note: successful completion of the National School Psychology Certification Examination and an oral examination that reviews the portfolio project and contents is required.

### Admission Requirements/Preparation

Early consideration deadline for completed applications is January 15. All application materials must be received by March 1 for consideration of admission for a summer start. The application file must be complete by March 1 for you to be considered for an interview. All interviews will be conducted via video conferencing. The equipment needed for the interview consists of a web-camera (can be internal to your laptop or external), a headset with a microphone and a wired Internet connection (wireless tends to be slower and could impact either the video or audio component of the transmission).

To be considered for the program, students:

1. must have a GPA ≥3.0 in the last 90 quarter or 60 semester-graded credits. The Graduate Admission Committee may recommend a limited number of other students with a lower GPA to the Dean of Graduate Programs for admission based upon standard test scores, intervening experiences and other relevant factors;
2. must meet the requirements of the Graduate School;
3. must submit program-specific application to the Department of Psychology for the Ed.S in School Psychology Online Program, vita/resumé, and a letter of introduction and intent (not to exceed three pages) for admission to the program;
4. must send three letters of recommendation to the Department of Psychology on program specific reference form;
5. must have completed either: 1. a master’s or other graduate degree in psychology, education or a closely related field or its equivalent or 2. a bachelor’s degree and at least three years of full-time experience teaching in school or 3. a bachelor’s degree and at least five years of relevant professional experience in a closely related field;
6. students with bachelor’s degrees must submit scores for the Graduate Record General Examination (GRE) Test—students with master’s or other graduate degrees do not need to submit GRE scores.
7. it is expected that a student complete all of the requirements for admission to the Graduate School and the Department of Psychology before registering for classes.

We adhere to a scientist-practitioner model that prepares students for practice as a school psychologist. Candidates completing our program are prepared to receive a Residency Educational Staff Associate (ESA) Certificate in School Psychology from Washington’s Office of Superintendent of Public Instruction (OSPI). Students are encouraged to seek national certification through preparation of individual portfolios. Coursework, practica, internship, and portfolio expectations are aligned with state and national training standards. Specific areas of training include student and program evaluation (measurement principles); development of academic and social-behavioral intervention plans (e.g., instructional and behavioral analysis, consultation and home-school collaboration); and research (methods and statistics). The program adopts a preventive focus by training candidates to assess and intervene at the school-wide and at-risk group level. Knowledge and skills are developed through integrated coursework, field experiences and internship. The program duration is two full calendar years, beginning in summer.

**Technology requirements for participation**

High bandwidth required; access should be through a direct Internet connection (not wireless); computer and browser requirements should follow program recommendations, webcam; headset with microphone and access to a scanner or printer that scans. Full participation throughout the web-conferencing activities and inter-residence training is required to participate.

**Required Courses**

<table>
<thead>
<tr>
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<tbody>
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<td>PSYC 505</td>
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<td>PSYCHOEDUCATIONAL GROUPS</td>
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<td>INTERVENTION AND PROGRAM EVALUATION</td>
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<tr>
<td>PSYC 534</td>
<td>HUMAN NEUROPSYCHOLOGY</td>
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<td>PSYC 543</td>
<td>COUNSELING THEORIES AND SCHOOL BASED MENTAL HEALTH INTERVENTIONS</td>
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<td>PSYC 555</td>
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<tr>
<td>PSYC 559</td>
<td>COGNITIVE ASSESSMENT LAB</td>
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<td>PSYC 560</td>
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</table>

**Total Credits:** 104

- describe and accurately apply varied methods of assessment and data-collection methods for identifying strengths and needs, developing effective services and programs, and measuring progress and outcomes;
- articulate and apply varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems;
- design and evaluate evidence-based curriculum and instructional strategies that support cognitive and academic skills;
- design and evaluate services and programs that support socialization, positive behavior, and mental health;
- articulate key elements in school and systems structure, including multi-tiered systems of support;
- in collaboration with others, design comprehensive plans for multi-tiered prevention and empirically supported strategies for effective crisis preparation, response, and recovery;
- design, and evaluate services that facilitate family school partnerships and interactions with community agencies for enhancement of academic and social–behavioral outcomes for children;
- articulate best practices for culturally responsive assessment, consultation, and intervention and provide professional services that promote effective functioning for individuals, families, and schools with diverse characteristics, cultures, and backgrounds, and across multiple contexts;
- interpret, evaluate, and design single case and group design research, and apply these skills to collaboratively conduct program evaluation in applied settings;
- articulate and apply ethical, legal, and professional standards and demonstrate professional work characteristics needed for effective practice as school psychologists.

**Counselor Education with Mental Health Counseling Emphasis, Master of Science (MS)**

The Master of Science in Counselor Education: Mental Health Counseling emphasis is designed for students wishing preparation as counselors...
or therapists in settings such as: mental health centers, hospitals, residential treatment centers, employment services and vocational rehabilitation services. Mental health counselors are also frequently found in the juvenile correction facilities, community colleges, pastoral services and business and industry.

Classes and experiences are organized around four objectives:

1. a thorough preparation in foundation skills and principles;
2. a functional mastery of techniques in various therapy modes; e.g., cognitive, affective, behavioral;
3. coverage of principles, issues and trends in the psychology of counseling; and
4. self awareness as it relates to the counseling process.

Practical application is stressed. Students are provided early and continuous skill practice with personalized feedback and coaching. Continuous opportunities for expanding awareness of the self of the counselor will be provided.

The program is both extensive and comprehensive. It is nationally accredited by CACREP and fulfills education requirements for licensure for mental health counselors. Graduates will complete the NBCC exam for National Counselor Certification.

Note: successful completion of both a written comprehensive examination of conceptual attainments and an oral interview of practical applications is required.

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 506</td>
<td>COUNSELING DEVELOPMENT AND TRANSITION ACROSS THE LIFESPAN</td>
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<tr>
<td>PSYC 520</td>
<td>TACTICS PSYCHOLOGICAL RESEARCH</td>
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<tr>
<td>PSYC 535</td>
<td>INTRODUCTION TO MENTAL HEALTH COUNSELING</td>
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<td>PSYC 539</td>
<td>SEMINAR IN SPECIAL TOPICS (variable 1-5 credit)</td>
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<td>PSYC 542</td>
<td>CAREER COUNSELING</td>
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<td>PSYC 544</td>
<td>COUNSELING THEORY AND TECHNIQUES</td>
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<td>PSYC 545</td>
<td>APPRAISAL IN MENTAL HEALTH COUNSELING</td>
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<td>PSYC 548</td>
<td>COUNSELING CHILDREN AND ADOLESCENTS</td>
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<tr>
<td>PSYC 569</td>
<td>FAMILY SYSTEMS</td>
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<tr>
<td>PSYC 575</td>
<td>DSM TREATMENT ISSUES FOR COUNSELORS</td>
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<td>PSYC 576</td>
<td>PROFESSIONAL ISSUES IN MENTAL HEALTH COUNSELING</td>
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<td>PSYC 580</td>
<td>CONSULTATION IN THE COUNSELING PROFESSION</td>
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<td>PSYC 583</td>
<td>GROUP EXPERIENCE</td>
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<td>PSYC 584</td>
<td>GROUP THEORY</td>
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<td>PSYC 585</td>
<td>GROUP PROCESS IN COUNSELING</td>
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<td>PSYC 587</td>
<td>ADDICTIVE BEHAVIOR COUNSELING</td>
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<td>PSYC 588</td>
<td>CRISIS INTERVENTION AND TRAUMA COUNSELING</td>
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<td>PSYC 590</td>
<td>DIVERSITY COUNSELING</td>
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<td>PSYC 592</td>
<td>SUICIDE ASSESSMENT AND TREATMENT</td>
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<td>PSYC 603</td>
<td>PROFESSIONAL COUNSELING PORTFOLIO (must be repeated for three quarters at 1 credit per quarter)</td>
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<tr>
<td>PSYC 694</td>
<td>PRACTICUM (1-8 must be repeated)</td>
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Counselor Education with School Counseling Emphasis, Master of Science (MS)

The Master of Science in Counselor Education: School Counseling emphasis is designed for students wishing preparation as counselors in school settings, primarily public schools.

Classes and experiences are organized to provide thorough grounding in the skills and knowledge generally recognized by the counseling profession. The program is accredited by CACREP and exceeds the Washington state requirement for ESA-School Counselor Certification.

Practical application is stressed and students are provided early and continuous skill practice with personalized feedback and coaching. Continuous opportunities for expanding awareness of the self of the counselor will be provided.

Note: successful completion of both a written comprehensive examination of conceptual attainments and an oral interview of practical applications is required.

Required Courses

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<tr>
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<tbody>
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<td>PSYC 506</td>
<td>COUNSELING DEVELOPMENT AND TRANSITION ACROSS THE LIFESPAN</td>
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<td>INTRODUCTION TO SCHOOL COUNSELING</td>
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<td>CAREER COUNSELING</td>
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<td>COUNSELING THEORY AND TECHNIQUES</td>
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<td>PSYC 547</td>
<td>ASSESSMENT: SCHOOL COUNSELING</td>
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Psychology with Clinical Concentration, Master of Science (MS)

The clinical concentration is designed for students who are interested in becoming master's-level mental health providers in private practice, mental health centers, hospitals or social service agencies, or who are pursuing pre-doctoral studies to support application to doctoral programs in clinical or counseling psychology.

Note: students must successfully complete PSYC 503, PSYC 522, PSYC 534, PSYC 537, PSYC 539 during the first three quarters of enrollment in order to continue in the program without a significant delay or required remediation plan during the second year of study.

Required Core

<table>
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<tr>
<th>Course</th>
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<tr>
<td>PSYC 503</td>
<td>PROSEMINAR: SCIENTIFIC METHODS</td>
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<td>PSYC 522</td>
<td>ADVANCED STATISTICS</td>
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<td>PSYC 534</td>
<td>HUMAN NEUROPSYCHOLOGY</td>
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<td>ADVANCED PSYCHOPATHOLOGY</td>
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<tr>
<td>PSYC 539</td>
<td>SEMINAR IN SPECIAL TOPICS (variable credit)</td>
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Total Credits 15

Psychology with General/Experimental Concentration, Master of Science (MS)

The concentration in general/experimental psychology is designed to prepare students for research or teaching in psychology. Methodology and both basic and applied research are emphasized. Students are prepared to enter doctoral programs or to seek employment in appropriate master's-level positions. Curricula plans, in addition to the 42 credit hours of core courses, should include a minimum of 26 credits of elective courses chosen with an advisor in accord with the elective courses guidelines shown below. Students particularly interested in

Required Clinical Concentration Courses

<table>
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<tr>
<th>Course</th>
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<td>PSYC 504</td>
<td>PROSEMINAR: LEARNING AND BEHAVIOR THERAPY</td>
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<td>PSYC 508</td>
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<td>PSYC 551</td>
<td>FOUNDATION OF PSYCHOTHERAPY</td>
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<td>CLINICAL PRACTICE IN COGNITIVE ASSESSMENT</td>
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<tr>
<td>PSYC 556</td>
<td>PERSONALITY AND BEHAVIORAL ASSESSMENT</td>
<td>5</td>
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<tr>
<td>PSYC 591</td>
<td>ADVANCED PSYCHOTHERAPY STRATEGIES</td>
<td>3</td>
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</table>

Required Electives—chosen with an advisor in accord with the following elective course guidelines.

1. 400 level or graduate courses within psychology and related fields

2. specific emphases such as alcohol and drug studies, interdisciplinary aging, diagnosis and treatment of children and adolescents, school psych issues, behavioral health, psychology of women, computerized research and analysis, positive psychology, business, children's studies, technical writing, etc.

3. specific courses of interest to the student in related relevant departments (e.g. PSYC, SOWK)

4. EWU weekend college courses

Total Credits 82
acquiring college-level instruction skills should consider courses from the
Department of Education.

Note: students must successfully complete PSYC 503, PSYC 522,
PSYC 534, PSYC 537, PSYC 539 during the first three quarters of
enrollment in order to continue in the program without a significant delay
or required remediation plan during the second year of study.

### Required Core

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<td>PSYC 694</td>
<td>PRACTICUM (variable 1–8 must be repeated)</td>
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### Required Electives

Additional graduate courses are offered within the department
and may be taken by students in any program of study—with the
appropriate Program Director’s approval—the following type of
courses may be taken as part of the student’s graduate program of
study.

1. 400–level or graduate courses within psychology.
2. Specific emphases such as addiction studies, interdisciplinary
   aging, diagnosis and treatment of children and adolescents,
   school psychology issues, behavioral health, computerized
   research and analysis, forensic psychology, physiological
   psychology, positive psychology or others.
3. Specific courses in related, relevant departments—PSYC or
   SOWK—with permission of the instructor and program director.
4. EWU weekend college courses.

Total Credits: 68

- be familiar with the historical context in which important theories in
  psychology were developed;
- comprehend the discourse of psychology and communicate using the
  conventions of the discipline;
- develop expertise in the broad science of psychology, including
  advanced knowledge in research methods, statistics, biological
  psychology, multicultural issues, history and systems of psychology,
  and human learning;
- gather information from many sources and present persuasive
  arguments, learn the primary ethical principles of psychologists
  and recognize basic ethical issues and violations and be guided
  accordingly;
- pose research questions and devise research strategies to answer
  them, including the use of quantitative or qualitative methods.

## Psychology (PSYC)

### PSYC 100. GENERAL PSYCHOLOGY. 5 Credits.
Satisfies: a BACR for social sciences.
A general introduction to psychology as the scientific study of
behavior and thought; an overview of the areas of psychology and
their development; methods in psychology; biological, sensory and
developmental influences on behavior; physiological and cognitive
components of behavior; theories of learning; a survey of theories of
normal and abnormal behavior; principles of psychotherapy; personality
theory and testing; and social influences.

### PSYC 190. RISKY BEHAVIOR. 2 Credits.
The course will explore, discuss and teach skills that are alternatives for
managing risky behavior. Topics that will be covered include decision-
making, sexually transmitted infections, sexual assault, alcohol and other
drug use, and ways of combating risky behavior including birth control
and abstinence, assertiveness and self-management techniques.

### PSYC 195. INTERNSHIP. 1-5 Credits.

### PSYC 196. EXPERIMENTAL COURSE. 1-5 Credits.

### PSYC 197. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5
Credits.

### PSYC 201. LIFE-SPAN DEVELOPMENT. 5 Credits.
Satisfies: GECR for social sciences, list 2, anthropology, geography,
psychology and sociology.
A broad overview of human development from birth to death. Topics
covered include the biological, cognitive, learning, cultural and socio-
emotional influences on development. Designed for the non-major.

### PSYC 295. INTERNSHIP. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college
dean.
Individualized learning and career development through an off-campus
internship. An internship agreement-learning contract form is required
and can be picked up prior to registration, along with information about
placements and procedures from the Career Services Internship office.
Two sections are available, one for psychology majors, one for non-
psychology majors.

### PSYC 296. EXPERIMENTAL COURSE. 1-5 Credits.

### PSYC 297. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5
Credits.

### PSYC 298. SEMINAR. 1-6 Credits.

### PSYC 299. DIRECTED STUDY. 1-6 Credits.

### PSYC 301. THEORIES OF PERSONALITY. 5 Credits.
An objective and comprehensive study of the major theories of
personality.

### PSYC 302. ABNORMAL PSYCHOLOGY. 5 Credits.
Explores and evaluates research and theoretical concepts relating to
deviant and abnormal behavior.

### PSYC 303. FOUNDATION OF PSYCHOTHERAPY. 5 Credits.
Pre-requisites: PSYC 301 and PSYC 302.
Survey of theories of psychotherapy dealing with psychopathology.
Particular attention is given to effectiveness of theory construction.
Evaluates the role of intervening variables and logical consistency.

### PSYC 304. EDUCATIONAL PSYCHOLOGY. 5 Credits.
Pre-requisites: PSYC 201 recommended.
Principles of learning and development as applied to improvements in
classroom instruction.
PSYC 305. CHILD AND ADOLESCENT DEVELOPMENT. 4 Credits.  
**Pre-requisites:** ENGL 201; math proficiency recommended.  
Mental, physical, social and emotional development from infancy through adolescence.

PSYC 306. ADULT DEVELOPMENT. 4 Credits.  
**Pre-requisites:** ENGL 201; math proficiency recommended.  
Covers the processes, evidence, theories and socio-cultural influences on adults.

PSYC 307. PSYCHOLOGY OF ADJUSTMENT. 5 Credits.  
**Pre-requisites:** ENGL 201; math proficiency recommended.  
A psychological approach to human behavior, growth and change.

PSYC 309. SCIENTIFIC PRINCIPLES OF PSYCHOLOGY. 5 Credits.  
**Pre-requisites:** MTHD 104.  
The study of the methodology and attitudes of psychology irrespective of any special area. Considers techniques for evaluating information, discovering invalid interpretations, and uncovering alternative explanations. These are illustrated by reading research articles and classroom discussion of the articles and of popular beliefs.

PSYC 313. RESEARCH METHODS IN PSYCHOLOGY. 5 Credits.  
**Pre-requisites:** CSBS 320, ENGL 201 and PSYC 309.  
This course is an introduction to typical research methods used in psychology. Students complete several research projects reflecting these various methods.

PSYC 314. TESTS AND MEASUREMENTS. 5 Credits.  
**Pre-requisites:** CSBS 320.  
This course will provide students with a current analysis of the most widely used psychological tests in schools, professional training programs, business, industry, the military, and clinical settings. Students will learn how psychological tests are constructed, how they are used, and how an understanding of them can make a difference in their careers and everyday lives. Issues of fairness, bias, and social consequences for use and interpretation with diverse populations will be addressed.

PSYC 315. PSYCHOLOGY OF HUMAN RELATIONS. 4 Credits.  
**Pre-requisites:** ENGL 201; math proficiency recommended.  
Helps develop your understanding and skill in interpersonal relationships needed for professional consultation and/or counseling.

PSYC 316. HUMAN MEMORY AND COGNITION. 5 Credits.  
**Pre-requisites:** junior level standing or permission of the instructor.  
Examination of the principles and theories of human memory and selected topics in cognitive psychology.

PSYC 317. HEALTH PSYCHOLOGY. 5 Credits.  
**Pre-requisites:** PSYC 309.  
An examination of the psychological influences on health including both wellness and illness; a focus on the etiology and correlates of health and illness as well as the prevention and treatment of illness. Exploring the psychological dynamics at work in utilization of the health care system and patient-practitioner interactions. Specific coverage of the illness process in pain, lung disease, stress, chronic illness, and AIDS.

PSYC 318. COMPUTERIZATION RESEARCH TECHNIQUES IN PSYCHOLOGY. 4 Credits.  
**Pre-requisites:** CSBS 320 and PSYC 309.  
Introduces the use of computers in psychological research through software that inexperienced users can program by filling out forms. Hands-on experience on the system will be acquired during the first 2-3 weeks. Recent experimental findings in a number of research areas will be introduced. Working individually or in small groups, students will select a problem for study and develop a method of investigation using the software system.

PSYC 320. DEVELOPMENTAL THEORIES AND APPLICATIONS. 4 Credits.  
**Pre-requisites:** PSYC 305, PSYC 315 or permission of the instructor.  
Covers principles and concepts of major theories of human development, evaluation of theories, appreciation of alternative views of development and alternative strategies for enhancing development.

PSYC 323. DRUGS AND BEHAVIOR. 5 Credits.  
**Pre-requisites:** PSYC 100 recommended.  
An introduction to the action, use, and abuse of psychotropic agents from analgesics to hallucinogens. Special attention given to drug abuse.

PSYC 324. CONDITIONING AND LEARNING. 4 Credits.  
**Pre-requisites:** junior standing.  
A study of human learning emphasizing conditions for acquisition, learning structures, learning sets, levels of learning and measurement.

PSYC 325. COGNITIVE AND BEHAVIOR CHANGE. 4 Credits.  
**Pre-requisites:** PSYC 100.  
This course is designed to examine various cognitive and behavioral change procedures in terms of their theoretical basis and applied strategies. Operant, respondent, social learning, and cognitive theories and their applications will be studied. Students will be required to engage in a self-change project throughout the quarter in order to better understand the principles of cognitive and behavioral change.

PSYC 331. PSYCHOLOGY OF WOMEN. 4 Credits.  
**Cross-listed:** WMST 331.  
**Pre-requisites:** completion of ENGL 201 or equivalent.  
Satisfies: a university graduation requirement—diversity.  
The psychology of women in terms of their bodies, socialization, personality, affiliation and achievement motivations, abnormal behavior patterns, therapy and personal growth needs.

PSYC 338. DISCOVERING WOMEN IN SCIENCE. 1 Credit.  
**Cross-listed:** BIOL 338, CHEM 338, GEOL 338, HIST 338, PHYS 338, WMST 338.  
The course uses several scientific themes to rediscover from the past and find in contemporary research the women who have made significant contributions to science.

PSYC 340. EMOTION AND EMOTIONAL INTELLIGENCE. 5 Credits.  
**Pre-requisites:** PSYC 100 or equivalent.  
This course explores the psychology of emotion and how emotion impacts behavior and experience. This class investigates what emotion is, how it can be measured, basic theories of emotion, and what factors contribute to the different emotional states. Issues related to emotional intelligence will also be explored, with particular emphasis on emotion identification, understanding, and regulation.

PSYC 344. INTRODUCTION TO THE HELPING PROFESSIONS. 4 Credits.  
**Notes:** this course is required for the B.S. Applied Developmental Psychology major and Option B of the B.A. Children’s Studies major.  
**Pre-requisites:** declared Applied Developmental Psychology major, Declared Children’s Studies major, PSYC 305 or permission of instructor.  
This course provides students with an introduction to a wide variety of helping professions with essential ideas & information pertaining to the work of helping professionals. Content addresses the helping professions, their specializations, histories, ethics, communication skills, potential challenges to professional effectiveness in the helping professions, and models of problem solving for those working in the helping professions.
PSYC 359. HUMAN SEXUALITY. 5 Credits.
Psychological, biological, and cultural perspectives of human sexual behavior. The basis for successful functioning; frequency and significance of various types of sexual behavior; anatomy and physiology of reproduction; sexual inadequacy and deviations.

PSYC 381. SOCIAL PSYCHOLOGY. 5 Credits.
Pre-requisites: PSYC 309 recommended.
Individual behavior as socially determined: interpersonal attraction, aggressiveness, attitude formation, group dynamics, conformity, and leadership.

PSYC 395. INTERNSHIP. 1-5 Credits.
Pre-requisites: permission of the department internship director and the department chair and the university Career Services Internship office. Individualized learning and career development through an off-campus internship. An internship agreement-learning contract form is required and can be picked up prior to registration, along with information about placements and procedures from the Career Services Internship office. Two sections are available, one for psychology majors, one for non-psychology majors.

PSYC 396. EXPERIMENTAL COURSE. 1-5 Credits.

PSYC 397. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 2 Credits.

PSYC 398. SEMINAR IN PSYCHOLOGY. 1-5 Credits.
Notes: offered fall/winter/spring.

PSYC 399. DIRECTED STUDY. 1-6 Credits.
Pre-requisites: permission of the instructor and the department chair.

PSYC 402. BEHAVIOR MODIFICATION. 4 Credits.
Pre-requisites: PSYC 305, PSYC 324 or permission of the instructor. Behavior modification provides an in-depth exposure to the principles, concepts and procedures from both behavioral and cognitive theories as applied to individuals, couples and families, organizational groups and community settings.

PSYC 404. PSYCHOLOGY OF THE GIFTED/TALENTED CHILD. 3 Credits.
Pre-requisites: PSYC 304 or permission of the instructor. Giftedness and talent from a psychological perspective. Seminar format covers issues of development, measurement, theories, prediction and special needs.

PSYC 417. PEDIATRIC AND ADOLESCENT HEALTH PSYCHOLOGY. 4 Credits.
Pre-requisites: PSYC 402 or permission of the instructor. An examination of health factors affecting developmental outcomes. There will be an emphasis on the health aspects of development and how to maintain and improve health-related behaviors in children and adolescents.

PSYC 420. BIOLOGICAL BASIS OF BEHAVIOR. 5 Credits.
Pre-requisites: PSYC 309. Organic foundations of behavior.

PSYC 421. CARE AND CUSTODY OF FEMALE OFFENDERS. 5 Credits.
Cross-listed: WMST 421.
Pre-requisites: junior standing.
Satisfies: a university graduation requirement--diversity. This course explores the care and custody of female offenders in the criminal justice system, with particular focus on psychological factors and mental health treatment.

PSYC 425. PSYCHOLOGY AND THE LEGAL SYSTEM. 5 Credits.
Pre-requisites: PSYC 100 or permission of the instructor. This course is designed to provide an introduction to the field of forensic psychology. The course provides an overview of the role of mental health professionals in correctional settings and in conducting forensic evaluations.

PSYC 427. INTIMATE RELATIONSHIPS. 5 Credits.
Pre-requisites: PSYC 100 and junior standing or permission of instructor. This course explores how social scientists think about, study, research and treat intimate relationships. Issues of communication, gender, sexual orientation, culture are explored within the context of intimate relationships.

PSYC 430. HUMAN PSYCHOPHYSIOLOGY. 5 Credits.
Pre-requisites: CSBS 320. An overview of the following topics: automatic nervous system, biofeedback, clinical applications, emotion, instrumentation, measurement, pain, psychosomatic processes, sleep, social aspects of physiological processes and stress. Laboratory includes: biofeedback, blood flow, ECG, EDR, EEG, EMG, and respiration. Course is especially suited for students of the health sciences.

PSYC 431. STRESS AND COPING. 3 Credits.
Examines the psychological, physiological, and health consequences resulting from selected psychological and environmental stressors. Psychological stressors include personality type, social disorganization, competition, and conflict. Environmental stressors include cold, heat, hypo- and hyperbaric pressures, and exercise. Examines coping responses such as biofeedback, progressive relaxation, autogenic training, and physiological adaptation.

PSYC 433. COMPASSION FOCUSED THERAPY. 3 Credits.
Pre-requisites: PSYC 100, PSYC 302 preferred. This course presents students with the theoretical background and approach to psychotherapy taken in Compass Focused Therapy (CFT). CFT is based in evolutionary psychology, affective neuroscience, cognitive-behavior therapy and centuries-old mindfulness and compassion practices. Students learn to understand emotional difficulties and work with them.

PSYC 440. HAPPINESS AND POSITIVE PSYCHOLOGY. 5 Credits.
Pre-requisites: junior standing. Happiness has been a neglected topic in psychology, and yet it is an important human pursuit. This class investigates what happiness is, how it can be assessed, and what factors facilitate happiness. Other human virtues important to well-being such as gratitude, wisdom, courage, humanity, justice, temperance, and transcendence are explored.

PSYC 450. TRAUMA: THEORY, ASSESSMENT AND TREATMENT. 4 Credits.
Pre-requisites: recommend PSYC 302. This class explores traumatic experience in terms of substance, impact, and reactions, including the assessment and treatment of trauma-related psychopathology.

PSYC 452. SOCIAL INFLUENCE. 4 Credits.
Pre-requisites: junior standing or permission of instructor. This course focuses on topics pertaining to social influence, including persuasion, compliance, and obedience. The course covers both intentional and unintentional forms of influence from a psychological perspective.
PSYC 456. TEACHING AND SKILLS TRAINING IN THE MANAGEMENT OF RISKY BEHAVIOR. 3 Credits.
Pre-requisites: PSYC 190.
The course provides guided experiences in developing skills to be a peer-facilitator for PSYC 190. Both knowledge and teaching skills will be explicitly taught and practiced. Such knowledge and skills are necessary in facilitating PSYC 190.

PSYC 461. INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY. 5 Credits.
Notes: Cluster B requirements of Psychology BA.
Pre-requisites: junior level standing or higher or instructor permission.
Students apply psychological principles and methods to the workplace, including employee selection, motivation, performance and behavior; the structure and function of occupational positions and activities; and the nature, processes and development of organizations.

PSYC 470. CHILDHOOD PSYCHOPATHOLOGY AND TREATMENT. 5 Credits.
Pre-requisites: junior standing.
This course focuses on psychopathological disorders of childhood and adolescence, critically attending to normal and abnormal developmental sequences. Attention is given to the diagnosis and implications of such disorders and to clinical intervention methods.

PSYC 474. CULTURAL PSYCHOLOGY. 5 Credits.
Pre-requisites: PSYC 100.
Satisfies: a university graduation requirement—global studies.
This course investigates the literature and methods involved in the psychological study of people from different cultures – both subcultures within the US and peoples from around the world. It also addresses the question of universality of psychological phenomenon.

PSYC 476. CHILD AND FAMILY GUIDANCE. 4 Credits.
Pre-requisites: PSYC 305, PSYC 324 or permission of the instructor.
The interaction between parents and children, the development and socialization of the child within the family and the relationship of the family to the school and community from a developmental perspective. Approaches to child rearing, management, discipline and communication for parents, teachers and other child care personnel are presented. Also examines family social support functions and considers multicultural issues in child socialization and guidance. Appropriate for present and future parents, teachers and child care personnel.

PSYC 481. PREJUDICE AND STEREOTYPING. 5 Credits.
Pre-requisites: PSYC 381 or instructor permission.
The course Prejudice and Stereotyping is a five credit discussion course that examines the social psychological underpinnings of prejudice, stereotyping and discrimination. The course topics will address specific types of prejudice such as sexism and racism, individual differences and cognitive states that can lead to prejudice, the effect of prejudice on its targets and reducing prejudice.

PSYC 483. GROUP DYNAMICS. 5 Credits.
Pre-requisites: declared Applied Developmental Psychology major, PSYC 307, PSYC 315, PSYC 320 or permission of the instructor.
Introduces the principles formed through the scientific study of small-group dynamics and considers the issues and problems arising in the study of groups.

PSYC 484. CHILD ABUSE: RECOGNITION AND INTERVENTION STRATEGIES. 3 Credits.
This course will focus on recognition of abuse in children and specific intervention strategies for their social/emotional needs. Physical, emotional and sexual abuse will be addressed along with factors of recognition for each of these areas of abuse. Specific common indicators of abuse will be looked at as it relates to the impact on the social, emotional, cognitive and behavioral realm of children.

PSYC 485. ADD/ADHD IN THE SCHOOLS. 3 Credits.
This course will provide the skills needed to help minimize the everyday struggles encountered while working with difficult behaviors. Areas to be addressed include characteristics of AD/HD, common treatment approaches, myths about AD/HD and matching interventions to behaviors.

PSYC 490. SENIOR CAPSTONE: THE TRADITION OF PSYCHOLOGY. 6 Credits.
Notes: this course may also be used as an elective within the department’s major.
Pre-requisites: CSBS 320, PSYC 309 and PSYC 313.
Satisfies: a university graduation requirement—senior capstone.
The course consists of three components: the history of psychology; a collaborative project; portfolio preparation.

PSYC 490A. SENIOR CAPSTONE: DEVELOPMENTAL PSYCHOLOGY SENIOR SEMINAR. 4 Credits.
Notes: this capstone will test the student’s ability to apply the course work to real-world situations.
Satisfies: a university graduation requirement—senior capstone.
The course helps students make the transition from academia to the world of work and civic life or higher academic achievement. The primary goal for a successful transition will be accomplished via the process of application. It is designed as an end-of-program assessment tool. The basic assumption is that the developmental coursework has equipped the students with the knowledge of developmental theories, counseling strategies, research methods and assessment procedures.

PSYC 490B. SENIOR CAPSTONE: MINDS AND VINES: PSYCHOLOGY OF WINE. 4 Credits.
Pre-requisites: senior standing; 21 years of age and declared major.
Satisfies: a university graduation requirement—senior capstone.
The goal is for students to integrate their knowledge and hone their psychological problem-solving skills in diverse areas. The integration will include: the history and culture of wine; sensory discrimination and marketing of wine; the positive and negative impact of wine on biological and psychological health and; the treatment of the latter effects.

PSYC 491. SENIOR THESIS. 4 Credits.
Pre-requisites: invitation of the instructor/advisor.
Satisfies: a university graduation requirement—senior capstone.
Directed research resulting in a formal write-up. Limited to those students for whom research experience will be helpful in obtaining entrance to graduate school.

PSYC 492. FIELD STUDY IN CHILD ISSUES AND PROBLEMS. 4 Credits.
Pre-requisites: PSYC 305, PSYC 324, some senior major courses and faculty advisement.
This course introduces students to professional human service settings through shadowing a professional in the community. Students are expected to enroll in this course over two consecutive quarters.
PSYC 493. FIELD STUDY IN ADOLESCENT ISSUES AND PROBLEMS. 4 Credits.  
Pre-requisites: PSYC 305, 324 some senior, major courses and faculty advisement.  
This course introduces students to professional human service settings through shadowing a professional in the community. Students are expected to enroll in this course over two consecutive quarters.

PSYC 494. FIELD STUDY IN ADULT ISSUES AND PROBLEMS. 4 Credits.  
Pre-requisites: PSYC 305, PSYC 324 some senior major courses and faculty advisement.  
This course introduces students to professional human service settings through shadowing a professional in the community. Students are expected to enroll in this course over two consecutive quarters.

PSYC 495. INTERNSHIP. 1-15 Credits.  
Pre-requisites: permission of the instructor, department chair and college dean.  
Individualized learning and career development through an off-campus internship. An internship agreement-learning contract form is required and can be picked up prior to registration, along with information about placements and procedures from the Career Services Internship Office. Two sections are available, one for psychology majors and one for non-psychology majors.

PSYC 496. EXPERIMENTAL COURSE. 1-5 Credits.  
PSYC 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.  
PSYC 498. SEMINAR. 1-5 Credits.  
PSYC 499. DIRECTED STUDY. 1-15 Credits.  
Pre-requisites: permission of the instructor and the department chair.

PSYC 503. PROSEMINAR: SCIENTIFIC METHODS. 4 Credits.  
Pre-requisites: admission into psychology MS program or school psychology program or graduate standing and instructor permission.  
Introduction to logic of scientific method, decision making, hypothesis testing, measurement, and model and theory construction.

PSYC 504. PROSEMINAR: LEARNING AND BEHAVIOR THERAPY. 4 Credits.  
Pre-requisites: graduate standing.  
An intensive survey of important learning phenomena as they relate to theoretical issues and controversies. Consideration of methodological problems.

PSYC 505. APPLIED LEARNING THEORY AND BEHAVIOR MODIFICATION. 4 Credits.  
Applied learning theory, methodology, and research paradigms will be defined and their inter-theory, inter-subject, inter-problem-solving relevance demonstrated.

PSYC 506. COUNSELING DEVELOPMENT AND TRANSITION ACROSS THE LIFESPAN. 4 Credits.  
Pre-requisites: Admission to the graduate counseling program: mental health or school counseling emphasis or permission of the instructor. Major theories of human development, the nature and needs of individuals at all developmental levels and the counseling implications associated with developmental processes are covered.

PSYC 507. HUMAN DEVELOPMENT: RESEARCH, THEORIES AND APPLICATIONS. 4 Credits.  
Pre-requisites: graduate standing in psychology. If from a related area, instructor permission is required.  
An examination of the field of human development and the contribution of those findings to professional practice. The philosophical and empirical basis for the theories explaining human development will be explored. The course will focus on the criteria that determine the adequacy of a theory and the applications generated by particular theories. Application and interpretation of research according to contemporary, empirically-based theories, and emerging issues and approaches will be key components of the course.

PSYC 508. PROFESSIONAL ISSUES. 2 Credits.  
Pre-requisites: admission into psychology MS program.  
Professional issues presents legal, ethical and moral aspects of the professional practice of psychology. Topics will include professional credentialing, registration and licensing; ethical principles of psychologists; confidentiality; disclosure to clients, duty to protect and warn; suicide risk assessment and other ethical dilemmas. Students will receive state required AIDS/HIV training.

PSYC 509. RESPONSE TO INTERVENTION FOR THE SCHOOL COUNSELOR. 3 Credits.  
Pre-requisites: admission to the graduate counseling program, school counseling emphasis.  
This course provides an introduction to the response to intervention framework and includes an overview of individualized education programs (IEPs), 504 accommodations, and exceptionalities in childhood. An emphasis will be placed on the RTI components of screening students, monitoring student progress, providing evidence-based interventions and working with classroom teachers for promoting resilience and positive behaviors.

PSYC 510. PROFESSIONAL SCHOOL PSYCHOLOGY I. 4 Credits.  
Pre-requisites: admission to the graduate program in school psychology.  
This course is the first in the series of Professional School Psychology and focuses on the history and principles of school psychology, the professional role of the school psychologist and current trends in education. The course includes various pre-practicum observations in applied settings.

PSYC 511. PROFESSIONAL SCHOOL PSYCHOLOGY II. 4 Credits.  
Pre-requisites: admission to the graduate program in school psychology.  
This course focuses on the impact of legal issues on the role and functions of school psychologists in Washington.

PSYC 512. PROFESSIONAL SCHOOL PSYCHOLOGY III. 4 Credits.  
Pre-requisites: PSYC 510, PSYC 511.  
This course is the third in the series of professional school psychology and focuses on professional practice and ethical issues in the field. Best practices in school psychology and considerations of NASP, AERA and APA ethical guidelines and codes of conduct will be covered. The course includes pre-practicum observations in applied settings.

PSYC 513. ADVANCED CHILD AND ADOLESCENT DEVELOPMENT. 4 Credits.  
Notes: EdS School Psychology Degree requirement.  
The course relies on several perspectives concerning human development and intervention/prevention—ecological theories of development, developmental psychology, developmental psychopathology and risk/resilience research—as theoretical lenses on various interventions.
PSYC 514. RESEARCH AND STATISTICS. 4 Credits.
Pre-requisites: accepted to PSYC graduate program.
In this course you will learn the basic principles of research methods (both group and small n) and statistics used in school psychology. Our focus will be learning to evaluate existing research and applying the principles of scientific methodology to the field.

PSYC 515. ADVANCED EDUCATIONAL PSYCHOLOGY. 4 Credits.
The relevance of psychological theory to educational practice as applied to teaching, learning, development, and evaluation.

PSYC 516. HUMAN MEMORY AND COGNITION. 5 Credits.
Pre-requisites: graduate standing or permission of the instructor. Examination of the principles and theories of human memory and selected topics in cognitive psychology.

PSYC 517. HEALTH PSYCHOLOGY. 5 Credits.
Pre-requisites: graduate standing or permission of the instructor. An examination of the psychological influences on health including both wellness and illness; a focus on the etiology and correlates of health and illness as well as the prevention and treatment of illness. Exploring the psychological dynamics at work in utilization of the health care system and patient-practitioner interactions. Specific coverage of the illness process in pain, heart disease, cancer, stress, and chronic illnesses.

PSYC 518. COMPUTERIZED RESEARCH TECHNIQUES IN PSYCHOLOGY. 4 Credits.
Pre-requisites: CPLA or equivalent.
This class is intended to provide graduate students in psychology and allied disciplines with an efficient method of presenting stimuli and gathering data using personal computers. The class introduces the MEL programming system by which users can prepare programs by filling out forms and supplementing the forms with MEL code. Demonstrations and class exercises will apply the programming techniques to carry out common psychological tasks. Students will select a problem for individual study and develop a method of investigation using the software system.

PSYC 520. TACTICS PSYCHOLOGICAL RESEARCH. 4 Credits.
Pre-requisites: admission to graduate program or permission of instructor.
A critical analysis of research methodologies in psychology. Emphasis is placed on developing student skills in asking and answering sound research questions.

PSYC 521. CARE AND CUSTODY OF FEMALE OFFENDERS. 5 Credits.
Pre-requisites: graduate standing.
This course explores the care and custody of female offenders in the criminal justice system, with particular focus on psychological factors and mental health treatment.

PSYC 522. ADVANCED STATISTICS. 5 Credits.
Pre-requisites: CSBS 320 or other inferential statistics class.
Statistical theory, interpretations, and procedures which are especially valuable to workers in education, psychology and related fields.

PSYC 523. MULTI-TIERED SYSTEMS OF SUPPORT. 4 Credits.
This course will assist students in understanding the link between assessment and intervention. School-wide Academic and Behavioral Assessment and Interventions, supplemental programs and intensive interventions will be addressed. Students will gain knowledge regarding early intervention, prevention and evidenced based academic and behavioral programs within Pre K-12 schools.

PSYC 524. PSYCHOLOGY AND THE LEGAL SYSTEM. 5 Credits.
This course is designed to provide an introduction to the field of forensic psychology. The course provides an overview of the role of mental health professionals in correctional settings and in conducting forensic evaluations.

PSYC 525. ACADEMIC ASSESSMENT FOR SCHOOL PSYCHOLOGY. 4 Credits.
Pre-requisites: enrollment in school psychology program.
An in-depth review of the purposes and methods of academic assessment in school psychology practice. The course focuses on the administration of various academic assessments and interpretation of the scores obtained from the instruments for use in making data-based decisions. Special attention will be given to the applicability of assessments to diverse student populations.

PSYC 530. SCHOOL COUNSELOR PROCERT CULMINATING SEMINAR. 3 Credits.
Pre-requisites: admitted to the School Counselor Professional Certificate Program.
Spring quarter. Candidates will complete the school year's work on their professional growth plan that will culminate with a panel presentation and a completed portfolio. The presentation will highlight the school year's work on Standard Six. The entire professional growth plan portfolio will also be evaluated.

PSYC 531. PSYCHOEDUCATIONAL GROUPS. 4 Credits.
Pre-requisites: admission to the graduate program in school psychology or permission of instructor.
This course examines the theory, assessment and application of different types of psychoeducational groups for children and adolescents in school and agency settings. In addition to didactic learning, students will be required to participate and lead a psychoeducational group.

PSYC 532. RESEARCH AND STATISTICS GROUP DESIGN. 4 Credits.
Pre-requisites: accepted to psychology graduate program.
In this course you will learn the basics of research design and analysis for the behavioral sciences. We will be covering concepts, applications techniques for designing and evaluating research studies for both field and laboratory research.

PSYC 533. INTERVENTION AND PROGRAM EVALUATION. 4 Credits.
Pre-requisites: accepted to psychology graduate program.
This course will assist candidates in evaluating educational interventions in two areas: single case design and program evaluation. For single case design, we will cover the components, strengths, and limitations of single case design research. We will cover the various designs, ranging from a simple “B” Design to more complex single case designs. We will examine issues related to validity and reliability of single case research and connect this research methodology to your topics of interest. Candidates will leave this course with knowledge to design and carry out a case study, with an adequate (and hopefully more complex) research design. Beyond the focus on single case design, we will also cover the basics of program evaluation. Candidates will leave the course with an understanding of how to evaluate multi-tiered interventions/programs in schools. Finally, we will focus on writing and presenting research findings. Candidates will be writing and presenting a single case design proposal.

PSYC 534. HUMAN NEUROPSYCHOLOGY. 4 Credits.
Pre-requisites: admission to psychology MS program or school psychology program or instructor permission.
The relationships between physiological processes and behavior.
PSYC 535. INTRODUCTION TO MENTAL HEALTH COUNSELING. 4 Credits.
Pre-requisites: admission to the graduate counseling program: mental health counseling emphasis.
An introduction to the profession of mental health counseling. The course will emphasize historical, philosophical, professional, ethical and public policy perspectives. The focus is on the role of the counselor with various clientele.

PSYC 537. ADVANCED PSYCHOPATHOLOGY. 4 Credits.
Pre-requisites: admission into psychology MS program or graduate standing and instructor permission.
This course is designed to teach strategies in diagnosing mental disorders, and to evaluate the most current treatment modalities. Problems of cultural diversity and ethnic differences are explored.

PSYC 539. SEMINAR IN SPECIAL TOPICS. 1-5 Credits.
Notes: may be graded Pass/No Credit.

PSYC 540. INTRODUCTION TO SCHOOL COUNSELING. 4 Credits.
Pre-requisites: admission to the graduate program: school counseling emphasis or permission of instructor.
The development of the school counseling profession; counseling functions within systems; the structure and management of school counseling programs. CACREP standards and PESB standards for School Counselors.

PSYC 542. CAREER COUNSELING. 4 Credits.
Pre-requisites: admission to the graduate counseling program: mental health or school counseling emphasis or permission of instructor.
Career development theory; educational and vocational information; career decision-making processes; components of school or community career programs.

PSYC 543. COUNSELING THEORIES AND SCHOOL BASED MENTAL HEALTH INTERVENTIONS. 4 Credits.
Pre-requisites: admission to the graduate program in school psychology.
This course provides an overview of theories of counseling and interventions for students with mental health concerns. The course covers the role of the school psychologist as counselor and how school psychologists facilitate a multi-tiered approach to mental health intervention.

PSYC 544. COUNSELING THEORY AND TECHNIQUES. 4 Credits.
An introduction to principles of counseling, and a survey of contemporary theories and techniques.

PSYC 545. APPRAISAL IN MENTAL HEALTH COUNSELING. 4 Credits.
Pre-requisites: admission to the graduate program: mental health counseling emphasis or permission of instructor.
The administration, scoring and interpretation of standardized tests in the mental health counseling profession. Includes a focus on testing ethics, sources of testing bias and diversity issues in assessment, as well as the use of interview assessment/mental status exam and psychological testing for treatment planning.

PSYC 547. ASSESSMENT: SCHOOL COUNSELING. 4 Credits.
Pre-requisites: admission to the graduate program: school counseling emphasis or permission of instructor.
The use of assessment techniques in the school counseling setting, including standardized instruments, sand play and observation. Includes a focus on testing ethics, sources of testing bias, diversity issues, implications of high stakes testing and effective use of assessment in counseling outcomes.

PSYC 548. COUNSELING CHILDREN AND ADOLESCENTS. 4 Credits.
Pre-requisites: admission to the graduate program: mental health or school counseling emphasis or permission of instructor.
Counseling principles and techniques as applied to children and adolescents will be presented and analyzed.

PSYC 550. TRAUMA: THEORY, ASSESSMENT AND TREATMENT. 4 Credits.
Pre-requisites: undergraduate degree in psychology or related field.
This class explores traumatic experience in terms of substance, impact, and reactions, including the assessment and treatment of trauma-related psychopathology.

PSYC 551. FOUNDATION OF PSYCHOTHERAPY. 5 Credits.
Pre-requisites: admission into psychology MS program with clinical emphasis or instructor permission.
Main types of psychological treatment with emphasis upon those which primarily rely on verbal exchanges between the counselee and the therapist. Practical application of techniques will be experienced.

PSYC 552. ESA PEER REVIEW: SCHOOL PSYCHOLOGISTS. 3 Credits.
Pre-requisites: permission of the instructor.
This course is designed to fulfill the requirements specified in the Washington Certification Handbook and the Washington Administrative Code for Continuing Certification of School Psychologists. The major emphases of this course are on documenting the knowledge and skills of practicing school psychologists and providing a forum for peer review based on contemporary standards of practice. Required peer review course for continuing ESA certification.

PSYC 553. SOCIAL, EMOTIONAL AND BEHAVIORAL ASSESSMENT OF CHILDREN AND ADOLESCENTS. 4 Credits.
Pre-requisites: admission to a psychology graduate program.
Students learn assessment techniques to examine social, emotional and behavioral functioning in children and adolescents. A problem solving approach is utilized with training in reviewing, interviewing, observing, and testing children. Major tests considered and applied within this course include broad rating scales such as the Achenbach and BASC systems and narrow rating scales utilized to diagnose more specific disorders.

PSYC 554. COGNITIVE ASSESSMENT. 4 Credits.
Pre-requisites: admission to psychology MS program with clinical emphasis or school psychology program.
This course will provide in-depth training in cognitive assessment, including intelligence, memory, academic, and special abilities testing.

PSYC 555. CLINICAL PRACTICE IN COGNITIVE ASSESSMENT. 3 Credits.
Pre-requisites: admission to psychology MS program with clinical emphasis.
Administration, scoring and writing of psychological reports; Stanford Binet, W.I.S.C. and W.A.I.S.

PSYC 556. PERSONALITY AND BEHAVIORAL ASSESSMENT. 5 Credits.
Pre-requisites: admission to psychology MS program or school psychology program.
This course focuses on assessment techniques utilized to examine emotional and behavioral functioning in children and adolescents. A problem solving approach is utilized with training in reviewing, interviewing, observing, and testing children. Major tests considered and applied within this course include broad rating scales such as the Achenbach and BASC systems and narrow rating scales utilized to diagnose more specific disorders.
PSYC 558. SCHOOL PSYCHOLOGY PRACTICUM. 1-8 Credits.
Notes: Graded Pass/Fail. Repeatable for credit. Supervised experience of school psychology students in assessment, intervention, and consultation, as well as professional and ethical areas.

PSYC 559. COGNITIVE ASSESSMENT LAB. 3 Credits.
Pre-requisites: must be in school psychology program and permission of the instructor. School Psychology graduate students take this course concurrently with PSYC 554. Students will administer, score, report, and interpret published norm-referenced measures of intelligence, memory, achievement, perceptual, adaptive, and special abilities typically used in educational environments.

PSYC 560. SCHOOL PSYCHOLOGY CONSULTATION. 4 Credits.
Pre-requisites: admission to the graduate program in school psychology. This course focuses on the history and principles of collaborative consultation and their application within the school setting. While traditional models of consultation are taught (organizational, behavioral and mental health), this course explores the key components to developing healthy family-school relationships and requires students to work with parents and teachers through Conjoint Behavioral Consultation. Consultation with systems as a preventive strategy is also emphasized, and students complete a school-wide analysis project.

PSYC 561. INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY. 5 Credits.
Pre-requisites: graduate standing. This course surveys the application of psychological principles and methods of work. It includes employee selection, motivation, performance and behavior; the structure and function of occupational positions and activities; and the nature, processes and development of organizations.

PSYC 565. DEVELOPMENTAL PSYCHOPATHOLOGY. 4 Credits.
This course focuses on psychopathological disorders of childhood and adolescence, critically attending to normal and abnormal developmental sequences. Attention is given to the diagnosis and implications of such disorders, and to clinical and educational intervention methods.

PSYC 566. DEVELOPMENTAL PSYCHOPATHOLOGY AND CLINICAL NEUROSCIENCE I. 4 Credits.
This is the first course in a two-quarter sequence of instruction that focuses on describing and understanding psychopathological disorders of childhood and adolescence. A critical emphasis is placed on the neurobiological influences that underlie typical and atypical developmental sequences. Attention is also given to the diagnosis and implications of such disorders and to clinical and educational intervention methods.

PSYC 567. DEVELOPMENTAL PSYCHOPATHOLOGY AND CLINICAL NEUROSCIENCE II. 4 Credits.
This is the second course in a two-quarter sequence of instruction that focuses on describing and understanding psychopathological disorders of childhood and adolescence. A critical emphasis is placed on the neurobiological influences that underlie typical and atypical developmental sequences. Attention is also given to the diagnosis and implications of such disorders and to clinical and educational intervention methods.

