The 2020-21 EWU Graduate and Undergraduate Catalog contains information regarding academic programs, academic policies, procedures and available services. It outlines all degree requirements and is your guide to earning a degree. Visit the Catalog Archives (p. 10) for past editions.
WELCOME TO EWU

Welcome to Eastern Washington University! As the world around us changes, our university continues to change and grow.

As we continue to change, Eastern maintains a powerful consistency. Inspired by eagles, we help students, families, and entire communities soar to great heights. We remain steadfastly committed to academic excellence, collaboration, critical thinking, and innovation. We share a powerful commitment to students, to academic excellence. We're committed to transforming lives.

Our commitments have remained rock-solid for over 130 years.

EWU is an inspiring place to live, study, and work. Our vision of what's possible is inspirational as well. We continue to keep our hearts open, to be an inclusive community. We keep our minds open to new ideas. We keep our doors open to opportunities for students.

EWU is here to inspire. And we are inspired by inspiring others.

David May
Interim President
Eastern Washington University
# TABLE OF CONTENTS

Catalog Archives .................................................................................. 10
Mission & Vision .................................................................................. 11
Accreditations ...................................................................................... 12
EWU History ....................................................................................... 13
Locations .............................................................................................. 14
Undergraduate Degree Requirements .................................................. 16
Graduation Requirements .................................................................... 23
Graduate Studies .................................................................................. 24
College of Arts, Letters & Education .................................................... 29

| Art | ........................................................................................................ 30 |
| BA–Art History Major ................................................................. 30 |
| BA–Studio Art Major .................................................................... 31 |
| BAE–Visual Arts/Elementary Major ............................................. 32 |
| BAE–Visual Arts/Secondary Major .............................................. 34 |
| BFA–Studio Art Major .................................................................. 35 |
| BFA–Visual Communication Design ............................................ 36 |
| Minor–Art/Elementary or Secondary .......................................... 38 |
| Minor–Art History ........................................................................ 38 |
| Minor–Studio Art .......................................................................... 38 |

<p>| Education | ........................................................................................................ 40 |
| BA–Educational Studies ............................................................... 45 |
| BAE–Dual Endorsement Program in Special Education and Elementary Education ........................................ 45 |
| BAE–Early Childhood Education P–K–Third Grade ....................... 46 |
| BAE–Early Childhood Ed &amp; Early Childhood Special Ed ................ 48 |
| BAE–Elementary Education Major ............................................... 49 |
| BAE–Literacy, Reading and Writing/Elementary Major .................. 50 |
| BAE–Literacy, Reading and Writing/Secondary Major .................... 52 |
| BAE–Transition To Teaching ........................................................ 53 |
| Minor–Early Childhood Education ................................................ 54 |
| Minor–Early Childhood Special Education .................................... 54 |
| Minor–Environmental and Sustainability ....................................... 55 |
| Minor–Library Media/Elementary or Secondary ............................ 55 |
| Minor–Literacy, Reading and Writing Elementary or Secondary .... 55 |
| Minor–Special Education Minor .................................................... 55 |
| Add-on Endorsement–Elementary Education ............................... 55 |
| Add-on Endorsement–Early Childhood Special Education ............ 56 |
| Add-on Endorsement–Special Education ....................................... 56 |
| EDD–Educational Leadership .......................................................... 57 |
| M.ED–Adult Education Option ....................................................... 57 |
| M.ED–Curriculum and Instruction Option ...................................... 58 |
| M.ED–Early Childhood Education Option ...................................... 58 |
| M.ED–Educational Foundations Option ......................................... 59 |
| M.ED–Educational Leadership Option ............................................ 60 |
| M.ED–Educational Leadership with Principal Internship ................ 61 |
| M.ED–Literacy Option ................................................................... 61 |
| M.ED–Master in Teaching (MIT): Elementary ............................... 62 |
| M.ED–Master in Teaching (MIT): Secondary .................................. 63 |
| M.ED–Special Education .............................................................. 63 |
| Graduate Certificate–College Instruction ....................................... 64 |
| Graduate Certificate–Early Childhood Education ........................... 64 |
| Graduate Certificate–Literacy ....................................................... 65 |
| Graduate Certificate–Principal ...................................................... 65 |
| Business and Marketing Education .............................................. 67 |
| BAE–Business and Marketing Education/Secondary ...................... 67 |
| MN–Corporate Training ............................................................... 69 |
| Certificate–Career and Technical Education ............................... 69 |
| Certificate–Corporate Training .................................................... 69 |
| English .......................................................................................... 71 |
| BA–English Studies ...................................................................... 73 |
| Minor–English .............................................................................. 74 |
| MA–English with an Emphasis in Literature and Writing .............. 74 |
| MA–English with an Emphasis in Rhetoric and Technical Communication ............................................. 74 |
| Graduate Certificate and Post-Master’s Certificate–Teaching of Writing .................................................. 75 |
| Creative Writing ........................................................................... 76 |
| BA–Creative Writing .................................................................... 76 |
| Minor–Creative Writing .............................................................. 77 |
| MFA–Creative Writing ................................................................. 77 |
| English Education ........................................................................ 79 |
| BAE–English Education–Secondary ............................................... 79 |
| Minor/Add-on Endorsement–English/Secondary ............................. 80 |
| Humanities ................................................................................. 81 |
| BA–Humanities Major .................................................................. 81 |
| Minor–Humanities ....................................................................... 82 |
| Journalism ..................................................................................... 83 |
| BA–Journalism: News Editorial Major Option ................................. 83 |
| BS–Journalism: Public Relations Major ........................................ 84 |
| Minor–Journalism ....................................................................... 85 |
| Linguistics ...................................................................................... 86 |</p>
<table>
<thead>
<tr>
<th>Degree</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>College of Science, Technology, Engineering &amp; Mathematics</td>
<td>199</td>
</tr>
<tr>
<td>Biology</td>
<td>200</td>
</tr>
<tr>
<td>BS—Biology Major</td>
<td>201</td>
</tr>
<tr>
<td>BS—Biology Major with Biotechnology Option</td>
<td>202</td>
</tr>
<tr>
<td>BS—Biology Major with Pre-Medicine/Pre-Dentistry Option</td>
<td>203</td>
</tr>
<tr>
<td>BAE—Biology/Secondary Major</td>
<td>204</td>
</tr>
<tr>
<td>Minor—Biology</td>
<td>205</td>
</tr>
<tr>
<td>MS—Dental Hygiene</td>
<td>163</td>
</tr>
<tr>
<td>BS—Dental Hygiene</td>
<td>164</td>
</tr>
<tr>
<td>Dentistry</td>
<td>165</td>
</tr>
<tr>
<td>Food and Nutrition/Dietetics</td>
<td>166</td>
</tr>
<tr>
<td>BS—Health Informatics Technology and Management</td>
<td>167</td>
</tr>
<tr>
<td>Health Science</td>
<td>168</td>
</tr>
<tr>
<td>BS—Health Science</td>
<td>169</td>
</tr>
<tr>
<td>Health Services Administration</td>
<td>170</td>
</tr>
<tr>
<td>BA—Health Services Administration Major</td>
<td>171</td>
</tr>
<tr>
<td>BA—Health Services Administration Long Term Care Option</td>
<td>172</td>
</tr>
<tr>
<td>Minor—Health Services Management</td>
<td>173</td>
</tr>
<tr>
<td>Graduate Certificate—Health Services Admin</td>
<td>174</td>
</tr>
<tr>
<td>Nursing</td>
<td>175</td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>176</td>
</tr>
<tr>
<td>MOT—Occupational Therapy</td>
<td>177</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>178</td>
</tr>
<tr>
<td>DPT—Physical Therapy</td>
<td>179</td>
</tr>
<tr>
<td>Public Health</td>
<td>180</td>
</tr>
<tr>
<td>MPH—Public Health</td>
<td>181</td>
</tr>
<tr>
<td>Wellness and Movement Sciences</td>
<td>182</td>
</tr>
<tr>
<td>BA—Outdoor Recreation Leadership</td>
<td>183</td>
</tr>
<tr>
<td>BA—Recreation and Tourism Management</td>
<td>184</td>
</tr>
<tr>
<td>BA—Therapeutic Recreation</td>
<td>185</td>
</tr>
<tr>
<td>BAE—Health and Physical Education/Elementary</td>
<td>186</td>
</tr>
<tr>
<td>BAE—Health and Physical Education/Secondary</td>
<td>187</td>
</tr>
<tr>
<td>BS—Exercise Science</td>
<td>188</td>
</tr>
<tr>
<td>BS—Public Health</td>
<td>189</td>
</tr>
<tr>
<td>Minor—Coaching</td>
<td>190</td>
</tr>
<tr>
<td>Minor—Experiential Education and Group Facilitation</td>
<td>191</td>
</tr>
<tr>
<td>Minor—Personal Training</td>
<td>192</td>
</tr>
<tr>
<td>Minor—Sport Management</td>
<td>193</td>
</tr>
<tr>
<td>MS—Athletic Training</td>
<td>194</td>
</tr>
<tr>
<td>MS—Physical Education</td>
<td>195</td>
</tr>
<tr>
<td>College of Science, Technology, Engineering &amp; Mathematics</td>
<td>199</td>
</tr>
<tr>
<td>Biology</td>
<td>200</td>
</tr>
<tr>
<td>BS—Biology Major</td>
<td>201</td>
</tr>
<tr>
<td>BS—Biology Major with Biotechnology Option</td>
<td>202</td>
</tr>
<tr>
<td>BS—Biology Major with Pre-Medicine/Pre-Dentistry Option</td>
<td>203</td>
</tr>
<tr>
<td>BAE—Biology/Secondary Major</td>
<td>204</td>
</tr>
<tr>
<td>Minor—Biology</td>
<td>205</td>
</tr>
<tr>
<td>Chemistry and Biochemistry</td>
<td>206</td>
</tr>
<tr>
<td>Minor—Biology/Secondary</td>
<td>207</td>
</tr>
<tr>
<td>Add-on Endorsement—General Science</td>
<td>208</td>
</tr>
<tr>
<td>MS—Biology Major</td>
<td>209</td>
</tr>
<tr>
<td>Graduate Certificate—Human Anatomy and Physiology</td>
<td>210</td>
</tr>
<tr>
<td>BA—Chemistry/Biochemistry Major with General Option</td>
<td>211</td>
</tr>
<tr>
<td>BAE—Chemistry/Biochemistry/Secondary Major</td>
<td>212</td>
</tr>
<tr>
<td>BS—Chemistry/Biochemistry Major with Biochemistry Option</td>
<td>213</td>
</tr>
<tr>
<td>BS—Chemistry/Biochemistry Major with Forensic Science Option</td>
<td>214</td>
</tr>
<tr>
<td>BS—Chemistry/Biochemistry Major with Pre-Med/Pre-Dent/Pre-Vet Option</td>
<td>215</td>
</tr>
<tr>
<td>BS—Chemistry/Biochemistry Major with Professional Option</td>
<td>216</td>
</tr>
<tr>
<td>BS—Chemistry/Biochemistry Major with Standard Option</td>
<td>217</td>
</tr>
<tr>
<td>Minor—Chemistry/Biochemistry</td>
<td>218</td>
</tr>
<tr>
<td>Minor—Chemistry/Biochemistry Secondary</td>
<td>219</td>
</tr>
<tr>
<td>Minor—Environmental Chemistry</td>
<td>220</td>
</tr>
<tr>
<td>Computer Science &amp; Electrical Engineering</td>
<td>221</td>
</tr>
<tr>
<td>BCS—Computer Science Major</td>
<td>222</td>
</tr>
<tr>
<td>BS—Computer Science Major</td>
<td>223</td>
</tr>
<tr>
<td>BS—Electrical Engineering</td>
<td>224</td>
</tr>
<tr>
<td>Electrical Engineering, Bachelor of Science (BS)</td>
<td>225</td>
</tr>
<tr>
<td>Minor—Computer Information Systems</td>
<td>226</td>
</tr>
<tr>
<td>Minor—Computer Science Programming</td>
<td>227</td>
</tr>
<tr>
<td>Minor—Cyber Security</td>
<td>228</td>
</tr>
<tr>
<td>Minor—Web Application Development</td>
<td>229</td>
</tr>
<tr>
<td>MCS—Professional Computer Science</td>
<td>230</td>
</tr>
<tr>
<td>Graduate Certificate, Big Data</td>
<td>231</td>
</tr>
<tr>
<td>Graduate Certificate, Computer Graphics and Visualization</td>
<td>232</td>
</tr>
<tr>
<td>Graduate Certificate, Embedded Systems</td>
<td>233</td>
</tr>
<tr>
<td>Graduate Certificate, Modeling and Simulation</td>
<td>234</td>
</tr>
<tr>
<td>Graduate Certificate, Network Security</td>
<td>235</td>
</tr>
<tr>
<td>Graduate Certificate, Parallel and Cloud Computing</td>
<td>236</td>
</tr>
<tr>
<td>MS—Computer Science</td>
<td>237</td>
</tr>
<tr>
<td>MS—Interdisciplinary</td>
<td>238</td>
</tr>
<tr>
<td>Data Science</td>
<td>239</td>
</tr>
<tr>
<td>BS—Data Science</td>
<td>240</td>
</tr>
<tr>
<td>Design</td>
<td>241</td>
</tr>
<tr>
<td>BDes—Visual Communication Design</td>
<td>242</td>
</tr>
<tr>
<td>Minor/Design</td>
<td>234</td>
</tr>
<tr>
<td>Certificate/User Experience Design</td>
<td>234</td>
</tr>
<tr>
<td>Earth and Space Science</td>
<td>235</td>
</tr>
<tr>
<td>BAE–Earth and Space Science/Secondary Major</td>
<td>235</td>
</tr>
<tr>
<td>Minor–Earth and Space Science/Secondary</td>
<td>236</td>
</tr>
<tr>
<td>Add-on Endorsement–General Science</td>
<td>236</td>
</tr>
<tr>
<td>Environmental Science</td>
<td>237</td>
</tr>
<tr>
<td>BS–Environmental Science Major with Environmental Biology Option</td>
<td>237</td>
</tr>
<tr>
<td>BS–Environmental Science Major with Environmental Chemistry Option</td>
<td>238</td>
</tr>
<tr>
<td>BS–Environmental Science Major with Environmental Geology Option</td>
<td>240</td>
</tr>
<tr>
<td>Minor–Environmental Science</td>
<td>241</td>
</tr>
<tr>
<td>Geology</td>
<td>242</td>
</tr>
<tr>
<td>BA–Geology Major</td>
<td>242</td>
</tr>
<tr>
<td>BS–Geology Major</td>
<td>243</td>
</tr>
<tr>
<td>Minor–Geology</td>
<td>244</td>
</tr>
<tr>
<td>Certificate–Unmanned Aerial Systems (UAS)</td>
<td>245</td>
</tr>
<tr>
<td>Mathematics</td>
<td>246</td>
</tr>
<tr>
<td>BAE–Mathematics/Elementary Major</td>
<td>248</td>
</tr>
<tr>
<td>BAE–Mathematics/Elementary Major and Middle Level Endorsement Option</td>
<td>249</td>
</tr>
<tr>
<td>BAE–Mathematics/Middle Level Endorsement Major</td>
<td>250</td>
</tr>
<tr>
<td>BAE–Mathematics/Secondary Major</td>
<td>251</td>
</tr>
<tr>
<td>BS–Mathematics Major</td>
<td>252</td>
</tr>
<tr>
<td>Minor–Mathematics</td>
<td>253</td>
</tr>
<tr>
<td>Minor–Mathematics/Elementary</td>
<td>254</td>
</tr>
<tr>
<td>Minor–Mathematics/Secondary</td>
<td>254</td>
</tr>
<tr>
<td>Minor–Mathematics/Secondary Middle Level Endorsement</td>
<td>254</td>
</tr>
<tr>
<td>Certificate–Lower Elementary Math</td>
<td>255</td>
</tr>
<tr>
<td>Graduate Certificate–Mathematics, Middle-Level Mathematics Endorsement</td>
<td>255</td>
</tr>
<tr>
<td>MS–Applied Mathematics</td>
<td>256</td>
</tr>
<tr>
<td>Mechanical Engineering &amp; Technology</td>
<td>257</td>
</tr>
<tr>
<td>BS–Applied Technology</td>
<td>258</td>
</tr>
<tr>
<td>BS–Construction Management Technology</td>
<td>259</td>
</tr>
<tr>
<td>BS–Manufacturing Technology, DFM Option</td>
<td>261</td>
</tr>
<tr>
<td>BS–Manufacturing Technology, Process Option</td>
<td>262</td>
</tr>
<tr>
<td>BS–Mechanical Engineering</td>
<td>263</td>
</tr>
<tr>
<td>BS–Mechanical Engineering Technology</td>
<td>264</td>
</tr>
<tr>
<td>Minor–Applied Technology</td>
<td>266</td>
</tr>
<tr>
<td>Minor–Construction Management</td>
<td>266</td>
</tr>
<tr>
<td>Minor–Geotechnical Engineering</td>
<td>266</td>
</tr>
<tr>
<td>Minor–Manufacturing</td>
<td>267</td>
</tr>
<tr>
<td>Minor–Mechanical Engineering</td>
<td>267</td>
</tr>
<tr>
<td>Certificate–Cisco Network I</td>
<td>267</td>
</tr>
<tr>
<td>Natural Science</td>
<td>268</td>
</tr>
<tr>
<td>BAE–Natural Science Education-Middle Level Science</td>
<td>268</td>
</tr>
<tr>
<td>Minor–Natural Science Elementary</td>
<td>269</td>
</tr>
<tr>
<td>Minor–Natural Science Secondary</td>
<td>270</td>
</tr>
<tr>
<td>Physics</td>
<td>271</td>
</tr>
<tr>
<td>BA–Physics Major</td>
<td>271</td>
</tr>
<tr>
<td>BAE–Physics/Secondary Major</td>
<td>272</td>
</tr>
<tr>
<td>BS–Physics Major</td>
<td>273</td>
</tr>
<tr>
<td>Minor–Physics</td>
<td>274</td>
</tr>
<tr>
<td>Minor–Physics/Secondary</td>
<td>274</td>
</tr>
<tr>
<td>Add-on Endorsement–General Science</td>
<td>274</td>
</tr>
<tr>
<td>College of Social Sciences</td>
<td>276</td>
</tr>
<tr>
<td>Addiction Studies</td>
<td>277</td>
</tr>
<tr>
<td>BA–Addiction Studies</td>
<td>278</td>
</tr>
<tr>
<td>Minor–Addiction Counseling and Prevention</td>
<td>279</td>
</tr>
<tr>
<td>Certificate–Addiction Studies Suicide Assessment, Treatment and Management</td>
<td>279</td>
</tr>
<tr>
<td>MA–Addiction Studies</td>
<td>279</td>
</tr>
<tr>
<td>MA–Advanced Addiction Therapies</td>
<td>279</td>
</tr>
<tr>
<td>MA–Behavioral Health</td>
<td>280</td>
</tr>
<tr>
<td>Graduate Certificate–Addiction Studies</td>
<td>280</td>
</tr>
<tr>
<td>Graduate Certificate–Addiction Studies Licensed Professionals</td>
<td>281</td>
</tr>
<tr>
<td>Communication Studies</td>
<td>282</td>
</tr>
<tr>
<td>BA–Communication Studies</td>
<td>283</td>
</tr>
<tr>
<td>BA–Communication in Public Relations Option</td>
<td>284</td>
</tr>
<tr>
<td>Minor–Communication Studies</td>
<td>286</td>
</tr>
<tr>
<td>Certificate–Leadership</td>
<td>286</td>
</tr>
<tr>
<td>MS–Communication Studies with Cultural Communication Focus</td>
<td>288</td>
</tr>
<tr>
<td>MS–Communication Studies with Instructional Communication Focus</td>
<td>288</td>
</tr>
<tr>
<td>MS–Communication Studies with Organizational Communication Focus</td>
<td>289</td>
</tr>
<tr>
<td>MS–Communication Studies with Technological Communication Focus</td>
<td>290</td>
</tr>
<tr>
<td>Core Social and Behavioral Science</td>
<td>292</td>
</tr>
<tr>
<td>Economics</td>
<td>293</td>
</tr>
<tr>
<td>BA–Economics Major</td>
<td>293</td>
</tr>
<tr>
<td>BS–Economics Major</td>
<td>294</td>
</tr>
<tr>
<td>Department</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>MN—Economics</td>
<td>295</td>
</tr>
<tr>
<td>MN—General Education Economics</td>
<td>295</td>
</tr>
<tr>
<td>Gender, Women’s, &amp; Sexuality Studies</td>
<td>296</td>
</tr>
<tr>
<td>BA—Gender, Women’s and Sexuality Studies</td>
<td>296</td>
</tr>
<tr>
<td>Minor—Sexuality and Queer Studies</td>
<td>297</td>
</tr>
<tr>
<td>Minor—Women’s and Gender Studies</td>
<td>298</td>
</tr>
<tr>
<td>Geography, Anthropology and Planning</td>
<td>299</td>
</tr>
<tr>
<td>Anthropology</td>
<td>300</td>
</tr>
<tr>
<td>BA—Anthropology Major</td>
<td>300</td>
</tr>
<tr>
<td>Minor—Anthropology</td>
<td>301</td>
</tr>
<tr>
<td>Minor—Archaeology</td>
<td>301</td>
</tr>
<tr>
<td>Minor—Medical Anthropology</td>
<td>301</td>
</tr>
<tr>
<td>Certificate—Critical Cultural Competency</td>
<td>301</td>
</tr>
<tr>
<td>MA—Critical GIS and Public Anthropology</td>
<td>302</td>
</tr>
<tr>
<td>Geography</td>
<td>303</td>
</tr>
<tr>
<td>BA—Geography Major</td>
<td>303</td>
</tr>
<tr>
<td>Minor—Geography</td>
<td>304</td>
</tr>
<tr>
<td>Certificate—Geographic Information Systems</td>
<td>304</td>
</tr>
<tr>
<td>Certificate—Wetlands Science and Management Certificate</td>
<td>305</td>
</tr>
<tr>
<td>Graduate Certificate—Geographic Information Systems</td>
<td>305</td>
</tr>
<tr>
<td>Planning</td>
<td>307</td>
</tr>
<tr>
<td>BA-Urban and Regional Planning</td>
<td>309</td>
</tr>
<tr>
<td>Minor—Urban and Regional Planning</td>
<td>311</td>
</tr>
<tr>
<td>MURP—Urban and Regional Planning</td>
<td>311</td>
</tr>
<tr>
<td>Graduate—Executive Certificate in Tribal Planning</td>
<td>312</td>
</tr>
<tr>
<td>History</td>
<td>313</td>
</tr>
<tr>
<td>BA—History Major</td>
<td>316</td>
</tr>
<tr>
<td>Minor—History</td>
<td>317</td>
</tr>
<tr>
<td>MA—History</td>
<td>317</td>
</tr>
<tr>
<td>Social Studies</td>
<td>319</td>
</tr>
<tr>
<td>BAE—Social Studies Elementary Major</td>
<td>320</td>
</tr>
<tr>
<td>BAE—Social Studies Secondary Major</td>
<td>321</td>
</tr>
<tr>
<td>Minor—History/Secondary</td>
<td>323</td>
</tr>
<tr>
<td>Add-on Endorsement—History</td>
<td>324</td>
</tr>
<tr>
<td>Add-on Endorsement—Social Studies</td>
<td>324</td>
</tr>
<tr>
<td>Interdisciplinary Studies</td>
<td>325</td>
</tr>
<tr>
<td>BA—Interdisciplinary Studies</td>
<td>326</td>
</tr>
<tr>
<td>BA—Interdisciplinary Studies: Africana Studies</td>
<td>327</td>
</tr>
<tr>
<td>BA—Interdisciplinary Studies: Liberal Arts</td>
<td>328</td>
</tr>
<tr>
<td>BA—Interdisciplinary Studies: Prior Learning</td>
<td>328</td>
</tr>
<tr>
<td>Military Science</td>
<td>330</td>
</tr>
<tr>
<td>BA—Military Science Major</td>
<td>331</td>
</tr>
<tr>
<td>Minor—Military Science</td>
<td>331</td>
</tr>
<tr>
<td>Political Science, International Affairs and Public Administration</td>
<td>334</td>
</tr>
<tr>
<td>BA—Political Science</td>
<td>338</td>
</tr>
<tr>
<td>BA—Political Science with Pre-Law Option</td>
<td>339</td>
</tr>
<tr>
<td>Minor—Political Science</td>
<td>340</td>
</tr>
<tr>
<td>Certificate—Public Policy and Administration</td>
<td>341</td>
</tr>
<tr>
<td>MPA—Public Administration</td>
<td>341</td>
</tr>
<tr>
<td>Graduate Certificate—Public Management Development</td>
<td>342</td>
</tr>
<tr>
<td>International Affairs</td>
<td>343</td>
</tr>
<tr>
<td>BA—International Affairs Major with a Global Public Policy Concentration</td>
<td>343</td>
</tr>
<tr>
<td>BA—International Affairs Major with a Global Security Processes Concentration</td>
<td>344</td>
</tr>
<tr>
<td>BA—International Affairs Major with a Global Socio-Economic Concentration</td>
<td>345</td>
</tr>
<tr>
<td>Psychology</td>
<td>348</td>
</tr>
<tr>
<td>BA—Psychology Major</td>
<td>350</td>
</tr>
<tr>
<td>BS—Applied Developmental Psychology Major</td>
<td>352</td>
</tr>
<tr>
<td>BS—Health Psychology</td>
<td>353</td>
</tr>
<tr>
<td>Minor—Applied Developmental Psychology</td>
<td>354</td>
</tr>
<tr>
<td>Minor—Industrial Organizational (I/O) Psychology</td>
<td>354</td>
</tr>
<tr>
<td>Minor—Psychology</td>
<td>354</td>
</tr>
<tr>
<td>Certificate—Behavioral Health Support Specialist</td>
<td>355</td>
</tr>
<tr>
<td>EdS—Psychology (Hybrid or Online)</td>
<td>355</td>
</tr>
<tr>
<td>MS—Counseling, Mental Health Counseling</td>
<td>357</td>
</tr>
<tr>
<td>MS—Counseling, School Counseling</td>
<td>357</td>
</tr>
<tr>
<td>MS—Psychology</td>
<td>358</td>
</tr>
<tr>
<td>Post MS Certificate—School Counseling</td>
<td>358</td>
</tr>
<tr>
<td>Social Work</td>
<td>359</td>
</tr>
<tr>
<td>BA—Social Work Major</td>
<td>363</td>
</tr>
<tr>
<td>MSW—Social Work</td>
<td>363</td>
</tr>
<tr>
<td>MSW—Social Work Advanced Standing</td>
<td>364</td>
</tr>
<tr>
<td>Africana Studies</td>
<td>365</td>
</tr>
<tr>
<td>Minor—Africana Studies</td>
<td>365</td>
</tr>
<tr>
<td>Certificate—Diversity and Inclusion</td>
<td>365</td>
</tr>
<tr>
<td>Aging Studies</td>
<td>366</td>
</tr>
<tr>
<td>Minor—Aging Studies (Interdisciplinary)</td>
<td>366</td>
</tr>
<tr>
<td>Certificate—Aging Studies</td>
<td>366</td>
</tr>
<tr>
<td>Certificate—Palliative Care</td>
<td>366</td>
</tr>
<tr>
<td>Graduate Certificate—Palliative Care</td>
<td>366</td>
</tr>
<tr>
<td>Department</td>
<td>Page</td>
</tr>
<tr>
<td>------------------------------------------</td>
<td>------</td>
</tr>
<tr>
<td>American Indian Studies</td>
<td>367</td>
</tr>
<tr>
<td>Minor–Indian Studies</td>
<td>367</td>
</tr>
<tr>
<td>Chicana/o/x Studies</td>
<td>368</td>
</tr>
<tr>
<td>Minor–Chicana-Chicano Studies</td>
<td>368</td>
</tr>
<tr>
<td>Children's Studies</td>
<td>370</td>
</tr>
<tr>
<td>BA–Children's Studies</td>
<td>370</td>
</tr>
<tr>
<td>Certificate–Child and Family Support</td>
<td>371</td>
</tr>
<tr>
<td>MA–Child Life</td>
<td>372</td>
</tr>
<tr>
<td>Disability Studies</td>
<td>373</td>
</tr>
<tr>
<td>Minor–Disability Studies</td>
<td>373</td>
</tr>
<tr>
<td>Certificate–Disability Studies</td>
<td>373</td>
</tr>
<tr>
<td>Graduate Certificate–Disability Studies</td>
<td>374</td>
</tr>
<tr>
<td>Sociology &amp; Justice Studies</td>
<td>375</td>
</tr>
<tr>
<td>Criminal Justice</td>
<td>376</td>
</tr>
<tr>
<td>BA–Criminal Justice Major</td>
<td>376</td>
</tr>
<tr>
<td>Minor–Criminal Justice</td>
<td>377</td>
</tr>
<tr>
<td>Sociology</td>
<td>378</td>
</tr>
<tr>
<td>BA–Sociology Major</td>
<td>378</td>
</tr>
<tr>
<td>Minor–Sociology</td>
<td>379</td>
</tr>
<tr>
<td>University College</td>
<td>380</td>
</tr>
<tr>
<td>English Language Institute</td>
<td>381</td>
</tr>
<tr>
<td>Exploring Majors</td>
<td>382</td>
</tr>
<tr>
<td>Honors</td>
<td>383</td>
</tr>
<tr>
<td>Integrative Studies</td>
<td>384</td>
</tr>
<tr>
<td>Pre-Professional</td>
<td>385</td>
</tr>
<tr>
<td>Pre-Dentistry and Pre-Medicine</td>
<td>385</td>
</tr>
<tr>
<td>Pre-Engineering</td>
<td>386</td>
</tr>
<tr>
<td>Pre-Law</td>
<td>387</td>
</tr>
<tr>
<td>Pre-Pharmacy</td>
<td>387</td>
</tr>
<tr>
<td>Pre-Veterinary Medicine</td>
<td>388</td>
</tr>
<tr>
<td>Sustainability</td>
<td>389</td>
</tr>
<tr>
<td>Records and Registration</td>
<td>390</td>
</tr>
<tr>
<td>Academic Support</td>
<td>400</td>
</tr>
<tr>
<td>Student &amp; Support Services</td>
<td>401</td>
</tr>
<tr>
<td>Admissions</td>
<td>403</td>
</tr>
<tr>
<td>Placement and Clearance Exams</td>
<td>407</td>
</tr>
<tr>
<td>Prior Learning–Sources of Credit</td>
<td>408</td>
</tr>
<tr>
<td>Transfer Credit Evaluations</td>
<td>411</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>413</td>
</tr>
<tr>
<td>University Policies</td>
<td>414</td>
</tr>
<tr>
<td>Undergraduate Policies</td>
<td>425</td>
</tr>
<tr>
<td>Graduate Studies Academic Policies</td>
<td>427</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Department</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Administration, BOT, Faculty</td>
<td>428</td>
</tr>
<tr>
<td>Course Listing Index</td>
<td>446</td>
</tr>
<tr>
<td>Africana Studies (AAST)</td>
<td>447</td>
</tr>
<tr>
<td>Accounting (ACCT)</td>
<td>449</td>
</tr>
<tr>
<td>Addiction Studies (ADST)</td>
<td>452</td>
</tr>
<tr>
<td>Aging Studies (AGST)</td>
<td>457</td>
</tr>
<tr>
<td>Anthropology (ANTR)</td>
<td>458</td>
</tr>
<tr>
<td>Applied Technology (APTC)</td>
<td>462</td>
</tr>
<tr>
<td>Art (ART)</td>
<td>463</td>
</tr>
<tr>
<td>Art History (ARTH)</td>
<td>467</td>
</tr>
<tr>
<td>American Sign Language (ASL)</td>
<td>468</td>
</tr>
<tr>
<td>Athletic Training (ATTR)</td>
<td>469</td>
</tr>
<tr>
<td>Business Administration (BADM)</td>
<td>472</td>
</tr>
<tr>
<td>Biology (BIOL)</td>
<td>475</td>
</tr>
<tr>
<td>Business Education (BUED)</td>
<td>483</td>
</tr>
<tr>
<td>Children's Studies (CDST)</td>
<td>484</td>
</tr>
<tr>
<td>Chemistry and Biochemistry (CHEM)</td>
<td>488</td>
</tr>
<tr>
<td>Chinese (CHIN)</td>
<td>492</td>
</tr>
<tr>
<td>Chicana and Chicano Studies (CHST)</td>
<td>493</td>
</tr>
<tr>
<td>Communication Sciences and Disorders (CMSD)</td>
<td>495</td>
</tr>
<tr>
<td>Communication Studies (CMST)</td>
<td>499</td>
</tr>
<tr>
<td>Construction Management Technology (CMTC)</td>
<td>505</td>
</tr>
<tr>
<td>College Instruction (COIN)</td>
<td>506</td>
</tr>
<tr>
<td>Computer Literacy (CPLA)</td>
<td>507</td>
</tr>
<tr>
<td>Criminal Justice (CRIM)</td>
<td>508</td>
</tr>
<tr>
<td>Career Services (CRSV)</td>
<td>510</td>
</tr>
<tr>
<td>Creative Writing (CRWR)</td>
<td>511</td>
</tr>
<tr>
<td>Core - Social and Behavioral Science (CSBS)</td>
<td>514</td>
</tr>
<tr>
<td>Computer Science (CSCD)</td>
<td>515</td>
</tr>
<tr>
<td>Career and Technical Education (CTED)</td>
<td>522</td>
</tr>
<tr>
<td>Design (DES)</td>
<td>523</td>
</tr>
<tr>
<td>Dental Hygiene (DNHY)</td>
<td>526</td>
</tr>
<tr>
<td>Design Technology (DNTC)</td>
<td>530</td>
</tr>
<tr>
<td>Decision Science (DSCI)</td>
<td>531</td>
</tr>
<tr>
<td>Disability Studies (DSST)</td>
<td>533</td>
</tr>
<tr>
<td>Economics (ECON)</td>
<td>535</td>
</tr>
<tr>
<td>Education (EDUC)</td>
<td>538</td>
</tr>
<tr>
<td>Electrical Engineering (EENG)</td>
<td>553</td>
</tr>
<tr>
<td>English (ENGL)</td>
<td>556</td>
</tr>
<tr>
<td>Entrepreneurship (ENTP)</td>
<td>563</td>
</tr>
<tr>
<td>Environmental Science (ENVS)</td>
<td>564</td>
</tr>
<tr>
<td>English as a Second Language (ESLG)</td>
<td>565</td>
</tr>
</tbody>
</table>
Exercise Science (EXSC) .......................................................... 566
Film (FILM) ............................................................................. 567
Finance (FINC) ........................................................................ 569
Food and Nutrition/Dietetics (FNDT) ........................................... 570
French (FREN) ........................................................................... 571
Gender and Women’s Studies (GWSS) ........................................ 573
Geography (GEOG) .................................................................. 577
Geology (GEOL) ........................................................................ 582
German (GERM) ....................................................................... 585
Critical GIS & Public Anthropology (GIPA) .................................... 587
General Modern Languages (GNML) ............................................ 589
History (HIST) ........................................................................... 590
Health Education (HLED) ............................................................ 597
Honors (HONS) ......................................................................... 600
Health Services Administration (HSAD) ........................................ 604
Health Science (HSCI) ................................................................. 607
Humanities (HUMN) ................................................................... 608
Human Resource Management (HUMR) ....................................... 610
International Business (IBUS) ....................................................... 611
Indian Studies (IDST) ................................................................. 612
International Affairs (INST) .......................................................... 614
Interprofessional Education (IPEC) ............................................... 615
Interdisciplinary Studies (ITDS) ..................................................... 616
Integrative Studies (ITGS) ............................................................. 617
Japanese (JAPN) ......................................................................... 618
Journalism (JRNM) ..................................................................... 619
Mathematics (MATH) ................................................................. 621
Math - Developmental (MTHD) ...................................................... 628
Mathematics Education (MTED) ..................................................... 629
Mechanical Engineering (MENG) ................................................... 631
Management Information Systems (MISC) ................................. 634
Mechanical Engineering Tech (METC) ......................................... 636
Management (MGMT) ................................................................. 638
Marketing (MKTG) ..................................................................... 639
Military Science (MLSC) .............................................................. 640
Manufacturing Technology (MNTC) ............................................. 643
Music (MUSC) ........................................................................... 644
Music Ensemble (MUSE) ............................................................. 653
Natural Science Education (NTSC) ............................................... 656
Occupational Therapy (OCTH) ...................................................... 657
Operations Management (OPSM) ................................................ 661
Public Administration (PADM) ...................................................... 662
Physical Education (PHED) ......................................................... 664
Philosophy (PHIL) ..................................................................... 669
Physical Therapy (PHTH) ............................................................. 671
Physics (PHYS) .......................................................................... 674
Planning (PLAN) ........................................................................ 677
Political Science (POLI) ............................................................... 682
Psychology (PSYC) .................................................................... 686
Public Health (PUBH) ................................................................. 696
Recreation & Leisure Services (RCLS) ......................................... 698
Science Education (SCED) .......................................................... 703
Sociology (SOCI) ........................................................................ 704
Social Studies (SOST) ................................................................. 707
Social Work (SOWK) ................................................................. 708
Spanish (SPAN) ......................................................................... 717
Special Education (SPED) ........................................................... 719
Sustainability (SUST) ................................................................. 721
Technical Communication (TCOM) ............................................... 722
Technology (TECH) ................................................................. 723
Theatre (THTR) ......................................................................... 725
University Studies (UNST) ........................................................... 728
Index ......................................................................................... 729
CATALOG ARCHIVES

2017-18 (http://catalog.ewu.edu/archives/2017-2018/)
2016-17 (http://catalog.ewu.edu/archives/2016-2017/)
2015-16 (http://catalog.ewu.edu/archives/2015-2016/)

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

Notes
• The catalog in effect at the first term of the student’s current matriculation will be used to determine the BACR and undergraduate graduation 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.
MISSION & VISION

Eastern Washington University expands opportunities for personal transformation through excellence in learning.