PSYC 569. FAMILY SYSTEMS. 4 Credits.
Pre-requisites: admission to the graduate program: mental health or school counseling emphasis or permission of instructor. This course introduces theories and best practices involved with counseling couples and families. Students will learn to think systemically and apply family therapy concepts, dynamics, theories and techniques to working with individuals, couples and families in various settings.

PSYC 570. CHILDHOOD PSYCHOPATHOLOGY AND TREATMENT. 5 Credits.
Pre-requisites: graduate standing. This course focuses on psychopathological disorders of childhood and adolescence, critically attending to normal and abnormal developmental sequences. Attention is given to the diagnosis and implications of such disorders and to clinical intervention methods.

PSYC 574. CULTURAL PSYCHOLOGY. 5 Credits.
Pre-requisites: psychology graduate status. This course investigates the literature and methods involved in the psychological study of people from different cultures – both subcultures within the US and peoples from around the world. It also addresses the question of universality of psychological phenomenon. Graduate students focus particularly on how these findings apply within their graduate field of study.

PSYC 575. DSM TREATMENT ISSUES FOR COUNSELORS. 4 Credits.
Pre-requisites: admission to the graduate counseling program: mental health or school counseling emphasis or permission of the instructor. The examination of current issues related to the classification and diagnosis of abnormal behavior and psychological states and their relationship to treatment. Dimensional, categorical and functional approaches to classification are reviewed, with emphasis on current forms of child and adult psychopathology found in the DSM-IV-TR. Diagnostic topics include historical influences, cultural variation, symptomology, etiology, developmental patterns and treatment approaches to various diagnostic categories.

PSYC 576. PROFESSIONAL ISSUES IN MENTAL HEALTH COUNSELING. 3 Credits.
Pre-requisites: successful completion of two quarters of mental health counseling Internship in the graduate counseling program: mental health emphasis. This course provides students an opportunity to transition from the role of a counselor in training to a beginning professional in the field of mental health counseling. Topics will include advocacy, post graduate credentials, supervision, managed health care systems, agency and private practice and organizational change. An emphasis will be placed on professional identity and roles.

PSYC 579. ADVANCED DIAGNOSTIC ASSESSMENT. 4 Credits.
This course is an advanced assessment course that prepares candidates for diagnosis and classification in accordance with multiple theories existing in the clinical and educational research. Students utilize cognitive, academic, and social/emotional data in developing hypotheses regarding the presence of learning and social-emotional disability and in planning for intervention delivery. The course emphasizes the complex variables of culture, environment and language in making inferences regarding the presence of a disability.
PSYC 580. CONSULTATION IN THE COUNSELING PROFESSION. 2 Credits.
Pre-requisites: advanced standing (2nd year) in graduate counseling;
mental health or school counseling emphasis, graduate social work, or
graduate school psychology programs or permission of instructor.
Application of psychological skills to organizations and systems;
practice of psychology.
Pre-requisites: PSYC 380 or instructor permission.
this course provides students with an understanding of the
comprehensive school counseling model. Students will learn how to
convey themselves as a professional school counselor and to create
documents to convey that. Students will learn ways to collaborate with other
school professionals and those in K-12 students lives.
PSYC 581. PREJUDICE AND STEREOTYPING. 5 Credits.
Pre-requisites: PSYC 381 or instructor permission.
The course Prejudice and Stereotyping is a five credit discussion course
that examines the social psychological underpinnings of prejudice,
stereotyping and discrimination. The course topics will address specific
types of prejudice such as sexism and racism, individual differences and
cognitive states that can lead to prejudice, the effect of prejudice on its
targets and reducing prejudice.
PSYC 582. ADVANCED SCHOOL COUNSELING. 4 Credits.
Pre-requisites: admission to the graduate counseling program: school
counseling emphasis.
This course provides students with an understanding of the
comprehensive school counseling model. Students will learn how to
convey themselves as a professional school counselor and to create
documents to convey that. Students will learn ways to collaborate with other
school professionals and those in K-12 students lives.
PSYC 583. GROUP EXPERIENCE. 1 Credit.
Pre-requisites: admission to the graduate counseling program: mental
health or school counseling emphasis or permission of the instructor.
This class will provide a group process experience for first year students
in mental health and school counseling emphases.
PSYC 584. GROUP THEORY. 2 Credits.
Pre-requisites: admission to the graduate program: mental health or
school counseling emphasis or permission of instructor.
Factors that lead to group change, membership, goals, productivity and
organization.
PSYC 585. GROUP PROCESS IN COUNSELING. 2 Credits.
Pre-requisites: successful completion of PSYC 584 or permission of
instructor.
Students will participate in and practice serving as facilitators of groups.
PSYC 586. PROFESSIONAL STANDARDS. 1 Credit.
Pre-requisites: admission into psychology MS program.
Professional Standards presents legal, ethical and moral aspects of the
professional practice of psychology.
PSYC 587. ADDICTIVE BEHAVIOR COUNSELING. 4 Credits.
Pre-requisites: admission to the graduate program: mental health or
school counseling emphasis or permission of instructor.
Graduate course of theory and pragmatics in addictive behavior
counseling that documents the personal, social and cultural impact of
addiction. The course is designed for those with a specific interest in the
nature and treatment of addictive behavior and students preparing for
careers in the helping professions. The course presents an integrated
overview of modern research and intervention approaches. A variety of
viewpoints, theories and treatment approaches will be introduced.

PSYC 588. CRISIS INTERVENTION AND TRAUMA COUNSELING. 4 Credits.
Pre-requisites: admission to the graduate program: mental health or
school counseling emphasis or permission of instructor.
This course is designed to provide students with an overview of the
theory, impact, issues and skills of crisis counseling due to traumatic
events such as: violence, child abuse, mass casualty events and suicide
ideation, as well as the nature, causes and symptoms of professional
burnout for crisis workers. The course will examine models for working
with children and adolescents, working with victims of violence, suicide
prevention, issues of health-related school and crises intervention.
PSYC 590. DIVERSITY COUNSELING. 3 Credits.
Pre-requisites: admission to the graduate counseling program: mental
health or school counseling emphasis or permission of instructor.
This course will introduce students to a broad spectrum of issues of
diversity in counseling, including an examination of their own personal
history/background and its impact on their perception of and response to
diversity in clients. In this class, the term “diversity” includes differences
in racial and ethnic origins, gender, ability, physicality, belief systems,
socio-economic status, sexual orientation, developmental stage and
variability of intellectual functioning.
PSYC 591. ADVANCED PSYCHOTHERAPY STRATEGIES. 3 Credits.
Pre-requisites: PSYC 551.
Lecture and practical demonstration of therapeutic strategies and
techniques. Advanced development of case conceptualization and
therapeutic interventions.
PSYC 592. SUICIDE ASSESSMENT AND TREATMENT. 1 Credit.
Pre-requisites: Admission to the Counselor Education program, or
instructor permission. Undergraduate enrollment with instructor
permission.
This course provides an overview of suicide risk and protective factors.
Outlines a working assessment framework to assign risk as well as
intervention techniques and best practices, including referral when
needed.
PSYC 594. PROFESSIONAL ISSUES IN SCHOOL COUNSELING. 2 Credits.
Pre-requisites: admission to the graduate counseling program: school
counseling emphasis.
This course provides information and experiences to enable the
student to transition from the role of counselor in training to that of a
professional in the field of school counseling. Topics include advocacy,
management of school counseling services and programs, professional
identity. Students contribute to the topics surveyed in this course based
on experiences in the program.
PSYC 596. EXPERIMENTAL COURSE. 1-5 Credits.
PSYC 597. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
Notes: only one workshop course for up to 3 credits may be used to fulfill
graduate degree requirements.
PSYC 598. SEMINAR. 1-5 Credits.
Notes: may be graded or offered Pass/No Credit at the discretion of the
instructor.
Current problems in psychology are presented by department faculty.
PSYC 599. INDEPENDENT STUDY. 1-5 Credits.
PSYC 600. THESIS. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college
dean.
A bound research study conducted as partial fulfillment of a master's
under the direction of a graduate committee.
PSYC 601. RESEARCH REPORT. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
A research study in lieu of a bound thesis conducted as partial fulfillment of a master’s under the direction of a graduate committee.

PSYC 602. SCHOOL PSYCHOLOGY PORTFOLIO. 1-6 Credits.
Pre-requisites: admission to School Psychology Program.
Students prepare reflections and evidence to document their knowledge and competence in the NASP standards for training and practice. An informal presentation of the portfolio is provided at the end of the second year of the program to document readiness for the internship experience. In the third year of the program, students provide a formal presentation as a culminating experience in the program.

PSYC 603. PROFESSIONAL COUNSELING PORTFOLIO. 1-6 Credits.
Pre-requisites: admission to Counselor Education Program.
Students prepare reflections and evidence to document their knowledge and competence in the CACREP and PESB standards for training and practice. A formal presentation of the portfolio is provided at the end of the second year of the program and serves as a culminating experience in the program.

PSYC 651. ADVANCED PSYCHOTHERAPY STRATEGIES. 3 Credits.
Pre-requisites: admission into the psychology MS program with clinical emphasis or instructor permission, PSYC 551.
Advanced techniques and strategies of psychological treatment. Techniques reviewed could include compassion focused therapy, solution focused therapy, brief therapeutic strategies, dialectical behavior therapy and/or other therapeutic strategies used in the field. Practical application of techniques will be experienced.

PSYC 694. PRACTICUM. 1-8 Credits.
Notes: graded Pass/No Credit.
Pre-requisites: admission to psychology MS program or school psychology program.
Supervised experience of a clinical or counseling nature in service areas or supervised experience in research.

PSYC 695. INTERNSHIP IN SCHOOL PSYCHOLOGY. 1-6 Credits.
Notes: may be graded Pass/No Credit.
Pre-requisites: permission of the instructor, department chair and college dean and must be in the school psychology program.
Experience under supervision in selecting, administering and scoring tests. Opportunities for diagnosis, counseling evaluation and reporting.

PSYC 696. COLLEGE TEACHING INTERNSHIP. 1-5 Credits.
Pre-requisites: permission of the instructor and the department chair.
Teaching a lower-division college course under the supervision of a regular faculty member. Includes course planning, arranging bibliographical and other instructional aids, conferences with students, experience in classroom instruction, and student and course evaluation.

PSYC 697. INTERNSHIP IN PSYCHOLOGY. 1-10 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Internship experience of professionally supervised training in approved agency or institution. The period of internship will commence on the date it is approved by the department chair and no internship credit will be granted retroactively.
Public Health

Donna Mann (dmann@ewu.edu), Interim Chair
EWU Spokane, 668 N. Riverpoint Blvd. Spokane, WA 99202-1661
509.828.1489

Faculty

Anna Tresidder, PhD, MPH MPH Program Director; David Line, PhD, MPH, LMSW, EMT; Patricia Richards, MPH, EdD

Graduate Degrees

Master of Public Health (MPH)
Public Health (p. 543)

Graduate Program

In line with the mission of Eastern Washington University the Master of Public Health prepares future public health leaders to manage, develop and re-orient health services to combat health inequalities and promote access and inclusion. The course focuses on developing leadership skills in an engaged, practical and applied manner across the full spectrum of population health domains.

Public Health is a dynamic field recognized for critical and rapidly expanding needs in policy development and research. Professionals are needed to lead change to address critical health and community policy issues. Professionals must be ready to promote effective community response and change, create and support effective health programs and actions to meet critical needs within the health profession and many related fields. An interdisciplinary program bringing together multiple disciplines to promote a broad intellectual framework for problem solving related fields. An interdisciplinary program bringing together multiple disciplines to promote a broad intellectual framework for problem solving through the MPH towards public health competencies. Prior to an internship students must have a student membership in national professional organization that relates to public health.

In order to successfully graduate from the program students must successfully complete a research project which serves as a comprehensive examination, a graduate school requirement.

The intent of the program is to meet the criteria set out by the Council on Education for Public Health (CEPH).

Public Health, Master of Public Health (MPH)

Note: to apply for this program, an individual must have an undergraduate degree and GPA ≥3.0 meeting the EWU graduate school requirements;

Required Core

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<td>PUBH 500S</td>
<td>ORIENTATION TO PUBLIC HEALTH</td>
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<td>PUBH 515S</td>
<td>HEALTH SYSTEMS</td>
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<td>PUBH 520S</td>
<td>PRINCIPLES AND SKILLS OF PUBLIC HEALTH ADMINISTRATION</td>
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<td>PUBH 540S</td>
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<td>PUBH 561S</td>
<td>SOCIAL AND BEHAVIORAL EPIDEMIOLOGY AND ISSUES IN PUBLIC HEALTH</td>
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<td>PUBH 563S</td>
<td>RESEARCH, BIOSTATISTICS AND OTHER WAYS OF ‘KNOWING’</td>
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<td>PUBH 564S</td>
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<td>PUBH 565S</td>
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<td>PUBH 573S</td>
<td>HEALTH PROGRAM PLANNING, EVALUATION AND PROCESS IMPROVEMENT</td>
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<td>PUBH 582S</td>
<td>PROFESSIONALISM IN PUBLIC HEALTH</td>
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<td>PUBH 585S</td>
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<td>PUBH 587S</td>
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<td>PUBH 595S</td>
<td>INTERNSHIP (variable credit—must be repeated)</td>
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Required Electives—choose one from the following

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<td>PUBH 596S</td>
<td>EXPERIMENTAL</td>
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Public Health (PUBH)

PUBH 500S. ORIENTATION TO PUBLIC HEALTH. 2 Credits.
This course introduces students to the history and background of public health, including successes and failures. It aims to develop a public health orientation among students, and discusses public health issues, concepts and terminology.

PUBH 515S. HEALTH SYSTEMS. 4 Credits.
This course begins with an examination of the history and philosophy of public health. The course introduces healthcare delivery systems, and the history of such systems, in public and global health and the United States. An overview of the various delivery models, their effectiveness, challenges and financing are covered.

PUBH 520S. PRINCIPLES AND SKILLS OF PUBLIC HEALTH ADMINISTRATION. 2 Credits.
Pre-requisites: PUBH 500S, PUBH 515S.
This course addresses the many aspects of administration in a public health. Managing and leading are discussed. The responsibilities of supervision, decision support systems, use of analytics, marketing and media, human resources management, organizational culture, behavior and performance are examined. The course emphasizes the demands of this fast paced industry.

PUBH 540S. HEALTH POLICY AND LAW. 4 Credits.
Pre-requisites: PUBH 500S, PUBH 515S.
This course begins with an overview of common policy perspectives, before moving on to discuss major relevant policy issues in the United States healthcare system and elsewhere. Healthcare policy impacting private and public entities including Medicare, Medicaid, Department of Defense, Veterans Administration, Indian Health Services are examined. The course concludes with an examination of influencing policy development, including media and community initiatives.

PUBH 550S. HEALTH SCHOLARSHIP. 2 Credits.
This course introduces students to scholarship and publishing in the Health sector. It focuses in-depth on developing health writing skills and preparing an article for publication.

PUBH 560S. FOUNDATIONS IN EPIDEMIOLOGY. 3 Credits.
This course imparts students the foundations of epidemiology, including its principles, concepts, and methods of epidemiologic practice; design, interpretation and evaluation of epidemiologic investigation. The course prepares the student to apply epidemiologic concepts to solve public health problems. Emphasis is placed on the principles and methods of epidemiologic investigation, and the use of classical statistical approaches to describe health of populations, and appropriate summaries and displays of data. Topics include the dynamic behavior of disease; calculation and use of rates, ratios and proportions; methods of direct and indirect adjustment measuring and describing the extent of disease problems. Various epidemiologic study designs for investigating associations between risk factors and disease outcomes are studied, with standard criteria for causal inferences. The application of these disciplines in the areas of health services, screening, genetics, environment, systems, behavior and policy are presented. This course also discourses the influence of epidemiology and biostatistics on the decision making process.

PUBH 561S. SOCIAL AND BEHAVIORAL EPIDEMIOLOGY AND ISSUES IN PUBLIC HEALTH. 3 Credits.
Pre-requisites: PUBH 500S, PUBH 560S.
An overview of the vast body of epidemiological literature that incorporates social and personality factors, cultural influences upon individual behavior, stress and related psychosocial factors as determinants of health. These determinants of health and illnesses are multi-factorial and enmeshed in the social fabric and psychological constitution of the person or may involve a complex interaction of the person and environment.

PUBH 563S. RESEARCH, BIOSTATISTICS AND OTHER WAYS OF ‘KNOWING’. 3 Credits.
This course begins with an introduction to differing research paradigms, before moving on to discuss the important issue of ethics in research. The course then concentrates on biostatistics. This approach is subsequently critiqued and alternative more qualitative and participatory approaches are examined. A critical approach is adopted to explore all of the paradigms presented.

PUBH 564S. ENVIRONMENTAL AND OCCUPATIONAL EPIDEMIOLOGY AND RESPONSE. 3 Credits.
Pre-requisites: PUBH 500S, PUBH 515S.
This course introduces students to the twin fields of environmental and occupational epidemiology. It begins with an examination of human-environment interactions, global climate change and the Anthropocene concept. The course then explores potential environmental threats (physical, chemical, radiological and biological agents) and bodily responses to such insults in both the workplace and the wider environment. Vectors for dissemination are then examined.

PUBH 565S. COMBATTING HEALTH INEQUALITIES. 3 Credits.
Pre-requisites: PUBH 500S, PUBH 515S.
This course begins with an examination of health inequalities locally, nationally and globally. This is followed by an examination of competing explanations for the existence of such inequalities. Particular attention is paid to structural issues and racism and exclusion. The course then focuses on health promoting responses to inequalities at all relevant levels through focusing on an annual health issue (individual, group, community, neighborhood, city, state, national and international).
PUBH 572S. HEALTH RISK MANAGEMENT AND RESPONSE. 3 Credits. 
Pre-requisites: PUBH 500S, PUBH 515S.
This course focuses on risk management, preparedness and response. The course starts with an examination of the risk management process and adopts a systems based approach. Attention is given to legal, governance and ethical dimensions of risk management before a vulnerability assessment is completed by students. The course then examines emergency planning and preparedness for 'major incidents', before concluding with an exploration of public health responses to infectious disease outbreaks.

PUBH 573S. HEALTH PROGRAM PLANNING, EVALUATION AND PROCESS IMPROVEMENT. 3 Credits. 
Pre-requisites: PUBH 500S, PUBH 515S, PUBH 563S.
This course introduces the student to community program planning and evaluation. The course is designed to develop the core competencies needed to plan, implement and evaluate public health interventions. Major activities and processes involved in planning, implementing, and evaluating public and community health programs are covered. Students are introduced to a range of theories, evidence-based strategies, and resources critical to effective public health practice.

PUBH 574S. SEMINAR IN PUBLIC HEALTH PREPAREDNESS. 3 Credits. 
This course focuses on public health preparedness and response to major incidents and communicable disease outbreaks. The course starts with an examination of concepts of risk before examining the principles of response. The major foci of this course are: initial rapid assessment; surveillance; personnel and logistics; and communicable disease control.

PUBH 582S. PROFESSIONALISM IN PUBLIC HEALTH. 2 Credits. 
Pre-requisites: PUBH 500S, PUBH 515S.
This course explores professionalism in public health. It focuses on self-presentation and workplace preparation.

PUBH 585S. APPLIED RESEARCH PROJECT PROPOSAL 1. 1 Credit. 
Pre-requisites: PUBH 500S, PUBH 515S, PUBH 563S.
The first half of this course guides students in developing a clear focused ethical relevant and achievable research proposal. It then focuses on advanced academic skills in conducting a comprehensive in-depth literature search and writing a literature review worthy of publication.

PUBH 586S. APPLIED RESEARCH PROJECT PREPARATION 2. 1 Credit. 
Pre-requisites: PUBH 585S or concurrent enrollment.
The first half of this course further develops students' understanding of philosophical approaches to research. The second half then turns to advanced skills in methodological questions relating to conducting a research project worthy of publication.

PUBH 587S. APPLIED RESEARCH PROJECT. 2 Credits. 
Pre-requisites: PUBH 586S.
Completion of a research project under guidance from a faculty member.

PUBH 594S. SEMINAR IN HEALTH PROMOTION. 3 Credits. 
By reviewing specific programs, this course introduces the student to health communication, its theories, its roles in health promotion and behavior. It also provides the student with an understanding of health communication research and practice, its role in patient provider interactions, public health campaigns and media advocacy. In addition, this course allows the student to understand the foundations of social, cultural and organizational complexities of communicating about health.

PUBH 595S. INTERNSHIP. 1-6 Credits. 
Notes: may be repeated for up to 6 credits. 
Pre-requisites: must be declared in MPH and students must have completed a minimum of 15 credits in graduate level PUBH.
The internship in MPH is intended to serve as a formative and reflective opportunity for students in the program. The organization at which the internship experience occurs is chosen based on the student's goals and the organization's needs. The initial internship plan is to be completed and submitted to the instructor with the desired agency contact information. An interview will be set up by the instructor with the site supervisor and student to ensure this will work for both. Once the interview is complete and both parties agree, then the internship plan is developed to address competencies for the internship experience agreed upon by the student, organization and faculty. The projects identified as part of the portfolio are to be identified in the internship plan. The placement is for 16 weeks, 40 hours per week. Some students may chose to do 20 hours per week over 2 semesters. A weekly work schedule is jointly agreed upon by the supervisor and intern. The intern is responsible to present the site supervisor with a copy of the Site Supervisor Handbook and Masters in Public Health Internship Competencies. Both are posted on Canvas. Each student must sign up on Canvas. Student must sign paperwork for background and drug check prior to Internship starting.

PUBH 596S. EXPERIMENTAL. 1-5 Credits.
Experimental course in Public Health.

PUBH 597S. WORKSHOP IN PUBLIC HEALTH. 3 Credits. 
Notes: only one workshop course of up to 3 credits may be used to fulfill graduate degree requirements. 
Pre-requisites: must be declared in MPH.
Workshops, short courses, conferences, seminars in Public Health.

PUBH 598S. SEMINAR IN EPIDEMIOLOGY. 3 Credits. 
Pre-requisites: PUBH 560S, PUBH 561S.
This course focuses on Health Impact Assessment and the use of Statistical Tools in planning and evaluating public health interventions. Students will understand public health planning, implementation, evaluation and impact assessment. Students will understand processes, structure and measures of various forms of evaluation and health impact of public health interventions. In addition, students will understand and engage in grant writing.

PUBH 599S. INDEPENDENT STUDY. 1-6 Credits. 
Pre-requisites: permission of the instructor, department chair and college dean. 
Independent study.
Race and Culture Studies

Scott Finnie, Director
department page (https://www.ewu.edu/css/programs/race-and-culture-studies)
509.359.6152

Faculty
D. Almeida, S. Finnie, M. Garcia, K. Richards, A. Schwendiman.

Undergraduate Degrees

Bachelor of Arts (BA)
Race and Culture Studies (p. 546)

Undergraduate Minor
Race and Culture Studies Minor (p. 547)

Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.

Undergraduate Program

The mission of the academic major in the study of Race and Culture is to contribute to the overall mission of Eastern Washington University “to prepare broadly educated, technologically proficient and highly productive citizens to obtain a meaningful career, to enjoy enriched lives and to make contributions to a culturally diverse society.” More specifically, RCST provides Eastern Washington University students a comprehensive interdisciplinary curriculum that contributes to their understanding and appreciation of the experiences, concerns and perspectives of the three major historically marginalized populations, (African Americans, Chicanos/Latinos and Native Americans) in the United States.

Central Core Emphasis of the RCST Major

Students majoring in RCST enroll in a core curriculum using interdisciplinary and comparative perspectives. RCST majors study the history, culture, social-economics and political realities of these communities. More specifically, RCST majors gain insights about international connections relevant to these groups as well as participate in research and community based study to augment classroom learning.

RCST Interdisciplinary Nature

The core curriculum is interdisciplinary in nature and draws concepts, constructs, theories, and perspectives from an array of disciplinary areas including: history, anthropology, sociology political science, social work and the arts.

Career Opportunities with a RCST Major

Many professional areas recognize the need to have employees who are aware of and sensitive to the racial and cultural climate of contemporary society. They likewise recognize the rapidly changing racial and cultural demographic diversity taking places throughout the U.S. Employers are looking for professionals who bring with them the knowledge and skills necessary to contribute to a productive work environment that is racially and culturally diverse. Underlying this effort are the many companies and agencies hiring diversity officers/managers to provide racial, ethnic and cultural training to assist in conflict resolution and offer advice on issues of race, ethnicity and culture in the work setting.

Professional fields open to RCST majors include, but are not limited to, law, politics, education, business, urban/regional planning, counseling, social work, health/medicine and public institutions such as schools, libraries and museums. As the contemporary job market becomes more competitive, employers are looking for individuals who possess extraordinary skills to deal with a diverse labor setting and markets.

A major in RCST provides employers and professionals the necessary skills and insights to be a successful in a changing contemporary society.

Grade Requirements: in order to graduate with a BA in Race and Culture Studies students must have a minimum GPA ≥2.0 and all courses completed towards the major must be ≥C.

Race and Culture Studies Major, Bachelor of Arts (BA)

Grade Requirement: in order to graduate with a BA in Race and Culture Studies students must have a minimum GPA ≥2.0 and all courses completed towards the major must be ≥C.

Required Foundation Courses

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<td>RCST 202</td>
<td>RACE, PRIVILEGE AND POWER</td>
<td>5</td>
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<td>RCST 304</td>
<td>LIBERATION AND SOCIAL CHANGE</td>
<td>5</td>
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<tr>
<td>RCST 330</td>
<td>RESEARCHING RACE AND CULTURE</td>
<td>5</td>
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<tr>
<td>RCST 430</td>
<td>RESEARCH METHODOLOGIES IN RACE AND CULTURE STUDIES</td>
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Required—choose two from the following

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<td>CHST 101</td>
<td>INTRODUCTION TO CHICANO CULTURE</td>
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<td>INTRODUCTION TO INDIAN STUDIES</td>
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Required Capstone

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<td>RCST 490</td>
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<td>or RCST 491</td>
<td>SENIOR THESIS IN RACE AND CULTURE STUDIES</td>
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Degree Options—choose two of the three emphasis areas for the B.A.

Africana Studies Emphasis Area

Required

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<td>AAST 301</td>
<td>HARLEM RENAISSANCE: RECONSTRUCTION TO 1930</td>
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<td>AAST/HIST/HONS 315</td>
<td>AFRICAN HISTORY: ANCIENT AFRICA TO MANDELA</td>
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<td>AAST/SOWK 320/SOCI 371</td>
<td>AFRICAN AMERICAN FAMILY</td>
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<td>AAST 331</td>
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<td>PEOPLES OF AFRICA</td>
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<td>AFRICAN AMERICAN WOMEN'S HISTORY</td>
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<td>NEGO SPIRITUALS</td>
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<td>ART 310</td>
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<td>CHICANO HISTORY</td>
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<td>CHST 230</td>
<td>CHICANAS AND LATINAS IN THE U.S.</td>
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<tr>
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<td>SURVEY OF CHICANO LITERATURE</td>
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<td>CHST 310</td>
<td>LATINAS/OS IN THE U.S. MEDIA</td>
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<td>CHST 340</td>
<td>LATINA/O COMMUNITIES IN THE U.S.: FIELD</td>
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**Chicano Studies Emphasis Area**

- Required
  - CHST/HIST 218 | CHICANO HISTORY
  - CHST 230 | CHICANAS AND LATINAS IN THE U.S.

- Choose from the following
  - CHST 300 | SURVEY OF CHICANO LITERATURE
  - CHST 310 | LATINAS/OS IN THE U.S. MEDIA
  - CHST 320 | CHICANO-LATINO POLITICS IN AMERICA
  - CHST 330 | LATINO IMMIGRATION TO THE U.S.
  - CHST 331 | LATINO FAMILY IN THE U.S.
  - CHST 340 | LATINA/O COMMUNITIES IN THE U.S.: FIELD
  - CHST 495 | INTERNSHIP/PRACTICUM
  - CHST 498 | SEMINAR
  - CHST 499 | DIRECTED STUDY

**Indian Studies Emphasis Area**

Note: only one Salish language class IDST 201, IDST 202 and IDST 203 can count here.

- Required
  - IDST 321 | CONTEMPORARY INDIAN ISSUES

- Choose from the following
  - IDST 201 | SALISH LANGUAGE AND CULTURE I
  - IDST 202 | SALISH LANGUAGE AND CULTURE II
  - IDST 203 | SALISH LANGUAGE AND CULTURE III
  - IDST/HIST 316 | AMERICAN INDIAN HISTORY I
  - IDST/HIST 317 | AMERICAN INDIAN HISTORY II
  - IDST 325 | NATIVE AMERICAN WRITING
  - IDST 330 | INDIAN WARS: PAST AND PRESENT
  - IDST 338 | AMERICAN INDIAN CINEMA
  - IDST/ENGL 380 | SURVEY OF NATIVE AMERICAN LITERATURE
  - IDST/CHST 420 | READINGS IN DECOLONIZATION
  - IDST/POLI 421 | FEDERAL INDIAN LAW AND POLICY I
  - IDST/POLI 422 | FEDERAL INDIAN LAW AND POLICY II
  - IDST/WMST 477 | CONTEMPORARY INDIGENOUS WOMEN
  - IDST/HIST 480 | NATIVE AMERICAN ORAL TRADITION

**Race and Culture Studies Minor**

The mission of the academic minor in the Study of Race and Culture is to contribute to the overall mission of Eastern Washington University “to prepare broadly educated, technologically proficient and highly productive citizens to obtain meaningful career, to enjoy enriched lives and to make contributions to a culturally diverse society.” More specifically, RCST provides Eastern Washington University students a comprehensive interdisciplinary curriculum that contributes to their understanding and appreciation of the experiences, concerns and perspectives of the three major historically marginalized populations,
Race and Culture Studies (RCST) in the United States.

Central Core Emphasis of the RCST Minor

Students majoring in RCST enroll in a core curriculum using interdisciplinary and comparative perspectives. RCST minors study the history, culture, social-economics and political realities of these communities. More specifically, RCST minors gain insights about international connections relevant to these groups as well as participate in research and community based study to augment classroom learning.

Grade Requirement: in order to graduate with a BA in Race and Culture Studies students must have a minimum GPA ≥2.0 and all courses completed towards the major must be ≥C.

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Choose one course from each of following three programs 3-15

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Race and Culture Studies (RCST)

RCST 101. AN INTRODUCTION TO THE STUDY OF RACE AND CULTURE. 5 Credits.
Satisfies: a university graduation requirement—diversity.
This course is specifically designed to discuss at length the social construct and the lived realities of race and culture and how global diversity, the richness of culture, and complexities that internationalization and globalization impact our current realities.

RCST 202. RACE, PRIVILEGE AND POWER. 5 Credits.
Satisfies: a university graduation requirement—diversity.
This course examines social stratification in the United States through the prism of race, privilege, and power. The course analyzes how social structure and ideology maintain social inequality. Specifically, it examines the ways in which the American economic, political and social systems perpetuate and reinforce inequality based on differences in class, race, culture and gender, and access to power.

RCST 304. LIBERATION AND SOCIAL CHANGE. 5 Credits.
Pre-requisites: RCST 101.
This course examines the ageless social liberation movements and struggles to be free through change: free to be critical of one's condition; free to express oneself without fear of retribution; or free from social, economic, political or religious oppression. It examines social change as it refers to an alteration in the social order of a society. This course is designed to focus on the liberation struggles, movements and social change of those historically marginalized populations in the U.S. The objective is to focus specifically on the struggles of African Americans, Chicanos, Native Americans and Asian Americans, a select few women and men and the liberation movements most associated with them.
RCST 330. RESEARCHING RACE AND CULTURE. 5 Credits.
Pre-requisites: RCST 101.
The purpose of this course is to help the student develop a general understanding of the research methods commonly used to gain and extend knowledge about race and culture. Students gain exposure to theory, knowledge and techniques that increase their effectiveness in thinking about consuming and conducting research about race and culture. The course is designed to be both an application and a theory course with the emphasis on gaining an initial understanding of the research processes.

RCST 430. RESEARCH METHODOLOGIES IN RACE AND CULTURE STUDIES. 5 Credits.
Pre-requisites: RCST 330.
This course provides an overview of methods and procedures for conducting research in Race and Culture studies and prepares students to evaluate research findings and practices, to design and carry out basic research procedures. Students learn to critically evaluate and utilize research, select research instruments and design applied research projects.

RCST 490. SENIOR CAPSTONE IN RACE AND CULTURE STUDIES. 5 Credits.
Pre-requisites: senior standing.
Satisfies: senior capstone university graduation requirement.
This course encourages personal engagement in the interest of relevance and pragmatism, through community study, research and documentation; directed research on an ethnic community problem to include fieldwork within the student’s chosen community.

RCST 491. SENIOR THESIS IN RACE AND CULTURE STUDIES. 5 Credits.
Pre-requisites: senior standing.
The thesis represents a summative assessment of the student’s academic competence in his or her field of study. Students complete and defend an original research project in the study of Race and Culture.

RCST 499. DIRECTED STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor and the department chair.
Religious Studies

Garrett Kenney, Program Advisor
program page (https://www.ewu.edu/cale/programs/religious-studies)
229G Patterson Hall
509.359.6032

Undergraduate Degree

Undergraduate Minor
Religious Studies (p. 550)

Required courses in this program of study may have prerequisites. Reference the course description section for clarification.

Undergraduate Program

Religion strives to show connections and relationships among all types of human experience. As a major aspect of human life and culture, it receives systematic study in many disciplines. Therefore, many departments offer courses in this program.

Religious Studies Minor

This minor is designed for those students majoring in an allied discipline and preparing for graduate seminary study, or for students majoring in any other discipline but wishing to pursue the subject of religion for its importance in other fields. Students are also advised to consider other offerings in the humanities program. All interested students should consult with the program advisor or the coordinator of humanities.

Note: special substitutions may be made with the approval of the program advisor or the coordinator of the humanities program.

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUMN 215</td>
<td>INTRODUCTION TO RELIGION</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>Choose two courses from the following</td>
<td>10</td>
</tr>
<tr>
<td>HUMN 315</td>
<td>EAST-WEST PHILOSOPHIES AND RELIGIONS</td>
<td></td>
</tr>
<tr>
<td>PHI/HONS 312</td>
<td>PHILOSOPHY OF RELIGION</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Choose two courses from the following</td>
<td>10</td>
</tr>
<tr>
<td>ANTR 435</td>
<td>ANTHROPOLOGY OF RELIGION</td>
<td></td>
</tr>
<tr>
<td>ART/HONS 417</td>
<td>HISTORY OF MEDIEVAL ART</td>
<td></td>
</tr>
<tr>
<td>ENGL 385</td>
<td>MYTHOLOGY</td>
<td></td>
</tr>
<tr>
<td>ENGL 387</td>
<td>LITERATURE OF THE BIBLE</td>
<td></td>
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<tr>
<td>ENGL 452</td>
<td>CHAUCER</td>
<td></td>
</tr>
<tr>
<td>HIST/GEOG 320</td>
<td>MIDDLE EASTERN HISTORY AND CULTURE</td>
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<tr>
<td>HIST/GEOG 336</td>
<td>GEOGRAPHIES OF CONFLICT IN THE MIDDLE EAST</td>
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</tr>
<tr>
<td>HIST 341</td>
<td>RENAISSANCE AND REFORMATION</td>
<td></td>
</tr>
<tr>
<td>HUMN 315</td>
<td>EAST-WEST PHILOSOPHIES AND RELIGIONS</td>
<td></td>
</tr>
<tr>
<td>HUMN 440</td>
<td>PERSPECTIVES ON DEATH</td>
<td></td>
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<tr>
<td>PHI/HONS 312</td>
<td>PHILOSOPHY OF RELIGION</td>
<td></td>
</tr>
<tr>
<td>PHI/HONS 321</td>
<td>HISTORY OF MODERN WESTERN PHILOSOPHY</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 25
Social Studies

Jacki Tyler, Director
department page (https://www.ewu.edu/css/programs/social-studies)
113 Reid
509.359.4824

Faculty

Varies.

Undergraduate Degrees

Bachelor of Arts in Education (BAE)
Social Studies Elementary (http://catalog.ewu.edu/social-behavioral-sciences-work/social-studies/elementary-bae)
Social Studies Secondary (http://catalog.ewu.edu/social-behavioral-sciences-work/social-studies/secondary-bae)

(p. 551) Teacher Certification/Add-on Endorsements
Social Studies/Add-on Endorsement (p. 553)

Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.

Social Studies Elementary Major, Bachelor of Arts in Education (BAE)

Grade Requirements: this major requires a grade of ≥B- in all coursework done in the major at Eastern.

Notes:

• see the Education Department for prerequisites, core requirements and additional PLOs;
• students must complete at least 15 credits of this major at Eastern Washington University.

Elementary Education Core

There are general education science and social science courses that are strongly recommended for the Elementary Education candidate. See the general requirements section of this catalog. Please see an Education advisor for clarification.

30-hour multicultural education field requirement

EDUC 303 FOUNDATIONS OF ASSESSMENT 3
EDUC 304 INTRODUCTION TO ELEMENTARY READING 3
EDUC 308 FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT 3
EDUC 310 LITERACY METHODS, MANAGEMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL 4
EDUC 338 & EDUC 340 LANGUAGE AND SOCIAL STUDIES METHODS 1: INTEGRATED LANGUAGE ARTS FOR ELEMENTARY SCHOOL and LANGUAGE AND SOCIAL STUDIES METHODS 2: INTEGRATED SOCIAL STUDIES FOR ELEMENTARY SCHOOL 8
EDUC 380 & EDUC 381 INTEGRATED STEM METHODS 1 and INTEGRATED STEM METHODS 2 8

EDUC 386 FIELD EXPERIENCE AND PRACTICUM (variable credit—must be repeated) 6
EDUC 423 ELEMENTARY STUDENT TEACHING K-8 12
EDUC 427 GENERAL STUDENT TEACHING K-12 (variable credit) 1-15

Total Credits 48-62

The Elementary major does not meet a state of Washington endorsement.

Elementary Education students must complete the required Elementary Education Core and the following courses.

Required Social Studies/Elementary Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTR 201</td>
<td>GLOBAL CULTURAL ENCOUNTERS</td>
<td>5</td>
</tr>
<tr>
<td>ECON 100</td>
<td>GENERAL EDUCATION ECONOMICS</td>
<td>5</td>
</tr>
<tr>
<td>or ECON 200</td>
<td>INTRODUCTION TO MICROECONOMICS</td>
<td></td>
</tr>
<tr>
<td>GEOG 101</td>
<td>FUNDAMENTALS OF HUMAN GEOGRAPHY</td>
<td>5</td>
</tr>
<tr>
<td>or GEOG 301</td>
<td>HUMAN GEOGRAPHY</td>
<td></td>
</tr>
<tr>
<td>GEOG 230</td>
<td>WORLD GEOGRAPHY</td>
<td>5</td>
</tr>
<tr>
<td>HIST 104</td>
<td>EAST ASIA: TRADITION AND TRANSFORMATION</td>
<td>5</td>
</tr>
<tr>
<td>or HIST 365</td>
<td>LATIN AMERICAN HISTORY</td>
<td></td>
</tr>
<tr>
<td>HIST 105</td>
<td>WESTERN HERITAGE: ORIGINS TO THE 18TH CENTURY</td>
<td>5</td>
</tr>
<tr>
<td>HIST 106</td>
<td>WESTERN HERITAGE: 18TH CENTURY TO THE PRESENT</td>
<td>5</td>
</tr>
<tr>
<td>or HIST 306</td>
<td>MODERN EUROPE</td>
<td></td>
</tr>
<tr>
<td>HIST 303</td>
<td>U.S. HISTORY 1607-1877</td>
<td>5</td>
</tr>
<tr>
<td>HIST 304</td>
<td>U.S. HISTORY 1877-PRESENT</td>
<td>5</td>
</tr>
<tr>
<td>HIST/GEOG 438</td>
<td>PEACE, VIOLENCE AND CULTURE</td>
<td>5</td>
</tr>
<tr>
<td>HIST 499</td>
<td>DIRECTED STUDY</td>
<td>1</td>
</tr>
<tr>
<td>POLI 100</td>
<td>MODERN GOVERNMENT IN AMERICAN CONTEXT</td>
<td>5</td>
</tr>
<tr>
<td>SOST 490</td>
<td>SENIOR CAPSTONE: SOCIAL STUDIES IN THE PUBLIC SCHOOLS</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 60

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)

Humanities and Arts (p. 35)
Natural Sciences (p. 35)
Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)
Foreign Language
Minor or Certificate
Diversity Course List (p. 37)
Global Studies Course List (p. 37)
Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-
planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

Note: see Education for additional PLOs.

• explain the spatial arrangements of people, places and environments using maps, charts and other tools;
• understand chronology and cause-and-effect relationships in U.S., world and Washington state history;
• understand major developments, eras and turning points in U.S., world and Washington state history;
• understand monetary systems, consequences of economic choices and influence of government policies upon the economy;
• understand the core principles of U.S. democracy and understand the rights and responsibilities of citizenship;
• use sources of information such as historical documents and artifacts to investigate and understand historic occurrences.

Social Studies Secondary Major, Bachelor of Arts in Education (BAE)

This major satisfies the endorsement for grades 5–12.

Grade Requirements: this major requires a grade of ≥B- in all coursework done in the major at Eastern.

Notes:

• students must complete at least 15 credits of this major at Eastern Washington University;
• social studies/secondary carries an endorsement in both social studies and history;
• alternative required courses may be used if pre-approved by the coordinator of the social studies education program.
• although this major does not require a minor, it is suggested that majors take minors outside the discipline of social studies education and that these minors coincide with endorsements for teacher certification in disciplines such as English, mathematics, or the physical or biological sciences.

Secondary Education Core

30–hour multicultural education field requirement

EDUC 201 INTRODUCTION TO EDUCATION 3
EDUC 303 FOUNDATIONS OF ASSESSMENT 3
EDUC 309 FOUNDATIONS OF SECONDARY CLASSROOM MANAGEMENT 3
EDUC 341 SECONDARY STRATEGIES, MANAGEMENT, ASSESSMENT 3
EDUC 413 CONTENT AREA LITERACY: MANAGEMENT AND ASSESSMENT FOR SECONDARY EDUCATION CANDIDATES 3
EDUC 420 ADMISSION TO PROFESSIONAL CANDIDACY 1
EDUC 426 SECONDARY STUDENT TEACHING 7-12 12

EDUC 427 GENERAL STUDENT TEACHING K-12 3-15

Total Credits 31-43

Secondary Education students must complete the required Secondary Education Core and the following courses.

Required Social Studies/Secondary Courses

ANTR 201 GLOBAL CULTURAL ENCOUNTERS 5
or SOCI 320 RACE AND ETHNIC RELATIONS: GLOBAL PERSPECTIVES 5
or SOCI 321 SEX AND GENDER 5
ECON 100 GENERAL EDUCATION ECONOMICS 5
or ECON 200 INTRODUCTION TO MICROECONOMICS 5
GEOG 101 FUNDAMENTALS OF HUMAN GEOGRAPHY 5
or GEOG 301 HUMAN GEOGRAPHY 5
GEOG 230 WORLD GEOGRAPHY 5
HIST 104 EAST ASIA: TRADITION AND TRANSFORMATION 5
HIST 105 WESTERN HERITAGE: ORIGINS TO THE 18TH CENTURY 5
or HIST 106 WESTERN HERITAGE: 18TH CENTURY TO THE PRESENT 5
or HIST 306 MODERN EUROPE 5
HIST 301 HISTORY OF THE PRESENT (or Diplomatic History elective) 5
HIST 303 U.S. HISTORY 1607-1877 5
HIST 304 U.S. HISTORY 1877-PRESENT 5
HIST 365 LATIN AMERICAN HISTORY (or Latin American History elective) 5
HIST 483 HISTORY AND GOVERNMENT OF THE PACIFIC NORTHWEST 5
POLI 100 MODERN GOVERNMENT IN AMERICAN CONTEXT 5
SOST 390 SOC STUDIES IN SEC SCHOOL 4
SOST 490 SENIOR CAPSTONE: SOCIAL STUDIES IN THE PUBLIC SCHOOLS 4

Electives 8

One 4 credit upper division non–U. S. History elective

One 4 credit upper division U.S. History elective

Total Credits 76

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)

Humanities and Arts (p. 35)
Natural Sciences (p. 35)
Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)

Foreign Language
Minor or Certificate
Diversity Course List (p. 37)
Global Studies Course List (p. 37)
Senior Capstone Course List (p. 38)
All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

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Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

Note: see Education for additional PLOs.

- explain the spatial arrangements of people, places and environments using maps, charts and other tools;
- understand chronology and cause-and-effect relationships in U.S., world and Washington state history;
- understand major developments, eras and turning points in U.S., world and Washington state history;
- understand monetary systems, consequences of economic choices and influence of government policies upon the economy;
- understand the core principles of U.S. democracy and understand the rights and responsibilities of citizenship;
- use sources of information such as historical documents and artifacts to investigate and understand historic occurrences.

Social Studies/Add-on Endorsement

For students who currently possess a Washington State Teaching Certificate. Also, this constitutes a primary endorsement for those possessing a BA in one of the Social Studies.

This add-on satisfies the endorsement for grades 5–12.

Grade Requirements: this add-on endorsement requires a grade ≥B- in all coursework done in the add-on at Eastern.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
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<tbody>
<tr>
<td>ANTR 201 GLOBAL CULTURAL ENCOUNTERS</td>
<td>5</td>
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<tr>
<td>ECON 100 GENERAL EDUCATION ECONOMICS</td>
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<tr>
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<tr>
<td>HIST 303 U.S. HISTORY 1607-1877</td>
<td>5</td>
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<td>HIST 304 U.S. HISTORY 1877-PRESENT</td>
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<tr>
<td>HIST 483 HISTORY AND GOVERNMENT OF THE PACIFIC NORTHWEST</td>
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<tr>
<td>HIST 499 DIRECTED STUDY</td>
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<tr>
<td>POLI 100 MODERN GOVERNMENT IN AMERICAN CONTEXT</td>
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Social Studies (SOST)

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<tr>
<th>Requirements</th>
<th>Credits</th>
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<tr>
<td>SOST 196. EXPERIMENTAL COURSE.</td>
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<tr>
<td>SOST 199. SPECIAL STUDIES.</td>
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<tr>
<td>SOST 299. DIRECTED STUDY.</td>
<td>1-5</td>
</tr>
<tr>
<td>SOST 390. SOC STUDIES IN SEC SCHOOL.</td>
<td>4</td>
</tr>
<tr>
<td>Pre-requisites: EDUC 303 or permission of the instructor.</td>
<td></td>
</tr>
<tr>
<td>Satisfies: a university graduation requirement—senior capstone.</td>
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<tr>
<td>SOST 396. EXPERIMENTAL COURSE.</td>
<td>1-5</td>
</tr>
<tr>
<td>SOST 399. DIR STUDY.</td>
<td>1-5</td>
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<tr>
<td>SOST 490. SENIOR CAPSTONE: SOC STUDIES IN THE PUBLIC SCHOOLS.</td>
<td>4</td>
</tr>
<tr>
<td>Pre-requisites: SOST 390 and senior status in the Social Studies Education major or permission of the instructor.</td>
<td></td>
</tr>
<tr>
<td>Satisfies: an examination of the objectives, curricula, teaching materials, techniques and methods of social studies.</td>
<td></td>
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<tr>
<td>SOST 495. INTERNSHIP.</td>
<td>1-5</td>
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<td>SOST 496. EXPERIMENTAL COURSE.</td>
<td>1-5</td>
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<tr>
<td>SOST 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR.</td>
<td>1-5</td>
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<td>SOST 498. SEMINAR.</td>
<td>1-5</td>
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<tr>
<td>SOST 499. DIRECTED STUDY.</td>
<td>1-5</td>
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<tr>
<td>Pre-requisites: permission of the instructor and the department chair and college dean.</td>
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<tr>
<td>SOST 596. EXPERIMENTAL COURSE.</td>
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<tr>
<td>SOST 599. INDEPENDENT STUDY.</td>
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Social Studies (SOST)

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<th>Requirements</th>
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</tr>
<tr>
<td>Total Credits</td>
<td>60</td>
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</tbody>
</table>
Social Work

Andrew Israel (aisrael@ewu.edu), Chair and Director
department page (http://www.ewu.edu/css/programs/social-work)
509.359.6482

Sharon Bowland (sbowland@ewu.edu), MSW Program Director
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J (lparris@ewu.edu)amie Wiggins (jwiggins@ewu.edu), Director of Field
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Diane Somerday (dsomerday@ewu.edu), Coordinator, Undergraduate and
Graduate Student Services
509.359.6482

Sue Thompson (sthompson2@ewu.edu), Student Services Coordinator
509.359.6485

Faculty
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R. Charvat, Stacey L Chay, Thomas L. Crofoot, Kathryn DePaolis, Beth
Halaas, Timothy Hilton, Andres Israel, Shawtni Johnson, Jodi L. Kerbs, Rie
Kobayashi, Rumyana Kudeva, Vernon Loke, Romel W. Mackelprang, Cindy
Nover, Sherita J. Parratt, Amanda R. Reedy, Kara Rozeboom, Deborah
Svoboda.

Undergraduate Degrees
Bachelor of Arts (BA)
Social Work (p. 558)

Required courses in this program of study may have prerequisites. Reference
the course description section for clarification.

Mission of the School of Social Work
The School prepares its graduates to be ethical and effective change
agents at the intersection of cultures, communities and professions. Our
graduates will practice with mindfulness about historical oppression and
hopefulness in fostering a more socially just world. We are especially
committed to educating first-generation college students and those from
underserved communities.

Vision
The School prepares social work professionals for practice in the public
sector or in those private agencies which address the needs of oppressed
and disadvantage populations. Students are provided with the necessary
values, knowledge and skills to practice within a rural/regional/small
urban service delivery system environment.

Graduates assume key professional practice roles in human service
agencies, community organizations, collaborative networks and change
focused coalitions.

The curriculum prepares students to engage in processes aimed at
empowering individuals to improve their life situation and to modify
the organizational, community and societal conditions that prevent
oppressed populations from obtaining a basic quality of life.

Through the combined commitment of the practice community and
faculty, the School prepares students at the undergraduate and
graduate levels for professional social work practice; serves place-
bound individuals by providing structured part-time, off-campus,
programs; responds to the needs of practitioners through the provision
of continuing education, staff development and consultation; and
undertakes research activities which contribute to the creation and
dissemination of knowledge relevant to the profession.

Accreditation
The School of Social Work at Eastern Washington University is accredited
at the baccalaureate and master’s levels by the Council on Social Work
Education.