EWU achieves its mission by

- Enhancing access to higher education in the Inland Northwest and beyond by recruiting and supporting traditional college-bound students, non-traditional students, and those from underserved populations;
- Delivering high-quality academic programs that undergo regular, rigorous review informed by data and assessment of student learning;
- Delivering a high-quality co-curriculum designed to develop the intellectual, cultural, personal, and practical aspects of students’ lives; and
- Promoting student success by supporting student engagement and timely degree completion.

Our three core themes (https://sites.ewu.edu/assessment-accreditation/accreditation/institutionalaccreditation/core-themes/) are access, learning and completion.

Vision Statement
Eastern Washington University is a driving force for the culture, economy, workforce and vitality of Washington state. Our graduates think critically and make meaningful contributions to both their career fields and their communities. EWU is the public university whose students, faculty, staff and alumni make profound and significant contributions to the economic and social vitality of the region. EWU remains the best value for higher education in the state.
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.
A History of Eastern Washington University

In 1882, the Benjamin P. Cheney Academy opened its doors to more than 200 enrolling students. A generous contribution of $10,000 from Benjamin P. Cheney, a wealthy transportation industrialist, had at last fulfilled the dreams of Cheney citizens who had long desired an institute for higher learning in their community.

The academy became the State Normal School at Cheney in 1889, the same year in which Washington was given its 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.”

By the time it became Eastern Washington College of Education in 1937, Eastern was already a fully accredited four-year, degree-granting institution, offering majors in numerous subjects.

The campus grew rapidly in size and program offerings in the decades following World War II. In 1961, the name was again changed, this time to Eastern Washington State College. It was increasingly evident that the region needed professionals in many fields; in response, Eastern added a wide range of undergraduate and graduate degree programs. Finally, in 1977, the state Legislature changed the school’s name to Eastern Washington University.
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
601 E. Riverside Ave., Spokane, WA 99202
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.

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

• Bellevue College (https://inside.ewu.edu/offcampus/bellevue/) 3000 Landerholm Circle SE, Bellevue, WA 98007
• Clark College (https://inside.ewu.edu/offcampus/clark/) 1933 Fort Vancouver Way, Vancouver, WA 98663
• North Puget Sound University Center (https://inside.ewu.edu/offcampus/north-puget-sound/) 2000 Tower St, Everett, WA 98201
• North Seattle College (https://inside.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 Children's Studies, Bellevue College, On-line degree offering
• Bachelor of Arts in Interdisciplinary Studies, Bellevue College, On-line degree offering
• Bachelor of Arts in Psychology, Bellevue College
• Bachelor of Science in Health Psychology, Bellevue College, Online degree offering
• 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 offering
• Master of Social Work, Clark College and 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, Eastern Online, Off Campus, Interdisciplinary Studies, Summer Session and Continuing Education.

Continuing Education (https://inside.ewu.edu/continuingeducation/)
509.359.7380
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
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. 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://inside.ewu.edu/offcampus/bellevue/Bellevue College (BC)](https://inside.ewu.edu/offcampus/bellevue/Bellevue College (BC))
425.564.5100
email (evubc@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 Children's Studies
- BA in Interdisciplinary Studies
- BA in Psychology
- BS in Technology, Applied Technology Option

Interdisciplinary Studies ([http://www.ewu.edu/itds/](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 ([https://inside.ewu.edu/offcampus/](https://inside.ewu.edu/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 locations throughout the State.

[Running Start and College in High School](https://inside.ewu.edu/highschool/ewu-in-the-high-school/)
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://inside.ewu.edu/summersession/](https://inside.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.
UNDERGRADUATE DEGREE REQUIREMENTS

University Competencies and Proficiencies

- English (p. 14)
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)

- 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

Breadth Area Core Requirements (p. 17) (BACR)

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student's first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Academic Policy 303-21 4-2 (https://inside.ewu.edu/policies/knowledge-base/ap-303-21-undergraduate-students/), Pre-University Skills Courses

- Students who are required to complete Pre-University level courses must do so prior to earning 45 credits.
- Each term the student must enroll in at least one Pre-University level course until all Pre-University requirements are complete. The student may not drop a Pre-University level course once enrolled unless permitted by an academic advisor. If a student has not yet fulfilled Pre-University requirements, the University may proactively register the student into Pre-University courses.
- Students who do not establish placement either by taking a placement exam or through coursework competed prior to attending EWU will be considered under the requirements and restrictions of this policy.

PRE-UNIVERSITY POLICY (p. 407)—credits earned in the following pre-university courses do NOT count toward the required 180 cumulative credits.

- MTHD 101 MATHEMATICS PLACEMENT LAB
- MTHD 103 BASIC ALGEBRA/COLLEGE STUDENTS
- MTHD 104 INTERMEDIATE ALGEBRA/COLLEGE STUDENTS
- MTHD 106 ALGEBRA REASONING
- MTHD 199 SPECIAL STUDIES

• 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.)

Active Catalog Rule (https://inside.ewu.edu/policies/knowledge-base/ap-303-21-undergraduate-students/) Chapter 4–8 Catalog Archives (https://catalog.ewu.edu/archives/)

- The catalog in effect at the first term of enrollment will be used to determine the general education requirements (BACR and UGR).
- 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.
- 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.
- In no case can the catalog used for the major or the minor be more than six years old.

UNIVERSITY COMPETENCIES AND PROFICIENCIES

Placement and Clearance Exams (p. 407)

- Math Placement Assessments (https://www.ewu.edu/cstem/mathematics/placement-assessment/)
- Prior Learning (p. 408) Credits—I.B (International Baccalaureate), CLEP (College Level Examination Program), AP (Advanced Placement)


Academic Policy 303-21 4-1. General Education Requirements

To earn a baccalaureate degree, all students must demonstrate competency and proficiency in Mathematics.

Placement Exam: Students who have not fulfilled the Mathematics Proficiency requirement must complete a Mathematics placement exam if they have not completed the equivalent of MTHD 103, MTHD 104 or MTHD 106 with a grade of ≥C.
Transfer students must take the Mathematics placement exam unless they have an approved direct-transfer associate degree, or they have earned placement through completion of a course transferable to a mathematics course from the EWU catalog a grade of ≥C.

Degree Requirement: Mathematics Proficiency is demonstrated by successfully completing one 5 credit course defined by the General Education Committee as satisfying the requirement. This information is located in the Catalog of the year the student begins attending classes.

Note: The most current Mathematics placement information is found on the EWU Mathematics website.

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

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.

   - MATH 107: MATHEMATICAL REASONING
   - MATH 121: INTRODUCTORY STATISTICS
   - MATH 141: PRECALCULUS I
   - MATH 142: PRECALCULUS MATH II
   - MATH/HONS 161: CALCULUS I
   - MATH 200: FINITE MATHEMATICS
   - MATH 208: MATHEMATICS FOR ELEMENTARY TEACHERS I
   - MATH 301: DISCRETE MATHEMATICS
   - MATH 380: ELEMENTARY PROBABILITY AND STATISTICS or BIOL 380: DATA ANALYSIS FOR BIOLOGISTS

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.)

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.

   - MATH 107: MATHEMATICAL REASONING
   - MATH 121: INTRODUCTORY STATISTICS
   - MATH 141: PRECALCULUS I
   - MATH 142: PRECALCULUS MATH II
   - MATH/HONS 161: CALCULUS I
   - MATH 200: FINITE MATHEMATICS
   - MATH 208: MATHEMATICS FOR ELEMENTARY TEACHERS I
   - MATH 301: DISCRETE MATHEMATICS
   - MATH 380: ELEMENTARY PROBABILITY AND STATISTICS or BIOL 380: DATA ANALYSIS FOR BIOLOGISTS

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.)


- 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.

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.

Breadth Area Core Requirement (BACR)

To earn a baccalaureate degree, all students must demonstrate competency and proficiency in Breadth Area Core Requirement (BACR) courses which include analytical and critical thinking skills, information literacy, writing, communication and quantitative reasoning skills. EWU has designed the General Education BACR curriculum for the purpose of preparing students with the skills, habits of mind and breadth of subject matter that characterize an educated person. These courses are designed to provide introductory knowledge, intellectual skills and habits of thought found in the core disciplines of: humanities & arts, natural sciences, and social sciences.

The three core disciplines are

- Humanities & Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

- 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.
• 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.

UNIVERSITY GRADUATION REQUIREMENTS (UGR)
These requirements apply to all undergraduate students who do not have baccalaureate degrees. The requirements may be satisfied through appropriate courses at EWU or transferable equivalents.

• Diversity (p. 20) and Global Studies (p. 21)
• Foreign Language for Bachelor of Arts Candidates (only)
• Major/Minor or Certificate
• Senior Capstone

UNIVERSITY GRADUATION REQUIREMENT (p. 18) (UGR)
Foreign Language for Bachelor of Arts Candidates
Students pursuing a (BA) Bachelor of Arts degree must complete two years of a 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. See Modern Languages (p. 90).

Note:
There is no foreign language requirement for (BAB) Bachelor of Arts in (BAE) Business; Bachelor of Arts in Education; (BFA) Bachelor of Fine Arts; or (BS) Bachelor of Science.

UNIVERSITY GRADUATION REQUIREMENT (p. 18) (UGR)
Major/Minor or Certificate
• 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.

• All admitted students must officially Declare a Major (https://inside.ewu.edu/advising/academic-planning/declare-your-major/) by the time they reach 90 credits (junior standing).

BREADTH AREA CORE REQUIREMENT (BACR)
Humanities & Arts—choose two courses from the following list.
ANTR 203 LANGUAGE AND HUMAN BEING 5

ART/HONS/HUMN 213 THE VISUAL ART EXPERIENCE 5
ARTH 210 VISUAL CULTURE 5
CHIN 201 INTERMEDIATE CHINESE AND CULTURE 5
CHIN 202 INTERMEDIATE CHINESE AND CULTURE 5
CHIN 203 INTERMEDIATE CHINESE AND CULTURE 5
CMST 212 ARGUMENTATION AND ADVOCACY 5
CSCD 202 COMPUTING ETHICS 4
DSST 130 BODIES, MINDS AND MOVIES 5
ENGL 170 INTRODUCTION TO LITERATURE 5
FILM 214 FILM AND THE HUMANITIES 5
FILM 215 FROM CARTOONS 2 ART 5
FREN 170 INTRODUCTION TO FRENCH LITERATURE AND CULTURE 5
FREN 201 SECOND-YEAR FRENCH LANGUAGE AND CULTURE I 5
FREN 202 SECOND-YEAR FRENCH LANGUAGE AND CULTURE II 5
GERM 201 INTERMEDIATE GERMAN AND CULTURE 5
GERM 202 INTERMEDIATE GERMAN AND CULTURE 5
GEOG 227 CRITICAL CARTOGRAPHIES 5
GNML 212 MODERN WORLD MASTERPIECES 5
GWSS/HUMN 101 INTRODUCTION TO GENDER, WOMEN'S AND SEXUALITY STUDIES 5
GWSS 220 INTRODUCTION TO LGBTQ+STUDIES 5
GWSS 250 GENDER, REPRESENTATION AND POPULAR CULTURE 5
HIST 102 WORLD HISTORY TO 1500 5
HIST 103 WORLD HISTORY FROM 1500 5
HIST 105 EUROPEAN CIVILIZATION TO 1500 5
HIST 111 AMERICAN HISTORY TO 1877 5
HLED 202 INTRODUCTION TO HEALTH, WELLNESS AND SUSTAINABLE LIVING 4
HONS 110 HONORS FYE: HUMANITIES 5
HUMN/GWSS 101 INTRODUCTION TO GENDER, WOMEN'S AND SEXUALITY STUDIES 5
HUMN 210 WESTERN LITERATURE I 5
HUMN 211 WESTERN LITERATURE II 5
HUMN 215 INTRODUCTION TO RELIGION 5
HUMN 216 WORLD LITERATURE I 5
HUMN 217 WORLD LITERATURE II 5
HUMN 270 GREAT WORLD VIEWS 5
HUMN 290 ARTS AND IDEAS 5
ITGS 110 FYE: HUMANITIES 5
JAPN 201 INTERMEDIATE JAPANESE AND CULTURE 5
JAPN 202 INTERMEDIATE JAPANESE AND CULTURE 5
JAPN 203 INTERMEDIATE JAPANESE AND CULTURE 5
MUSC/HUMN 212 MUSIC IN ARTS AND CULTURE 5
MUSC 213 AMERICAN POPULAR MUSIC: 1920 AND BEYOND 5
PHIL 210 CRITICAL THINKING 5
PHIL 211 INTRODUCTORY PHILOSOPHY 5
PHIL 212 INTRODUCTORY ETHICS 5
PHIL 213 MORAL ISSUES IN AMERICA 5
BREADTH AREA CORE REQUIREMENT (BACR)

Natural Sciences—choose two courses from the following list.

- **ANTR 202** Human Evolution 5
- **ANTR 204** Archaeological Science 5
- **Biol 100** Introduction to Biology 5
- **Biol 115** Life Science for Teachers (Elementary Education candidates are strongly recommended to select from this course list as the content is directly related to Washington State Elementary Endorsement and exit exam requirements.) 5
- **Chem 121** Chemistry and Its Role in Society 5
- **Chem/Sust 141** Sustained Chemistry 5
- **Env 100** Introduction to Environmental Science 5
- **Geog 100** Fundamentals of the Physical Environment 5
- **Geog 204** Hot Earth: People and Climate Change 5
- **Geol 100** Discovering Geology 5
- **Geol 115** Investigating Earth Science (Elementary Education candidates are strongly recommended to select from this course list as the content is directly related to Washington State Elementary Endorsement and exit exam requirements.) 5
- **Itgs 120** FYE: Natural Science 5
- **Phys 100** Physical Science I 5
- **Phys 110** Energy, Society and the Environment 5
- **Phys 115** Investigating Physical Science (Elementary Education candidates are strongly recommended to select from this course list as the content is directly related to Washington State Elementary Endorsement and exit exam requirements.) 5
- **Phys/Hons 120** Honors FYE: Natural Science 5
- **Phys 121** Descriptive Astronomy 5
- **Phys/Hons 126** Making Sense of the Cosmos 5
- **Psych 231** Science of Stress and Coping 3
- **Sust 100** Concepts in Sustainability 4
- **Sust 141** Sustained Chemistry 5

While only two science BACRs are required for graduation, STEM majors will need additional courses. See the program section for more details.

- The first course and lab completed will fulfill one BACR requirement and the second course in the sequence will fulfill a second BACR requirement in the same subject area.

Biology

Progression through this series requires a grade ≥C in BIOL 171 and a grade ≥C in BIOL 172, BIOL 173 and BIOL 270. The first course and lab completed will fulfill one BACR requirement and the second course in the sequence will fulfill a second BACR requirement in the same subject area.

- **Biol 171** Biology I and Biological Investigation 5
- **Biol 172** Biology II (if BIOL 171 and BIOL 270 are completed) 5
- **Biol 172 & Biol 270** Biology II and Biological Investigation 8
- **Biol 232** Human Anatomy and Physiology Non-Biol Majors 5
- **Biol 233** Human Anatomy and Physiology Non-Biol Majors 5
- **Biol 234** Human Anatomy and Physiology Non-Biol Majors 5

Chemistry

- **Chem 161** General Chemistry for the Health Sciences 5
- **Chem 162** Organic Chemistry for the Health Sciences 5
- **Chem 171 & 171L** General Chemistry I and General Chemistry Laboratory I 5
- **Chem 172 & 172L** General Chemistry II and General Chemistry Laboratory II 5

Geology

- **Geol 120** Physical Geology - The Solid Earth 5
- **Geol 121** Physical Geology - Surficial Processes 5

Physics

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

- **Phys 131 & Phys 161** Introductory Physics I and Mechanics Laboratory 5
- **Phys 132 & Phys 163** Introductory Physics II and Electronics Laboratory I 5
- **Phys 132 & Phys 263** Introductory Physics II and Electronics Laboratory II 5
- **Phys 131 & Phys 161** Introductory Physics I and Mechanics Laboratory (if PHYS 131 and PHYS 161 were not completed) 5
- **Phys 151 & Phys 161** General Physics I and Mechanics Laboratory 5
- **Phys 152 & Phys 163** General Physics II and Electronics Laboratory I 5
- **Phys 152 & Phys 263** General Physics II and Electronics Laboratory II 5

Social Sciences—choose two from the following list.

- **Antr 201** Global Cultural Encounters 5
- **Antr/DSST/GWSS 266** Gender, Health and Marginalization 5
- **CMST 208** Mass Media and the Information Society 5
### UNIVERSITY GRADUATION REQUIREMENT (p. 18) (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>AAST/HONS/ HIST 220</td>
<td>AFRICAN AMERICAN HISTORY: POST CIVIL WAR TO PRESENT</td>
<td>5</td>
</tr>
<tr>
<td>AAST/ECON/ GWSS 324</td>
<td>ECONOMICS OF POVERTY AND DISCRIMINATION</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 311</td>
<td>POVERTY, INEQUALITY AND SOCIETY</td>
<td>5</td>
</tr>
<tr>
<td>ANTR 313</td>
<td>IMMIGRANT AMERICA</td>
<td>5</td>
</tr>
<tr>
<td>ANTR 324</td>
<td>ANTHROPOLOGY OF NORTH AMERICA</td>
<td>5</td>
</tr>
<tr>
<td>ANTR/GWSS 332</td>
<td>ANTHROPOLOGY OF GENDER</td>
<td>4</td>
</tr>
<tr>
<td>ANTR 325</td>
<td>INDIANS OF NORTH AMERICA</td>
<td>5</td>
</tr>
<tr>
<td>ANTR 375</td>
<td>WITCHCRAFT, SORCERY AND SHAMANISM</td>
<td>5</td>
</tr>
<tr>
<td>ART 310</td>
<td>WORLD ART</td>
<td>5</td>
</tr>
<tr>
<td>ARTH/GWSS/ HONS 303</td>
<td>THE BODY IN ART</td>
<td>5</td>
</tr>
<tr>
<td>ARTH/IDST 340</td>
<td>NATIVE NORTH AMERICAN ART</td>
<td>5</td>
</tr>
</tbody>
</table>

### Undergraduate Degree Requirements

#### CHST 201
LATINAS/OS IN CONTEMPORARY AMERICAN SOCIETY

#### CHST 202
INTRODUCTION TO CHICANA/O/X CULTURE

#### CHST/HIST 218
CHICANO HISTORY

#### CHST 230
CHICANAS AND LATINAS IN THE U.S.

#### CHST 310
CHICANX/LATINX IN THE U.S. MEDIA

#### CHST 320
CHICANX-LATINX POLITICS IN U.S

#### CHST 330
LATINO IMMIGRATION TO THE U.S.

#### CMST/GWSS 314
GENDER AND COMMUNICATION

#### CMST 340
INTERCULTURAL COMMUNICATION

#### DSST 310
DISABILITY, CULTURE AND SOCIETY

#### ECON/AAST/ GWSS 324
ECONOMICS OF POVERTY AND DISCRIMINATION

#### ECON/GWSS 427
ECONOMICS OF WOMEN AND WORK

#### EDUC 325
INEQUALITIES AND IMPACTS ON EDUCATIONAL EQUITY

#### ENGL/IDST 380
SURVEY OF NATIVE AMERICAN LITERATURE

#### ENGL/GWSS 389
WOMEN, LITERATURE AND SOCIAL CHANGE

#### FILM 270
RACE AND ETHNICITY IN FILM

#### GEOS 352
URBAN POLITICAL ECOLOGY

#### GEOS 356
URBAN GEOGRAPHY: ORIGINS, FORMS AND FUNCTIONS

#### GWSS/HUMN/ HONS 303
THE BODY IN ART

#### GWSS/CMAST 314
GENDER AND COMMUNICATION

#### GWSS 331
PSYCHOLOGY OF WOMEN

#### GWSS/ANTR 332
ANTHROPOLOGY OF GENDER

#### GWSS/AAST/ ECON 324
ECONOMICS OF POVERTY AND DISCRIMINATION

#### GWSS/CDST/ DSST 326
BODIES, SOCIALIZATION AND CULTURE

#### GWSS/HIST 383
WOMEN IN AMERICAN HISTORY

#### GWSS/PHIL 417
WOMEN AND ETHICS

#### GWSS/ECON 427
ECONOMICS OF WOMEN AND WORK

#### HIST/AAST/ HONS 215
EARLY AFRICAN AMERICAN HISTORY: ANCIENT AFRICA TO THE END OF THE RECONSTRUCTION 1877

#### HIST 313
ASIAN AMERICAN HISTORY

#### HIST 353
DARWIN AND THE EVOLUTION-CREATATION CONTROVERSY

#### HIST/GWSS 383
WOMEN IN AMERICAN HISTORY

#### HONS 355
INDIANS OF NORTH AMERICA

#### HUMN/AAST/ HONS 214
AFRICAN AMERICAN CULTURE AND EXPRESSIONS

#### IDST 101
INTRODUCTION TO INDIAN STUDIES

#### IDST 321
CONTEMPORARY INDIAN ISSUES

#### IDST/ENGL 380
SURVEY OF NATIVE AMERICAN LITERATURE

#### IDST/SOWK 437
INDIAN CHILD WELFARE

#### PHIL 214
PHILOSOPHICAL VOICES AND POP CULTURE

#### PHIL/HONS 332
LATIN AMERICAN PHILOSOPHY OF LIBERATION

#### PHIL/GWSS 417
WOMEN AND ETHICS

#### PSYC/GWSS 321
CARE AND CUSTODY OF FEMALE OFFENDERS

#### PSYC/GWSS 331
PSYCHOLOGY OF WOMEN
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAST/HIST/HONS 315</td>
<td>AFRICAN HISTORY: ANCIENT AFRICA TO MANDELA</td>
<td>5</td>
</tr>
<tr>
<td>ADST 310</td>
<td>GLOBALLY SPEAKING: WHAT ABOUT DRUGS?</td>
<td>4</td>
</tr>
<tr>
<td>ANTR 310</td>
<td>IDENTITY, ETHNICITY AND NATIONALISM</td>
<td>5</td>
</tr>
<tr>
<td>ANTR 312</td>
<td>GLOBALIZATION AND ITS DISCONTENT</td>
<td>5</td>
</tr>
<tr>
<td>ANTR 320</td>
<td>AFRICAN CULTURES</td>
<td>5</td>
</tr>
<tr>
<td>ANTR 321</td>
<td>ANTHROPOLOGY OF ASIA</td>
<td>5</td>
</tr>
<tr>
<td>ANTR 322</td>
<td>ANTHROPOLOGY OF LATIN AMERICA</td>
<td>5</td>
</tr>
<tr>
<td>ANTR 330</td>
<td>ENVIRONMENTAL ANTHROPOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>ANTR 342</td>
<td>MEDICAL ANTHROPOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>BIOL/HUMN 320</td>
<td>THE HUMAN PROSPECT</td>
<td>5</td>
</tr>
<tr>
<td>CDST 310</td>
<td>GLOBAL PERSPECTIVES OF CHILDREN</td>
<td>5</td>
</tr>
<tr>
<td>CHST 335</td>
<td>GENDER REVOLUTION AND POLITICS</td>
<td>5</td>
</tr>
<tr>
<td>CMST 342</td>
<td>GLOBAL COMMUNICATION</td>
<td>5</td>
</tr>
<tr>
<td>DSST 420</td>
<td>HUMAN DIVERSITY AND HUMAN RIGHTS</td>
<td>5</td>
</tr>
<tr>
<td>ECON 312</td>
<td>ENERGY AND NATURAL RESOURCE ECONOMICS</td>
<td>5</td>
</tr>
<tr>
<td>ECON 314</td>
<td>SUSTAINABILITY ECONOMICS</td>
<td>5</td>
</tr>
<tr>
<td>ECON 317</td>
<td>POLITICAL ECONOMY</td>
<td>5</td>
</tr>
<tr>
<td>ECON 370</td>
<td>INTERNATIONAL ECONOMICS</td>
<td>5</td>
</tr>
<tr>
<td>ECON 375</td>
<td>ECONOMIC DEVELOPMENT</td>
<td>5</td>
</tr>
<tr>
<td>ENGL/EDUC 323</td>
<td>A GLOBAL VIEW THROUGH CHILDREN'S LITERATURE</td>
<td>5</td>
</tr>
<tr>
<td>FILM 365</td>
<td>FILM HISTORY I</td>
<td>5</td>
</tr>
<tr>
<td>GEOG 230</td>
<td>WORLD GEOGRAPHY</td>
<td>5</td>
</tr>
<tr>
<td>GEOG 317</td>
<td>RESOURCES AND CONSERVATION</td>
<td>5</td>
</tr>
<tr>
<td>GEOG 359</td>
<td>POLITICAL GEOGRAPHY</td>
<td>5</td>
</tr>
<tr>
<td>GERM/HUMN 381</td>
<td>NATIONALISM AND RACISM IN CENTRAL EUROPEAN FILM</td>
<td>4</td>
</tr>
<tr>
<td>GWSS/INST 340</td>
<td>TRANSCONTINENTAL FEMINISMS</td>
<td>5</td>
</tr>
<tr>
<td>GWSS 414</td>
<td>GENDER AND SEXUALITY IN GLOBAL CINEMA</td>
<td>5</td>
</tr>
<tr>
<td>HIST 204</td>
<td>EAST ASIA: TRADITION AND TRANSFORMATION</td>
<td>5</td>
</tr>
<tr>
<td>HIST 301</td>
<td>HISTORY OF THE PRESENT: WORLD HISTORY SINCE 1945</td>
<td>5</td>
</tr>
<tr>
<td>HIST 302</td>
<td>WORLD WARS</td>
<td>5</td>
</tr>
<tr>
<td>HIST 310</td>
<td>IMPERIAL CHINA</td>
<td>5</td>
</tr>
<tr>
<td>HIST 311</td>
<td>COLONIALISM AND NATIONALISM IN SOUTHEAST ASIA</td>
<td>5</td>
</tr>
<tr>
<td>HIST 318</td>
<td>MODERN LATIN AMERICAN HISTORY</td>
<td>5</td>
</tr>
<tr>
<td>HIST 319</td>
<td>THE HISTORY OF SOCCER-FOOTBALL-FUTBOL</td>
<td>5</td>
</tr>
<tr>
<td>HIST 321</td>
<td>DEMOCRACY AND HUMAN RIGHTS IN ASIA</td>
<td>5</td>
</tr>
<tr>
<td>HIST/GERM 332</td>
<td>20TH CENTURY GERMANY: FROM WORLD WARS TO COLD WAR</td>
<td>5</td>
</tr>
<tr>
<td>HIST 416</td>
<td>MODERN JAPAN</td>
<td>5</td>
</tr>
<tr>
<td>HONS 342</td>
<td>TRIBES, BANDS AND CHIEFDOMS</td>
<td>5</td>
</tr>
<tr>
<td>HONS 349</td>
<td>MAJOR CIVILIZATIONS OF ASIA</td>
<td>5</td>
</tr>
<tr>
<td>HONS 357</td>
<td>PEOPLES OF LATIN AMERICA</td>
<td>5</td>
</tr>
<tr>
<td>HONS 358</td>
<td>MEDICAL ANTHROPOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>HONS 366</td>
<td>REVOLUTIONS AND DEVELOPMENT IN THE THIRD WORLD</td>
<td>5</td>
</tr>
<tr>
<td>HONS 450</td>
<td>CULTURAL ECOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>HSAD 450</td>
<td>INTERNATIONAL PERSPECTIVES ON HEALTHCARE</td>
<td>4</td>
</tr>
<tr>
<td>HUMN 315</td>
<td>EAST-WEST PHILOSOPHIES AND RELIGIONS</td>
<td>5</td>
</tr>
<tr>
<td>HUMN 340</td>
<td>PERSPECTIVES ON DEATH</td>
<td>5</td>
</tr>
<tr>
<td>IBUS/IBUS 470</td>
<td>INTERNATIONAL BUSINESS</td>
<td>4</td>
</tr>
<tr>
<td>IBUS/IBUS 471</td>
<td>INTERNATIONAL MANAGEMENT</td>
<td>4</td>
</tr>
<tr>
<td>IDST/GWSS 376</td>
<td>CONTEMPORARY INDIGENOUS WOMEN</td>
<td>5</td>
</tr>
<tr>
<td>IDST/EDUC 485</td>
<td>INDIGENOUS EDUCATION</td>
<td>5</td>
</tr>
<tr>
<td>INST 200</td>
<td>GLOBAL ISSUES</td>
<td>4</td>
</tr>
<tr>
<td>INST/JAPN 380</td>
<td>JAPAN TODAY</td>
<td>4</td>
</tr>
<tr>
<td>MATH 321</td>
<td>PRECOLONIAL MATHEMATICS TRADITIONS</td>
<td>5</td>
</tr>
<tr>
<td>MGMT/IBUS 470</td>
<td>INTERNATIONAL BUSINESS</td>
<td>4</td>
</tr>
<tr>
<td>MGMT/IBUS 471</td>
<td>INTERNATIONAL MANAGEMENT</td>
<td>4</td>
</tr>
<tr>
<td>MUSC 388</td>
<td>PERSPECTIVES ON GLOBAL MUSIC</td>
<td>4</td>
</tr>
<tr>
<td>PHIL/HONS 331</td>
<td>CHINESE PHILOSOPHY</td>
<td>5</td>
</tr>
<tr>
<td>PLAN 376</td>
<td>COMPARATIVE URBANIZATION</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>
<tr>
<td>POLI 321</td>
<td>INTERNATIONAL ORGANIZATIONS</td>
<td>5</td>
</tr>
<tr>
<td>POLI 326</td>
<td>EUROPEAN POLITICS</td>
<td>5</td>
</tr>
<tr>
<td>POLI 329</td>
<td>POLITICS OF SOUTH ASIA</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 374</td>
<td>CULTURAL PSYCHOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>SOCI 263</td>
<td>SOCIAL PROBLEMS</td>
<td>5</td>
</tr>
<tr>
<td>SOCI 486</td>
<td>CONTEMPORARY WORLD SYSTEMS</td>
<td>5</td>
</tr>
<tr>
<td>SPAN 320</td>
<td>CULTURAL STUDIES IN SPAIN</td>
<td>5</td>
</tr>
<tr>
<td>SPAN 321</td>
<td>CULTURAL STUDIES IN LATIN AMERICA</td>
<td>5</td>
</tr>
<tr>
<td>TECH/HONS 393</td>
<td>TECHNOLOGY WORLD CIVILIZATION</td>
<td>4</td>
</tr>
</tbody>
</table>

**University Graduation Requirement (p. 18) (UGR)**

**Senior Capstone Course List**

Note—check with the chair of the major department.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADST 490</td>
<td>ADST SENIOR CAPSTONE</td>
<td>4</td>
</tr>
<tr>
<td>ANTR 490</td>
<td>SENIOR CAPSTONE ANTHROPOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>ART 490</td>
<td>SENIOR CAPSTONE</td>
<td>4</td>
</tr>
<tr>
<td>ARTH 491</td>
<td>SENIOR THESIS</td>
<td>5</td>
</tr>
<tr>
<td>ATTR 490</td>
<td>SENIOR CAPSTONE</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 490</td>
<td>SENIOR CAPSTONE</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 490A</td>
<td>BIOTECHNOLOGY CAPSTONE</td>
<td>5</td>
</tr>
<tr>
<td>CDST 490</td>
<td>SENIOR CAPSTONE CHILDREN'S STUDIES</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 490/419</td>
<td>ADVANCED INORGANIC CHEMISTRY OR SENIOR CAPSTONE</td>
<td>5</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Description</td>
</tr>
<tr>
<td>-------------</td>
<td>--------------</td>
<td>-------------</td>
</tr>
<tr>
<td>CHEM 491</td>
<td>SENIOR THESIS</td>
<td></td>
</tr>
<tr>
<td>CMST 490</td>
<td>SENIOR CAPSTONE</td>
<td></td>
</tr>
<tr>
<td>CMSD 490S</td>
<td>SENIOR CAPSTONE: PROFESSIONAL ISSUES IN COMMUNICATION DISORDERS</td>
<td></td>
</tr>
<tr>
<td>CRIM 490</td>
<td>SENIOR CAPSTONE</td>
<td></td>
</tr>
<tr>
<td>CRWR 491</td>
<td>CREATIVE WRITING SENIOR THESIS</td>
<td></td>
</tr>
<tr>
<td>CSCI 490</td>
<td>SENIOR CAPSTONE</td>
<td></td>
</tr>
<tr>
<td>CSCI 490S</td>
<td>SENIOR CAPSTONE: PROFESSIONAL ISSUES IN COMMUNICATION DISORDERS</td>
<td></td>
</tr>
<tr>
<td>CRWR 491</td>
<td>CREATIVE WRITING SENIOR THESIS</td>
<td></td>
</tr>
<tr>
<td>ECON 490</td>
<td>ECONOMICS SENIOR CAPSTONE</td>
<td></td>
</tr>
<tr>
<td>EDUC 490A</td>
<td>NATURAL RESOURCES CAPSTONE</td>
<td></td>
</tr>
<tr>
<td>EDUC 490C</td>
<td>EARLY CHILDHOOD CAPSTONE</td>
<td></td>
</tr>
<tr>
<td>EDUC 490E</td>
<td>CRITICAL THINKING IN TEACHING AND LEARNING</td>
<td></td>
</tr>
<tr>
<td>DESE 490</td>
<td>SENIOR CAPSTONE</td>
<td></td>
</tr>
<tr>
<td>DESE 490A</td>
<td>SENIOR CAPSTONE: DESIGN LAB I</td>
<td></td>
</tr>
<tr>
<td>DESE 490B</td>
<td>SENIOR CAPSTONE: DESIGN LAB II</td>
<td></td>
</tr>
<tr>
<td>ENGL 490</td>
<td>SENIOR CAPSTONE</td>
<td></td>
</tr>
<tr>
<td>ENVS 490/GEOL 490B</td>
<td>CAPSTONE: ENVIRONMENTAL GEOCHEMISTRY</td>
<td></td>
</tr>
<tr>
<td>EXSC 490</td>
<td>SENIOR CAPSTONE IN EXERCISE SCIENCE</td>
<td></td>
</tr>
<tr>
<td>FILM 490</td>
<td>FILM SENIOR CAPSTONE</td>
<td></td>
</tr>
<tr>
<td>GEOG 490</td>
<td>THE GEOGRAPHER’S CAPSTONE</td>
<td></td>
</tr>
<tr>
<td>GEOG 490A</td>
<td>SENIOR CAPSTONE: GEOLOGY FIELD CAMP</td>
<td></td>
</tr>
<tr>
<td>GEOG 490B</td>
<td>SENIOR CAPSTONE: WATER AND THE WEST, WATER RESOURCE ENGINEERING IN ARID LANDS</td>
<td></td>
</tr>
<tr>
<td>GEOG 490B/ENVS 490</td>
<td>CAPSTONE: ENVIRONMENTAL GEOCHEMISTRY</td>
<td></td>
</tr>
<tr>
<td>GEOL 491</td>
<td>SENIOR THESIS</td>
<td></td>
</tr>
<tr>
<td>GWSS 490</td>
<td>SENIOR CAPSTONE</td>
<td></td>
</tr>
<tr>
<td>HIST 490</td>
<td>SENIOR CAPSTONE Seminar</td>
<td></td>
</tr>
<tr>
<td>HLED 490</td>
<td>SENIOR CAPSTONE IN PUBLIC HEALTH</td>
<td></td>
</tr>
<tr>
<td>HSAD 490</td>
<td>SENIOR CAPSTONE</td>
<td></td>
</tr>
<tr>
<td>HUMN 491</td>
<td>SENIOR THESIS</td>
<td></td>
</tr>
<tr>
<td>INST/POLE 490</td>
<td>SENIOR CAPSTONE: GLOBALIZATION</td>
<td></td>
</tr>
<tr>
<td>ITGS 400</td>
<td>INTERDISCIPLINARY SR CAPSTONE</td>
<td></td>
</tr>
<tr>
<td>JRNM 490</td>
<td>SENIOR CAPSTONE: CONTEMPORARY TRENDS IN JOURNALISM</td>
<td></td>
</tr>
<tr>
<td>MATH 491</td>
<td>SENIOR THESIS</td>
<td></td>
</tr>
<tr>
<td>MENG 490A</td>
<td>SENIOR CAPSTONE: DESIGN LABORATORY I</td>
<td></td>
</tr>
<tr>
<td>MENG 490B</td>
<td>SENIOR CAPSTONE: DESIGN LABORATORY II</td>
<td></td>
</tr>
<tr>
<td>METC 490A</td>
<td>SENIOR CAPSTONE: DESIGN LABORATORY I</td>
<td></td>
</tr>
<tr>
<td>METC 490B</td>
<td>SENIOR CAPSTONE: DESIGN LABORATORY II</td>
<td></td>
</tr>
<tr>
<td>MGMT 490</td>
<td>DEPARTMENT SENIOR CAPSTONE</td>
<td></td>
</tr>
<tr>
<td>MLSC 490</td>
<td>MILITARY LEADERSHIP SENIOR CAPSTONE</td>
<td></td>
</tr>
<tr>
<td>MTED 490A</td>
<td>SENIOR CAPSTONE: ELEMENTARY PRACTICUM</td>
<td></td>
</tr>
<tr>
<td>MTED 490B</td>
<td>SENIOR CAPSTONE: SECONDARY PRACTICUM</td>
<td></td>
</tr>
<tr>
<td>MUSC 490</td>
<td>SENIOR CAPSTONE</td>
<td></td>
</tr>
<tr>
<td>MUSC 491</td>
<td>MUSIC SENIOR THESIS</td>
<td></td>
</tr>
<tr>
<td>OCTH 522S</td>
<td>RESEARCH METHODS IN OCCUPATIONAL THERAPY</td>
<td></td>
</tr>
<tr>
<td>PHED 490 &amp; PHED 491</td>
<td>CAPSTONE IN HEALTH AND PHYSICAL EDUCATION I and CAPSTONE IN HEALTH AND PHYSICAL EDUCATION II</td>
<td></td>
</tr>
<tr>
<td>PHIL 490</td>
<td>PHILOSOPHY SENIOR CAPSTONE</td>
<td></td>
</tr>
<tr>
<td>PHYS 491</td>
<td>SENIOR THESIS</td>
<td></td>
</tr>
<tr>
<td>PLAN 490</td>
<td>SENIOR CAPSTONE: PLANNING STUDIO</td>
<td></td>
</tr>
<tr>
<td>POLI/INST 490</td>
<td>SENIOR CAPSTONE: GLOBALIZATION</td>
<td></td>
</tr>
<tr>
<td>PSYC 490</td>
<td>SENIOR CAPSTONE: THE TRADITION OF PSYCHOLOGY</td>
<td></td>
</tr>
<tr>
<td>PSYC 490A</td>
<td>SENIOR CAPSTONE: DEVELOPMENTAL PSYCHOLOGY SENIOR SEMINAR</td>
<td></td>
</tr>
<tr>
<td>PSYC 490B</td>
<td>SENIOR CAPSTONE: MINDS AND VINES: PSYCHOLOGY OF WINE</td>
<td></td>
</tr>
<tr>
<td>PSYC 491</td>
<td>SENIOR THESIS</td>
<td></td>
</tr>
<tr>
<td>RCLS 490</td>
<td>SENIOR CAPSTONE IN RECREATION</td>
<td></td>
</tr>
<tr>
<td>SED 490</td>
<td>SCIENCE TEACHING CAPSTONE AND PRACTICUM</td>
<td></td>
</tr>
<tr>
<td>SOCI 490</td>
<td>SENIOR CAPSTONE: SOCIOLOGICAL PRACTICE</td>
<td></td>
</tr>
<tr>
<td>SOCI 491</td>
<td>SENIOR THESIS</td>
<td></td>
</tr>
<tr>
<td>SOST 490</td>
<td>SENIOR CAPSTONE SOCIAL STUDIES EDUCATION</td>
<td></td>
</tr>
<tr>
<td>SOWK 490</td>
<td>SOCIAL WORK SENIOR CAPSTONE</td>
<td></td>
</tr>
<tr>
<td>SPED 490</td>
<td>SPECIAL EDUCATION CAPSTONE</td>
<td></td>
</tr>
<tr>
<td>SPED 491</td>
<td>SENIOR THESIS</td>
<td></td>
</tr>
<tr>
<td>SUST 490</td>
<td>SUSTAINABILITY SENIOR CAPSTONE</td>
<td></td>
</tr>
<tr>
<td>TCOM 490</td>
<td>SENIOR CAPSTONE: ISSUES IN TECHNICAL COMMUNICATION</td>
<td></td>
</tr>
<tr>
<td>TECH/APTC/CMT/DCN/MTCN 490</td>
<td>SENIOR CAPSTONE: PRODUCTION LAB</td>
<td></td>
</tr>
<tr>
<td>THTR 491</td>
<td>SENIOR THESIS PROJECT</td>
<td></td>
</tr>
</tbody>
</table>
GRADUATION REQUIREMENTS

Application for Graduation
Visit the Graduation page (https://inside.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 in the Records and Registration (https://inside.ewu.edu/records-and-registration/calendar-2/) Office, Sutton Hall 201, by the published deadlines.

- Application for Graduation (https://inside.ewu.edu/records-and-registration/apply-to-graduate/) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).
- 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://inside.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://inside.ewu.edu/records-and-registration/), 201 Sutton Hall.
- Pay the graduation fee in Student Financial Services (https://inside.ewu.edu/financialservices/student-financial-services/) (one fee for each degree), 202 Sutton Hall.

Active Catalog Rule (https://inside.ewu.edu/policies/policies-and-procedures/ap-303-21-undergraduate-students/) Chapter 4-8
- Use the Catalog Archives (p. 10) to determine these two important catalog years.

- 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://inside.ewu.edu/advising/academic-planning/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. Degree and program requirements may be updated annually—check the Catalog Archives (p. 10) for your major declaration year catalog.

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://inside.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://inside.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://inside.ewu.edu/grad/current-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.)
- 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.
- 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.
- 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.

*For VA Educational Benefit purposes only, full-time enrollment for graduate students enrolled in a 6 week session is 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 <B-; 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 Feb. 1 for spring quarter/summer semester; June 1 for fall and summer quarter/fall semester; and Nov. 1 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 Feb. 1 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 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://inside.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.

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

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

**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 (https://inside.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://inside.ewu.edu/ogrd/compliance/).)

**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>9 credits, 6 credits, 15 credits</td>
<td></td>
</tr>
<tr>
<td>Communication Disorders</td>
<td>CMSD 600S</td>
</tr>
<tr>
<td>10 credits</td>
<td></td>
</tr>
<tr>
<td>Communication Studies</td>
<td>CMST 600, CMST 601</td>
</tr>
<tr>
<td>6 credits</td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>CSCD 600, CSCD 601</td>
</tr>
<tr>
<td>6 credits</td>
<td></td>
</tr>
<tr>
<td>Creative Writing</td>
<td>CRWR 600</td>
</tr>
<tr>
<td>12 credits</td>
<td></td>
</tr>
<tr>
<td>Dental Hygiene</td>
<td>DNHY 600S</td>
</tr>
<tr>
<td>25 credits</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>EDUC 563, EDUC 588, EDUC 600, EDUC 601, EDUC 695</td>
</tr>
<tr>
<td>4 credits, 6 credits, 25 credits</td>
<td></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>15 credits</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>MATH 600, MATH 601</td>
</tr>
<tr>
<td>12 credits</td>
<td></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</td>
</tr>
<tr>
<td>8 credits, 2 credits, 2 credits</td>
<td></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>
<tr>
<td>10 credits</td>
<td></td>
</tr>
</tbody>
</table>

Art ART 600, ART 601, ART 696 | 15 credits |
COLLEGE OF ARTS, LETTERS & EDUCATION

For more information about the college, visit the CALE (http://www.ewu.edu/cale/).

343 Patterson Hall
Cheney, WA 99004
p: 509.359.2328

- Interim Dean, Pete Porter, PhD
- Interim Associate Dean, Florian Preisig, PhD

- Art (p. 30)
- Education (p. 40)
  - Business and Marketing Education
  - Special Education (http://catalog.ewu.edu/arts-letters-education/special-education/)
- English (p. 71)
  - Creative Writing (p. 76)
  - English Education (p. 79)
  - Humanities (p. 81)
  - Journalism (p. 83)
  - Linguistics (p. 86)
  - Religious Studies (p. 87)
  - Technical Communication (p. 88)
- Modern Languages and Literatures (p. 90)
- English as a Second Language (p. 99)
- Philosophy (p. 102)
- Music (p. 105)
- Theatre (p. 126)
- Film (p. 123)
Art

Jenny Hyde (jhyde@ewu.edu), Chair
Art Building 136
EWU ART Department web pages (https://sites.ewu.edu/artdepartment/)

Faculty
Tom Askman, Catherine Girard, Nancy Hathaway, Joshua Hobson, Jenny Hyde, Greg duMonthier, Elisa Nappa, Jodi Patterson, Roy Sonnema, Chris Tyllia.

Undergraduate Degrees
BA–Art History Major (p. 30)
BA–Studio Art Major (p. 31)
BAE–Visual Arts/Elementary Major (p. 32)
BAE–Visual Arts/Secondary Major (p. 34)
BFA–Studio Art Major (p. 35)
BFA–Visual Communication Design (p. 36) (not offered 2020/21 AY)
Minor–Art/Elementary or Secondary (p. 38)
Minor–Art History (p. 38)
Minor–Studio Art (p. 38)

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.

Our facilities include studios to support the making of artworks in: Painting, Sculpture, Ceramics, Digital Photography, Darkroom Photography, Digital Art, Drawing, Illustration, 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.

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, and ART 213. These courses serve as prerequisites to most 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 emphasizes practical experiences in curating exhibitions and communicating about art via a variety of platforms: podcast, criticism, presentation of a written thesis.

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

Note: Degree and program requirements may be updated annually—check the Catalog Archives (p. 10) for your major declaration year catalog. Authorized Art advisors may replace courses, no longer taught, with equivalent courses.

Required Foundation Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 201</td>
<td>STUDIO I: IMAGE AND TECHNOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>ART 202</td>
<td>STUDIO II: TECHNIQUES AND MATERIALS</td>
<td>5</td>
</tr>
<tr>
<td>ART 210</td>
<td>VISUAL CULTURE (a BACR for humanities and arts)</td>
<td>5</td>
</tr>
<tr>
<td>or ART 213</td>
<td>THE VISUAL ART EXPERIENCE</td>
<td></td>
</tr>
</tbody>
</table>

Required Art History Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH/HONS 300</td>
<td>ART ACROSS TIME: PREHISTORY TO 17TH CENTURY</td>
<td>5</td>
</tr>
</tbody>
</table>
All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

- Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

- SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).

2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who earn a BA in Art History at EWU should be able to:

- formally analyze works of art using appropriate terminology. PLO-2;
- interpret works of art using a core concept or theory. PLO-4;
- interpret works of art within historical and cultural contexts. PLO-3;
- write a well-crafted art-historical text for a specific audience. PLO-1.

### Studio Art Major, Bachelor of Arts (BA)

The BA in studio art provides a foundation in art practice that emphasizes exploration, creative problem solving and cultural awareness. Students develop a range of technical skills while exploring different ways of making art. Art history courses provide historical context and skills in visual analysis. Advanced coursework is flexible, students choose an area of studio art that most interests them: drawing, painting, printmaking, illustration, ceramics, sculpture, photography or digital media.

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

The Art Department recommends all Art Studio majors to complete a minor or certificate in an additional area of study. Consult with faculty advisor about what areas of additional study will best suit interests and goals.

#### Required Foundation Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 201</td>
<td>STUDIO I: IMAGE AND TECHNOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>ART 202</td>
<td>STUDIO II: TECHNIQUES AND MATERIALS</td>
<td>5</td>
</tr>
<tr>
<td>ART 213</td>
<td>THE VISUAL ART EXPERIENCE</td>
<td>5</td>
</tr>
<tr>
<td>or ART 210</td>
<td>VISUAL CULTURE</td>
<td></td>
</tr>
</tbody>
</table>

#### Required Art History Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH/HONS 300</td>
<td>ART ACROSS TIME: PREHISTORY TO 17TH CENTURY</td>
<td>5</td>
</tr>
<tr>
<td>ARTH/HONS 302</td>
<td>ART ACROSS TIME: 18TH CENTURY TO CONTEMPORARY</td>
<td>5</td>
</tr>
<tr>
<td>ARTH 331</td>
<td>CONTEMPORARY ART</td>
<td>5</td>
</tr>
</tbody>
</table>

#### Required Studio Experience

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 300</td>
<td>DRAWING</td>
<td>5</td>
</tr>
<tr>
<td>ART 355</td>
<td>PAINTING</td>
<td>5</td>
</tr>
<tr>
<td>or ART 155</td>
<td>BEGINNING PAINTING</td>
<td></td>
</tr>
</tbody>
</table>
### Visual Arts/Elementary Major, Bachelor of Arts in Education (BAE)

**ART 360**  PRINTMAKING  
or **ART 301**  ILLUSTRATION

**3D Experience—choose one**  5

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 225</td>
</tr>
<tr>
<td>or ART 325</td>
</tr>
<tr>
<td><strong>ART 365</strong></td>
</tr>
<tr>
<td><strong>SCULPTURE</strong></td>
</tr>
</tbody>
</table>

**Digital Experience—choose one**  5

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ART 303</strong></td>
</tr>
<tr>
<td><strong>DIGITAL ART</strong></td>
</tr>
<tr>
<td><strong>ART 305</strong></td>
</tr>
<tr>
<td><strong>PHOTOGRAPHY: DIGITAL PRACTICES</strong></td>
</tr>
</tbody>
</table>

**Required Studio Discipline**  10

In consultation with their faculty advisor, students complete 10 upper division credits in one studio discipline area.

300 level courses cannot be repeated, if student has already completed a 300-level course in their chosen area, they will repeat a 400-level course for required credits.

**Ceramics**

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ART 325</strong></td>
</tr>
<tr>
<td><strong>CERAMICS II</strong></td>
</tr>
<tr>
<td><strong>ART 425</strong></td>
</tr>
<tr>
<td><strong>CERAMICS III</strong></td>
</tr>
</tbody>
</table>

**Drawing**

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ART 400</strong></td>
</tr>
<tr>
<td><strong>DRAWING</strong></td>
</tr>
<tr>
<td><strong>ART 401</strong></td>
</tr>
<tr>
<td><strong>LIFE DRAWING</strong></td>
</tr>
</tbody>
</table>

**Digital**

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ART 303</strong></td>
</tr>
<tr>
<td><strong>DIGITAL ART</strong></td>
</tr>
<tr>
<td><strong>ART 403</strong></td>
</tr>
<tr>
<td><strong>DIGITAL ART II</strong></td>
</tr>
</tbody>
</table>

**Painting**

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ART 355</strong></td>
</tr>
<tr>
<td><strong>PAINTING</strong></td>
</tr>
<tr>
<td><strong>ART 455</strong></td>
</tr>
<tr>
<td><strong>PAINTING</strong></td>
</tr>
</tbody>
</table>

**Photography**

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ART 305</strong></td>
</tr>
<tr>
<td><strong>PHOTOGRAPHY: DIGITAL PRACTICES</strong></td>
</tr>
<tr>
<td><strong>ART 308</strong></td>
</tr>
<tr>
<td><strong>PHOTOGRAPHY: BLACK AND WHITE</strong></td>
</tr>
<tr>
<td><strong>ART 404</strong></td>
</tr>
<tr>
<td><strong>PHOTOGRAPHY: ADVANCED PRACTICE</strong></td>
</tr>
</tbody>
</table>

**Printmaking**

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ART 360</strong></td>
</tr>
<tr>
<td><strong>PRINTMAKING</strong></td>
</tr>
<tr>
<td>or <strong>ART 301</strong></td>
</tr>
<tr>
<td><strong>ILLUSTRATION</strong></td>
</tr>
<tr>
<td><strong>ART 460</strong></td>
</tr>
<tr>
<td><strong>PRINTMAKING</strong></td>
</tr>
<tr>
<td>or <strong>ART 411</strong></td>
</tr>
<tr>
<td><strong>ADVANCED ILLUSTRATION</strong></td>
</tr>
</tbody>
</table>

**Sculpture**

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ART 365</strong></td>
</tr>
<tr>
<td><strong>SCULPTURE</strong></td>
</tr>
<tr>
<td><strong>ART 465</strong></td>
</tr>
<tr>
<td><strong>SCULPTURE</strong></td>
</tr>
</tbody>
</table>

**Required Capstone**

<table>
<thead>
<tr>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>ART 490</strong></td>
</tr>
<tr>
<td><strong>SENIOR CAPSTONE (a UGR—senior capstone)</strong></td>
</tr>
</tbody>
</table>

Total Credits  65

**University Competencies and Proficiencies**

- **English (p. 16)**
- **Mathematics (p. 16)**
- **Placement and Clearance Exams (p. 407)**
- **Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)**

---

**General Education Requirements (p. 17) (GER)**

- 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

**Breadth Area Core Requirements (p. 17) (BACR)**

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

**University Graduation Requirements (p. 18) (UGR)**

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student's first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

**Students who earn a BA in Studio Art at EWU should be able to:**

- demonstrate advanced technical skills in a studio concentration; PLO-4;
- produce a professional quality artist's portfolio; PLO-1;
- use appropriate terminology to evaluate works of art; PLO-2;
- write a well-crafted artist's statement; PLO-3.

**Visual Arts/Elementary Major, Bachelor of Arts in Education (BAE)**

This major satisfies the endorsement for preschool to grade 12.

**Notes:**

- see the Education Department for prerequisites, core requirements and additional PLOs;
- the major takes more than 12 quarters at 15–16 credits a quarter.
Note: the Art Department recommends all art majors and minors begin their studies with Foundation Requirements courses. Elementary Education students must complete the required Elementary Education Core and the following courses.

**Foundations Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 103</td>
<td>DIGITAL DRAWING AND PAINTING FOR NON-ART MAJORS</td>
<td>2</td>
</tr>
<tr>
<td>ART 201</td>
<td>STUDIO I: IMAGE AND TECHNOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>or ART 202</td>
<td>STUDIO II: TECHNIQUES AND MATERIALS</td>
<td></td>
</tr>
<tr>
<td>ART/HONS/ HUMN 213</td>
<td>THE VISUAL ART EXPERIENCE (a BACR for humanities &amp; arts)</td>
<td>5</td>
</tr>
</tbody>
</table>

**Core Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 155</td>
<td>BEGINNING PAINTING</td>
<td>5</td>
</tr>
<tr>
<td>ART 225</td>
<td>CERAMICS I</td>
<td>5</td>
</tr>
<tr>
<td>ART 300</td>
<td>DRAWING</td>
<td>5</td>
</tr>
<tr>
<td>ARTH 300</td>
<td>ART ACROSS TIME: PREHISTORY TO 17TH CENTURY</td>
<td>5</td>
</tr>
<tr>
<td>ARTH 302</td>
<td>ART ACROSS TIME: 18TH CENTURY TO CONTEMPORARY</td>
<td>5</td>
</tr>
</tbody>
</table>

**Professional Art Education Methods**

Note: these courses are offered once a year.

Note: these courses are required for MIT students.

<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>ART 391</td>
<td>FOUNDATIONS OF ART EDUCATION</td>
<td>2</td>
</tr>
</tbody>
</table>

**Senior Capstone Requirement – check with advisor**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 490A</td>
<td>SENIOR CAPSTONE: ART EDUCATION PORTFOLIOS (a UGR–senior capstone)</td>
<td>4</td>
</tr>
<tr>
<td>or ITGS 400</td>
<td>INTERDISCIPLINARY SR CAPSTONE</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**: 46

**Education (p. 40)**

**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>
<th>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 303</td>
<td>FOUNDATIONS OF ASSESSMENT</td>
<td>18</td>
</tr>
<tr>
<td>&amp; EDUC 310</td>
<td>and LITERACY METHODS, MANAGEMENT AND</td>
<td></td>
</tr>
<tr>
<td>&amp; EDUC 338</td>
<td>ASSESSMENT IN THE ELEMENTARY SCHOOL</td>
<td></td>
</tr>
<tr>
<td>&amp; EDUC 340</td>
<td>and LANGUAGE AND SOCIAL STUDIES METHODS</td>
<td></td>
</tr>
<tr>
<td>&amp; EDUC 386A</td>
<td>1: INTEGRATED LANGUAGE ARTS FOR ELEMENTARY SCHOOL</td>
<td></td>
</tr>
<tr>
<td>&amp; EDUC 386B</td>
<td>and LANGUAGE AND SOCIAL STUDIES METHODS</td>
<td></td>
</tr>
<tr>
<td>&amp; EDUC 386C</td>
<td>METHODS 2: INTEGRATED SOCIAL STUDIES FOR ELEMENTARY SCHOOL</td>
<td>14</td>
</tr>
<tr>
<td>&amp; EDUC 386D</td>
<td>FIELD EXPERIENCE AND PRACTICUM</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 308</td>
<td>FOUNDATIONS OF ELEMENTAL CLASSROOM MANAGEMENT</td>
<td>14</td>
</tr>
<tr>
<td>&amp; EDUC 380</td>
<td>and INTEGRATED STEM METHODS 1</td>
<td></td>
</tr>
<tr>
<td>&amp; EDUC 381</td>
<td>and INTEGRATED STEM METHODS 2</td>
<td></td>
</tr>
<tr>
<td>&amp; EDUC 386B</td>
<td>and FIELD EXPERIENCE AND PRACTICUM</td>
<td></td>
</tr>
<tr>
<td>EDUC 427</td>
<td>GENERAL STUDENT TEACHING K-12 (Variable credit. A minimum of 3 credits are required.)</td>
<td>3-15</td>
</tr>
</tbody>
</table>

**EDUC 423** ELEMENTARY STUDENT TEACHING K-8 12

**University Competencies and Proficiencies**

- English (p. ___)
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

**General Education Requirements (p. 17) (GER)**

- 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

**Breadth Area Core Requirements (p. 17) (BCAR)**

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

**University Graduation Requirements (p. 18) (UGR)**

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

**Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).**

- The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
- The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

**Students who earn a BAE in Art Education (elementary focus) at EWU should be able to:**

- demonstrate technical skill in a variety of studio art materials; PLO-4;
- identify works of art within historical contexts; PLO-3;
- produce a professional quality digital portfolio for art education professionals; PLO-1;
- use appropriate terminology to evaluate works of art; PLO 2.
Visual Arts/Secondary Major, Bachelor of Arts in Education (BAE)

This major satisfies the endorsement for preschool to grade 12.

Students who successfully complete the coursework and other requirements for this BAE degree will be eligible for Washington state teacher certification and are eligible to be employed in the public school system as an art teacher. Teaching art is a highly rewarding career choice with a variety of employment possibilities - not only are art teachers needed in public schools - but they are also employed in museums, community centers, and/or in corporate training venues, etc. Of note, Eastern Washington University's outstanding art education program strives to produce effective teachers who are working artists.

All BAE/Art Education students will work closely with BOTH an Art Department advisor and Education Department advisor.

Note: the requirements for students who signed their major in either 2017/18 or 2018/19 should refer to the Catalog Archives (p. 10) for the appropriate catalog year. Courses no longer offered by EWU can be replaced with equivalent courses if authorized by an ART advisor.

Note: the Art Department recommends all art majors and minors begin their studies with Foundation Requirements courses. Prerequisites may be required for course entry.

Secondary Education students must complete the required Secondary Education Core and the following courses.

Foundation Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 103</td>
<td>DIGITAL DRAWING AND PAINTING FOR NON-ART MAJORS</td>
<td>2</td>
</tr>
<tr>
<td>ART 201</td>
<td>STUDIO I: IMAGE AND TECHNOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>ART 202</td>
<td>STUDIO II: TECHNIQUES AND MATERIALS</td>
<td>5</td>
</tr>
<tr>
<td>ART/HONS/HUMN 213</td>
<td>THE VISUAL ART EXPERIENCE (a BACR for humanities &amp; arts)</td>
<td>5</td>
</tr>
</tbody>
</table>

Core Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 155</td>
<td>BEGINNING PAINTING</td>
<td>5</td>
</tr>
<tr>
<td>ART 300</td>
<td>DRAWING</td>
<td>5</td>
</tr>
<tr>
<td>ART 365</td>
<td>SCULPTURE</td>
<td>5</td>
</tr>
<tr>
<td>or ART 225</td>
<td>CERAMICS I</td>
<td></td>
</tr>
<tr>
<td>ART/HONS 300</td>
<td>ART ACROSS TIME: PREHISTORY TO 17TH CENTURY</td>
<td>5</td>
</tr>
<tr>
<td>ART/HONS 302</td>
<td>ART ACROSS TIME: 18TH CENTURY TO CONTEMPORARY</td>
<td>5</td>
</tr>
</tbody>
</table>

Professional Art Education Methods

Note: these courses are offered once a year.

Note: these courses are required for MIT students.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 391</td>
<td>FOUNDATIONS OF ART EDUCATION</td>
<td>2</td>
</tr>
<tr>
<td>ART 393</td>
<td>ART IN THE SECONDARY SCHOOL</td>
<td>3</td>
</tr>
</tbody>
</table>

Art History Elective—choose one from the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 310</td>
<td>WORLD ART (a BACR in humanities &amp; art)</td>
<td>5</td>
</tr>
<tr>
<td>ARTH/GWSS/HONS 303</td>
<td>THE BODY IN ART</td>
<td></td>
</tr>
<tr>
<td>ARTH 304</td>
<td>HISTORY OF PHOTOGRAPHY</td>
<td></td>
</tr>
<tr>
<td>ARTH 340</td>
<td>NATIVE NORTH AMERICAN ART (a UGR—diversity)</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 301</td>
<td>ILLUSTRATION</td>
<td></td>
</tr>
<tr>
<td>ART 303</td>
<td>DIGITAL ART</td>
<td></td>
</tr>
<tr>
<td>ART 305</td>
<td>PHOTOGRAPHY: DIGITAL PRACTICES</td>
<td></td>
</tr>
<tr>
<td>ART 325</td>
<td>CERAMICS II</td>
<td></td>
</tr>
<tr>
<td>ART 355</td>
<td>PAINTING</td>
<td></td>
</tr>
<tr>
<td>ART 356</td>
<td>WATERCOLOR</td>
<td></td>
</tr>
<tr>
<td>ART 360</td>
<td>PRINTMAKING</td>
<td></td>
</tr>
<tr>
<td>ART 400</td>
<td>DRAWING (may be repeated up to three times)</td>
<td></td>
</tr>
<tr>
<td>ART 401</td>
<td>LIFE DRAWING (may be repeated up to three times)</td>
<td></td>
</tr>
<tr>
<td>ART 403</td>
<td>DIGITAL ART II</td>
<td></td>
</tr>
<tr>
<td>ART 404</td>
<td>PHOTOGRAPHY: ADVANCED PRACTICE (may be repeated up to three times)</td>
<td></td>
</tr>
<tr>
<td>ART 408</td>
<td>BODY AND TIME</td>
<td></td>
</tr>
<tr>
<td>ART 411</td>
<td>ADVANCED ILLUSTRATION (may be repeated up to three times)</td>
<td></td>
</tr>
<tr>
<td>ART 425</td>
<td>CERAMICS II (may be repeated up to three times)</td>
<td></td>
</tr>
<tr>
<td>ART 455</td>
<td>PAINTING (may be repeated up to three times)</td>
<td></td>
</tr>
<tr>
<td>ART 456</td>
<td>WATERCOLOR (may be repeated up to three times)</td>
<td></td>
</tr>
<tr>
<td>ART 460</td>
<td>PRINTMAKING (may be repeated up to three times)</td>
<td></td>
</tr>
<tr>
<td>ART 465</td>
<td>SCULPTURE (may be repeated up to three times)</td>
<td></td>
</tr>
<tr>
<td>ARTH 439</td>
<td>TOPICS IN ART HISTORY (may be repeated for credit)</td>
<td></td>
</tr>
<tr>
<td>ARTH 400</td>
<td>WRITING ABOUT ART</td>
<td></td>
</tr>
</tbody>
</table>

Studio Electives—choose from the following—must be 300-level or above

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 301</td>
<td>ILLUSTRATION</td>
<td></td>
</tr>
<tr>
<td>ART 303</td>
<td>DIGITAL ART</td>
<td></td>
</tr>
<tr>
<td>ART 305</td>
<td>PHOTOGRAPHY: DIGITAL PRACTICES</td>
<td></td>
</tr>
<tr>
<td>ART 325</td>
<td>CERAMICS II</td>
<td></td>
</tr>
<tr>
<td>ART 355</td>
<td>PAINTING</td>
<td></td>
</tr>
<tr>
<td>ART 356</td>
<td>WATERCOLOR</td>
<td></td>
</tr>
<tr>
<td>ART 360</td>
<td>PRINTMAKING</td>
<td></td>
</tr>
<tr>
<td>ART 400</td>
<td>DRAWING (may be repeated up to three times)</td>
<td></td>
</tr>
<tr>
<td>ART 401</td>
<td>LIFE DRAWING (may be repeated up to three times)</td>
<td></td>
</tr>
<tr>
<td>ART 403</td>
<td>DIGITAL ART II</td>
<td></td>
</tr>
<tr>
<td>ART 404</td>
<td>PHOTOGRAPHY: ADVANCED PRACTICE (may be repeated up to three times)</td>
<td></td>
</tr>
<tr>
<td>ART 408</td>
<td>BODY AND TIME</td>
<td></td>
</tr>
<tr>
<td>ART 411</td>
<td>ADVANCED ILLUSTRATION (may be repeated up to three times)</td>
<td></td>
</tr>
<tr>
<td>ART 425</td>
<td>CERAMICS II (may be repeated up to three times)</td>
<td></td>
</tr>
<tr>
<td>ART 455</td>
<td>PAINTING (may be repeated up to three times)</td>
<td></td>
</tr>
<tr>
<td>ART 456</td>
<td>WATERCOLOR (may be repeated up to three times)</td>
<td></td>
</tr>
<tr>
<td>ART 460</td>
<td>PRINTMAKING (may be repeated up to three times)</td>
<td></td>
</tr>
<tr>
<td>ART 465</td>
<td>SCULPTURE (may be repeated up to three times)</td>
<td></td>
</tr>
<tr>
<td>ART 439</td>
<td>TOPICS IN ART HISTORY (may be repeated for credit)</td>
<td></td>
</tr>
<tr>
<td>ARTH 400</td>
<td>WRITING ABOUT ART</td>
<td></td>
</tr>
</tbody>
</table>

Senior Capstone Requirement—contact advisor

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 490A</td>
<td>SENIOR CAPSTONE: ART EDUCATION PORTFOLIOS (a UGR—senior capstone/offered winter quarter only)</td>
<td>4</td>
</tr>
<tr>
<td>or ITGS 400</td>
<td>INTERDISCIPLINARY SR CAPSTONE</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 71

Education (p. 40)

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 303</td>
<td>FOUNDATIONS OF ASSESSMENT</td>
<td>15</td>
</tr>
<tr>
<td>&amp; EDUC 309</td>
<td>and FOUNDATIONS OF SECONDARY CLASSROOM MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>&amp; EDUC 341</td>
<td>and SECONDARY STRATEGIES, MANAGEMENT, ASSESSMENT</td>
<td></td>
</tr>
<tr>
<td>&amp; EDUC 386A</td>
<td>and FIELD EXPERIENCE AND PRACTICUM and CONTENT AREA LITERACY. MANAGEMENT AND ASSESSMENT FOR SECONDARY EDUCATION CANDIDATES</td>
<td></td>
</tr>
<tr>
<td>EDUC 386B</td>
<td>FIELD EXPERIENCE AND PRACTICUM</td>
<td>6-15</td>
</tr>
<tr>
<td>&amp; EDUC 427</td>
<td>and GENERAL STUDENT TEACHING K-12 (These are variable credit courses. The minimum for each is 3 credits.)</td>
<td></td>
</tr>
<tr>
<td>EDUC 426</td>
<td>SECONDARY STUDENT TEACHING 7-12</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Credits 33-42
University Competencies and Proficiencies

- English (p. 16)
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)
- 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

Breadth Area Core Requirements (p. 17) (BACR)
- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)
- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students Who Earn A Bachelor Of Art Education (BAE) In Art Education (Secondary Focus) At EWU Should Be Able To:
- demonstrate technical skill in a variety of studio art materials, PLO-4;
- identify works of art within historical contexts, PLO-3;
- produce a professional quality digital portfolio for art education professionals, PLO-1;
- use appropriate terminology to evaluate works of art, PLO 2;

---

**Studio Art Major, Bachelor of Fine Arts (BFA)**

The BFA in Studio art is a professional degree that prepares students for careers as practicing artists and/or further pursuit of a Master of Fine Arts Degree. The program offers a deeper emersion in studio practice with added emphasis on conceptual exploration, writing skills, and knowledge in contemporary art. BFA students develop, produce, present and defend a cohesive body of work.

Students must apply and be accepted into the BFA program by submitting a portfolio spring quarter of their junior year. Once accepted, students declare the BFA major and complete the program fall, winter and spring quarter of their senior year. Students interested in the BFA should consult with a faculty advisor prior to the application deadline.

BFA students are recommended to declare a minor in Art History and/or a related field of study that supports their research.

Students work closely with an art faculty advisor as they work towards completing the BFA in Studio Art. Students must apply and be accepted into the BFA program.

**Foundation Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 201</td>
<td>STUDIO I: IMAGE AND TECHNOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>ART 202</td>
<td>STUDIO II: TECHNIQUES AND MATERIALS</td>
<td>5</td>
</tr>
<tr>
<td>ART 213</td>
<td>THE VISUAL ART EXPERIENCE</td>
<td>5</td>
</tr>
<tr>
<td>or ARTH 210</td>
<td>VISUAL CULTURE</td>
<td></td>
</tr>
</tbody>
</table>

**Art History**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ARTH/HONS 300</td>
<td>ART ACROSS TIME: PREHISTORY TO 17TH CENTURY</td>
<td>5</td>
</tr>
<tr>
<td>ARTH/HONS 302</td>
<td>ART ACROSS TIME: 18TH CENTURY TO CONTEMPORARY</td>
<td>5</td>
</tr>
<tr>
<td>ARTH 331</td>
<td>CONTEMPORARY ART</td>
<td>5</td>
</tr>
</tbody>
</table>

**Studio Experience**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 300</td>
<td>DRAWING</td>
<td>5</td>
</tr>
</tbody>
</table>

**2D Experience—choose one**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 355</td>
<td>PAINTING</td>
<td>5</td>
</tr>
<tr>
<td>or ART 155</td>
<td>BEGINNING PAINTING</td>
<td></td>
</tr>
<tr>
<td>ART 360</td>
<td>PRINTMAKING</td>
<td>5</td>
</tr>
<tr>
<td>or ART 301</td>
<td>ILLUSTRATION</td>
<td></td>
</tr>
</tbody>
</table>

**3D Experience—choose one**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 225</td>
<td>CERAMICS I</td>
<td>5</td>
</tr>
<tr>
<td>or ART 325</td>
<td>CERAMICS II</td>
<td></td>
</tr>
<tr>
<td>ART 365</td>
<td>SCULPTURE</td>
<td>5</td>
</tr>
</tbody>
</table>

**Digital Experience—choose one**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 303</td>
<td>DIGITAL ART</td>
<td>5</td>
</tr>
<tr>
<td>ART 305</td>
<td>PHOTOGRAPHY: DIGITAL PRACTICES</td>
<td>5</td>
</tr>
</tbody>
</table>

**Studio Discipline—in consultation with your faculty advisor**

Complete 15 upper division credits in one or two studio discipline areas.

400 level art courses (including 450 workshop courses) may be repeated for credit.

**Ceramics**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 325</td>
<td>CERAMICS II</td>
<td>5</td>
</tr>
</tbody>
</table>
| ART 425| CERAMICS III | }
**Visual Communication Design, Bachelor of Fine Arts (BFA)**

**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. 37)):

- ART 213 Satisfies: a BACR for humanities and arts.
- DESN 490 Satisfies: senior capstone university graduation requirement.
- TECH 393 Satisfies: a university graduation requirement–global studies.

**Grade Requirements:** in order to receive a degree in design, students must earn 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>
</thead>
<tbody>
<tr>
<td>ART 202</td>
<td>STUDIO II: TECHNIQUES AND MATERIALS</td>
<td>5</td>
</tr>
<tr>
<td>ART 207</td>
<td>COLOR DESIGN</td>
<td>5</td>
</tr>
<tr>
<td>ART 213</td>
<td>THE VISUAL ART EXPERIENCE</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</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></td>
<td>5</td>
</tr>
<tr>
<td>DESN 100</td>
<td>DRAWING FOR COMMUNICATION</td>
<td>5</td>
</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 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/ART 471</td>
<td>SENIOR EXHIBITION (must be taken three times)</td>
<td>1</td>
</tr>
<tr>
<td>DESN 490</td>
<td>SENIOR CAPSTONE</td>
<td>5</td>
</tr>
<tr>
<td>DESN 495</td>
<td>INTERNSHIP</td>
<td>3-5</td>
</tr>
<tr>
<td>TECH 393</td>
<td>TECHNOLOGY WORLD CIVILIZATION</td>
<td>4</td>
</tr>
</tbody>
</table>

**Electives**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Studio Art Elective</td>
<td>103-105</td>
</tr>
</tbody>
</table>

**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 and 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 midyear 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.

**University Competencies and Proficiencies**

- English (p. )
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

**General Education Requirements**

- 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

**Breadth Area Core Requirements (p. 17) (BACR)**

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

**University Graduation Requirements**

- Mathematics (p. 407)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

**Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).**

**SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.**

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BFA in Visual Communication Design from EWU should be able to do the following:
- 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.

Art/Elementary or Secondary Minor

This minor satisfies the endorsement for preschool to grade 12.

Foundation Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 201</td>
<td>STUDIO I: IMAGE AND TECHNOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>or ART 202</td>
<td>STUDIO II: TECHNIQUES AND MATERIALS</td>
<td></td>
</tr>
<tr>
<td>ART/HONS/HUMN 213</td>
<td>THE VISUAL ART EXPERIENCE (satisfies a BACR)</td>
<td>5</td>
</tr>
<tr>
<td>ART 300</td>
<td>DRAWING</td>
<td>5</td>
</tr>
<tr>
<td>Professional Practice—choose one</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ART 390</td>
<td>ART IN THE ELEMENTARY SCHOOL</td>
<td>5</td>
</tr>
<tr>
<td>or ART 393</td>
<td>ART IN THE SECONDARY SCHOOL</td>
<td></td>
</tr>
<tr>
<td>ART 391</td>
<td>FOUNDATIONS OF ART EDUCATION (prerequisite for ART 393)</td>
<td></td>
</tr>
</tbody>
</table>

Art Exploration Electives

- Studio Electives—choose any art studio course of interest 5
- Art History Electives—ART 310 is recommended—satisfies a BACR 8

Total Credits 33

Art History Minor

The Art History minor offers a robust training in the history and theory of art. It will serve Studio Art and BFA students looking to add an art history minor to their degree, as well as EWU students across all colleges who would benefit from adding an academic approach to visual and cultural literacy to their formation.