Graduates of the School’s BASW Program will be able to:
- identify as a professional social worker and conduct oneself
  accordingly;
- apply social work ethical principles to guide professional
  practice;
- apply critical thinking to inform and communicate
  professional judgments;
- engage diversity and difference in practice;
- advance human rights and social and economic justice;
- engage in research-informed practice and practice-informed
  research;
- apply knowledge of human behavior and the social
  environment;
- engage in policy practice to advance social and economic well-
  being and to deliver effective social work services;
- respond to contexts that shape practice;
- practice professionally with individuals, families, groups,
  organizations, and communities through effectively engaging,
  assessing, intervening and evaluating.

Admissions Requirements for High School Students
Students planning to major in social work should have a strong college
preparatory background. Volunteer or employment experience with a
social service agency is also strongly recommended.

Admissions Requirements for Transfer Students and Students
Completing AA Degrees
Early planning is highly advantageous to the student. Transfer students
should make an appointment to see the Coordinator of Undergraduate/
Graduate Student Services 509.359.6482 to assist in the transfer.

Application Procedures
There are two separate application procedures for admission. Students
must be admitted to EWU and be admitted to the School of Social Work.
Students seeking admission to the social work program must submit
application materials prior to beginning the junior year, normally the
winter or spring quarters. Pre-major advising is available through the
School by calling 509.359.6482. Applications are available on our web
page (https://www.ewu.edu/css/programs/social-work/cheneyspokane-
Admissions Criteria—students must be admitted to EWU (EWU Admissions) and be admitted to the School of Social Work.

- Applicants must have no more than two breath area core requirements (BACRs) to be completed at the time of their application.
- Courses that are in progress during the spring quarter in which the student is applying may be counted toward meeting the preceding criterion.
- Applicants must have completed ENGL 201 or an equivalent course at another college or university with a minimum grade ≥B- at the time of their application.
- Applicants must have completed MTHD 104 with a minimum grade of ≥C at the time of application.
- Students shall be advised at the time of application and admission that all BACR or EWU Graduation Requirements, except Senior Capstone, must be completed before a student may begin their practicum during the second year of the program.
- A minimum GPA ≥2.5 is required to apply.
- Previous Life or Work Experience cannot be substituted for course credit.

Professional readiness criteria

1. Students must have spent a minimum of 40 hours in a volunteer or paraprofessional capacity working in one agency or organization where the applicant’s primary responsibilities directly involved working with others in a helping process.
2. Students must include verification, through one of their references being the person who had direct supervisory responsibility over them and their volunteer or paraprofessional work.
3. Students must provide two professional or academic references and one MUST be from volunteer or Human Services work experience supervisor.

Transfer Students/Direct Transfer Degrees

Applicants must have either one of the following:

- A completed Direct Transfer Agreement (DTA) from a community college in Washington, an Associate of Arts Oregon Transfer (AAOT) from a community college in Oregon or a transfer degree from specific community colleges in Idaho and Montana. List of degrees that meet the DTA requirements (http://www.ewu.edu/undergrad/transfer/transfer-your-credits/dta-and-aaoit-degrees).

Those who have not completed a transfer degree and/or who are transferring from another university/college must have their credits evaluated on a course-by-course basis for approval of admission for the following requirements.

- ≥90 quarter credits or ≥60 semester credits, completed
- Intermediate Algebra with a grade ≥C (MTHD 104)
- English College Composition; Analysis, Research and Documentation with a grade ≥B- (ENGL 201)

School of Social Work Curriculum

The curriculum is designed to meet the goals of the program within a framework that includes a broad liberal arts education and focused professional social work education and socialization. Credit for life experience cannot be given for any social work course.

Grades

Social work classes and support classes with a grade <C are not acceptable for graduation.

The Field Practicum

The field practicum experience in the social work program is considered a vital element of the curriculum leading to a Bachelor of Arts degree. It is the major vehicle that permits the student to discover abilities and areas of growth, integrate theory with practice and explore the world of social welfare services. Students with prior volunteer or work experience will need to seek placements that offer new learning, different tasks, new contacts and opportunities for personal growth.

To enter the practicum, students must have completed all of the social work courses up to the point of practicum entry with a minimum average GPA ≥2.7. The field practicum is open to majors only. Application for the practicum is completed in spring quarter of the student’s junior year. Based upon their learning objectives, students are carefully matched with public or private agency settings in diverse areas of service. Students with prior volunteer or work experience are urged to seek placements that offer different tasks, new contacts and opportunities for personal growth.

Graduate Degrees

Master of Social Work (MSW)

Social Work (p. 558)
Social Work, Advanced Standing Program (p. 559)

Graduate Program

The Master of Social Work Program was established in 1974, following authorization by the state government to meet the need for graduate professional education in social work in the Inland Northwest. The first class of graduate students was admitted in 1975, at which time the program was granted accreditation candidacy status by the Council on Social Work Education (CSWE). Full accreditation was conferred in 1977, reaffirmed in 1984, 1993, 2001 and again in 2008.

The generalist foundation or first half of the MSW program focuses on the CSWE Core Competencies:

- identify as a professional social worker and conduct oneself accordingly;
- apply social work ethical principles to guide professional practices;
- apply critical thinking to inform and communicate professional judgments;
- engage diversity and difference in practice;
- advance human rights and social and economic justice;
- engage in research informed practice and practice-informed research;
- apply knowledge of human behavior and the social environment;
• engage in policy practice to advance social and economic well-being
  and to deliver effective social work services;
• respond to contexts that shape practice;
• engage, assess, intervene, and evaluate with individuals, families,
groups, organizations, and communities.

The advanced or second half of the MSW program focuses on Advanced
Generalist Practice. Advanced generalist practice builds on the generalist
foundation and increases the depth and breadth for practice from a multi-
level and theoretically sound perspective. We are striving for a deep
understanding and application of the “spirit” of social work that embraces
social justice in all areas of practice.

Specifically, advanced general practice for the EWU School of Social
Work prepares the student for self-directed and autonomous practice
through:

• advanced knowledge and skills in assessment and intervention
  methods of research informed practices within a generalist
  framework;
• readiness for leadership in a variety of arenas and practice settings,
  including program development, coordination, administration and
  supervision;
• social action knowledge and skills in policy analysis, development,
  legislation action, and community development;
• integrated research knowledge and skills that prepare students to
  evaluate their own practice, programs, and the evidence supporting
  specific interventions;
• elective content, advanced knowledge and skills in specific areas
  of practice, such as aging, palliative care, disabilities, public health,
  mental health, addiction, school social work, and child welfare.

MSW Choices

The School Provides Two Options for the MSW: Campus full-time study
and community-based part-time study. Advanced Standing programs are
available in both campus and community based settings. The GRE is not
required for the full-time, part-time or Advanced Standing.

Full-time Campus Program: Students are admitted to the campus
program every fall quarter. They follow standard academic-year calendars
and complete their degrees within six quarters, excluding summers, in
a program of full-time study. Because of the demands of the full-time
program, full-time employment is not recommended while a student is in
the program.

Part-Time Community-Based Programs: These structured outreach
programs have been designed for people who cannot leave job and
family to return to school on a full-time basis for a graduate education.
Everett and Vancouver offer coursework two evenings per week. Spokane
offers a hybrid program. Courses are held at the Riverpoint campus three
weekends per quarter and the rest are online.

All part-time programs are based on a cohort model that begins once
every three years. The sequencing of coursework in the part-time
programs may vary by location. The curriculum requirements for
graduation are the same as those for the on-campus program; however,
courses are taken over a three-year period, including summers. These
programs charge differential tuition; therefore, there is a higher per-
credit fee than the on-campus program to cover faculty travel, use of off-
campus facilities and program coordination.

Advanced Standing Program: This program allows qualified BSW
graduates to complete their MSW degree within three quarters and one
summer term in the full-time program or in seven consecutive quarters
in the part-time program. Students are admitted to the full-time campus
program every fall quarter. Sequencing of Advanced Standing coursework
in the part-time programs may vary by location.

Admission to the MSW Program is based on the following:

1. successful completion of a bachelor’s degree from an accredited
   college or university;
2. a cumulative GPA ≥3.00 in the last 90 graded quarter credits or 60
   graded semester credits; b. upon recommendation of the Graduate
   Program Director, the Dean of Graduate Studies may admit a limited
   number of students, with a GPA <3.00, based upon considerations
   which includes performance in relevant graduate courses and faculty
   evaluations;
3. completion of 3 credit hours of an introductory statistics course
   covering descriptive and inferential statistics and basic hypothesis
   testing with a grade ≥B. If you have not completed such a course,
   you must submit a plan in your admission material describing how
   you will complete this requirement prior to registering for the first
   quarter classes in the MSW program.

Admission to the MSW Advanced Standing Option is based on
the following:

1. admission requirements are similar to those of the full-time program
   but also require a GPA ≥3.50 in undergraduate social work courses
   and a bachelor’s degree in social work awarded no longer than seven
   years before the application date. The degree must be from a CSWE
   accredited undergraduate social work program. No exceptions are
   made to policies regarding Advanced Standing;
2. applicants who have questions concerning these criteria are advised
to contact the School for further information.

Application Procedures: Applications for each academic year are
available the prior September. Early application is advised. The School
reviews applications when all materials are received. Approved applicants
are then pooled and final decisions are made by the MSW Admissions
Committee. (Stronger applicants may be informed of the admission
decision prior to the decision deadlines.) Please check the website
(https://www.ewu.edu/css/programs/social-work/cheney-spokane-
programs/msw---full-time-program-cheney-spokane-) for decision
deadlines.

Transfer Students from other CSWE Accredited MSW Programs: Up to 45
credits of foundation year MSW course work can transfer. Check with the
graduate director for additional information.

MSW Degree Requirements

Overview of the Curriculum: The MSW program prepares professional
social workers to engage in advanced generalist practice across multiple
systems and provides leadership for social justice. The curriculum
consists of a foundation for generalist practice and an advanced
curriculum for advanced generalist practice.

The foundation curriculum focuses on social work practice, social welfare
policy and theories of human behavior in the social environment. Courses
include Foundations of Professional Social Work Practice, Social Work
Assessment and Practice with Individuals and Families, Introduction
to Social Welfare and Policy of Practice and Human Development in
Contemporary Environments. Social Work Practice in a Diverse Society
develops knowledge of diverse populations with whom and on behalf of whom, social workers practice. The course also explores practice principles for working with people of difference and for working in an increasingly diverse society. Social Work Intervention and Evaluation with Individuals and Families and Social Work Groups continue the development of practice knowledge and skills.

The foundation continues to prepare students for generalist practice with systems of different sizes through the course Organizational and Community Practice. Students learn to critically evaluate and use research in their practice in the course Research Methods for Program and Practice Evaluation. Students also begin the first two quarters of a five-quarter field practicum and integrative seminar near the middle of the foundation curriculum.

The MSW program requires a total of 952 hours of field practicum and 80 hours of integrative seminar sequenced over the course of the program. Before beginning their foundation practicum, two year students participate in SOWK 580 Field Preparation during fall quarter. After completing this course, each student is placed in a social service agency or other public or private organization related to the welfare of people. Direction and instruction are provided by a faculty member of the School, working collaboratively with a designated agency supervisor in the organization. The faculty member, the agency supervisor and the student negotiate a contract specifying student learning goals, potential field learning experiences and the means for evaluating the field learning. Agencies and organizations throughout the state of Washington in rural, urban and regional settings are used as field placements.

Students who wish to complete practicum requirements within their current or former workplace must indicate this desire to the School at the time of admission. This indication does not automatically ensure a practicum in the workplace. Consideration will be given to each request individually. Practicum placements in the workplace must conform with all of the School’s existing field practicum requirements.

Courses in the advanced portion of the curriculum prepare students for advanced generalist practice with systems of all sizes. Students develop leadership skills working with clients and communities to advance social justice, particularly for socially excluded, at-risk or developing leadership skills working with clients and communities to advance social justice, particularly for socially excluded, at-risk or socially marginalized populations. SOWK 602 Clinical Diagnosis and Evidence Based Treatment, SOWK 603 Leadership and Management in Human Service Organizations present theoretical models and specific skills in engagement, assessment and intervention with individuals, families, groups, organizations and communities. SOWK 568 Proseminar in Social Welfare Policies and Programs examines the political context for decisions that affect the lives of clients. SOWK 526 Research Methods II, covers advanced research and evaluation methodologies. Students also choose 16 credits of elective courses to help focus their learning to meet their professional goals. The required Practicum and its related seminar continue throughout each quarter of the advanced portion of the curriculum.

The Curriculum Delivery Plan

The MSW curriculum comprises sequenced foundation and advanced coursework. On-campus, full-time students complete the curriculum in two years or six quarters. Off-campus, part-time students complete the program in a sequenced manner over the course of three years or 12 quarters.

The School of Social Work offers several ways in which students can focus their programs of study to meet their professional goals. Certificates typically require 12 credits. In some circumstances, such as the MPA Certificate, all 12 of these elective credits may be used in lieu of Social Work electives. For other certificates only 8 credits can be used in lieu of Social Work electives. Interested students should contact the MSW Advisor, at 509.359.6482, for additional information and/or individuals associated with programs listed below.

Certification for School Social Work

The state of Washington requires certification to qualify for employment in the public school system. EWU does not manage the certification process. The School of Social Work offers the course School Social Work and School Law. While a practicum is no longer required for certification, we do offer field placements in school settings.

Addiction Studies Certificate

Grace Creasman (gcrease@ewu.edu), 509.359.2356
The Addiction Studies Graduate Certificate is designed for persons who have completed a bachelor's or master's degree with a background in social work or a related field who are interested in obtaining coursework that can lead to certification as a Chemical Dependency Professional. MSW/MPA Dual Degree Program and MPA Certificate

Ning Li (ning.li@ewu.edu), 509.828.1264
Certificate: This 12 credit certificate provides interested students with content in: Planning and Budgeting, Grant Writing and Personnel Management. The Three courses provide elective credit to the MSW degree. Students may also take related courses in Public Administration without pursuing the certificate.

Dual degree: More comprehensive than a Certificate, this cooperative degree option allows students to prepare for professional employment in both social worker and public administration. Interested students are encouraged to review the catalog descriptions in Public Administration to get an overview of the coursework in this field.

Center for Studies in Aging

Sharon Bowland (sbowland@ewu.edu), 509.359.4584
The Center provides interested students an opportunity to focus their coursework and practicum experience in the growing area of practice with older adults. Many of the community-based internships offer a stipend to qualified students. The Center sponsors a Scholar-in-Residence and has established strong community and organizational linkages to develop programs that better meet the needs of our aging population.

MSW/JD Degree

Offered in collaboration with Gonzaga University Law School (http://www.law.gonzaga.edu), students complete the requirements of both professional programs. Approximately 12 credits are counted toward both programs of study. In consultation with advisors in law and social work, students are placed in practica that address the legal and psychosocial needs of vulnerable clients. Integrative seminars allow students to better identify points of intersection of social work and the law and how practice in one field can enhance work in the other.

Student Organization

Innovative Program Options
The social work graduate student organization is recognized by the university as an established student organization and, as such, may request funding from the Associated Students of EWU to sponsor additional educational endeavors; e.g., workshops, guest speakers. Graduate students are encouraged to become members of the School of Social Work committees and other university and community committees and organizations.

Social Work Major, Bachelor of Arts (BA)

Note: two years of a single high school foreign language or one year of a single college level foreign language is required.

Required Courses

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<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>SOWK 273</td>
<td>INTRODUCTION TO SOCIAL WORK</td>
<td>5</td>
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<tr>
<td>SOWK 378</td>
<td>HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I</td>
<td>4</td>
</tr>
<tr>
<td>SOWK 379</td>
<td>HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II</td>
<td>4</td>
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<tr>
<td>SOWK 381</td>
<td>DIVERSITY AND SOCIAL WORK</td>
<td>4</td>
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<tr>
<td>SOWK 459</td>
<td>SURVEY OF MICROSYSTEMIC PRACTICE THEORIES</td>
<td>4</td>
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<tr>
<td>SOWK 468</td>
<td>SOCIAL WORK RESEARCH</td>
<td>4</td>
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<tr>
<td>SOWK 469</td>
<td>DATA ANALYSIS FOR SOCIAL WORK</td>
<td>4</td>
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<tr>
<td>SOWK 470</td>
<td>SOCIAL POLICY ANALYSIS</td>
<td>4</td>
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<tr>
<td>SOWK 475</td>
<td>SOCIAL WORK ENGAGEMENT</td>
<td>4</td>
</tr>
<tr>
<td>SOWK 476</td>
<td>SOCIAL WORK ASSESSMENT</td>
<td>4</td>
</tr>
<tr>
<td>SOWK 477</td>
<td>SOCIAL WORK WITH COMMUNITIES</td>
<td>4</td>
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<tr>
<td>SOWK 478</td>
<td>SOCIAL WORK WITH INDIVIDUALS</td>
<td>4</td>
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<tr>
<td>SOWK 479</td>
<td>SOCIAL WORK WITH GROUPS</td>
<td>4</td>
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<tr>
<td>SOWK 480</td>
<td>FIELD PREPARATION</td>
<td>1</td>
</tr>
<tr>
<td>SOWK 482</td>
<td>PRACTICUM/SEMINAR (must be repeated three times)</td>
<td>15</td>
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<tr>
<td>SOWK 490</td>
<td>SOCIAL WORK SENIOR CAPSTONE</td>
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</table>

Required BASW Elective

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<th>Course</th>
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<th>Credits</th>
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<tbody>
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</table>

Total Credits 76

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

- advance Human Rights and Social, Economic and Environmental Justice;
- assess Individuals, Families, Groups, Organizations and Communities;
- demonstrate ethical and professional behavior;
- engage diversity and difference in practice;
- engage in policy practice;
- engage in practice-informed research and research-informed practice;
- engage with individuals, families, groups, organizations and communities;
- evaluate practice with individuals, families, groups, organizations and communities;
- intervene with individuals, families, groups, organizations and communities.

Social Work, Master of Social Work (MSW)

Students are required to complete 90 credits of required and elective coursework (51 credits in the Advanced Standing Program).

Prior to earning 45 credits (during fall quarter for Advanced Standing Program), students will develop a contract program in consultation with faculty, outlining the program of courses to be completed for the degree. This contract will be based on the student’s career goals, standards of the profession and the objectives of the School. Development and approval of the contract program will be accomplished in conjunction with advancement to degree candidacy.

Students will present a final comprehensive research project in their final quarter.

Grade Requirements: must maintain a cumulative GPA ≥3.0.

Foundation Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 525</td>
<td>RESEARCH METHODS FOR PROGRAM AND PRACTICE EVALUATION</td>
<td>4</td>
</tr>
<tr>
<td>SOWK 530</td>
<td>ORGANIZATIONAL AND COMMUNITY PRACTICE</td>
<td>4</td>
</tr>
<tr>
<td>SOWK 531</td>
<td>INTRODUCTION TO SOCIAL WELFARE AND POLICY</td>
<td>4</td>
</tr>
<tr>
<td>SOWK 532</td>
<td>FOUNDATIONS OF PROFESSIONAL SOCIAL WORK PRACTICE</td>
<td>4</td>
</tr>
<tr>
<td>SOWK 533</td>
<td>SOCIAL WORK ASSESSMENT AND PRACTICE WITH INDIVIDUALS AND FAMILIES</td>
<td>4</td>
</tr>
<tr>
<td>SOWK 540</td>
<td>HUMAN DEVELOPMENT IN CONTEMPORARY ENVIRONMENTS</td>
<td>4</td>
</tr>
<tr>
<td>SOWK 541</td>
<td>SOCIAL WORK PRACTICE IN A DIVERSE SOCIETY</td>
<td>4</td>
</tr>
</tbody>
</table>
SOWK 550 SOCIAL WORK WITH GROUPS 4
SOWK 553 SOCIAL WORK INTERVENTION AND EVALUATION WITH INDIVIDUALS AND FAMILIES 4
SOWK 571 FOUNDATION PRACTICUM/SEMINAR (must be taken for 4)
SOWK 580 FIELD PREPARATION 1

**Advanced Curriculum in Advanced Generalist Practice**

SOWK 526 RESEARCH METHODS II 4
SOWK 568 PROSEMINARS IN SOCIAL WELFARE POLICIES AND PROGRAMS 4
SOWK 581 INTEGRATIVE SEMINAR I 1
SOWK 582 INTEGRATIVE SEMINAR II 1
SOWK 583 INTEGRATIVE SEMINAR III 1
SOWK 584 INTEGRATIVE SEMINAR IV 1
SOWK 602 CLINICAL DIAGNOSIS AND EVIDENCE BASED TREATMENT 4
SOWK 603 LEADERSHIP AND MANAGEMENT IN HUMAN SERVICE ORGANIZATIONS 4
SOWK 671 ADVANCED PRACTICUM/SEMINAR (must be repeated 4, 4, 5) 13

**Electives** 16

**Total Credits** 90

- critique and implement evidence and strengths-based intervention models within an ecological practice framework;
- form relationships with community partners to meet client needs and address barriers to social justice across systems of all sizes;
- practice from case to cause and back to case, demonstrating an understanding of the interplay between policy and practice and the impact on client systems;
- engage in participatory forms of applied research to solve community problems.

**Social Work, Advanced Standing Program, Master of Social Work (MSW)**

Summer preparation program (6 credits) is required before entry to second year fall quarter classes.

The one-year Advanced Standing Program is only for persons with a BASW/BSW. In addition to the requirements for admission to the two-year program, the following requirements must be met:

1. a bachelor of social work degree must have been awarded no longer than seven years before the application date and the degree must be from a CSWE accredited undergraduate social work program,
2. an overall undergraduate GPA ≥3.0 (on a 4.0 scale) and a GPA ≥3.5 in BSW course work.

This program requires a total of 51 credits. Foundation or first-year course requirements are waived because students have received equivalent content in their BSW programs. A SOWK 561 is required to prepare students for their advanced portion of the curriculum.

**Advanced Standing Preparation**

SOWK 561 ADV. STANDING SEM. 6

**Advanced Required Classes**

SOWK 526 RESEARCH METHODS II 4
SOWK 568 PROSEMINARS IN SOCIAL WELFARE POLICIES AND PROGRAMS 4
SOWK 581 INTEGRATIVE SEMINAR I 1
SOWK 582 INTEGRATIVE SEMINAR II 1
SOWK 583 INTEGRATIVE SEMINAR III 1
SOWK 584 INTEGRATIVE SEMINAR IV 1
SOWK 602 CLINICAL DIAGNOSIS AND EVIDENCE BASED TREATMENT 4
SOWK 603 LEADERSHIP AND MANAGEMENT IN HUMAN SERVICE ORGANIZATIONS 4

**Elective Courses** 12

**Total Credits** 51

- critique and implement evidence and strengths-based intervention models within an ecological practice framework;
- form relationships with community partners to meet client needs and address barriers to social justice across systems of all sizes;
- practice from case to cause and back to case, demonstrating an understanding of the interplay between policy and practice and the impact on client systems;
- engage in participatory forms of applied research to solve community problems.

**Social Work (SOWK)**

SOWK 273. INTRODUCTION TO SOCIAL WORK. 5 Credits.

**Pre-requisites:** ENGL 101.

This course explores the history of social work and social welfare in the United States. Students will gain an understanding of values and ethics related to social work practice social work interventions related to issues of social justice, oppression and discrimination.

SOWK 320. AFRICAN AMERICAN FAMILY. 5 Credits.

**Cross-listed:** AAST 320, SOCI 371.

The African American Family as a social system influenced by institutions of the larger American society.

SOWK 377. ALTERNATIVES TO DOMESTIC VIOLENCE. 2 Credits.

**Cross-listed:** WMST 377.

Working to interrupt the cycle of violence this course analyzes theories relevant to issues of domestic violence in their historical, legal and cultural contexts.

SOWK 378. HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT I. 4 Credits.

**Pre-requisites:** BASW major.

Employs a systems framework for using biopsychosocial research findings, theories and related knowledge to understand the development and behavior of individuals and families. Examines the reciprocal influences of culture, social injustice, poverty and related phenomena on development and behavior. Critically assesses the related research.
SOWK 379. HUMAN BEHAVIOR IN THE SOCIAL ENVIRONMENT II. 4 Credits.
Pre-requisites: BASW major.
A continuation of the approach to understanding the biopsychosocial influences on development and behavior taken in SOWK 378.

SOWK 381. DIVERSITY AND SOCIAL WORK. 4 Credits.
Pre-requisites: BASW Major.
This course emphasizes the development of a knowledge base and skills for working in a diverse society at both the direct and indirect practice levels. Diverse populations refers mainly to major ethnic/racial groups although other oppressed populations will be addressed. While brief descriptive materials are explored for each population, a primary critical task is the examination of one’s own attitudes and values. Models of evidence-based practice with diverse populations will be presented for comparative purposes. Various experiential techniques may be used to implement the teaching objectives.

SOWK 395. EXPERIENTIAL LEARNING. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Individualized learning and career development through an off-campus internship. Designed to help students develop beginning knowledge of agency work. Does not substitute for Field Practicum but gives added preparation to students with minimal work experience.

SOWK 399. SPECIAL STUDIES. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

SOWK 418. FINANCIAL EMPOWERMENT IN SOCIAL WORK. 4 Credits.
Notes: may be stacked with SOWK 518.
Pre-requisites: junior standing.
Building financial capability for all is one of the grand challenges for social work. This course equips students with financial knowledge and skills to empower themselves and their clients to move along the path of financial stability and economic security.

SOWK 420. CONFLICT MANAGEMENT. 4 Credits.
This course provides an introduction to the theory and practice of conflict management in four contexts: intrapersonal, interpersonal, groups and societal. The focus is on the analysis and practical management of conflict as a common denominator linking a wide variety of human activities. A micro to macro overview of the dynamics of conflict management from one-on-one communication to the practices of negotiation and mediation to international/global efforts toward peace will be explored.

SOWK 421. SOCIAL WORK PRACTICE WITH MEN AND FAMILIES. 2-4 Credits.
This course addresses important information regarding social work services with men and their families. It is designed to be a broad overview of common issues faced by men who come to the attention of social services and what social workers can do to support and engage with men in practice.

SOWK 422. SPIRITUALITY AND SOCIAL WORK PRACTICUM. 2-4 Credits.
This overview of spirituality and social work provides a framework of knowledge, values and skills for spiritually sensitive social work practice and prepares students to respond competently and ethically to diverse spiritual perspectives through a comparative, critically reflective approach.
SOWK 448. LGBTQ ISSUES FOR THE PROFESSIONAL. 4 Credits.
Cross-listed: WMST 448.
Pre-requisites: junior standing.
The course is designed to assist professionals working with individuals whose identity includes lesbian, gay, bisexual, transgender or queer/questioning. Topics include: historical oppression, “coming out” as a process, counseling approaches and resources, and social inclusion and exclusion of sexual minorities. Personal attitudes are explored in order to improve professional response to the needs of the LGBTQ communities.

SOWK 450. WOMEN AND SOCIAL CHANGE. 4 Credits.
Cross-listed: WMST 450.
Pre-requisites: junior standing.
This course examines the historical and contemporary role of women as leaders and participants in U. S. social movements. The course critiques the models and strategies used to organize communities and groups to improve the status of marginalized people.

SOWK 452. GENDER AND SEXUAL ASSAULT. 4 Credits.
Cross-listed: WMST 452.
Pre-requisites: ENGL 201.
This course addresses contemporary concerns about sexual assault, primarily, but not exclusively, against women. Feminist perspectives on gender socialization and sexual violence provide frameworks for understanding personal and societal responses to sexual violence. Dynamics of trauma and recovery, treatment, prevention and change strategies will be discussed.

SOWK 455. SOCIAL POLICY AND PROGRAMS IN AGING. 3 Credits.
Cross-listed: AGST 455.
Pre-requisites: AGST 310 or permission of the instructor.
Social welfare policies and programs serving the aging are examined, past and present, in terms of their overall impact on the aged and on society at large. The needs and gaps in services to the aged are evaluated, as well as the adequacy with which these services are delivered and the response of programs and services to the changing needs of the aged.

SOWK 456. THE OLDER WOMAN. 4 Credits.
Cross-listed: AGST 456, WMST 456.
Pre-requisites: junior standing.
This course examines the research and practice knowledge on the social, economic and health problems confronting older women. Older women’s needs and potential for change are considered. The course explores U.S. social policy and program alternatives that work to improve the status and quality of life for a growing and diverse population of older women.

SOWK 457. CLINICAL ASSESSMENT IN MIDLIFE AND OLDER ADULTS. 4 Credits.
Cross-listed: AGST 457.
Pre-requisites: junior standing or permission of the instructor.
An introduction to the assessment skills required for professional social work practice in mental health and other clinical settings dealing with the elderly. The course is intended for social work practitioners.

SOWK 458. PERSPECTIVES ON DEATH AND DYING. 4 Credits.
Cross-listed: AGST 458.
This course is designed to assist students in the helping professions who wish to work with the terminally ill. Focus will be on an increased ability to deal with one’s own mortality; the development of beginning skills for working with the terminally ill and their families; an understanding of the complex social system which surrounds death in modern America; as well as the current moral, ethical and philosophical issues in the field.

SOWK 459. SURVEY OF MICROSYSTEMIC PRACTICE THEORIES. 4 Credits.
Pre-requisites: BASW major.
This survey course prepares students for professional practice involving the dynamic and interactive processes of engagement, assessment, intervention and evaluation through identifying and analyzing evidence-based interventions designed to achieve client goals. Students will distinguish, appraise and integrate multiple sources of knowledge, including research-based knowledge and practice wisdom, as these inform micro systemic practice theories. Students will continue learning to use research evidence to inform practice through critical thinking.

SOWK 460. SOCIAL WORK RESEARCH. 4 Credits.
Pre-requisites: BASW major.
Prepares students to evaluate research findings and to engage in evidence based social work practice.

SOWK 461. SOCIAL POLICY ANALYSIS. 4 Credits.
Pre-requisites: BASW major.
Introduction to social policy analysis and the social policy process. Examines various policies and processes of social legislation in terms of their impact on social service programs.

SOWK 462. HUMAN RIGHTS AND WOMEN’S RIGHTS. 4 Credits.
Cross-listed: WMST 471.
Pre-requisites: junior standing.
The course examines thehistory of human rights and dignity using the declaration of rights by the United Nations and research and initiatives by the World Health Organization and other international human rights groups. The course covers topics on the human rights of women and children including health, food insecurity, economic status, housing, education, violence, war crimes and residency/citizenship status. It also examines international and national strategies for furthering human rights on the global stage.

SOWK 463. SOCIAL WORK WITH VETERANS AND MILITARY FAMILIES. 4 Credits.
Pre-requisites: BASW major.
Due to the wars in Afghanistan and Iraq, there is an increased need for social workers to be prepared to work with veterans and military service members. Over a million soldiers have been deployed to Iraq and Afghanistan and nearly half of those soldiers are National Guard or Reserve members. As soldiers continue to deploy and return from service overseas, they and their families’ needs for professional social work services will continue to increase. Furthermore, only a proportion of military service members who seek services will seek them through the Department of Veterans Affairs. This means that social workers in all areas of practice need to be educated about working with military service members and their families. This course includes content on military culture, strengths and needs of military families, and interventions for military service members and their families.

SOWK 464. SOCIAL WORK ENGAGEMENT. 4 Credits.
Pre-requisites: BASW major.
In this first of a two course sequence relationship building skills are emphasized to begin gathering and interpreting biopsychosocial data on the interactions between individuals, families, and other groups and their environments. Emphasizes culturally competent, strengths-based and systems oriented assessment. Demonstrates how social work values and the generalist perspective guide engagement. Explores the role of self in helping process.
SOWK 476. SOCIAL WORK ASSESSMENT. 4 Credits.
Pre-requisites: BASW major.
In this second of a two course sequence assessment skills are emphasized for gathering and interpreting biopsychosocial data on the interactions between individuals, families, and other groups and their environments. Emphasizes culturally competent, strengths-based and systems oriented assessment. Demonstrates how social work values and the generalist perspective guide assessment. Explores the role of self in helping process.

SOWK 477. SOCIAL WORK WITH COMMUNITIES. 4 Credits.
Pre-requisites: BASW major.
This course prepares students to engage with, assess the needs and assets of and plan for action with communities. This course also guides students in experiences of direct assessment and action in the context of community. Students will learn to apply Asset Based Community and Social Development models in their work with communities toward social justice and sustainable change in communities and services.

SOWK 478. SOCIAL WORK WITH INDIVIDUALS. 4 Credits.
Pre-requisites: BASW major.
Applies the assessment information obtained in SOWK 475 and SOWK 476 to social work interventions with individuals. Emphasizes culturally competent interventions which build on strengths and resources in multiple environments. Continues examination of self in role of change agent.

SOWK 479. SOCIAL WORK WITH GROUPS. 4 Credits.
Pre-requisites: BASW major.
This course focuses on the social work skills for working with groups. Values, use of self, cultural competence, strengths and resources continue to be important practice skills within this new context. Critical thinking and effective communication are additional foci for knowledge and skill development.

SOWK 480. FIELD PREPARATION. 1 Credit.
Notes: graded Pass/Fail.
Pre-requisites: BASW Major.
This course prepares students to enter the social work practicum/ seminar. Students will learn how to create a résumé, be interviewed for an agency placement and learn how to be a student worker within a social service environment. Students will integrate their knowledge and skills with practices in the agency.

SOWK 481. PRACTICUM SEMINAR II. 1 Credit.
Integrates classroom knowledge and skills with real world social agency tasks and processes student experiences in the practicum. Because the student will be asked to perform different tasks at this stage in practicum learning, the content of the seminar will likewise change. Continued emphasis on application and fit of social work values in the real world.

SOWK 482. PRACTICUM/SEMINAR. 1-6 Credits.
Notes: Graded Pass/Fail. Must be repeated three times for a total of 15 credits.
Pre-requisites: BASW major in good standing and SOWK 480.
Students integrate coursework in a practice setting and process agency experience in a seminar setting. In a social work agency, students, agency field instructors and faculty field instructors plan activities which support the development of generalist skills as specified in individualized learning agreements.

SOWK 483. PRACTICUM II. 7 Credits.
In Block Practicum II, students integrate course work in a practice setting. In a social work agency, students, agency field instructors, and faculty field instructors plan activities which support the development of generalist skills as specified in individualized learning contracts.

SOWK 490. SOCIAL WORK SENIOR CAPSTONE. 4 Credits.
Notes: this course should be taken in the student’s final quarter in the BASW program.
Pre-requisites: senior and in good standing as a BASW major.
Satisfies: a university graduation requirement—senior capstone.
This course further develops students’ applied knowledge and skill in the domains of critical, integrative, multidimensional and contextual thinking; cultural competence; social work practice with populations at risk; civic mindedness; professional identity; problem solving; the ability to understand the connection between social policy, social problems and social work practice; and evidence based social work practice.

SOWK 492. CHILD WELFARE PROGRAMS AND SERVICES. 5 Credits.
The function and purposes of child welfare programs, public and private; child welfare legislation; trends in child welfare services. Elective.

SOWK 496. EXPERIMENTAL COURSE. 1-6 Credits.
Experimental course, title and credits vary.

SOWK 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
Short duration programs of contemporary significance in societal-cultural behavior areas. The range and scope of topics are essentially interdisciplinary, and students from all academic areas are eligible to participate.

SOWK 498. DEPARTMENTAL SEMINAR. 1-5 Credits.
Notes: may be repeated once for credit.
Readings and evaluations in contemporary issues in social welfare. Elective.

SOWK 499. DIRECTED STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Independent study in selected areas of social work. Open to seniors and graduate students from any department. Elective.

SOWK 518. FINANCIAL EMPOWERMENT IN SOCIAL WORK. 4 Credits.
Notes: may be stacked with SOWK 418.
Building financial capability for all is one of the grand challenges for social work. This course equips students with financial knowledge and skills to empower themselves and their clients to move along the path of financial stability and economic security.

SOWK 525. RESEARCH METHODS FOR PROGRAM AND PRACTICE EVALUATION. 4 Credits.
Pre-requisites: graduate standing in the MSW program or permission of the instructor.
An overview of methods and procedures for conducting research in social work. Attention is given to research designs for evaluating social work practice with small systems and social welfare programs. Students learn to critically evaluate and utilize research, select research instruments, and design applied research projects.

SOWK 526. RESEARCH METHODS II. 4 Credits.
Pre-requisites: SOWK 525 and 2 credits of SOWK 571; or SOWK 561.
This course facilitates the integration of foundation year research knowledge into a form that readily applies to professional social work practice. Students will learn how to apply and utilize research data through an exploratory best practice model and other models by deconstructing existing research.
SOWK 529. SOCIAL WORK IN HEALTH CARE. 4 Credits.
Notes: may be stacked with SOWK 429.
Pre-requisites: open to seniors and graduate students in the School of Social Work and related fields.
This course is designed to provide knowledge and understanding of direct social work practice in various health care settings. The students will examine the impact of illness, disease, trauma/disability, and death and dying from ecological and systems perspectives. Roles, functions, and administrative responsibilities of the social worker as case manager, health educator, advocate and a member of interdisciplinary teams will be reviewed. The effect of managed care and other current macro practice issues will be explored along with the continuum of health care. Advances in biotechnology and bioethics perspectives will be examined. The roles that diversity (ex. age, gender, class, ethnicity, sexual orientation, religion/spirituality, etc.) play in social work health care practice is emphasized. Self-awareness as a medical social worker is explored.

SOWK 530. ORGANIZATIONAL AND COMMUNITY PRACTICE. 4 Credits.
Pre-requisites: graduate standing in the MSW program or permission of the instructor.
This course explores the nature of community organizations and social service delivery systems and their relationships to other community systems. Attention is given to understanding the dynamics of power, economics, politics, and social policies impacting the life of organizations and communities. Students are introduced to ways of assessing organizations and communities with a particular emphasis on community collaborative networks and partnership projects that impact direct service delivery for at-risk populations in urban and rural contexts.

SOWK 531. INTRODUCTION TO SOCIAL WELFARE AND POLICY. 4 Credits.
Pre-requisites: graduate standing in the MSW program or permission of the instructor.
This course provides students with a foundation understanding and appraisal of social welfare policies and programs in the United States, and the historical and contemporary forces that have shaped their development. It introduces core concepts to provide both an understanding of the political process and the analytic skills needed to further the achievement of social work goals regarding social policies and programs. The course also reviews the development of the social work profession and its influence on social welfare policies.

SOWK 532. FOUNDATIONS OF PROFESSIONAL SOCIAL WORK PRACTICE. 4 Credits.
Pre-requisites: graduate standing in the MSW program or permission of the instructor.
This course provides a framework for understanding the mission and purpose of social work practice, the historical roots and ethical foundations for the profession, and emerging themes and models of practice. The course highlights required theoretical knowledge for informed practice, advanced generalist practice principles, and the specific roles in day-by-day professional practice. Cultural competence as an essential element of practice is also emphasized. The course introduces students to the challenges of graduate social work education and to the professional culture of social work, typified by NASW, its professional organization.

SOWK 533. SOCIAL WORK ASSESSMENT AND PRACTICE WITH INDIVIDUALS AND FAMILIES. 4 Credits.
Pre-requisites: graduate standing in the MSW program or permission of the instructor.
Examines individual and family intervention within American social systems across ethnic, social, class and gender differences. Students learn effective strengths-based interviewing processes with individuals and families and build communications skills. The organizing framework for intervention is ecological systems and a strengths perspective. Current practice models that incorporate the organizing framework are reviewed for their application to specific problem situations.

SOWK 534. HUMAN RIGHTS AND WOMEN'S RIGHTS. 4 Credits.
This in an interdisciplinary course for students in social work and women's studies, who are interested in how human rights standards can be understood and applied in social work and civic life. The purpose of this course is to explore how the promotion of human rights relates to the mission of social work and women’s studies and how this knowledge can affect social change efforts and promote civil society.

SOWK 535. HUMAN DEVELOPMENT IN CONTEMPORARY ENVIRONMENTS. 4 Credits.
Pre-requisites: may be stacked with SOWK 511.
Research and theory about contexts and interactions influencing human development over the life course. Emphasis on understanding life course development in oppressed, vulnerable, and underserved populations. Critical attention is paid to the use and limits of research and theory in relation to these populations.

SOWK 536. SPIRITUALITY AND SOCIAL WORK PRACTICE. 4 Credits.
Pre-requisites: special permission of the instructor.
This overview of spirituality and social work provides a framework of knowledge, values and skills for spiritually sensitive social work practice and prepares students to respond competently and ethically to diverse spiritual perspectives through a comparative, critically reflective approach.

SOWK 537. INDIAN CHILD WELFARE. 4 Credits.
Pre-requisites: may be stacked with SOWK 529.
This course provides an introduction to Indian child welfare with an emphasis on understanding legal, historical and cultural issues applying to work with American Indian and Alaska Native youth. This course emphasizes Indian child welfare issues relevant to the Pacific Northwest (Washington, Idaho, Oregon and Montana).

SOWK 538. INTERNATIONAL SOCIAL WORK. 4 Credits.
Pre-requisites: special permission of the instructor.
International Social Work provides students with a cross-cultural experience in which they will learn about various cultural norms, social development and ideologies of social welfare from the unique perspective of the area visited. Students will learn about social development strategies intended to address specific social problems and social justice issues relevant to the native population of the region.

SOWK 540. HUMAN DEVELOPMENT IN CONTEMPORARY ENVIRONMENTS. 4 Credits.
Pre-requisites: graduate standing in the MSW program or permission of the instructor.
Research and theory about contexts and interactions influencing human development over the life course. Emphasis on understanding life course development in oppressed, vulnerable, and underserved populations. Critical attention is paid to the use and limits of research and theory in relation to these populations.

SOWK 541. SOCIAL WORK PRACTICE IN A DIVERSE SOCIETY. 4 Credits.
Pre-requisites: graduate standing in the MSW program or permission of the instructor.
For purposes of this course, diverse populations refers mainly to ethnic groups; however, other diverse groups are discussed. After brief descriptive materials are presented for each population, the course emphasizes the development of a knowledge base and skills for working with diverse populations at both the direct practice and macro levels. A primary critical skill is the examination of one’s own attitudes and values. Models of practice with diverse populations are presented for comparative purposes.
SOWK 542. SOCIAL WORK IN CHILD WELFARE. 4 Credits.

SOWK 543. ALTERNATIVES TO DOMESTIC VIOLENCE. 2-4 Credits.
Analyzes theories relevant to issues of domestic violence in their historical, legal and cultural contexts. Therapeutic interventions are explored.

SOWK 544. SPECIAL PROBLEMS: FAMILY VIOLENCE. 4 Credits.
Students will identify factors related to stress in families, socioeconomic and cultural patterns, historical traditions and societal values and investigate how these may relate to violent behavior.

SOWK 545. BEHAVIORAL AND COGNITIVE BEHAVIORAL INTERVENTIONS. 4 Credits.
This course will introduce participants to the theory and practice of behavioral and cognitive-behavioral intervention. The course will facilitate participants understanding of (1) key concepts of behavior modification, including reinforcement, punishment and extinction; (2) key concepts of behavioral assessment, including target behaviors, antecedents and consequences, as well as dimensions of behavior (frequency, intensity, duration); (3) types of behavioral interventions, including conditioning, shaping and behavior-maintenance schedules; and (4) methods for monitoring the efficacy of behavioral approaches with individual cases. This course will also enable participants to become better acquainted with how to apply cognitive behavioral (CB) principles in assessment and intervention, including (1) behavioral self monitoring, successive approximation, identifying self-defeating cognitions, cognitive restructuring and working with cognitive schemata; (2) implementing CB principles in a group setting using the Adolescent Coping with Depression Course (CWD-A) as a model; and (3) supporting and monitoring the progress of the clients in CB intervention through the use of CWD-A homework assignments. Participants should come to understand behavioral and cognitive-behavioral interventions as ideographic, as opposed to homothetic, approaches to practice.

SOWK 546. MINDFULNESS AND ACCEPTANCE APPROACHES IN BEHAVIORAL HEALTH. 4 Credits.
Pre-requisites: current MSW student or by permission of instructor.
This intensive course will introduce participants to the theory and practice of acceptance and mindfulness applications in cognitive behavioral interventions. The course will facilitate participants understanding of; (1) key concepts of cognitive behavioral therapy, including acceptance and mindfulness approaches, (2) key concepts of assessment, including value inventories, (3) types of acceptance and mindfulness CBT interventions, including Dialectical Behavior Therapy (DBT) and Acceptance and Commitment Therapy (ACT) and (4) in-session activities and interventions to facilitate change with individuals and groups.

SOWK 547. MOTIVATIONAL INTERVIEWING. 4 Credits.
Motivational Interviewing (MI) is an effective evidenced-based approach to overcoming the factors that keep people from making desired changes in their lives even after seeking or being referred to professional treatment. This course reviews the conceptual and research background supporting MI and the Transtheoretical Model (Stages of Change-SOC) and provides practice in implementing the skills involved in their approaches.

SOWK 549. BEHAVIORAL HEALTH. 4 Credits.

SOWK 550. SOCIAL WORK WITH GROUPS. 4 Credits.
Pre-requisites: graduate standing in the MSW program or permission of the instructor.
The course develops knowledge and skills for social work practice with groups and natural helping systems. Prepares students to utilize mutual aid groups as a helping resource for clients, facilitate treatment groups, and participate effectively as a member of committees, interagency teams, and other task groups. The practice of work with groups is presented through lecture and discussion, observational assignments, role plays, and participation in small group learning experiences.

SOWK 551. WOMEN AND SOCIAL CHANGE. 4 Credits.
This course examines the historical and contemporary role of women as leaders and participants in U. S. social movements. The course critiques the models and strategies used to organize communities and groups to improve the status of marginalized people.

SOWK 552. ORGANIZATIONAL LEADERSHIP, MANAGEMENT AND CHANGE. 4 Credits.
This course focuses on leadership and change in social service agencies in relationship to the roles and functions of managers and administrators. The course provides a general overview of administrative and supervisory functions in social agencies focusing on the knowledge, values and skills needed for managing change and providing leadership. These are the qualities needed for successful administrative practice in first line and middle management positions and in small agencies typically found in rural and regional contexts.

SOWK 553. SOCIAL WORK INTERVENTION AND EVALUATION WITH INDIVIDUALS AND FAMILIES. 4 Credits.
Pre-requisites: graduate standing in the MSW program or permission of the instructor.
Continues social work practice knowledge and skill development for work with individuals and families. This is the second of a two-course sequence focused on the intervention, ongoing assessment and the termination and evaluation phases of the helping process. The course provides both didactic and experiential learning experiences relative to communication skills, counseling and therapy skills, and termination and practice evaluation strategies.

SOWK 554. CLINICAL ASPECTS OF HUMAN SEXUALITY. 4 Credits.
From the time of conception, there are forces continuously affecting our sexuality. This course has been developed to assist participants to develop skills to work with people as sexual beings. Self assessment by each person with regard to his or her own values should occur throughout the course. Sexual functioning and a variety of conditions affecting sexual functioning will be explored. It is intended that participants will leave this course with the basic knowledge, attitudes and skills to deal with sexual questions and concerns of clients. Course content will include: (1) basic issues in sexuality; (2) sexuality throughout the lifespan; (3) anatomy and physiology of the sexual response cycle; (4) sexual alternatives; (5) sexuality in illness and disability; (6) sexual dysfunctions; and (7) treatment issues.

SOWK 555. CONFLICT MANAGEMENT. 4 Credits.
This course provides an introduction to the theory and practice of conflict management in four contexts: intrapersonal, interpersonal, groups and societal. The focus is on the analysis and practical management of conflict as a common denominator linking a wide variety of human activities. A micro to macro overview of the dynamics of conflict management from one-on-one communication to the practices of negotiation and mediation to international/global efforts toward peace will be explored.
SOWK 557. BIOPSYCH BASES FOR HUMAN DEV. 4 Credits.
Pre-requisites: graduate standing in the MSW program or permission of the instructor.
This course focuses primarily on the biosocial aspects of human development. Biosocial development is defined as including heredity, physical traits and diseases, neurological functioning and disorders, and sexual functioning and the reciprocal relationships between biosocial development and social contexts—the meanings of gender, sexual orientation, and disability in society. The course is designed to help students gain familiarity with human physical systems, to identify their functions and to understand the implications of dysfunction. The course will also focus on disability issues and the effects of living with a disability. Students will be able to critically analyze the biopsychosocial and cultural implications of physical functioning in people’s everyday lives and apply this understanding to professional practice.

SOWK 558. GAY/LESBIAN ISSUES FOR SW. 4 Credits.
This course is designed to assist professionals who may encounter lesbians, gays, bisexuals, persons questioning their sexuality and transgendered as clients. Students in the course will be encouraged to deal openly with their feelings and attitudes about homosexuality. Class members will be allowed to explore their motivations and resistance to working with this client group and those hostile to them and will be helped, where possible, to resolve blocks to effective social provision. Additionally, this course is designed to educate and suggest counseling approaches that might be most helpful to this client population and to explore available support systems. Issues that will receive special attention include health, problems of rural lesbians and gay men, the aging, child welfare, homophobia, the “coming out” process and societal attitudes toward gays, lesbians, questioning and transgendered populations.

SOWK 559. SCHOOL SOCIAL WORK AND SCHOOL LAW. 4 Credits.
Pre-requisites: baccalaureate degree.
This course will review Federal and State legislation as well as local policies which affect the role of the social worker in the public school. We will review how the school system functions as a part of our total society. The course will describe how social work knowledge, skills, and values provide an ecological approach to preventative, crisis, and remedial care for school children and their families.

SOWK 560. TOPICS OF SOCIAL WORK PRACTICE. 1-6 Credits.
Selected and variable content around topics related to social work and social welfare.

SOWK 561. ADVANCED STANDING SEMINAR. 6 Credits.
Pre-requisites: admission into advanced standing MSW program or permission of MSW Director.
This course provides Advanced Standing students with an overview of the foundation requirements for advanced study in the MSW program. It prepares students with additional problem formulation, sampling, data collection, measurement and research designs to complete the advanced year applied research project.

SOWK 562. SUICIDE ASSESSMENT, TREATMENT AND MANAGEMENT. 4 Credits.
Cross-listed: ADST 562.
Pre-requisites: graduate standing.
This course explores the theoretical foundation in the clinical assessment, treatment and management of suicidal risk over time through case management with suicidal persons. Additionally, we will review instructions in “evidenced-based” and “best practices” for the treatment and case management with the suicidal person within the scope of practice. We also have role play exercises that include therapeutic interventions, initial treatment planning including case notes, coordination of services and referral.

SOWK 563. BRIEF INTERVENTIONS. 4 Credits.
This course is designed to help students to integrate a cognitive and practical understanding of brief intervention strategies within their practice with individuals, couples and families. Content areas include an overview of the theoretical base of the solution-focused model of intervention, the professional debate regarding the use of the short-term model, and the potential benefits of its application in the health-care reform environment.

SOWK 564. SOCIAL WORK WITH VETERANS AND MILITARY FAMILIES. 4 Credits.
This course includes content on military culture, strengths and needs of military families, and interventions for military service members and their families. The course goal is to prepare social workers to work with veterans and military service members. As soldiers continue to deploy and return from service, they and their families’ needs for professional social work services will continue to increase. This means that social workers in all areas of practice need to be educated about working with this population.

SOWK 565. FAMILY-CENTERED PRACTICE WITH POPULATIONS AT-RISK. 4 Credits.
Provides students with advanced direct practice knowledge and skills for work with populations at-risk in the context of families. Students are introduced to strategies for family-centered practice that are derived from ecological systems, developmental, behavioral, intergenerational, and cognitive practice traditions. Core concepts emphasized in the course include respect and support of family decisions, collaborative problem-solving, strengths orientation, flexibility of approach, family empowerment, and support for families in their caregiving role.

SOWK 566. PROSEMINARS IN SOCIAL WELFARE POLICIES AND PROGRAMS. 4 Credits.
Pre-requisites: SOWK 525, SOWK 531 and 2 credits of SOWK 571; or SOWK 561
Advanced seminars on current policy and program developments in contemporary areas of social welfare which impact populations at-risk, including health care, aging, mental health, and services to children and families. Seminars provide research and theory pertaining to social problems and institutional responses. Three domains of institutional response—legal, professional, and program—receive attention.

SOWK 569. ADVANCED SCHOOL SOCIAL WORK PRACTICE. 4 Credits.
The goal of this course is to assist the student in developing a comprehensive and in-depth understanding of current school social work practice. The values, purpose, knowledge base and sanctions which undergird the specialized, professional practice of school social work will be discussed, analyzed and applied experientially to practice situations. Learning experiences are designed to promote understanding of the many dimensions, opportunities for creative practice and rigors of social work practice in schools.
SOWK 571. FOUNDATION PRACTICUM/SEMINAR. 1-4 Credits.

Notes: graded Pass/No Credit.
Pre-requisites: SOWK 531, SOWK 532, SOWK 553. (A total of 4 credits distributed over 2 qtrs for the full-time program and over 3 qtrs. for the part-time programs.) Students in Foundation Practicum/Seminar utilize the agency setting for integration of coursework knowledge and for the development of professional practice skills. The placement agency is the laboratory for the application of classroom learning. Practicum is a supervised experience which allows students to learn to use supervision as a professional development process and to receive feedback concerning their professional functioning. The seminar is the forum in which students share, compare and analyze the field experience and participate in learning activities focused on application of curriculum content to practice. It is designed to assist in the integration process to provide support for students in discussion of practice issues and learning experiences and to engage students in utilizing course content to enhance their professional practice.

SOWK 572. FAMILY SYSTEMS AND ILLNESS. 4 Credits.

This course examines the impact of chronic and life-threatening illness upon the functioning abilities of both healthy and troubled families, communities and health care systems. Through the lens of illness, the course looks at how families communicate, how they are structured, how they function over time and what non-illness related issues typically unbalance them. The course will focus on ways the social worker can rebalance families in the face of the chaos and unpredictability generated by illness.

SOWK 573. ALTERNATIVES IN HEALING: COMPLEMENTARY CARE IN SOCIAL WORK. 4 Credits.

This course examines the ways that people benefit from ancient and modern mind/body healing techniques that can help them deeply relax and draw upon inner strengths, alleviating much of the physical, emotional, cognitive and spiritual suffering associated with chronic or acute illness and dying.

SOWK 574. DEATH AND DYING. 4 Credits.

This course explores issues related to death, dying, grief and loss as well as their relevance and application to social work practice. The content draws from an interdisciplinary knowledge base and emphasizes the acquisition of practice skills. Topics include loss events throughout the life span; psychological and sociological theoretical perspectives in death, dying, grief and loss: social work practice models in grief, loss and coping with terminal illness; the impact of individual differences and cultural diversity on reactions to loss-related events; available resources for those dealing with these issues, and policy and ethical implications related to end-of-life care and decision making.

SOWK 575. ADVANCED SOCIAL WORK PRACTICE WITH CHILDREN AND ADOLESCENTS. 4 Credits.

Advanced practice strategies and techniques for current problems facing children, youth and families. Students will apply assessment paradigms to case situations and design appropriate intervention strategies based on contemporary practice theory. Direct practice knowledge and skills will be evaluated through experiential and written assignments.

SOWK 576. ADDICTION: A BIOPSYCHOSOCIAL APPROACH. 4 Credits.

This course applies the biopsychosocial perspective to the addiction field. The emphasis is on an examination of the reciprocal interaction between the individual experiencing addiction and the various systems that impact misuse, addiction, treatment and recovery. Topics will include harm reduction, the biology of addiction, the psychology of addiction, co-existing disorders and social aspects of addiction, including family risks and resilience, racial and ethnic issues, gender and sexual orientation, the nature of mutual help groups and public policy issues. The content of the course will draw heavily on current research and emphasize critical thinking and analysis of the current controversies in the addiction field. The overall framework of the course rests on the foundation of the strengths perspective and client-centered practices. Although alcohol and drug problems will be emphasized, the course will also address other related disorders, including eating disorders, pathological gambling and compulsive shopping.

SOWK 577. CLINICAL SOCIAL WORK ASSESSMENT. 4 Credits.

Examination of the assessment skills required for professional social work practice in mental health and other professional settings. Application of mental health diagnosis and clinical assessment techniques to case situations.

SOWK 579. GENDER AND SEXUAL ASSAULT. 4 Credits.

This course addresses contemporary concerns about sexual assault primarily, but not exclusively against women. Theories about the sociocultural context of gender socialization and other explanatory theories will provide a framework for understanding personal and societal responses to sexual violence. The course will survey all forms of sexual violence and discuss dynamics of trauma and recovery. Treatment approaches will be discussed as well as the importance of prevention and change strategies on both the personal and the societal level.

SOWK 580. FIELD PREPARATION. 1 Credit.

Notes: graded Pass No Credit.
Pre-requisites: graduate standing in the MSW program or permission of instructor.

This course serves as an introduction to field practicum and to a community agency setting. It provides the students with the necessary information, skills and practices to maximize their success in their field practicum.

SOWK 581. INTEGRATIVE SEMINAR I. 1 Credit.

Notes: Graded Pass/No Credit. This course fulfills a requirement for graduation from the MSW program.
Pre-requisites: graduate standing in the MSW program or permission of MSW graduate director.

The seminars provide a group forum where students share, compare and analyze their MSW educational experience through examination of a case or issue. Students complete written assignments demonstrating mastery of CSWE competencies and integration of classroom and practicum learning to enhance professional development. The seminars lead to a symposium where students complete a poster presentation/comprehensive oral exam in their final quarter.
SOWK 582. INTEGRATIVE SEMINAR II. 1 Credit.
Notes: Graded Pass/No Credit. This course fulfills a requirement for graduation from the MSW program.
Pre-requisites: graduate standing in the MSW program or permission of MSW graduate director.
The seminars provide a group forum where students share, compare and analyze their MSW educational experience through examination of a case or issue. Students complete written assignments demonstrating mastery of CSWE competencies and integration of classroom and practicum learning to enhance professional development. The seminars lead to a symposium where students complete a poster presentation/comprehensive oral exam in their final quarter.

SOWK 583. INTEGRATIVE SEMINAR III. 1 Credit.
Notes: Graded Pass/No Credit. Required for completion of MSW degree. This course leads to our final comprehensive exam.
Pre-requisites: graduate standing in the MSW program or permission of MSW graduate director.
The seminars provide a group forum where students share, compare and analyze their MSW educational experience through examination of a case or issue. Students complete written assignments demonstrating mastery of CSWE competencies and integration of classroom and practicum learning to enhance professional development. The seminars lead to a symposium where students complete a poster presentation/comprehensive oral exam in their final quarter.

SOWK 584. INTEGRATIVE SEMINAR IV. 1 Credit.
Notes: Graded Pass/No Credit. This course leads to the completion of the final comprehensive exam, which is required for obtaining an MSW degree.
Pre-requisites: graduate standing in the MSW program or permission of MSW graduate director.
The seminars provide a group forum where students share, compare and analyze their MSW educational experience through examination of a case or issue. Students complete written assignments demonstrating mastery of CSWE competencies and integration of classroom and practicum learning to enhance professional development. The seminars lead to a symposium where students complete a poster presentation/comprehensive oral exam in their final quarter.

SOWK 596. EXPERIMENTAL COURSE. 1-5 Credits.

SOWK 597. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
Notes: only one workshop course for up to 3 credits may be used to fulfill graduate degree requirements.

SOWK 599. INDEPENDENT STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Students take intensive and independent study of some special area in social work or social welfare.

SOWK 600. THESIS. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Elective course.

SOWK 601. RESEARCH PROJECT. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Individually supervised research work.

SOWK 602. CLINICAL DIAGNOSIS AND EVIDENCE BASED TREATMENT. 4 Credits.
Pre-requisites: SOWK 553 or currently enrolled in SOWK 561.
This course examines evidence-based treatments across the lifespan from a social work perspective, with a specific focus on the most common mental disorders and evidence-based treatments. Students will demonstrate application of the most current version of the Diagnostic and Statistical Manual of Mental Disorders and become critical consumers of evidence-based treatment research with diverse populations. The course emphasizes strengths and ecological systems perspectives, risk and resiliency factors, and the impact of biological, psychological, cultural, spiritual and other social factors.

SOWK 603. LEADERSHIP AND MANAGEMENT IN HUMAN SERVICE ORGANIZATIONS. 4 Credits.
Pre-requisites: SOWK 530 or SOWK 561.
This course is designed to expand students’ knowledge and understanding of human service organizations and to provide approaches for designing and managing human service programs effectively. Organizational and management theories and principles are applied to a range of human services. The course focuses on the knowledge, values and skills needed for successful leadership in creating a meaningful work environment, managing organizational outcomes, and engaging the community.

SOWK 671. ADVANCED PRACTICUM/SEMINAR. 1-5 Credits.
Notes: graded Pass/No Credit.
Pre-requisites: SOWK 571 or SOWK 561.
(A total of 13 credits distributed over three quarters for the full-time program and over five quarters for the part-time programs). Advanced Practicum/Seminar is a continuation of the Foundation Practicum/Seminar. Students in Advanced Practicum/Seminar will utilize the agency setting for integration of coursework knowledge and for the development of professional practice skills. The placement agency is the laboratory for the application of classroom learning. Practicum is a supervised experience which allows students to learn to use supervision as a professional development process and to receive feedback concerning their professional functioning. The seminar is the forum in which students share, compare and analyze the field experience and participate in learning activities focused on application of curriculum content to practice. It is designed to assist in the integration process to provide support for students in discussion of practice issues and learning experiences and to engage students in utilizing course content to enhance their professional practice.

SOWK 695. INTERNSHIP. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

SOWK 696. TECHNICAL APPLICATIONS. 4 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Practicum/Seminar is a continuation of Foundation Practicum/Seminar. Students in Practicum/Seminar will participate in learning activities focused on application of curriculum content to practice. It is designed to assist in the integration process to provide support for students in discussion of practice issues and learning experiences and to engage students in utilizing course content to enhance their professional practice.
Sociology

Todd Hechtman (thechtman@ewu.edu), Chair
department page (https://www.ewu.edu/css/programs/sociology-)
509.359.4243

Faculty

Robert L. Bartlett, Kerryn E. Bell, John A. Goldman, Todd A. Hechtman,
Pui-Yan Lam, Dale M. Lindekugel, Scott A. Mathers, Sean K. Taudin
Chabot, Lindsey Upton.

Undergraduate Degrees

Bachelor of Arts (BA)
Sociology (p. 568)

Undergraduate Minor
Sociology (p. 569)

Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.

Undergraduate Programs

Sociology may be defined as the scientific study of human society and the social interactions which emerge among people. Sociology seeks to develop a body of interrelated scientific propositions or generalizations that explain social behavior in holistic terms. Its basic goal is to understand how human beings fit their activities together into a system of stable (and sometimes unstable) social arrangements. As such, sociology focuses on the groups, organizations, institutions and communities which make up the larger society. Sociology seeks to place society in the international setting of today's changing world. More importantly, it helps us to understand the relationships among these various social units and the implications of these relationships for order and change.

Sociology Major, Bachelor of Arts (BA)

Within the Bachelor of Arts degree, the Department of Sociology and Justice Studies offers a program in sociology, blending career education and the liberal arts. The education goal is not to train students; neither is the goal to educate students solely in sociology. Rather, the goal is to use the discipline as a way to critically synthesize what is learned in a liberal arts program. The program envisaged here provides a general background which will enable the student to move into a variety of career paths, while retaining the opportunity for particular specializations within sociology and thematically related disciplines.

The Department of Sociology and Justice Studies believes that a university must educate broadly to enrich both career and life. Accordingly, students in the Sociology Program will complete social science foundation courses, as well as core disciplinary courses. In order to assist students as they move into a variety of career paths, students will complete elective courses selected under the guidance of a Sociology major advisor.

Note: two years of a single high school foreign language or one year of a single foreign language at college level is required for this major.

Required Introduction and Social and Behavioral Science Foundation

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>SOCI 101</td>
<td>INTRODUCTION TO SOCIOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>SOCI/CRIM 356</td>
<td>INTRODUCTION TO SOCIAL STATISTICS</td>
<td>5</td>
</tr>
<tr>
<td>or CSBS 320</td>
<td>INTRODUCTORY STATISTICS FOR THE SOCIAL SCIENCES</td>
<td>5</td>
</tr>
<tr>
<td>SOCI 357</td>
<td>METHOD FOR SOCIAL RESEARCH</td>
<td>5</td>
</tr>
<tr>
<td>or CRIM 330</td>
<td>SOCIAL SCIENCE RESEARCH METHOD</td>
<td>5</td>
</tr>
<tr>
<td>SOCI 465</td>
<td>CONTEMPORARY SOCIOLOGICAL THEORY</td>
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Required Disciplinary Core

<table>
<thead>
<tr>
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<tbody>
<tr>
<td>SOCI 351</td>
<td>SOCIAL STRATIFICATION</td>
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<tr>
<td>SOCI 363</td>
<td>SOCIOLOGY OF DEVIANCE</td>
<td>5</td>
</tr>
<tr>
<td>SOCI 470</td>
<td>SOCIAL CHANGE</td>
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<tr>
<td>SOCI 481</td>
<td>SOCIAL PSYCHOLOGY</td>
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Social Justice and Community Engagement—choose two

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<tr>
<td>CRIM 420</td>
<td>PEACEMAKING CRIMINOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>SOCI 320</td>
<td>RACE AND ETHNIC RELATIONS: GLOBAL PERSPECTIVES</td>
<td>5</td>
</tr>
<tr>
<td>SOCI 321</td>
<td>SEX AND GENDER</td>
<td>5</td>
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<tr>
<td>SOCI 362</td>
<td>SOCIOLOGY OF POLITICS</td>
<td>5</td>
</tr>
<tr>
<td>SOCI 482</td>
<td>IDENTITY AND POWER</td>
<td>5</td>
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<td>SOCI 483</td>
<td>SOCIOLOGY OF CHILDREN</td>
<td>5</td>
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<td>SOCI 485</td>
<td>SOCIOLOGY OF REVOLUTIONS</td>
<td>5</td>
</tr>
<tr>
<td>SOCI 486</td>
<td>CONTEMPORARY WORLD SYSTEMS</td>
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Institutions and Civil Society—choose one

<table>
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<tr>
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<tbody>
<tr>
<td>CRIM/WMST 360</td>
<td>WOMEN IN PRISON</td>
<td>5</td>
</tr>
<tr>
<td>CRIM 421</td>
<td>RESTORATIVE JUSTICE</td>
<td>5</td>
</tr>
<tr>
<td>SOCI 370</td>
<td>SOCIOLOGY OF THE FAMILY</td>
<td>5</td>
</tr>
<tr>
<td>SOCI 463</td>
<td>COMPLEX ORGANIZATIONS</td>
<td>5</td>
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<tr>
<td>SOCI 471</td>
<td>SOCIOLOGY OF WORK</td>
<td>5</td>
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<td>SOCI 472</td>
<td>SOCIOLOGY OF RELIGION</td>
<td>5</td>
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<tr>
<td>SOCI 488</td>
<td>SOCIOLOGY OF EDUCATION</td>
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Sociological Practice Course—choose one

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<tr>
<td>or SOCI 495</td>
<td>INTERNSHIP</td>
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Required Discipline-Based Capstone or Thesis—choose one

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<td>SENIOR CAPSTONE: SOCIOLOGICAL PRACTICE</td>
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<tr>
<td>or SOCI 491</td>
<td>SENIOR THESIS</td>
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Required Elective Courses—chosen with the direction of a SOCI advisor and with approval of the department chair.

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Placement and Clearance Exams (p. 21)

Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)

Humanities and Arts (p. 35)

Natural Sciences (p. 35)
**Sociology Minor**

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tr>
<td>SOCI 101</td>
<td>INTRODUCTION TO SOCIOLOGY</td>
<td>5</td>
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</tbody>
</table>

Electives—choose two additional upper-division SOCI courses 10

Total Credits 15

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**Sociology (SOCI)**

**SOCI 101. INTRODUCTION TO SOCIOLOGY.** 5 Credits.

**Satisfies:** a BACR for social sciences.

Explores the concepts, principles and theories of sociology. Sociology seeks to develop a body of interrelated scientific propositions or generalizations that explain social behavior in non-psychological terms. Its basic goal is to understand how human beings fit their activities together into a system of stable (and sometimes unstable) social arrangements.

**SOCI 195. INTERNSHIP.** 1-5 Credits.

**SOCI 263. SOCIAL PROBLEMS.** 5 Credits.

**Satisfies:** a university graduation requirement—global studies.

An overview of major perspectives on social problems and a demonstration of their relevance for contemporary issues. Topics may include poverty, racism, sexism, aging, alienation, colonialism and the Third World, human ecology, crime, deviance and the law.

**SOCI 290. INTRODUCTION TO STUDENT SERVICES.** 2 Credits.

**Notes:** graded Pass/Fail.

**Pre-requisites:** must be admitted as an ambassador.

A history of the university and campus. An overview of the university curricula and range of student services with emphasis on the development of leadership and communication skills. Lab.

**SOCI 297. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR.** 1-5 Credits.

**SOCI 299. SPECIAL STUDIES.** 1-5 Credits.

**Pre-requisites:** permission of the instructor and the department chair.

**SOCI 301. SURVEY OF CRIMINOLOGY.** 5 Credits.

**Pre-requisites:** SOCI 101.

Provides an introduction to the field of criminology, including descriptions and explanations of crime and efforts to control it. Topics include theories of crime causation, measurement of crime, criminal law, the criminal justice system, and street, victimless, white collar, political and corporate crime.

**SOCI 320. RACE AND ETHNIC RELATIONS: GLOBAL PERSPECTIVES.** 5 Credits.

**Pre-requisites:** SOCI 101.

**Satisfies:** a university graduation requirement—diversity.

A socio-structural analysis of the bases of oppression of minority groups in society. The course deals with economic, political and cultural factors involved in the emergence and perpetuation of racism/ethnocism in the United States and around the world.

**SOCI 321. SEX AND GENDER.** 5 Credits.

**Pre-requisites:** SOCI 101.

**Satisfies:** a university graduation requirement—diversity.

A sociological analysis of differences and similarities between women and men. Examines the impact of gender ideologies of individual identity and social and political arrangements (especially instances of stratification and inequality). Also considers how changes in the gendered nature of society (e.g., socioeconomic organization, socialization, sexuality) occur.

**SOCI 331. CLASSICAL SOCIOLOGICAL THEORY.** 5 Credits.

**Pre-requisites:** SOCI 101.

Establishes the nature and requirements of sociological explanation. Identifies main currents of preclassical social thought. Explains, discusses and evaluates classical systems of sociological theory.

**SOCI 351. SOCIAL STRATIFICATION.** 5 Credits.

**Pre-requisites:** SOCI 101.

Course investigates class structures, stratification systems, and social mobility in contemporary American society.

**SOCI 356. INTRODUCTION TO SOCIAL STATISTICS.** 5 Credits.

**Cross-listed:** CRIM 356.

**Notes:** required for Sociology and Criminal Justice majors.

**Pre-requisites:** SOCI 101.

A holistic approach to statistical methods, techniques, and critical analysis used in social science research. This course focuses on sociological and criminological issues such as race, class, gender, age, health, education and social justice.

**SOCI 357. METHOD FOR SOCIAL RESEARCH.** 5 Credits.

**Pre-requisites:** SOCI 101.

This course seeks to realize two complementary objectives: First, to acquaint you with the origins of sociological inquiry and the variety of styles and logical systems which shape such research; secondly, to demonstrate the nature of the research techniques which follow.
SOCI 362. SOCIOMETRY OF POLITICS. 5 Credits.
Pre-requisites: SOCI 101.
Analyzes causes and consequences of the distribution of power within and between societies and with the social and political conflicts which lead to changes in the distribution of power.

SOCI 363. SOCIOLOGY OF DEVIANCE. 5 Credits.
Pre-requisites: SOCI 101.
Examines the conditions under which deviance as a social reality emerges, develops, and changes over time. Typical concerns are the process of social typing; official responses to deviances; managing the deviant identity; and the role of bureaucracies and social class in promoting deviance as a political construction.

SOCI 370. SOCIOLOGY OF THE FAMILY. 5 Credits.
Pre-requisites: SOCI 101.
A consideration of family structures, cultures and interactions, changing family patterns and contemporary family debates.

SOCI 371. AFRICAN AMERICAN FAMILY. 5 Credits.
Cross-listed: AAST 320, SOWK 320.
The African American family as a social system influenced by institutions of the larger American society.

SOCI 395. CO-OP FIELDWORK. 1-15 Credits.

SOCI 396. EXPERIMENTAL COURSE. 1-5 Credits.

SOCI 397. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1 Credit.

SOCI 398. SEMINAR. 1-5 Credits.

SOCI 399. SPECIAL STUDIES/PROGRAMS. 1-5 Credits.
Pre-requisites: permission of the instructor and the department chair.

SOCI 452. JUVENILE DELINQUENCY. 5 Credits.
Pre-requisites: SOCI 101.
Provides an in-depth examination of the phenomenon of juvenile delinquency. Included in the examination are analyses of types of delinquency, measurement of delinquency, theories of delinquency causation, and the juvenile justice system. Includes field trips and class visitations from professionals who work with juveniles.

SOCI 455. CRIMINOLOGICAL THEORY. 5 Credits.
Pre-requisites: SOCI 301.
Provides an in-depth inquiry into crime and criminalization. Course places particular emphasis on the social context within which these phenomena occur.

SOCI 459. SOCIOLOGY OF COMMUNITY CORRECTIONS. 5 Credits.
Pre-requisites: SOCI 101.
Provides a sociological examination of correctional programs and practices in non-institutional settings for both adults and juveniles. Topics include program alternatives to institutional commitment, reintegration of offenders after institutionalization, the community corrections officer, and the process of working with offenders. Field trips to area agencies are also included.

SOCI 463. COMPLEX ORGANIZATIONS. 5 Credits.
Pre-requisites: SOCI 101.
Analyzes large, complex organizations as a social system. Includes theory related to the emergence and structure of bureaucracy, authority and control; organizational conflict and change; the individual and the organization; and the organization and its environment.

SOCI 465. CONTEMPORARY SOCIOLOGICAL THEORY. 5 Credits.
Pre-requisites: SOCI 101.
Establishes the nature and requirements of sociological explanation. Identifies the classical repertoire of contemporary sociological theories. Explains, discusses and evaluates contemporary systems of sociological theories.

SOCI 470. SOCIAL CHANGE. 5 Credits.
Pre-requisites: SOCI 101.
This course examines change in everyday life as well as in social institutions. Our discussions will focus on the importance of social movements in creating and responding to cultural and political transformations in the past, present and future.

SOCI 471. SOCIOLOGY OF WORK. 5 Credits.
Pre-requisites: SOCI 101.
A sociology of knowledge approach to work that examines ways in which much of the conflict that characterizes the world of work arises from differing realities that individuals and groups construct. Also examines the major location of work, organizations, and the way work can be organized as a result of images held and the impact this organization has on the construction of reality.

SOCI 472. SOCIOLOGY OF RELIGION. 5 Credits.
Pre-requisites: SOCI 101 or advanced standing in department program.
Investigates religious institutions in society in terms of their structure, function, and change.

SOCI 481. SOCIAL PSYCHOLOGY. 5 Credits.
Pre-requisites: SOCI 101.
An analytic approach to the social-psychological consequences of social structure. Focal concerns may include alienation, anti-psychiatry, personality and social class, role behavior, and socialization.

SOCI 482. IDENTITY AND POWER. 5 Credits.
Pre-requisites: SOCI 101.
This course is about the relationship between power and identity. Identity can be defined as presentations of the self that facilitate human social interaction and thereby situate individuals in social structures. We will use the concept of power to explore how identities are central to various forms of social inequality.

SOCI 483. SOCIOLOGY OF CHILDREN. 5 Credits.
Pre-requisites: SOCI 101.
Addresses children and childhood from the preschool years through adolescence. Examines historical shifts in the meanings of childhood and the methods used for studying the worlds of children. Explores the theoretical approaches to child development and socialization and how these can be used to understand children's experiences in different cultural settings and situations.

SOCI 485. SOCIOLOGY OF REVOLUTIONS. 5 Credits.
Revolutionary are rapid, widespread and deep transformations in the institutional structures, ways of thinking, relationships and cultural habits of society. They involve not only taking power by replacing governments, but also transforming power by radically changing people, spaces and social systems. We will first study The Communist Manifesto by Marx and Engels, arguably history's most important book on revolutions. Then we will consider nonviolent means for challenging global capitalism and promoting social justice. And finally, we will discuss whether contemporary world social forums really help make another world possible. Throughout the course, we will think about how past and present struggles shape the future of revolutions.
SOCI 486. CONTEMPORARY WORLD SYSTEMS. 5 Credits.
Pre-requisites: choice of either SOCI 263 or INST 200.
Satisfies: a university graduation requirement–global studies.
Course examines contemporary world systems; integration, conflict and change.

SOCI 488. SOCIOLOGY OF EDUCATION. 5 Credits.
A sociological analysis of the controversies surrounding the limits and possibilities of schooling in society. It examines, in a historic and comparative manner, the issues of educational expansions, equality of opportunity, unequal achievement and school quality, the school’s role in reinforcing inequality, what schools teach, and the problems of order, control, and motivation. At all times, the material reviewed is set in a theoretical context.

SOCI 489. DOING SOCIOLOGY. 5 Credits.
Pre-requisites: senior standing; SOCI majors only.
This course explores the wide variety of ways one can do sociology. Students reflect on their academic journey and think critically about how they can use the sociological knowledge they have acquired. Students examine real-life examples of how individuals use sociology in their personal, community and professional life. Students conduct research on possible career paths where they can pursue their passion in sociology.

SOCI 490. SENIOR CAPSTONE: SOCIOLOGICAL PRACTICE. 5 Credits.
Pre-requisites: SOCI 489 or SOCI 495 or approval of instructor.
Satisfies: a university graduation requirement–senior capstone.
This course is designed to move from a basic understanding of sociological research and practice to more advanced applications in the field. Working as a team and addressing a specific social problem or issue, students will define the problem, carry out research, craft and/or evaluate strategies and present reports in appropriate formats.

SOCI 491. SENIOR THESIS. 5 Credits.
Pre-requisites: SOCI 489.
Satisfies: a university graduation requirement–senior capstone.
The thesis represents a summative assessment of the student’s academic competence in his or her field of study. Students will complete and defend an original research project in the field of sociology.

SOCI 495. INTERNSHIP. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Supervised field experience aligned with the student’s academic program.

SOCI 496. EXPERIMENTAL COURSE. 1-5 Credits.

SOCI 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
Special short-duration programs of contemporary significance in societal-cultural behavior areas. The range and scope of topics is essentially interdisciplinary and students from all academic areas are eligible to participate.

SOCI 498. SEMINAR. 1-5 Credits.
Notes: may be repeated once for credit.
Examination of current research topics in sociology. The specific content of the seminar varies according to recent developments in sociology and according to the interests of the instructor.

SOCI 499. DIRECTED STUDY. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Independent and/or group study in selected areas of sociology.

SOCI 599. INDEPENDENT STUDY. 1-10 Credits.
Special Education

See this page (p. 230) for a complete list of Education programs.

Bachelor of Arts in Education (BAE)
BAE–Dual Endorsement Program in Special Education and Elementary Education (p. 572)

Undergraduate Minors
Minor–Early Childhood Special Education (p. 572)
Minor–Special Education Minor (p. 572)

Add-on Endorsements
Add-on Endorsement–Early Childhood Special Education (p. 573)
Add-on Endorsement–Special Education (p. 573)

Dual Endorsement Program in Special Education and Elementary Education, Bachelor of Arts in Education (BAE)

The Dual Endorsement Program in Special Education and Elementary Education prepares students for teaching in the elementary grades (kindergarten to grade 8) as well as in special education classes (birth to age 21). Students in this program complete the Washington state requirements for an endorsement in special education and in elementary education.

Admission to the Education Program (p. 231) (link)
Education Grade Requirements (p. 231) (link)

Elementary Education Core
There are general education science and social science courses that are strongly recommended for the Elementary Education candidate. See the general requirements section of this catalog. Please see an Education advisor for clarification.

30–hour multicultural education field requirement
EDUC 303 FOUNDATIONS OF ASSESSMENT 3
EDUC 304 INTRODUCTION TO ELEMENTARY READING 3
EDUC 308 FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT 3
EDUC 310 LITERACY METHODS, MANAGEMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL 4
EDUC 338 & EDUC 340 LANGUAGE AND SOCIAL STUDIES METHODS 1: INTEGRATED LANGUAGE ARTS FOR ELEMENTARY SCHOOL and LANGUAGE AND SOCIAL STUDIES METHODS 2: INTEGRATED SOCIAL STUDIES FOR ELEMENTARY SCHOOL 8
EDUC 380 & EDUC 381 INTEGRATED STEM METHODS 1 and INTEGRATED STEM METHODS 2 8
EDUC 386 FIELD EXPERIENCE AND PRACTICUM (variable credit–must be repeated) 6
EDUC 423 ELEMENTARY STUDENT TEACHING K-8 12
EDUC 427 GENERAL STUDENT TEACHING K-12 (variable credit) 1-15

Total Credits 48-62

• demonstrate special education content knowledge competencies by passing the WEST-E Exam;
• apply special education knowledge and skills by passing special education field experiences.

Early Childhood Special Education Minor

This minor does not meet an endorsement.

The minor in Early Childhood Special Education is designed to assist general education teachers and other related services personnel to work more effectively with children with special needs from birth to grade 3.

Required Courses
SPED 363 INTRODUCTION TO SPECIAL EDUCATION 4
SPED 412 INTRODUCTION TO EARLY CHILDHOOD SPECIAL EDUCATION 4
SPED 460 SPECIAL EDUCATION METHODS 4
SPED 463 METHODS FOR TEACHING INFANTS AND YOUNG CHILDREN WITH DISABILITIES 4

Total Credits 16

Special Education Minor

This minor does not meet an endorsement.
The minor in special education is designed to assist general education teachers and other related services personnel to work more effectively with students with special needs.

**Required Courses**

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<tr>
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<th>Course Title</th>
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<td>INTRODUCTION TO SPECIAL EDUCATION</td>
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<tr>
<td>SPED 420</td>
<td>PRINCIPLES OF BEHAVIOR FOR STUDENTS WITH EXCEPTIONAL NEEDS</td>
<td>4</td>
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<tr>
<td>SPED 460</td>
<td>SPECIAL EDUCATION METHODS</td>
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**Elective—choose one of the following**

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<tr>
<td>SPED 412</td>
<td>INTRODUCTION TO EARLY CHILDHOOD SPECIAL EDUCATION</td>
<td>4</td>
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<tr>
<td>SPED 421</td>
<td>CLASSROOM MANAGEMENT IN SPECIAL EDUCATION SETTINGS</td>
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<tr>
<td>SPED 461</td>
<td>SPECIALLY DESIGNED INSTRUCTION FOR LANGUAGE ARTS</td>
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<tr>
<td>SPED 464</td>
<td>SPECIALLY DESIGNED INSTRUCTION FOR MATH AND CONTENT AREAS</td>
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<td>SPED 470</td>
<td>SPECIAL EDUCATION ASSESSMENT</td>
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<tr>
<td>SPED 480</td>
<td>INCLUSIONARY PRACTICES AND COLLABORATION</td>
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</table>

**Total Credits**

16-17

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**Early Childhood Special Education/Add-on Endorsement**

For candidates who currently possess a Washington State Teaching Certificate.

This program meets the requirements for an endorsement in Early Childhood Special Education.

The Early Childhood Special Education add-on endorsement prepares teachers for working with infants and young children with disabilities and their families (birth to grade 3). Program focus is on effective intervention practices used in early childhood special education for home and school settings.

**Grade Requirements**

A grade of ≥B- is required for each course in the Early Childhood Special Education/Add-on Endorsement.

**Required Courses**

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<th>Course Code</th>
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<tr>
<td>SPED 461</td>
<td>SPECIALLY DESIGNED INSTRUCTION FOR LANGUAGE ARTS</td>
<td>4</td>
</tr>
<tr>
<td>SPED 462</td>
<td>METHODS FOR TEACHING STUDENTS WITH AUTISM AND SEVERE DISABILITIES</td>
<td>4</td>
</tr>
<tr>
<td>SPED 464</td>
<td>SPECIALLY DESIGNED INSTRUCTION FOR MATH AND CONTENT AREAS</td>
<td>4</td>
</tr>
<tr>
<td>SPED 470</td>
<td>SPECIAL EDUCATION ASSESSMENT</td>
<td>4</td>
</tr>
<tr>
<td>SPED 480</td>
<td>INCLUSIONARY PRACTICES AND COLLABORATION</td>
<td>4</td>
</tr>
<tr>
<td>SPED 488</td>
<td>SPECIAL EDUCATION PRACTICUM (must be repeated)</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Credits**

51

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**Special Education/Add-on Endorsement**

For candidates who currently possess a Washington State Teaching Certificate.

This program meets the requirements for an endorsement in special education in the state of Washington.

The Special Education add-on endorsement prepares teachers for working with students with disabilities from birth through age 21. The program focuses on the use of specially designed instruction in school settings.

A grade of ≥B- is required for each course in the Special Education/Add-on Endorsement.

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 360</td>
<td>SPECIAL EDUCATION RESEARCH METHODS</td>
<td>5</td>
</tr>
<tr>
<td>SPED 363</td>
<td>INTRODUCTION TO SPECIAL EDUCATION</td>
<td>4</td>
</tr>
<tr>
<td>SPED 412</td>
<td>INTRODUCTION TO EARLY CHILDHOOD SPECIAL EDUCATION</td>
<td>4</td>
</tr>
<tr>
<td>SPED 420</td>
<td>PRINCIPLES OF BEHAVIOR FOR STUDENTS WITH EXCEPTIONAL NEEDS</td>
<td>4</td>
</tr>
<tr>
<td>SPED 421</td>
<td>CLASSROOM MANAGEMENT IN SPECIAL EDUCATION SETTINGS</td>
<td>4</td>
</tr>
<tr>
<td>SPED 460</td>
<td>SPECIAL EDUCATION METHODS</td>
<td>4</td>
</tr>
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<td>4</td>
</tr>
<tr>
<td>SPED 488</td>
<td>SPECIAL EDUCATION PRACTICUM (must be repeated)</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Credits**

51

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**Special Education, Master of Education (M.ED)**

For candidates who currently possess a Washington State Teaching Certificate.

This program meets the requirements for an add-on endorsement in special education in the state of Washington. The Special Education...
add-on endorsement prepares teachers for working with students with disabilities in preschool through twelfth grade. The program focuses on the use of specially designed instruction in school settings.

The Master of Education in Special Education program prepares teachers for working with students with disabilities in preschool through twelfth grade. Ideally, students in this program are currently working in the K–12 public school system. Coursework is organized to provide a grounding in the knowledge and skills generally recognized by the special education profession and specifically meeting or exceeding the Washington State requirements for an add-on endorsement in special education. The program is organized so that students enter the program in the fall and potentially finish within four or eight quarters (depending upon whether students follow the four quarter or eight quarter course sequence). All courses are offered online.

**Required Courses**

**Historical, Philosophical and Social Foundations of Education**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 526</td>
<td>INTRODUCTION TO MULTI-TIERED SYSTEMS OF SUPPORT</td>
<td>4</td>
</tr>
</tbody>
</table>

**Research and Applied Experience**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 525</td>
<td>RESEARCH METHODS FOR EDUCATIONAL SETTINGS</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 695</td>
<td>INTERNSHIP (2 credits must be repeated three times for a total of 6 credits)</td>
<td>6</td>
</tr>
</tbody>
</table>

**Special Education Teaching Area Specialization**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 500</td>
<td>FOUNDATIONS OF SPECIAL EDUCATION</td>
<td>4</td>
</tr>
<tr>
<td>SPED 510</td>
<td>INCLUSIVE EDUCATION FOR STUDENTS WITH DISABILITIES</td>
<td>4</td>
</tr>
<tr>
<td>SPED 515</td>
<td>MANAGING STUDENT BEHAVIOR AND SOCIAL INTERACTION SKILLS</td>
<td>4</td>
</tr>
<tr>
<td>SPED 530</td>
<td>SPECIALY DESIGNED INSTRUCTION FOR HIGH INCIDENCE DISABILITIES</td>
<td>4</td>
</tr>
<tr>
<td>SPED 540</td>
<td>SPECIAL EDUCATION ASSESSMENT, DIAGNOSIS AND EVALUATION</td>
<td>4</td>
</tr>
<tr>
<td>SPED 550</td>
<td>SPECIALY DESIGNED INSTRUCTION FOR LOW INCIDENCE DISABILITIES</td>
<td>4</td>
</tr>
<tr>
<td>SPED 560</td>
<td>INDIVIDUALIZED EDUCATION PROGRAM DEVELOPMENT</td>
<td>4</td>
</tr>
<tr>
<td>SPED 570</td>
<td>SPECIALY DESIGNED INSTRUCTION FOR EARLY CHILDHOOD</td>
<td>4</td>
</tr>
<tr>
<td>SPED 610</td>
<td>SPECIAL EDUCATION PORTFOLIO</td>
<td>4</td>
</tr>
<tr>
<td>Total Credits</td>
<td></td>
<td>50</td>
</tr>
</tbody>
</table>

After completing the Master of Education in Special Education degree students will be able to:

- administer, interpret, use and communicate assessment information in the delivery of special education services;
- collaborate with families, teachers, school staff and the community in the delivery of special education services;
- deliver specially designed instruction that meets Federal and WA State legal requirements, is evidence-based, and improves the lives of students with disabilities;
- demonstrate an understanding about the field of special education and disabilities as measured by passing the WA State Exit exam (currently the NES);
- demonstrate the ability to think critically about current issues and research in the fields of education and special education and apply this information to problems of practice;
- produce legally correct and professionally appropriate special education documents (i.e., IEPs, evaluation reports, FBAs, PBS Plans and lessons plans) and communicate the contents of these documents as appropriate and needed for the delivery of special education services;
- support the inclusion of students with disabilities in the K–12 public school system.

**Special Education (SPED)**

**SPED 360. SPECIAL EDUCATION RESEARCH METHODS. 5 Credits.**

Pre-requisites: EDUC 201.

This course provides a critical analysis of research methodologies in special education. Emphasis is placed on developing student skills in asking and answering sound research questions.

**SPED 363. INTRODUCTION TO SPECIAL EDUCATION. 4 Credits.**

Overview of definitions, causes, characteristics and educational approaches concerning students with disabilities and exceptional students.

**SPED 399. SPECIAL STUDIES. 1-5 Credits.**

Pre-requisites: permission of the instructor, department chair and college dean.

Subjects vary according to faculty and student interest.

**SPED 412. INTRODUCTION TO EARLY CHILDHOOD SPECIAL EDUCATION. 4 Credits.**

Pre-requisites: SPED 363.

Overview of trends and services related to providing intervention for young children with disabilities (ages 0–8) and their families.

**SPED 415. ADVOCATING FOR FAMILIES OF YOUNG CHILDREN WITH SPECIAL NEEDS. 4 Credits.**

Pre-requisites: SPED 412.

This course provides content related to the field of early childhood special education. It is helpful to have a strong understanding of the field of early childhood special education when in a position to advocate for families with young children with special needs. This course is specifically designed for students who are not pursuing teacher certification and likely to work with others in providing services to young children with special needs and their families.

**SPED 420. PRINCIPLES OF BEHAVIOR FOR STUDENTS WITH EXCEPTIONAL NEEDS. 4 Credits.**

Pre-requisites: SPED 363.

Overview of principles of behavior change and how they apply to students with exceptional needs.

**SPED 421. CLASSROOM MANAGEMENT IN SPECIAL EDUCATION SETTINGS. 4 Credits.**

Pre-requisites: SPED 363, SPED 420.

Covers fundamental knowledge and experiences for assessing and developing effective management strategies in special education classrooms.

**SPED 460. SPECIAL EDUCATION METHODS. 4 Credits.**

Pre-requisites: SPED 363.

Overview of the primary instructional and behavior management techniques needed to work successfully with persons with special needs.
SPED 461. SPECIALLY DESIGNED INSTRUCTION FOR LANGUAGE ARTS. 4 Credits.
Pre-requisites: SPED 460.
This course provides students with skills in designing explicit instruction lessons for reading, writing and spelling as well as using scientifically-validated reading, writing and spelling curricula. The focus is on using specially designed instruction for students with disabilities.

SPED 462. METHODS FOR TEACHING STUDENTS WITH AUTISM AND SEVERE DISABILITIES. 4 Credits.
Pre-requisites: SPED 460.
Covers instructional techniques used to teach skills to students with autism and severe disabilities.

SPED 463. METHODS FOR TEACHING INFANTS AND YOUNG CHILDREN WITH DISABILITIES. 4 Credits.
Pre-requisites: SPED 463, SPED 412, SPED 460.
Covers intervention strategies for teaching infants and young children with disabilities skills in home-and center-based programs.

SPED 464. SPECIALLY DESIGNED INSTRUCTION FOR MATH AND CONTENT AREAS. 4 Credits.
Pre-requisites: SPED 460.
This course develops skills in designing explicit instruction lessons for math and content areas as well as using scientifically-validated math and content area curricula. The focus is on using specially designed instruction for students with disabilities.

SPED 470. SPECIAL EDUCATION ASSESSMENT. 4 Credits.
Pre-requisites: SPED 463, SPED 460.
Covers how to evaluate, interpret, select, develop and use formal and informal assessment tools specifically for students with special needs.

SPED 472. ASSESSMENT OF INFANTS AND YOUNG CHILDREN WITH DISABILITIES. 4 Credits.
Pre-requisites: SPED 463, SPED 412, SPED 460.
Covers how to evaluate, interpret, select, develop and use formal and informal assessment tools specifically for infants and young children with disabilities and their families.

SPED 480. INCLUSIONARY PRACTICES AND COLLABORATION. 4 Credits.
Pre-requisites: SPED 463, SPED 460.
Covers information and skills needed to collaborate effectively with students, educators, parents and agencies to implement appropriate special education programs.

SPED 488. SPECIAL EDUCATION PRACTICUM. 3 Credits.
Notes: graded Pass/Fail; must be completed twice for a total of 6 credits.
Pre-requisites: permission of instructor.
Students observe and demonstrate effective teaching practices in a special education setting.

SPED 489. SPECIAL EDUCATION STUDENT TEACHING. 16 Credits.
Notes: graded Pass/Fail.
Pre-requisites: SPED 490 and permission of instructor.
Provides the student with teaching experience in a special education setting.

SPED 490. SPECIAL EDUCATION CAPSTONE. 4 Credits.
Pre-requisites: to be taken the quarter before student teaching; permission of instructor required.
Satisfies: a university graduation requirement—senior capstone.
This is a culminating experience for the special education major. Students are required to integrate knowledge from other courses and apply it to a variety of situations. This course is required for special education and dual endorsement majors.

SPED 491. SENIOR THESIS. 4 Credits.
Pre-requisites: invitation of the instructor/advisor.
Satisfies: senior capstone university graduation requirement; replaces ITGS 400 as a senior capstone experience.
Directed research resulting in a formal write-up. Limited to those students for whom research experience will be helpful in obtaining entrance to graduate school.

SPED 495. EXPERIENTIAL LEARNING. 1-12 Credits.
Notes: graded Pass/Fail.
Pre-requisites: permission of the instructor, department chair and college dean (interview required).
Individual learning and career development course with an off-campus internship contract coordinated through the Internship Program.

SPED 496. EXPERIMENTAL COURSE. 1-5 Credits.

SPED 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-10 Credits.

SPED 498. SEMINAR. 1-5 Credits.

SPED 499. DIRECTED STUDY. 1-10 Credits.
Notes: graded Pass/Fail.
Pre-requisites: permission of the instructor, department chair and college dean.

SPED 500. FOUNDATIONS OF SPECIAL EDUCATION. 4 Credits.
Pre-requisites: admission to the MEd Special Education program and concurrently enrolled in SPED 510.
The purpose of this course is to give students an accurate, objective overview of: special education services; special education legislation; historical backgrounds; educational approaches; etiologies of disabilities; and characteristics of individuals with disabilities.

SPED 510. INCLUSIVE EDUCATION FOR STUDENTS WITH DISABILITIES. 4 Credits.
Pre-requisites: admission to the MEd Special Education program and concurrently enrolled in SPED 500.
The purpose of this course is to give students the knowledge of evidence-based teaching methods that support the inclusion of students with disabilities in the general education classroom. Students will learn about the big ideas of instruction in reading, writing, math and spelling. They will gain an understanding of principles of explicit instruction and specific strategies to differentiate instruction for students with disabilities included in the general education classroom.

SPED 515. MANAGING STUDENT BEHAVIOR AND SOCIAL INTERACTION SKILLS. 4 Credits.
Pre-requisites: SPED 500 and SPED 510.
The purpose of this course is to give students the knowledge of the principles of behavior and experience assessing behavior and developing effective management strategies in classrooms. Students will learn vocabulary and methods for explaining behavior and promoting positive social behavior. Students will study a range of topics from principles of reinforcement and punishment to methods of analyzing the effectiveness of an intervention.

SPED 530. SPECIALLY DESIGNED INSTRUCTION FOR HIGH INCIDENCE DISABILITIES. 4 Credits.
Pre-requisites: SPED 500 and SPED 510.
The purpose of this course is to give students the knowledge and skills to implement evidence-based academic intervention programs commonly used with students with disabilities to teach reading, writing, spelling and math. Students will learn about the research base for these programs and gain practice teaching with them.
SPED 539. SPECIAL TOPICS. 1-15 Credits.
Special Topics.

SPED 540. SPECIAL EDUCATION ASSESSMENT, DIAGNOSIS AND EVALUATION. 4 Credits.
Pre-requisites: SPED 500 and SPED 510.
The purpose of this course is to give students the knowledge and skills to evaluate, interpret, select, develop, and use formal and informal assessment tools specifically for individuals with special needs. Students will gain an understanding of the professional and legal guidelines that must be followed when assessing students in the process of special education service delivery.

SPED 550. SPECIALLY DESIGNED INSTRUCTION FOR LOW INCIDENCE DISABILITIES. 4 Credits.
Pre-requisites: SPED 500 and SPED 510.
The purpose of this course is to give students the knowledge and skills to implement instructional techniques and skills for working with children and youth who have severe disabilities. This course will include information on how to evaluate, plan and implement community-based interventions based upon current best practices and philosophical priorities within the field. The focus will be on techniques and strategies that lead to independent and generalized behaviors.

SPED 560. INDIVIDUALIZED EDUCATION PROGRAM DEVELOPMENT. 4 Credits.
Pre-requisites: SPED 500, SPED 510, SPED 540.
The purpose of this course is to give students the knowledge and skills to participate in the writing of legally compliant Individualized Education Programs (IEPs) for students with disabilities that reflect best practices in the field of special education. Knowledge of legal requirements and how to collaborate with students, educators, parents and community agencies in this process will be emphasized.

SPED 570. SPECIALLY DESIGNED INSTRUCTION FOR EARLY CHILDHOOD. 4 Credits.
Pre-requisites: SPED 500 and SPED 510.
The purpose of this course is to give students the knowledge and skills to teach young children with disabilities in the public school system. Students will learn about the unique needs of young children and approaches to providing interventions for young children with disabilities. Students will learn to plan, implement and evaluate developmentally and individually appropriate curricula and intervention techniques.

SPED 610. SPECIAL EDUCATION PORTFOLIO. 4 Credits.
Pre-requisites: SPED 500, SPED 510, SPED 515, SPED 530, SPED 540, SPED 550, SPED 560, EDUC 695.
The purpose of this course is for the student to prepare reflections and evidence to document her/his knowledge and competence in the Washington State Special Education Competencies for an add-on endorsement in special education as established by the Professional Educator Standards Board (PESB). The student provides a formal presentation of her/his electronic portfolio as a culminating experience in the program.
Technical Communication

Teena Carnegie, Program Director
department page (http://www.ewu.edu/cale/programs/english)
203 Patterson Hall
509.359.6037

Faculty
Teena A. M. Carnegie, Kate Crane

Undergraduate Degrees
Bachelor of Arts (BA)
Technical Communication (p. 577)

Undergraduate Minors
Technical Communication (p. 578)

Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.

Technical Communication is a professional program designed to prepare you for a successful career as a technical writer for business, industry, or government, both regionally and nationally. The diverse set of skills acquired are also ideal for a variety of other professional communication careers. For the degree, you focus on essential technical communication skills while building foundational knowledge in graphic design, public relations, and marketing.

Technical Communication, Bachelor of Arts (BA)

Technical Communication is a professional program designed to prepare students for a career as a writer in a professional, corporate, or non-profit organization. Our graduates get jobs as technical writers, marketing and communication specialists, content developers, customer engineers, instructional designers, graphic and document designers, program managers, web designers, and content developers as well as in other communication-related positions. In technical communication, students learn to develop, edit and manage a range of professional documents, including instructional manuals, catalogs, promotional materials, newsletters, organizational policies, websites, training materials and grant proposals. Because of the diverse nature of the profession, students will develop a broad base of professional writing skills, including work in documentation, editing and information design. Students will also enhance their computer literacy, developing knowledge in desktop publishing and web design practices. As part of this program, students will complete a professional internship, requiring at least 200 hours of supervised work in a business, industry, or agency related to the student’s academic preparation and career goals.

Note: two years of a single high school foreign language or one year of a single college level foreign language is required.