Required Courses

- ART 210 VISUAL CULTURE (a BACR for humanities and art) 5
- or ART 213 THE VISUAL ART EXPERIENCE
- ART/HONS 300 ART ACROSS TIME: PREHISTORY TO 17TH CENTURY 5
- ART/HONS 302 ART ACROSS TIME: 18TH CENTURY TO CONTEMPORARY 5
- ART/HONS/303 THE BODY IN ART (a UGR-diversity) 5

Required Electives—Art History—choose from the following ART and ARTH courses 5

- ART 395 INTERNSHIP (may be repeated for credit)
- ART 495 INTERNSHIP (may be repeated for credit)
- ART 304 HISTORY OF PHOTOGRAPHY
- ART 310 WORLD ART (a UGR-diversity)
- ART 331 CONTEMPORARY ART
- ART 400 WRITING ABOUT ART
- ART/HINST/HUMN 340 NATIVE NORTH AMERICAN ART (a UGR-diversity)
- ART 439 TOPICS IN ART HISTORY (may be repeated for credit)

Total Credits 25

Studio Art Minor

The studio art minor is a flexible option for non-majors who are interested in art or hands-on creative study. The Art Minor is a great supplement to any degree, providing students with an introduction to art making and further experience in one or more studio areas. Consult with an art advisor for help with course substitutions or questions about art coursework completed at other institutions.

Required Courses

- ART 201 STUDIO I: IMAGE AND TECHNOLOGY 5
- or ART 202 STUDIO II: TECHNIQUES AND MATERIALS 5
- or ART 155 BEGINNING PAINTING
- or ART 207 COLOR DESIGN
- or ART 225 CERAMICS I
- ART/HONS/HUMN 213 THE VISUAL ART EXPERIENCE (a BACR for humanities and arts) 5

Required Electives—choose from the following 10

- ART 300 DRAWING
- ART 301 ILLUSTRATION
- ART 303 DIGITAL ART
- ART 305 PHOTOGRAPHY: DIGITAL PRACTICES
- ART 325 CERAMICS II
- ART 355 PAINTING
- ART 356 WATERCOLOR
- ART 360 PRINTMAKING
- ART 365 SCULPTURE
- ART 400 DRAWING
- ART 401 LIFE DRAWING
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ART 403</td>
<td>DIGITAL ART II</td>
</tr>
<tr>
<td>ART 404</td>
<td>PHOTOGRAPHY: ADVANCED PRACTICE</td>
</tr>
<tr>
<td>ART 407</td>
<td>SOCIAL AESTHETICS</td>
</tr>
<tr>
<td>ART 408</td>
<td>BODY AND TIME</td>
</tr>
<tr>
<td>ART 411</td>
<td>ADVANCED ILLUSTRATION</td>
</tr>
<tr>
<td>ART 455</td>
<td>PAINTING</td>
</tr>
<tr>
<td>ART 456</td>
<td>WATERCOLOR</td>
</tr>
<tr>
<td>ART 460</td>
<td>PRINTMAKING</td>
</tr>
<tr>
<td>ART 465</td>
<td>SCULPTURE</td>
</tr>
</tbody>
</table>

Total Credits: 25
Education

Tara Haskins, Chair
department page (http://www.ewu.edu/cale/programs/education/)
312 Williamson
509.359.2232

Faculty

Undergraduate Degrees
BA—Educational Studies (p. 45)

BAE—Dual Endorsement Program in Special Education and Elementary Education (p. 45)
BAE—Early Childhood Education P-K—Third Grade (p. 46)
BAE—Early Childhood Ed & Early Childhood Special Ed (p. 48)
BAE—Elementary Education Major (p. 49)
BAE—Literacy, Reading and Writing/Elementary Major (p. 50)
BAE—Literacy, Reading and Writing/Secondary Major (p. 52)
BAE—Transition To Teaching (p. 53)

Minor—Early Childhood Education (p. 54)
Minor—Early Childhood Special Education (p. 54)
Minor—Environmental and Sustainability Education (p. 55)
Minor—Library Media/Elementary or Secondary (p. 55)
Minor—Literacy, Reading and Writing Elementary or Secondary (p. 55)
Minor—Special Education Minor (p. 55)

Add-on Endorsement—Early Childhood Special Education (p. 56)
Add-on Endorsement—Elementary Education (p. 55)
Add-on Endorsement—Early Childhood (p. 46)
Add-on Endorsement Environmental and Sustainability Education (p. 55)
Add-on Endorsement—Reading (p. 50)
Add-on Endorsement—Special Education (p. 56)

Graduate Degrees

EDD—Educational Leadership (p. 57)
M.ED—Adult Education Option (p. 57)
M.ED—Curriculum and Instruction Option (p. 58)
M.ED—Early Childhood Education Option (p. 58)
M.ED—Educational Foundations Option (p. 59)
M.ED—Educational Leadership Option (p. 60)
M.ED—Educational Leadership with Principal Internship (p. 61)
M.ED—Literacy Option (p. 61)
M.ED—Master in Teaching (MIT): Elementary (p. 62)
M.ED—Master in Teaching (MIT): Secondary (p. 63)
M.ED—Special Education (p. 63)
Graduate Certificate—College Instruction (p. 64)
Graduate Certificate—Early Childhood Education (p. 64)
Graduate Certificate—Literacy (p. 65)
Graduate Certificate—Principal (p. 65)

Online Graduate Education Degrees (https://online.ewu.edu/programs/)

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

All prerequisites must be completed prior to admission: please see an advisor in the Education Department.

Admission Requirements

• Complete all in-person and online admission requirements.
• A grade ≥B in all prerequisite courses listed below is required.
• GPA Requirement: a minimum ≥2.8 GPA.
• Take the Washington Educator Skills Test-Basic (WEST-B), SAT, or ACT. Scores will be used to evaluate candidates’ readiness.

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 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 204

Secondary Education Program Prerequisites

• Education: EDUC 201 and SPED 363
• English: ENGL 201 or an approved equivalent
• Mathematics: university mathematics proficiency (p. 16)
• Speech: CMST 200 or CMST 201 or CMST 340 or an approved equivalent
• Other: PSYC 204

P-3 Early Childhood Program Prerequisites

• Education: SPED 363 and EDUC 390
• 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: ART 390 and PHED 390

Post-Baccalaureate Certificate (Candidate holds a BA/BS from an approved institution)

Elementary

• Education: EDUC 201 and SPED 363
• Other: PSYC 204
• Elementary: MUSC 450, ART 390 and PHED 390

Secondary

• Education: EDUC 201 and SPED 363
• Other: PSYC 204

P-3 Early Childhood

• Education: SPED 363 and EDUC 390
• Other: ART 390 and PHED 390
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, for 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 content area of study at Eastern Washington University. Education coursework taken more than six years prior will not be accepted without departmental 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.

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, and 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.

Program Standards
The Department of Education follows several standards for teachers, these include: the INTASC standards, the Professional Educator Standards Board (PESB) competencies, and PESB’s Domains of Practice and Program Components. Below are listed the Domains:

- Domain 1: Candidates and Cohorts - Educator preparation programs recruit, select and produce diverse, accomplished cohorts of candidates with potential to be outstanding educators.
- Domain 2: Candidate Knowledge, Skills, and Cultural Responsiveness - Educator preparation providers produce candidates who demonstrate the knowledge, skills and cultural responsiveness required for the particular certificate and areas of endorsement, which reflect the state’s learning goals and essential academic learning requirements.
- Domain 3: Novice Practitioners - Educator preparation programs produce candidates that are effective practitioners upon completion.
- Domain 4: State and Local Educator Workforce Needs - Educator preparation programs contribute positively to state and local educator workforce needs.
- Domain 5: Data and Assessment Systems - Educator preparation programs maintain data and assessment systems that are sufficient to evaluate program performance and direct program decision-making and improvement, as well as to inform state-level priorities of the professional educator standards board.
- Domain 6: Field Experience and Clinical Practice - Educator preparation programs provide effective clinical experiences for candidates to develop and demonstrate the knowledge and skills needed by effective educators.
- Domain 7: Program Resources and Governance - Educator preparation programs have adequate resources, facilities, and governance structures to enable effective administration and fiscal sustainability.

The Residency Teaching Certificate
This certificate is recommended 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 attempt the Washington Education Skills Test—Basic (WEST-B) or approved equivalent in order to receive a Residency Certificate. Additionally, candidates are required to pass a relevant 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.

Graduate Programs
Ann Van Wig, Ph.D., Graduate Director
509.359.6097

Education is among the most challenging and personally rewarding professions. The essential role of the professional educator is to bring together his/her/their knowledge of subject matter, instructional strategies, leadership, and interpersonal skills to provide learning experiences for students. In addition, the educator must be able to individualize instruction, must be sensitive to developmental and socio-cultural issues, ensure equity and cultural humility, understand assessment, and provide evidence of positive impact on learning.

The EWU Department of Education offers different routes to extend knowledge of educational practices. An EWU graduate student has choices for earning coursework beyond a bachelor’s degree, including:

- Master’s degree
- Graduate certificates
- Initial teaching certification (Master’s in Teaching)
- Initial principal certification

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, and 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.

Online Graduate Education Degrees (https://online.ewu.edu/programs/education-programs.aspx) (use Firefox browser)

Grade Requirements
Undergraduate Programs
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

Graduate Programs
Admission GPA ≥3.0
Maintain GPA ≥3.0 in program

Step 1. Complete Prerequisites to Admissions

There are three routes to certification. Candidates may choose from: Early Childhood (P–3), Elementary (K–8), and Secondary (5–12). Within these routes, candidates can select from a variety of endorsements. Endorsements are either content specific (P–12), Early Childhood (P–3), Elementary (K–8), Middle Level (4–9) content specific, or Secondary (5–12) content specific.

- Prior to the Application, students are required to notify the Department of Education their intent to apply by the follow dates: Fall and Summer Quarters—March 10; Winter Quarter—September 10; and Spring Quarter—January 10. Please visit the Education website (https://inside.ewu.edu/education/) to RSVP for the orientation.

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. The application process includes attending a mandatory in-person orientation, completing an online application with field placement resume, listing contact information for three references, and an interview. To be eligible for admission, students must take the West-B (or approved alternative) and meet all program prerequisites. Applicants must meet with major advisor to complete a program plan. Candidates seeking admission should consult with the Undergraduate Student Services Coordinator from the Education Department. During online orientation, students will complete the application for admission.

Step 2. Major/Minor Endorsement Options (see the Major/Minor Endorsement Option List) (p. 43)

Note: It is important to work with an advisor early in your program to help you plan your schedule. Once the pre-application has been completed, students must declare their major and an advisor will be assigned.

Once admitted, candidates must declare their major and must have an approved current program plan on file.

P-3
Contact the P–3 advisor for advisement and signature of agreement for completion of requirements. Candidates are encouraged to complete more than one endorsement in order to enhance employability.

Elementary
Contact the academic major and minor department for advisement and signature of agreement for completion of requirements. Candidates are encouraged to complete more than one endorsement in order to enhance employability.

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 enhance employability.

Additional endorsements may be added to valid certificates. See the Certification Officer for more information.

Step 4. BAE Program Completion
Practicum and Student Teaching
While candidates study the profession of teaching, they participate in mentored and supervised practicum experiences in classrooms as a part of field experience. Candidates will plan, instruct, assess, and reflect in preparation for student teaching. The purpose of student teaching is
to provide the teacher candidate with direct teaching/learning experience in P–12 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 15 credits of student teaching over two consecutive quarters (unless enrolled in an approved alternative program). The first quarter is general student teaching EDUC 427 and candidates complete their edTPA. 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. Student teaching may be completed within a 60-mile radius of EWU or Spokane or in selected approved 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 the specific courses: EDUC 386A, EDUC 386B, EDUC 386D, EDUC 386E.

- 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 any additional areas of endorsement
- Must have completed the multicultural experience requirement
- Have current WSP/FBI Clearance and current Preresidency clearance
- May only have a maximum of two courses remaining 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
- Current program plan on file in the Department of Education

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
- Submission of edTPA must be verified in EDUC 427.
- 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 Education 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 for all undergraduate students.

Evidence for Certification Includes
- National and State of Washington Standards
- 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
- Multicultural Verification Assessment Form
- Bachelors degree on transcript

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.

Early Childhood Education (P–3): candidates must declare either Early Childhood Education or the blended Early Childhood Special Education.

- BAE—Early Childhood Education P-K–Third Grade
- BAE—Early Childhood Ed & Early Childhood Special Ed

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.

- Elementary Education (K–8)
- Middle Level Mathematics (4–9)
- Middle Level Natural Science (4–9)
- Art (P–12)
- Health/Fitness (P–12)
- Literacy, Reading, and Writing (P–12)
- Spanish (P–12)

These majors do not meet an endorsement.

- Mathematics
- Social Studies

Minors: these minors meet an endorsement.

- Art (P–12)
- English as a Second Language (P–12)
- Environmental Education (P–12)
- Library Media (P–12)
- Theatre (P–12)

Secondary (5–12): 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 enhance employability.
**Majors:** these majors meet an endorsement.

- Art
- Biology
- Business and Marketing Education
- Chemistry
- Earth and Space Science
- English
- Health/Fitness
- Literacy, Reading, and Writing
- Mathematics
- Music
- Physics
- Social Studies
- Spanish

**Minors:** these minors meet an endorsement.

- Art
- Biology
- Chemistry
- Earth and Space Science
- English
- English as a Second Language
- Mathematics Middle Level
- History
- Library Media
- Physics
- Theatre

---

**Special Education Majors**

- Dual Endorsement Program In Special Education and Elementary Education
- Blended Early Childhood Education and Early Childhood Special Education

**Add-On Endorsements**

- Early Childhood Special Education
- Special Education
Educational 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; 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>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 195</td>
<td>INTERNSHIP</td>
<td>1-6</td>
</tr>
<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>
</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 402</td>
<td>ADMISSION TO RESEARCH/INTERNSHIP</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 411</td>
<td>LITERACY FOR LINGUISTICALLY AND CULTURALLY DIVERSE LEARNERS</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 488</td>
<td>PRACTICUM EDUCATIONAL STUDIES (variable credit)</td>
<td>15</td>
</tr>
<tr>
<td>PSYC 204</td>
<td>EDUCATIONAL PSYCHOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>SPED 363</td>
<td>INTRODUCTION TO SPECIAL EDUCATION</td>
<td>4</td>
</tr>
</tbody>
</table>

Required Senior Capstone

<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>5</td>
</tr>
</tbody>
</table>

Total Credits 60-65

University Competencies and Proficiencies

- English (p. 17)
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)

- 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

Breadth Area Core Requirements (p. 17) (BACR)

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)

Minor or Certificate (p. 18)

Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).

2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BA in Educational Studies from EWU should be able to do the following:

- 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.

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. 40) (link)

Education Grade Requirements (p. 42) (link)

Students must complete the Elementary Education Core requirements (with the exception of EDUC 308) and the following Special Education Requirements.

Required Special Education Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>
</tbody>
</table>
SPED 421  CLASSROOM MANAGEMENT IN SPECIAL EDUCATION SETTINGS  4
SPED 460  SPECIAL EDUCATION METHODS  4
SPED 461  SPECIALY DESIGNED INSTRUCTION FOR HIGH INCIDENCE DISABILITIES  4
SPED 462  METHODS FOR TEACHING STUDENTS WITH AUTISM AND SEVERE DISABILITIES  4
SPED 470  SPECIAL EDUCATION ASSESSMENT  4
SPED 480  INCLUSIONARY PRACTICES AND COLLABORATION  4
SPED 488  SPECIAL EDUCATION PRACTICUM (must be repeated )  6

Required Senior Capstone
SPED 490  SPECIAL EDUCATION CAPSTONE (or other approved capstone)  4

Total Credits  42

Education (p. 40)

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 304  INTRODUCTION TO ELEMENTARY READING  3
EDUC 303  FOUNDATIONS OF ASSESSMENT and LITERACY METHODS, MANAGEMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL  18
& EDUC 310  and LANGUAGE AND SOCIAL STUDIES METHODS
& EDUC 338  1: INTEGRATED LANGUAGE ARTS FOR ELEMENTARY SCHOOL
& EDUC 340  and LANGUAGE AND SOCIAL STUDIES METHODS
& EDUC 386A  2: INTEGRATED SOCIAL STUDIES FOR ELEMENTARY SCHOOL
 and FIELD EXPERIENCE AND PRACTICUM
EDUC 308  FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT and INTEGRATED STEM METHODS 1
& EDUC 380  and INTEGRATED STEM METHODS 2
& EDUC 381  and FIELD EXPERIENCE AND PRACTICUM
EDUC 386B  GENERAL STUDENT TEACHING K-12 (Variable credit. A minimum of 3 credits are required.)  3-15
EDUC 427  ELEMENTARY STUDENT TEACHING K-8  12

Total Credits  50-62

Students who successfully earn a BAE–Dual Endorsement Program in Special Education and Elementary Education from EWU should be able to do the following:
• be able to administer, interpret, use, and communicate assessment information in the delivery of special education services;
• be able to collaborate with families, teachers, school staff, and the community in the delivery of special education services.
• be able to deliver specially designed instruction that meets Federal and WA State legal requirements, is evidence-based, and improves the lives of students with disabilities;
• be able to support the inclusion of students with disabilities in the K-12 public school system;
• demonstrate an understanding about the field of demonstrate special education and disabilities as measured content knowledge competencies by passing the WA State Exit exam (currently the NES) the WEST-E Exam;
• 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.

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. 40) (link)
Education Grade Requirements (p. 42) (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.

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  4
EDUC 390  FOUNDATIONS OF EARLY CHILDHOOD EDUCATION  3
EDUC 394  METHODS FOR READING INSTRUCTION AND ASSESSMENT IN KINDERGARTEN-THIRD GRADE SETTINGS  3
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
All admitted students must officially Declare a Major (https://inside.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major/) by the time they reach 90 credits (junior standing).

**University Graduation Requirements**

**Breadth Area Core Requirements**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 490C</td>
<td>Capstone—an approved departmental or other Senior Capstone</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total Credits**

Eastern Washington University 2020-2021
other professionals, and the community), and adapts practice to meet
the needs of each learner.

10. The teacher candidate seeks appropriate leadership roles and
opportunities to take responsibility for student learning, to
collaborate with learners, families, colleagues, other school
professionals, and community members to ensure learner growth,
and to advance the profession.

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. 40) (link)
Education Grade Requirements (p. 42) (link)

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. 55), which will extend certification through
grade 8.

Required Coursework

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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>PHED 390</td>
<td>HEALTH AND PHYSICAL EDUCATION IN THE</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>ELEMENTARY SCHOOLS</td>
<td></td>
</tr>
<tr>
<td>EDUC 444</td>
<td>EARLY NUMERACY INSTRUCTION IN THE P-3 SCHOOL</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 390</td>
<td>FOUNDATIONS OF EARLY CHILDHOOD EDUCA</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 394</td>
<td>METHODS FOR READING INSTRUCTION AND ASSESSMENT</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>IN KINDERGARTEN-THIRD GRADE SETTINGS</td>
<td></td>
</tr>
<tr>
<td>EDUC 410</td>
<td>METHODS I: BLENDED CURRICULUM IN EARLY</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CHILDHOOD EDUCATION</td>
<td></td>
</tr>
<tr>
<td>EDUC 430</td>
<td>ASSESSMENT IN EARLY CHILDHOOD EDUCATION</td>
<td>5</td>
</tr>
<tr>
<td>EDUC 444</td>
<td>LANGUAGE ARTS METHODS FOR THE PREK-THIRD GRADE</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>CLASSROOM</td>
<td></td>
</tr>
<tr>
<td>EDUC 450</td>
<td>METHODS II: BLENDED CURRICULUM IN EARLY</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CHILDHOOD EDUCATION</td>
<td></td>
</tr>
<tr>
<td>EDUC 454</td>
<td>SCIENCE METHODS FOR THE PREK-THIRD GRADE</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CLASSROOM</td>
<td></td>
</tr>
<tr>
<td>EDUC 461</td>
<td>SOCIAL STUDIES METHODS FOR THE PREK-THIRD GRADE</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 470</td>
<td>DIVERSITY IN EARLY CHILDHOOD EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 479</td>
<td>EARLY LITERACY</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Early Childhood Special Education Coursework

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 412</td>
<td>INTRODUCTION TO EARLY CHILDHOOD SPECIAL</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EDUCATION</td>
<td></td>
</tr>
<tr>
<td>SPED 420</td>
<td>PRINCIPLES OF BEHAVIOR FOR STUDENTS WITH</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EXCEPTIONAL NEEDS</td>
<td></td>
</tr>
<tr>
<td>SPED 421</td>
<td>CLASSROOM MANAGEMENT IN SPECIAL</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>EDUCATION SETTINGS</td>
<td></td>
</tr>
<tr>
<td>SPED 460</td>
<td>SPECIAL EDUCATION METHODS</td>
<td>4</td>
</tr>
<tr>
<td>SPED 465</td>
<td>METHODS AND ASSESSMENT IN EARLY</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>CHILDHOOD SPECIAL EDUCATION</td>
<td></td>
</tr>
<tr>
<td>SPED 480</td>
<td>INCLUSIONARY PRACTICES AND COLLABORATION</td>
<td>4</td>
</tr>
</tbody>
</table>

Internship Coursework

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 420</td>
<td>ELEMENTARY STUDENT TEACHING K-8</td>
<td>12</td>
</tr>
<tr>
<td>EDUC 427</td>
<td>GENERAL STUDENT TEACHING K-12</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>(variable credit course—only 3 credits count)</td>
<td></td>
</tr>
<tr>
<td>EDUC 451</td>
<td>APPLICATIONS I: BLENDED CURRICULUM IN EARLY</td>
<td>4</td>
</tr>
<tr>
<td></td>
<td>CHILDHOOD EDUCATION</td>
<td></td>
</tr>
<tr>
<td>EDUC 469</td>
<td>APPLICATIONS III: EARLY CHILDHOOD CURRICULUM</td>
<td>1</td>
</tr>
<tr>
<td></td>
<td>METHODS</td>
<td></td>
</tr>
<tr>
<td>SPED 488</td>
<td>SPECIAL EDUCATION PRACTICUM (to be</td>
<td>3</td>
</tr>
<tr>
<td></td>
<td>completed in a special education preschool</td>
<td></td>
</tr>
<tr>
<td></td>
<td>setting)</td>
<td></td>
</tr>
<tr>
<td>SPED 489</td>
<td>SPECIAL EDUCATION STUDENT TEACHING</td>
<td></td>
</tr>
<tr>
<td></td>
<td>(Optional—students are encouraged but not</td>
<td></td>
</tr>
<tr>
<td></td>
<td>required to complete this second student teaching</td>
<td></td>
</tr>
<tr>
<td></td>
<td>opportunity.)</td>
<td></td>
</tr>
</tbody>
</table>

Required Capstone

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 490C</td>
<td>EARLY CHILDHOOD CAPSTONE</td>
<td>4-5</td>
</tr>
<tr>
<td>or SPED 490</td>
<td>SPECIAL EDUCATION CAPSTONE</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 97-98

University Competencies and Proficiencies

- English (p. 18)
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)

- 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

Breadth Area Core Requirements (p. 17) (BACR)

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)
All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).

2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

**Department of Education Outcomes**

The Department of Education Outcomes (DoEO) are taken word for word from INTASC. These outcomes must be met by all students upon completion of their degree. EDUC 305 will provide students with the opportunity of addressing these outcomes as applicable to the instruction of P-12 students.

1. The teacher candidate 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.

2. The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

3. The teacher candidate 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.

4. The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

5. The teacher candidate 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.

6. The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher candidate’s and learner’s decision making.

7. The teacher candidate 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.

8. The teacher candidate 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.

9. The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

---

**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. 40) (link)

Education Grade Requirements (p. 42) (link)

Elementary Education students must complete the required Elementary Education Core and the following courses.

**Required Elementary Education Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 325</td>
<td>INEQUALITIES AND IMPACTS ON EDUCATIONAL EQUITY</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 462</td>
<td>INSTRUCTIONAL MEDIA AND TECHNOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 490</td>
<td>LITERACY MAJOR CAPSTONE</td>
<td>5</td>
</tr>
<tr>
<td>or EDUC 490A</td>
<td>NATURAL RESOURCES CAPSTONE</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits: 16

**Education (p. 40)**

**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>
<th>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 303</td>
<td>FOUNDATIONS OF ASSESSMENT</td>
<td>18</td>
</tr>
<tr>
<td>&amp; EDUC 310</td>
<td>and LITERACY METHODS, MANAGEMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL</td>
<td></td>
</tr>
<tr>
<td>&amp; EDUC 338</td>
<td>and LANGUAGE AND SOCIAL STUDIES METHODS</td>
<td></td>
</tr>
<tr>
<td>&amp; EDUC 340</td>
<td>1: INTEGRATED LANGUAGE ARTS FOR ELEMENTARY SCHOOL</td>
<td></td>
</tr>
<tr>
<td>&amp; EDUC 386A</td>
<td>and LANGUAGE AND SOCIAL STUDIES METHODS 2: INTEGRATED SOCIAL STUDIES FOR ELEMENTARY SCHOOL</td>
<td></td>
</tr>
<tr>
<td>&amp;</td>
<td>and FIELD EXPERIENCE AND PRACTICUM</td>
<td></td>
</tr>
</tbody>
</table>
EDUC 308 & EDUC 380 & EDUC 381 & EDUC 386B FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT and INTEGRATED STEM METHODS 1 and INTEGRATED STEM METHODS 2 and FIELD EXPERIENCE AND PRACTICUM 14
EDUC 427 GENERAL STUDENT TEACHING K-12 (Variable credit. A minimum of 3 credits are required.) 3-15
EDUC 423 ELEMENTARY STUDENT TEACHING K-8 12
Total Credits 50-62

University Competencies and Proficiencies

English (p. )
Mathematics (p. 16)
Placement and Clearance Exams (p. 407)
Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)

• 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

Breadth Area Core Requirements (p. 17) (BACR)

Humanities and Arts (p. 18)
Natural Sciences (p. 19)
Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)

Diversity Course List (p. 20)
Foreign Language (p. 18) (for Bachelor of Arts)
Global Studies Course List (p. 21)
Minor or Certificate (p. 18)
Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student's first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Department of Education Outcomes

The Department of Education Outcomes (DoEO) are taken word for word from INTASC. These outcomes must be met by all students upon completion of their degree. EDUC 305 will provide students with the opportunity of addressing these outcomes as applicable to the instruction of P-12 students.

1. The teacher candidate 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.
2. The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. The teacher candidate 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.
4. The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5. The teacher candidate 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.
6. The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher candidate's and learner's decision making.
7. The teacher candidate 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.
8. The teacher candidate 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.
9. The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

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
Education

Admission to the Education Program (p. 40) (link)

Education Grade Requirements (p. 42) (link)

Elementary Education students must complete the required Elementary Education Core and the following courses.

**Required Literacy, Reading and Writing Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 305</td>
<td>CHILDREN'S LITERATURE STUDY AND USE 4</td>
</tr>
<tr>
<td>EDUC 320</td>
<td>ASSESSING AND DIFFERENTIATING LITERACY INSTRUCTION 4</td>
</tr>
<tr>
<td>EDUC 401</td>
<td>YOUNG ADULT LITERATURE STUDY AND USE 4</td>
</tr>
<tr>
<td>EDUC 403</td>
<td>LITERACY ASSESSMENT PRACTICUM 1</td>
</tr>
<tr>
<td>EDUC 411</td>
<td>LITERACY FOR LINGUISTICALLY AND CULTURALLY DIVERSE LEARNERS 4</td>
</tr>
<tr>
<td>EDUC 412</td>
<td>CONTENT AREA LITERACY: MANAGEMENT AND ASSESSMENT FOR LITERACY MAJORS AND MINORS 4</td>
</tr>
<tr>
<td>or EDUC 413</td>
<td>CONTENT AREA LITERACY: MANAGEMENT AND ASSESSMENT FOR SECONDARY EDUCATION CANDIDATES</td>
</tr>
<tr>
<td>EDUC 416</td>
<td>WRITING PROCESS ACROSS THE CURRICULUM 4</td>
</tr>
</tbody>
</table>

**Electives—choose one** 3-5

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC/ENGL 323</td>
<td>A GLOBAL VIEW THROUGH CHILDREN'S LITERATURE</td>
</tr>
<tr>
<td>EDUC 446</td>
<td>LITERACY AND ROBOTICS</td>
</tr>
<tr>
<td>EDUC 462</td>
<td>INSTRUCTIONAL MEDIA AND TECHNOLOGY</td>
</tr>
<tr>
<td>EDUC 479</td>
<td>EARLY LITERACY</td>
</tr>
<tr>
<td>EDUC 490A</td>
<td>NATURAL RESOURCES CAPSTONE</td>
</tr>
<tr>
<td>ENGL 360</td>
<td>LANGUAGE STRUCTURE AND USE</td>
</tr>
</tbody>
</table>

**Capstone**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 490 &amp; EDUC 494</td>
<td>LITERACY MAJOR CAPSTONE and LITERACY SEMINAR AND PRACTICUM (must be taken concurrently) 8</td>
</tr>
</tbody>
</table>

Total Credits 36-38

Education (p. 40)

**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>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 304</td>
<td>INTRODUCTION TO ELEMENTARY READING 3</td>
</tr>
<tr>
<td>EDUC 303 &amp; EDUC 310</td>
<td>FOUNDATIONS OF ASSESSMENT, and LITERACY METHODS, MANAGEMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL</td>
</tr>
<tr>
<td>&amp; EDUC 338 &amp; EDUC 340 &amp; EDUC 386A</td>
<td>and LANGUAGE AND SOCIAL STUDIES METHODS and LANGUAGE AND SOCIAL STUDIES METHODS 1: INTEGRATED LANGUAGE ARTS FOR ELEMENTARY SCHOOL and FIELD EXPERIENCE AND PRACTICUM</td>
</tr>
<tr>
<td>&amp; EDUC 380 &amp; EDUC 381 &amp; EDUC 386B</td>
<td>FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT and INTEGRATED STEM METHODS 1 and INTEGRATED STEM METHODS 2 and FIELD EXPERIENCE AND PRACTICUM</td>
</tr>
<tr>
<td>&amp; EDUC 427 &amp; EDUC 423</td>
<td>GENERAL STUDENT TEACHING K-12 (Variable credit. A minimum of 3 credits are required.) and ELEMENTARY STUDENT TEACHING K-8 12</td>
</tr>
</tbody>
</table>

Total Credits 50-62

**University Competencies and Proficiencies**

- English (p. )
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

**General Education Requirements (p. 17) (GER)**

- 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

**Breadth Area Core Requirements (p. 17) (BACR)**

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

**University Graduation Requirements (p. 18) (UGR)**

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student's first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.
**Department of Education Outcomes**

The Department of Education Outcomes (DoEO) are taken word for word from INTASC. These outcomes must be met by all students upon completion of their degree. EDUC 305 will provide students with the opportunity of addressing these outcomes as applicable to the instruction of P–12 students.

1. The teacher candidate 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.

2. The teacher candidate uses strategies of instruction that are based on individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

3. The teacher candidate 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.

4. The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

5. The teacher candidate understands how to connect concepts and use differing perspectives to engage learners in creative, collaborative thinking, problem solving related to authentic local and global issues.

6. The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher candidate’s and learner’s decision making.

7. The teacher candidate 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.

8. The teacher candidate 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.

9. The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.

10. The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

**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. 40) (link)

Education Grade Requirements (p. 42) (link)

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 403</td>
<td>LITERACY ASSESSMENT PRACTICUM</td>
<td>1</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 FOR SECONDARY EDUCATION CANDIDATES</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 416</td>
<td>WRITING PROCESS ACROSS THE CURRICULUM</td>
<td>4</td>
</tr>
</tbody>
</table>

**Capstone**

<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 (must be taken concurrently)</td>
</tr>
<tr>
<td>&amp; EDUC 494</td>
<td>LITERACY SEMINAR AND PRACTICUM</td>
<td>8</td>
</tr>
</tbody>
</table>

**Total Credits**

<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>15</td>
</tr>
<tr>
<td>&amp; EDUC 309</td>
<td>FOUNDATIONS OF SECONDARY CLASSROOM</td>
<td></td>
</tr>
<tr>
<td>&amp; EDUC 341</td>
<td>MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>&amp; EDUC 386A</td>
<td>SECONDARY STRATEGIES, MANAGEMENT, ASSESSMENT</td>
<td></td>
</tr>
<tr>
<td>&amp; EDUC 413</td>
<td>FIELD EXPERIENCE AND PRACTICUM and CONTENT AREA LITERACY, MANAGEMENT AND ASSESSMENT FOR SECONDARY EDUCATION CANDIDATES</td>
<td></td>
</tr>
<tr>
<td>EDUC 386B</td>
<td>FIELD EXPERIENCE AND PRACTICUM</td>
<td>6-15</td>
</tr>
<tr>
<td>&amp; EDUC 427</td>
<td>GENERAL STUDENT TEACHING K-12</td>
<td></td>
</tr>
<tr>
<td>EDUC 426</td>
<td>SECONDARY STUDENT TEACHING 7-12</td>
<td>12</td>
</tr>
</tbody>
</table>

**Total Credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>EDUC 490A</td>
<td>NATURAL RESOURCES CAPSTONE</td>
<td></td>
</tr>
<tr>
<td>EDUC 490A</td>
<td>NATURAL RESOURCES CAPSTONE</td>
<td></td>
</tr>
</tbody>
</table>

**Secondary Education Core**

30–hour multicultural education field requirement

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>&amp; EDUC 427</td>
<td>GENERAL STUDENT TEACHING K-12</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**

<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>15</td>
</tr>
<tr>
<td>&amp; EDUC 309</td>
<td>FOUNDATIONS OF SECONDARY CLASSROOM</td>
<td></td>
</tr>
<tr>
<td>&amp; EDUC 341</td>
<td>MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>&amp; EDUC 386A</td>
<td>SECONDARY STRATEGIES, MANAGEMENT, ASSESSMENT</td>
<td></td>
</tr>
<tr>
<td>&amp; EDUC 413</td>
<td>FIELD EXPERIENCE AND PRACTICUM and CONTENT AREA LITERACY, MANAGEMENT AND ASSESSMENT FOR SECONDARY EDUCATION CANDIDATES</td>
<td></td>
</tr>
<tr>
<td>EDUC 386B</td>
<td>FIELD EXPERIENCE AND PRACTICUM</td>
<td>6-15</td>
</tr>
<tr>
<td>&amp; EDUC 427</td>
<td>GENERAL STUDENT TEACHING K-12</td>
<td></td>
</tr>
<tr>
<td>EDUC 426</td>
<td>SECONDARY STUDENT TEACHING 7-12</td>
<td>12</td>
</tr>
</tbody>
</table>
University Competencies and Proficiencies

- English (p. )
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)
- 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

Breadth Area Core Requirements (p. 17) (BACR)
- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)
- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student's first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Department of Education Outcomes

The Department of Education Outcomes (DoEO) are taken word for word from INTASC. These outcomes must be met by all students upon completion of their degree. EDUC 305 will provide students with the opportunity of addressing these outcomes as applicable to the instruction of P-12 students.

1. The teacher candidate 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.

2. The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.
3. The teacher candidate 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.
4. The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5. The teacher candidate 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.
6. The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher candidate’s and learner’s decision making.
7. The teacher candidate 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.
8. The teacher candidate 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.
9. The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the 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

- EDUC 280 FOUNDATIONAL METHODS IN EDUCATION 12-18
- EDUC 387 LITERACY AND SPECIALIST METHODS 12-18
- EDUC 388 ELEMENTARY CORE METHODS 12-18
- EDUC 404 EDUCATIONAL FOUNDATIONS AND CLASSROOM APPLICATION 9-12
- EDUC 428 STUDENT TEACHING MODULE 18

Total Credits 63-84

University Competencies and Proficiencies

- English (p. )
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)
- 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

Breadth Area Core Requirements (p. 17) (BACR)
- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)
- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

**Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).**

**SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.**

1. The catalog in effect at the student's first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

**Department of Education Outcomes**
The Department of Education Outcomes (DoEO) are taken word for word from INTASC. These outcomes must be met by all students upon completion of their degree. EDUC 305 will provide students with the opportunity of addressing these outcomes as applicable to the instruction of P-12 students.

1. The teacher candidate 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.
2. The teacher candidate uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

3. The teacher candidate 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.
4. The teacher candidate understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.
5. The teacher candidate 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.
6. The teacher candidate understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher candidate's and learner's decision making.
7. The teacher candidate 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.
8. The teacher candidate 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.
9. The teacher candidate engages in ongoing professional learning and uses evidence to continually evaluate his/her practice, particularly the effects of his/her choices and actions on others (learners, families, other professionals, and the community), and adapts practice to meet the needs of each learner.
10. The teacher candidate seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

### 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**

### 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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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 460</td>
<td>SPECIAL EDUCATION METHODS</td>
<td>4</td>
</tr>
<tr>
<td>SPED 465</td>
<td>METHODS AND ASSESSMENT IN EARLY CHILDHOOD SPECIAL EDUCATION</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Credits 17

**Environmental and Sustainability Education Add-On Endorsement and Minor**

This minor does not meet a state of Washington endorsement.