Required Communications/Public Relations
CMST 461 INTRODUCTION TO PUBLIC RELATIONS THEORY 5
CMST 462 ADVANCED PUBLIC RELATIONS THEORY 5
JRNM 453 PUBLIC RELATIONS WRITING 5

Required Design
DESN 216 DIGITAL FOUNDATIONS 4

DESN 368 WEB DESIGN 1 or DESN 338 USER EXPERIENCE DESIGN 1
DESN 378 WEB DESIGN 2 or DESN 348 USER EXPERIENCE DESIGN 2

Required Marketing
MKTG 310 PRINCIPLES OF MARKETING 4
MKTG 400 BUYER BEHAVIOR 4
or MKTG 413 INTEGRATED MARKETING COMMUNICATIONS
or MKTG 472 GLOBAL MARKETING MANAGEMENT

Required Technical Communication
TCOM 205 INTRODUCTION TO TECHNICAL COMMUNICATION 5
TCOM/SUST 300 WRITING FOR THE PROFESSIONS 5
TCOM/JRNM 305 PRINT LAYOUT AND CONTENT DESIGN 5
TCOM/ENGL/JRNM 309 GRAMMAR FOR PROFESSIONAL WRITERS 5
TCOM 404 INSTRUCTIONS AND PROCEDURES 5
TCOM 405 USABILITY 5
TCOM 407 PROPOSAL WRITING 5
TCOM 409 EDITING IN TECHNICAL COMMUNICATION 5
TCOM 424 CONTENT MANAGEMENT 5
TCOM 495 TECHNICAL COMMUNICATION INTERNSHIP 5-15

Senior Capstone
TCOM 490 SENIOR CAPSTONE: ISSUES IN TECHNICAL COMMUNICATION 5

Total Credits 90-100

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)
Humanities and Arts (p. 35)
Natural Sciences (p. 35)
Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)
Foreign Language
Minor or Certificate
Diversity Course List (p. 37)
Global Studies Course List (p. 37)
Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing). Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).
Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

- analyze communication problems to create effective, ethical technical communication;
- apply project management practices to contribute effectively to a collaborative team project;
- conduct research to identify specific needs or problems;
- deliver well organized, audience-centered presentations;
- edit documents for professional contexts and publication;
- use various software to design multi-channel technical communication;
- write correct, user-centered prose.

Technical Communication Minor

The Technical communication Minor is a strong addition to any major. The set of communication skills offered will work well in a variety of professional contexts, enabling students from any discipline to communicate effectively and thereby excel in their careers.

Note: The prerequisite for TCOM 205 is ENGL 201. Students transferring to EWU may need to take ENGL 201.

Required Courses

TCOM 205 INTRODUCTION TO TECHNICAL COMMUNICATION 5
TCOM/JRNM 305 PRINT LAYOUT AND CONTENT DESIGN 5
TCOM 404 INSTRUCTIONS AND PROCEDURES 5
TCOM 407 PROPOSAL WRITING 5
Elective—choose one 300- or 400-level TCOM course in consultation with TCOM faculty. 4-5

Total Credits 24-25

Technical Communication, Bachelor of Arts (BA)

Technical Communication is a professional program designed to prepare students for a career as a writer in a professional, corporate, or non-profit organization. Our graduates get jobs as technical writers, marketing and communication specialists, content developers, customer engineers, instructional designers, graphic and document designers, program managers, web designers, and content developers as well as in other communication-related positions. In technical communication, students learn to develop, edit and manage a range of professional documents, including instructional manuals, catalogs, promotional materials, newsletters, organizational policies, websites, training materials and grant proposals. Because of the diverse nature of the profession, students will develop a broad base of professional writing skills, including work in documentation, editing and information design. Students will also enhance their computer literacy, developing knowledge in desktop publishing and web design practices. As part of this program, students will complete a professional internship, requiring at least 200 hours of supervised work in a business, industry, or agency related to the student’s academic preparation and career goals.

Note: two years of a single high school foreign language or one year of a single college level foreign language is required.

Required Communications/Public Relations

CMST 461 INTRODUCTION TO PUBLIC RELATIONS THEORY 5
CMST 462 ADVANCED PUBLIC RELATIONS THEORY 5
JRNM 453 PUBLIC RELATIONS WRITING 5

Required Design

DESN 216 DIGITAL FOUNDATIONS 4
DESN 368 WEB DESIGN 1 4
or DESN 338 USER EXPERIENCE DESIGN 1
DESN 378 WEB DESIGN 2 4
or DESN 348 USER EXPERIENCE DESIGN 2

Required Marketing

MKTG 310 PRINCIPLES OF MARKETING 4
MKTG 400 BUYER BEHAVIOR 4
or MKTG 413 INTEGRATED MARKETING COMMUNICATIONS
or MKTG 472 GLOBAL MARKETING MANAGEMENT

Required Technical Communication

TCOM 205 INTRODUCTION TO TECHNICAL COMMUNICATION (students must complete this course with a grade ≥B) 5
TCOM/JRNM 300 WRITING FOR THE PROFESSIONS 5
TCOM/JRNM 305 PRINT LAYOUT AND CONTENT DESIGN 5
TCOM/ENGL/JRNM 309 GRAMMAR FOR PROFESSIONAL WRITERS 5
TCOM 404 INSTRUCTIONS AND PROCEDURES 5
TCOM 405 USABILITY 5
TCOM 407 PROPOSAL WRITING 5
TCOM 409 EDITING IN TECHNICAL COMMUNICATION 5
TCOM 424 CONTENT MANAGEMENT 5
TCOM 495 TECHNICAL COMMUNICATION INTERNSHIP 5-15

Senior Capstone

TCOM 490 SENIOR CAPSTONE: ISSUES IN TECHNICAL COMMUNICATION 5

Total Credits 90-100
Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate). Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

• analyze communication problems to create effective, ethical technical communication;
• apply project management practices to contribute effectively to a collaborative team project;
• conduct research to identify specific needs or problems;
• deliver well organized, audience-centered presentations;
• edit documents for professional contexts and publication;
• use various software to design multi-channel technical communication;
• write correct, user-centered prose.

Technical Communication (TCOM)

TCOM 205. INTRODUCTION TO TECHNICAL COMMUNICATION. 5 Credits.
Pre-requisites: ENGL 201.
In this introduction to technical communication, students will learn the basic principles of effectively structuring information for a variety of purposes and audiences, using an applicable document type. Students will solve various communication problems individually and they will be required to work in teams to complete a research or service learning project.

TCOM 300. WRITING FOR THE PROFESSIONS. 5 Credits.
Cross-listed: SUST 300.
Pre-requisites: ENGL 201.
This course focuses on analyzing and creating effective communication practices for professional writing. Communication projects such as proposing new research projects, creating and integrating data graphics into professional reports, and reporting data to recommend problem-based solutions through reports and presentations will be emphasized in this course.

TCOM 305. PRINT LAYOUT AND CONTENT DESIGN. 5 Credits.
Cross-listed: JRNM 305.
This course emphasizes content-driven design and layout, and it focuses on the basic principles and skills needed in journalism and technical communication when writing and publishing content. In this course, students will develop and practice the content design and layout skills necessary to succeed in a variety of professional settings.

TCOM 309. GRAMMAR FOR PROFESSIONAL WRITERS. 5 Credits.
Cross-listed: ENGL 309, JRNM 309.
Pre-requisites: ENGL 201.
Many professionals continue to struggle with grammar and usage rules throughout their careers. In this course, students will refresh and improve their knowledge of English grammar, style and usage rules. They will develop confidence in using correct punctuation, capitalization and verb forms, and learn how to create and employ different types of sentence structures, becoming proficient at writing clear, correct sentences to communicate effectively with a variety of audiences.

TCOM 404. INSTRUCTIONS AND PROCEDURES. 5 Credits.
Pre-requisites: TCOM 205.
In our technologically rich world, instructions and procedures pervade our professional lives. In this course, students will learn the art and practice of how to write, design, test and deliver instructions and procedures. Skills learned in this course are highly desired in a variety of settings including government, industry, corporate and non-profit agencies.

TCOM 405. USABILITY. 5 Credits.
Notes: may be stacked with ENGL 505.
Usability is a metric for which we gauge the effectiveness of our technical communication. We may often describe a product as “usable” or not “user-friendly.” These terms indicate whether the product is or is not easy to navigate, use or comprehend. This course emphasizes user research and usability evaluation to test and revise technical products and artifacts so users can complete tasks efficiently and successfully. In this class, students will research the needs of representative users (including their environmental limitations and the tasks they need to complete), develop a usability test plan, conduct usability evaluations, and analyze, report, and present this research in a way that assists writers/producers to create new, more usable iterations of their technical communication products.

TCOM 407. PROPOSAL WRITING. 5 Credits.
Pre-requisites: ENGL 201.
Investigation of funding sources, use of government documents for research and evaluation of submitted proposals are among areas covered. Emphasis is on clear, concise writing of individualized student projects.

TCOM 409. EDITING IN TECHNICAL COMMUNICATION. 5 Credits.
Pre-requisites: ENGL 309, JRNM 309 or TCOM 309.
This course develops the principles and practices of technical editing. Students will learn how to copy, edit and proofread a variety of technical and professional documents, using standard symbols and conventions. Students will also learn to use style sheets to track emendations and they will gain an understanding of the responsibilities of an editor to make texts effective and usable.

TCOM 424. CONTENT MANAGEMENT. 5 Credits.
Pre-requisites: TCOM 404.
In this course, students will learn the principles and practices of content management. They will learn associated technologies as well as how to write, design and integrate content to fulfill organizational goals and how to communicate consistent information through multiple formats, delivery channels, and devices.

TCOM 490. SENIOR CAPSTONE: ISSUES IN TECHNICAL COMMUNICATION. 5 Credits.
Satisfies: a university graduation requirement—senior capstone.
Senior Capstone.

TCOM 495. TECHNICAL COMMUNICATION INTERNSHIP. 1-15 Credits.
Notes: may be repeated.
Pre-requisites: TCOM 404, TCOM 407 and TCOM 409; permission of the instructor, department chair and college dean.
A minimum of 20 hours work per week as a student-intern in technical communication for a cooperating business, industry or agency. Students may earn from 5–15 credits.
Theatre

Sara Goff (sgoff@ewu.edu), Interim Chair
department page (https://www.ewu.edu/cale/programs/theatre)
107 RTV Building
509.359.6390

Faculty

Drew Ayers, Sara E. Goff, Shana Joslyn, Elisha Miranda, Chase N. Ogden, Peter S. Porter, Jeffrey A. Sanders.

Undergraduate Degrees

Bachelor of Arts (BA)
Musical Theatre (p. 580)–in collaboration with the Music Department
Theatre (p. 581)

Undergraduate Minors

Dance (p. 582)
Theatre (p. 582)
Theatre/Elementary or Secondary (p. 582)

Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.

Undergraduate Programs

The Theatre Program offers a Bachelor of Arts in Theatre for those who wish to enter the profession or prepare for graduate school. A minor is available. This program is designed to give the student thorough preparation in all aspects of theatre, with the knowledge and skills to support any graduate school specialty. The range of elective courses permits a small amount of specialization within the curriculum, but the primary intention is to provide fundamental preparation for theatre professionals. In addition to classroom studies, the program offers valuable hands-on experience in virtually every phase of theatrical production, including acting, directing, singing, costuming and technical and design skills. Each major is expected to be available to work on every production in the department’s season.

Each university season is chosen for balance and variety. Productions range from classical to modern plays. Plays are produced in the University Theatre, a modern, well-equipped plant, opened in 1972 and historic Showalter Hall.

The University Theatre is located in the university’s Fine Arts Complex in close proximity to the Music, Art and Film programs. Students are encouraged to supplement their theatre studies with study in other fields in order to better understand theatre as an art form, a field of study in the liberal arts and as an area of human activity and endeavor.

Graduates with Bachelor of Arts degrees are traditionally employed in a variety of careers including: professional actors, dancers, arts administrators, and technicians in scenery, lighting, properties and sound design. Graduates are also employed in public relations, sales, management and other careers that require daily person-to-person contact and effective self-presentation. Recent Eastern graduates have been accepted in nationally recognized graduate programs in theatre and related fields. Many also teach at the elementary, middle and high school levels.

General Admissions Requirements for Theatre

High school graduates and community college transfer students who want to major in theatre should possess high verbal aptitude and effective skills in reading and writing. Moreover, theatre majors should possess an attitude of teamwork, strong self-discipline and a commitment to hard work for long hours. Previous coursework and participation in music, dance, acting, singing and back stage production is highly desirable, but not mandatory.

Students wishing to major in theatre should declare this major early in their university career. Entering freshman or transfer students should contact the Theatre and Film Department Chair immediately upon arrival at the campus for the assignment of an academic advisor and evaluation of transfer credits.

Musical Theatre, Bachelor of Arts (BA)

This is a new Musical Theater BA created by integrating the current Music and Theater resources. The departments will collaborate to provide EWU students with a comprehensive degree.

There is a high demand for Musical Theater training in the state of Washington and beyond. This is a performance degree program, and students will develop acting, singing, and dancing skills. This collaboration will serve students as the only university-level musical theater degree program in the Inland Northwest region. The program combines the rigor of both the music and the theater programs in providing the highest quality Musical Theater training. Future collaborations in technology arts and audio engineering will be incorporated as we employ contemporary practices in musical theater productions.

Note: two years of a single high school foreign language or one year of a single college level foreign language is required.

Required Music Courses

MUSC 120  PIANO CLASS I FOR MAJORS  1
MUSC 121  PIANO CLASS II FOR MAJORS  1
MUSC 170  COMMERCIAL VOICE LESSON  1
MUSC 320  DICTION FOR SINGERS I  1
MUSC 470  SENIOR RECITAL  1-5

Required Music Ensemble Courses

MUSE 304  COLLEGIANS  1
MUSE 305  VOCAL JAZZ II  1
MUSE 340  SYMPHONIC CHOIR  1
MUSE 341  CONCERT CHOIR  1
MUSE 350  OPERA WORKSHOP  1

Required Theatre Courses

ENGL 350  SHAKESPEARE  5
THTR 110  MOVEMENT AND VOICE  3
THTR 150  FUND OF MUSIC/DANCE THEATRE  3
THTR 210  ACTING I  4
THTR 226  STAGE MAKE-UP  1
THTR 303  SURVEY OF THEATRE HISTORY  5
THTR 310  ACTING II  4
THTR 330  STAGE COSTUME  3
THTR 331  THEATRE DESIGN AND TECHNOLOGY I  5
THTR 338  CONCEPTS OF THEATRICAL DESIGN  3
THTR 380  THEATRE EXPERIENCE (must be repeated four times)  4
THTR 410  ACTING III  4
THTR 412  ACTING: THE PROFESSION  4
THTR 421  DIRECTING I  4

Required Senior Thesis
MUSC 491  MUSIC SENIOR THESIS  4-5
or THTR 491  SENIOR THESIS PROJECT

Total Credits  66-71

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)
Humanities and Arts (p. 35)
Natural Sciences (p. 35)
Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)
Foreign Language
Minor or Certificate
Diversity Course List (p. 37)
Global Studies Course List (p. 37)
Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing). Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

- learn performance, technical and production aspects of the Musical theater genre, both in contemporary modes and classical modes;
- learn the vocal, dramatic and choreography aspects of Musical Theater performance techniques;
- train in Musical Theater production and performance.

Theatre Major, Bachelor of Arts (BA)
Theatre majors are expected to complete a senior thesis and participate in the public performance program offered by the Theatre Program.

Note: two years of a single high school foreign language or one year of a single college level foreign language is required.

Required Courses
THTR 110  MOVEMENT AND VOICE  3

THTR/HUMN 202  THEATRE IN THE HUMANITIES (satisfies a general university requirement for Humanities, Fine Arts)  5
THTR 210  ACTING I  4
THTR 226  STAGE MAKE-UP  1
THTR/HUMN 303  SURVEY OF THEATRE HISTORY  5
THTR 310  ACTING II  4
THTR 330  STAGE COSTUME  3
THTR 331  THEATRE DESIGN AND TECHNOLOGY I  5
THTR 332  THEATRE DESIGN AND TECHNOLOGY II  5
THTR 338  CONCEPTS OF THEATRICAL DESIGN  3
THTR 380  THEATRE EXPERIENCE (must be repeated four times)  4
THTR 412  ACTING: THE PROFESSION  4
or THTR 430  THEATRE DESIGN AND TECHNOLOGY III
THTR 421  DIRECTING I  4
THTR 422  DIRECTING II  4

Electives—choose from the following  8
Note: students can use selective THTR 496 courses as electives with permission of the program director.

FILM 221  NARRATIVE SCRIPT ANALYSIS
THTR 150  FUND OF MUSIC/DANCE THEATRE
THTR 312  SPECIAL SKILLS FOR ACTORS (may be repeated for credit when topic varies)
THTR 339  ACTING WORKSHOP: VARIABLE TOPICS (may be repeated for credit when topic varies)
THTR 399  SPECIAL STUDIES
THTR 410  ACTING III
THTR 412  ACTING: THE PROFESSION
THTR 430  THEATRE DESIGN AND TECHNOLOGY III
THTR 438  SCENE DESIGN
THTR 439  TOPICS IN THEATRE
THTR 494  STAGE DOOR TO THE FUTURE
THTR 495  FIELD EXPERIENCE IN THEATRE
THTR 497  WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR
THTR 499  DIRECTED STUDY

Required Senior Thesis
THTR 491  SENIOR THESIS PROJECT  5

Total Credits  67

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)
Humanities and Arts (p. 35)
Natural Sciences (p. 35)
Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)
Foreign Language
Minor or Certificate
Diversity Course List (p. 37)
Global Studies Course List (p. 37)
Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).
Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).
Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

- analyze, interpret and apply a knowledge of dramatic literature, cultural history and aesthetics to aspects of production;
- articulate the role of the theatre within our own culture and the culturally diverse world;
- demonstrate the ability to act and direct in live theatre;
- describe, demonstrate and communicate the knowledge of one through four above to elementary, middle school and high school students.
- utilize the mechanics and aesthetics of technical theatre in design and production of live theatre.

**Dance Minor**

Dance is one of the seven primary arts and deals with the human condition in its own unique way. It is deeply connected to the human experience as a form of expression, communication, culture and art form. To provide a holistic education to the EWU students the opportunity to study dance as an art form and its history. Dance, as a practice, fulfills an essential function of the arts and humanities that are the foundation of higher education. The dance minor allows students to discover, learn and advance their knowledge of this primary art form. This minor will also support the training and education of students pursuing degrees in Theatre and Physical Education.

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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</thead>
<tbody>
<tr>
<td>THTR 110</td>
<td>MOVEMENT AND VOICE</td>
<td>3</td>
</tr>
<tr>
<td>THTR 111</td>
<td>ELEMENTS OF IMPROVISATION AND DANCE COMPOSITION</td>
<td>2</td>
</tr>
<tr>
<td>THTR 201</td>
<td>DANCE IN THE HUMANITIES</td>
<td>4</td>
</tr>
</tbody>
</table>

**Required Electives**—choose one course from each of the following areas and an additional 7 credits with consultation of dance advisor.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>THTR 161</td>
<td>BALLET I</td>
</tr>
<tr>
<td>THTR 260</td>
<td>BALLET II</td>
</tr>
<tr>
<td>THTR 180</td>
<td>JAZZ DANCE I</td>
</tr>
<tr>
<td>THTR 280</td>
<td>JAZZ DANCE II</td>
</tr>
<tr>
<td>THTR 176</td>
<td>MODERN DANCE I</td>
</tr>
<tr>
<td>THTR 275</td>
<td>MODERN DANCE II</td>
</tr>
<tr>
<td>THTR 375</td>
<td>MODERN DANCE III</td>
</tr>
</tbody>
</table>

**Total Credits** 22

- demonstrate an understanding of current and historical roles of dance;
- demonstrate an understanding of movement for personal expression and communication;
- demonstrate an understanding of technical proficiency and vocabulary of western concert dance forms;
- identify and work with the elements of dance (time, space, and energy) to describe, analyze and create works of dance.

**Theatre Minor**

**Required Courses**

<table>
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<tbody>
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<td>THTR 110</td>
<td>MOVEMENT AND VOICE</td>
<td>3</td>
</tr>
<tr>
<td>THTR/HUMN 202</td>
<td>THEATRE IN THE HUMANITIES</td>
<td>5</td>
</tr>
<tr>
<td>THTR 210</td>
<td>ACTING I</td>
<td>4</td>
</tr>
<tr>
<td>THTR 226</td>
<td>STAGE MAKE-UP</td>
<td>1</td>
</tr>
<tr>
<td>THTR 331</td>
<td>THEATRE DESIGN AND TECHNOLOGY I</td>
<td>5</td>
</tr>
<tr>
<td>THTR 338</td>
<td>CONCEPTS OF THEATRICAL DESIGN</td>
<td>3</td>
</tr>
<tr>
<td>THTR 380</td>
<td>THEATRE EXPERIENCE (must be repeated three times)</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits** 24

**Theatre/Elementary or Secondary Minor**

This minor satisfies the endorsement for preschool to grade 12.

**Required Courses**

<table>
<thead>
<tr>
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</tr>
</thead>
<tbody>
<tr>
<td>THTR 110</td>
<td>MOVEMENT AND VOICE</td>
<td>3</td>
</tr>
<tr>
<td>THTR 150</td>
<td>FUND OF MUSIC/DANCE THEATRE</td>
<td>3</td>
</tr>
<tr>
<td>THTR/HUMN 202</td>
<td>THEATRE IN THE HUMANITIES</td>
<td>5</td>
</tr>
<tr>
<td>THTR 210</td>
<td>ACTING I</td>
<td>4</td>
</tr>
<tr>
<td>THTR 226</td>
<td>STAGE MAKE-UP</td>
<td>1</td>
</tr>
<tr>
<td>THTR 303</td>
<td>SURVEY OF THEATRE HISTORY</td>
<td>5</td>
</tr>
<tr>
<td>THTR 310</td>
<td>ACTING II</td>
<td>4</td>
</tr>
<tr>
<td>THTR 326</td>
<td>CREATIVE DRAMATICS</td>
<td>3</td>
</tr>
<tr>
<td>THTR 330</td>
<td>STAGE COSTUME</td>
<td>3</td>
</tr>
<tr>
<td>THTR 331</td>
<td>THEATRE DESIGN AND TECHNOLOGY I</td>
<td>5</td>
</tr>
<tr>
<td>THTR 332</td>
<td>THEATRE DESIGN AND TECHNOLOGY II</td>
<td>5</td>
</tr>
<tr>
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<td>3</td>
</tr>
<tr>
<td>THTR 421</td>
<td>DIRECTING I</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credits** 51

**Theatre (THTR)**

**THTR 110. MOVEMENT AND VOICE.** 3 Credits.

Movement and Voice is beginning training in the use of voice and body for the actor. The course is designed to offer students a wide variety of exercises and experiences that contribute to self-awareness, ensemble building, actor preparation, effective communication and strength and flexibility.
THTR 111. ELEMENTS OF IMPROVISATION AND DANCE COMPOSITION. 2 Credits.
An exploration of movement for self-expression and an introduction to
dance composition as a process for exploring creative impulses and
creating new movement material using problem solving.

THTR 150. FUND OF MUSIC/DANCE THEATRE. 3 Credits.
An introduction to skills necessary to perform musical theatre roles.
Fundamentals of singing and basic dance techniques are emphasized.

THTR 161. BALLET I. 2 Credits.
Notes: may be repeated for credit three times.
An introduction to ballet for the beginning student or those at the
elementary level. The course includes ballet technique, style, vocabulary
and background information. Ballet is the universal language of Western
Concert Dance and familiarity with this genre allows the artist to
communicate across disciplines of dance. While this course is an
opportunity for physical health, it also focuses on dance as an art form.

THTR 176. MODERN DANCE I. 2 Credits.
Notes: may be repeated for credit three times.
An introduction to modern dance for the beginning student or those
at the elementary level. The course includes modern dance technique,
style, vocabulary and background information. While this course is an
opportunity for physical health, it also focuses on dance as an art form.

THTR 180. JAZZ DANCE I. 2 Credits.
Notes: may be repeated for credit three times.
An introduction to jazz dance for the beginning student or those
at the elementary level. The course includes jazz dance technique,
style, vocabulary and background information. While this course is an
opportunity for physical health, it also focuses on dance as an art form.

THTR 196. EXPERIMENTAL. 1-5 Credits.

THTR 198. SEMINAR. 1-5 Credits.

THTR 201. DANCE IN THE HUMANITIES. 4 Credits.
Satisfies: a BACR for humanities and arts.
General introduction to dance, its forms, elements and history, and the
roles it plays in societies.

THTR 202. THEATRE IN THE HUMANITIES. 5 Credits.
Satisfies: a BACR for humanities and arts.
Elements of theatre, dramatic structure, types and styles; tradition, values
and ideas of the theatre and humanity's relationship to it.

THTR 203. THEATRE GRAPHICS. 5 Credits.
The first in a series of courses in technical theatre. Introduction to
drafting, blueprint reading, sketching, perspective drawing, rendering
in watercolor and model making for theatrical settings, lighting and
properties.

THTR 210. ACTING I. 4 Credits.
Pre-requisites: THTR 110.
Acting I is an introduction to the actor's creative process using exercises,
improvisations and scenes with a special emphasis on the Stanislavski
method.

THTR 226. STAGE MAKE-UP. 1 Credit.
Lecture and laboratory where the student may learn basic and advanced
techniques and principles of straight and character make-up.

THTR 260. BALLET II. 2 Credits.
Notes: may be repeated for credit three times.
Pre-requisites: THTR 161 or permission of instructor.
Development of classical ballet technique at the high elementary level.
The course includes ballet technique, style, vocabulary, and background
information. Ballet is the universal language of Western Concert Dance
and familiarity with this genre allows the artist to communicate across
disciplines of dance. While this course is an opportunity for physical
health, it also focuses on dance as an art form.

THTR 275. MODERN DANCE II. 2 Credits.
Notes: may be repeated for credit three times.
Pre-requisites: THTR 176 or permission of instructor.
Development of modern dance technique at the high elementary level.
The course includes modern dance technique, style, vocabulary and
background information. While this course is an opportunity for physical
health, it also focuses on dance as an art form.

THTR 280. JAZZ DANCE II. 2 Credits.
Notes: may be repeated for credit three times.
Pre-requisites: THTR 180 or permission of instructor.
Jazz dance technique at the high intermediate level. The course includes
jazz dance technique, style, vocabulary and background information.
While this course is an opportunity for physical health, it also focuses on
dance as an art form.

THTR 295. THEATRE INTERNSHIP. 1 Credit.
Pre-requisites: permission of the instructor, department chair and college
dean.
Internship experience at University Theatre in the scene shop, costume
shop, or publicity office.

THTR 296. EXPERIMENTAL. 1-15 Credits.
Experimental.

THTR 299. DIRECTED STUDY. 3-10 Credits.

THTR 303. SURVEY OF THEATRE HISTORY. 5 Credits.
Cross-listed: HUMN 303.
Pre-requisites: THTR 202 or upper class standing.
Surveys the major periods of Western theatre from Greek to modern
trends.

THTR 310. ACTING II. 4 Credits.
Pre-requisites: THTR 202 and THTR 210.
Acting II is a continuation of Acting I. Acting II continues an exploration of
the Stanislavski method through exercises, improvisations and advanced
scene-work.

THTR 312. SPECIAL SKILLS FOR ACTORS. 1-5 Credits.
Notes: repeatable six times for credit with permission of instructor.
Pre-requisites: THTR 110.
Special Skills for Actors is a practical course in developing special skills
for actors, such as juggling, dialects and theatrical swordplay.

THTR 319. REHEARSAL AND PERFORMANCE. 1-5 Credits.
Notes: repeatable for credit.
Pre-requisites: permission of the instructor.
Performance on stage in a University Theatre production. Amount of
credit is determined by role played.

THTR 321. PLAY PRODUCTION. 3 Credits.
Techniques of producing a play for public performance. Methods
of selecting scripts, casting, rehearsal procedure, and performance
responsibilities. Elements of the business of production, including
contractual policies and limitations.
THTR 326. CREATIVE DRAMATICS. 3 Credits.
Pre-requisites: permission of the instructor.
Aims, objectives and role of creative dramatics in education; includes participation with children.

THTR 330. STAGE COSTUME. 3 Credits.
Principles of costumes for the stage. The nature and function of this area of production including procedures, policies, sources plus historical and professional data.

THTR 331. THEATRE DESIGN AND TECHNOLOGY I. 5 Credits.
Pre-requisites: Permission of the instructor.
Theatre Design and Technology I introduces students to design and execution of theatre scenery, lighting and sound.

THTR 332. THEATRE DESIGN AND TECHNOLOGY II. 5 Credits.
Pre-requisites: THTR 331.
Theatre Design and Technology II continues to help students develop skills in the scenographic arts. Students will operate the machinery and utilize the crafts of scenic construction including rigging, painting, rendering, modeling, drafting and wiring. Programming for sets, lights and audio in the theatre are other topics covered in this course.

THTR 336. STAGE LIGHTING. 5 Credits.
Pre-requisites: THTR 203 or consent of instructor.
A beginning course in basic electricity and lighting for the theatre. Introduction to types of instruments and lamps, their uses and capabilities. Color media, circuitry and patching for manual and computer boards. Computation of electrical loads; safety measures. Three lectures and two laboratory sessions per week.

THTR 337. STAGE LIGHTING DESIGN. 3 Credits.
An intermediate course concerned with the methodology of physically designing lights for the stage.

THTR 338. CONCEPTS OF THEATRICAL DESIGN. 3 Credits.
A beginning course in the styles, history, and examples of theatrical scenic design.

THTR 339. ACTING WORKSHOP: VARIABLE TOPICS. 4 Credits.
Pre-requisites: THTR 110.
Acting Workshop is a special topics performance course, including, but not limited to, The Meisner Technique, Chekhov and improvisation.

THTR 340. SCENE CONSTRUCTION. 5 Credits.
Pre-requisites: THTR 203 or consent of instructor.
Introduction to style and types of scenery, materials; tools; stage mechanics and construction. Three lecture hours and two two-hour laboratory sessions per week.

THTR 375. MODERN DANCE III. 3 Credits.
Notes: may be repeated for credit three times.
Pre-requisites: THTR 275 or permission of instructor.
Modern dance technique at the intermediate level. The course includes modern dance technique, style, vocabulary and background information. To understand, achieve and maintain the level of a professional dancer, the student must experience and work in a consistent, constant and formal manner. While this course is an opportunity for physical health, it will also focus on dance as an art form.

THTR 380. THEATRE EXPERIENCE. 1 Credit.
Notes: repeatable for credit up to eight times with instructor approval.
Theatre Experience provides students with internship experience at the University Theatre in the scene shop, costume shop, publicity office, box office, stage management or in performance.

THTR 395. UNIVERSITY THEATRE INTERNSHIP. 1 Credit.
Notes: repeatable for credit.
Pre-requisites: permission of the instructor, department chair and college dean.

THTR 396. EXPERIMENTAL COURSE. 1-5 Credits.

THTR 398. SEMINAR. 1-5 Credits.

THTR 399. SPECIAL STUDIES. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Subjects studied vary according to faculty and student interests.

THTR 410. ACTING III. 4 Credits.
Pre-requisites: THTR 310.
Acting III combines an intensive practical analysis of heightened language with the performance skills needed to bring classic plays to life.

THTR 412. ACTING: THE PROFESSION. 4 Credits.
Pre-requisites: THTR 110.
Students will acquire practical skills to select, prepare and perform audition pieces. They will learn about headshots, resumes, unions and professional etiquette.

THTR 419. REHEARSAL AND PERFORMANCE. 1-5 Credits.
Notes: repeatable for credit.
Pre-requisites: permission of the instructor.
Practical experience of working backstage during actual stage productions. Amount of credit to be determined by work done on the production.

THTR 421. DIRECTING I. 4 Credits.
Pre-requisites: THTR 303, THTR 310, THTR 330, THTR 332.
Directing I focuses on the process of stage directing, with emphasis on action analysis, principals of staging, composition, picturization, casting, effective use of a rehearsal process, artistic vision and collaboration with designers.

THTR 422. DIRECTING II. 4 Credits.
Pre-requisites: THTR 421.
Directing II builds upon the foundation of Directing I. The focus is on creating believable and engaging dramatic action and exploring the primary relationship between the actor and director through intensive scene-work.

THTR 425. PROFESSIONAL STAGE MANAGEMENT. 3 Credits.
A study into the preshow production and post-show requirements, supervised by a stage manager. Includes work description of related department heads and the interaction therein, both in academic and professional theatre.

THTR 430. THEATRE DESIGN AND TECHNOLOGY III. 5 Credits.
Pre-requisites: THTR 332.
Theatre Design & Technology III serves as the advanced course work in design arts for the theatre and methodology of constructing, rigging, painting, shifting, lighting, wiring and finishing of set pieces and properties for theatrical stage production.

THTR 438. SCENE DESIGN. 3 Credits.
A course in the methods available to the scene designer in presenting the design idea.

THTR 439. TOPICS IN THEATRE. 1-5 Credits.
Pre-requisites: THTR 202.
Topics in Theatre examines specific issues related to theatre arts.

THTR 445. SCENE PAINTING. 2 Credits.
A practicum in techniques and mechanics of choosing, mixing, and applying scene paint for theatrical production.
THTR 491. SENIOR THESIS PROJECT. 5 Credits.
Notes: senior theatre majors whose schedules will not allow them to complete this course as their capstone, must enroll in an ITGS 400 course and complete the theatre department’s senior comprehensive written and oral examination.
Satisfies: a university graduation requirement–senior capstone.
The final exit assessment instrument for graduation. Senior theatre majors expecting to graduate following the spring quarter of their senior year must undertake either the direction or design of a one-act play produced and presented on the main stage of the University Theatre as a capstone project during spring quarter. This project will result in the production of a major thesis document. The project will be conducted under the supervision of the faculty.

THTR 494. STAGE DOOR TO THE FUTURE. 1-5 Credits.
Opportunity to work with professional theatre company on two or more productions each summer.

THTR 495. FIELD EXPERIENCE IN THEATRE. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Experience in production, performance, or management of a theatre outside the university. Amount of credit is dependent on responsibilities undertaken.

THTR 496. EXPERIMENTAL COURSE. 1-5 Credits.

THTR 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
Group workshop projects in a selected field of theatre.

THTR 498. SEMINAR. 1-5 Credits.

THTR 499. DIRECTED STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Individual study projects in a selected special field of theatre. Limited to Senior and graduate students.

THTR 599. INDEPENDENT STUDY. 1-10 Credits.

THTR 696. COLLEGE TEACHING INTERNSHIP. 1-15 Credits.
Women's and Gender Studies

Judy Rohrer, Director
Program Page (https://www.ewu.edu/css/programs/womens-and-gender-studies)
207 Monroe Hall
509.359.2409

Candace Martin, Program Coordinator
207 Monroe Hall
509.359.2847

Faculty

Core/Joint Faculty: Elizabeth A. Kissling, Mimi Marinucci, Jessica Willis, Judy Rohrer

Affiliated Faculty: Deidre A. Almeida, Kerryn E. Bell, Justin Bucciferro, Patricia Chantrill, Kathleen Huttenmaier, Kayleen A. Islam-Zwart, Kathryn Julyan, Ryan Parrey, Liz Rognes, LaVona L. Reeves, Natalia Ruiz-Rubio, Deborah Svoboda, Beth E. Torgerson.

Participating Faculty: Bipasha Biswas, Robert D. Dean, Catherine Girard, Robert R. Sauders, Julia E. Smith, Deanna Trella, Jacki Tyler.

Undergraduate Degrees

Bachelor of Arts (BA)
Women's and Gender Studies (p. 587)
Women's and Gender Studies with a Prior Learning Option (p. 589)

Undergraduate Certificate
Gender Studies (p. 591)

Undergraduate Minors
Women's and Gender Studies (p. 590)

Reference the course description section for clarification.

Required courses in these programs of study may have prerequisites.

Undergraduate Programs

Women's and Gender Studies offers students an interdisciplinary examination of women's roles, contributions, history and experiences as well as a critical study of gender structures in societies and cultures in the U.S. and the world. It utilizes gender, along with race and class as a category of analysis, helping students investigate the role that gender plays in our history, literature, art, politics, education, sports, health and family.

Mission Statement: Women's and Gender Studies at Eastern Washington University generates opportunities for interdisciplinary feminist analysis and knowledge creation while fostering leadership in intersectional activism.

We achieve our mission by

- Supporting interdisciplinary feminist scholarship and creative works among faculty, students, and staff.
- Collaborating with campus and community partners that are focused on centering lived experiences of those who have been historically marginalized.

Our core values of equity, inclusivity, and justice are embedded in all that we do.

The Women's and Gender Studies Program works closely with the Women's and Gender Education Center on projects such as the NEW Leadership Institute and the Activist-in-Residence Program. The Center maintains a library and offers numerous presentations and events. The HOME Program (Helping Ourselves Means Education) is one facet of the Women's and Gender Education Center. This program works to support students who are parents by providing educational events and childcare scholarships. The Women's and Gender Studies Program and Women's and Gender Education Center welcome participation by all members of the university community.

The Women's and Gender Studies academic program offers a major and minor in Women's and Gender Studies as well as an undergraduate Gender Studies certificate. There is also a graduate level certificate in Gender and Sexuality Studies.

The Women's and Gender Studies major will fulfill partial requirements for a Bachelor of Arts degree. This 45–52 credit major requires the completion of a minor or a certificate and provides students with the opportunity to choose a second major to enhance career or post-graduate study opportunities.

The major includes a prior learning option to allow adult learners who have acquired professional or paraprofessional experience to have their experiential learning evaluated for a block of elective credit.

Graduate Degrees

Graduate Certificate
Gender and Sexuality Studies (p. 592)

Applied Emphasis

WMST/SOWK 377 ALTERNATIVES TO DOMESTIC VIOLENCE 2
WMST 411 FEMINIST METHODOLOGIES 5
WMST/MGMT 424 EQUITY AND EQUALITY IN THE WORKPLACE 3
WMST/SOWK 448 LGBTQ ISSUES FOR THE PROFESSIONAL 4
WMST/SOWK 452 GENDER AND SEXUAL ASSAULT 4
WMST 495 INTERNSHIP 1-5

Applied/Theoretical Emphasis

WMST/CMST 314 GENDER AND COMMUNICATION 5
WMST/BIOL 318 BIOLOGY OF WOMEN 3
WMST/HUMN 319 LGBT+ STUDIES 5
WMST/CDST 326 GENDERS, SEXUALITIES AND BODIES 5
WMST/PSYC 331 PSYCHOLOGY OF WOMEN 4
WMST/BIOL/ CHEM/GEOL/ HIST/PHYS/ PSYC 338

WMST/HIST 351 GENDER AND TOTAL WAR 5

WMST/CRIM 360 WOMEN IN PRISON 5

WMST/HLED 366 WOMEN'S HEALTH ISSUES 4

WMST 371 CULTURAL STUDY: AFRICAN AMERICAN WOMEN AND HAIR 2

WMST/CDST 386 CHILDREN AND THE FAMILY 5

WMST/ENGL 389 WOMEN, LITERATURE AND SOCIAL CHANGE 5

WMST/HIST 405 WOMEN AND MEN IN HISTORY 1

WMST/CMST 416 GENDER AND MEDIA 5

WMST/HUMN 410 FEMINIST THEORY 4

WMST/HIST 394 WOMEN IN AMERICAN HISTORY 5

WMST/HIST 402/ ECON 429 WOMEN AND MEN IN THE U.S. ECONOMY 1

WMST/HIST 405 WOMEN AND MEN IN HISTORY 1

WMST/GEOG 406 WOMEN AND MEN IN THE CULTURAL LANDSCAPE 1

WMST/ART 409 WOMEN AND MEN IN CONTEMPORARY ART 1

WMST 413 GENDER AND YOUTH CULTURE 5

WMST 414 GENDER AND SEXUALITY IN GLOBAL CINEMA 5

WMST/CMST 416 GENDER AND MEDIA 5

WMST/CMST 419 SEX, SEXUALITY AND COMMUNICATION 5

WMST/PSYC 421 CARE AND CUSTODY OF FEMALE OFFENDERS 5

WMST/SOWK 425 FAMILY VIOLENCE 4

WMST/ART 426/ AAST 424/ECON 424 ECONOMICS OF POVERTY AND DISCRIMINATION 5

WMST/ECON 427 ECONOMICS OF WOMEN AND WORK 5

WMST/AAST 430 AFRICAN AMERICAN WOMEN'S HISTORY 5

WMST 432 ANTHROPOLOGY OF GENDER 4

WMST 432 ANTHROPOLOGY OF GENDER 4

WMST/ART 437 WOMEN AND ISLAM 5

WMST/SOWK 450 WOMEN AND SOCIAL CHANGE 4

WMST/AGST/ SOWK 456 THE OLDER WOMAN 4

WMST/HIST 468 HISTORY OF MODERN AMERICAN WOMEN 5

WMST/SOWK 471 HUMAN RIGHTS AND WOMEN'S RIGHTS 4

WMST/IDST 477 CONTEMPORARY INDIGENOUS WOMEN 5

WMST/ENGL 489 LGBT WRITERS: THEIR LIVES AND THEIR WORKS 5

WMST 490 SENIOR CAPSTONE SEMINAR 4

WMST 497 WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR 1-2

WMST 498 SEMINAR 4-5

WMST/HIST 392 WOMEN IN THE AMERICAN WEST 5

WMST/HUMN 410 FEMINIST THEORY 4

WMST/PHIL 420 QUEER THEORY 5

WMST/PHIL 440 WOMEN AND PHILOSOPHY 5

WMST/SPAN 475 HISPANIC WOMEN WRITERS 4

**Women’s and Gender Studies Major, Bachelor of Arts (BA)**

**Notes:**
- students must complete at least 25 credits of this major at Eastern Washington University;
- this major requires the completion of a minor or certificate approved by a Women's and Gender Studies advisor or a second major;
- two years of a single high school foreign language or one year of a single college level foreign language is required for this major.

**Required**

**Introductory Courses—choose one of the following**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>WMST/HUMN 101</td>
<td>INTRODUCTION TO WOMEN'S AND GENDER STUDIES</td>
</tr>
<tr>
<td>WMST/HUMN 310</td>
<td>ISSUES IN WOMEN'S AND GENDER STUDIES</td>
</tr>
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</table>

**Foundation Courses—choose one of the following**

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>CSBS 310</td>
<td>FOUNDATIONS OF SOCIAL AND BEHAVIORAL SCIENCES THEORY</td>
</tr>
<tr>
<td>CSBS 320</td>
<td>INTRODUCTORY STATISTICS FOR THE SOCIAL SCIENCES</td>
</tr>
<tr>
<td>DSCI 245</td>
<td>DATA ANALYSIS FOR BUSINESS</td>
</tr>
<tr>
<td>WMST 411</td>
<td>FEMINIST METHODOLOGIES</td>
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</table>

**Core Courses**

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<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>WMST/HUMN 410</td>
<td>FEMINIST THEORY</td>
</tr>
<tr>
<td>WMST 490</td>
<td>SENIOR CAPSTONE SEMINAR</td>
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**Experiential Learning Requirement—choose one of the following**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>WMST 495</td>
<td>INTERNSHIP</td>
</tr>
<tr>
<td>WMST 495 &amp; WMST 499</td>
<td>INTERNSHIP and DIRECTED STUDY</td>
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</table>

**Electives/Breadth Courses—select 23-25 credits from the WMST course distribution list to meet the minimum of 45 credits for the major.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>WMST/HIST 468</td>
<td>HISTORY OF MODERN AMERICAN WOMEN</td>
</tr>
<tr>
<td>WMST/ENGL 489</td>
<td>LGBT WRITERS: THEIR LIVES AND THEIR WORKS</td>
</tr>
<tr>
<td>WMST 490</td>
<td>SENIOR CAPSTONE SEMINAR</td>
</tr>
<tr>
<td>WMST 497</td>
<td>WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR 1-2</td>
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<tr>
<td>WMST 498</td>
<td>SEMINAR 4-5</td>
</tr>
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</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>WMST/HIST 392</td>
<td>WOMEN IN THE AMERICAN WEST</td>
</tr>
</tbody>
</table>

**Total Credits:** 45-47

Placement and Clearance Exams (p. 21)

Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

**University Competencies and Proficiencies** (p. 33)

**Breadth Area Core Requirements (BACR)**

** Humanities and Arts (p. 35)**

**Natural Sciences (p. 35)**
Women's and Gender Studies Major, Bachelor of Arts (BA)

Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)

- Foreign Language
- Minor or Certificate
- Diversity Course List (p. 37)
- Global Studies Course List (p. 37)
- Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).

Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

- analyze connections among societal structures such as gender, race, class, age and sexuality that contribute to women's oppressions;
- analyze the role of language in producing and perpetuating cultural attitudes;
- demonstrate familiarity with the multiplicity of views within feminist scholarship;
- demonstrate knowledge of global perspectives on gender and/or women's issues;
- demonstrate knowledge of historical perspectives on feminist thought and feminism as a movement;
- demonstrate knowledge of women's individual and collective cultural contributions.

Applied Emphasis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WMST/SOWK</td>
<td>Alternatives to Domestic Violence</td>
<td>2</td>
</tr>
<tr>
<td>WMST 411</td>
<td>Feminist Methodologies</td>
<td>5</td>
</tr>
<tr>
<td>WMST/MGMT</td>
<td>Equity and Equality in the Workplace</td>
<td>3</td>
</tr>
<tr>
<td>WMST/SOWK</td>
<td>LGBTQ Issues for the Professional</td>
<td>4</td>
</tr>
<tr>
<td>WMST/SOWK</td>
<td>Gender and Sexual Assault</td>
<td>4</td>
</tr>
<tr>
<td>WMST 495</td>
<td>Internship</td>
<td>1-5</td>
</tr>
</tbody>
</table>

Applied/Theoretical Emphasis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WMST/CMST</td>
<td>Gender and Communication</td>
<td>5</td>
</tr>
<tr>
<td>WMST/BIOL 318</td>
<td>Biology of Women</td>
<td>3</td>
</tr>
<tr>
<td>WMST/HUMN 319</td>
<td>LGBT+ Studies</td>
<td>5</td>
</tr>
<tr>
<td>WMST/CDST 326</td>
<td>Genders, Sexualities and Bodies</td>
<td>5</td>
</tr>
<tr>
<td>WMST/PSYC 331</td>
<td>Psychology of Women</td>
<td>4</td>
</tr>
<tr>
<td>WMST/BIOL/ CHEM/GEOL/HIST/PHYS/PSYC 338</td>
<td>Discovering Women in Science</td>
<td>1</td>
</tr>
</tbody>
</table>

Theoretical Emphasis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WMST/HIST 351</td>
<td>Gender and Total War</td>
<td>5</td>
</tr>
<tr>
<td>WMST/CRIM 360</td>
<td>Women in Prison</td>
<td>5</td>
</tr>
<tr>
<td>WMST/HLED 366</td>
<td>Women's Health Issues</td>
<td>4</td>
</tr>
<tr>
<td>WMST 371</td>
<td>Cultural Study: African American Women and Hair</td>
<td>2</td>
</tr>
<tr>
<td>WMST/CDST 386</td>
<td>Children and the Family</td>
<td>5</td>
</tr>
<tr>
<td>WMST/ENGL 389</td>
<td>Women, Literature and Social Change</td>
<td>5</td>
</tr>
<tr>
<td>WMST/HIST 394</td>
<td>Women in American History</td>
<td>5</td>
</tr>
<tr>
<td>WMST/ENGL 400</td>
<td>Women and Men in Literature</td>
<td>1</td>
</tr>
<tr>
<td>WMST 402/ ECON 429</td>
<td>Women and Men in the U.S. Economy</td>
<td>1</td>
</tr>
<tr>
<td>WMST/HIST 405</td>
<td>Women and Men in History</td>
<td>1</td>
</tr>
<tr>
<td>WMST/GEOG 406</td>
<td>Women and Men in the Cultural Landscape</td>
<td>1</td>
</tr>
<tr>
<td>WMST/ART 409</td>
<td>Women and Men in Contemporary Art</td>
<td>1</td>
</tr>
<tr>
<td>WMST 413</td>
<td>Gender and Youth Culture</td>
<td>5</td>
</tr>
<tr>
<td>WMST 414</td>
<td>Gender and Sexuality in Global Cinema</td>
<td>5</td>
</tr>
<tr>
<td>WMST/CMST 416</td>
<td>Gender and Media</td>
<td>5</td>
</tr>
<tr>
<td>WMST/PHIL 417</td>
<td>Women and Ethics</td>
<td>5</td>
</tr>
<tr>
<td>WMST 418/D SST 410</td>
<td>Disability as Diversity</td>
<td>5</td>
</tr>
<tr>
<td>WMST/CMST 419</td>
<td>Sex, Sexuality and Communication</td>
<td>5</td>
</tr>
<tr>
<td>WMST/PSYC 421</td>
<td>Care and Custody of Female Offenders</td>
<td>5</td>
</tr>
<tr>
<td>WMST/SOWK 425</td>
<td>Family Violence</td>
<td>4</td>
</tr>
<tr>
<td>WMST 426/A AAST 424/ECON 424</td>
<td>Economics of Poverty and Discrimination</td>
<td>5</td>
</tr>
<tr>
<td>WMST/ECON 427</td>
<td>Economics of Women and Work</td>
<td>5</td>
</tr>
<tr>
<td>WMST/AAST 430</td>
<td>African American Women's History</td>
<td>5</td>
</tr>
<tr>
<td>WMST 432</td>
<td>Anthropology of Gender</td>
<td>4</td>
</tr>
<tr>
<td>or ANTR 432</td>
<td>Anthropology of Gender</td>
<td>4</td>
</tr>
<tr>
<td>WMST/GEOG/ HIST 437</td>
<td>Women and Islam</td>
<td>5</td>
</tr>
<tr>
<td>WMST/SOWK 450</td>
<td>Women and Social Change</td>
<td>4</td>
</tr>
<tr>
<td>WMST/AGST/ SOWK 456</td>
<td>The Older Woman</td>
<td>4</td>
</tr>
<tr>
<td>WMST/HIST 468</td>
<td>History of Modern American Women</td>
<td>5</td>
</tr>
<tr>
<td>WMST/SOWK 471</td>
<td>Human Rights and Women's Rights</td>
<td>4</td>
</tr>
<tr>
<td>WMST/IDST 477</td>
<td>Contemporary Indigenous Women</td>
<td>5</td>
</tr>
<tr>
<td>WMST/ENGL 489</td>
<td>LGBT Writers: Their Lives and Their Works</td>
<td>5</td>
</tr>
<tr>
<td>WMST 490</td>
<td>Senior Capstone Seminar</td>
<td>4</td>
</tr>
<tr>
<td>WMST 497</td>
<td>Workshop, Short Course, Conference, Seminar</td>
<td>1-2</td>
</tr>
<tr>
<td>WMST 498</td>
<td>Seminar</td>
<td>4-5</td>
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</table>

Theoretical Emphasis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>WMST/HIST 392</td>
<td>Women in the American West</td>
<td>5</td>
</tr>
<tr>
<td>WMST/HUMN 410</td>
<td>Feminist Theory</td>
<td>4</td>
</tr>
<tr>
<td>WMST/PHIL 420</td>
<td>Queer Theory</td>
<td>5</td>
</tr>
</tbody>
</table>
Women’s and Gender Studies Major with the Prior Learning Option, Bachelor of Arts (BA)

Same as Women’s and Gender Studies major with an added 4 credits for ITDS 300.

The Prior Learning Program provides the adult learner who has acquired specialized professional or paraprofessional experience, the opportunity to have their experiential learning evaluated for a block of elective credit. The credit awarded cannot exceed 45 credits and can only be utilized in the prior learning option. The block of elective credit will count toward the 180 credits needed for the baccalaureate degree, but not toward general education requirements or the major. Documenting prior learning requires ITDS 300 to guide the student in preparation of a portfolio that articulates and validates learning. The portfolio completed in the course can be submitted for evaluation by an Eastern faculty who determines the credit award.

The Prior Learning Option can be taken in conjunction with the 45-credit major.

Notes:

- two years of a single high school foreign language or one year of a single college level foreign language is required for this major;
- this major requires the completion of a minor or certificate approved by a Women’s and Gender Studies advisor or a second major;
- students must complete at least 25 credits of this major at EWU.

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITDS 300</td>
<td>PORTFOLIO DEVELOPMENT</td>
<td>4</td>
</tr>
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</table>

Introductory–choose one of the following 4-5

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>WMST/HUMN 101</td>
<td>INTRODUCTION TO WOMEN’S AND GENDER STUDIES</td>
</tr>
<tr>
<td>WMST/HUMN 310</td>
<td>ISSUES IN WOMEN’S AND GENDER STUDIES</td>
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</table>

Foundation–choose one of the following 4-5

<table>
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<th>Course Code</th>
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<tbody>
<tr>
<td>CSBS 310</td>
<td>FOUNDATIONS OF SOCIAL AND BEHAVIORAL SCIENCES THEORY</td>
</tr>
<tr>
<td>CSBS 320</td>
<td>INTRODUCTORY STATISTICS FOR THE SOCIAL SCIENCES</td>
</tr>
<tr>
<td>DSCI 245</td>
<td>DATA ANALYSIS FOR BUSINESS</td>
</tr>
<tr>
<td>WMST 411</td>
<td>FEMINIST METHODOLOGIES</td>
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Core

<table>
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<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>WMST/HUMN 410</td>
<td>FEMINIST THEORY</td>
</tr>
<tr>
<td>WMST 490</td>
<td>SENIOR CAPSTONE SEMINAR</td>
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Experiential Learning Requirement–choose one of the following 4

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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<tbody>
<tr>
<td>WMST 495</td>
<td>INTERNSHIP</td>
</tr>
<tr>
<td>WMST 495 &amp; WMST 499</td>
<td>INTERNSHIP and DIRECTED STUDY (related paper)</td>
</tr>
<tr>
<td>WMST 499</td>
<td>DIRECTED STUDY (research project)</td>
</tr>
</tbody>
</table>

Electives/Breadth Courses–choose from the WMST course distribution list to meet the minimum of 49 credits for the major. The courses must include cross-listings with at least three different departments/disciplines.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>WMST/SOWK 377</td>
<td>ALTERNATIVES TO DOMESTIC VIOLENCE</td>
</tr>
<tr>
<td>WMST 411</td>
<td>FEMINIST METHODOLOGIES</td>
</tr>
<tr>
<td>WMST/MEGT 424</td>
<td>EQUITY AND EQUALITY IN THE WORKPLACE</td>
</tr>
<tr>
<td>WMST/SOWK 448</td>
<td>LGBTQ ISSUES FOR THE PROFESSIONAL</td>
</tr>
</tbody>
</table>

Total Credits 49-51

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)

<table>
<thead>
<tr>
<th>Category</th>
<th>Requirement</th>
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<tbody>
<tr>
<td>Humanities and Arts</td>
<td>(p. 35)</td>
</tr>
<tr>
<td>Natural Sciences</td>
<td>(p. 35)</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>(p. 36)</td>
</tr>
</tbody>
</table>

University Graduation Requirements (p. 36) (UGR)

Foreign Language
Minor or Certificate
Diversity Course List (p. 37)
Global Studies Course List (p. 37)
Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advise-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing).
Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).
Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.

- analyze connections among societal structures such as gender, race, class, and sexuality that contribute to women’s oppressions;
- analyze the role of language in producing and perpetuating cultural attitudes;
- demonstrate familiarity with the multiplicity of views within feminist scholarship;
- demonstrate knowledge of global perspectives on gender and/or women’s issues;
- demonstrate knowledge of historical perspectives on feminist thought and feminism as a movement;
- demonstrate knowledge of women’s individual and collective cultural contributions.

Applied Emphasis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
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</thead>
<tbody>
<tr>
<td>WMST/SOWK 377</td>
<td>ALTERNATIVES TO DOMESTIC VIOLENCE</td>
</tr>
<tr>
<td>WMST 411</td>
<td>FEMINIST METHODOLOGIES</td>
</tr>
<tr>
<td>WMST/MEGT 424</td>
<td>EQUITY AND EQUALITY IN THE WORKPLACE</td>
</tr>
<tr>
<td>WMST/SOWK 448</td>
<td>LGBTQ ISSUES FOR THE PROFESSIONAL</td>
</tr>
</tbody>
</table>
Women's and Gender Studies Minor

A Women's and Gender Studies minor complements majors in a variety of disciplines. It provides a theoretical, interdisciplinary approach to the critical examination of women's roles, contributions, history and experiences and of gender structures in societies and cultures in the U.S. and the world.

The minor may also be taken in partial fulfillment of requirements for the Bachelor of Arts degree in Interdisciplinary Studies.

Notes:
- no more than 8 credits from the Applied Emphasis of the distribution list (p. 586) will count toward the minor;
- no more than 3 credits of summer workshops may be counted toward the minor;
- students should consult with the Women's and Gender Studies director on choice of electives—see distribution list (p. 588);
- students who are completing a minor in Women's and Gender Studies as well as a Gender Studies Certificate may only count one course for both the certificate and the minor: WMST 101 or WMST 310.

### Required Courses

- **WMST/HUMN 101** or **WMST 310**
- **WMST/HIST 468**
- **WMST/SOWK 452**
- **WMST 495**

### Women's and Gender Studies Electives

To bring total to 22 credits, select 13-14 credits of upper division courses from the WMST distribution list.

**Total Credits** 22-23

### Applied Emphasis

- **WMST/SOWK 456**
- **WMST/CDST 326**
- **WMST/CMST 314**
- **WMST/BIOL 318**
- **WMST/HUMN 319**
- **WMST/PSYC 331**
- **WMST/BIOI/ CHEM/GEOL/ HIST/PHYS/ PSYC 338**
- **WMST/HIST 351**
- **WMST/CRIM 360**
- **WMST/HLED 366**
- **WMST 371**
- **WMST/CDST 386**
- **WMST/ENGL 389**
- **WMST/HIST 394**
- **WMST/ENGL 400**
- **WMST 402/ ECON 429**
- **WMST/HIST 405**
- **WMST/GEOG 406**
- **WMST/HUMN 410**
- **WMST/ART 409**
- **WMST 413**
- **WMST 414**
- **WMST/CMST 416**
- **WMST/PHIL 417**
- **WMST 418/ DSST 410**
- **WMST/CMST 419**
- **WMST/PSYC 421**
- **WMST/SOWK 425**
- **WMST 426/ AAST 424/ECON 424**
- **WMST/ECON 427**
- **WMST/AAST 430**
- **WMST 432**
- **WMST/GEOG/ HIST 437**
- **WMST/SOWK 450**
- **WMST/AGST/ SOWK 456**

### Theoretical Emphasis

- **WMST/HIST 392**
- **WMST/HUMN 410**
- **WMST/PHIL 420**
- **WMST/PHIL 440**
- **WMST/SPAN 475**

Women's and Gender Studies Minor

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### Required Courses

- **WMST/HUMN 101** or **WMST 310**
- **WMST/HIST 468**
- **WMST/SOWK 452**
- **WMST 495**

### Women's and Gender Studies Electives

To bring total to 22 credits, select 13-14 credits of upper division courses from the WMST distribution list.

**Total Credits** 22-23

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- **WMST/BIOI/ CHEM/GEOL/ HIST/PHYS/ PSYC 338**
- **WMST/HIST 351**
- **WMST/CRIM 360**
- **WMST/HLED 366**
- **WMST 371**
- **WMST/CDST 386**
- **WMST/ENGL 389**
- **WMST/HIST 394**
- **WMST/ENGL 400**
- **WMST 402/ ECON 429**
- **WMST/HIST 405**
- **WMST/GEOG 406**
- **WMST/HUMN 410**
- **WMST/ART 409**
- **WMST 413**
- **WMST 414**
- **WMST/CMST 416**
- **WMST/PHIL 417**
- **WMST 418/ DSST 410**
- **WMST/CMST 419**
- **WMST/PSYC 421**
- **WMST/SOWK 425**
- **WMST 426/ AAST 424/ECON 424**
- **WMST/ECON 427**
- **WMST/AAST 430**
- **WMST 432**
- **WMST/GEOG/ HIST 437**
- **WMST/SOWK 450**
- **WMST/AGST/ SOWK 456**

### Theoretical Emphasis

- **WMST/HIST 392**
- **WMST/HUMN 410**
- **WMST/PHIL 420**
- **WMST/PHIL 440**
- **WMST/SPAN 475**
WMST/SOWK 448 LGBTQ ISSUES FOR THE PROFESSIONAL 4
WMST/SOWK 452 GENDER AND SEXUAL ASSAULT 4
WMST 495 INTERNSHIP 1-5

Applied/Theoretical Emphasis
WMST/CMST 314 GENDER AND COMMUNICATION 5
WMST/BIOL 318 BIOLOGY OF WOMEN 3
WMST/HUMN 319 LGBT+ STUDIES 5
WMST/CDST 326 GENDERS, SEXUALITIES AND BODIES 5
WMST/PSYC 331 PSYCHOLOGY OF WOMEN 4
WMST/BIOL/ CHEM/GEOL/ HIST/PHYS/ PSYC 338 DISCOVERING WOMEN IN SCIENCE 1
WMST/HIST 351 GENDER AND TOTAL WAR 5
WMST/CRIM 360 WOMEN IN PRISON 5
WMST/HLED 366 WOMEN'S HEALTH ISSUES 4
WMST 371 CULTURAL STUDY: AFRICAN AMERICAN WOMEN AND HAIR 2
WMST/CDST 386 CHILDREN AND THE FAMILY 5
WMST/ENGL 389 WOMEN, LITERATURE AND SOCIAL CHANGE 5
WMST/HIST 394 WOMEN IN AMERICAN HISTORY 5
WMST/ENGL 400 WOMEN AND MEN IN LITERATURE 1
WMST 402/ECON 429 WOMEN AND MEN IN THE U.S. ECONOMY 1
WMST/HIST 405 WOMEN AND MEN IN HISTORY 1
WMST/GEOG 406 WOMEN AND MEN IN THE CULTURAL LANDSCAPE 1
WMST/ART 409 WOMEN AND MEN IN CONTEMPORARY ART 1
WMST 413 GENDER AND YOUTH CULTURE 5
WMST 414 GENDER AND SEXUALITY IN GLOBAL CINEMA 5
WMST/CMST 416 GENDER AND MEDIA 5
WMST/PHIL 417 WOMEN AND ETHICS 5
WMST 418/DST 410 DISABILITY AS DIVERSITY 5
WMST/CMST 419 SEX, SEXUALITY AND COMMUNICATION 5
WMST/PSYC 421 CARE AND CUSTODY OF FEMALE OFFENDERS 5
WMST/SOWK 425 FAMILY VIOLENCE 4
WMST 426/AAST 424/ECON 424 ECONOMICS OF POVERTY AND DISCRIMINATION 5
WMST/ECON 427 ECONOMICS OF WOMEN AND WORK 5
WMST/AAST 430 AFRICAN AMERICAN WOMEN’S HISTORY 5
WMST 432 ANTHROPOLOGY OF GENDER 4
WMST/GEOR/ HIST 437 WOMEN AND ISLAM 5
WMST/SOWK 450 WOMEN AND SOCIAL CHANGE 4
WMST/AGST/SOWK 456 THE OLDER WOMAN 4
WMST/HIST 468 HISTORY OF MODERN AMERICAN WOMEN 5
WMST/SOWK HUMAN RIGHTS AND WOMEN’S RIGHTS 4
WMST/IDST 477 CONTEMPORARY INDIGENOUS WOMEN 5
WMST/ENGL 489 LGBT WRITERS: THEIR LIVES AND THEIR WORKS 5
WMST 490 SENIOR CAPSTONE SEMINAR 4
WMST 497 WORKSHOP, SHORT COURSE, CONFERENCE, 1-2
SEMINAR
WMST 498 SEMINAR 4-5

Theoretical Emphasis
WMST/HIST 392 WOMEN IN THE AMERICAN WEST 5
WMST/HUMN FEMINIST THEORY 4
WMST/PHIL 420 QUEER THEORY 5
WMST/PHIL 440 WOMEN AND PHILOSOPHY 5
WMST/SPAN 475 HISPANIC WOMEN WRITERS 4

Gender Studies Certificate
An interdisciplinary, critical study of gender and its social impact, designed to increase student understanding of ways in which gender is developed, constructed and expressed in attitudes and institutions of modern societies. The certificate includes a capstone or practicum experience to facilitate students’ abilities to apply their knowledge in a variety of occupations.

Notes:
• no more than 3 credits of summer workshop may be counted toward the certificate;
• students who are completing a minor in Women’s and Gender Studies as well as a Gender Studies Certificate may only count one course for both the certificate and the minor: WMST 101 or WMST 310.

Required Courses
Choose one of the following courses
WMST/HUMN 101 INTRODUCTION TO WOMEN’S AND GENDER STUDIES 4-5
or WMST 310 ISSUES IN WOMEN’S AND GENDER STUDIES
or HUMN 310 ISSUES IN WOMEN’S AND GENDER STUDIES

Choose one of the following courses
WMST/CMST 314 GENDER AND COMMUNICATION 5
WMST/CDST 326 GENDERS, SEXUALITIES AND BODIES 5
WMST/PHIL 417 WOMEN AND ETHICS 4

Required Experiential Component—choose one—must be approved by 3-5
Women’s Studies Director
WMST 490 SENIOR CAPSTONE SEMINAR (Women’s Studies Capstone Seminar that includes a service learning component, such as a community action project that contributes to the betterment of the community or that assists a community partner.)
Gender and Sexuality Studies Graduate Certificate

WMST 495 INTERNSHIP (A concentrated set of experiences in a supervised work setting in which the competencies developed through coursework are utilized in actual practice.)

WMST 499 DIRECTED STUDY (Research Project or Guided Teaching/Instructional Development Experience in consultation with Gender Studies Certificate Coordinator and appropriate faculty member.)

Electives in Area of Interest—see the Distribution List of Courses. Required distribution of electives: Choose at least two courses from the applied emphasis or applied/theoretical emphasis lists. You may choose up to 5 credits from the theoretical emphasis list.

Total Credits 23-28

- analyze connections among societal structures such as gender, race, class, age and sexuality that contribute to women’s oppressions;
- analyze the role of language in producing and perpetuating cultural attitudes;
- apply their theoretical knowledge through an internship or experiential learning;
- convey knowledge of historical perspectives on feminist thought and feminism as a movement.

Applied Emphasis

WMST/SOWK 377 ALTERNATIVES TO DOMESTIC VIOLENCE 2
WMST 411 FEMINIST METHODOLOGIES 5
WMST/MGMT 424 EQUITY AND EQUALITY IN THE WORKPLACE 3
WMST/SOWK 448 LGBTQ ISSUES FOR THE PROFESSIONAL 4
WMST/SOWK 452 GENDER AND SEXUAL ASSAULT 4
WMST 495 INTERNSHIP 1-5

Applied/Theoretical Emphasis

WMST/CMST 314 GENDER AND COMMUNICATION 5
WMST/Biol 318 BIOLOGY OF WOMEN 3
WMST/HUMN 319 LGBT+ STUDIES 5
WMST/CDST 326 GENDERS, SEXUALITIES AND BODIES 5
WMST/PSYC 331 PSYCHOLOGY OF WOMEN 4
WMST/Biol/Chem/Geol/Hist/Phys/Psyc 338 DISCOVERING WOMEN IN SCIENCE 1
WMST/HIST 351 GENDER AND TOTAL WAR 5
WMST/CRIM 360 WOMEN IN PRISON 5
WMST/HLED 366 WOMEN’S HEALTH ISSUES 4
WMST 371 CULTURAL STUDY: AFRICAN AMERICAN WOMEN AND HAIR 2
WMST/CDST 386 CHILDREN AND THE FAMILY 5
WMST/ENGL 389 WOMEN, LITERATURE AND SOCIAL CHANGE 5
WMST/HIST 394 WOMEN IN AMERICAN HISTORY 5
WMST/ENGL 400 WOMEN AND MEN IN LITERATURE 1

WMST 402/ ECON 429 WOMEN AND MEN IN THE U.S. ECONOMY 1
WMST/HIST 405 WOMEN AND MEN IN HISTORY 1
WMST/GEOG 406 WOMEN AND MEN IN THE CULTURAL LANDSCAPE 1
WMST/ART 409 WOMEN AND MEN IN CONTEMPORARY ART 1
WMST/ART 413 GENDER AND YOUTH CULTURE 5
WMST 414 GENDER AND SEXUALITY IN GLOBAL CINEMA 5
WMST/CMST 416 GENDER AND MEDIA 5
WMST/PHIL 417 WOMEN AND ETHICS 5
WMST 418/ DSST 410 DISABILITY AS DIVERSITY 5
WMST/Cmnt 419 SEX, SEXUALITY AND COMMUNICATION 5
WMST/PSYC 421 CARE AND CUSTODY OF FEMALE OFFENDERS 5
WMST/SOWK 425 FAMILY VIOLENCE 4
WMST 426/ AAST 424/ECON 424 ECONOMICS OF POVERTY AND DISCRIMINATION 5
WMST/ECON 427 ECONOMICS OF WOMEN AND WORK 5
WMST/AAST 430 AFRICAN AMERICAN WOMEN’S HISTORY 5
WMST 432 ANTHROPOLOGY OF GENDER 4
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WMST/GEOG/HIST 437 WOMEN AND ISLAM 5
WMST/SOWK 450 WOMEN AND SOCIAL CHANGE 4
WMST/AGST/SOWK 456 THE OLDER WOMAN 4
WMST/HIST 468 HISTORY OF MODERN AMERICAN WOMEN 5
WMST/SOWK 471 HUMAN RIGHTS AND WOMEN’S RIGHTS 4
WMST/IDST 477 CONTEMPORARY INDIGENOUS WOMEN 5
WMST/ENGL 489 LGBT WRITERS: THEIR LIVES AND THEIR WORKS 5
WMST 490 SENIOR CAPSTONE SEMINAR 4
WMST 497 WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR 1-2
WMST 498 SEMINAR 4-5

Theoretical Emphasis

WMST/HIST 392 WOMEN IN THE AMERICAN WEST 5
WMST/HUMN FEMINIST THEORY 4
WMST/PHIL 420 QUEER THEORY 5
WMST/PHIL 440 WOMEN AND PHILOSOPHY 5
WMST/SPAN 475 HISPANIC WOMEN WRITERS 4

Gender and Sexuality Studies Graduate Certificate

Notes:

- prerequisite for certificate program:
  - graduate standing,
Women's and Gender Studies (WMST)

WMST 101. INTRODUCTION TO WOMEN’S AND GENDER STUDIES. 5 Credits.
Cross-listed: HUMN 101.
Satisfies: a university graduation requirement—diversity.
This course introduces students to major issues, concepts, and terminology central to the field of Women's and Gender Studies. Throughout the term, we will critically engage with social, cultural and historical ideas about what it means to be female, how these ideas shape everyday life experiences, and what consequences this has on relationships, work and the structuring of a society.

WMST 195. INTERNSHIP. 1-5 Credits.
Internship

WMST 196. EXPERIMENTAL COURSE. 1-5 Credits.
Experimental

WMST 197. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
Workshop

WMST 296. EXPERIMENTAL COURSE. 1-5 Credits.
Experimental

WMST 299. DIRECTED STUDY. 1-5 Credits.
Directed Study

WMST 310. ISSUES IN WOMEN'S AND GENDER STUDIES. 4 Credits.
Cross-listed: HUMN 310.
Satisfies: a university graduation requirement—diversity.
Issues in Women's and Gender Studies is an interdisciplinary course focusing on women and gender within a social, cultural, and political context. We will explore the ways that our notions of gender affect the roles, socialization, status, experiences, and conditions of those who identify as women in particular and all human beings in general.

WMST 314. GENDER AND COMMUNICATION. 5 Credits.
Cross-listed: CMST 314.
Pre-requisites: sophomore standing.
Satisfies: a university graduation requirement—diversity.
This course examines current research on the interactions among language, gender and communication in contemporary social and cultural contexts.

WMST 318. BIOLOGY OF WOMEN. 3 Credits.
Cross-listed: BIOL 318.
The history, biology and myths of human reproduction as they apply to women and the interaction of brain, hormones and social life.

WMST 319. LGBT+ STUDIES. 5 Credits.
Cross-listed: HUMN 319.
Pre-requisites: ENGL 201.
Satisfies: a university graduation requirement—diversity.
This course consists of a scholarly examination of lesbian, gay, bisexual, and transgender identities from a variety of disciplinary perspectives.

WMST 326. GENDERS, SEXUALITIES AND BODIES. 5 Credits.
Cross-listed: CDST 326.
Note: CDST students only: CDST 300.
Pre-requisites: ENGL 201.
Satisfies: a university graduation requirement—diversity.
This class introduces students to feminist theories about bodies, sexualities, and embodiment through a cultural studies lens of analysis. Throughout the course, students will examine the impact of historical and contemporary beliefs about gender, sexuality, and the body on experiences, expressions, and understandings of everyday life.

WMST 331. PSYCHOLOGY OF WOMEN. 4 Credits.
Cross-listed: PSYC 331.
Pre-requisites: completion of ENGL 201 or equivalent.
Satisfies: a university graduation requirement—diversity.
The psychology of women in terms of their bodies, socialization, personality, affiliation and achievement motivations, abnormal behavior patterns, therapy and personal growth needs.

WMST 338. DISCOVERING WOMEN IN SCIENCE. 1 Credit.
The course uses several scientific themes to rediscover from the past and find in contemporary research, the women who have made significant contributions to science.

WMST 351. GENDER AND TOTAL WAR. 5 Credits.
Cross-listed: HIST 351.
This course explores the relationship between social constructions of gender and the history of war in the 20th century. Topics include how gender is used to justify war, and the use of gender ideologies in pacifist movements. The course also looks at ways that individual men and women experienced war, and war’s effects on the social, sexual, psychological, political and economic aspects of individuals’ lives.
WMST 360. WOMEN IN PRISON. 5 Credits.
Cross-listed: CRIM 360.
In this course, we examine the socio-structural relationships between women's lives and women's crimes and explore how race, class and gender assumptions shape the experiences of female correctional officers and female inmates. In addition, we analyze how the prison rules and regulations that girls and women have to abide by are deeply gendered. Since the 1980s, the number of women and girls incarcerated has increased drastically. Yet, we know very little about female criminality and women's lives inside prison.

WMST 366. WOMEN'S HEALTH ISSUES. 4 Credits.
Cross-listed: HLED 366.
Satisfies: a university graduation requirement—diversity.
This course will explore the unique personal and social concerns regarding women's health. Emphasis will be placed on the social and health related issues that women face throughout the life cycle. Discussion will include the effect of gender stratification in the workforce, gender roles in the family unit, female depiction in the media, substance abuse, body image, pregnancy and sexuality and other issues that affect women's mental, physical and emotional health.

WMST 371. CULTURAL STUDY: AFRICAN AMERICAN WOMEN AND HAIR. 2 Credits.
This course covers the history of African American women's hair. Students will learn how different hairstyles and treatments document a journey of cultural and self-rejuvenation plagued by conflict and accusations. The course will also examine the relationship between hairstyles and racial identity.

WMST 377. ALTERNATIVES TO DOMESTIC VIOLENCE. 2 Credits.
Cross-listed: SOWK 377.
Analyzes theories relevant to issues of domestic violence in their historical, legal and cultural contexts. Therapeutic interventions are explored.

WMST 386. CHILDREN AND THE FAMILY. 5 Credits.
Cross-listed: CDST 386.
Pre-requisites: CDST 300 or instructor approval.
This course examines children's roles in the family and the dynamic relationship between the family and other social institutions (e.g. health care system, legal system, economy, education). This course uses various theoretical frameworks (e.g., structural functionalism, conflict theory, symbolic interactionism, feminist theory, family systems, social learning theory) to understand families.

WMST 389. WOMEN, LITERATURE AND SOCIAL CHANGE. 5 Credits.
Cross-listed: ENGL 389.
Pre-requisites: ENGL 201.
Satisfies: a university graduation requirement—diversity.
Examines fictional images of women as these images reflect the changing roles and status of women from Greece to the present, focusing on the 19th and 20th centuries.

WMST 392. WOMEN IN THE AMERICAN WEST. 5 Credits.
Cross-listed: HIST 392.
Pre-requisites: junior standing.
This course examines the lives of frontier women using a variety of primary sources (letters, diaries, oral histories), as well as secondary sources (books, articles, movies, tapes).

WMST 394. WOMEN IN AMERICAN HISTORY. 5 Credits.
Cross-listed: HIST 394.
Pre-requisites: junior standing.
Satisfies: a university graduation requirement—diversity.
Brings to life and surveys the accomplishments of the lost women of our past from colonial times to the present. Society's definition of the nature of women and their proper roles is examined as well as the actual life conditions of women and the social and economic functions they performed.

WMST 396. EXPERIMENTAL COURSE. 1-5 Credits.
Experimental

WMST 397. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
Workshop

WMST 398. SEMINARS. 1-5 Credits.
Selection of prose writings by German female authors of the past two centuries, with an emphasis on contemporary writers.

WMST 399. DIRECTED STUDY. 1-5 Credits.
Directed Study

WMST 400. WOMEN AND MEN IN LITERATURE. 1 Credit.
Cross-listed: ENGL 400.
This course teaches the integration of women authors, the ideas of men writing about women and ideas interesting to women in the study of literature. We will deal with textbook selections and a comparative treatment of women and men in a literature survey course. The course will provide a feminist approach and review the literature on gender balance.

WMST 402. WOMEN AND MEN IN THE U.S. ECONOMY. 1 Credit.
Cross-listed: ECON 429.
In the course we examine the economic activity and labor force participation of women and men in the United States. Employment issues, such as labor market discrimination, affirmative action and comparable worth will be discussed. Other topics include income distribution, poverty, welfare programs and the tax system.

WMST 405. WOMEN AND MEN IN HISTORY. 1 Credit.
Cross-listed: HIST 405.
This course will deal with the placing of women and men within history. A comparative analysis will be made of the historical treatment given to both women and men. Using American history as an example, the workshop will set forth principles that will effectively help the classroom teacher create a gender balanced course and the student to recognize gender balance in history education. Attention will be given to non-sexist textbooks, audiovisual materials and testing.

WMST 406. WOMEN AND MEN IN THE CULTURAL LANDSCAPE. 1 Credit.
Cross-listed: GEOG 406.
The created landscape reflects human values and experience. This course examines ways in which women and men create, use and experience the humanized landscape. We will examine spatial patterns of human activity from a variety of times and places, linking geographic theory to everyday environments. The course will include map work, slide analysis and a field exercise as tools for identifying and interpreting cultural landscapes.
WMST 409. WOMEN AND MEN IN CONTEMPORARY ART. 1 Credit.
Cross-listed: ART 409.
Pre-requisites: ENGL 201 or equivalent.
The class focuses on how the cultural arts describe society, examining as it does so a variety of social issues. Students will suggest ways in which they can integrate women into the arts and into their understanding of larger cultural relationships.

WMST 410. FEMINIST THEORY. 4 Credits.
Cross-listed: HUMN 410.
Pre-requisites: WMST 101 or HUMN 310/WMST 310.
Feminist theories developed to explain women’s subordinate position in society and current trends in feminist thought. Includes psychoanalytic feminism, feminist literary criticism and cross-cultural views of feminism.

WMST 411. FEMINIST METHODOLOGIES. 5 Credits.
Pre-requisites: HUMN 101 or HUMN 310 or WMST 101 or WMST 310 or permission of instructor.
This course introduces fundamental concepts and methodological approaches to conducting feminist research. A specific focus is placed on examining and interrogating power relations and ways of knowing, and connecting theory and practice.

WMST 413. GENDER AND YOUTH CULTURE. 5 Credits.
Pre-requisites: HUMN 101/WMST 101 or HUMN 310/WMST 310 or permission of instructor.
This course investigates the shaping of gender generationally, culturally and historically. A specific focus on girl culture invites critical considerations of the ways that masculinity and femininity change over time and simultaneously interact with socially imposed dichotomies of “girlhood / boyhood.”

WMST 414. GENDER AND SEXUALITY IN GLOBAL CINEMA. 5 Credits.
Pre-requisites: HUMN 101, WMST 101 or HUMN 310, WMST 310 or permission of instructor.
Satisfies: international studies university graduation requirement.
This course investigates various constructions of sexuality and national identity within global cinematic representations of intimacy, desire and the body. Students will develop media literacy skills for critically engaging with diverse cultural stories and images that communicate internationally diverse understandings of sexuality, gender, class, race and nation.

WMST 416. GENDER AND MEDIA. 5 Credits.
Cross-listed: CMST 416.
Pre-requisites: junior standing.
This course examines some of the relationships between media in the U.S. and social constructions of gender and sexuality.

WMST 417. WOMEN AND ETHICS. 5 Credits.
Cross-listed: PHIL 417.
Pre-requisites: at least one of the following: WMST 101 or WMST 310 or PHIL 211 or PHIL 212.
Satisfies: a university graduation requirement--diversity.
The course will begin with a brief examination of the treatment of women within traditional ethics. We will then address the views of early women philosophers, followed by a close analysis of contemporary feminist approaches to ethics.

WMST 418. DISABILITY AS DIVERSITY. 5 Credits.
Cross-listed: DSST 410.
Notes: may be stacked with DSST 510.
Pre-requisites: DSST 310 or permission from DSST program chair.
This course explores the care and custody of female offenders in the criminal justice system, with particular focus on psychological factors and mental health treatment.

WMST 420. QUEER THEORY. 5 Credits.
Cross-listed: PHIL 420.
Pre-requisites: junior standing.
This course examines various constructions of sexuality and national identity within global cinematic representations of intimacy, desire and the body. Students will develop media literacy skills for critically engaging with diverse cultural stories and images that communicate internationally diverse understandings of sexuality, gender, class, race and nation.

WMST 421. CARE AND CUSTODY OF FEMALE OFFENDERS. 5 Credits.
Cross-listed: PSYC 421.
Pre-requisites: junior standing.
Satisfies: a university graduation requirement--diversity.
This course examines feminist theory, the law and business management theories as they apply to equality and equity in the workplace. The course is an integrated approach to business and gender issues.

WMST 425. FAMILY VIOLENCE. 4 Credits.
Cross-listed: SOWK 425.
Pre-requisites: ENGL 201.
This interdisciplinary course addresses contemporary concerns about family violence and discusses feminist perspectives on violence in the family. Theories about the historical and socio-cultural context of family violence and other explanatory theories provide frameworks for understanding personal and societal responses to family violence. Discussions include dynamics of trauma and recovery and all forms of family violence. Treatment as well as intervention, prevention, and social change approaches are discussed on both the personal and societal level.

WMST 426. ECONOMICS OF POVERTY AND DISCRIMINATION. 5 Credits.
Cross-listed: AAST 424, ECON 424.
Pre-requisites: junior standing.
Satisfies: a university graduation requirement--diversity.
This course examines how poverty and evaluation of anti-poverty programs. Examines economic theories of discrimination from different perspectives with a particular focus on issues of gender and race.
WMST 427. ECONOMICS OF WOMEN AND WORK. 5 Credits.
Cross-listed: ECON 427.
Pre-requisites: junior standing.
Satisfies: a university graduation requirement–diversity.
This course examines historical writings by and about Black women, discussing slavery, lynching, combating prejudices and encouraging racial pride to provide a framework that will deepen understanding of the topic.

WMST 430. AFRICAN AMERICAN WOMEN'S HISTORY. 5 Credits.
Cross-listed: AAST 430
Pre-requisites: ENGL 201.
This course examines historical writings by and about Black women, discussing slavery, lynching, combating prejudices and encouraging racial pride to provide a framework that will deepen understanding of the topic.

WMST 432. ANTHROPOLOGY OF GENDER. 4 Credits.
Satisfies: a university graduation requirement–diversity.
This course examines notions of sex and gender from a cross-cultural perspective. Material covered includes understandings of gender, third genders, human sexuality, and the gendered nature of activities in both non-Western and Western societies.

WMST 437. WOMEN AND ISLAM. 5 Credits.
Cross-listed: GEOG 437, HIST 437.
Pre-requisites: junior or senior standing.
This course examines the status and identity of women in Islamic communities throughout the world and assesses how different interpretations of Islam, as a simultaneous religious, social, cultural, political and economic system, influences perceptions of women within Islamic communities. It further considers the perceptions of Islam vis-à-vis women and Islamic women themselves by non-Muslim communities.

WMST 440. WOMEN AND PHILOSOPHY. 5 Credits.
Cross-listed: PHIL 440.
Pre-requisites: at least 4 credits in WMST and/or PHIL.
The course offers an examination of the treatment of concepts relating to women and femininity, both by traditional philosophers and by more recent feminist philosophers. The course will address key issues within philosophy while simultaneously exploring the role of gender in the production of philosophical knowledge.

WMST 448. LGBTQ ISSUES FOR THE PROFESSIONAL. 4 Credits.
Cross-listed: SOWK 448.
Pre-requisites: junior standing.
The course is designed to assist professionals working with individuals whose identity includes lesbian, gay, bisexual, transgender or queer questioning. Topics include: historical oppression, “coming out” as a process, counseling approaches and resources, and social inclusion and exclusion of sexual minorities. Personal attitudes are explored in order to improve professional response to the needs of the LGBTQ communities.

WMST 450. WOMEN AND SOCIAL CHANGE. 4 Credits.
Cross-listed: SOWK 450.
Pre-requisites: junior standing.
This course examines the historical and contemporary role of women as leaders and participants in U.S. social movements. The course critiques the models and strategies used to organize communities and groups to improve the status of marginalized people.

WMST 452. GENDER AND SEXUAL ASSAULT. 4 Credits.
Cross-listed: SOWK 452.
Pre-requisites: ENGL 201.
This course explores the history and practice knowledge on the social, economic and health problems confronting older women. Older women's needs and potential for change are considered. The course explores U.S. social policy and program alternatives that work to improve the status and quality of life for a growing and diverse population of older women.

WMST 456. THE OLDER WOMAN. 4 Credits.
Cross-listed: AGST 456, SOWK 456.
Pre-requisites: junior standing.
This course explores the history of women in America from the 1900s to the present through the use of a wide range of contemporary documents that allow a variety of women of the immediate past to speak for themselves.

WMST 471. HUMAN RIGHTS AND WOMEN'S RIGHTS. 4 Credits.
Cross-listed: SOWK 471.
Pre-requisites: junior standing.
The course examines the history of human rights and dignity using the declaration of rights by the United Nations and research and initiatives by the World Health Organization and other international human rights groups. The course covers topics on the human rights of women and children including health, food insecurity, economic status, housing, education, violence, war crimes and residency/citizenship status. It also examines international and national strategies for furthering human rights on the global stage.

WMST 475. HISPANIC WOMEN WRITERS. 4 Credits.
Cross-listed: SPAN 475.
Pre-requisites: SPAN 310 or SPAN 312 and SPAN 321 or HIST 365.
This is a panoramic course that covers a wide, but representative array of Hispanic women writers in Spanish from Latin America, Spain, Africa and the United States. Literary readings will be paired with other media in order to discuss issues of wars, revolutions, dictatorships, exile, migrations, race, class, gender, education and identity.

WMST 477. CONTEMPORARY INDIGENOUS WOMEN. 5 Credits.
Cross-listed: IDST 477.
Pre-requisites: junior standing.
Satisfies: a university graduation requirement–global studies.
This course is designed to introduce students to the role of indigenous women in the struggles for national self determination from a historical/cultural/spiritual/political context. Historically, indigenous women have always played a very prominent and powerful role within all spheres of indigenous social/political/cultural and economic issues affecting indigenous nations from a contemporary context.
WMST 489. LGBT WRITERS: THEIR LIVES AND THEIR WORKS. 5 Credits.
Pre-requisites: ENGL 270 or HUMN 101 or WMST 101 or HUMN 310 or WMST 310 or HUMN 410 or WMST 410.
This course examines the lives and works of Lesbian, Gay, Bisexual and Transgender (LGBT) writers as well as the historical and social contexts of their writing. Genres may include LGBT fiction, nonfiction, auto-ethnography, letters, diaries, film, critical accounts of authors' work, social networks and other artifacts. The readings focus on the lived experiences of the writers and their characters while 1. identifying "relevant gaps" within the traditional literary canon, 2. questioning "existing modes;" 3. examining "connections among societal structures such as gender, race, class, age, and sexuality that contribute to (LGBT) oppression" and 4. connecting theory to practice.

WMST 490. SENIOR CAPSTONE SEMINAR. 4 Credits.
Pre-requisites: WMST 101 or WMST 310 and one additional WMST course of 3 credits or more and ENGL 201.
Satisfies: a university graduation requirement—senior capstone.
The advanced student of women's studies consolidates and synthesizes feminist scholarship in the seminar. Working collaboratively, instructor and students draw together scholars and their work in numerous disciplines, relating them and drawing conclusions about the nature of society and feminist reality.

WMST 495. INTERNSHIP. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

WMST 496. EXPERIMENTAL COURSE. 1-5 Credits.
Experimental

WMST 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
Workshop

WMST 498. SEMINAR. 1-5 Credits.
Seminar

WMST 499. DIRECTED STUDY. 1-12 Credits.
Directed Study

WMST 510. FEMINIST THEORY. 4 Credits.
Notes: core requirement for Graduate Certificate in Gender and Sexuality Studies.
Pre-requisites: graduate standing.
Feminist Theories developed to explain women's position in society and current trends in feminist thought. Includes a variety of perspectives and cross-cultural views on sex and gender.

WMST 511. FEMINIST METHODOLOGIES. 5 Credits.
Notes: core requirement for Graduate Certificate in Gender and Sexuality Studies.
Pre-requisites: graduate standing and WMST 410 or WMST 510 or permission of instructor.
This course introduces fundamental concepts and methodological approaches to conducting feminist research. A specific focus is placed on examining and interrogating power relations and ways of knowing, as well as connecting theory and practice.

WMST 513. GENDER AND YOUTH CULTURE. 5 Credits.
Notes: elective for Graduate Certificate in Gender and Sexuality Studies.
Pre-requisites: graduate standing.
This course investigates the shaping of gender generationally, culturally and historically. A specific focus on girl culture invites critical considerations of the ways that masculinity and femininity change overtime and simultaneously interact with socially imposed dichotomies of "girlhood / boyhood."

WMST 514. GENDER AND SEXUALITY IN GLOBAL CINEMA. 5 Credits.
Notes: Elective for Graduate Certificate in Gender and Sexuality Studies. May be stacked with WMST 414.
Pre-requisites: graduate standing.
This course investigates various constructions of sexuality and nationality within global cinematic representations of intimacy, desire and the body. Students will develop media literacy skills for critically engaging with diverse cultural stories and images that communicate internationally diverse understandings of sexuality, gender, class, race and nation.

WMST 517. WOMEN AND ETHICS. 5 Credits.
Notes: elective for Graduate Certificate in Gender and Sexuality Studies.
Pre-requisites: graduate standing.
The course will begin with a brief examination of the treatment of women within traditional ethics. We will then address the views of early women philosophers, followed by a close analysis of contemporary feminist approaches to ethics.

WMST 520. QUEER THEORY. 5 Credits.
Notes: elective for Graduate Certificate in Gender and Sexuality Studies.
Pre-requisites: graduate standing and WMST 410 or WMST 510 or permission of instructor.
This course examines a variety of texts in the emerging field of queer theory. Queer theory questions the stability of various identity categories, suggesting instead that all performances of sex, gender and sexuality are influenced by cultural, historical and political factors.

WMST 540. WOMEN AND PHILOSOPHY. 5 Credits.
Notes: elective for Graduate Certificate in Gender and Sexuality Studies.
Pre-requisites: graduate standing.
The course offers an examination of the treatment of concepts relating to women and femininity, both by traditional philosophers and by more recent feminist philosophers. The course will address key issues within philosophy while simultaneously exploring the role of gender in the production of philosophical knowledge.

WMST 582. WOMEN, COMMUNICATION AND POLITICS. 5 Credits.
Cross-listed: CMST 582.
This seminar examines communication, sexuality, and gender dynamics at work in several domains of the American political system, including the mass public, electoral politics, the U.S. Congress, state legislatures, parties and social movements and the policy-making process. We also examine global trends for political participation. We analyze differences in conceptualizing politics and engaging in public discourse.

WMST 596. EXPERIMENTAL. 1-5 Credits.
Experimental.

WMST 598. GRADUATE SEMINAR. 1-5 Credits.
Notes: elective for Graduate Certificate in Gender and Sexuality Studies.
Pre-requisites: graduate standing.
This special topics seminar offers students an opportunity to engage in new and experimental topics within the field of Gender and Sexuality Studies.
WMST 599. DIRECTED STUDY. 1-5 Credits.

Notes: elective for Graduate Certificate in Gender and Sexuality Studies. 
Pre-requisites: permission of instructor, program director, department chair and college dean.
Graduate level directed study and research projects in Gender and Sexuality Studies, varying according to faculty and student interest.
UNIVERSITY COLLEGE

For more information about the college, visit University College (http://access.ewu.edu/university-college).

Showalter Hall
Cheney, WA 99004
p: 509.359.2035

University College, a new college added during the 2016–17 academic year, helps fulfill the mission of Eastern Washington University by expanding opportunities for personal transformation through excellence in learning. This is accomplished through the collaboration of faculty and staff to develop and enhance undergraduate courses and programs leading to a transformational college experience.

• Dean, Lynn Briggs, PhD
• Associate Dean, Charles Lopez, EdD
• Assistant Dean and McNair Scholars Program Director, Christina Torres García, PhD
• Faculty Commons Director, Melinda Breen, MFA
• Community Engagement Director, Brian Davenport, PhD
• Honors Program Director, Dana Elder, PhD

Through the University College, students are assured of a valuable and evolving general education that allows them to be informed, critical-thinking, engaged citizens. Students are connected with enrichment and research opportunities through the following.

• Community Engagement (https://sites.ewu.edu/oce)
• Faculty Commons (https://sites.ewu.edu/facultycommons)
• General Education (http://catalog.ewu.edu/gecr)
• Honors Program (http://www.ewu.edu/academics/honors)
• McNair Scholarship program (http://www.ewu.edu/academics/trio-mcnair-scholar-program)
• Undergraduate Research (http://access.ewu.edu/university-college/undergraduate-research)
• English Language Institute (p. 304)
• Exploring Majors (p. 602)
• Honors (p. 603)
• Integrative Studies (p. 606)
• Pre-Professional Programs (p. 609)
• Sustainability Studies (p. 614)

Faculty Commons Director, Melinda Breen, MFA

The location of Faculty Commons in the University College ensures that students can direct their energy to the exhilarating, and sometimes exhausting, process of transformation.

Placement and Clearance Exams (p. 21)
Prior Learning Credits / Sources of Credit AP, CLEP, IB (p. 21)

University Competencies and Proficiencies (p. 33)

Breadth Area Core Requirements (BACR)
• Humanities and Arts (p. 35)
• Natural Sciences (p. 35)
• Social Sciences (p. 36)

University Graduation Requirements (p. 36) (UGR)
• Foreign Language
• Minor or Certificate
• Diversity Course List (p. 37)
• Global Studies Course List (p. 37)
• Senior Capstone Course List (p. 38)

All admitted students must officially Declare a Major (https://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major) by the time they reach 90 credits (junior standing). Application for Graduation (https://sites.ewu.edu/records-and-registration/files/2017/02/GraduationApp.pdf) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Check your progress with SOAR (https://soar.ewu.edu/selfservice/general/home.html) Student Online Academic Review—you must be signed in to use this tool.
Core - Social and Behavioral Science (CSBS)

The College of Social Sciences offers a series of college-wide foundation courses in social science theory, statistics, computer-aided statistics, quantitative research methods and qualitative research methods. These classes may be required or listed as options in each of the social and behavioral science majors. Check the foundation course requirements in the specific major.

CSBS 110. PRACTICUM IN COMMUNITY INVOLVEMENT. 2-5 Credits.
This course provides students with an intensive practicum experience working with a local or regional agency.

CSBS 196. EXPERIMENTAL COURSE. 1-5 Credits.

CSBS 197. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
Workshop

CSBS 200. INTRODUCTION TO LEADERSHIP. 3 Credits.
An introduction to basic leadership skills, this course will cover models in a variety of areas such as communication, decision making, problem solving, time management, conflict resolution and ethics.

CSBS 296. EXPERIMENTAL COURSE. 1-5 Credits.
Experimental

CSBS 310. FOUNDATIONS OF SOCIAL AND BEHAVIORAL SCIENCES THEORY. 5 Credits.
Pre-requisites: completion of the general education core course requirements in the social sciences as specified in this catalog or permission of the instructor.
This course is intended to expose the philosophic choices and historical constraints that underlie all of the social and behavior sciences. In terms as simple as possible, we explore foundational alternatives (which may include idealism vs. materialism, individualism vs. holism, structure vs. agency, value neutrality vs. social critique) and the impact of history on the social and behavioral science. By emphasizing the controversiavility and diversity within the disciplines, and the social contexts that shape them, we encourage students to discover sharply critical perspectives on the social and behavioral theories that claim to tell us how the world works.

CSBS 320. INTRODUCTORY STATISTICS FOR THE SOCIAL SCIENCES. 5 Credits.
Pre-requisites: MTHD 104 or mathematics clearance by test. MATH 107 recommended.
Introduces the theory and procedures underlying the use of statistics in the social sciences. During the first half of the class, methods are presented for organizing distributions, summarizing their key properties, conveying the relative standing of individual scores in distributions, and measuring relations between pairs of variables. Commonly used procedures for testing hypotheses in the social sciences are presented in the second half of the class.

CSBS 321. COMPUTER AIDED DATA ANALYSIS. 4 Credits.
Pre-requisites: CSBS 320 or equivalent, CPLA 120 or equivalent.
Introduces the use of SPSS running on personal computers for analyzing data in the social sciences. Topics include basic tasks such as entering and transforming data. Procedures covered include obtaining summary statistics of single variables, graphing variables organizing multivariate data, and testing hypotheses with t-tests, the analysis of variance, regression, and selected nonparametric tests. Fundamentals of factor analysis and discriminant function analysis are introduced with guidelines for interpreting output.

CSBS 396. EXPERIMENTAL COURSE. 1-5 Credits.

CSBS 399. DIRECTED STUDY. 1-5 Credits.
Directed Study

CSBS 494. LEADERSHIP PORTFOLIO. 2 Credits.
Pre-requisites: permission of certificate advisor.
Supervised by the certificate advisor, students will compile an assessment portfolio of significant assignments completed during the certificate program. In addition, students will enhance the portfolio by completing various exercises, including the development of a formal statement regarding their leadership philosophy. These statements will integrate various concepts and theories surveyed and critiqued during the certificate program. Students are required to give an oral presentation of their statements to an audience composed of invited peers, faculty, and Certificate Advisory Board members.

CSBS 496. EXPERIMENTAL COURSE. 1-5 Credits.

CSBS 498. SEMINAR. 1-5 Credits.

Interprofessional Education (IPEC)

IPEC 550S. INTRODUCTION TO HEALTH ENTREPRENEURSHIP. 1 Credit.
Notes: this is the first of three linked courses.
This course introduces students to the field of Health Entrepreneurship through an examination of relevant issues and approaches.

IPEC 551S. FUNDAMENTALS OF HEALTH ENTREPRENEURSHIP. 1 Credit.
Notes: this is the second in a series of three courses.
Pre-requisites: IPEC 550S.
This course provides students with an overview of fundamental concepts in the field of Health Entrepreneurship.

IPEC 552S. INTERMEDIATE HEALTH ENTREPRENEURSHIP. 2 Credits.
Notes: this is the third of three courses in health entrepreneurship.
Pre-requisites: IPEC 550S and IPEC 551S.
This course provides students with a practical orientation to further concepts in the field of Health Entrepreneurship.

University Studies (UNST)

UNST 215. SERVICE AND LEADERSHIP. 2 Credits.
The course is designed to explore the links between service, leadership and social change. From global to local contexts, students examine the people and circumstances involved in social transformations. Through their service-learning praxis experience, students draw upon leadership and social change theory to apply it to the context of their service experience. The goal of the course is to deepen students’ understanding of the social change model of leadership and the ways in which it shapes their ability to become change agents.
UNST 301. INTRODUCTION TO COMMUNICATION SCIENCES AND DISORDERS. 3 Credits.
Notes: intended for students still enrolled in quarter based prerequisites for the Communication Disorders program.
This course provides an overview of speech, hearing and language development, disorders and remediation for students who may have an interest in this discipline as a career choice.

UNST 396. EXPERIMENTAL. 1-5 Credits.
Experimental

UNST 495. ENGAGED INTERNSHIP. 2 Credits.
Students develop their civic and professional skills through experiential learning in a community context. Throughout the quarter, students attend required meetings and complete assignments that encourage them to reflect on their experience and role in fostering positive social change.

UNST 498. SOCIAL CHANGE SEMINAR. 2 Credits.
This course examines the theory and practice of social change. The course builds upon prior and ongoing community engagement providing students a space to examine the question of “what’s next?” as they transition from college into leadership roles in their careers and communities. From global to local contexts, students examine the people and circumstances involved in social transformations and then critically reflect on their own social change work now and in the future.
Exploring Majors

University College encourages students to take advantage of opportunities to explore their skills, abilities, and interests in order to make decisions about choosing their academic majors.