**Required Foundational Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS 100</td>
<td>INTRODUCTION TO ENVIRONMENTAL SCIENCE</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>BIOL/HUMN 320 or PHIL 447</td>
<td>THE HUMAN PROSPECT ENVIROMENTAL ETHICS</td>
<td>5</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>TECH 454</td>
<td>ENVIRONMENTAL ENGINEERING</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 21

**Library Media/Elementary or Secondary Minor**

This program will provide Education majors with an option to earn an endorsement in Library and Media.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>LBSC 420</td>
<td>LIBRARIAN INSTRUCTION</td>
<td>4</td>
</tr>
<tr>
<td>LBSC 430</td>
<td>STORYTELLING AND LITERATURE FOR LIBRARIANS</td>
<td>4</td>
</tr>
<tr>
<td>LBSC 440</td>
<td>COLLABORATIVE INSTRUCTIONAL DESIGN AND DELIVERY</td>
<td>4</td>
</tr>
<tr>
<td>LBSC 450</td>
<td>SELECTION OF LIBRARY MEDIA MATERIALS</td>
<td>4</td>
</tr>
<tr>
<td>LBSC 460</td>
<td>INFORMATION AND TECHNOLOGY LITERACY</td>
<td>5</td>
</tr>
<tr>
<td>LBSC 470</td>
<td>LIBRARIAN LEADERSHIP AND MANAGEMENT</td>
<td>4</td>
</tr>
<tr>
<td>LBSC 495</td>
<td>PRACTICUM LIBRARY MEDIA CENTER</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 28

**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>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 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>
</tr>
<tr>
<td>EDUC 305</td>
<td>CHILDREN'S LITERATURE STUDY AND USE</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 401</td>
<td>YOUNG ADULT LITERATURE STUDY AND USE</td>
<td>4</td>
</tr>
</tbody>
</table>

**Content Area Literacy—choose one**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 412</td>
<td>CONTENT AREA LITERACY: MANAGEMENT AND ASSESSMENT FOR LITERACY MAJORS AND MINORS</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 413</td>
<td>CONTENT AREA LITERACY: MANAGEMENT AND ASSESSMENT FOR SECONDARY EDUCATION CANDIDATES</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 19

**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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 363</td>
<td>INTRODUCTION TO 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>
</tbody>
</table>

Total Credits 16

**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>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>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 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>
</tbody>
</table>
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

SPED 363  INTRODUCTION TO SPECIAL EDUCATION  4
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 461  SPECIAL EDUCATION METHODS  4
SPED 465  METHODS AND ASSESSMENT IN EARLY CHILDHOOD SPECIAL EDUCATION  5
SPED 480  INCLUSIONARY PRACTICES AND COLLABORATION  4
SPED 488  SPECIAL EDUCATION PRACTICUM (must be repeated)  6

Total Credits  39

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.

Grade Requirements: a grade of ≥B- is required for each course in the Special Education/Add-on Endorsement.

Required Courses

SPED 363  INTRODUCTION TO SPECIAL EDUCATION  4

Total Credits  50-62

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

Biol 115  LIFE SCIENCE FOR TEACHERS
Biol 100  INTRODUCTION TO BIOLOGY (an approved life science class with a lab)
GEOG 101  FUNDAMENTALS OF HUMAN GEOGRAPHY
or GEOG 230  WORLD GEOGRAPHY

Choose an approved research science class with a lab  5

GEOL 115  INVESTIGATING EARTH SCIENCE
HIST 204  EAST ASIA: TRADITION AND TRANSFORMATION
or HIST 106  EUROPEAN CIVILIZATION, 1500 TO PRESENT
HIST 110  AMERICAN EXPERIENCE: A SURVEY

Choose an approved physical science class with a lab  5

PHYS 115  INVESTIGATING PHYSICAL SCIENCE (an approved physical science class with a lab)

Education (p. 40)

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 304  INTRODUCTION TO ELEMENTARY READING  3
EDUC 303 & EDUC 310 & EDUC 338 & EDUC 340 & EDUC 386A FOUNDATIONS OF ASSESSMENT
and LITERTACY METHODS, MANAGEMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL
and LANGUAGE AND SOCIAL STUDIES METHODS
and INTEGRATED LANGUAGE ARTS FOR ELEMENTARY SCHOOL
and LANGUAGE AND SOCIAL STUDIES METHODS 1: INTEGRATED SOCIAL STUDIES FOR ELEMENTARY SCHOOL
and FIELD EXPERIENCE AND PRACTICUM

EDUC 308 & EDUC 380 & EDUC 381 & EDUC 386B FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT
and INTEGRATED STEM METHODS 1
and INTEGRATED STEM METHODS 2
and FIELD EXPERIENCE AND PRACTICUM

EDUC 427  GENERAL STUDENT TEACHING K-12 (Variable credit. A minimum of 3 credits are required.)  3-15

EDUC 423  ELEMENTARY STUDENT TEACHING K-8  12

Total Credits  54-65

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.

Grade Requirements: a grade of ≥B- is required for each course in the Special Education/Add-on Endorsement.

Required Courses

SPED 363  INTRODUCTION TO SPECIAL EDUCATION  4

Total Credits  50-62
Educational Leadership, Doctorate of Education (EdD)

This Education Doctorate serves the needs of students seeking a terminal degree. This program will be based on problems of practice and authentic place-based contexts.

**Common Core**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 620</td>
<td>ETHICS, EQUITY AND LEADERSHIP</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 625</td>
<td>LEADERSHIP THEORY AND CHANGE</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 626</td>
<td>THEORY AND POLICY: CHALLENGES OF PRACTICE</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 627</td>
<td>LEADERSHIP AND DATA-INFORMED DECISION MAKING</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 628</td>
<td>LEADERSHIP IN SUPERVISION</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 629</td>
<td>SUPERVISION AND HUMAN RESOURCES</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 630</td>
<td>BUILDING PARTNERSHIPS FOR SYSTEMIC CHANGE</td>
<td>4</td>
</tr>
</tbody>
</table>

**Research and Applied Practice**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 680</td>
<td>INTRODUCTION TO QUANTITATIVE RESEARCH</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 681</td>
<td>INTRODUCTION TO QUALITATIVE RESEARCH</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 682</td>
<td>INTRODUCTION TO MIXED METHODS AND PROBLEM OF PRACTICE RESEARCH</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 683</td>
<td>APPLIED PROBLEM OF PRACTICE I</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 684</td>
<td>APPLIED PROBLEM OF PRACTICE II</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 685</td>
<td>APPLIED PROBLEM OF PRACTICE III</td>
<td>2</td>
</tr>
</tbody>
</table>

**Area Specialization**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 635</td>
<td>LAW AND PERSONNEL MANAGEMENT</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 636</td>
<td>IMPROVING STUDENT LEARNING</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 637</td>
<td>SOCIAL JUSTICE IN K-12 AND HIGHER EDUCATION LEADERSHIP</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 638</td>
<td>SYSTEMS AND ORGANIZATIONAL MANAGEMENT</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 639</td>
<td>LEADERSHIP, THEORY AND POLICY IN K-12 AND HIGHER EDUCATION</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 640</td>
<td>ADMINISTRATION, BUDGET AND FINANCE</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 721</td>
<td>EDD INTERNSHIP I</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 722</td>
<td>EDD INTERNSHIP II</td>
<td>2</td>
</tr>
</tbody>
</table>

**Dissertation/Capstone**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 700</td>
<td>DISSERTATION/CAPSTONE IN PRACTICE (variable credit–4 credits required)</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 42

Students Completing the EdD program are able to:

- apply change theory to a problem of practice;
- design, critique, and implement research relevant to a problem of practice;
- develop personal leadership approach to supervision;
- develop personal leadership philosophy using leadership theories;
- devise a plan that builds a collaborative partnership;
- evaluate a problem of practice through a social justice lens;
- implement administrative budgeting practices;
- implement human resource management strategies;
- use data to solve a problem of practice.

**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 college 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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 505</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>4</td>
</tr>
<tr>
<td>EDUC 502</td>
<td>CURRENT ISSUES IN EDUCATION</td>
<td>4</td>
</tr>
<tr>
<td>or EDUC 506</td>
<td>EDUCATIONAL SOCIOLOGY</td>
<td>4</td>
</tr>
</tbody>
</table>

**Psychological Foundations**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</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>4</td>
</tr>
</tbody>
</table>

**Historical, Philosophical and Social Foundations of Education—choose two**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 520</td>
<td>METHODS OF EDUCATIONAL RESEARCH</td>
<td>4</td>
</tr>
<tr>
<td>or EDUC 565</td>
<td>INTERNSHIP</td>
<td>4</td>
</tr>
</tbody>
</table>

**Research and Applied Experience**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>4</td>
</tr>
</tbody>
</table>

**Area Specialization Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<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>
</tbody>
</table>
COIN 581  PRINCIPLES OF COLLEGE TEACHING  4  

Electives–support courses approved by advisor.  12  

Portfolio and Comprehensive Exam  5  

EDUC 600  THESIS  
or EDUC 601 RESEARCH REPORT  
or COIN 623 ADULT EDUCATION PORTFOLIO  
& COIN 624 and ADULT EDUCATION COMPREHENSIVE EXAM  

Total Credits  49  

By the time you have completed this program, you will be able to:  
• articulate a thorough understanding of several strategies and techniques for teaching adults;  
• articulate a thorough understanding of the structure, functions, and operational systems of a variety of post-secondary institutions;  
• augment your repertoire of post-secondary teaching practices to enhance active learning;  
• establish a mental framework of the theories that support the strategies and techniques for teaching adults;  
• hone your command of APA style as you complete a variety of research and writing assignments;  
• identify and explain the significance of the challenges of post-secondary teaching;  
• identify current issues in post-secondary education;  
• identify the characteristics of the adult learner.  

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 (a BA, BS or BAE) 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  

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  
EDUC 520  METHODS OF EDUCATIONAL RESEARCH  4  
EDUC 695  INTERNSHIP  4  
or EDUC 621 CURRICULUM AND INSTRUCTION INTERNSHIP I  
& EDUC 622 and CURRICULUM AND INSTRUCTION INTERNSHIP II  

Specialization and Support Courses  24  
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 553  THEORY AND PRACTICE IN CURRICULUM & EDUC 554 STUDIES  
and CURRICULAR DESIGN AND EVALUATION  
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  

Portfolio and Comprehensive Exam  5  
EDUC 600  THESIS  
or EDUC 601 RESEARCH REPORT  
or EDUC 623 CURRICULUM AND INSTRUCTION PORTFOLIO  
& EDUC 624 and CURRICULUM AND INSTRUCTION COMPREHENSIVE EXAM  

Total Credits  49  

Note: candidates must be certified teachers.  

Students who successfully earn an M.ED. in Curriculum and Instruction from EWU should be able to do the following:  
• describe select curriculum theories;  
• design a culturally informed curriculum;  
• design standards-based curriculum and instruction;  
• evaluate standards-based curriculum and instruction;  
• implement research-based practices in the creation of curriculum and instruction;  
• implement standards-based curriculum and instruction;  
• provide a critical analysis of leadership in the field of education;  
• provide a critical analysis of organizational systems in the field of 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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</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>
</tr>
</tbody>
</table>

**Historical, Philosophical and Social Foundations of Education—choose two**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<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>
</tbody>
</table>

**Research and Applied Experience**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 505</td>
<td>CURRENT ISSUES IN EDUCATION</td>
<td>4</td>
</tr>
<tr>
<td>or EDUC 506</td>
<td>EDUCATIONAL SOCIETY</td>
<td></td>
</tr>
</tbody>
</table>

**Early Childhood Education Area Specialization Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 581</td>
<td>THE SCIENCE OF EARLY CHILDHOOD DEVELOPMENT: RISK AND RESILIENCE</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 582</td>
<td>CURRICULUM AND PRACTICE IN EARLY CHILDHOOD EDUCATION</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 583</td>
<td>THE INTENTIONAL TEACHER</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 584</td>
<td>POSITIVE LEARNING ENVIRONMENTS FOR YOUNG CHILDREN</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 585</td>
<td>FAMILY ENGAGEMENT, SYSTEMS AND THEORY</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 586</td>
<td>EARLY CHILDHOOD LEADERSHIP, POLICY AND PRACTICE</td>
<td>4</td>
</tr>
</tbody>
</table>

**Portfolio and Comprehensive Exam**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 600</td>
<td>THESIS</td>
<td></td>
</tr>
<tr>
<td>or EDUC 601</td>
<td>RESEARCH REPORT</td>
<td></td>
</tr>
<tr>
<td>or EDUC 634</td>
<td>EARLY CHILDHOOD PORTFOLIO</td>
<td></td>
</tr>
<tr>
<td>&amp; EDUC 633</td>
<td>and EARLY CHILDHOOD COMPREHENSIVE EXAM</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**

| Total Credits | 49 |

**Students who successfully earn an M.Ed. in Early Childhood Education from EWU should be able to do the following:**

- building family and community relationships and partnerships—the candidate knows and understands the importance of relationships with family and community and is able to create and maintain those relationships to support children's learning and development;
- equity fairness diversity and cultural competence—the candidate understands how children and families differ in their perspectives and approaches to learning and creates access and opportunities that are culturally responsive for children from birth through grade three;
- knowing essential concepts of content areas—candidates understand and apply knowledge of the arts, English language arts, health and fitness, mathematics, science, and social studies;
- meaningful and integrated curriculum and instruction—the candidate designs and implements developmentally appropriate learning experiences that integrate within and across the discipline, and uses effective instructional strategies;
- observing, documenting, and assessing—the candidate uses a variety of assessment practices in collaboration with colleagues and families to guide the learning and holistic development of young children,
- professionalism—the candidate knows and understands the relationship of professionalism with practice, and demonstrates professionalism;
- promoting child development and learning—the candidate promotes children's cognitive, social, emotional, linguistic, creative and physical development by organizing and orchestrating the environment in ways that best facilitate the development and learning of the whole child;
- reflective practice—the candidate, in collaboration with colleagues, regularly analyzes, evaluates, and synthesizes his/her teaching practice to make appropriate changes that more fully serve infants and young children;
- understanding young children—the candidate understands and applies the concepts of how individuals grow, develop and learn, and provides learning opportunities that support the cognitive, social, emotional, linguistic, creative, and physical development of all children from birth through grade three (age eight).

---

**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 ≥3.0 on a 4-point scale during the final 90 quarter credits (or 60 semester credits) of the baccalaureate degree.

**Common Core Requirements**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</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>
</tr>
</tbody>
</table>

**Historical, Philosophical and Social Foundations of Education—choose two**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<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>
</tbody>
</table>

**Research and Applied Experience**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 505</td>
<td>CURRENT ISSUES IN EDUCATION</td>
<td>4</td>
</tr>
<tr>
<td>or EDUC 506</td>
<td>EDUCATIONAL SOCIETY</td>
<td></td>
</tr>
</tbody>
</table>
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 538 MEDIA LITERACY FOR TEACHERS
- EDUC 551 SUPERVISION OF INSTRUCTION
- EDUC 553 THEORY AND PRACTICE IN CURRICULUM STUDIES
- EDUC 564 SCHOOL LAW

**Support Courses—choose with advisor from related disciplines** 15-18

**Portfolio and Comprehensive Exam** 5

- EDUC 600 THESIS
- or EDUC 601 RESEARCH REPORT
- or EDUC 611 PORTFOLIO AND COMPREHENSIVE EXAMINATION EDUCATIONAL FOUNDATIONS

**Total Credits** 48-51

By the time you have completed this program, you will be able to:

- describe key developments in the history of global education;
- describe ways that professionals can demonstrate leadership in teaching and learning;
- explain the impact of select philosophical theories on teaching and learning;
- explain how select sociological theories can be applied to teaching and learning;
- identify key principles of teaching and learning.

### 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 with an emphasis in educational leadership is ideal for a teacher or other certified staff member who desires to prepare for the challenging, meaningful and essential role 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 (p. 65) 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.).

**Psychological Foundation** 4

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 522</td>
<td>TRANSFORMATION OF LEARNING AND TEACHING</td>
</tr>
<tr>
<td>or</td>
<td>PSYC 515 ADVANCED EDUCATIONAL PSYCHOLOGY</td>
</tr>
</tbody>
</table>

**Historical, Philosophical and Social Foundation** 4

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 507</td>
<td>PHILOSOPHY AND ORGANIZATION OF THE AMERICAN SCHOOL</td>
</tr>
<tr>
<td>or</td>
<td>EDUC 502 HISTORY OF AMERICAN EDUCATION</td>
</tr>
</tbody>
</table>

**Research and Applied Experience** 8

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 520</td>
<td>METHODS OF EDUCATIONAL RESEARCH</td>
</tr>
<tr>
<td>EDUC 695</td>
<td>INTERNSHIP (variable credit, must be taken for 4 credits)</td>
</tr>
<tr>
<td>or</td>
<td>EDUC 651 LEADERSHIP INTERNSHIP I</td>
</tr>
<tr>
<td>&amp; EDUC 652 and LEADERSHIP INTERNSHIP II</td>
<td></td>
</tr>
</tbody>
</table>

**Area Specialization**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 526</td>
<td>INTRODUCTION TO MULTI-TIERED SYSTEMS OF SUPPORT</td>
</tr>
<tr>
<td>EDUC 551</td>
<td>SUPERVISION OF INSTRUCTION</td>
</tr>
<tr>
<td>EDUC 554</td>
<td>CURRICULAR DESIGN AND EVALUATION</td>
</tr>
<tr>
<td>EDUC 564</td>
<td>SCHOOL LAW</td>
</tr>
<tr>
<td>EDUC 565</td>
<td>LEADERSHIP FOR TODAY’S SCHOOLS</td>
</tr>
<tr>
<td>EDUC 566</td>
<td>LEADERSHIP IN SCHOOL-COMMUNITY RELATIONS</td>
</tr>
<tr>
<td>EDUC 567</td>
<td>SCHOOL ADMINISTRATION AND BUDGET</td>
</tr>
</tbody>
</table>

**Portfolio and Comprehensive Exam** 5

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 600</td>
<td>THESIS</td>
</tr>
<tr>
<td>or</td>
<td>EDUC 601 RESEARCH REPORT</td>
</tr>
<tr>
<td>or</td>
<td>EDUC 653 LEADERSHIP PORTFOLIO</td>
</tr>
<tr>
<td>&amp;</td>
<td>EDUC 654 and LEADERSHIP COMPREHENSIVE EXAM</td>
</tr>
</tbody>
</table>

**Total Credits** 49

Students who successfully earn an M.Ed. in Educational Leadership from EWU should be able to do the following:

- 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.

Educational Leadership with Principal Internship, Master of Education (M.ED)

Common Core

Psychological Foundation

EDUC 522 TRANSFORMATION OF LEARNING AND TEACHING 4
or PSYC 515 ADVANCED EDUCATIONAL PSYCHOLOGY

Historical, Philosophical and Social Foundation

EDUC 507 PHILOSOPHY AND ORGANIZATION OF THE AMERICAN SCHOOL 4
or EDUC 502 HISTORY OF AMERICAN EDUCATION

Research and Applied Experience

EDUC 520 METHODS OF EDUCATIONAL RESEARCH 4
EDUC 695 INTERNSHIP (variable credit, must be taken for 8 credits) 4
or EDUC 660 PRINCIPAL INTERNSHIP I
& EDUC 661 and PRINCIPAL INTERNSHIP II
& EDUC 662 and PRINCIPAL INTERNSHIP III

Area Specialization

EDUC 551 SUPERVISION OF INSTRUCTION 4
EDUC 554 CURRICULAR DESIGN AND EVALUATION 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 AND BUDGET 4

Portfolio and Comprehensive Exam

EDUC 600 THESIS 5
or EDUC 601 RESEARCH REPORT
or EDUC 663 PRINCIPAL PORTFOLIO I
& EDUC 644 and LITERACY COMPREHENSIVE EXAM
& EDUC 654 and LEADERSHIP COMPREHENSIVE EXAM

Total Credits 49

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

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

Research and Applied Experience

EDUC 520 METHODS OF EDUCATIONAL RESEARCH 4
EDUC 695 INTERNSHIP 4
or EDUC 641 and LITERACY INTERNSHIP I
& EDUC 642 and LITERACY INTERNSHIP II

Literacy Area Specialization

EDUC 542 P-12 LITERATURE STUDY IN THE CLASSROOM 4
EDUC 544 ADVANCED READING METHODS ACROSS THE CURRICULUM 4
EDUC 560 READING INQUIRY 4
EDUC 576 ADVANCED LITERACY METHODS 4
EDUC 590 CRITICAL AND SOCIAL LITERACIES 4
EDUC 591 INSTRUCTIONAL FOUNDATIONS AND INTERVENTIONS FOR LITERACY DIFFICULTIES 4

Portfolio and Comprehensive Exam

EDUC 600 THESIS 5
or EDUC 601 RESEARCH REPORT
or EDUC 643 LITERACY PORTFOLIO
& EDUC 644 and LITERACY COMPREHENSIVE EXAM
& EDUC 654 and LEADERSHIP COMPREHENSIVE EXAM

Total Credits 49

Students who successfully earn an MEd in literacy from EWU should be able to do the following based on competencies for reading endorsement in the state of Washington:

• Assessment, Diagnosis, and Evaluation—candidates demonstrate 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.
• Creating a Literate Environment—candidates foster literacy development by using instructional practices, curriculum materials and the appropriate use of assessments to create a literate environment.
• Foundational Knowledge—candidates have knowledge of the literacy processes and know how to apply the results of evidence-based literacy research (qualitative and quantitative) to instructional practices. Literacy is defined as:
  • The integration of listening, speaking, reading, writing and critical thinking across all media types
  • The knowledge to recognize and use language appropriate to a situation
  • The ability to think, create, question, solve problems and reflect
• Instructional Strategies and Resources—candidates have knowledge of a wide range of instructional practices, approaches, methods, and curriculum materials to support literacy instruction.
• Instructional Methodology—candidates demonstrate a deep understanding of the pedagogical knowledge and practice specific to the teaching of literacy.
• Professional Development—candidates view professional development as a career-long effort and responsibility.

Note: MEd candidates in literacy are eligible to take the reading endorsement exam as a result of coursework.

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 an MEd degree and a residency teaching certificate for teaching in the elementary grades. Please see an advisor in the education department.

dditional program requirements
• Prior to admission applicants must take the WEST-B (Washington Educators Skills Test-Basic) (https://www.west.nesinc.com/TestView.aspx?f=HTML_FRAG/WA095_TestPage.html) or an approved alternative (SAT or ACT).
• Applicants go through a pre-approval interview process.
• All candidates must pass the Elementary Education NES 102 and 103 (https://www.west.nesinc.com/TestView.aspx?f=HTML_FRAG/NT102_TestPage.html) content tests prior to student teaching and for endorsement purposes.
• Candidates will participate in a year-long clinical experience in a school, culminating in a scored performance assessment.

Additional undergraduate courses must be completed for certification
<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 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>
</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>
</tbody>
</table>

SPED 363 INTRODUCTION TO SPECIAL EDUCATION 4

Total Credits 22

Required Common Core

Psychological Foundations
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 522</td>
<td>TRANSFORMATION OF LEARNING AND TEACHING</td>
<td>4</td>
</tr>
</tbody>
</table>

Historical, Philosophical and Social Foundations of Education—choose two
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>
</tr>
<tr>
<td>or EDUC 500</td>
<td>FOUNDATIONS OF EDUCATION/MIT</td>
<td></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 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>
</tr>
<tr>
<td>or EDUC 601</td>
<td>RESEARCH REPORT</td>
<td></td>
</tr>
</tbody>
</table>

Elementary Teaching Area Specialization

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 510</td>
<td>CURRICULUM AND ASSESSMENT</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 538</td>
<td>MEDIA LITERACY FOR TEACHERS</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 563</td>
<td>SCHOOL LAW (MIT)</td>
<td>2</td>
</tr>
<tr>
<td>EDUC 570</td>
<td>ELEMENTARY SCHOOL SCIENCE PROGRAMS</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 572</td>
<td>MATHEMATICS AND QUANTITATIVE REASONING IN ELEMENTARY SCHOOL</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 574</td>
<td>SOCIAL STUDIES IN THE ELEMENTARY SCHOOL</td>
<td>4</td>
</tr>
<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>
</tr>
</tbody>
</table>

Total Credits 62

Students who successfully earn an M.Ed. in Elementary Teaching (MIT): Teaching (K–8) from EWU should be able to do the following:
• 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.
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.

Additional Program Requirements

- Applicants go through a pre-approval interview process.
- Applicants must meet with a content advisor for approval of content area coursework prior to admission.
- Successful completion of the WEST-E or NES (http://www.west.nesinc.com/PageView.aspx?f=GEN_Tests.html) content test prior to student teaching and for endorsement purposes.
- Candidates will participate in a year-long clinical experience in a school, culminating in a scored performance assessment.

Additional undergraduate courses must be completed for certification

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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 FOR SECONDARY EDUCATION CANDIDATES</td>
<td>3</td>
</tr>
<tr>
<td>SPED 363</td>
<td>INTRODUCTION TO SPECIAL EDUCATION</td>
<td>4</td>
</tr>
<tr>
<td>Secondary Methods Class from major department</td>
<td>3-5</td>
<td></td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>16-18</strong></td>
<td></td>
</tr>
</tbody>
</table>

Required Common Core

### Psychological Foundations

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 522</td>
<td>TRANSFORMATION OF LEARNING AND TEACHING</td>
<td>4</td>
</tr>
</tbody>
</table>

### Historical, Philosophical and Social Foundations of Education (choose two)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<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>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>4</td>
</tr>
<tr>
<td>or EDUC 500</td>
<td>FOUNDATIONS OF EDUCATION/MIT</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 520</td>
<td>METHODS OF EDUCATIONAL RESEARCH</td>
<td>4</td>
</tr>
</tbody>
</table>

### Secondary Teaching Area Specialization

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>
<td>3</td>
</tr>
<tr>
<td>EDUC 538</td>
<td>MEDIA LITERACY FOR TEACHERS</td>
<td>4</td>
</tr>
<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>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>49</strong></td>
<td></td>
</tr>
</tbody>
</table>

**Students who successfully earn an M.ED. in Teaching (MIT): Secondary Teaching (5–12) from EWU should be able to do the following:**

- 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.

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>
</table>
with a master's degree need not complete an additional master's degree
secondary classroom teachers. By providing this certificate, individuals
background by which they can increase their effectiveness as post-
providing those with a master's degree in an academic discipline the
This graduate certificate is designed for the express purpose of
College Instruction Certificate, Graduate

**Research and Applied Experience**

**EDUC 525** RESEARCH METHODS FOR EDUCATIONAL SETTINGS 4

**EDUC 695** INTERNSHIP (2 credits must be repeated three times for a total of 6 credits) 6

**Special Education Teaching Area Specialization**

**SPED 500** FOUNDATIONS OF SPECIAL EDUCATION 4

**SPED 510** INCLUSIVE EDUCATION FOR STUDENTS WITH DISABILITIES 4

**SPED 515** MANAGING STUDENT BEHAVIOR AND SOCIAL INTERACTION SKILLS 4

**SPED 530** SPECIALY DESIGNED INSTRUCTION FOR HIGH INCIDENCE DISABILITIES 4

**SPED 540** SPECIAL EDUCATION ASSESSMENT, DIAGNOSIS AND EVALUATION 4

**SPED 550** SPECIALY DESIGNED INSTRUCTION FOR LOW INCIDENCE DISABILITIES 4

**SPED 560** INDIVIDUALIZED EDUCATION PROGRAM DEVELOPMENT 4

**SPED 570** SPECIALY DESIGNED INSTRUCTION FOR EARLY CHILDHOOD 4

**SPED 610** SPECIAL EDUCATION PORTFOLIO 4

**Total Credits** 50

**Students who successfully earn a Master of Education in Special Education and Elementary Education from EWU should be able to do the following:**

- 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.

**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</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<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>
</tr>
<tr>
<td>COIN 696</td>
<td>COLLEGE TEACHING INTERNSHIP (variable credit—must complete 4 credits)</td>
<td>4</td>
</tr>
<tr>
<td>or COIN 621 &amp; COIN 622</td>
<td>ADULT EDUCATION INTERNSHIP I and ADULT EDUCATION INTERNSHIP II</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credits** 16

**Students who successfully earn a Graduate Certificate in College Instruction from EWU should be able to do the following:**

- 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.

**Early Childhood Education Certificate, Graduate**

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.
Literacy Certificate, Graduate

Literacy is a critical skill for academic success, and this program can provide you with the knowledge to support the diverse learning needs of a P-12 classroom. Based on current research and best practices, the curriculum is applicable for teachers in the field and for those who are interested in becoming reading specialists in schools.

This program teaches all of the specific skills mentioned in the literacy competencies for the state of Washington while aiming to increase your effectiveness in the classroom and to develop your assessment skills. Through this program, certified Washington educators will be eligible to earn a P-12 reading endorsement to add to their teaching certificate.

Principal Certificate, Graduate

This graduate-level certificate 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. Course work may begin any quarter, including summer. All courses must be completed prior to the internship. The internship begins each August and runs for the entire school year.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 551</td>
<td>SUPERVISION OF INSTRUCTION</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 564</td>
<td>SCHOOL LAW</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 565</td>
<td>LEADERSHIP FOR TODAY’S SCHOOLS</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 566</td>
<td>LEADERSHIP IN SCHOOL-COMMUNITY RELATIONS</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 567</td>
<td>SCHOOL ADMINISTRATION AND BUDGET</td>
<td>4</td>
</tr>
<tr>
<td>EDUC 695</td>
<td>INTERNSHIP</td>
<td>12</td>
</tr>
<tr>
<td>or EDUC 660 &amp; EDUC 661 &amp; EDUC 662 &amp; EDUC 663 &amp; EDUC 664 &amp; EDUC 665</td>
<td>PRINCIPAL INTERNSHIP I and PRINCIPAL INTERNSHIP II and PRINCIPAL INTERNSHIP III and PRINCIPAL PORTFOLIO I and PRINCIPAL PORTFOLIO II and PRINCIPAL PORTFOLIO III</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 32

Students who successfully earn a Principal Graduate Certificate from EWU should be able to do the following:

- demonstrate the competency-based knowledge and skills required for effectively working in leadership roles in pre K–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.
Business and Marketing Education

Becky Chamberlain (BCHAMBERLAIN@ewu.edu), Program Director: Business & Marketing Education (Plan 1), Business & Industry Route (Plan 2), Career & Technical Education, and Corporate Training program page (https://www.ewu.edu/cbpa/programs/business-and-marketing-education/)
300 Senior Hall
509.359.6198
See Education (p. 40) for complete list of programs and additional information.

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

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 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 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.

A Senior Capstone/Senior Thesis class is a university requirement for graduation. Please see your Department Chair for course options.

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 and a minimum GPA ≥2.5.

Secondary Education students must complete the required Secondary Education Core and the following courses.

**Required Business and Marketing Education 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>
</tr>
<tr>
<td>ACCT 261</td>
<td>BUSINESS LAW</td>
<td>4</td>
</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 300</td>
<td>INTRODUCTION TO CAREER AND TECHNICAL EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>CTED 301</td>
<td>PHILOSOPHY OF CAREER AND TECHNICAL EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>CTED 474</td>
<td>ADMINISTRATION OF WORK-SITE EDUCATION</td>
<td>4</td>
</tr>
<tr>
<td>DSCI 245</td>
<td>BUSINESS STATISTICS 1</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>ENTP 311</td>
<td>ENTREPRENEURIAL BEHAVIOR AND THINKING</td>
<td>4</td>
</tr>
<tr>
<td>FINC 335</td>
<td>FINANCIAL MANAGEMENT</td>
<td>4</td>
</tr>
<tr>
<td>HUMR 328</td>
<td>HUMAN RESOURCE MANAGEMENT</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 310</td>
<td>PRINCIPLES OF MARKETING</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credits** | **74**

**University Competencies and Proficiencies**

- English (p. )
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

**General Education Requirements (p. 17) (GER)**

- 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

**Breadth Area Core Requirements (p. 17) (BACR)**

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

**University Graduation Requirements (p. 18) (UGR)**

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 15).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area
The Plan 2 requirements are as follows:

- document three years (6,000 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 2,000 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 (https://www.k12.wa.us) website for further details.

**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**

<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 COMMUNICATIONS 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>3</td>
</tr>
<tr>
<td>CTED 341</td>
<td>CTE SECONDARY STRATEGIES</td>
<td>3</td>
</tr>
<tr>
<td>CTED 474</td>
<td>ADMINISTRATION OF WORK SITE EDUCATION</td>
<td>4</td>
</tr>
<tr>
<td>CTED 485</td>
<td>MANAGEMENT OF CTE PRACTICUM</td>
<td>1</td>
</tr>
<tr>
<td>CTED 492</td>
<td>CTE PROFESSIONAL PORTFOLIO</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>23</strong></td>
</tr>
</tbody>
</table>

**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.

**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 COMMUNICATIONS 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>
</tbody>
</table>

**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 COMMUNICATIONS 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>3</td>
</tr>
<tr>
<td>CTED 341</td>
<td>CTE SECONDARY STRATEGIES</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>23</strong></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>------------</td>
<td>-----------------------------------------------</td>
<td>---------</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>3</td>
</tr>
<tr>
<td>CTED 341</td>
<td>CTE SECONDARY STRATEGIES</td>
<td>3</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td><strong>23</strong></td>
</tr>
</tbody>
</table>
English

Chris Valeo, Chair
department page (http://www.ewu.edu/cale/programs/english/)
203 Patterson Hall
509.359.2400

Faculty
Emeritus Faculty: Anthony M. Flinn, Jamie T. Neely, Grant W. Smith, Philip J. Weller.

Undergraduate Degrees
BA–Creative Writing (p. 76)
Minor–Creative Writing (p. 77)
BA–English Major with Literary Studies Option (p. 73)
BAE–English Education-Secondary (p. 79)
Minor/Add-on Endorsement–English/Secondary (p. 80)
BA–English Studies (p. 73)
Minor–English (p. 74)
BA–Humanities Major (p. 81)
Minor–Humanities (p. 82)
BA–Journalism: News Editorial Major Option (p. 83)
BS–Journalism: Public Relations Major (p. 84)
Minor–Journalism (p. 85)
BA–Technical Communication (p. 88)
Minor–Technical Communication (p. 89)
Minor–English (p. 74)
Minor–Linguistics (p. 86)
Minor–Religious Studies (p. 87)

Graduate Degrees
MA–English with an Emphasis in Literature and Writing (p. 74)
MA–English with an Emphasis in Rhetoric and Technical Communication (p. 74)
MFA–Creative Writing (p. 77)
(p. 77)Graduate Certificate and Post-Master's Certificate–Teaching of Writing (p. 75)

BACR: 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.

ENGL 201 or equivalent satisfaction of university proficiencies in writing,
is a prerequisite for all 300- and 400-level English courses.

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.

General Admissions Requirements for English
Admission into a specific major program requires the completion of a
set of departmental pre-major requirements detailed on each program.
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.

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, English Studies or Technical
Communications.

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

Common Departmental Pre-Major
Complete ENGL 201, or equivalent, with a grade ≥B-. English majors are
couraged to register for one of the following to fulfill the humanities

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

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 two professional emphases:

Literature—Beth Torgerson
Rhetoric and Technical Communication—Kate Crane

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.

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.

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.
English Studies, Bachelor of Arts (BA)

English Studies prepares students for the analytical work necessary in the 21st century economy. Grounded in critical reading and writing, the English Studies curriculum offers students the opportunity to study language, diverse literature, theories, genres, and writing practices. Further, the curriculum provides students with opportunities to gain experience developing projects to help solve problems in the community. In addition to these areas of studies, students have the option to focus their 400-level courses on one of the following tracks: professional and public writing or literature and humanities.

A degree in English Studies prepares students for numerous careers and post-baccalaureate work. Some of these careers include work in publishing, editing, content writing, and business. Students are also prepared for graduate level work in Library Science, Law, Education, English (all sub disciplines), Communication, and many others.

Note: ENGL 250 and ENGL 271 require a minimum grade ≥B- in each course and a ≥B average for the two courses together.

Pre-Major Requirements—see admission requirements for remaining requirements for the common departmental pre-major

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 250</td>
<td>INTRODUCTION TO GENRE</td>
<td>5</td>
</tr>
<tr>
<td>ENGL 271</td>
<td>INTRODUCTION TO POETRY</td>
<td>5</td>
</tr>
</tbody>
</table>

Department Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 200</td>
<td>INTRODUCTION TO ENGLISH STUDIES</td>
<td>1</td>
</tr>
<tr>
<td>ENGL 273</td>
<td>INTRODUCTION TO THEORY</td>
<td>5</td>
</tr>
<tr>
<td>ENGL 401</td>
<td>ADVANCED COMPOSITION</td>
<td>5</td>
</tr>
</tbody>
</table>

Required Electives

Cultural Competency—choose one

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 322</td>
<td>ENGLISH: HISTORIES AND VARIETIES</td>
<td></td>
</tr>
<tr>
<td>ENGL/EDUC 323</td>
<td>A GLOBAL VIEW THROUGH CHILDREN'S LITERATURE</td>
<td></td>
</tr>
<tr>
<td>ENGL 347</td>
<td>WORLD LITERATURES</td>
<td></td>
</tr>
<tr>
<td>ENGL/IDST 380</td>
<td>SURVEY OF NATIVE AMERICAN LITERATURE</td>
<td></td>
</tr>
<tr>
<td>ENGL/AAST 381</td>
<td>CONTEMPORARY AFRICAN AMERICAN LITERATURE</td>
<td></td>
</tr>
<tr>
<td>ENGL/GWSS 389</td>
<td>WOMEN, LITERATURE AND SOCIAL CHANGE</td>
<td></td>
</tr>
</tbody>
</table>

Multiliterracies—choose one

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 315</td>
<td>TOPICS IN LITERATURE AND CULTURE</td>
<td></td>
</tr>
<tr>
<td>ENGL 350</td>
<td>SHAKESPEARE</td>
<td></td>
</tr>
<tr>
<td>ENGL 382</td>
<td>STUDIES IN EPIC FANTASY</td>
<td></td>
</tr>
<tr>
<td>TCOM/JRNM 305</td>
<td>PRINT LAYOUT AND CONTENT DESIGN</td>
<td></td>
</tr>
</tbody>
</table>

Professional Writing—choose one

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL/SUST/TCOM 300</td>
<td>WRITING FOR THE PROFESSIONS</td>
<td></td>
</tr>
<tr>
<td>ENGL 301</td>
<td>PUBLIC RHETORICS AND WRITING ECOLOGIES</td>
<td></td>
</tr>
<tr>
<td>ENGL 302</td>
<td>WRITING WEB CONTENT</td>
<td></td>
</tr>
</tbody>
</table>

Literary Histories—choose one

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 343</td>
<td>SURVEY OF AMERICAN LITERATURE I</td>
<td></td>
</tr>
<tr>
<td>ENGL 344</td>
<td>SURVEY OF AMERICAN LITERATURE II</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 345</td>
<td>BRITISH LITERATURE I: BEGINNINGS THROUGH 18TH CENTURY</td>
<td></td>
</tr>
<tr>
<td>ENGL 346</td>
<td>BRITISH LITERATURE II: ROMANTICISM TO THE PRESENT</td>
<td></td>
</tr>
<tr>
<td>Humanities—choose one</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 384</td>
<td>FOLKLORE</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>
</tr>
<tr>
<td>Theory and Methods—choose one</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 392</td>
<td>POST COLONIAL THEORY</td>
<td></td>
</tr>
<tr>
<td>ENGL 393</td>
<td>WRITING AND RHETORICAL THEORY</td>
<td></td>
</tr>
<tr>
<td>ENGL 394</td>
<td>REMIX STUDIES: CULTURAL AND RHETORICAL THEORY</td>
<td></td>
</tr>
<tr>
<td>Literature and Humanities Concentration—choose two courses</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 436</td>
<td>SEMINAR IN LITERATURE I: MAJOR AUTHORS</td>
<td></td>
</tr>
<tr>
<td>ENGL 437</td>
<td>SEMINAR IN LITERATURE II: STUDIES IN GENRE</td>
<td></td>
</tr>
<tr>
<td>ENGL 438</td>
<td>SEMINAR IN LITERATURE III: LITERARY ERAS</td>
<td></td>
</tr>
<tr>
<td>ENGL 439</td>
<td>SEMINAR IN LITERATURE IV: SPECIAL TOPICS</td>
<td></td>
</tr>
<tr>
<td>ENGL/CRWR 469</td>
<td>LITERATURE OF THE PNW</td>
<td></td>
</tr>
<tr>
<td>ENGL/GWSS 489</td>
<td>LGBT WRITERS: THEIR LIVES AND THEIR WORKS</td>
<td></td>
</tr>
<tr>
<td>Public and Professional Writing and Rhetoric Concentration</td>
<td></td>
<td></td>
</tr>
<tr>
<td>JRNM 453</td>
<td>PUBLIC RELATIONS WRITING</td>
<td></td>
</tr>
<tr>
<td>TCOM 407</td>
<td>PROPOSAL WRITING</td>
<td></td>
</tr>
<tr>
<td>Senior Capstone</td>
<td></td>
<td></td>
</tr>
<tr>
<td>ENGL 490</td>
<td>SENIOR CAPSTONE</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 76

University Competencies and Proficiencies

- English (p. )
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)

- 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

Breadth Area Core Requirements (p. 17) (BACR)

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)
All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog *in effect at the student’s first term of current matriculation* is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).

2. The catalog *in effect at the time the student declares a major or minor* is used to determine the program requirements.

Students who earn a BA in English Studies at EWU should be able to do the following:
- analyze texts by considering diverse purposes, contexts, and genres;
- design a project that is appropriate for the rhetorical situation;
- produce texts for specific purposes using appropriate genre and mode;
- use theoretical frameworks to address social or communication problems.

**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 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>
</tr>
</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>
<tr>
<td>Choose one of the following courses</td>
<td></td>
<td>5</td>
</tr>
<tr>
<td>ENGL 343</td>
<td>SURVEY OF AMERICAN LITERATURE I</td>
<td></td>
</tr>
<tr>
<td>ENGL 344</td>
<td>SURVEY OF AMERICAN LITERATURE II</td>
<td></td>
</tr>
</tbody>
</table>

Elective—choose 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)**

Beth Torgerson (btorgerson@ewu.edu), Program Director 509.359.6038

**Program Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 511</td>
<td>COMPOSITION PEDAGOGIES: THEORIES AND PRACTICES</td>
<td>5</td>
</tr>
<tr>
<td>ENGL 520</td>
<td>SEMINAR IN RESEARCH METHODS AND DESIGN</td>
<td>5</td>
</tr>
</tbody>
</table>

**Literature**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 536</td>
<td>GRADUATE SEMINAR IN LITERATURE I: MAJOR LITERARY FIGURES</td>
<td>5</td>
</tr>
<tr>
<td>ENGL 537</td>
<td>GRADUATE SEMINAR IN LITERATURE II: GENRE STUDIES</td>
<td>5</td>
</tr>
<tr>
<td>ENGL 538</td>
<td>GRADUATE SEMINAR IN LITERATURE III: LITERARY ERAS</td>
<td>5</td>
</tr>
<tr>
<td>ENGL 539</td>
<td>GRADUATE SEMINAR IN LITERATURE IV: SPECIAL TOPICS</td>
<td>5</td>
</tr>
<tr>
<td>ENGL 570</td>
<td>SEMINAR IN TEACHING LITERATURE</td>
<td>5</td>
</tr>
<tr>
<td>ENGL 571</td>
<td>ADVANCED LITERARY THEORY</td>
<td>5</td>
</tr>
</tbody>
</table>

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 (kcrane4@ewu.edu), Program Director 509.359.6542

**Program Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 511</td>
<td>COMPOSITION PEDAGOGIES: THEORIES AND PRACTICES</td>
<td>5</td>
</tr>
<tr>
<td>ENGL 520</td>
<td>SEMINAR IN RESEARCH METHODS AND DESIGN</td>
<td>5</td>
</tr>
<tr>
<td>ENGL 564</td>
<td>PEDAGOGICAL GRAMMAR AND COMPOSITION</td>
<td>5</td>
</tr>
<tr>
<td>ENGL 573</td>
<td>HISTORY OF RHETORIC</td>
<td>5</td>
</tr>
<tr>
<td>or ENGL 575</td>
<td>CONTEMPORARY RHETORICAL THEORIES</td>
<td>5</td>
</tr>
<tr>
<td>ENGL 600</td>
<td>THESIS</td>
<td>1-12</td>
</tr>
</tbody>
</table>
Internship—students choose an internship appropriate to their discipline—as determined by the program director.  

- ENGL 695A  INTERNSHIP: TEACHING COMPOSITION  
- ENGL 695B  INTERNSHIP: TEACHING LITERATURE  
- ENGL 695C  INTERNSHIP: TEACHING ENGLISH AS A SECOND LANGUAGE  
- ENGL 695D  INTERNSHIP: PROFESSIONAL WRITING  
- ENGL 695E  INTERNSHIP: WRITER’S CENTER  

Rhetoric and Technical Communication  

- ENGL 503  INFORMATION DESIGN  
- ENGL 568  TECHNICAL COMMUNICATION: PRACTICE, THEORY AND PEDAGOGY  
- ENGL 573  HISTORY OF RHETORIC (must differ from the rhetoric course taken to complete core requirements)  
- or ENGL 575  CONTEMPORARY RHETORICAL THEORIES  

Choose three from the following  

- ENGL 504  INSTRUCTIONS AND PROCEDURES  
- ENGL 505  USABILITY  
- ENGL 507  PROPOSAL WRITING  
- ENGL 509  EDITING IN TECHNICAL COMMUNICATION  
- ENGL 524  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.

Certificate in the Teaching of Writing and Post-Master’s Certificate in the Teaching of Writing  

Justin Young (jayoung@ewu.edu), Program Director  
509.359.7062

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  

- ENGL 511  COMPOSITION PEDAGOGIES: THEORIES AND PRACTICES  
- ENGL 520  SEMINAR IN RESEARCH METHODS AND DESIGN  
- ENGL 568  TECHNICAL COMMUNICATION: PRACTICE, THEORY AND PEDAGOGY  
- ENGL 573  HISTORY OF RHETORIC (or an approved substitution)  
- or ENGL 575  CONTEMPORARY RHETORICAL THEORIES  
- ENGL 560  APPLIED LINGUISTICS  
- or ENGL 564  PEDAGOGICAL GRAMMAR AND COMPOSITION  
- ENGL 695A  INTERNSHIP: TEACHING COMPOSITION  
- or ENGL 695E  INTERNSHIP: WRITER’S CENTER  

Total Credits 28-30

Graduates will be able to:  
- design curricular materials for composition classes or writing centers;  
- develop assessment strategies for evaluating and responding to writing and writers;  
- develop strategies for teaching grammar and syntax;  
- learn the methods of research design;  
- practice teaching composition in a classroom or responding to writers in a writing center.
Creative Writing

Chris Valeo (cvaleo@ewu.edu)
509.359.2400

Undergraduate Degrees
BA—Creative Writing (p. 76)
Minor—Creative Writing (p. 77)

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

Creative Writing, 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
CRWR 111 CREATIVITY IN WRITING 1
CRWR 210 INTRODUCTION TO CREATIVE WRITING (students must complete this course with a grade ≥B) 5

Required Workshops—choose two from the following 10
Note: courses from the workshop sequence require a ≥B average for the two courses together.
CRWR 217 BEGINNING FICTION WORKSHOP
CRWR 218 BEGINNING POETRY WORKSHOP
CRWR 219 BEGINNING NONFICTION WORKSHOP

Required CRWR Foundational Literature Surveys
CRWR 210 FOUNDATIONAL TEXTS: PROSE 5
CRWR 211 FOUNDATIONAL TEXTS: POETRY 5

Required English Literature Surveys—CRWR majors are required to choose three 15
ENGL 343 SURVEY OF AMERICAN LITERATURE I
ENGL 344 SURVEY OF AMERICAN LITERATURE II
ENGL 345 BRITISH LITERATURE I: BEGINNINGS THROUGH 18TH CENTURY

Required Form and Theory Writing Courses—choose two from 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

Required Workshop—must be repeated twice with choice of Fiction, Nonfiction or Poetry 10
CRWR 417 CREATIVE WRITING WORKSHOP

Additional creative writing credits—choose from the following 5
CRWR 311 FORM AND THEORY OF FICTION
CRWR 312 FORM AND THEORY OF POETRY
CRWR 313 FORM AND THEORY OF LITERARY NONFICTION
CRWR 415 LITERARY EDITING PRACTICUM: WILLOW SPRINGS MAGAZINE (variable credit course)
CRWR 416 PRACTICUM: WILLOW SPRINGS BOOKS, LIT. ED. AND DESIGN (variable credit course)
CRWR 417 CREATIVE WRITING WORKSHOP

DES N 360 PUBLICATION DESIGN

Senior Thesis
CRWR 491 CREATIVE WRITING SENIOR THESIS (must have senior status or have completed all 200–400 level requirements) 5

Total Credits 71

University Competencies and Proficiencies

English (p. )
Mathematics (p. 16)
Placement and Clearance Exams (p. 407)
Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)
• 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

Breadth Area Core Requirements (p. 17) (BACR)
Humanities and Arts (p. 18)
Natural Sciences (p. 19)
Social Sciences (p. 19)
University Graduation Requirements (p. 18) (UGR)
Diversity Course List (p. 20)
Foreign Language (p. 18) (for Bachelor of Arts)
Global Studies Course List (p. 21)
Minor or Certificate (p. 18)
Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student's first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Graduates of EWU’s BA in ENGL/CRWR should be able to:
• a works of literature using the technical language of the craft specific to their genre of study (literary fiction, literary nonfiction, poetry);
• articulate a critical understanding of the contemporary literary landscape;
• demonstrate an understanding of the publishing process;
• produce texts that conform to the conventions specific to the genre being studied (literary fiction, literary nonfiction, or poetry);
• provide constructive criticism of written works in progress.

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

Creative Writing, Master of Fine Arts (MFA)

Gregory Spatz, Program Director
260 SEWC
509.828.1310

The Master of Fine Arts Program (https://www.ewu.edu/cale/english/creative-writing/mfa/) 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.

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.) 20

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 SELECTED TOPICS IN CRAFT

Non-Fiction
CRWR 586 LITERARY NONFICTION I–THE SHORT FORM
CRWR 587 LITERARY NONFICTION II–THE LONG FORM
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 15

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

Admission Requirements
Applicants must 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 mid-February. Teaching assistantships are awarded in April for the following year. No applicant can be considered for a teaching assistantship until all documentation (completed application, writing sample, letters of recommendation and other written materials) has been received.

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.

Graduates of EWU’s MFA program in CRWR should be able to do the following, at a level of proficiency sufficient for Entry into the profession:

- analyze works of literature using the technical language of the craft pertinent to their chosen genre of study (literary fiction, literary nonfiction, poetry);
- demonstrate an understanding of the contemporary literary landscape;
- produce texts that conform to the conventions specific to the genre being studied (literary fiction, literary nonfiction, poetry);
- produce texts that conform to the conventions specific to the genre being studied (literary fiction, literary nonfiction, or poetry);
- provide constructive criticism of written works in progress;
- synthesize an understanding of the publishing process.
### Undergraduate Degrees

**BAE—English Education-Secondary** (p. 79)

**Minor/Add-on Endorsement—English/Secondary** (p. 80)

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

#### 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. 40) (link)

**Secondary Education** students must complete the required Secondary Education Core and the following courses.

**Recommended:** HUMN 210 or HUMN 211 for partial fulfillment of their BACR in Humanities unless students have DTA degrees from an approved community college.

**Specific Program Grade Requirements:** Required grade minimum for each of the following courses is ≥C. Please note the following exceptions: ENGL 486, ENGL 487 and ENGL 490 require a grade ≥B.

### Pre-Major Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 271</td>
<td>INTRODUCTION TO POETRY</td>
<td>10</td>
</tr>
<tr>
<td>&amp; ENGL 270</td>
<td>and INTRODUCTION TO FICTION</td>
<td></td>
</tr>
<tr>
<td>or ENGL 273</td>
<td>and INTRODUCTION TO THEORY</td>
<td></td>
</tr>
</tbody>
</table>

### Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 347</td>
<td>WORLD LITERATURES</td>
<td>5</td>
</tr>
<tr>
<td>ENGL 350</td>
<td>SHAKESPEARE</td>
<td>5</td>
</tr>
<tr>
<td>ENGL 360</td>
<td>LANGUAGE STRUCTURE AND USE</td>
<td>5</td>
</tr>
</tbody>
</table>

**Choose one of the following American Literature Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 343</td>
<td>SURVEY OF AMERICAN LITERATURE I</td>
<td>5</td>
</tr>
<tr>
<td>or ENGL 344</td>
<td>SURVEY OF AMERICAN LITERATURE II</td>
<td></td>
</tr>
</tbody>
</table>

**Choose one of the following British Literature Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 345</td>
<td>BRITISH LITERATURE I: BEGINNINGS THROUGH 18TH CENTURY</td>
<td>5</td>
</tr>
<tr>
<td>or ENGL 346</td>
<td>BRITISH LITERATURE II: ROMANTICISM TO THE PRESENT</td>
<td></td>
</tr>
</tbody>
</table>

### Required Methods—required grade ≥B

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 486</td>
<td>INTEGRATED ENGLISH LANGUAGE ARTS METHODS I</td>
<td>5</td>
</tr>
<tr>
<td>ENGL 487</td>
<td>INTEGRATED ENGLISH LANGUAGE ARTS METHODS II</td>
<td>5</td>
</tr>
</tbody>
</table>

### Required Seminar—choose one of the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 436</td>
<td>SEMINAR IN LITERATURE I: MAJOR AUTHORS</td>
<td>5</td>
</tr>
</tbody>
</table>

**Recommended:**

- ENGL 486, ENGL 487 and ENGL 490 require a grade ≥B.
- ENGL 490 requires a grade ≥B.

**Elective—choose one upper-division ENGL course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 486</td>
<td>SEMINAR IN LITERATURE II: STUDIES IN GENRE</td>
<td>5</td>
</tr>
<tr>
<td>ENGL 487</td>
<td>SEMINAR IN LITERATURE III: LITERARY ERAS</td>
<td>5</td>
</tr>
<tr>
<td>ENGL 490</td>
<td>SEMINAR IN LITERATURE IV: SPECIAL TOPICS</td>
<td>5</td>
</tr>
</tbody>
</table>

**Electives—check with advisor and choose from approved courses in the following subject codes:** AAST, CHST, CRWR, DSST, ENGL, ESLG, FILM, IDST, JRNM, RCST, SOWK, TCOM, THTR, or WMST

**Required Senior Capstone—required grade ≥B**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 490</td>
<td>SENIOR CAPSTONE (please see your advisor for availability and the appropriate section)</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total Credits**

| 70 |

**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 303</td>
<td>FOUNDATIONS OF ASSESSMENT</td>
<td>15</td>
</tr>
<tr>
<td>&amp; EDUC 309</td>
<td>and FOUNDATIONS OF SECONDARY CLASSROOM MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>&amp; EDUC 341</td>
<td>and MANAGEMENT, ASSESSMENT</td>
<td></td>
</tr>
<tr>
<td>&amp; EDUC 386A</td>
<td>and SECONDARY STRATEGIES, MANAGEMENT, AND ASSESSMENT</td>
<td></td>
</tr>
<tr>
<td>&amp; EDUC 413</td>
<td>and FIELD EXPERIENCE AND PRACTICUM CONTENT AREA LITERACY: MANAGEMENT AND ASSESSMENT FOR SECONDARY EDUCATION CANDIDATES</td>
<td></td>
</tr>
</tbody>
</table>

**Choose one of the following courses**

- ENGL 486, ENGL 487 and ENGL 490 require a grade ≥B.

**Total Credits**

| 33-42 |

**University Competencies and Proficiencies**

- English (p. 18)
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

**General Education Requirements** (p. 17) (GER)

- 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

**Breadth Area Core Requirements** (p. 17) (BACR)

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

**University Graduation Requirements** (p. 18) (UGR)

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)
All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).

2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BAE in English Education-Secondary from EWU should be able to do the following:
- 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.

**English or English/Secondary Minor/Add-on Endorsement**

This undergraduate minor satisfies the endorsement for grades 5–12. This add-on endorsement is for post-baccalaureate students who currently possess a Washington State Teaching Certificate.

**Specific Program Grade Requirements:** Required grade minimum for each of the following courses is ≥C. Please note the following exceptions: ENGL 486, ENGL 487 require a grade ≥B.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 270</td>
<td>INTRODUCTION TO FICTION</td>
<td>5</td>
</tr>
<tr>
<td>or ENGL 273</td>
<td>INTRODUCTION TO THEORY</td>
<td></td>
</tr>
<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>
<tr>
<td>ENGL 486</td>
<td>INTEGRATED ENGLISH LANGUAGE ARTS METHODS I (required grade ≥B)</td>
<td>5</td>
</tr>
<tr>
<td>ENGL 487</td>
<td>INTEGRATED ENGLISH LANGUAGE ARTS METHODS II (required grade ≥B)</td>
<td>5</td>
</tr>
</tbody>
</table>

**Electives**—choose one upper-division ENGL course 5

Electives—check with advisor and choose from approved courses in the following subject codes: AAST, CHST, CRWR, DSST, ENGL, ESLG, FILM, IDST, JRNM, RCST, SOWK, TCOM, THTR, or WMST 5

Total Credits 40
Humanities

Undergraduate Degrees
BA—Humanities Major (p. 81)
Minor—Humanities (p. 82)

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

Undergraduate Programs
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.

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 25 credit minor in Religious Studies.

Humanities Major, Bachelor of Arts (BA)

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

University Competencies and Proficiencies
English (p.  )
Mathematics (p. 16)
Placement and Clearance Exams (p. 407)
Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)
• 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

Breadth Area Core Requirements (p. 17) (BACR)
Humanities and Arts (p. 18)
Natural Sciences (p. 19)
Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)
Diversity Course List (p. 20)
Foreign Language (p. 18) (for Bachelor of Arts)
Global Studies Course List (p. 21)
Minor or Certificate (p. 18)
Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BA in Humanities from EWU should be able to do the following:

- 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 BACRs

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 20
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.

Undergraduate Degrees

BA–Journalism: News Editorial Major Option (p. 83)
BS–Journalism: Public Relations Major (p. 84)
Minor–Journalism (p. 85)

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

Program Admissions Requirements

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.

Transfer students should contact a Journalism Program advisor during their application to the university.

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. 83) prepares students for roles in print and electronic journalism.

The BS Public Relations Option (p. 84) provides students with the theoretical and applied knowledge and skills required to enter the field of public relations, community relations and allied disciplines.

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.

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>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>JRNM 100</td>
<td>EASTERNER STAFF</td>
<td>3</td>
</tr>
<tr>
<td>JRNM 209</td>
<td>MEDIA WRITING (students must complete this course with a grade ≥B.)</td>
<td>5</td>
</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>NEWS LITERACY. PROPAGANDA AND FAKE NEWS</td>
<td>5</td>
</tr>
<tr>
<td>JRNM 475</td>
<td>DIGITAL EDITING</td>
<td>4</td>
</tr>
</tbody>
</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>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</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></td>
</tr>
<tr>
<td>JRNM 480</td>
<td>NON-FICTION WRITING PROJECTS</td>
<td></td>
</tr>
<tr>
<td>JRNM 499</td>
<td>DIRECTED STUDY (this course is repeatable for credit)</td>
<td></td>
</tr>
</tbody>
</table>

Required Supporting Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</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 PROFESSIONWRITERS</td>
<td>5</td>
</tr>
</tbody>
</table>

Elective Courses—choose from the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST 461</td>
<td>INTRODUCTION TO PUBLIC RELATIONS THEORY</td>
<td></td>
</tr>
<tr>
<td>CMST 462</td>
<td>ADVANCED PUBLIC RELATIONS THEORY</td>
<td></td>
</tr>
<tr>
<td>JRNM 334</td>
<td>MAGAZINE ARTICLE WRITING</td>
<td></td>
</tr>
<tr>
<td>JRNM 335</td>
<td>MULTIMEDIA JOURNALISM</td>
<td></td>
</tr>
<tr>
<td>JRNM 435</td>
<td>CRITICAL WRITING</td>
<td></td>
</tr>
<tr>
<td>JRNM 453</td>
<td>PUBLIC RELATIONS WRITING</td>
<td></td>
</tr>
<tr>
<td>JRNM 470</td>
<td>NEWS DESIGN</td>
<td></td>
</tr>
<tr>
<td>JRNM 480</td>
<td>NON-FICTION WRITING PROJECTS (students may not use JRNM 480 to meet both the expertise requirement and an elective)</td>
<td></td>
</tr>
</tbody>
</table>

Senior Capstone Requirement
EWU should be able to do the following:

- graduate (undergraduate and post-baccalaureate).
- must be made at least two terms in advance of the term you expect to apply for graduation (use inside.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major/)
- Planning-Tools/Declare Your Major/
- All admitted students must officially plan to graduate (junior standing).
- EagleNET
- a minor in Technical Communication (p. 89) is recommended.

University Competencies and Proficiencies

- English (p. )
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)

- 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

Breadth Area Core Requirements (p. 17) (BACR)

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BA in Journalism: News Editorial from EWU should be able to do the following:

- analyze and apply the principles of journalism and the laws of freedom of speech and the press in the United States;
- conduct research and verify reporting to provide citizens the journalistic truth they need to be self-governing;
- evaluate their work and that of others for accuracy, fairness, clarity, grammatical correctness and Associated Press style;
- use current journalism tools and technologies effectively to serve audiences of digital and print news organizations;
- write clearly, correctly and concisely about public events and public policy in journalistic styles appropriate for multiple platforms.

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. 89) is recommended.

Required Core Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>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/</td>
<td>GRAMMAR FOR PROFESSIONAL WRITERS</td>
<td>5</td>
</tr>
<tr>
<td>TCOM 309</td>
<td></td>
<td></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>or JRNM 349</td>
<td>PHOTOJOURNALISM</td>
<td></td>
</tr>
<tr>
<td>or ART 308</td>
<td>PHOTOGRAPHY. BLACK AND WHITE</td>
<td></td>
</tr>
<tr>
<td>or 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 475</td>
<td>DIGITAL EDITING</td>
<td>4-5</td>
</tr>
<tr>
<td>or 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</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>or CMST 451</td>
<td>ARGUMENTATION AND PERSUASION</td>
<td></td>
</tr>
<tr>
<td>or 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</th>
<th>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

University Competencies and Proficiencies

- English (p. )
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)
General Education Requirements (p. 17) (GER)
• 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

Breadth Area Core Requirements (p. 17) (BACR)
  Humanities and Arts (p. 18)
  Natural Sciences (p. 19)
  Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)
  Diversity Course List (p. 20)
  Foreign Language (p. 18) (for Bachelor of Arts)
  Global Studies Course List (p. 21)
  Minor or Certificate (p. 18)
  Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BA in Journalism: Public Relations from EWU should be able to do the following:
• 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>
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
Minor–Linguistics (p. 86)

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
Religious Studies

Garrett Kenney, Program Advisor
program page (https://www.ewu.edu/cale/programs/religious-studies/)
229G Patterson Hall
509.359.6032

Undergraduate Degree
Minor–Religious Studies (p. 87)

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</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUMN 215</td>
<td>INTRODUCTION TO RELIGION</td>
<td>5</td>
</tr>
</tbody>
</table>

Choose two courses from the following (10 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUMN 315</td>
<td>EAST-WEST PHILOSOPHIES AND RELIGIONS</td>
<td></td>
</tr>
<tr>
<td>PHIL/HONS 312</td>
<td>PHILOSOPHY OF RELIGION</td>
<td></td>
</tr>
</tbody>
</table>

Choose two courses from the following (10 credits)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTR 375</td>
<td>WITCHCRAFT, SORCERY AND SHAMANISM</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>
</tr>
<tr>
<td>HUMN 315</td>
<td>EAST-WEST PHILOSOPHIES AND RELIGIONS</td>
<td></td>
</tr>
<tr>
<td>HUMN 340</td>
<td>PERSPECTIVES ON DEATH</td>
<td></td>
</tr>
<tr>
<td>PHIL/HONS 312</td>
<td>PHILOSOPHY OF RELIGION</td>
<td></td>
</tr>
<tr>
<td>PHIL/HONS 321</td>
<td>HISTORY OF MODERN WESTERN PHILOSOPHY</td>
<td></td>
</tr>
<tr>
<td>PHIL/HONS 331</td>
<td>CHINESE PHILOSOPHY</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 25
Technical Communication

Teena Carnegie, Program Director
Program website (https://www.ewu.edu/cale/english/technical-communication/)
211C Patterson Hall
509.359.6037

Undergraduate Degrees
See this page (p. 71) for a complete list of English Department programs and faculty.
BA—Technical Communication (p. 88)
Minor—Technical Communication (p. 89)

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

Undergraduate Program
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.

See:
BA—Technical Communication (p. 88)
Minor—Technical Communication (p. 89)

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

Technical Communication, Bachelor of Arts (BA)

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/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

University Competencies and Proficiencies

English (p. 16)
Mathematics (p. 16)
Placement and Clearance Exams (p. 407)
Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)
- 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

Breadth Area Core Requirements (p. 17) (BACR)

Humanities and Arts (p. 18)
Natural Sciences (p. 19)
Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)
Diversity Course List (p. 20)
Foreign Language (p. 18) (for Bachelor of Arts)
Global Studies Course List (p. 21)
Minor or Certificate (p. 18)
Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student's first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BA in Technical Communication from EWU should be able to do the following:
- analyze communication problems to create effective technical communication;
- apply project management practices;
- conduct research to solve problems related to technical communication;
- contribute effectively to a collaborative technical communication team;
- deliver well-organized technical communication presentations;
- edit documents for technical communication contexts;
- use various software to design multi-channel technical communication;
- write user-centered technical communication.

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCOM 205</td>
<td>INTRODUCTION TO TECHNICAL COMMUNICATION</td>
<td>5</td>
</tr>
<tr>
<td>TCOM/JRNM 305</td>
<td>PRINT LAYOUT AND CONTENT DESIGN</td>
<td>5</td>
</tr>
<tr>
<td>TCOM 404</td>
<td>INSTRUCTIONS AND PROCEDURES</td>
<td>5</td>
</tr>
<tr>
<td>TCOM 407</td>
<td>PROPOSAL WRITING</td>
<td>5</td>
</tr>
</tbody>
</table>

Elective—choose one 300- or 400-level TCOM course in consultation with TCOM faculty 4-5

Total Credits 24-25
Modern Languages, Literatures and Philosophy

Jose M. Garcia-Sanchez, Chair
department page (https://www.ewu.edu/cale/programs/modern-languages/)
133P Patterson Hall
509.359.2862

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, Erina Romanowich

Undergraduate Degrees
BA–Spanish Major (p. 92)
BAE–Bilingual Education/Elementary Major (p. 93)
BAE–Bilingual Education/Secondary Major (p. 94)
BA–Spanish/Elementary Major (p. 95)
BA–Spanish/Secondary Major (p. 96)
Minor–Bilingual Education/Elementary or Secondary (p. 97)
Minor–French (p. 98)
Minor–German (p. 98)
Minor–Japanese (p. 98)
Minor–Spanish (p. 98)
BA–English as a Second Language (p. 99)
Minor–English as a Second Language (p. 100)
Certificate–Teaching English as a Second Language (p. 100)
BA–Philosophy Major (p. 102)
Minor–Philosophy (p. 103)
Certificate–Applied Ethics and Practical Philosophy (p. 103)

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 French, German, Japanese and Spanish. Classes in Chinese and 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
Students are welcome to consult with the chair of the department and/or with a language program faculty member in advance of enrollment. The Department of Modern Languages and Literatures is in Patterson Hall, suite 133. The reception number of the department is 509.359.2481. The phone numbers and email addresses of the chair and program faculty are also available on the university’s website.

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 with a minimum grade of B-

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.

In-Residence Rule in Minor Programs
In our Modern Language minor programs only second-year credits can be transferred from another institution. Course equivalency must be verified by each program.

Study Abroad and Core Requirements for Spanish
Students majoring or minoring in Spanish must complete SPAN 310/SPAN 311, SPAN 312 (http://catalog.ewu.edu/courseadmin/?code=SPAN%20312)/SPAN 313 and 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.

---

**Spanish Major, Bachelor of Arts (BA)**

The 60-credit major does not require the completion of a 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>
<td>SPAN 201</td>
<td>INTERMEDIATE SPANISH AND CULTURE</td>
<td>5</td>
</tr>
<tr>
<td>SPAN 202</td>
<td>INTERMEDIATE SPANISH AND CULTURE</td>
<td>5</td>
</tr>
<tr>
<td>SPAN 203</td>
<td>INTERMEDIATE SPANISH AND CULTURE</td>
<td>5</td>
</tr>
<tr>
<td>SPAN 310</td>
<td>ADVANCED GRAMMAR AND COMPOSITION</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 311</td>
<td>ADVANCED GRAMMAR AND COMPOSITION</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 320</td>
<td>CULTURAL STUDIES IN SPAIN</td>
<td>5</td>
</tr>
<tr>
<td>SPAN 321</td>
<td>CULTURAL STUDIES IN LATIN AMERICA</td>
<td>5</td>
</tr>
<tr>
<td>SPAN 338</td>
<td>SURVEY OF SPANISH LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>or SPAN 339</td>
<td>SURVEY OF SPANISH-AMERICAN LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>or SPAN 340</td>
<td>INTRODUCTION TO SPANISH LINGUISTICS</td>
<td></td>
</tr>
</tbody>
</table>

**Electives—select courses above SPAN 300**

Total Credits 60

**The 45-credit major requires the completion of a 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>
<td>SPAN 201</td>
<td>INTERMEDIATE SPANISH AND CULTURE</td>
<td>5</td>
</tr>
<tr>
<td>SPAN 202</td>
<td>INTERMEDIATE SPANISH AND CULTURE</td>
<td>5</td>
</tr>
<tr>
<td>SPAN 203</td>
<td>INTERMEDIATE SPANISH AND CULTURE</td>
<td>5</td>
</tr>
<tr>
<td>SPAN 310</td>
<td>ADVANCED GRAMMAR AND COMPOSITION</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 311</td>
<td>ADVANCED GRAMMAR AND COMPOSITION</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 320</td>
<td>CULTURAL STUDIES IN SPAIN</td>
<td>5</td>
</tr>
<tr>
<td>SPAN 321</td>
<td>CULTURAL STUDIES IN LATIN AMERICA</td>
<td>5</td>
</tr>
<tr>
<td>SPAN 338</td>
<td>SURVEY OF SPANISH LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>or SPAN 339</td>
<td>SURVEY OF SPANISH-AMERICAN LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>or SPAN 340</td>
<td>INTRODUCTION TO SPANISH LINGUISTICS</td>
<td></td>
</tr>
</tbody>
</table>

**Electives—select courses above SPAN 300**

Total Credits 45

**University Competencies and Proficiencies**

- English (p. )
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

**General Education Requirements (p. 17) (GER)**

- 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

**Breadth Area Core Requirements (p. 17) (BACR)**

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)
- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 14).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student's first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Upon the completion of the BA in Spanish, students will:
- analyze in written and spoken Spanish Hispanic cultural products, taking into consideration historical, artistic, linguistic, political, economic, and other social issues;
- demonstrate Spanish listening comprehension at the advanced-low (or higher) level of proficiency on the ACTFL scale;
- read Spanish at the advanced-low (or higher) level of proficiency on the ACTFL scale;
- speak Spanish at the advanced-low (or higher) level of proficiency on the ACTFL scale;
- write Spanish at the advanced-low (or higher) level of proficiency on the ACTFL scale.

Bilingual Education/Elementary Major, Bachelor of Arts in Education (BAE)

The Bilingual Education Program offers a major for those students preparing to teach dual language learners who wish to demonstrate their own commitment to learning an additional language. This Bilingual Education major requires the completion of a minor or certificate approved by an GNML advisor. Notes: students who want to have a second endorsement in a minor field will require more than 12 quarters to complete the BAE.

This major satisfies the endorsement for preschool through grade 12.

Foreign Language Requirement
Acceptance to the program is contingent upon scoring Advanced-Low or higher on both the oral and written ACTFL tests. As the State of Washington Professional Educator Board (PESB) requires bilingual education candidates to pass the ACTFL oral and written tests with a score of Advanced-Mid or higher in order to get the certification, candidates who score Advanced-Low on any of the ACTFL tests will be asked to prepare a plan to pass the ACTFL oral and written tests at the end of the certification at the Advanced-Mid level. This plan will require then to take for instance some upper-division foreign language courses.

Elementary Education students must complete the required Elementary Education Core and the following courses.

Grade Requirements: the minimum cumulative GPA for this program is ≥2.7.

Required English Course

<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>
</tbody>
</table>

Required English as a Second Language Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>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>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 General Modern Languages Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNML 391</td>
<td>PRINCIPLES OF BILINGUAL EDUCATION</td>
<td>5</td>
</tr>
<tr>
<td>GNML 392</td>
<td>PRACTICES AND ASSESSMENT FOR BILINGUAL EDUCATION</td>
<td>5</td>
</tr>
<tr>
<td>GNML 393</td>
<td>PRACTICUM: BILINGUAL EDUCATION (variable credit; must be repeated)</td>
<td>6</td>
</tr>
</tbody>
</table>

Required Capstone

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 491</td>
<td>SPANISH SENIOR THESIS (Required Capstone)</td>
<td>4</td>
</tr>
<tr>
<td>or ESLG 490</td>
<td>ENGLISH AS A SECOND LANGUAGE CAPSTONE</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 46

Education (p. 40)

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>
<th>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 303</td>
<td>FOUNDATIONS OF ASSESSMENT</td>
<td></td>
</tr>
<tr>
<td>EDUC 310</td>
<td>FOUNDATIONS OF ASSESSMENT AND LITERACY METHODS, MANAGEMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL</td>
<td>18</td>
</tr>
<tr>
<td>EDUC 338</td>
<td>and LANGUAGE AND SOCIAL STUDIES METHODS</td>
<td></td>
</tr>
<tr>
<td>EDUC 340</td>
<td>ASSESSMENT IN THE ELEMENTARY SCHOOL</td>
<td></td>
</tr>
<tr>
<td>EDUC 386A</td>
<td>1: INTEGRATED LANGUAGE ARTS FOR ELEMENTARY SCHOOL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and LANGUAGE AND SOCIAL STUDIES METHODS</td>
<td></td>
</tr>
<tr>
<td></td>
<td>METHODS 2: INTEGRATED SOCIAL STUDIES FOR ELEMENTARY SCHOOL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and FIELD EXPERIENCE AND PRACTICUM</td>
<td></td>
</tr>
</tbody>
</table>
Students who earn a BAE in Bilingual Education at EWU should be able to do the following:
- create developmentally-appropriate bilingual lesson plans grounded in language acquisition research;
- deliver an oral presentation designed to inform families of the benefits of a K–8 bilingual dual-language program;
- explain how pedagogical strategies support elementary and middle school students’ literacy;
- identify the effects of the interrelationship between language and culture on the bilingual classroom;
- identify the optimal elements in a WA standards-based lesson plan for bilingual Education;
- teach a lesson that supports the linguistic development of bilingual speakers.

**Bilingual Education/Secondary Major, Bachelor of Arts in Education (BAE)**

The Bilingual Education Program offers a major for those students preparing to teach dual language learners who wish to demonstrate their own commitment to learning an additional language. This Bilingual Education major requires the completion of a minor or certificate approved by an GNML advisor. Notes: students who want to have a second endorsement in a minor field will require more than 12 quarters to complete the BAE.

This major satisfies the endorsement for preschool through grade 12.

**Foreign Language requirement**

Acceptance to the program is contingent upon scoring Advanced-Low or higher on both the oral and written ACTFL tests. As the State of Washington Professional Educator Board (PESB) requires bilingual education candidates to pass the ACTFL oral and written tests with a score of Advanced-Mid or higher in order to get the certification, candidates who score Advanced-Low on any of the ACTFL tests will be asked to prepare a plan to pass the ACTFL oral and written tests at the end of the certification at the Advanced-Mid level. This plan will require then to take for instance some upper-division foreign language courses.

**Grade Requirements:** the minimum cumulative GPA for this program is ≥2.7.

Secondary Education students must complete the required Secondary Education Core and the following courses.