- Career exploration internships—these entry level internships provide hands on experiences and opportunities to gain valuable career knowledge and skills. Visit Career Services for more information and a list of participating agencies and businesses.
- Career Services assists students with their career and majors exploration. The department offers individual career advising appointments including career assessments as well as courses to support students with their decisions. To make an appointment go to handshake (http://ewu.joinhandshake.com).
- Explore degree programs with the interactive (http://catalog.ewu.edu/degree-programs) program search or course search (https://ewu-test-mmiller.dev7.leepfrog.com/course-search).
- Getting involved in Community Engagement and Undergraduate Research or other ways to explore your interests.
- Student Activities Involvement and Leadership SAIL (http://access.ewu.edu/student-activities) can provide a list or organizations that you may be interested in joining.
- The Center for Academic Advising and Retention (CAAR (http://access.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major)) can assist students in declaring a major.

114 Showalter Hall
509.359.6365

Career Services provides students at any level of their education with the knowledge, skills and confidence necessary to make informed, intentional and individual choices about their academic and professional development. Course offerings engage and develop student skills in critical thinking, communication and research to choose inspiring majors, gain significant pre-professional experience and plan their future careers. Program topics and activities include major exploration, career research, exploratory internships, mentorship and professional development.

As the world of work is increasingly dynamic and diverse, Career Services content encourages students to consider and understand their experiences and value as whole people, and invites them to make meaningful connections between their academic experience and professional goals. This holistic approach promotes necessary habits of adaptability, openness and reflection that allow students to thrive in the workplace both after graduation and throughout their lives.

Career Services (CRSV)

CRSV 210. CAREER DEVELOPMENT. 2 Credits.
This course is designed to help undecided and undeclared students explore and define their individual major and career path. While some content is appropriate for students at all levels, the main focus will be for those students who are exploring majors and careers.

CRSV 295. INTERNSHIP. 1-2 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Internship.
Honors

Dana C. Elder, Director
department page (http://www.ewu.edu/academics/honors)
217 Hargreaves
509.359.2822

Dori Roberts (honors@ewu.edu), Advisor

Current Honors faculty

Cynthia Cutler (ccutler@ewu.edu)–Integrative Studies, Kevin Decker (kdecker@ewu.edu)–Philosophy, Dana C. Elder (delder@ewu.edu)–English, Dale Garaway (dgaraway@ewu.edu)–Mathematics, Logan Greene (lgreene@ewu.edu)–English, Jonathan Johnson (https://www.ewu.edu/cale/programs/english/english-faculty/jonathan-johnson)–Creative Writing, Garry Kenney (gkenney@ewu.edu)–Humanities, Chris Kirby (ckirby@ewu.edu)–Philosophy, Terry MacMullan (tmacmullan@ewu.edu)–Philosophy, Florian Preisig (https://www.ewu.edu/cale/programs/modern-languages/modern-lang-faculty/florian-preisig-department-chair)–French, Grant Smith (gsmith@ewu.edu)–English and Humanities, Henry York-Steiner (hsteiner@ewu.edu)–English

Current Honors Office Staff

Dana C. Elder (delder@ewu.edu), Ph.D., Director University Honors, Professor of English: Dr. Elder serves the entire Honors Program, and teaches the transfer course, HONS 301 Classical Ethics and Rhetoric in the fall.
Dori Roberts (droberts@ewu.edu), Coordinator/Academic Advisor: Dori coordinates the honors application and scholarship process and provides advising for freshmen, transfer, and departmental honors students.

About Honors

The Honors Program at Eastern Washington University seeks to cultivate excellence in undergraduate education by providing enhanced educational opportunities to superior students. Honors is not more work, but work with a different focus. Honors courses and Honors activities seek to develop thorough knowledge and appreciation of the liberal arts and sciences; cultivate excellent writing, calculation and critical thinking skills; and inspire an attitude of self-responsibility, lifelong intellectual development, and service to the world. Admission to Honors at Eastern is based entirely on demonstrated and potential intellectual and academic qualifications.

How to Apply

There is no formal application process for the Honors Program. If you are interested in becoming a part of Honors Program, we encourage you to apply for admission to EWU, complete the Eastern Washington University General Scholarship Application (http://www.ewu.edu/admissions/financial-aid/scholarships/apply-now), and express interest in the Honors Program on that application. Those academically qualified who apply for admissions and complete the scholarship application by February 1st will be offered a Presidential Scholarship of $3000. Based on academic qualifications, they may also be eligible to join the Honors Program. Students who make the February 1st deadline and qualify may be invited to join the Honors Program and qualify to receive a $1000 Honors Scholarship in addition to the $3000 Presidential Scholarship.

The Honors Scholarship ($1000) may be awarded to qualified applicants after the February 1st deadline, but these students will not be eligible for the Presidential Scholarship ($3000). Questions or concerns may be shared with Dori Roberts (droberts@ewu.edu), Program Coordinator/Advisor.

What You Gain

• Being part of the Honors Program at Eastern is a great way to explore ideas and expand your mind, all while satisfying core requirements in a small, collaborative environment. Classes focus on learning, ideas, and community.
• The Honors Program allows for the opportunity to challenge yourself academically, intellectually, and personally. This will enrich your education and give you confidence for graduate school or a career.
• All Honors students receive a renewable scholarship based on continued academic success! For more information about Honors scholarships, click here (http://www.ewu.edu/academics/honors/honors-scholarships).

Honors Classes include: The Intellectual Tradition, Cultural Ecology, and Classical Ethics and Rhetoric.

For more information about the Honors curriculum for freshmen, transfer students, and upper-division students, visit the Honors Curriculum page (http://www.ewu.edu/academics/honors/curriculum).

Honors (HONS)

HONS 101. THE INTELLECTUAL TRADITION: THE ANCIENT WORLD. 8 Credits.
Satisfies: a BACR for humanities and arts and social sciences.
Introduces major ideas of Western and Eastern thought—ideas that find expression in great works of ancient literature, philosophy, history, drama, art and science. Readings, class discussions and written assignments help provide understanding of these ideas through close, detailed study of important primary texts and through reading of secondary works that establish historical and cultural background for the primary texts.

HONS 102. THE INTELLECTUAL TRADITION: MIDDLE AGES THROUGH THE REFORMATION. 8 Credits.
Satisfies: a BACR for humanities and arts and social sciences.
Introduces major ideas of Western thought during the late Middle Ages through the Renaissance and Reformation—ideas that find expression in great works of literature, philosophy, history, drama, art, music and science. Readings, class discussions and written assignments help provide understanding of these ideas through close, detailed study of important primary texts and through reading of secondary works that establish historical and cultural background for the primary texts.

HONS 103. MODERN SCIENCE AND SOCIETY. 8 Credits.
Satisfies: a BACR for social sciences and with HONS 104 satisfies a natural sciences course.
Introduces major ideas of natural and social scientists of the 19th and 20th centuries. Readings, class discussions and written assignments help provide understanding of these ideas through close, detailed study of important primary texts and through reading of secondary works which establish historical and cultural background of the primary texts.
HONS 104. HONORS NATURAL SCIENCE LAB. 1 Credit.  
Pre-requisites: HONS 103 (must be taken concurrently).  
Satisfies: a BACR for natural sciences and with HONS 104 satisfies a social sciences course.  
The Honors Lab employs the scientific method to investigate and process physical, statistical and research generated data. Experiments are generally student designed.

HONS 213. ART IN THE HUMANITIES. 5 Credits.  
Cross-listed: ART 213, HUMN 213.  
Satisfies: a BACR for humanities and arts.  
A survey of cultural interrelationships of the arts, emphasizing the visual arts of painting, sculpture and architecture.

HONS 214. AFRICAN AMERICAN CULTURE AND EXPRESSIONS. 5 Credits.  
Cross-listed: AAST 214, HUMN 214.  
Satisfies: a university graduation requirement–diversity.  
An interdisciplinary survey of African American culture beginning with ancient African history and traditions through contemporary issues in the African American experience. Attention given to basic principles of history, sociology, political science, economics and the arts in the study of the dynamics of the African American culture.

HONS 215. EARLY AFRICAN AMERICAN HISTORY: ANCIENT AFRICA TO THE END OF THE RECONSTRUCTION 1877. 5 Credits.  
Satisfies: a university graduation requirement–diversity.  
Examines the African American experience from African civilizations in the 4th century AD through slavery to the end of the Reconstruction era in the United States.

HONS 220. AFRICAN AMERICAN HISTORY: POST CIVIL WAR TO PRESENT. 5 Credits.  
Cross-listed: HIST 220, AAST 220.  
Satisfies: a BACR for social sciences.  
The study of American history from the perspective of the African American experience since the end of the Reconstruction period.

HONS 296. EXPERIMENTAL COURSE. 1-5 Credits.  
Experimental

HONS 298. UNIVERSITY HONORS SEMINAR. 1-5 Credits.  
Satisfies: a university graduation requirement–global studies.  
Satisfies: a university graduation requirement–diversity.  
A seminar offering opportunities for students to engage in independent research.

HONS 301. CLASSICAL ETHICS AND RHETORIC. 4 Credits.  
Pre-requisites: junior standing and admissions to the Honors Program or instructor’s permission.  
A review and elaboration of some of the key philosophical systems and communication strategies of classical western culture (Greek and early Christian).

HONS 311. SOCIAL AND POLITICAL PHILOSOPHY. 5 Credits.  
Cross-listed: PHIL 311.  
Pre-requisites: successful completion of ENGL 101.  
Major political theories and analysis of arguments that attempt to justify actual or proposed political and social institutions.

HONS 312. PHILOSOPHY OF RELIGION. 5 Credits.  
Cross-listed: PHIL 312.  
Pre-requisites: successful completion of ENGL 101.  
Philosophical problems with religion and theology. Typical problems concern the existence of God, God’s relation to evil, the immortality of the soul, the meaning of religious language and the criteria for theological verification.

HONS 315. AFRICAN HISTORY: ANCIENT AFRICA TO MANDELA. 5 Credits.  
Cross-listed: HIST 315, AAST 315.  
Satisfies: a university graduation requirement–global studies.  
A survey of African history from prehistory to the present. Emphasizes earlier African civilizations, extensive contact with the outside world and the formation of African nations.

HONS 320. HISTORY OF ANCIENT WESTERN PHILOSOPHY. 5 Credits.  
Cross-listed: PHIL 320.  
Pre-requisites: ENGL 100.  
The history of Greek philosophy from the first theories about the causes of the universe to the Socratic inquiry about how to live and to Plotinus’ theory of the soul.

HONS 321. HISTORY OF MODERN WESTERN PHILOSOPHY. 5 Credits.  
Cross-listed: PHIL 321.  
Pre-requisites: ENGL 101.  
A survey of 16th–18th century European philosophy against the background of religion and science. The main theme is the relation of knowledge to reason and experience.

HONS 322. HISTORY OF CONTEMPORARY WESTERN PHILOSOPHY. 5 Credits.  
Cross-listed: PHIL 322.  
Pre-requisites: successful completion of ENGL 101.  
This course is a survey of the major European and American schools of the 19th and 20th century philosophy. Course material includes German idealism, existentialism, utilitarianism, Marxism, pragmatism, feminism, logical positivism and post-modernism.

HONS 331. CHINESE PHILOSOPHY. 5 Credits.  
Cross-listed: PHIL 331.  
Pre-requisites: successful completion of ENGL 101.  
Confucius’ humanistic ethics, the naturalistic philosophy of Taoism and Buddhism—especially the Zen Buddhist method of enlightenment.

HONS 342. TRIBES, BANDS AND CHIEFDOMS. 5 Credits.  
Satisfies: a university graduation requirement–global studies.  
An ethnographic survey of contemporary cultures of Central and South America, including both aboriginal and peasant societies. Emphasis is placed on the merging and clashing of European, Indian and African, rich and poor and the continuing character of these conflicts into the present.

HONS 349. MAJOR CIVILIZATIONS OF ASIA. 5 Credits.  
Satisfies: a university graduation requirement–global studies.  
A comparative overview of distinctive Indian cultures. Opportunities for individual research provided.

HONS 355. INDIANS OF NORTH AMERICA. 5 Credits.  
Satisfies: a university graduation requirement–diversity.  
An ethnographic survey of contemporary cultures of Central and South America, including both aboriginal and peasant societies. Emphasis is placed on the merging and clashing of European, Indian and African, rich and poor and the continuing character of these conflicts into the present.

HONS 357. PEOPLES OF LATIN AMERICA. 5 Credits.  
Satisfies: a university graduation requirement–global studies.  
A review of folk and professional medical systems will be included.
HONS 366. REVOLUTIONS AND DEVELOPMENT IN THE THIRD WORLD. 5 Credits.
Satisfies: a university graduation requirement–global studies.
This course explores the alternative models available for understanding rapid cultural change in a worldwide array of postcolonial countries. Emphasis is placed on the historical origins of ethnic, nationalist and class conflict in local regions as studied by anthropologists. Opportunities are made available for pursuing students’ regional interests.

HONS 393. TECHNOLOGY WORLD CIVILIZATION. 4 Credits.
Cross-listed: TECH 393.
Pre-requisites: ENGL 101.
Satisfies: a university graduation requirement–global studies.
Students will investigate the issues surrounding technological change in discrete cultural settings with a historical perspective of the evolution of technology in a global context.

HONS 396. EXPERIMENTAL COURSE. 1-5 Credits.

HONS 398. HONORS SEMINAR. 1-5 Credits.
Subject matter varies according to faculty and student interest. Designed for sophomores, juniors and seniors.

HONS 399. DIRECTED STUDY. 1-10 Credits.
Directed Study

HONS 400. SPECIAL PERIODS IN THE HISTORY OF PHILOSOPHY. 5 Credits.
Cross-listed: PHIL 400.
Pre-requisites: ENGL 101.
Intensive study of a period in the history of philosophy that is not included in the 320–322 sequence.

HONS 415. HISTORY OF ANCIENT ART. 5 Credits.
Cross-listed: ART 415.
Pre-requisites: ENGL 101; ART 213 or HONS 213 or HUMN 213 (may be taken concurrently).
This course is a survey of early styles of art in Western civilization, including Egypt, the Near East, Greece and Rome.

HONS 417. HISTORY OF MEDIEVAL ART. 5 Credits.
Cross-listed: ART 417.
Pre-requisites: ENGL 101; ART 213 or HONS 213 or HUMN 213 (may be taken concurrently).
This course is a survey of painting, sculpture, architecture and craft art in Europe from the Early Christian period through the Gothic age (ca. 400–1400 AD).

HONS 420. HISTORY RENAISSANCE ART. 5 Credits.
Cross-listed: ART 420.
Pre-requisites: ENGL 101; ART 213 or HONS 213 or HUMN 213 (may be taken concurrently).
This course includes discussion of painting, sculpture and architecture of Renaissance Europe from the 14th through the 16th centuries, including a comparison between Italian and Northern styles.

HONS 422. HISTORY BAROQUE AND ROCOCO ART. 5 Credits.
Cross-listed: ART 422.
Pre-requisites: ENGL 101; ART 213 or HONS 213 or HUMN 213 (may be taken concurrently).
This course presents European Art between 1600 and 1750, with attention to the interrelation between the visual arts of painting, sculpture and architecture and other areas of cultural development—music, drama, literature and philosophy.

HONS 423. ART OF THE 19TH CENTURY. 5 Credits.
Cross-listed: ART 423.
Pre-requisites: ENGL 101; ART 213 or HONS 213 or HUMN 213 (may be taken concurrently).
This course is a survey of painting, sculpture and architecture in 19th century America and Europe, covering such movements as Neoclassicism, Romanticism, Realism and Impressionism.

HONS 430. HISTORY OF MODERN ART. 5 Credits.
Cross-listed: ART 430.
Pre-requisites: ENGL 101; ART 213 or HONS 213 or HUMN 213 (may be taken concurrently).
This course is a survey of major art forms, including architecture, from French Impressionism (ca. 1865) to the present. Emphasis will be on identifying the origins and tracing the development of 20th century styles.

HONS 435. MAJOR AUTHORS IN THE HISTORY OF PHILOSOPHY. 5 Credits.
Cross-listed: PHIL 435.
Notes: repeatable for credit with different authors.
Pre-requisites: successful completion of ENGL 101.
Intensive study of a single major philosopher.

HONS 439. HONORS SEMINAR. 1-5 Credits.
Pre-requisites: permission of instructor.
This course is a variable topics course exploring current interests and research of participating faculty.

HONS 450. CULTURAL ECOLOGY. 5 Credits.
Satisfies: a university graduation requirement–global studies.
The relationship between man, nature and culture is contrasted in food collecting, simple farming and technologically more complex cultures.

HONS 454. MYTH, RITUAL AND MAGIC. 5 Credits.
This course explores myth, magic and ritual as they relate to religion, philosophy and science, both in western and non-western, urban and non-urban contexts.

HONS 458. FAIR TRADE, COFFEE, AND SOCIAL JUSTICE. 2 Credits.
This class explores the Fair Trade movement, using coffee as a lens. Topics include how the Fair Trade system has worked, debate over the Fair Trade system as a social movement and an alternative market.

HONS 459. HONORS INTERNSHIP. 1-10 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

HONS 469. EXPERIMENTAL COURSE. 1-5 Credits.
Experimental

HONS 498. HONORS SEMINAR. 1-5 Credits.
Honors students present the results of their research project, honors thesis, or other creative work, prepared under the guidance of their major departments.

HONS 499. INDEPENDENT STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Integrative Studies

Chuck Lopez, Ed.D., Associate Dean
Showalter Hall 117
509.359.2202

Undergraduate
Undergraduate Certificate
Community Engagement Certificate (p. 607)

Integrative Studies (ITGS)

ITGS 110. FYE: HUMANITIES. 5 Credits.
Pre-requisites: freshman class standing.
Satisfies: a BACR for humanities and arts.
This course combines a focus on student success skills with academic content in the Humanities breadth area designed to develop critical inquiry skills. The FYE consists of a pair of courses that are linked by a single problem or text and approached by each distinct discipline.

ITGS 120. FYE: NATURAL SCIENCE. 5 Credits.
Pre-requisites: freshman class standing.
Satisfies: a BACR for Natural Science.
This course combines a focus on student success skills with academic content in the Natural Science breadth area designed to develop critical inquiry skills. The FYE consists of a pair of courses that are linked by a single problem or text and approached by each distinct discipline.

ITGS 130. FYE: SOCIAL SCIENCE. 5 Credits.
Pre-requisites: freshman class standing.
Satisfies: a BACR for social sciences.
This course combines a focus on student success skills with academic content in the Social Science breadth area designed to develop critical inquiry skills. The FYE consists of a pair of courses that are linked by a single problem or text and approached by each distinct discipline.

ITGS 196. EXPERIMENTAL COURSE. 1-5 Credits.
Experimental

ITGS 197. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
Workshop

ITGS 198. SEMINAR. 1-5 Credits.
Seminar

ITGS 297. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-2 Credits.
Workshop

ITGS 398. SEMINAR. 1-5 Credits.
Seminar

ITGS 400. INTERDISCIPLINARY SR CAPSTONE. 4 Credits.
Notes: The university offers this course as an option for completing the senior capstone graduation requirement, depending on the student’s major. Major advisers can inform students about their major senior capstone requirements.
Pre-requisites: senior standing.
Satisfies: a university graduation requirement—senior capstone.
The course carries students from the academic community into civic life. It assembles students into teams for studying problems students will confront as citizens in the Pacific Northwest. It asks students individually and in collaboration with others to produce documents which address these problems by drawing from an array of disciplinary perspectives.
Community Engagement Certificate

Community Service Hours: 100 (50 per year).

- Up to 40 “service-learning” course hours may count toward this requirement.
- Attendance at program orientation retreat.
- Attendance at quarterly group reflection sessions.
- Amendments to requirements must be approved by Office of Community Engagement.

Requirements

<table>
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<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
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<tbody>
<tr>
<td>UNST 215</td>
<td>SERVICE AND LEADERSHIP</td>
<td>2</td>
</tr>
<tr>
<td>UNST 495</td>
<td>ENGAGED INTERNSHIP</td>
<td>2</td>
</tr>
<tr>
<td>UNST 498</td>
<td>SOCIAL CHANGE SEMINAR</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credits: 16

- apply academic knowledge to addressing community needs and social issues;
- develop civic and professional skills through coursework, internships, and service;
- develop the skills necessary to be engaged leaders in both their increase awareness of community needs, community assets and social issues;
- professional careers and civic life;
- reflect on their civic development and role in fostering positive social change.
Pre-Communication Disorders

Lesli Cleveland, PhD, CCC-SLP, Chair
deptartment page (http://www.ewu.edu/chsph/programs/communication-disorders)
509.828.1376
310 N. Riverpoint Blvd., Box B Spokane, WA 99202

Program Description

Individuals who have earned a baccalaureate degree in a discipline other than communication sciences and disorders can apply for the graduate program in Communication Sciences and Disorders at Eastern Washington University upon completion of a year of prerequisite courses. These prerequisite courses are intended to prepare the individual for the rigors of graduate study in the discipline. As the graduate program typically takes two years to complete, an individual having a baccalaureate degree in a different discipline can earn the master’s degree within three years. A minimum GPA ≥ 3.00 is required for admission to the post-baccalaureate program. Students must meet the minimum GPA requirement, complete a department application and pay an application fee.

The individual would take the courses listed below during the first year of study (it is strongly suggested that the candidate apply for fall admission into the post-baccalaureate program). As the individual is taking the prerequisite courses, he/she would apply for graduate study by January 5 of the current academic year. If accepted to the graduate program in Communication Sciences and Disorders, the student would complete the remaining prerequisite requirements and then enroll in graduate study in the fall term immediately following completion of the prerequisite requirements. In addition, students must complete coursework reflecting knowledge in the biological sciences, physical sciences, statistics and the social/behavioral sciences prior to beginning the program. Acceptable courses in biological sciences should emphasize a content area related to human or animal sciences. Acceptable courses in physical sciences should include physics or chemistry. Acceptable courses in social/behavioral sciences should include psychology, sociology, gerontology, anthropology or public health. Research methodology courses in communication sciences and disorders (CSD) may not be used to satisfy the statistics requirement.

It should be noted that the Communication Sciences and Disorders program operates on a semester-based academic schedule whereas the majority of the university operates on a quarter-based schedule. If the student has deficiencies in his/her academic preparation that are not related specifically to the major, those deficiencies will have to be taken during the summer when there will be no conflict between the Communication Sciences and Disorders semester-based schedule and the university’s quarter-based schedule.

Pre-communication disorders students must contact the program advisor or program coordinator BEFORE starting the application process. The application process must be completed by the end of June prior to the fall semester in which the student plans to matriculate.

Pre-Professional Program Requirements

Courses reflect semester credits.

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<tr>
<th>Fall Semester</th>
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<td>CMSD 304S</td>
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<th>Spring Semester</th>
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<tr>
<td>CMSD 321S</td>
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<td>CMSD 331S</td>
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<td>CMSD 371S</td>
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<td>CMSD 461S</td>
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<td>Total Credits</td>
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Eastern Washington University offers students the opportunity to earn substantial amounts of coursework toward the requirements of a number of specific professions. Although the following Pre-Professional programs have been offered for several years by EWU, this listing is not exclusive; students who are interested in a profession not represented (below) are encouraged to contact the Center for Academic Advising & Retention (CAAR) (http://access.ewu.edu/center-for-academic-advising-and-retention) for assistance in identifying departments or programs which can offer coursework and advice as regards alternative Pre-Professional studies.
Pre-Professional Programs

Eastern Washington University offers students the opportunity to earn substantial amounts of coursework toward the requirements of a number of specific professions.

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Pre-Dentistry and Pre-Medicine (p. 610)
Pre-Engineering (p. 259)
Pre-Law (p. 611)
Pre-Pharmacy (p. 612)
Pre-Veterinary Medicine (p. 612)
Pre-Dentistry and Pre-Medicine

See the Department of Biology or Chemistry/Biochemistry sections of this catalog for curriculum descriptions.

Department of Biology
Rebecca Brown
David Daberkow
Charles Herr
Joanna Joyner-Matos
258 Science Bld.
509.359.2339

Department of Chemistry / Biochemistry
Nick Burgis
Jeff Corkill
226 Science Bld.
509.359.2447

Undergraduate Programs
Admission requirements for Schools of Medicine, Dentistry or Veterinary Medicine are typically satisfied by a Bachelor of Science degree in either biology or chemistry with substantial coursework from both disciplines. The requirements of these professional schools are so demanding and frequently variable that it is imperative students contact a pre-medical, pre-dental or pre-veterinary medicine advisor immediately upon deciding to earn a degree in one of these areas and work closely with that advisor in developing a complete curriculum. The program of study may vary for each student dependent on his/her preparation, background or specific interests. Other majors may be chosen if the basic requirements are met (two years each of biology and chemistry, one year of physics with supporting mathematics and typically one year of biochemistry and/or molecular biology). As a part of the selection process for admission to professional school, pre-medical and pre-dental students must also take a nationally administered evaluative test (Medical College Admission Test or Dental College Admission Test respectively); these tests are largely based on the science requirements previously noted, Mathematics Applied Quantitative Assessments, English Comprehension and writing. Since the MCAT or DAT is typically taken either at the end of the third or beginning of the fourth academic year, it is imperative that students complete the basic science requirements during the first three years of study. For additional curriculum information and a complete list of courses required in a four-year program of study leading to the Bachelor of Science degree, see major option descriptions under the Biology or Chemistry/Biochemistry Departments. Note that majors in these areas of study offered by the two departments principally differ only in the fourth year.

Because admission requirements can vary between individual professional schools, it is imperative that students directly contact schools of interest and ascertain specific requirements prior to the application process. Publications such as Medical School Admission Requirements and Admission Requirements of American Dental Schools provide profile information on a school-by-school basis regarding admitted students. Students must realize that admission to professional school is highly competitive and thus uncertain—nothing assures admission.

General Admissions Requirements for Majors in Pre-Medicine, Pre-Dentistry or Pre-Veterinary Medicine

In order to complete degree requirements in four years and be prepared for professional school admission tests at the end of three, it is essential that students are enrolled in college-level chemistry and biology courses at the inception of their pre-professional curriculum. Thus preparation at the high school level should include one year each of biology, chemistry and physics as well as three or four years each of English and mathematics (through pre-calculus). Students transferring from other institutions including community colleges should consult with Eastern’s Admissions Office for information regarding course equivalencies. Students are encouraged to contact Eastern’s pre-professional advisors prior to enrollment.

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Pre-Law (p. 611)
Pre-Pharmacy (p. 612)
Pre-Veterinary Medicine (p. 612)

Pre-Engineering
Martin Weiser, Department Chair
Engineering & Design Department (p. 259)
CEB 319E
Phone: 509.359.2815

Click here for currently offered Engineering Department pre-majors (p. 259).

Eastern Washington University offers students the opportunity to earn substantial amounts of coursework toward the requirements of a number of specific professions.

Although the following Pre-Professional programs have been offered for several years by EWU, this listing is not exclusive; students who are interested in a profession not represented (below) are encouraged to contact the Center for Academic Advising & Retention (CAAR) (http://access.ewu.edu/center-for-academic-advising-and-retention) for assistance in identifying departments or programs which can offer coursework and advice as regards alternative Pre-Professional studies.

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Pre-Engineering (p. 259)
Pre-Law (p. 611)
Pre-Law

James Headley, Advisor
013 Hargreaves
509.359.2781

Program Description

Entrance into law school does not depend on the completion of any particular set of undergraduate requirements, but rather on the attainment of a bachelor’s degree in a recognized field of study, a sufficient GPA and a satisfactory score on the Law School Admission Test. Accordingly, no single pre-professional program can be recommended for the study of law. A balanced preparation for the study of law should include exposure to the traditional liberal arts disciplines and the development of skills in verbal and written communication and in logical thinking.

Since many students interested in law combine that interest with a similar one in public affairs, the Department of Political Science and International Studies offers a special option major designed especially to meet the needs of pre-law students.

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Pre-Law (p. 611)
Pre-Pharmacy (p. 612)
Pre-Veterinary Medicine (p. 612)
Pre-Pharmacy

See the Department of Biology or Chemistry/Biochemistry sections of this catalog for curriculum descriptions.

Department of Biology

Javier Ochoa-Reparaz and Suzanne Schwab
258 Science Bld.
509.359.2339

Department of Chemistry / Biochemistry

Nick Burgis
Jeff Corkill
226 Science Bld.
509.359.2447

Pharmacy occupies both a unique and varied position within the health sciences. Undergraduate pharmacy education is largely founded in the biological and chemical sciences and is integrated with coursework in the humanities and social sciences. The curriculum of a school of pharmacy is designed to prepare graduates for a variety of professional careers. These include the practice of community retail and hospital pharmacy, clinical pharmacy, research or sales in the pharmaceutical industry and regulatory and administrative positions at either the state or federal level. Traditionally the pharmacist has been among the most accessible of the health-care team, serving as the first source of advice and assistance for common medical disorders. At present, due to an increased clinical emphasis in pharmacy education, pharmacists are more frequently involved in a direct, patient-oriented practice that includes responsibilities such as selecting and dispensing drug products, monitoring drug interactions and counseling patients.

Degree Information for Pharmacy

Most schools of pharmacy offer only one degree in pharmacy: the Doctor of Pharmacy (Pharm. D.). The Pharm. D. degree qualifies the student to take the State Board of Pharmacy Licensing Examination, a requirement for the practice of pharmacy in any state. The academic program leading to the Pharm. D. degree is divided in two parts. The first, termed the pre-professional program provides coursework in the basic sciences, mathematics, English, humanities and social sciences. The second, termed the professional program (four years) provides academic exposure to the practice of pharmacy and includes coursework in areas such as biochemistry, medicinal chemistry, pharmacology, anatomy, physiology, dispensing, law, therapeutics, pharmacokinetics and biostatistics. In addition, clerkships in community and clinical settings are required. Students should contact pharmacy schools of interest to determine specific pre-professional course requirements, and should also contact EWU pre-pharmacy advisors.

Admissions Requirements/Preparation

Due to the time requirement necessary for completion of the Pharm. D. degree and substantial prerequisites for courses in the professional portion of the program, students should be prepared to begin college level chemistry and biology at the inception of their pre-professional curriculum. Thus students interested in pre-pharmacy should complete one year of both high school chemistry and biology, as well as mathematics through pre-calculus prior to enrollment at EWU. Students transferring from other institutions, including community colleges, should consult with the Admissions Office for information regarding course equivalencies. Students are encouraged to contact Eastern’s pre-pharmacy advisors prior to enrollment or early in their academic program.

Admission to a school of pharmacy is highly competitive. Application to a school is normally initiated one year prior to transfer and may include application to both the university and the school. In addition to completion of pre-professional course requirements with a satisfactory GPA, the school will likely require a personal interview and/or successful completion of the Pharmacy College Admission Test (PCAT), a nationally administered evaluative test.

Pre-Veterinary Medicine

See the Department of Biology or Chemistry/Biochemistry sections of this catalog for curriculum descriptions.

Department of Biology

Krisztian Magori
258 Science Bld.
509.359.2339

Department of Chemistry / Biochemistry

Nick Burgis
Jeff Corkill
226 Science Bld.
509.359.2447

Program Description

Generally, students will apply to a Veterinary Medicine College for their professional training and will thus tailor their programs accordingly. We strongly recommend that students planning a career in veterinary medicine contact the school(s) of their choice to learn their most current admission requirements. Contacting the program advisor is strongly advised.

General Admissions Requirements for Pre-Veterinary Medicine

Applicants are now required to take the General Aptitude Test of the Graduate Record Examination; scores will be included in the assessment of scholastic achievement. The last date to register for this exam is late
in September. A minimum of 300 hours of practical experience, under the supervision of a graduate veterinarian, is an essential requirement in the selection process for most colleges.

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Pre-Veterinary Medicine (p. 612)
The Sustainability Minor provides an interdisciplinary prospective on finding sustainable solutions to social and environmental problems. Sustainability is a discipline that combines leadership, environmental and social sciences, economics, social justice, and ethics to promote global well-being, meeting the needs of today without compromising the ability of future generations to meet their needs. This minor is recommended for students who are primarily developing expertise in other areas who would like to apply those skills in a "green" career, and students with a strong personal interest in sustainability who do not plan to major in it. Students must complete MATH 141 to successfully complete the Sustainability minor.

Required Sustainability Courses

SUST 100. CONCEPTS IN SUSTAINABILITY. 4 Credits.
This course provides a basic introduction to sustainability with an emphasis on conceptual understanding of ecosystems, social equity, environmental justice, food, energy, product life cycles and cities.

SUST 139. SPECIAL TOPICS IN SUSTAINABILITY. 2 Credits.
Notes: may be repeated with permission of advisor.
This course provides participants with an opportunity to evaluate their values surrounding topics in sustainability, and to learn ways to connect their values with their actions. Each term, a single topic will be explored through a mix of lectures, speakers, readings and film, or through a singular medium as determined by the instructor. Instructors for this course will rotate through discipline area expertise across the campus community and include relevant topics.

SUST 141. SUSTAINABLE CHEMISTRY. 5 Credits.
Cross-listed: CHEM 141.
Pre-requisites: MATH 141 with a grade ≥C.
Satisfies: a BACR for natural science.
This course is an introduction to environmental chemistry, which looks at sustainability on an atomic level, tackling issues such as ocean acidification, climate change, and energy issues. Emphasis will focus on how chemistry can help us understand, approach and solve contemporary environmental problems.

SUST 235. ENERGY/WATER NEXUS. 4 Credits.
Pre-requisites: MATH 141 with a grade ≥C.
Energy and water are intrinsically linked. Each is needed to extract, harness, and transport the other and modern society demands that both are readily available. This class will review water availability, use, classifications and spatiotemporal considerations. Students will learn about the history and current state of technology of energy systems. The water energy nexus and how it prevails in different systems will be discussed throughout the course.

SUST 300. WRITING FOR THE PROFESSIONS. 5 Credits.
Cross-listed: TCOM 300.
Pre-requisites: ENGL 201.
This course focuses on analyzing and creating effective communication practices for professional writing. Communication projects such as proposing new research projects, creating and integrating data graphics into professional reports, and reporting data to recommend problem-based solutions through reports and presentations will be emphasized in this course.

Total Credits 25-29

- demonstrate a personal and interdisciplinary perspective on sustainability and its application to problem solving;
- demonstrate competence in evidence-based decision making;
- experience scientific foundations of sustainability;
- experience social foundations of sustainability;
- use leadership and communication skills to effectively advocate for change within diverse communities.

Sustainability (SUST)

SUST 100. CONCEPTS IN SUSTAINABILITY. 4 Credits.
This course provides a basic introduction to sustainability with an emphasis on conceptual understanding of ecosystems, social equity, environmental justice, food, energy, product life cycles and cities.

SUST 120. SUSTAINABILITY AS A COLLABORATIVE EXPERIENCE. 1 Credit.
This course focuses on immersing students in sustainability issues at the urban-wildland interface in the Spokane region and to build student community through a two-day outdoor experience.

SUST 139. SPECIAL TOPICS IN SUSTAINABILITY. 2 Credits.
Notes: may be repeated with permission of advisor.
This course provides participants with an opportunity to evaluate their values surrounding topics in sustainability, and to learn ways to connect their values with their actions. Each term, a single topic will be explored through a mix of lectures, speakers, readings and film, or through a singular medium as determined by the instructor. Instructors for this course will rotate through discipline area expertise across the campus community and include relevant topics.

SUST 141. SUSTAINABLE CHEMISTRY. 5 Credits.
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This course is an introduction to environmental chemistry, which looks at sustainability on an atomic level, tackling issues such as ocean acidification, climate change, and energy issues. Emphasis will focus on how chemistry can help us understand, approach and solve contemporary environmental problems.

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Pre-requisites: ENGL 201.
This course focuses on analyzing and creating effective communication practices for professional writing. Communication projects such as proposing new research projects, creating and integrating data graphics into professional reports, and reporting data to recommend problem-based solutions through reports and presentations will be emphasized in this course.
SUST 336. GLOBAL CLIMATE CHANGE. 4 Credits.
Pre-requisites: MATH 141 and one of the following: SUST 141, CHEM 121, CHEM 151, CHEM 141, PHYS 131.
This course focuses on the underlying science of climate change, greenhouse gas monitoring policies and protocols, and the use of current best practice methods to monitor greenhouse gas emissions in proposed and existing systems.

SUST 371. EWU CAMPUS SUSTAINABILITY. 3 Credits.
Pre-requisites: SUST 235.
Using EWU as a living laboratory, students will learn how to develop proposals that seek to improve the sustainability of an organization’s operations. Students will work with EWU staff and faculty to identify issues and opportunities to improve campus sustainability. Using this information students will design and draft detailed proposals for sustainability focused improvement projects. At the end of the quarter students will present these proposals to campus stakeholders.

SUST 435. LAND USE AND NATURAL RESOURCE MANAGEMENT. 4 Credits.
Pre-requisites: junior standing.
This course describes and applies the tools and techniques of environmental land use planning and management, representing the integration of environmental research with the spatial analysis of complex data sets around land use management and decision-making.

SUST 470. SUSTAINABILITY PROJECT DEVELOPMENT I: RESEARCH, PROSPECTUS AND LEADERSHIP. 5 Credits.
Pre-requisites: SUST 371.
The first in a three course series, wherein the advanced student of sustainability synthesizes interdisciplinary scholarship with community-focused, practical application. Working collaboratively with the instructor and community partner organizations, student-groups will relate the theories and methods of sustainability in the built, natural and social environments toward the resolution of unsustainable practices in public infrastructure, policies or institutions.

SUST 480. SUSTAINABILITY PROJECT DEVELOPMENT II: FIELD WORK, DATA COLLECTION AND ANALYSIS. 5 Credits.
Pre-requisites: SUST 470.
The second in a three course series, wherein the advanced student of sustainability synthesizes interdisciplinary scholarship with community-focused, practical application. Working collaboratively with the instructor and community partner organizations, student-groups will relate the theories and methods of sustainability in the built, natural, and social environments toward the resolution of unsustainable practices in public infrastructure, policies or institutions.

SUST 490. SUSTAINABILITY SENIOR CAPSTONE. 5 Credits.
Pre-requisites: SUST 480.
Satisfies: a university graduation requirement—senior capstone.
The capstone is the third in the three course series, wherein the advanced student of sustainability synthesizes interdisciplinary scholarship with community-focused, practical application. Working collaboratively with the instructor and community partner organizations, student-groups will relate the theories and methods of sustainability in the built, natural, and social environments toward the resolution of unsustainable practices in public infrastructure, policies or institutions.
ACADEMIC SUPPORT

Center for Academic Advising & Retention (https://access.ewu.edu/center-for-academic-advising-and-retention) (CARR)
307 Monroe Hall
509.359.2345

Graduate Studies Advising (https://www.ewu.edu/grad/contact-us/graduate-studies)
206 Showalter Hall
509.359.6297

Get Lit! Literary Programs (http://www.ewu.edu/getlit)
668 N. Riverpoint Blvd, Suite 258
509.928.1498

Learning Commons (http://www.ewu.edu/learning-commons)
JFK Library
509.359.4574

Ronald E. McNair Scholar Program (http://www.ewu.edu/academics/trio-mcnair-scholar-program/about-mcnair)
107 Monroe Hall
509.359.2419

Technology Services and Support (http://helpdesk.ewu.edu)
Division of Information Technology (IT)
JFK Library, Lower Floor Help Desk (http://helpdesk.ewu.edu) Computer Labs (http://access.ewu.edu/it/services/computer-labs)
509.359.2247

Writers’ Center (http://www.ewu.edu/writerscenter)
JFK Library
509.359.4872

Honors (http://www.ewu.edu/academics/honors)
217 Hargreaves
509.359.2822

Inland Northwest Center for Writers (https://sites.ewu.edu/mfa)
Riverpoint One–Suite 425
509.359.4956

Music (http://www.ewu.edu/cale/programs/music)
119 Music Bldg.
509.359.2241

Africana Education Program (http://www.ewu.edu/csbssw/programs/africana-studies-program)
204 Monroe Hall
509.359.2205
STUDENT SUPPORT SERVICES

EWU Police (http://access.ewu.edu/police)—for emergencies dial 911
101 Red Barn (7th and Washington in the Red Barn)
509.359.7676 (non-emergency) EWU Police Cheney
509.358.7995 (non-emergency) EWU Spokane
509.359.6310 (non-emergency) EWU police administration

Financial Aid and Scholarships (http://www.ewu.edu/admissions/financial-aid)
102 Sutton Hall
509.359.2314

Student Employment (https://sites.ewu.edu/student-employment) EagleAXIS (http://www.ewu.edu/community/career-services/eagleaxis)
303 Sutton Hall
509.359.2525

Student Financial Services (SFS) (http://access.ewu.edu/student-financial-services)
202 Sutton Hall or Riverpoint Phase One Bldg.
509.359.6372 or 509.828.1395
The Student Financial Services Office assists families with making payments for tuition, refunding excess financial aid, setting up direct deposit and answering billing questions.

Associated Students of Eastern Washington University (ASEWU) (https://sites.ewu.edu/asewu)
PUB
509.359.2514

Athletics at Eastern (http://www.goeags.com/landing/index)
207 PEHR Classroom Bldg.
509.359.2463 or toll free 800.648.7697

Clubs and Organizations (http://access.ewu.edu/student-activities)
PUB
509.359.7924 (http://access.ewu.edu/student-activities)

Dean of Students—Associate Vice President for Student Life
PUB
509.359.7924

The Easterner (http://easterneronline.com) (student newspaper)
102 Isle Hall
509.359.4318

Campus Recreation (https://www.ewu.edu/recreation)

Intramural Sports (I.M.) 509.359.4836
Club Sport Federation (CSF) 509.359.4013

Student Rights and Responsibilities (SRR) (https://access.ewu.edu/osn)
118 Showalter Hall
509.359.6960

Sorority and Fraternity Life (http://access.ewu.edu/student-activities/sorority-and-fraternity)
PUB
509.359.7924

Washington Student Association (WSA) (http://www.wastudents.org)
509.359.2514

Comprehensive Health & Wellness Program (http://www.ewu.edu/goodchoices)
201 URC
509.359.4279

Career Services (http://www.ewu.edu/community/career-services)
114 Showalter Hall

Counseling and Psychological Services (CAPS) (http://access.ewu.edu/caps)
225 Martin Hall
509.359.2366
CAPS at Riverpoint—509.828.1398

Disability Support Services (http://access.ewu.edu/disability-support-services)
121 Tawanka Hall
509.359.6871

EWU Diversity (https://sites.ewu.edu/diversity)
218 Showalter Hall
509.359.4705

EWU Pride Center (https://sites.ewu.edu/pridecenter)
105 Showalter Hall
509.359.7870

HOME (Helping Ourselves Means Education)
207C Monroe Hall
509.359.4237

New Student Programs (NSP)—New Student Orientation and Welcome Week (http://access.ewu.edu/nstpp/wwo)
300 Showalter Hall
509.359.6843
EWU Spokane, Student Services Center (https://sites.ewu.edu/spokaneservices)
N. 668 Riverpoint Blvd. Room 101
Spokane, WA 99202
509.828.1395

Arts (https://www.ewu.edu/cale/programs/art/gallery/schedule) 140 Art Building, 509.359.7810
Music (https://sites.ewu.edu/music) 119 Music Building, 509.359.2241
Theatre (https://www.ewu.edu/cale/programs/theatre) 104 RTV, 509.359.6390
KEWU 89.5 FM 509.359.4226 (studio)

Pence Union Building (https://sites.ewu.edu/pub)
509.359.7921

University Facilities (https://www.ewu.edu/locations/cheney-campus/buildings) Facilities & Planning (https://access.ewu.edu/facilities) 509.359.6200

University Recreation Center (https://sites.ewu.edu/recreationfacilities/urc) 119 URC 509.359.4026

Bookstore (http://www.bookstore.ewu.edu)
509.359.2542
Customer Service 509.359.2826

Childcare at the EWU Children's Center
923 Washington St.
509.359.2025 or 359.2023

Dining Services (http://www.ewu.edu/dining)
120 Tawanka Hall
509.359.2540

Eagle Card (EWU ID Card)
120 Tawanka Hall
509.359.6184

Housing and Residential Life (http://access.ewu.edu/housing)
1027 Cedar Street
509.359.2451 or 800.583.3345

Parking (https://sites.ewu.edu/parking)
131 Tawanka Hall
509.359.PARK (7275)
Parking at Riverpoint (https://spokane.wsu.edu/facilities/parking)
South Campus Facility Room 314
509.368.6999

Professional Design and Photography Services (http://access.ewu.edu/it/services/instructional-technology/graphics-and-photography)
University Graphics
203 Huston Hall
509.359.2435

T.O.Y. (Thinking of You Gift Program)
120 Tawanka Hall
509.359.2836

Veterans Resource Center (http://access.ewu.edu/veterans-services)
122 Showalter Hall
509.359.7040
Extended Campus Locations (p. 11)
Admissions (p. 18)

Per Washington State RCW 28B 15.624 institutions of higher education that offer an early course registration period for any segment of the student population must have a process in place to offer students who are eligible veterans or national guard members early course registration. This early course registration must also be offered to spouses receiving veteran education benefits. This RCW expires August 1, 2022. EWU does offer an early course registration period for “special populations”; please contact the Veterans Resource Center to ensure you are properly coded in this special population category to receive priority registration.
FINANCIAL AID

Please visit Financial Aid (http://www.ewu.edu/admissions/financial-aid) or Student Financial Services (http://access.ewu.edu/student-financial-services) for the most current information.

Tuition and Fees

Please visit Student Financial Services (http://access.ewu.edu/student-financial-services).

The Student Financial Services Office assists families with making payments for tuition, refunding excess financial aid, setting up direct deposit, and answering billing questions. We also offer assistance with third party reimbursements and guaranteed tuition plans.

Budget Resources and Archives (Fee Reports (http://access.ewu.edu/budget-services/resources-and-archives/fee-reports))
ADMINISTRATION

Administration, Senior

President, Mary Cullinan, PhD
Vice President for Academic Affairs and Provost, Scott Gordon, PhD
Vice President for Advancement, Angela Jones
Vice President for Business and Finance, Mary Voves
Vice President for Student Affairs, Stacey Morgan-Foster, JD

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Suzanne Milton

Faculty

The following list reflects the status of the Eastern Washington University faculty as of May 31, 2018.

The date following each name is the academic year the faculty member was first hired by the university and does not necessarily imply continuous service since that time.