### Required English Course

<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>
</tbody>
</table>

### Required English as a Second Language Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>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>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 General Modern Languages Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNML 391</td>
<td>PRINCIPLES OF BILINGUAL EDUCATION</td>
<td>5</td>
</tr>
</tbody>
</table>

---

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 308</td>
<td>FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT</td>
<td>14</td>
</tr>
<tr>
<td>EDUC 380</td>
<td>and INTEGRATED STEM METHODS 1</td>
<td></td>
</tr>
<tr>
<td>EDUC 381</td>
<td>and INTEGRATED STEM METHODS 2</td>
<td></td>
</tr>
<tr>
<td>EDUC 386B</td>
<td>and FIELD EXPERIENCE AND PRACTICUM</td>
<td></td>
</tr>
</tbody>
</table>

**University Competencies and Proficiencies**

<table>
<thead>
<tr>
<th>Component</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Placement and Clearance Exams</td>
<td></td>
</tr>
<tr>
<td>Prior Learning/Sources of Credit AP, CLEP, IB</td>
<td></td>
</tr>
</tbody>
</table>

**General Education Requirements (p. 17) (GER)**

- 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

**Breadth Area Core Requirements (p. 17) (BACR)**

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

**University Graduation Requirements (p. 18) (UGR)**

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

---

**EDUC 423**

**ELEMENTARY STUDENT TEACHING K-8**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 423</td>
<td>ELEMENTARY STUDENT TEACHING K-8</td>
<td>12</td>
</tr>
</tbody>
</table>

**Total Credits**: 50-62

---

**EDUC 427**

**GENERAL STUDENT TEACHING K-12** (Variable credit. A minimum of 3 credits are required.)

---

**HIGH SCHOOL TEACHING Certification Requirements**

- 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

**EDUC 425**

**SECOND LANGUAGE LITERACY PLACEMENT AND ASSESSMENT**

- **ENGL 360** LANGUAGE STRUCTURE AND USE 5
- **ENSL 471** TEACHING ENGLISH ACROSS THE DISCIPLINES 3
- **ENSL 480** SECOND LANGUAGE ACQUISITION 4
- **ENSL 481** METHODS AND MATERIALS IN ENGLISH AS A SECOND OR FOREIGN LANGUAGE 4
- **ENSL 488** SECOND LANGUAGE PRINT LITERACY THEORIES 3
- **ENSL 489** CULTURAL AND LINGUISTIC DIVERSITY IN THE CLASSROOM 4
- **ENSL 492** SECOND LANGUAGE LITERACY PLACEMENT AND ASSESSMENT 3
- **ENSL 391** PRINCIPLES OF BILINGUAL EDUCATION 5

---

**EDUC 428**

**SECOND LANGUAGE ACQUISITION**

- **ENSL 471** TEACHING ENGLISH ACROSS THE DISCIPLINES 3
- **ENSL 480** SECOND LANGUAGE ACQUISITION 4
- **ENSL 481** METHODS AND MATERIALS IN ENGLISH AS A SECOND OR FOREIGN LANGUAGE 4
- **ENSL 488** SECOND LANGUAGE PRINT LITERACY THEORIES 3
- **ENSL 489** CULTURAL AND LINGUISTIC DIVERSITY IN THE CLASSROOM 4
- **ENSL 492** SECOND LANGUAGE LITERACY PLACEMENT AND ASSESSMENT 3
- **ENSL 391** PRINCIPLES OF BILINGUAL EDUCATION 5

---
All admitted students must officially Declare a Major (https://inside.ewu.edu(center-for-academic-advising-and-retentionacademic-planning-tools/declare-your-major/) by the time they reach 90 credits (junior standing).

Application for Graduation (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).

2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

**Students who earn a BAE in Bilingual Education at EWU should be able to do the following:**

- create developmentally-appropriate bilingual lesson plans grounded in language acquisition research;
- deliver an oral presentation designed to inform families of the benefits of a K-8 bilingual dual-language program;
- explain how pedagogical strategies support elementary and middle school students’ literacy;
- identify the effects of the interrelationship between language and culture on the bilingual classroom;
- identify the optimal elements in a WA standards-based lesson plan for bilingual Education;
- teach a lesson that supports the linguistic development of bilingual speakers.

---

**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 students must complete the required Elementary Education Core and the following courses.

**Required Spanish/Elementary Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNML 390</td>
<td>FOREIGN LANGUAGE METHODS</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 201</td>
<td>INTERMEDIATE SPANISH AND CULTURE</td>
<td>5</td>
</tr>
<tr>
<td>SPAN 202</td>
<td>INTERMEDIATE SPANISH AND CULTURE</td>
<td>5</td>
</tr>
<tr>
<td>SPAN 203</td>
<td>INTERMEDIATE SPANISH AND CULTURE</td>
<td>5</td>
</tr>
<tr>
<td>SPAN 310</td>
<td>ADVANCED GRAMMAR AND COMPOSITION</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 311</td>
<td>ADVANCED GRAMMAR AND COMPOSITION</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 320</td>
<td>CULTURAL STUDIES IN SPAIN</td>
<td>5</td>
</tr>
<tr>
<td>SPAN 321</td>
<td>CULTURAL STUDIES IN LATIN AMERICA</td>
<td>5</td>
</tr>
</tbody>
</table>

---

**Notes:**

- 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

**General Education Requirements (p. 17) (GER)**

- 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

**Breadth Area Core Requirements (p. 17) (BACR)**

- Humanities (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

**University Graduation Requirements (p. 18) (UGR)**

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)
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

**Education (p. 40)**

### 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>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 304</td>
<td>INTRODUCTION TO ELEMENTARY READING</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 303</td>
<td>FOUNDATIONS OF ASSESSMENT</td>
<td>18</td>
</tr>
<tr>
<td>&amp; EDUC 310</td>
<td>and LITERACY METHODS, MANAGEMENT AND</td>
<td></td>
</tr>
<tr>
<td>&amp; EDUC 338</td>
<td>ASSESSMENT IN THE ELEMENTARY SCHOOL</td>
<td></td>
</tr>
<tr>
<td>&amp; EDUC 340</td>
<td>and LANGUAGE AND SOCIAL STUDIES METHODS</td>
<td></td>
</tr>
<tr>
<td>&amp; EDUC 386A</td>
<td>1: INTEGRATED LANGUAGE ARTS FOR ELEMENTARY SCHOOL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and LANGUAGE AND SOCIAL STUDIES METHODS 2:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>INTEGRATED SOCIAL STUDIES FOR ELEMENTARY SCHOOL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and FIELD EXPERIENCE AND PRACTICUM</td>
<td></td>
</tr>
<tr>
<td>EDUC 308</td>
<td>FOUNDATIONS OF ELEMENTARY CLASSROOM</td>
<td>14</td>
</tr>
<tr>
<td>&amp; EDUC 380</td>
<td>MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>&amp; EDUC 381</td>
<td>and INTEGRATED STEM METHODS 1</td>
<td></td>
</tr>
<tr>
<td>&amp; EDUC 386B</td>
<td>and INTEGRATED STEM METHODS 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and FIELD EXPERIENCE AND PRACTICUM</td>
<td></td>
</tr>
<tr>
<td>EDUC 427</td>
<td>GENERAL STUDENT TEACHING K-12 (Variable</td>
<td>3-15</td>
</tr>
<tr>
<td></td>
<td>credit. A minimum of 3 credits are required.)</td>
<td></td>
</tr>
<tr>
<td>EDUC 423</td>
<td>ELEMENTARY STUDENT TEACHING K-8</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Credits  50-62

### University Competencies and Proficiencies

- English (p. )
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

### General Education Requirements (p. 17) (GER)

- 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

### Breadth Area Core Requirements (p. 17) (BACR)

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

### University Graduation Requirements (p. 18) (UGR)

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)

---

**Senior Capstone Course List (p. 21)**

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

**Upon completion of the BAE in Education (Spanish), students will:**

- analyze in Spanish Hispanic artistic products taking into consideration historical, political, economic, and other social issues;
- articulate one’s philosophy and methods for teaching Modern Languages through a teaching portfolio;
- demonstrate listening comprehension at the advanced-low (or higher) level of proficiency on the ACTFL scale in Spanish;
- read at the advanced-low (or higher) level of proficiency on the ACTFL scale in Spanish;
- speak at the advanced-low (or higher) level of proficiency on the ACTFL scale in Spanish;
- write at the advanced-low (or higher) level of proficiency on the ACTFL scale in Spanish.

### Spanish/Secondary Major, Bachelor of Arts in Education (BAE)

This major satisfies the endorsement for grades 5-12.

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.

Secondary Education students must complete the required Secondary Education Core and the following courses.

**Required Spanish/Secondary Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GNML 390</td>
<td>FOREIGN LANGUAGE METHODS</td>
<td>4</td>
</tr>
<tr>
<td>SPAN 201</td>
<td>INTERMEDIATE SPANISH AND CULTURE</td>
<td>5</td>
</tr>
<tr>
<td>SPAN 202</td>
<td>INTERMEDIATE SPANISH AND CULTURE</td>
<td>5</td>
</tr>
<tr>
<td>SPAN 203</td>
<td>INTERMEDIATE SPANISH AND CULTURE</td>
<td>5</td>
</tr>
<tr>
<td>SPAN 310</td>
<td>ADVANCED GRAMMAR AND COMPOSITION</td>
<td>3</td>
</tr>
</tbody>
</table>
All admitted students must officially Declare a Major (https://inside.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** (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Upon completion of the BAE, students will:
- analyze in Spanish Hispanic artistic products taking into consideration historical, political, economic, and other social issues;
- articulate one’s philosophy and methods for teaching Modern Languages through a teaching portfolio;
- demonstrate listening comprehension at the advanced-low (or higher) level of proficiency on the ACTFL scale in Spanish;
- read at the advanced-low (or higher) level of proficiency on the ACTFL scale in Spanish;
- speak at the advanced-low (or higher) level of proficiency on the ACTFL scale in Spanish;
- write at the advanced-low (or higher) level of proficiency on the ACTFL scale in Spanish.

**Bilingual Education/Elementary or Secondary Minor**

The Bilingual Education Program also offers a major for those students preparing to teach dual language learners who wish to demonstrate their own commitment to learning an additional language.

**Foreign Language requirement**

Acceptance to the program is contingent upon scoring Advanced-Low or higher on both the oral and written ACTFL tests. As the State of Washington Professional Educator Board (PESB) requires bilingual education candidates to pass the ACTFL oral and written tests with a score of Advanced-Mid or higher in order to get the certification, candidates who score Advanced-Low on any of the ACTFL tests will be asked to prepare a plan to pass the ACTFL oral and written tests at the end of the certification at the Advanced-Mid level. This plan will require then to take for instance some upper-division foreign language courses.

This major satisfies the endorsement for preschool through grade 12.

**Grade Requirements:** the minimum cumulative GPA for this program is ≥2.7.

**Required English as a Second Language Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESLG 480</td>
<td>SECOND LANGUAGE ACQUISITION</td>
<td>4</td>
</tr>
<tr>
<td>ESLG 489</td>
<td>CULTURAL AND LINGUISTIC DIVERSITY IN THE CLASSROOM</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 311</td>
<td>ADVANCED GRAMMAR AND COMPOSITION</td>
<td>3</td>
</tr>
<tr>
<td>SPAN 320</td>
<td>CULTURAL STUDIES IN SPAIN</td>
<td>5</td>
</tr>
<tr>
<td>SPAN 321</td>
<td>CULTURAL STUDIES IN LATIN AMERICA</td>
<td>5</td>
</tr>
<tr>
<td>SPAN 338</td>
<td>SURVEY OF SPANISH LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>or SPAN 339</td>
<td>SURVEY OF SPANISH-AMERICAN LITERATURE</td>
<td></td>
</tr>
</tbody>
</table>

**Electives—Choose courses above SPAN 300**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 426</td>
<td>SECONDARY STUDENT TEACHING 7-12</td>
<td>12</td>
</tr>
</tbody>
</table>

**Total Credits**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 386B</td>
<td>FIEL EXPERIENCE AND PRACTICUM General Student Teaching K-12 (These are variable credit courses. The minimum for each is 3 credits.)</td>
<td>6-15</td>
</tr>
<tr>
<td>EDUC 427</td>
<td>SECONDARY STRATEGIES, MANAGEMENT, ASSESSMENT</td>
<td></td>
</tr>
<tr>
<td>EDUC 431</td>
<td>and FOUNDATIONS OF SECONDARY CLASSROOM</td>
<td></td>
</tr>
<tr>
<td>EDUC 303</td>
<td>FOUNDATIONS OF ASSESSMENT</td>
<td>15</td>
</tr>
<tr>
<td>&amp; EDUC 309</td>
<td>MANAGEMENT</td>
<td></td>
</tr>
</tbody>
</table>

**University Competencies and Proficiencies**

- English (p. )
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

**General Education Requirements**

- 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

**Breadth Area Core Requirements**

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

**University Graduation Requirements**

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

**SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.**
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>
<td>FREN 201</td>
<td>SECOND-YEAR FRENCH LANGUAGE AND CULTURE I</td>
<td>5</td>
</tr>
<tr>
<td>FREN 202</td>
<td>SECOND-YEAR FRENCH LANGUAGE AND CULTURE II</td>
<td>5</td>
</tr>
<tr>
<td>FREN 203</td>
<td>SECOND YEAR FRENCH III</td>
<td>5</td>
</tr>
</tbody>
</table>

Required Electives—choose upper-division FREN courses

Total Credits: 17

Upon the completion of the minor, students will:

• analyze, in French, works produced by Francophone artists: taking into consideration historical, political, economic, cultural and other social topics;
• demonstrate listening comprehension at the Intermediate-low (or higher) level of proficiency on the ACTFL scale in French;
• read at the Intermediate-low (or higher) level of proficiency on the ACTFL scale in French;
• speak at the Intermediate-low (or higher) level of proficiency on the ACTFL scale in French;
• write at the Intermediate-low (or higher) level of proficiency on the ACTFL scale in French.

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>
</tr>
</thead>
<tbody>
<tr>
<td>GERM 201</td>
<td>INTERMEDIATE GERMAN AND CULTURE</td>
<td>5</td>
</tr>
<tr>
<td>GERM 202</td>
<td>INTERMEDIATE GERMAN AND CULTURE</td>
<td>5</td>
</tr>
<tr>
<td>GERM 203</td>
<td>SECOND-YEAR GERMAN</td>
<td>5</td>
</tr>
</tbody>
</table>

Electives—select course above GERM 300.

Total Credits: 17

Upon the completion of the minor, students will:

• analyze, in German, works produced by German artists: taking into consideration historical, political, economic, cultural and other social topics;
• demonstrate listening comprehension at the Intermediate-low (or higher) level of proficiency on the ACTFL scale in German;
• read at the Intermediate-low (or higher) level of proficiency on the ACTFL scale in German;
• speak at the Intermediate-low (or higher) level of proficiency on the ACTFL scale in German;
• write at the Intermediate-low (or higher) level of proficiency on the ACTFL scale in German.

Japanese 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>
<td>JAPN 201</td>
<td>INTERMEDIATE JAPANESE AND CULTURE</td>
<td>5</td>
</tr>
<tr>
<td>JAPN 202</td>
<td>INTERMEDIATE JAPANESE AND CULTURE</td>
<td>5</td>
</tr>
<tr>
<td>JAPN 203</td>
<td>INTERMEDIATE JAPANESE AND CULTURE</td>
<td>5</td>
</tr>
</tbody>
</table>

Elective—choose a JAPN course above the 300 level.

Total Credits: 17

Upon the completion of the minor, students will:

• analyze, in Japanese, works produced by Japanese artists: taking into consideration historical, political, economic, cultural and other social topics;
• demonstrate listening comprehension at the Intermediate-low (or higher) level of proficiency on the ACTFL scale in Japanese;
• read at the Intermediate-low (or higher) level of proficiency on the ACTFL scale in Japanese;
• speak at the Intermediate-low (or higher) level of proficiency on the ACTFL scale in Japanese;
• write at the Intermediate-low (or higher) level of proficiency on the ACTFL scale in Japanese.

Spanish Minor

Grade Requirements: the minimum cumulative GPA for this program is ≥2.7. Students must complete at least 5 credits in residence at EWU.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPAN 201</td>
<td>INTERMEDIATE SPANISH AND CULTURE</td>
<td>5</td>
</tr>
<tr>
<td>SPAN 202</td>
<td>INTERMEDIATE SPANISH AND CULTURE</td>
<td>5</td>
</tr>
<tr>
<td>SPAN 203</td>
<td>INTERMEDIATE SPANISH AND CULTURE</td>
<td>5</td>
</tr>
</tbody>
</table>

Electives—choose courses above SPAN 300.

Total Credits: 17

Upon the completion of the minor, students will:

• analyze, in Spanish, works produced by Spanish artists: taking into consideration historical, political, economic, cultural and other social topics;
• demonstrate reading comprehension at the Intermediate-low (or higher) level of proficiency on the ACTFL scale in Spanish;
• read at the Intermediate-low (or higher) level of proficiency on the ACTFL scale in Spanish;
• speak at the Intermediate-low (or higher) level of proficiency on the ACTFL scale in Spanish;
• write at the Intermediate-low (or higher) level of proficiency on the ACTFL scale in Spanish.
English as a Second Language

Gina Mikel Petrie, Program Coordinator
133H Patterson Hall
509.359.6124

Undergraduate Degrees
BA—English as a Second Language (p. 99)
Minor—English as a Second Language (p. 100)
Certificate—Teaching English as a Second Language (p. 100)

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 in cooperation 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, a TESOL Certificate, or a major (which combines a TESOL Certificate and a language minor). Students are prepared through the examination of fundamentals of educational linguistics, 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)

This 54–55 credit English as a Second Language major requires the completion of a minor or certificate approved by an ESLG advisor.

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.

Notes:
• additional upper-division courses are required to meet the university's graduation requirements (UGR);
• this major requires the completion of a minor—students need to declare a minor separate from the language requirement embedded in the major.

Grade Requirements: a cumulative GPA of 2.7 is required.

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 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>

Total Credits: 54-55
University Competencies and Proficiencies

English (p. 16)
Mathematics (p. 16)
Placement and Clearance Exams (p. 407)
Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)
- 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

Breadth Area Core Requirements (p. 17) (BACR)

Humanities and Arts (p. 18)
Natural Sciences (p. 19)
Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)

Diversity Course List (p. 20)
Foreign Language (p. 18) (for Bachelor of Arts)
Global Studies Course List (p. 21)
Minor or Certificate (p. 18)
Senior Capstone Course List (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 each English for occupations.

Required Foundational—complete the following (may be taken in any order)

<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>SECOND LANGUAGE ACQUISITION</td>
<td>4</td>
</tr>
<tr>
<td>ESLG 471</td>
<td>METHODS AND MATERIALS IN ENGLISH AS A SECOND OR FOREIGN LANGUAGE</td>
<td>4</td>
</tr>
<tr>
<td>ESLG 478</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

<table>
<thead>
<tr>
<th>Course</th>
<th>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</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ESLG 486</td>
<td>ENGLISH AS A SECOND LANGUAGE PRACTICUM</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 32

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</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>
</tbody>
</table>

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Upon completion of the Teaching English as a Second Language B.A., students should be able to:
- demonstrate intermediate level of proficiency on the ACTFL scale in a foreign language;
- design optimal language learning environments grounded in research related to second language acquisition;
- effectively assess language learning development;
- employ a disposition of cultural humility in teaching-related communications;
- plan instruction that is appropriate for students’ cultural, linguistic, and educational backgrounds.
ESLG 481 METHODS AND MATERIALS IN ENGLISH AS A SECOND OR FOREIGN LANGUAGE 4
ESLG 488 SECOND LANGUAGE PRINT LITERACY THEORIES 3
ESLG 489 CULTURAL AND LINGUISTIC DIVERSITY IN THE CLASSROOM 4
ESLG 492 SECOND LANGUAGE LITERACY PLACEMENT AND ASSESSMENT 3

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.

ESLG 486 ENGLISH AS A SECOND LANGUAGE PRACTICUM (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.)

Total Credits 33

University Competencies and Proficiencies

English (p. )
Mathematics (p. 16)
Placement and Clearance Exams (p. 407)
Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)
• 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

Breadth Area Core Requirements (p. 17) (BACR)
Humanities and Arts (p. 18)
Natural Sciences (p. 19)
Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)
Diversity Course List (p. 20)
Foreign Language (p. 18) (for Bachelor of Arts)
Global Studies Course List (p. 21)
Minor or Certificate (p. 18)
Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.
Philosophy

Dr. Terrance MacMullan (tmacmullan@ewu.edu), Director
department page (https://www.ewu.edu/cale/programs/philosophy/)
229C Patterson
509.359.7064

Faculty
Kevin S. Decker, Christopher C. Kirby, Terrance MacMullan, Mimi Marinucci, David Weise.

Undergraduate Degrees
BA–Philosophy Major (p. 102)
Minor–Philosophy (p. 103)
Certificate–Applied Ethics and Practical Philosophy (p. 103)

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 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.

Philosophy Major, Bachelor of Arts (BA)
The 60 credit major does not require completion of a minor. 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 Courses
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 215</td>
<td>INTRODUCTION TO FORMAL LOGIC</td>
<td>5</td>
</tr>
<tr>
<td>PHIL/HONS 320</td>
<td>HISTORY OF ANCIENT WESTERN PHILOSOPHY</td>
<td>5</td>
</tr>
<tr>
<td>PHIL/HONS 321</td>
<td>HISTORY OF MODERN WESTERN PHILOSOPHY</td>
<td>5</td>
</tr>
<tr>
<td>PHIL/HONS 322</td>
<td>HISTORY OF CONTEMPORARY WESTERN PHILOSOPHY</td>
<td>5</td>
</tr>
</tbody>
</table>

Electives—choose 40 credits in philosophy in consultation with a departmental advisor.

Note: no more than 15 credits may be taken in 200-level philosophy courses.

Capstone Requirement—choose one of the following or any Senior Capstone with your advisor's approval.

Total Credits 64-65
The 49–50 credit major requires completion of a minor. 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
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHIL 215</td>
<td>INTRODUCTION TO FORMAL LOGIC</td>
<td>5</td>
</tr>
<tr>
<td>PHIL/HONS 320</td>
<td>HISTORY OF ANCIENT WESTERN PHILOSOPHY</td>
<td>5</td>
</tr>
<tr>
<td>PHIL/HONS 321</td>
<td>HISTORY OF MODERN WESTERN PHILOSOPHY</td>
<td>5</td>
</tr>
<tr>
<td>PHIL/HONS 322</td>
<td>HISTORY OF CONTEMPORARY WESTERN PHILOSOPHY</td>
<td>5</td>
</tr>
</tbody>
</table>

Required Philosophy Electives—choose in consultation with a departmental advisor.

Note: no more than 15 credits may be taken in 200-level philosophy courses.

Capstone Requirement—choose one of the following or any Senior Capstone with advisor's approval.

Total Credits 49-50
The 49–50 credit major requires completion of a minor. 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.

University Competencies and Proficiencies

English (p. 16)
Mathematics (p. 16)
Placement and Clearance Exams (p. 407)
Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)
- 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

Breadth Area Core Requirements (p. 17) (BCAR)
- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)
University Graduation Requirements (p. 18) (UGR)
Diversity Course List (p. 20)
Foreign Language (p. 18) (for Bachelor of Arts)
Global Studies Course List (p. 21)
Minor or Certificate (p. 18)
Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BA in Philosophy from EWU should be able to do the following:
• 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 20
Note: no more than 10 credits may be taken in 200-level philosophy courses

Total Credits 20

Applied Ethics and Practical Philosophy Certificate
The Applied Ethics and Practical Philosophy Certificate Program seeks to nurture the application of ethical and philosophical ideas toward concerns in social, political, economic and cultural life. The chief goal of the program is to offer practically oriented, but philosophically based, expertise in ethics and normative theory.

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/GWSS 417 WOMEN AND ETHICS
PHIL 445 BIOMEDICAL ETHICS
PHIL 447 ENVIRONMENTAL ETHICS
PHIL 499 DIRECTED STUDY

Elective Courses—choose three of the following 10-15
AAST/ECON/GWSS 324 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
GWSS 471 HUMAN RIGHTS AND WOMEN’S RIGHTS
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

Total Credits 25-30
University Competencies and Proficiencies

- English (p. )
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)
- 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

Breadth Area Core Requirements (p. 17) (BACR)
- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)
- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn an Applied Ethics and Practical Philosophy Certificate from EWU should be able to do the following:
- analyze connections between ethics and law, culture, the environment, history and public policy;
- demonstrate understanding of, and be able to apply fundamental theories in ethics, including but not limited to deontology, utilitarianism, virtue and care perspectives, feminist ethics and pragmatism;
- refine and improve their own ethical perspectives in dialogue and critical writing.
Music

Jonathan Middleton (jmiddlet@ewu.edu), Chair
department page (https://www.ewu.edu/cale/music/)
119 Music Bldg.
509.359.2241

Faculty

Jane Ellsworth, Stephan Friel, Donald Goodwin, Jody Graves, Jenny
Kellogg, John Marshall, Jonathan Middleton, Andrew Plamondon, Kristina
Ploeger-Hekmatpanah, Julia Salerno, Shawn Trail, Michael Waldrop,
Sheila Woodward.

Undergraduate Degrees

BA–Music (p. 107)
BA–Music Technology and Entrepreneurship (p. 108)
BA–Music Theatre (p. 109)
BM–Instrumental Performance (p. 110)
BM–(p. 111) Jazz (p. 111)
BM–(p. 113) Music Composition (p. 113)
BM–(p. 114) Piano Performance (p. 114)
BM–(p. 115) Vocal Performance (p. 115)
BME–Music Education (p. 116)
Minor–Music (p. 118)

Graduate Degrees

MA–Music (p. 118)
MM–Jazz Studies (p. 119)
MM–Music Education (p. 119)
MM–Performance (p. 120)

The courses listed for each program may be sequential, offered only in
certain years, or have pre-requisites that are not clearly listed. Please
consult course descriptions for details.

Admission Requirements for High School and Transfer Students

High school students considering a major in music (BM, BA or BME
Degrees) should have requisite performance abilities, and basic music
reading skills. (For students entering the BA in Music Technology and
Entrepreneurship, please see admission requirements under that degree
title) Acceptance to the department in all degrees is determined by a
performance audition on the primary instrument or voice. Students
intending to enroll as music majors should contact the Department of
Music office to schedule their performance audition and receive advising
for course plans and schedules. (Note: All music majors/minors are
assigned a music advisor, which is in addition to their General Education
advisor.) This applies to all new students, both freshmen and transfers.

Students transferring from community colleges should refer to the EWU
Online Transfer Guide. All transfers should have been enrolled in a major
ensemble (band, orchestra or choir) and in applied music lessons on their
primary instrument every term of attendance during their two-year (AA
or AFA) program. Each transfer student will be administered a theory
placement exam before classes begin. In some instances students may
be required to repeat certain theory classes in order to assure success
in the university music program. In addition, incoming freshmen and
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 success in
completing the Piano Proficiency Exam. Transfer students may transfer a
maximum of 90 credits.

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.

Major Declaration

In addition to being accepted to the university, all prospective music
majors/minors must apply for acceptance into the music department
degree program. Once accepted, all students will be assigned a music
advisor to assist them with course planning and program requirements.
Important: students must submit a formal declaration of their intended
major with the music office during the first quarter of their enrollment.

Major Ensemble Requirement

All students enrolled as 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 ensemble courses
MUSE 320, MUSE 321, MUSE 322, MUSE 330, MUSE 340 and MUSE 341.
Pianists may substitute piano ensemble, MUSE 362, 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 the applied
faculty instructor, except during the student teaching quarter. 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.

Convocation and Recital Policy–Enrollment in Convocation (our weekly
public recital hour) MUSC 110 is required of all music majors for 11
quarters. The required number for transfer students will be determined
on an individual basis. All music majors enrolled at EWU are required
to register for MUSC 110 and attend 15 concerts per quarter (45 for the
academic year) during the period that the student is a full-time music
major. Performances that fulfill this requirement include EWU Music
Department convocations, student recitals, faculty and guest artist
recitals, ensemble concerts, EWU sponsored performances, and off-
campus performances approved by faculty. Students will be given credit
for participating in performances, when evidence is provided through the
card reader system or with a printed program submitted to the music
office.
Undergraduate Programs

The Department of Music offers a world-class team of faculty artists and scholars who are dedicated to preparing music majors for a variety of careers, in performance, composition, education, music technology/industry and beyond. We also invite non-majors to participate in classes, lessons and ensembles or consider a music minor as a compliment to their major. Our nationally accredited degrees and options provide substantive training for students who wish to become performers, composers, conductors, theorists, music industry entrepreneurs, audio engineers, educators, or scholars. MUSC 212 Music in Arts and Culture and MUSC 213 – American Popular Music: 1920 and Beyond is open to all students and can be counted toward the Breadth Area Core Requirements (BACRs). Music majors and minors receive private instruction in voice and instruments, as well as experience in musical ensembles—bands, choirs, orchestra, chamber ensembles, pop combos, jazz combos and musical theatre. Over 100 public concerts and recitals are presented throughout the school year by the 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 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 a source for building creative and expressive skills that will complement other professional ambitions.

Facilities

The Music building features a renovated recital hall, a piano laboratory with 16 units, and includes 5 digital-audio work stations for music composition and arranging with the latest software programs. We also have a music technology/audio engineering lab. There are 32 practice rooms, 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 Steinway D concert pianos in the recital hall, and numerous string, percussion and wind instruments for students to use while in residence. The renovated Showalter Hall serves as an additional performance venue on campus, as does the Hargreaves Reading Room.

Scholarships

The Department of Music has significant talent scholarships available to incoming freshmen, transfer students and graduate students. For information on audition dates and scholarship details, phone 509.359.2241 or visit our website (https://sites.ewu.edu/music/).

Employment Outlook and Placement

Our students have nearly a 100% placement in securing employment following graduation. EWU music graduates are employed in K-12 music education, studio/course 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, professions related to music industry, 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, music theater, or music technology and entrepreneurship and/or planning for graduate studies in music history, theory, music industry or music technology.

Performance Concentrations: bassoon, clarinet, composition, 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 Center of Excellence by the Washington State Legislature in 1998.

Graduate Program

Jody Graves, DMA, Program Director
232 Music Bldg.
509.359.6119

The Graduate program offers an exciting and fulfilling experience for music professionals at any stage of their career to pursue a masters degree in an environment that provides significant performing and teaching opportunities. Students applying for the Master of Music or Master of Arts degree program must hold an appropriate baccalaureate degree in the music field from an accredited institution. In addition to the university application, prospective students 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.

All prospective graduate applicants (with the exception of MM/Music Ed applicants) will perform an audition in person, or submit an unedited digital recording (audio or visual format) of their performance demonstrating abilities in three contrasting style periods and genres. Applicants must also submit a letter of intention outlining their desire to pursue a graduate degree, any relevant experience they have had in the field, or anything else related to their expected success in the graduate program. MM/Music 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, music industry, composition, business careers in music, collegiate teaching positions or a combination of these areas can work with the graduate program director to design a program to suit their needs within the MA/Music Liberal Arts program. The MA and MM degrees are also designed to prepare the student for further graduate study and doctoral programs. The EWU graduate program is accredited by NASM.

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. In addition, the music graduate program director will work with prospective students to create a curriculum plan, tailored for individual needs and schedules, to ensure a substantive and successful program.
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 performance, internship, thesis, project or other applicable research. This exam will be administered by a committee chaired by the candidate's advisor, 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:
• MM/Music Education students are required to take MUSC 600, Graduate Thesis.
• Prior to commencing research, a thesis proposal must receive approval from the thesis committee and, if human subjects are involved, by the IRB.

Music, Bachelor of Arts (BA)
This is a program designed for the study of music within a creative liberal arts curriculum. Students may focus on areas such as Music History, Music Theory, Performance, Pedagogy, Collaborative Performance or Music Composition. Students are prepared for careers in studio teaching, music instruction on voice or instrument, accompanying, orchestral and ensemble performance, and graduate school. Students must perform an audition on their primary instrument/voice to be admitted into the program.

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 ≥C.

Required Non-Credit Music Components

<table>
<thead>
<tr>
<th>MUSC 110</th>
<th>CONVOCATION AND RECITAL ATTENDANCE (must be repeated each term)</th>
</tr>
</thead>
</table>

Piano Proficiency

Required Music Courses

<table>
<thead>
<tr>
<th>MUSC 101</th>
<th>MUSIC THEORY I</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 102</td>
<td>and MUSIC THEORY II</td>
</tr>
<tr>
<td>MUSC 103</td>
<td>and MUSIC THEORY III</td>
</tr>
<tr>
<td>MUSC 104</td>
<td>SIGHT SINGING AND AURAL SKILLS</td>
</tr>
<tr>
<td>MUSC 105</td>
<td>and SIGHT SINGING AND AURAL SKILLS II</td>
</tr>
<tr>
<td>MUSC 106</td>
<td>and SIGHT SINGING AND AURAL SKILLS III</td>
</tr>
<tr>
<td>MUSC 121</td>
<td>PIANO CLASS II FOR MAJORS</td>
</tr>
<tr>
<td>MUSC 122</td>
<td>and PIANO CLASS III FOR MAJORS</td>
</tr>
<tr>
<td>MUSC 201</td>
<td>MUSIC THEORY IV</td>
</tr>
<tr>
<td>MUSC 202</td>
<td>and MUSIC THEORY V</td>
</tr>
<tr>
<td>MUSC 203</td>
<td>and 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>and SIGHT SINGING AND AURAL SKILLS V</td>
</tr>
<tr>
<td>MUSC 250</td>
<td>MUSIC HISTORY AND LITERATURE I</td>
</tr>
<tr>
<td>MUSC 251</td>
<td>and MUSIC HISTORY AND LITERATURE II</td>
</tr>
<tr>
<td>MUSC 252</td>
<td>and MUSIC HISTORY AND LITERATURE III</td>
</tr>
<tr>
<td>MUSC 310</td>
<td>BASIC CONDUCTING</td>
</tr>
<tr>
<td>MUSC 357</td>
<td>MUSIC IN DIVERSE CULTURES</td>
</tr>
</tbody>
</table>

Applied Music Requirements—must be repeated

<table>
<thead>
<tr>
<th>MUSC 108</th>
<th>INSTRUCTION ON INSTRUMENT OR VOICE</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 208</td>
<td>INSTRUCTION ON VOICE OR INSTRUMENT</td>
</tr>
</tbody>
</table>

Electives at the 300- and 400-level

Required Senior Capstone/Thesis

<table>
<thead>
<tr>
<th>MUSC 491</th>
<th>MUSIC SENIOR THESIS</th>
</tr>
</thead>
<tbody>
<tr>
<td>or MUSC 490</td>
<td>SENIOR CAPSTONE</td>
</tr>
</tbody>
</table>

Total Credits 84

University Competencies and Proficiencies

English (p. )
Mathematics (p. 16)
Placement and Clearance Exams (p. 407)
Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)
• 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

Breadth Area Core Requirements (p. 17) (BACR)

| Humanities and Arts (p. 18) |
| Natural Sciences (p. 19) |
| Social Sciences (p. 19) |

University Graduation Requirements (p. 18) (UGR)

| Diversity Course List (p. 20) |
| Foreign Language (p. 18) (for Bachelor of Arts) |
| Global Studies Course List (p. 21) |
| Minor or Certificate (p. 18) |
| Senior Capstone Course List (p. 21) |

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BA in Music with Liberal Arts from EWU should be able to do the following:

• compose, perform, and/or teach music effectively;
• demonstrate technical and aesthetic understanding of music.

Music Technology and Entrepreneurship, Bachelor of Arts (BA)

The Bachelor of Arts in Music Technology and Entrepreneurship is designed to provide professional training for students who aim to succeed as creative entrepreneurs, performers, songwriters, engineers, and producers in the music industry. This program includes a contemporary music curriculum that addresses the dynamic and changing landscape of the music profession. Additionally, this degree includes courses from Engineering and Business to provide relevant training in this emerging field. The advancements in technology impact how music is performed, consumed, produced and marketed, and there is an abundance of opportunity for today’s musician not addressed in traditional undergraduate music degree programs.

BA-MUTE Entrance Requirements: Our Approach: Our audition process is holistic and inclusive in approach and meant to assess your overall abilities as a musician. We are also interested in seeing how you function in an ensemble setting.

Your Prepared Piece: Performed live (can be pre-recorded- but must include a professional quality video of the performance), approximately three–five minutes in length, and in any style that demonstrates your instrumental proficiency and your overall musicianship. Your selection should showcase your ability in areas such as: live looping, loop variation, a live remix, a composition from a pre-existing repertoire or a movement, sonata, concerto, or etude, live effects processing, finger drumming, and/or live keyboard/synth playing.

Your Portfolio: You must also submit a portfolio (three–five works) of your strongest post-production work. (Transfer students only) Accompanying the portfolio submit a 500–1000 word portfolio explanation, which will also serve as your technical writing sample. The BA-MUTE program at EWU embraces and values all musical styles, so you should select works that you are comfortable with and that displays your strengths as a musician.

Your Interview: You will participate in a brief interview with one of our admissions representatives to discuss your goals, aspirations, and what you will bring to EWU MUSIC. The board of admissions encourages you to share your creative work; however, instead of bringing supplemental material to your interview, please provide a link to your streaming account (YouTube, SoundCloud, Spotify, etc.) or a personal website when you submit your application. Please contact us with any questions about this process.

Note: two years of a single high school foreign language or one year of a single college-level foreign language is required.
Entrepreneurship from EWU should be able to do the following:

Students who successfully earn a BA in Music Technology and
Graduate (undergraduate and post-baccalaureate) must be made at least two terms in advance of the term you expect to

Application for Graduation (use planning-tools/declare-your-major/inside.ewu.edu/center-for-academic-advising-and-retention/academic-

All admitted students must officially

University Graduation Requirements (p. 17) (UGR)

Diversity Course List (p. 20)

Foreign Language (p. 18) (for Bachelor of Arts)

Global Studies Course List (p. 21)

Minor or Certificate (p. 18)

Senior Capstone Course List (p. 21)

University Competencies and Proficiencies

English (p. 16)

Mathematics (p. 16)

Placement and Clearance Exams (p. 407)

Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

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

General Education Requirements (p. 17) (GER)

Humanities and Arts (p. 18)

Social Sciences (p. 19)

Natural Sciences (p. 19)

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).