Abbey, Eric—2013, Assistant Professor in Chemistry—BA, Whitman College; MS, PhD, University of Oregon

Adolphson, Keith V.—2002, Associate Professor of Mathematics—BA, Gustavus Adolphus College; MA, MS, Naval Postgraduate School; PhD, University of Oklahoma

Agriss, Sean W.—2010, Assistant Professor in English—BS, Indiana University of Pennsylvania; MA, St. Johns College

Alden, Janine—1992, Senior Lecturer in English as a Second Language—BS, Georgetown University; MA, California State University

Aleccia, Vincent A.—2006, Professor of Education—BA, MA, California State University, Fullerton; MA, University of San Francisco; EdD, George Fox University

Alhloul, Sager–2012, Lecturer in Engineering and Design—PhD, Anglia Ruskin University

Allan, Rosalene—2017, Lecturer in Health Services Administration—BS, Whitworth College

Allen, Jessica—2018, Assistant Professor of Biology—BS, Eastern Washington University; MA and PhD, City University of New York

Almeida, Deidre A.—2001, Director of American Indian Studies and Professor of American Indian Studies—BA, EdD, University of Massachusetts; MA, Stanford University

Alvin, Barbara—1983, Professor of Mathematics—BA, MS, Miami University; PhD, University of Washington

Anderson, Dennis W.—2004, Senior Lecturer in Psychology—BA, Gonzaga University; MS, Eastern Washington University

Anderson, Matthew—2014, Assistant Professor of Human Geography—BA, Pitzer College; MA, Northeastern Illinois University; PhD, University of Illinois at Urbana, Champaign

Andrews, Marge E.—2000, Senior Lecturer in Spanish—BA, University of Connecticut; MA, Southern Methodist University

Anton, Daniel C.—2007, Professor of Physical Therapy—BS, Northwestern University; MS, Samuel Merritt University; PhD, University of Iowa

apRoberts-Warren, Maggie—2016, Assistant Professor of Economics—BA, University of California Santa Cruz; MA University of California Santa Cruz; PhD, University of California, Santa Cruz

Aragoneses Aguado, Andres—2018, Assistant Professor of Physics—BA, Autonomous University of Barcelona; MA and PhD, Polytechnic University of Catalonia

Arrigotti, Maria—2016, Lecturer of Mathematics—BA, University of Nevada Reno; MS, University of Nevada Reno

Ashford, Pedro—2016, Lecturer—BS, Eastern Washington University, MS, California University of Pennsylvania,
Ashley, Jason W. –2016, Assistant Professor of Biology–BS, Tulane University; PhD, University of Alabama Birmingham

Askman, Tom K. –1972, Professor of Art—BAEd., B.F.A., California College of Arts and Crafts; MFA, University of Colorado

Asthana, Vandana –2006, Associate Professor of Political Science International Studies—BA, MA, PhD, University of Kanpur, India

Ayers, Drew –2015, Assistant Professor of Film—BA, Carleton College; MA, University of Texas, Austin; PhD, Georgia State University

Babcock, Garth –1998, Associate Professor of Physical Education, Health and Recreation—BS, MS, Brigham Young University; PhD, Texas Women’s University

Bae, Heechang –2014, Lecturer in Engineering and Design—MS, University of Washington; PhD, University of Washington

Bai, Xiuqin –2016, Assistant Professor of Mathematics—BS, Hebei Normal University; MS, Shanxi Normal University; MS, Kansas State University; PhD, Art Institute of China; PhD, Kansas State University

Baldwin, Kathryn –2014, Assistant Professor of Foundations and Elementary Science Education—BS, MS, EdD, Washington State University

Ball, Diane L. –2014, Lecturer in Education—BA, Eastern Washington University; MEd, Eastern Washington University

Bartlett, Robert L. –2014, Senior Lecturer—BA, Colorado Mesa University; MA, Washington State University; PhD, Gonzaga University

Bastow, Justin L. –2014, Assistant Professor in Biology—BA, University of California, Berkeley; PhD, University of California, Davis

Baty, MSG Jacob –2014, Senior Military Instructor—University Senior Leaders Course, Fort Knox

Bazemore, Georgia B. –2004, Associate Professor of History—BA, Emory University; MA, PhD, University of Chicago

Bell, Kerryn E. –2009, Associate Professor of Criminal Justice and Justice Studies—BA, John Carroll University; Mphil, Cambridge University; MA, PhD, Ohio State University, Cambridge University; MA, PhD, Ohio State University

Berg, Lucretia A. –2017, Assistant Professor in Occupational Therapy—BS, Washington State University; BS, University of Washington; MS, University of Puget Sound; PhD, University of Washington

Bilich, Lisa A. –2004, Professor of Dental Hygiene—BS, Eastern Washington University; MEd, University of Idaho

Bingo, Steven –2017, Library Associate in Libraries—BA, Western Washington University; MFA, Washington University; MLIS, University of California

Binney, Matthew W. –2006, Professor of English—BA, MA, University of Alabama, Birmingham; PhD, Auburn University

Birch, Nancy J. –1988, Professor of Decision Science—BS, University of Arizona; MBA, PhD, Arizona State University

Biswas, Bipasha –2012, Assistant Professor of Social Work—PhD, Washington University in St. Louis

Black, A. Ross –1993, Professor of Biology—BS, University of Washington; MS, PhD, University of Wisconsin, Madison

Booth, Christina M. –2012, Lecturer in Education—BA, University of West Florida; MEd, Lesley University

Boughter, Stephanie –2013, Lecturer in Education—BA, Eastern Washington University; MEd, University of Idaho

Bowland, Sharon –2013, Professor of Social Work—BSW, MSW, University of Illinois, Chicago; MA, Loyola University, Chicago; PhD, Washington University

Bowman, David –2016, Dean of the College of Science, Technology, Engineering Mathematics

Boyce, Jessica –2016, Lecturer in Communications—BA, Eastern Washington University; MA, University of the Pacific

Breen, Melinda E. –2000, Professor of Engineering and Design—BA, University of Notre Dame; MA, Eastern Washington University; MFA, University of Idaho

Brewer, Christi –2013, Assistant Professor of Physical Education, Health and Recreation—BS, MS, PhD, University of Mississippi

Briggs, Lynn –1994, Dean of the University College, Professor of English—BA, MA, St. Bonaventure University; PhD, Syracuse University

Brooks, Kerry –2013, Professor of Urban and Regional Planning—BA, Western Washington University; MURP, PhD, University of Washington

Brown, LuAnn –2002, Senior Lecturer in Social Work—BA, University of Northern Iowa; MSW, Eastern Washington University

Brown, Rebecca L. –2004, Associate Professor of Biology—BS, George Washington University; PhD, University of North Carolina

Bucciferro, Justin R. –2011, Associate Professor of Economics—BS, SUNY College of Plattsburgh; MBA, Clarkson University; MA, PhD, University of Colorado Boulder

Buchanan, Brian –2017, Assistant Professor in Geography—BA, Millersville University; MA, American University; PhD, Durham University

Buchanan, John P. –1984, Professor of Geology—BS, Southern Illinois University; MS, PhD, Colorado State University

Buckingham, Polly –2001, Senior Lecturer in English—BA, Eckerd College; MFA, Eastern Washington University

Bunting, David C. –1971, Professor of Economics—BS, MA, Ohio State University; MS, University of Wisconsin; PhD, University of Oregon

Burgis, Nicholas E. –2007, Professor of Chemistry/Biochemistry—BS, Wayne State University; Ph.D., State University of New York, Albany

Burwash, Susan C. –2012, Associate Professor of Occupational Therapy—BA, MS, PhD, University of Alberta

Byrnes, Edward C. –2003, Associate Professor of Social Work—BS, MSW, PhD, University of Utah
C

Cai, Wensheng—2013, Lecturer in Management—MBA, Gonzaga University

Canada, Daniel L.—2003, Professor of Mathematics—BS, Biola University; MS, Western Washington University; PhD, Portland State University

Cao, Tru—2017, Lecturer in Information Systems Business Analytics—BS, Ho Chi Minh City University of Technology; MS, Asian Institute of Technology; PhD, University of Queensland

Capaul, Thomas B.—2000, Senior Lecturer in Computer Science—BA, MS, Eastern Washington University

Cardenas, Norma—2014, Associate Professor of Chicano Education—MA, University of Texas, San Antonio; PhD, University of Texas, San Antonio

Carnegie, Teena A. M.—2003, Professor of English—BA, University of British Columbia; MA, PhD, University of Waterloo

Case, Judd A.—2006, Special Projects and Professor of Biology—BS, MS, Humboldt State University; PhD, University of California, Riverside

Castillo, Andrea R.—2008, Assistant Professor of Biology—BS, Albertson College of Idaho; PhD, University of Colorado

Castillo-Garsow, Carlos—2013, Assistant Professor of Mathematics—BS, Cornell University; MA, State University New York, Buffalo; PhD, Arizona State University

Cebula, Larry—2008, Associate Professor of History—BA, University of Chicago; MA, Eastern Washington University; PhD, College of William and Mary

Chaffin, Jamie L.—2012, Lecturer in Psychology—BA, University of Montana; MEd, EdD, University of Idaho

Chantrill, Patricia—1999, Associate Professor of Communication Studies—BA, MA, Idaho State University; PhD, Washington State University


Chase, Matthew R.—2000, Professor of Physical Education, Health and Recreation—BS, Oregon State University; MS, University of Oregon; PhD, Gonzaga University

Chatellier, Megan S.—2011, Lecturer in Physical Therapy—BA, Pacific Lutheran University; DPT, Eastern Washington University

Chay, Stacey L.—2014, Lecturer in Social Work—BA, Eastern Washington University; BS, Montana State University; MSW, Eastern Washington University

Cindric, Christopher P.—2006, Senior Lecturer in Physical Education, Health and Recreation—BA, Radford University; MA, University of Colorado, Denver

Cleanthous, Charalambos C.—2007, Professor of Counseling, Educational and Developmental Psychology—BA, Sterling College; MS, Fort Hays State University; PhD, University of Kansas

Cleary, Kimberly K.—2006, Professor of Physical Therapy—BA, University of California, Santa Barbara; MPT, Chapman University; PhD, Idaho State University

Cleveland, Lesli H.—2007, Assistant Professor of Communication Disorders—BA, Emory University; MA, PhD, Louisiana State University

Cleveland, Lisa F.—2012, Assistant Professor of Psychology—BA, Carroll College; MED, University of Southern Mississippi

Coelho, Alan J.—1992, Professor of Physical Education, Health and Recreation—BA, MA, California State University, Fresno; EdD, University of Northern Colorado

Collins, John—2013, Lecturer in History—BA, Northwestern University; MA, University of Cambridge; PhD, University of Virginia

Conlin, Michael F.—2000, Associate Professor of History—BA, Miami University; MA, PhD, University of Illinois, Urbana, Champaign

Connole, Heidi L.—2014, Assistant Professor of Management—BA, University of Montana; BS, University of Montana; MBA, University of Montana; PhD, Washington State University

Coomes, Jacqueline R.—2005, Associate Professor of Mathematics—BS, University of California, Davis; MS, Eastern Washington University; PhD, Washington State University

Cooney, Vance—1999, Associate Professor of Management Information Systems—BA, Eastern Washington University; PhD, University of Arizona

Corkill, Jeffrey A.—1981, Professor of Chemistry/Biochemistry—BA, MA, University of Cambridge, Churchill College; MS, University of Washington; PhD, Exeter University

Cote, Abigail—2017, Lecturer in Music—BA, University of Montana; MA, Florida State University; DMA, University of Oregon

Couraud, Thomas K.—2005, Senior Lecturer in Engineering and Design—BA, MS, Eastern Washington University

Coy, Jimmie L.—2000, Senior Lecturer in English—BAE, MA, Eastern Washington University

Crane, Kate—2016, Assistant Professor of English—BA, Washington State University; MA, Washington State University; PhD, Texas Tech University

Creasman, Grace—2010, Senior Lecturer in Social Work—BA, MEd, MSW, Eastern Washington University

Crofoot, Thomas L.—2004, Professor of Social Work—BA, The Evergreen State College; MSW, Portland State University; PhD, University of Washington

Cross, Geoffrey—2017, Lecturer in English—BA, Miami University; MA, University of Missouri; MA, PhD, Ohio State University

Cullen, Kelley L.—2007, Lecturer of Economics—BS, MS, MA, Eastern Michigan University; PhD, Washington State University

Culver, Jeffrey N.—2009, Lecturer in AIS Business Analytics—BA, Eastern Washington University

Cutler, Cynthia M.—1981, Professor of PR06—BS, Eastern Washington University; MS, University of Washington; PhD, Gonzaga University
Daberkow, David P.–2010, Associate Professor in Biology–BS, Southeastern Louisiana University; MS, Utah State University; PhD, University of Utah
Daley, Faith–2016, Lecturer of Psychology–BS, MS, Eastern Washington University
Daniels, Lynnae–2016, Library Associate of Libraries–BA, Eastern Washington University; MS, Kent State University
Das, Arindam K.–2012, Lecturer in Engineering and Design–MS, PhD, University of Washington
Dascher, Erin–2017, Assistant Professor in Geography–BS, Mercyhurst University; MS, Texas State University; PhD, Texas State University
Davari, Arezoo–2016, Assistant Professor of Marketing–BS, Shahid Beheshti University; MS, University of Tehran; PhD, University of North Texas
Davis, Larry–2010, Senior Lecturer of Management–BA, University of Texas at Austin; MEd, University of Texas at Austin
Davis, Shanna–2013, Assistant Professor of Psychology–PhD, University of Oregon
Dean, Robert D.–2001, Associate Professor of History–BA, University of Colorado; MA, PhD, University of Arizona
Decker, Kevin S.–2005, Associate Professor of Philosophy–BA, McKendree College; MA, University of Missouri, St. Louis; PhD, St. Louis University
Dempsey, Raymond–2013, Lecturer in Mathematics–BS, MS, University of Wisconsin, Green Bay
Deng, Liya–2016, Assistant Professor of Libraries–BA, Sichuan International Studies University; Med, University of North Carolina Wilmington, MLIS, University of South Carolina; PhD, University of South Carolina
DePaolis, Kathryn–2016, Assistant Professor of Social Work–BA, University of Kansas Lawrence; MSW, University of Illinois Chicago; PhD, University of Kansas Lawrence
DiMarco, Arthur C.–2002, Director, RIDE Program, Professor of Dental Hygiene–BS, Dickinson College; D.M.D., Medical University of South Carolina
Djatej, Arsen–2010, Associate Professor of Accounting–BA, Moscow State University of International Relations; MA, Moscow State University of International Relations; MS, Boise State University; MBA, Boise State University; PhD, Ohio University
Dohn, Gregg R.–2011, Lecturer–BA, University of Puget Sound; MURP, Portland State University
Dong, Lei–2014, Assistant Professor of Accounting and Information Systems–MS, Washington State University; PhD, Washington State University
Donnerberg, Jeffrey L.–1990, Associate Professor of Engineering and Design–BS, Bowling Green State University; MA, EdD., University of Minnesota

Dorwin, John T.–2003, Senior Lecturer in Anthropology–A.B., MA, PhD, Indiana University
Duchatelet, Martine–2012, Professor of Economics–B.S., M.S., Brussels University; Ph.D., Stanford University
DuMonthier, Greg J.–2006, Associate Professor of Art–BA, Milwaukee Institute of Art and Design; MA, Alfed University
Durr, Sonja–2016, Lecturer in Visual Communication Design–BFA, Montana State University; MFA, Vermont College of Fine Arts
Dwivedi, Rajeev–2017, Lecturer in Information Systems Business Analytics–BS, MS, Devi Ahilya University; PhD, Indian Institute of Technology

Eager, Wendy M.–1998, Senior Lecturer in Management–BA, State University of Potsdam; MS, State University of New York, Binghamton; PhD, Pennsylvania State University
Eagle, David M.–1989, Associate Professor of Finance–BA, University of Montana; MA, PhD, University of Minnesota
Edquist, Kristin–2003, Associate Professor of Political Science International Studies–BA, University of Puget Sound; MA, PhD, University of Washington
Eickholt, Andrea–2015, Assistant Professor of Libraries–BA, University of Kansas Lawrence; MLIS, University of Iowa
Eilas, Veronica M.–2011, Assistant Professor of Public Administration–BS, Universidad Nacional del Sur; MA, PhD, University of Akron
El-Alayi, I. Amani–2003, Professor of Psychology–BA, University of Michigan; MA, PhD, Michigan State University
Elder, Dana C.–1983, Director, University Honors Program and Professor of English–BA, MA, University of Washington; PhD, Washington State University
Ellsworth, Jane E.–2006, Professor of Music–BM, MM, Cleveland Institute of Music; DMA, PhD, The Ohio State University
Emehiser, Berenice–2016, Lecturer–BS, Eastern Washington University, MEd, Eastern Washington University
Evans, Jennifer–2014, Lecturer in Dental Hygiene–BA, Idaho State University
Evans, Kelly–2013, Associate Professor in Libraries–BA, Virginia Wesleyan College; MLS, Indiana University at Bloomington
Evern, Dale–2018, Lecturer in Education–BEd, University of Alaska; Med, University of Alaska

Facio, Elisa–2014, Professor of Chicano Education Studies–BA, Santa Clara University; MA, University of California, Berkeley; PhD, University of California, Berkeley
Feeney, Kendall – 1995, Senior Lecturer in Music – BM, MM, University of Southern California

Fillmore, Bradley J. – 2008, Lecturer in Biology – BS, Brigham Young University; MS, Idaho State University

Finnie, Scott M. – 2002, Professor of Africana Education Program – MA, Eastern Washington University; BA, PhD, Gonzaga University

Fletcher, Taryn – 2013, Lecturer in AIS Business Analytics – BAE, Teaching Certification, Eastern Washington University

Flinn, Anthony M. – 1991, Professor of English – BA, Grinnell College; MA, PhD, University of Washington

Frenk, Anthony – 2013, Lecturer in Mathematics – BA, MS, Eastern Washington University

Friel, Stephan R. – 2014, Lecturer in Music – BA, University of Central Oklahoma; MA, University of Central Oklahoma

Fuller, Donald R. – 2004, Professor of Communication Disorders – BSE., MSP., Arkansas State University; PhD, Purdue University

Gambill, Jack H. – 2008, Senior Lecturer in Accounting – BA, MBA, Washington State University

Gangi, Heather – 2016, Lecturer in Accounting – BA, University of Minnesota; BS, Metropolitan State University; M.Acc., Auburn University

Garcia-Sanchez, Jose Maria – 1998, Professor of Spanish – Licenciado, University of Salamanca; MA, PhD, Arizona State University

Garraway, W. Dale – 2003, Professor of Mathematics – BS, Simon Fraser University; MS, PhD, Dalhousie University

Gary, Clive – 2014, Lecturer in Education – BA, Southern Utah University; MED, University of Nevada, Reno

Gentle, Ronald S. – 1990, Professor of Mathematics – BS, University of Toronto; MS, PhD, University of British Columbia

Gerber, John "Parry" – 2015, Assistant Professor of Physical Education, Health Recreation – BS, Brigham Young University; MS, Baylor University; DSc, Baylor University; PhD, University of Utah

Gerlick, Robert E. – 2013, Assistant Professor of Engineering and Design – BS, University of Louisiana, Lafayette; MS, Oklahoma State University; PhD, Washington State University


Gharavi, Hessam – 2017, Lecturer in Engineering Design – BS, Isfahan University of Technology; MS, California State University

Girard, Catherine – 2018, Assistant Professor in Art – BA, MA, University of Montreal; PhD, Harvard University

Goff, Sara E. – 2007, Professor of Theatre – BS, Central Washington University; MFA, Western Illinois University


Goodwin, Donald F. – 2009, Lecturer in Music – BA, MS, Eastern Washington University

Gorton, M. David – 1999, Senior Lecturer in Accounting – BA, Western Washington University; MBA, Eastern Washington University

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S

Saad, Hani S. – 2008, Assistant Professor in Engineering and Design – BS, MS, Marquette University; PhD, Washington State University

Sahagian, Janice – 2017, Lecturer in Education – BA, Madonna University; MA, Whitworth University

Sain, Ryan C. – 2008, Assistant Professor of Counseling, Educational and Developmental Psychology – BS, Eastern Washington University; MS, PhD, Washington State University

Salerno, Julia D. – 2010, Senior Lecturer in Music – BM, University of Michigan. MM, DM, University of Southern California

Sanders, Jeffrey A. – 2009, Lecturer in Electronic Media, Theatre and Film – BS, Central Michigan University; MFA, Western Illinois University

Sarikas, Robert H. S. – 2016, Associate Professor in Accounting – BBA, University of Oklahoma; MPA-Taxation, University of Texas at Austin; MAS, PhD, University of Illinois at Urbana-Champaign

Sauders, Robert R. – 2007, Professor of Anthropology and History – BA, Gannon University; MA, George Washington University; PhD, American University

Schimpf, Paul H. – 2006, Professor of Computer Science – BS, MS, PhD, University of Washington

Schwab, Suzanne M. – 1983, Professor of Biology – BA, State University of New York, Oswego; MS, Colorado State University, Fort Collins; PhD, University of California, Riverside


Scully, Jason – 2017, Assistant Professor of Urban Regional Planning – BA, Reed College; MA, Claremont Graduate School; MA, Stanford University; MUP, PhD, University of Washington

Sedor, Timothy – 2012, Lecturer in English Language Institute – BA, Eastern Washington University; MAT, Washington State University

Seiver, Jillene G. – 2012, Lecturer in Psychology – BA, University of California; MA, California State University; PhD, University of New Mexico

Sen, Achin – 1984, Professor of Physics – BS, MS, St. Xavier’s College (Calcutta University); M. Phil., PhD, Columbia University

Shaffer, Shelly – 2015, Assistant Professor of Education – BA, University of Arizona; MA, University of Phoenix; PhD, Arizona State University

Sharifi, Majid K. – 2008, Assistant Professor of Political Science International Studies – BA, MA, Florida International University; MA, PhD, University of Florida

Shaw, Parker D. – 2016, Assistant Professor of Spanish – BA, University of Utah; PhD, University of Pittsburg

Shepard, Charlene R. – 2013, Lecturer in Education – BA, MS, University of Utah

Shervais, Stephen – 1999, Associate Professor of Management Information Systems – BA, MA, San Jose State College; MS, University of Denver; PhD, Portland State University

Shields, Peter G. – 2005, Professor of Communication Studies – BA, MA, PhD, The Ohio State University

Sinekopova, Galina – 2001, Associate Professor of Communication Studies – Graduate Honors Degree, Kuibyshev State University, Russia; MS, Eastern Washington University; PhD, Odessa State University, Ukraine

Sitzman, Danielle M. – 2013, Assistant Professor of Psychology – BA, Alfred University; MS, PhD, Colorado State University

Skornyakov, Elena – 2017, Assistant Professor in Physical Therapy – BS, DPT, Eastern Washington University; PhD, Washington State University

Skuza, Nathan S. – 2011, Assistant Professor in Economics – BA, Central Washington University; MS, PhD, Washington State University

Slack, Edward R. Jr. – 2002, Professor of History – BA, MA, Pennsylvania State University; PhD, University of Hawaii, Manoa

Slyusareva, Olga V. – 2014, Lecturer in Mathematics – MS, Washington State University

Smith, Grant W. – 1968, Professor of English and Humanities – BA, Reed College; MA, University of Nevada; PhD, University of Delaware

Smith, Julia E. – 2004, Associate Professor of Anthropology – BA, Vanderbilt University; MA, PhD, University of Pittsburgh

Snover, Roberta L. – 2000, Associate Professor of Occupational Therapy – BA, California State University, Fresno; BS, University of Texas Health Science Center; MS, Colorado State University; PhD, Nova Southeastern College
Soleimani, Mohammad Abrahim–2011, Associate Professor of Management–BS, Amirkabir University of Technology; MBA, Sharif University of Technology; PhD, Florida International University

Sommers, Rebecca–2016, Lecturer of Mathematics–BA, Whitworth University; MS, Western Governors University

Sonnet, Roy–2014, Professor of Art–B.A., Calvin College; M.A., California State University; Ph.D., University of California at Berkeley

Spatz, Gregory–1998, Professor of English/Creative Writing–BA, Haverford College; MA, University of New Hampshire; MFA Iowa Writers’ Workshop

Spruell, Paul–2014, Assistant Professor of Biology–BS, University of Illinois at Urbana; MS, Michigan State University; PhD, Washington State University


Stachowiak, Lauren A.–2016, Assistant Professor of Geography–BS, University of Wisconsin; MS, University of Pennsylvania; PhD, University of Tennessee

Stafford, Jeffrey L.–1990, Professor of Communication Studies–BS, MS, Kansas State University; PhD, University of Kansas

Stafford, LTC Jonathan–2018, Professor of Military Science, Department Chair–BS, Embry-Riddle Aeronautical University; MS, Embry-Riddle Aeronautical University

Stankey, Rachel–2017, Assistant Professor in Occupational Therapy–BS, University of Washington; Doctorate in Occupational Therapy, Rocky Mountain University of Health Professions

Stearns, Susan A.–1990, Professor of Communication Studies–BA, MA, California State University, Fresno; PhD, University of Oklahoma

Steigleder, Claire–2005, Lecturer in Libraries–BA, College of St. Elizabeth, Morristown, NJ; M.L.S., University of Hawaii

Steiner, Henry-York–1968, Professor of English–BA, Grinnell College; MA, Yale University; PhD, University of Oregon

Steiner, Stuart G.–2001, Senior Lecturer in Computer Science–BS, Montana State University; MS, Eastern Washington University

Steiner, Wes E.–2009, Assistant Professor of Chemistry and Biochemistry–BS, Southern Oregon University; MS, Arizona State University; PhD, Washington State University

Stellwagen, Kurt K.–2005, Professor of Psychology–BA, University of Massachusetts, Amherst; MEd, Northeastern University; PhD, University of North Carolina, Chapel Hill

Stewart, Steven D.–2006, Lecturer in Communication Studies–BA, Cedarville University; MS, Eastern Washington University

Stewart-Strobel, Jody–2002, Senior Lecturer in German–BA, Washington State University; MEd, St. Martin’s College

Stimson, William L.–1989, Professor of Journalism–BA, Eastern Washington University; MA, PhD, Washington State University

Stolberg, Rebecca G.–1998, Professor of Dental Hygiene–BS, Eastern Washington University; MS, University of Missouri, Kansas City

Stradling, Teiko K.–2002, Senior Lecturer in Japanese–BA, Kyoritsu College of Pharmacy, Tokyo, Japan; BA, MS, Eastern Washington University; MA, Whitworth College

Stuart, Diana K.–2014, Lecturer in Mathematics–BA, Kharkov State University; MA, Eastern Washington University

Swan, Karrie–2015, Assistant Professor of Psychology–BS, Eastern Oregon University; MEd, University of North Texas; PhD, University of North Texas

Syphers, David–2014, Assistant Professor of Physics–BS, BA, University of Chicago; MS, PhD, University of Washington

T

Tappan, Dan A.–2012, Assistant Professor of Computer Science–BA, Arizona State University; MS University of Arkansas; PhD, New Mexico State University

Taroudaki, Viktoria–2017, Assistant Professor of Mathematics–BS, University of Crete; MS, PhD, University of Maryland

Taudin Chabot, Sean K.–2003, Professor of Sociology–BA, University of Puget Sound; MA, Boston University, Paris; PhD, University of Amsterdam

Taylor, Carol S.–2006, Associate Professor of Computer Science–BS, University of California, Davis; BS, Colorado State University; MS, PhD, University of Idaho

Taylor, Katrina–2016, Assistant Professor of Physical Education, Health and Recreation–BS, University of Central Lancashire; PhD, University of Idaho

Teague, Bruce T.–2006, Associate Professor of Management–BA, Western Washington University; MBA, Arizona State University; MA, PhD, University of Pennsylvania

Terpstra, David E.–1999, Professor of Management–BA, Western Washington University; PhD, University of Tennessee

Thomson, Jennifer A.–1996, Professor of Geology–BS, University of New Hampshire; MS, University of Maine, Orono; PhD, University of Massachusetts

Tian, Yun–2013, Assistant Professor of Computer Science–PhD, University of Mississippi

Tipton, Elizabeth J.–2001, Professor of Decision Science–BS, University of Texas, Dallas; PhD, University of Texas, Austin

Toohey, Michael J.–2015, Lecturer in Psychology–BA, Boston University; MA, Hofstra University; PhD, Hofstra University

Toor, Rachel–2006, Professor of Creative Writing–AB, Yale University; MFA, University of Montana

Tootoonch, Ahmad–2017, Dean-Business Public Administration
Tootoonchi, Ahmad –2017, Dean of the College of Business and Public Administration

Torgerson, Beth E.–2006, Associate Professor of English–BA, Montana State University; MA, University of New Mexico; PhD, University of Nebraska, Lincoln

Torres, Donita–2017, Assistant Professor in Education–BA, Metropolitan State University of Denver; MA, University of Colorado at Denver; PhD, University of Colorado at Colorado Springs

Trella, Deanna L.–2014, Associate Professor of Sociology–BA, State University of New York, Geneseo; MA, PhD, Bowling Green State University

Tressider, Anna–2013, Assistant Professor of Planning and Public Administration–BS, Pacific University; MPH, PhD, Portland State University

Tsegay, Goitom Tesfom–2005, Associate Professor of Management–BA, University of Asmara, Asmara, Eritrea; M.Sc., PhD, University of Groningen, Groningen, Netherlands

Tsikalas, Stephen–2018, Assistant Professor of Geography–BA, University of Pittsburgh, MA, Indiana University of Pennsylvania; PhD, Texas State University

Tyler, Jacki–2017, Lecturer in History–BA, Washington State University; MA, Arizona State University; PhD, Washington State University

Tyllia, Christopher E.–2010, Senior Lecturer in Art–BFA, Eastern Washington University; MFA, Ohio State University at Columbus

Upton, Lindsey–2018, Assistant Professor in Criminal Justice–BA, Iowa State University; MS, Eastern Kentucky University; PhD Old Dominion University

Urschel, Jessica–2017, Lecturer in Psychology–BA, Indiana University; MA, PhD, Western Michigan University


Valeo, Christina A.–2003, Professor of English and Education–BA, MAT., Brown University; MA, PhD, University of Illinois, Urbana, Champaign

Van Wig, Ann–2016, Assistant Professor of Education–BS, University of Iowa; BA, University of Central Missouri; PhD, University of Wyoming

Vickers, Emily–2017, Library Associate in Libraries–BA, Chapman University; MA, MLA, Indiana University

Victor, Paul E. Jr.–2008, Assistant Professor in Libraries–BA, Western Connecticut State University; MA, University of Connecticut; MLIS, University of Pittsburgh

Waldron-Soler, Kathleen M.–2000, Associate Professor of Counseling, Educational and Developmental Psychology–BA, Whitman College; MS, Eastern Washington University; PhD, Washington State University

Waldrop, Michael V.–2008, Professor of Music–BM, DMA, University of North Texas; MA, Memphis State University

Walke, Jennifer–2017, Assistant Professor in Biology–BS, James Madison University; PhD, Virginia Tech

Walsh, Thomas R.–2010, Assistant Professor of Engineering and Design–PhD, New Mexico State University

Wang, Lei–2011, Assistant Professor of AIS Business Analytics–BA, Henan Teacher’s University; MBA, East Tennessee State University; PhD, University of South Carolina

Ward Lupinacci, Mary–2017, Lecturer in Children’s Studies–BA, MA, Gonzaga University; PhD, Washington State University

Warner, Lisa A.–2012, Lecturer In Education–BA, MA, Eastern Washington University

Warren, Stacy–1992, Professor of Geography–BA, University of Delaware; MA, Clarke University; PhD, University of British Columbia

Watkins, Philip C.–1990, Professor of Psychology–BS, University of Oregon; MA, Western Baptist Seminary; MA, PhD, Louisiana State University

Wehr, Maria–2016, Lecturer of Mathematics–BA, University of Nevada, MS, University of Nevada,

Weise, David M.–2013, Lecturer in Philosophy–BA, MA, Gonzaga University

Weiser, Martin W.–2010, Associate Professor of Engineering and Design–BA, Ohio State University at Columbus; MS, PhD, University of California at Berkley

Weller, Philip J.–1969, Professor of English–BA, University of Puget Sound; MA, Washington State University; PhD, Kent State University

Werckle, Robert C.–1993, Senior Lecturer in English as a Second Language–BA, Holy Cross College; MA, Georgetown University

Wetmore, Ann O.–2009, Assistant Professor in Dental Hygiene–BSDH, Eastern Washington University; MSDH, Idaho State University


Williams, William C.–1977, Professor of Psychology–BA, MS, Eastern Washington University; PhD, University of Utah

Willis, Elizabeth–2016, Senior Lecturer–BA, Middlebyry College, MS, University College of London, EdS, Seattle University

Willis, Jessica L.–2011, Lecturer in Women and Gender Studies–BA, University of California, Santa Cruz; MA, New College of California; PhD, Clark University

Wilson, Allison–2015, Assistant Professor of Education–BS, The University of Idaho; MEd, The University of Montana; PhD, The University of Oregon

Wilson-Fowler, Elizabeth–2010, Associate Professor of Communication Disorders–BA, University of Virginia; MA, Western Washington University; PhD, Florida State University
Winer, Michael—2017, Assistant Professor in Mathematics
Woodward, Sheila C.—2012, Professor of Music—BM, PhD, University of Cape Town
X
Xianghui, Peng—2016, Assistant Professor of Management—BE, Nanjing University of Aeronautics and Astronautics; MBA, University of Texas Dallas; PhD, University of North Texas
Xiao Hong, Fan—2011, Assistant Professor of Accounting—Bachelor’s of Management, Zhejiang Gongshang University; Masters in Management, Changchun Taxation Institute; PhD, University of Texas, Arlington
Xing, Wentao—2014, Lecturer in Music—MM, New York University
Xu, Bojian—2011, Associate Professor of Computer Science—Bachelor’s in Engineering, Zhejiang University; PhD, Iowa State University
Y
Yancey, Ryan—2016, Lecturer of Mathematics—BA, Eastern Washington University; MS, California State University Northridge
Yasmin, Shamima—2015, Assistant Professor of Computer Science—BS, Bangladesh University; MS, University of New South Wales; PhD, Universiti Sains Malaysia
Young, Justin A.—2010, Assistant Professor of English—BA, Evergreen State College; MA, CUNY City College; PhD, University of Oklahoma
Youngs, J. William T.—1972, Professor of History—BA, Harvard; MA, PhD, University of California, Berkeley
Z
Zeisler-Vralsted, Dorothy—2006, Professor of Political Science International Studies—BA, Carroll College, Helena, Montana; MA, University of Montana; PhD, Washington State University
Zhang, Mengzhong—2017, Lecturer of Public Administration—BS, Lanzhou University; JD, Renmin University of China; PhD, Rutgers University
Zhou, Duanning—2001, Professor of Management Information Systems—BS, Jiangxi University; MEng., Zhongshan University; PhD, City University of Hong Kong
Zhu, Liping—1996, Professor of History—BA, East China Normal University; MA, Wichita State University; PhD, University of New Mexico
Ziehnert, Aryn—2018, Lecturer in Psychology—BA, Eastern Washington University; MA, University of Montana; PhD, University of Montana
Zinke, Robert C.—1985, Professor of Public Administration—BA, Washington State University; MA, Drew University; PhD, New York University
Zukosky, Michael L.—2006, Professor of Anthropology—BA, Fort Lewis College; PhD, Temple University

Faculty, Emeritus

A
Alonso, José—1967, Professor of Spanish Emeritus 1999
Alvy, Harvey—2000, Professor of Education Emeritus 2012
Anderson, Betty—1968, Associate Professor of Nursing Emerita
Anderson, Philip—1965, Professor of Accounting Emeritus 1999
Andrews, J.—1954, Professor of Music Emeritus 1977
Arévalo, Rodolfo—2006, President Emeritus 2015
Asan, Virginia—1962, Professor of Health, Physical Education and Athletics Emerita 1988
Ayot, Gloria—1995, Professor of Education Emerita 2006

B
Balabanis, Achilles—1969, Professor of Music Emeritus 1994
Barber, William—1969, Professor of Psychology Emeritus 1999
Barnes, Rey—1979, Professor of Radio-Television Emeritus 1995
Barr, Robert—1965, Professor of Physical Education, Health and Recreation Emeritus 1997
Bates, James—1975, Professor of Social Work Emeritus 1999
Baumann, Charles—1969, University Librarian Emeritus 1991
Beal, Bruce—1968, Professor of Art Emeritus 2000
Behm, Roy—1963, Professor of Chemistry/Biochemistry Emeritus 1992
Bell, Donald—1964, Professor of Applied Psychology Emeritus 1996
Benson, Jack—1965, Associate Professor of Physical Education, Health and Recreation Emeritus 1999
Bhuta, Prakash H.—1983, Professor of Biology, Emeritus 2017
Bickerstaff, Douglas—1986, Professor of Computer Science Emeritus 2011
Biehl, Arthur—1951, Professor of Music Emeritus 1979
Blewett, Stephen—1982, Professor of Journalism Emeritus 2007
Bocaz-Moraga, Sergio—1971, Professor of Spanish Emeritus 1995
Boggs, Dona—1997, Professor of Biology Emerita 2008
Boles, Stamey—1968, Professor of Electronic Media, Theatre and Film Emeritus 1997
Bolte, Linda—1993, Professor of Mathematics Emerita 2012
Braukmann, James—1984, Professor of Engineering and Design Emeritus 2012
Breitenfeldt, Dorvan—1962, Professor of Communication Disorders Emeritus 1995
Breneman, Gary–1971, Professor of Chemistry/Biochemistry Emeritus 2003
Brock, Barbara–1987, Professor of Recreation Management Emerita 2013
Brucker, Benjamin–1972, Professor of Education Emeritus 2009
Bruno, Polly–1984, Professor of Nursing Emerita 1999
Bruntlett, John–1967, Professor of Technology Emeritus 1997
Brzoska, Michael–1983, Professor of Engineering Design Emeritus 2010
Bump, Edwin–1973, Professor of Accounting Emeritus 1999
Burnham, Kent–1970, Professor of Management Information Systems Emeritus 1999

C
Cameron, Alex–1981, Professor of Accounting Emeritus 2010
Carey, Richard–1969, Professor of French Emeritus 1990
Carlberg, Karen A.–1983, Professor of Biology Emerita 2015
Carpenter, Marilyn–1998, Professor of Education Emerita 2011
Carr, Robert–1969, Professor of Biology Emeritus 2001
Carr Noreena, M.–1980, Professor of Education Emerita 1991
Chapman, Gordon–1979, Professor of Accounting Emeritus 2005
Christensen, Sandra–1990, Professor of Management Emerita 2011
Clark, R. William–1987, Professor of Computer Science Emeritus 2015
Cleveland, Thelma–1970, Dean, Intercollegiate Center for Nursing Education Emerita 1997
Cogany, John–1978, Professor of Physical Education, Health and Recreation Emeritus 2011
Cook-Lynn, Elizabeth–1971, Professor of English Emerita 1990
Cornelius, David–1984, Professor of Communication Studies Emeritus 2005

D
Dalla, Ronald–1970, Professor of Mathematics Emeritus 2014
Dalley, Mahlon–1996, Professor of Psychology Emeritus 2015
Daugharty, Dave–1966, Professor of Mathematics Emeritus 1996
Davis, Diane–1992, Professor of Social Work Emerita 2012
Davis, Maxine–1970, Professor of Physical Education, Health and Recreation Emerita 1999
Denny, Lawrence–1984, Professor of Technology Emeritus 1999
Detlor, Dorothy–1997, Dean of Washington State University intercollegiate College of Nursing Emerita 2005
Dickerson, Joan–1977, Professor of Education Emerita 2003
Donley, Richard–1967, Professor of History Emeritus 1997
Dowd, Diane–1995, Professor of Mathematics Emeritus 2017
Dowd, Joe–1999, Professor of Accounting Emeritus 2012
Duenow, John–1970, Professor of Music Emeritus 1999
Durie, George–1970, Professor of Government Emeritus 2006
Dustan, Laura–1975, Dean and Professor of Nursing Emerita 1982

E
Elkind, Pamela–1982, Professor of Sociology Emerita 2006
Elton, Robert–1970, Professor of Psychology Emeritus 1999
Engene, Gene–1970, Professor of Electronic Media, Theatre and Film Emeritus 2007
Evans, Edie–1969, Professor of Theatre and Film Emerita 2009

F
Farris, Kelly–1970, Professor of Music Emeritus 2000
Flynn, James–1967, Professor of Applied Psychology Emeritus 1997
Ford, John–1965, Professor of Management Information Systems Emeritus 1999
Forsman, Earl–1970, Professor of Physics Emeritus 1997
Frederickson, H.–1977, President Emeritus 1987

G
Galm, Jerry R.–1981, Professor of Geography and Anthropology Emeritus 2015
Gariepy, Robert–1968, Professor of English and Humanities Emeritus and Dean, University Honors Program Emeritus 1993
Gazette, C.–1966, Professor of Health and Physical Education Emerita 1982
George, Philip–1968, Professor of Education Emeritus 1988
Gerber, Sterling–1970, Professor of Counseling, Educational and Developmental Psychology Emeritus 2003
Gersh, Meryl R.–1986, Professor of Physical Therapy, Emerita 2017
Gibbs, Robert–1970, Professor of Physics Emeritus 2003
Gibson, Flash–1971, Professor of Biology Emeritus 2014
Giles, Ramond–1946, Professor of Education Emeritus 1978
Gilmour, Ernest–1967, Professor of Geology Emeritus 2011
Glass, James—1988, Professor of Physics Emeritus and Dean of the College of Science, Health and Engineering Emeritus 1999
Gohlert, Ernst—1970, Professor of Government Emeritus 2002
Gothmann, William—1990, Professor of Technology Emeritus 1999
Graul, Paul—1986, Professor of Accounting Emeritus 1999
Green, Michael—1967, Professor of History Emeritus 2001
Green, Paul J.—1981, Professor of Physical Education, Health and Recreation Emeritus 2015
Greene, William—1964, Professor of Psychology Emeritus 1998
Gustafson, Dorothy—1970, Professor of Nursing Emerita 1982

H
Hahn, Patricia—1968, Professor of Communication Disorders Emerita 1994
Hale, Alan—1981, Professor of Computer Science Emeritus, 1996
Hall, Wayne—1970, Professor of Education Emeritus 1997
Hall, Wayne—1970, Professor of Mathematics and Education Emeritus 1997
Hamel, Ray—1970, Professor of Computer Science Emeritus 2010
Hanegan, James—1970, Professor of Biology Emeritus 1997
Hanes, Kit—1970, Professor of Mathematics Emeritus 2000
Hanke, John—1970, Professor of Quantitative Analysis Emeritus 1999
Hartman, Walter—1965, Professor of Management Information Systems Emeritus 1996
Haugen, David—1969, Professor of Communication Disorders Emeritus 2000
Hawkins, Gregory—1973, Professor of Art Emeritus 2003
Hegi, Ursula—1984, Professor of English/Creative Writing Emerita 2001
Hernandez-Peck, Maria—1981, Professor of Social Work Emerita 2013
Herold, Robert—1969, Professor of Government Emeritus 2000
Hicks, Gail—1974, Professor of Psychology Emerita 2012
Higman, Perry—1971, Professor of Spanish Emeritus 2009
Hodgman, Laura L.—1993, Professor of History, Emeritus 2017
Hoffman, James—1991, Provost Emeritus and Professor of Geology Emeritus 2002
Holloway, Jan—1970, Professor of Nursing Emerita 1999
Horner, Donald—1966, Professor of Mathematics and Computer Science Emeritus 1997
Horner, William—1976, Professor of Social Work Emeritus, 2009
Hornfelt, Archie—1961, Professor of Technology Emeritus 1988
Hoisington, Neville—1994, Professor of Education Emeritus 2005
Hobbs, Russ—1979, Professor of Education Emeritus 1999
Hunter, Carolyn—1970, Professor of Nursing Emerita 1995
Hurand, Fred—1977, Professor of Urban and Regional Planning Emeritus 2012

I
Ikramuddin, Mohammed—1976, Professor of Geology Emeritus 2003

J
Jansen, Golieda—1992, Professor of Social Work Emerita 2012
Jenkin, Shirley—1970, Professor of Nursing Emerita 1998
Johns, Jerry—1964, Professor of Biology Emeritus 1982

K
Kaiser, Mabel—1941, Professor of Elementary Education Emerita 1974
Kasuga, Sidney—1970, Professor of Biology Emeritus 2013
Keeble, John—1973, Professor of English/Creative Writing Emeritus 2002
Keefer, Roland J.—1961, Professor of Computer Science Emeritus, 1998
Keller, Sarah A. C.—1966, Professor of Anthropology, Emerita 2017
Kelley, Patricia—1994, Dean of Libraries Emerita and Librarian IV Emerita 2010
Kelley, William—1978, Professor of Urban and Regional Planning Emeritus 2013
Kieffer, Linda M.—1989, Professor of Computer Science
Kieswetter, James—1968, Professor of History Emeritus 2013
Kiser, Larry—1972, Professor of Economics Emeritus 2007
Kiver, Eugene—1968, Professor of Geology Emeritus 2001
Kraft, Lawrence—1966, Professor of Communication Studies Emeritus 1991
Kraft, Wayne B.—1968, Professor of Modern Languages Literatures Emeritus 2015
Krause, Jerome—1967, Professor of Physical Education, Health and Recreation Emeritus 1999
Kuo, David—1969, Professor of PHIL Emeritus 1999

L
Lang, Bruce—1967, Professor of Biology Emeritus 2005
Lapoint, Elwyn—1967, Professor of Anthropology Emeritus 2006
Lauritsen, Frederick—1969, Professor of History Emeritus 2000
Leach, Judith—1984, Professor of Education Emerita 2005
Lester, Mark—1982, Professor of English Emeritus 1999
Lightfoot, Donald—1982, Professor of Biology Emeritus 2009
Lightfoot, Haideh—1979, Professor of Biology Emerita 2008
Liu, Jing-Qiu—1998, Professor of Education Emerita 2018
Liu, Tsung-Hua—1970, Professor of Economics Emeritus 2003
Lloyd, Robert—1974, Professor of Art Emeritus 2004
Logan, Jerry—1994, Associate Professor of Education Emeritus 2004
Lotzenhiser, George—1960, Professor of Music Emeritus and Dean, School of Fine Arts Emeritus 1982
Luse, Patricia—1996, Professor of Education Emerita 2008
Luton, Lawrence—1984, Professor of Public Administration Emeritus 2014
Mager, John—1987, Professor of Marketing Emeritus 2009
Marshall, James—1971, Professor of Physics Emeritus 1992
Martin, Gerald—1970, Professor of Physical Education, Health and Recreation Emeritus 1996
Martin, Jackson—1969, Professor of Education Emeritus 1995
Martin, W.—1970, Professor of Technology Emeritus 1993
Mason, John B.—2007, Professor of English Emeritus 2015
Matison, Sonja—1977, Professor of Social Work Emerita 1999
McCaailey, James—1970, Professor of Creative Writing Emeritus 1998
McCollum, Linda B.—1983, Professor of Geology Emeritus 2018
McDermott, Elroy—1965, Professor of Marketing and Management Emeritus 1999
McGirt, Robert—1980, Professor of Management Emeritus 2010
McGirt, Susan—1982, Professor of English Emerita 2007
McGorlan, Ernest—1966, Professor of Chemistry and Biochemistry Emeritus 2012
McHenry, Diane—1970, Professor of Dental Hygiene Emerita 1998
McKinlay, Helen—1969, Professor of Nursing Emerita 1977
McKinstry, David—1983, Professor of Physics Emeritus 2008
McManis, Donald—1969, Professor of Applied Psychology Emeritus 1997
Mealey, Anne—1973, Professor of Nursing Emerita 2001
Mercer, Gerald—1954, Professor of Education Emeritus 1977
Miller, Barbara S.—1972, Professor of Art Emeritus 2016
Mitchell, Bruce—1968, Professor of Education Emeritus 1994
Morris, Lynne—1983, Associate Professor of Social Work Emerita 2011
Morrow, Robert—1964, Professor of Education Emeritus 1986
Moyannah, James—1966, Professor of Criminal Justice Emeritus 1999
Mullin, Thomas—1991, Professor of Theatre and Film Emeritus 2013
Nelson, David—1972, Librarian Emeritus 2006
Nelson, Frank—1968, Professor of Business Education Emeritus 2007
Nelson, Mary—1967, Professor of English Emerita 1995
Neubauer, Robert—1974, Professor of Social Work Emeritus 2001
Nichols, Claude—1961, Professor of History Emeritus 1996
Nickerson, Ardean R.—1984, Professor of Dental Hygiene Emerita 2015
Niemann, Joan—1976, Professor of Applied Psychology Emerita 1996
Norby, Janet—1977, Professor of Education Emerita 1994
Nowlin, Donald—1983, Professor of Mathematics Emeritus 2006
Orton, Gayle—1984, Professor of Dental Hygiene Emerita 2000
Otto, Theophil—1985, Librarian IV Emeritus 2013
O’Regan, Austin—1965, Professor of English Emeritus 1982
Parker, O.—1968, Professor of Chemistry/Biochemistry Emeritus 2006
Pendarvis, Jill—1972, Professor of Nursing Emerita 1993
Pippard, James—1977, Professor of Social Work Emeritus 2010
Powers, Walter—1954, Professor of Applied Psychology Emeritus 1993
Prekeges, Demitrios—1963, Professor of Mathematics Emeritus 1983
Pyle, Thomas—1969, Professor of Psychology Emeritus 1999
Radebaugh, Muriel—1982, Professor of Education Emerita 2003
Raley, Adam—1970, Professor of Humanities and PHIL Emeritus 1998
Raske, Martha P.—2011, Professor of Social Work, Emeritus 2017
Reitsch, Judith–1973, Professor of Education Emerita 1998
Renga, Sherry–1986, Professor of Mathematics Emerita 2002
Ridings, Robert–1988, Professor of English Emeritus 2008
Rivers, Travis–1963, Professor of Music Emeritus 1997
Roberts, Hilda–1945, Professor of Nursing Emerita 1982
Robinson, Stanley–1966, Professor of Computer Science Emeritus 1987
Rolfe, Timothy–1998, Professor of Computer Science Emeritus 2011
Rosekrans, Frank–1969, Professor of Psychology Emeritus 1999
Rosenberg, Marie–1981, Professor of Public Administration Emerita 1986
Rottmayer, William–1970, Professor of PHIL Emeritus 1999
Salsbury, Robert–1968, Professor of Education Emeritus 1999
Sawyer, Ray–1963, Professor of Mathematics Emeritus 1995
Saylor–1977, Dean of Libraries and Librarian IV Emerita 1996
Schilt, Alexander–1987, President, Professor of Applied Psychology Emeritus 1989
Scholz, Allan T.–1980, Professor of Biology Emeritus 2015
Schröder, Lula–1966, Professor of Education Emerita 1987
Schuster, Joseph–1968, Professor of Government Emeritus 1996
Scott, Stephen–1969, Professor of PHIL Emeritus 2008
Seedorf, Martin–1989, Professor of History Emeritus 2009
Seedorf, Rita–1990, Professor of Education Emerita 2006
Seifert, Alyx–1981, Professor of French Emerita 2003
Sevenich, Richard–1987, Professor of Computer Science Emeritus 2006
Shapiro, Howard–1970, Professor of Accounting Emeritus 2006
Sheafor, Marian–1983, Professor of Nursing Emerita 1998
Sherwood, Frances–1998, Professor of Education Emerita 2014
Simmons, Steven–1969, Professor of Computer Science Emeritus 2013
Simms, Horace–1966, Professor of Biology Emeritus 1982
Simpson, Leo–1977, Professor of Management Emeritus 2001
Smith, Marvin E.–1984, Professor of Electronic Media and Film Emeritus 2014
Smith, Robert–1958, Professor of English Emeritus 1982
Snook, James–1967, Professor of Geology Emeritus 1993
Soltero, Raymond–1971, Professor of Biology Emeritus and Dean of the College of Science, Health and Engineering Emeritus 2006
Stanley-Weigand, Pamela–1983, Professor of Business Communications Emerita 2013
Steele, William–1970, Professor of Geology Emeritus 1998
Stephens, Lynn–1981, Professor of Accounting Emerita 2008
Sterner, Gary–1970, Professor of Psychology Emeritus 1997
Strange, Frederick–1970, Professor of Anthropology Emeritus 2003
Stredwick, Ralph–1957, Professor of Education Emeritus 1980
Stucker, Jennifer–1987, Professor of Social Work Emerita 2012
Stueckle, Arnold–1968, Professor of Education Emeritus 1997
Sublett, Christopher–1973, Professor of Art Emeritus 2002
Swan, Jack–1970, Professor of Mathematics Emeritus 1993
Swedberg, Kenneth–1962, Professor of Biology Emeritus 1995
Taylor, Benard–1962, Professor of Psychology Emeritus 1991
Thiele, Joan–1986, Professor of Nursing Emerita 2003
Thompson, Duane–1966, Professor of Applied Psychology Emeritus and Vice President for Academic Affairs and Provost Emeritus 1992
Thompson, Robert–1964, Professor of Mathematics Emeritus 1991
Throckmorton, Robert–1967, Professor of Sociology Emeritus 1999
Todd, Nancy–1988, Professor of Education Emerita, 2007
Toneva, Elena T.–2000, Professor of Mathematics Emeritus 2016
Tracy, Joan–1967, Librarian Emerita 1990
Tracy, Keith–1964, Professor of English Emeritus 1987
Trulove, William–1969, Professor of Economics Emeritus 2013
Turbel, Daniel–1992, Professor of Geography Emeritus 2014
Van Winckel, Nance–1990, Professor of English/Creative Writing Emerita 2007
Vander Linden, Darl W.–1992, Professor of Physical Therapy Emeritus 2018
Wagner, Randel R.–1998, Professor of Music Emeritus 2017
Wasem, Jim–1981, Professor of Physical Education, Health and Recreation Emeritus 2000

Westrum, Helen–1966, Professor of Home Economics Emerita 1988

Whelton, Bartlett–1974, Professor of Chemistry/Biochemistry Emeritus 2004

White, Irle–1987, Professor of Theatre Emeritus 1994

White, Ronald–1965, Professor of Biology Emeritus 1997


Wilens, Robert–1968, Professor of Education Emeritus 1997

Williams, William–1969, Professor of Education Emeritus 1998

Winchell, Richard (Dick) G.–1986, Professor of Urban and Regional Planning Emeritus 2018

Winkle, Sally A.–1983, Professor of German and Women’s and Gender Studies Emerita 2018

Winters, Patrick–1987, Professor of Music Emeritus 2016

Wong, Heung–1968, Professor of History Emeritus 2002

Woodell, Lois–1965, Professor of Business Education Emerita 1985

Wright, Sue M.–1994, Professor of Sociology Emerita 2018

Y

Yarwood, Edmund–1968, Professor of Russian and English Emeritus and Dean Emeritus, College of Letters, Arts, and Social Sciences 2002

Young, Shik–1966, Professor of Economics Emeritus 1998

Z

Zimmerman, Niel–1970, Professor of Public Administration Emeritus 2000

Zovanyi, Gabor–1986, Professor of Urban and Regional Planning, Emeritus 2017

Zurenko, John–1968, Professor of Management of Management Information Systems Emeritus 1999
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