2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BA in Music Technology and Entrepreneurship from EWU should be able to do the following:

• demonstrate skills in music industry production;

• demonstrate technical skill acuity in audio engineering.

Musical Theatre, Bachelor of Arts (BA)

This is a new Musical Theatre BA created by integrating the current Music and Theatre resources. The departments will collaborate to provide

EWU students with a comprehensive degree. This program combines courses in dance, music and theatre.

There is a high demand for Musical Theatre 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 theatre degree program in the Inland Northwest region. The program combines the rigor of both the music and the theatre programs in providing the highest quality Musical Theatre training. Future collaborations in technology arts and audio engineering will be incorporated as we employ contemporary practices in musical theatre productions.

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

Required Dance Courses

THTR 161 BALLET I 2
THTR 176 MODERN DANCE I 2
THTR 180 JAZZ DANCE I 2

Required Music Courses

MUSC 101 MUSIC THEORY I 9
&MUSC 102 and MUSIC THEORY II
&MUSC 103 and MUSIC THEORY III
MUSC 104 SIGHT SINGING AND AURAL SKILLS 3
&MUSC 105 and SIGHT SINGING AND AURAL SKILLS II
&MUSC 106 and SIGHT SINGING AND AURAL SKILLS III
MUSC 120 PIANO CLASS I FOR MAJORS 3
&MUSC 121 and PIANO CLASS II FOR MAJORS
&MUSC 122 and PIANO CLASS III FOR MAJORS
MUSC 170 COMMERCIAL VOICE LESSON (must be repeated for 6 credits) 6
MUSC 371 COMMERCIAL VOICE LESSON (must be repeated for 6 credits) 6
MUSC 320 DICTION FOR SINGERS I 1
MUSC 470 SENIOR RECITAL 1-5

Required Music Ensembles

MUSE 340 SYMPHONIC CHOIR (must be repeated)
or MUSE 341 CONCERT CHOIR
MUSE 350 OPERA WORKSHOP (must be repeated)

Music Electives at the 300- or 400-level

MUSE 305 VOCAL JAZZ II
MUSE 340 SYMPHONIC CHOIR
MUSE 341 CONCERT CHOIR
MUSE 350 OPERA WORKSHOP
MUSE 380 POP COMBO

Required Theatre Courses

THTR 150 FUND OF MUSIC/DANCE THEATRE 3
THTR 110 MOVEMENT AND VOICE 3
THTR 210 ACTING I 4
THTR/HUMN 303 SURVEY OF THEATRE HISTORY 5
**Instrumental Performance, Bachelor of Music (BM)**

**Application for Graduation** (use [EagleNET](https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the [Catalog Archives](https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

[SOAR](https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).

2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BA in Musical Theatre from EWU should be able to do the following:

- learn performance, technical staging and production aspects of the Musical theatre genre, both in contemporary modes and classical modes;
- learn the vocal, dramatic and choreography aspects of Musical Theatre performance techniques;
- train in Musical Theatre production and performance.

### Instrumental Performance, Bachelor of Music (BM)

**Entrance Requirements:** Students must audition on their applied instrument with the appropriate faculty and be accepted into a studio for applied studies.

In this program leading to the Bachelor of Music, the department provides thoroughly professional training for the aspiring performance artist and prepares students for careers in performance, teaching, collaborative music making, ensemble experience and music leadership. The student can also prepare for advanced degree studies in masters and doctoral programs, which may lead to collegiate teaching careers. This course of study presupposes that the student will have a strong background in pre-college musical performance and training, demonstrated in the entrance audition.

**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 ≥C.

### Required Non-Credit Music Components

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 110</td>
<td>CONVOCATION AND RECITAL ATTENDANCE (must be repeated each term)</td>
</tr>
</tbody>
</table>

### Piano Proficiency

- Junior Recital

### Required Instrumental Performance Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Description</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>
</tbody>
</table>

**All admitted students must officially Declare a Major** (https://inside.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major/) by the time they reach 90 credits (junior standing).
MUSC 121 PIANO CLASS II FOR MAJORS 2
&MUSC 122 and PIANO CLASS III FOR MAJORS
MUSC 201 MUSIC THEORY IV 9
&MUSC 202 and MUSIC THEORY V
&MUSC 203 and MUSIC THEORY VI
MUSC 204 SIGHT SINGING AND AURAL SKILLS IV 2
&MUSC 205 and SIGHT SINGING AND AURAL SKILLS V
MUSC 244 MUSIC TECHNOLOGY 2
MUSC 250 MUSIC HISTORY AND LITERATURE I 12
&MUSC 251 and MUSIC HISTORY AND LITERATURE II
&MUSC 252 and MUSIC HISTORY AND LITERATURE III
MUSC 310 BASIC CONDUCTING 2
MUSC 312 ADVANCED CONDUCTING 2
MUSC 357 MUSIC IN DIVERSE CULTURES 3
MUSC 470 SENIOR RECITAL 1-5

Applied Music Requirements—must be repeated 24
MUSC 140 APPLIED INSTRUCTION ON INSTRUMENT OR VOICE
MUSC 240 APPLIED INSTRUCTION ON INSTRUMENT OR VOICE
MUSC 340 APPLIED INSTRUCTION ON INSTRUMENT OR VOICE
MUSC 440 APPLIED INSTRUCTION ON INSTRUMENT OR VOICE

Choose one of the following courses applicable to the student’s major instrument 3
MUSC 462 STRING PEDAGOGY
MUSC 463 WOODWIND PEDAGOGY
MUSC 464 BRASS PEDAGOGY
MUSC 468 PERCUSSION PEDAGOGY

Major 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

Minor Music Ensemble Requirements—choose a minimum of two 2
MUSE 330 ORCHESTRA
MUSE 340 SYMPHONIC CHOIR
MUSE 341 CONCERT CHOIR
MUSE 350 OPERA WORKSHOP
MUSE 360 BRASS ENSEMBLE
MUSE 362 CHAMBER MUSIC ENSEMBLES
MUSE 366 GUITAR ENSEMBLE
MUSE 367 PERCUSSION ENSEMBLE
MUSE 368 PIANO ENSEMBLE
MUSE 369 SAXOPHONE ENSEMBLE
MUSE 380 POP COMBO

Required Senior Capstone/Theis 4
MUSC 491 MUSIC SENIOR THESIS

Total Credits 92-96

University Competencies and Proficiencies

English (p.  )
Mathematics (p. 16)

Placement and Clearance Exams (p. 407)
Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)
- 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

Breadth Area Core Requirements (p. 17) (BACR)
  Humanities and Arts (p. 18)
  Natural Sciences (p. 19)
  Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)
  Diversity Course List (p. 20)
  Foreign Language (p. 18) (for Bachelor of Arts)
  Global Studies Course List (p. 21)
  Minor or Certificate (p. 18)
  Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a Bachelor of Music with Instrumental Performance from EWU should be able to do the following:
- perform on their primary instrument in a variety of mediums and musical periods
- demonstrate an understanding of technical and aesthetic components of music performance

Jazz, Bachelor of Music (BM)

This program is designed to train students in the art of jazz, in every genre including swing, blues, and all other styles. Students participate in a variety of ensembles, such as Concert Jazz Orchestra and small jazz groups, along with applied studies. Curriculum includes the history of jazz and its influence on other American musical traditions. Students are prepared for careers in performance, teaching, ensemble directing,
arranging, and leadership in the field. Entrance requirements include a performance audition on your primary instrument.

**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 ≥C.

Required—admission to Jazz Performance Option

<table>
<thead>
<tr>
<th>Required Non-Credit Music Components</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 110 CONVOCATION AND RECITAL ATTENDANCE (must be repeated each term)</td>
</tr>
</tbody>
</table>

Junior Recital

<table>
<thead>
<tr>
<th>Piano Proficiency</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 108 INSTRUCTION ON INSTRUMENT OR VOICE (Jazz Piano Instruction)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Jazz Studies Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 101 MUSIC THEORY I</td>
</tr>
<tr>
<td>&amp; MUSC 102 and MUSIC THEORY II</td>
</tr>
<tr>
<td>&amp; MUSC 103 and MUSIC THEORY III</td>
</tr>
<tr>
<td>MUSC 104 SIGHT SINGING AND AURAL SKILLS</td>
</tr>
<tr>
<td>&amp; MUSC 105 and SIGHT SINGING AND AURAL SKILLS II</td>
</tr>
<tr>
<td>&amp; MUSC 106 and SIGHT SINGING AND AURAL SKILLS III</td>
</tr>
<tr>
<td>MUSC 120 PIANO CLASS I FOR MAJORS</td>
</tr>
<tr>
<td>&amp; MUSC 121 and PIANO CLASS II FOR MAJORS</td>
</tr>
<tr>
<td>MUSC 201 MUSIC THEORY IV</td>
</tr>
<tr>
<td>&amp; MUSC 202 and MUSIC THEORY V</td>
</tr>
<tr>
<td>&amp; MUSC 203 and MUSIC THEORY VI</td>
</tr>
<tr>
<td>MUSC 204 SIGHT SINGING AND AURAL SKILLS IV</td>
</tr>
<tr>
<td>&amp; MUSC 205 and SIGHT SINGING AND AURAL SKILLS V</td>
</tr>
<tr>
<td>MUSC 244 MUSIC TECHNOLOGY</td>
</tr>
<tr>
<td>MUSC 250 MUSIC HISTORY AND LITERATURE I</td>
</tr>
<tr>
<td>&amp; MUSC 251 and MUSIC HISTORY AND LITERATURE II</td>
</tr>
<tr>
<td>&amp; MUSC 252 and MUSIC HISTORY AND LITERATURE III</td>
</tr>
<tr>
<td>MUSE 300 BASIC CONDUCTING</td>
</tr>
<tr>
<td>MUSE 301 ADVANCED CONDUCTING</td>
</tr>
<tr>
<td>MUSE 357 MUSIC IN DIVERSE CULTURES</td>
</tr>
<tr>
<td>MUSE 470 SENIOR RECITAL</td>
</tr>
</tbody>
</table>

**Electives in Area of Interest—must be repeated**

<table>
<thead>
<tr>
<th>Electives in Area of Interest</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 491 MUSIC SENIOR THESIS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Jazz Performance Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 108 INSTRUCTION ON INSTRUMENT OR VOICE (Jazz Piano Instruction)</td>
</tr>
<tr>
<td>MUSC 280 JAZZ ARRANGING I</td>
</tr>
<tr>
<td>MUSC 281 JAZZ ARRANGING II</td>
</tr>
<tr>
<td>MUSC 286 INTRODUCTION TO JAZZ THEORY AND AURAL SKILLS</td>
</tr>
<tr>
<td>MUSC 287 JAZZ IMPROVISATION I</td>
</tr>
<tr>
<td>MUSC 288 JAZZ IMPROVISATION II</td>
</tr>
<tr>
<td>MUSC 289 JAZZ IMPROVISATION III</td>
</tr>
<tr>
<td>MUSE 357 HISTORY OF JAZZ</td>
</tr>
<tr>
<td>MUSC 447 JAZZ ENSEMBLE METHODS/MATERIAL</td>
</tr>
</tbody>
</table>

**Required Large Ensembles—must be repeated for a minimum of 6 credits—choose from the following**

<table>
<thead>
<tr>
<th>Required Large Ensembles</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSE 301 SYMPHONIC BAND</td>
</tr>
<tr>
<td>MUSE 302 WIND ENSEMBLE</td>
</tr>
<tr>
<td>MUSE 303 MARCHING BAND</td>
</tr>
<tr>
<td>MUSE 304 JAZZ LAB ENSEMBLE</td>
</tr>
<tr>
<td>MUSE 305 CONCERT JAZZ ORCHESTRA</td>
</tr>
<tr>
<td>MUSE 306 JAZZ COMBOS (must be repeated for 6 credits)</td>
</tr>
<tr>
<td>MUSE 307 REPERTORY JAZZ ENSEMBLE</td>
</tr>
</tbody>
</table>

**Total Credits**

<table>
<thead>
<tr>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>113-117</td>
</tr>
</tbody>
</table>

**University Competencies and Proficiencies**

- English (p. 15)
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

**General Education Requirements (p. 17) (GER)**

- 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

**Breadth Area Core Requirements (p. 17) (BACR)**

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

**University Graduation Requirements (p. 18) (UGR)**

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student's first term of current matriculation is used to determine BACR (Breadth Area...
Credit Requirements) and UGR (Undergraduate Graduation Requirements).

2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a Bachelor of Music with Jazz Performance from EWU should be able to do the following:

- 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 Composition, Bachelor of Music (BM)

This program is designed to prepare students for composing and presenting compositions in a variety of genres including film scoring, orchestral, choral and wind symphony works, chamber works, mixed media works, commercial music and theater/dance work. This course of study presupposes that the student will have a strong background in media works, commercial music and theater/dance work. Entry into this degree program is by departmental interview, performance audition and with the consent of the head of composition studies.

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 ≥C.

Required Non-Credit Music Components

MUSC 110 CONVOCATION AND RECITAL ATTENDANCE (must be repeated each term)

Junior Recital

Piano Proficiency

Required Music Composition 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>&amp; MUSC 102</td>
<td>and MUSIC THEORY II</td>
<td>3</td>
</tr>
<tr>
<td>&amp; MUSC 103</td>
<td>and MUSIC THEORY III</td>
<td>3</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>3</td>
</tr>
<tr>
<td>&amp; MUSC 106</td>
<td>and SIGHT SINGING AND AURAL SKILLS III</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 121</td>
<td>PIANO CLASS II FOR MAJORS</td>
<td>1</td>
</tr>
<tr>
<td>&amp; MUSC 122</td>
<td>and PIANO CLASS III FOR MAJORS</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 201</td>
<td>MUSIC THEORY IV</td>
<td>3</td>
</tr>
<tr>
<td>&amp; MUSC 202</td>
<td>and MUSIC THEORY V</td>
<td>3</td>
</tr>
<tr>
<td>&amp; MUSC 203</td>
<td>and MUSIC THEORY VI</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 204</td>
<td>SIGHT SINGING AND AURAL SKILLS IV</td>
<td>3</td>
</tr>
<tr>
<td>&amp; MUSC 205</td>
<td>and SIGHT SINGING AND AURAL SKILLS V</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 209</td>
<td>COMPOSITIONAL TECHNIQUES</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 210</td>
<td>INSTRUCTION ON INSTRUMENT OR VOICE</td>
<td>2</td>
</tr>
<tr>
<td>&amp; MUSC 211</td>
<td>and INSTRUCTION ON INSTRUMENT OR VOICE</td>
<td>2</td>
</tr>
<tr>
<td>&amp; MUSC 220</td>
<td>and INSTRUCTION ON VOICE OR INSTRUMENT</td>
<td>2</td>
</tr>
<tr>
<td>&amp; MUSC 221</td>
<td>and INSTRUCTION ON VOICE OR INSTRUMENT</td>
<td>2</td>
</tr>
<tr>
<td>&amp; MUSC 230</td>
<td>and INSTRUCTION ON INSTRUMENT OR VOICE</td>
<td>2</td>
</tr>
<tr>
<td>&amp; MUSC 240</td>
<td>and INSTRUCTION ON INSTRUMENT OR VOICE</td>
<td>2</td>
</tr>
</tbody>
</table>

MUSC 250 MUSIC HISTORY AND LITERATURE I 12
& MUSC 251 and MUSIC HISTORY AND LITERATURE II 2
& MUSC 252 and MUSIC HISTORY AND LITERATURE III 2
MUSC 305 COUNTERPOINT 2
MUSC 310 BASIC CONDUCTING 2
MUSC 357 MUSIC IN DIVERSE CULTURES 3
MUSC 401 ADVANCED ANALYSIS 2
MUSC 409 COMPOSITION 2-6
MUSC 470 SENIOR RECITAL 1-5

Applied Music Requirements—must be repeated 12

MUSC 108 INSTRUCTION ON INSTRUMENT OR VOICE
MUSC 208 INSTRUCTION ON VOICE OR INSTRUMENT
MUSC 308 INSTRUCTION ON VOICE OR INSTRUMENT
MUSC 408 INSTRUCTION ON INSTRUMENT OR VOICE

Major 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

Music Electives at the 300- or 400-level 6

Required Senior Capstone/Thesis

MUSC 491 MUSIC SENIOR THESIS 4

Total Credits 84-92

University Competencies and Proficiencies

English (p. 16)
Mathematics (p. 16)
Placement and Clearance Exams (p. 407)
Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)

- 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

Breadth Area Core Requirements (p. 17) (BACR)

Humanities and Arts (p. 18)
Natural Sciences (p. 19)
Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)

Diversity Course List (p. 20)
Foreign Language (p. 18) (for Bachelor of Arts)
Global Studies Course List (p. 21)
Minor or Certificate (p. 18)
Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a Bachelor of Music in Composition from EWU should be able to do the following:
• compose music in a variety of mediums and musical styles;
• explore and develop creative processes for music composition.

Piano Performance, Bachelor of Music (BM)

Required: students must audition for the piano performance major with three contrasting works from the standard repertoire, and be accepted into a studio.

In programs leading to the Bachelor of Music, the department provides thoroughly professional training, in addition to the breadth requirements set for the liberally educated student. This course of study presupposes that the student will have a strong background in piano performance skills, demonstrated in the entrance audition. The piano performance curriculum includes solo and duo performance, pedagogy, collaborative piano, chamber music and accompanying skills.

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 ≥C.

Required Non-Credit Music Components

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 110</td>
<td>CONVOCATION AND RECITAL ATTENDANCE (must be repeated each term)</td>
</tr>
</tbody>
</table>

Junior Recital

Piano Proficiency

Required Piano Performance Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 101</td>
<td>MUSIC THEORY I</td>
</tr>
<tr>
<td>&amp; MUSC 102</td>
<td>and MUSIC THEORY II</td>
</tr>
<tr>
<td>&amp; MUSC 103</td>
<td>and MUSIC THEORY III</td>
</tr>
<tr>
<td>MUSC 104</td>
<td>SIGHT SINGING AND AURAL SKILLS</td>
</tr>
<tr>
<td>&amp; MUSC 105</td>
<td>and SIGHT SINGING AND AURAL SKILLS II</td>
</tr>
<tr>
<td>&amp; MUSC 106</td>
<td>and SIGHT SINGING AND AURAL SKILLS III</td>
</tr>
<tr>
<td>MUSC 201</td>
<td>MUSIC THEORY IV</td>
</tr>
<tr>
<td>&amp; MUSC 202</td>
<td>and MUSIC THEORY V</td>
</tr>
<tr>
<td>&amp; MUSC 203</td>
<td>and MUSIC THEORY VI</td>
</tr>
<tr>
<td>MUSC 204</td>
<td>SIGHT SINGING AND AURAL SKILLS IV</td>
</tr>
<tr>
<td>&amp; MUSC 205</td>
<td>and SIGHT SINGING AND AURAL SKILLS V</td>
</tr>
<tr>
<td>MUSC 244</td>
<td>MUSIC TECHNOLOGY</td>
</tr>
</tbody>
</table>

Required Senior Capstone/Theesis

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 491</td>
<td>MUSIC SENIOR THESIS</td>
</tr>
</tbody>
</table>

Total Credits 98-102

University Competencies and Proficiencies

English (p.  )
Mathematics (p. 16)
Placement and Clearance Exams (p. 407)
Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)
• 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

Breadth Area Core Requirements (p. 17) (BACR)
Humanities and Arts (p. 18)
Natural Sciences (p. 19)
Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)
Diversity Course List (p. 20)
Foreign Language (p. 18) (for Bachelor of Arts)
Global Studies Course List (p. 21)
**Vocal Performance, Bachelor of Music (BM)**

**Required**: Students must audition with the appropriate faculty and be accepted into a studio.

In programs leading to the Bachelor of Music, the department provides thoroughly professional training, in addition to the breadth requirements set for the liberally educated student. This course of study presupposes that the student will have a strong background in musical performance, demonstrated in the entrance audition. The curriculum for voice majors includes performance experiences with choral, pedagogy, performance, opera, and music theater genres.

**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 \( \geq C \).

**Required Non-Credit Music Components**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 110</td>
<td>CONVOCATION AND RECITAL ATTENDANCE (must be repeated each term)</td>
<td></td>
</tr>
</tbody>
</table>

**Piano Proficiency**

**Required Vocal Performance Courses**

- MUSC 101: MUSIC THEORY I
- MUSC 102: MUSIC THEORY II
- MUSC 103: MUSIC THEORY III
- MUSC 104: SIGHT SINGING AND AURAL SKILLS
- MUSC 105: SIGHT SINGING AND AURAL SKILLS II
- MUSC 106: SIGHT SINGING AND AURAL SKILLS III
- MUSC 121: PIANO CLASS II FOR MAJORS
- MUSC 122: PIANO CLASS III FOR MAJORS
- MUSC 201: MUSIC THEORY IV
- MUSC 202: MUSIC THEORY V
- MUSC 203: MUSIC THEORY VI
- MUSC 204: SIGHT SINGING AND AURAL SKILLS IV
- MUSC 205: SIGHT SINGING AND AURAL SKILLS V
- MUSC 244: MUSIC TECHNOLOGY
- MUSC 250: MUSIC HISTORY AND LITERATURE I
- MUSC 251: MUSIC HISTORY AND LITERATURE II
- MUSC 252: MUSIC HISTORY AND LITERATURE III
- MUSC 310: BASIC conducting
- MUSC 312: ADVANCED conducting
- MUSC 320: DICTION FOR SINGERS I
- MUSC 321: DICTION FOR SINGERS II
- MUSC 322: DICTION FOR SINGERS III
- MUSC 323: FOREIGN LANGUAGE READING AND COMPREHENSION
- MUSC 324: VOCAL LITERATURE I
- MUSC 325: VOCAL LITERATURE II
- MUSC 357: MUSIC IN DIVERSE CULTURES
- MUSC 461: VOCAL PEDAGOGY
- MUSC 470: SENIOR RECITAL

**Applied Music Requirements—must be repeated**

<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>
<td></td>
</tr>
</tbody>
</table>

**Major Music Ensemble Requirements—must be repeated**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSE 321</td>
<td>WIND ENSEMBLE</td>
<td></td>
</tr>
<tr>
<td>MUSE 322</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>
<td></td>
</tr>
</tbody>
</table>

**Minor Music Ensemble Electives—must be repeated**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSE 362</td>
<td>CHAMBER MUSIC ENSEMBLES</td>
<td></td>
</tr>
<tr>
<td>MUSE 350</td>
<td>OPERA WORKSHOP</td>
<td></td>
</tr>
</tbody>
</table>

**Required Senior Capstone/Thesis**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 491</td>
<td>MUSIC SENIOR THESIS</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**: 103-107

**University Competencies and Proficiencies**

- English (p. 18)
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
Music Education, Bachelor of Music Education (BME)

Admission to the Education (p. 42) program is required, as well as Admission to the Music Department as both are requirements for the BME degree.

Students are prepared for professional careers as music educators in K–12 systems. Students must audition on their primary instrument or voice as part of the admission requirement.

Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)
- 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

Breadth Area Core Requirements (p. 17) (BACR)
Humanities and Arts (p. 18)
Natural Sciences (p. 19)
Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)
Diversity Course List (p. 20)
Foreign Language (p. 18) (for Bachelor of Arts)
Global Studies Course List (p. 21)
Minor or Certificate (p. 18)
Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a Bachelor of Music in Vocal Performance from EWU should be able to do the following:
- perform vocal repertoire in a variety of mediums, styles and musical periods.

Music Education, Bachelor of Music Education (BME)

The minimum acceptable grade for any music course required for graduation (including transferred music courses) is ≥C.

Secondary Education students must complete the required Education program prerequisites, the Secondary Education Core and the following courses.

**Required Non-Credit Music Components**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 110</td>
<td>CONVOCATION AND RECITAL ATTENDANCE</td>
<td>0</td>
</tr>
</tbody>
</table>

**Piano Proficiency (0)**

**Required Music Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</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 121</td>
<td>PIANO CLASS II FOR MAJORS</td>
<td>2</td>
</tr>
<tr>
<td>&amp; MUSC 122</td>
<td>and PIANO CLASS III FOR MAJORS</td>
<td></td>
</tr>
<tr>
<td>MUSC 130</td>
<td>VOICE CLASS (Vocal majors take MUSC 320)</td>
<td>1</td>
</tr>
<tr>
<td>or MUSC 320</td>
<td>DICTATION FOR SINGERS I</td>
<td></td>
</tr>
<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>12</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</td>
<td>4</td>
</tr>
<tr>
<td>&amp; MUSC 312</td>
<td>and ADVANCED CONDUCTING</td>
<td></td>
</tr>
<tr>
<td>MUSC 357</td>
<td>MUSIC IN DIVERSE CULTURES</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 441</td>
<td>MUSIC METHODS FOR ELEMENTARY MUSIC SPECIALISTS</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 442</td>
<td>ALTERNATIVE ENSEMBLE METHODS</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 445</td>
<td>CHORAL METH/MAT SEC SCHOOL</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 446</td>
<td>INSTRUMENTAL METHODS/MATERIALS</td>
<td>2</td>
</tr>
<tr>
<td>MUSC 447</td>
<td>JAZZ ENSEMBLE METHODS/MATERIAL (and one jazz improvisation or jazz ensemble course prior to or concurrent with MUSC 447)</td>
<td>2</td>
</tr>
</tbody>
</table>

Note: choose from this list for jazz improvisation or jazz ensemble.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 287, MUSC 288, MUSC 289, MUSE 301, MUSE 302, MUSE 303, MUSE 304, MUSE 305, MUSE 310.</td>
<td>1-5</td>
<td></td>
</tr>
<tr>
<td>MUSC 470</td>
<td>SENIOR RECITAL</td>
<td></td>
</tr>
</tbody>
</table>
Prerequisites for Secondary Education Program

- Education: EDUC 201 and SPED 363
- English: ENGL 201 or an approved equivalent
- Mathematics: university mathematics proficiency (p. 18)
- 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.

Choose the following—must be repeated

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 382</td>
<td>STRINGED INSTRUMENT TECHNIQUES (must be taken twice)</td>
</tr>
<tr>
<td>MUSC 383</td>
<td>WOODWIND INSTRUMENT TECHNIQUES (must be taken twice)</td>
</tr>
<tr>
<td>MUSC 384</td>
<td>BRASS INSTRUMENT TECHNIQUES (must be taken once)</td>
</tr>
<tr>
<td>MUSC 385</td>
<td>PERCUSSION INSTRUMENT TECHNIQUES (must be taken once)</td>
</tr>
</tbody>
</table>

Applied Music Requirements—must be repeated

- Note: MUSC 140 through MUSC 440 may serve as substitutions.
- MUSC 308 must be taken at least twice and MUSC 408 must be taken at least twice.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 108</td>
<td>INSTRUCTION ON INSTRUMENT OR VOICE</td>
</tr>
<tr>
<td>MUSC 208</td>
<td>INSTRUCTION ON VOICE OR INSTRUMENT</td>
</tr>
<tr>
<td>MUSC 308</td>
<td>INSTRUCTION ON VOICE OR INSTRUMENT</td>
</tr>
<tr>
<td>MUSC 408</td>
<td>INSTRUCTION ON INSTRUMENT OR VOICE</td>
</tr>
</tbody>
</table>

Music Ensemble Requirements—must be repeated

- 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.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSE 321</td>
<td>WIND ENSEMBLE</td>
</tr>
<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>
</tr>
</tbody>
</table>

Required Senior Capstone/Thesis

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 491</td>
<td>MUSIC SENIOR THESIS</td>
</tr>
</tbody>
</table>

Total Credits 94-98

All prerequisites must be completed prior to admission to 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.

- Attempt the NES / West E endorsement test(s) in all non-major endorsement areas.

Education (p. 40)

Secondary Education Core

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>&amp; EDUC 309</td>
<td>and FOUNDATIONS OF SECONDARY CLASSROOM</td>
</tr>
<tr>
<td>&amp; EDUC 341</td>
<td>MANAGEMENT</td>
</tr>
<tr>
<td>&amp; EDUC 386A</td>
<td>and SECONDARY STRATEGIES, MANAGEMENT, ASSESSMENT</td>
</tr>
<tr>
<td>&amp; EDUC 413</td>
<td>and FIELD EXPERIENCE AND PRACTICUM</td>
</tr>
<tr>
<td>&amp; EDUC 427</td>
<td>and CONTENT AREA LITERACY: MANAGEMENT</td>
</tr>
<tr>
<td>&amp; EDUC 427</td>
<td>and ASSESSMENT FOR SECONDARY EDUCATION CANDIDATES</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 386B</td>
<td>FIELD EXPERIENCE AND PRACTICUM</td>
</tr>
<tr>
<td>&amp; EDUC 427</td>
<td>and GENERAL STUDENT TEACHING K-12 (These are variable credit courses. The minimum for each is 3 credits.)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 426</td>
<td>SECONDARY STUDENT TEACHING 7-12</td>
</tr>
</tbody>
</table>

Total Credits 33-42

University Competencies and Proficiencies

- English (p. 18)
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)

- 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

Breadth Area Core Requirements (p. 17) (BCAR)

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).
Music Minor

The music minor offers students the opportunity to continue their music training and performance experiences while pursuing a major in any other field. Students participate in performing ensembles, take applied studio lessons, and explore electives that may be supportive to their major such as music industry, composition or music arranging.

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 and be accepted into a studio. (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 and MUSC 213 also count as BACRs.

Grade Requirement for all courses offered by the Music Department: ≥C is the minimum acceptable grade for any music course required for graduation (including transferred music courses).

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</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 120</td>
<td>PIANO CLASS I FOR MAJORS (“Students may be placed in a different piano class depending on ability.”)</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 212</td>
<td>MUSIC IN ARTS AND CULTURE (counts as a BACR)</td>
<td>5</td>
</tr>
</tbody>
</table>

Applied Instruction must be taken for three quarters.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 108</td>
<td>INSTRUCTION ON INSTRUMENT OR VOICE (must be taken three times)</td>
<td>3</td>
</tr>
</tbody>
</table>

Appropriate Major Ensemble must be taken concurrently with MUSC 108.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSE 320</td>
<td>MARCHING BAND</td>
<td>3</td>
</tr>
<tr>
<td>MUSE 321</td>
<td>WIND ENSEMBLE</td>
<td></td>
</tr>
</tbody>
</table>

Music, Master of Arts (MA)

This is a graduate degree in music with a Liberal Arts focus. Students work with the Graduate Program Director and an appropriate faculty advisor to design their curriculum. Many elective options allow students to explore areas such as composition, arranging, collaborative arts, jazz, music technology, audio engineering, pedagogy music industry and literature. Students are prepared for professional careers in those areas, and for doctoral program auditions.

Note:
- all master's degrees in music require a final oral comprehensive exam, and final graduate project;
- students in the MA degree must take MUSC 520 in their first quarter of enrollment.

Required Program Courses

Music Research

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 520</td>
<td>RESEARCH TECHNIQUES AND BIBLIOGRAPHY IN MUSIC</td>
<td>3</td>
</tr>
</tbody>
</table>

Music History—choose from the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 538</td>
<td>TOPICS IN MUSIC HISTORY</td>
<td></td>
</tr>
<tr>
<td>MUSC 553</td>
<td>MUSIC OF THE BAROQUE PERIOD</td>
<td></td>
</tr>
<tr>
<td>MUSC 554</td>
<td>MUSIC OF THE CLASSICAL PERIOD</td>
<td></td>
</tr>
<tr>
<td>MUSC 555</td>
<td>MUSIC OF THE ROMANTIC PERIOD</td>
<td></td>
</tr>
<tr>
<td>MUSC 556</td>
<td>MUSIC OF THE 20TH CENTURY</td>
<td></td>
</tr>
<tr>
<td>MUSC 557</td>
<td>JAZZ STYLES AND ANALYSIS</td>
<td></td>
</tr>
</tbody>
</table>

Music Theory/Composition

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 560</td>
<td>HISTORICAL ANALYSIS OF MUSICAL STRUCTURE</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 561</td>
<td>COUNTERPOINT</td>
<td>2</td>
</tr>
</tbody>
</table>

Three Quarters of Graduate Ensemble Participation

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 520</td>
<td>MARCHING BAND</td>
<td></td>
</tr>
<tr>
<td>or MUSE 521WIND ENSEMBLE</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or MUSE 522SYMPHONIC BAND</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or MUSE 53ORCHESTRA</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or MUSC 54CSSYMPHONIC CHOIR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>or MUSE 541CONCERT CHOIR</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

General/Liberal Arts Core

Three quarters of applied instruction—choose one of the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 529</td>
<td>APPLIED LESSON (must be repeated)</td>
<td></td>
</tr>
<tr>
<td>or MUSC 530APPLIED INSTRUCTION</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Electives in Music

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>15</td>
</tr>
</tbody>
</table>
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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 600</td>
<td>THESIS</td>
<td>5</td>
</tr>
<tr>
<td>or MUSC 601</td>
<td>GRADUATE RECITAL</td>
<td></td>
</tr>
<tr>
<td>or MUSC 602</td>
<td>FINAL MASTER'S PROJECT</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 50

Students who successfully earn a Master in Music with Liberal Arts Emphasis from EWU should be able to do the following:
- demonstrate graduate level musicianship in the understanding, knowledge and performance of music;
- demonstrate critical and creative thinking, particularly in the chosen area of emphasis.

Jazz Studies, Master of Music (MM)

This is a professional degree, with a Jazz Studies specialty focus. This program is designed to prepare students for a professional career in the jazz field as performers, arrangers, teachers, directors and composers. Students participate and/or lead in a variety of ensembles, such as Concert Jazz Orchestra, jazz combos and small jazz groups, along with their applied studies. The curriculum offers a wide range of courses covering everything from jazz history to jazz arranging. Prospective students must provide a performance audition, either live or in digital form to be accepted into an applied studio.

Notes:
- all master's degrees in music require a final oral comprehensive exam;
- students in the MM Jazz Studies degree must take MUSC 557 as one of their Music History courses;
- students in the MM Jazz Studies degree must take MUSC 520 in their first quarter of enrollment.

Required Program Courses

Music Research

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 520</td>
<td>RESEARCH TECHNIQUES AND BIBLIOGRAPHY IN MUSIC</td>
<td>3</td>
</tr>
</tbody>
</table>

Music History—choose from the following 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 538</td>
<td>TOPICS IN MUSIC HISTORY</td>
<td></td>
</tr>
<tr>
<td>MUSC 553</td>
<td>MUSIC OF THE BAROQUE PERIOD</td>
<td></td>
</tr>
<tr>
<td>MUSC 554</td>
<td>MUSIC OF THE CLASSICAL PERIOD</td>
<td></td>
</tr>
<tr>
<td>MUSC 555</td>
<td>MUSIC OF THE ROMANTIC PERIOD</td>
<td></td>
</tr>
<tr>
<td>MUSC 556</td>
<td>MUSIC OF THE 20TH CENTURY</td>
<td></td>
</tr>
<tr>
<td>MUSC 557</td>
<td>JAZZ STYLES AND ANALYSIS (required for Jazz Studies Emphasis students.)</td>
<td></td>
</tr>
</tbody>
</table>

Music Theory/Composition

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 560</td>
<td>HISTORICAL ANALYSIS OF MUSICAL STRUCTURE</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 561</td>
<td>COUNTERPOINT</td>
<td>2</td>
</tr>
</tbody>
</table>

Three Quarters of Graduate Ensemble Participation 3

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSE 501</td>
<td>CONCERT JAZZ ORCHESTRA</td>
<td></td>
</tr>
<tr>
<td>or MUSE 520</td>
<td>MARCHING BAND</td>
<td></td>
</tr>
<tr>
<td>or MUSE 521</td>
<td>WIND ENSEMBLE</td>
<td></td>
</tr>
<tr>
<td>or MUSE 522</td>
<td>SYMPHONIC BAND</td>
<td></td>
</tr>
<tr>
<td>or MUSE 530</td>
<td>ORCHESTRA</td>
<td></td>
</tr>
</tbody>
</table>

or MUSE 540 | SYMPHONIC CHOIR
or MUSE 541 | CONCERT CHOIR

Required Jazz Studies Emphasis Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 529</td>
<td>APPLIED LESSON (must be repeated)</td>
<td>6</td>
</tr>
<tr>
<td>or MUSC 530</td>
<td>APPLIED INSTRUCTION</td>
<td></td>
</tr>
<tr>
<td>MUSC 571</td>
<td>JAZZ ENSEMBLE DIRECT/CONDUCT</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 574</td>
<td>GRADUATE JAZZ ARRANGING</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 695</td>
<td>GRADUATE JAZZ INTERNSHIP (1-5)</td>
<td>5</td>
</tr>
</tbody>
</table>

Required Electives—choose from the following as directed by area advisor 15

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 573</td>
<td>GRADUATE IMPROVISATION-TRANSSCRIPTION</td>
<td></td>
</tr>
<tr>
<td>MUSE 510</td>
<td>JAZZ COMBOS</td>
<td></td>
</tr>
<tr>
<td>MUSC 532</td>
<td>PEDAGOGY OF COLLEGIATE TEACHING</td>
<td></td>
</tr>
<tr>
<td>MUSC 558</td>
<td>HISTORY OF JAZZ-PEDAGOGY</td>
<td></td>
</tr>
<tr>
<td>MUSC 572</td>
<td>GRADUATE IMPROVISATION-PEDAGOGY</td>
<td></td>
</tr>
<tr>
<td>MUSC 575</td>
<td>STRING PEDAGOGY-BASS</td>
<td></td>
</tr>
<tr>
<td>MUSC 576</td>
<td>JAZZ PIANO PEDAGOGY</td>
<td></td>
</tr>
<tr>
<td>MUSC 577</td>
<td>DRUM SET PEDAGOGY</td>
<td></td>
</tr>
<tr>
<td>MUSC 578</td>
<td>SAXOPHONE PEDAGOGY</td>
<td></td>
</tr>
<tr>
<td>MUSC 579</td>
<td>BRASS PEDAGOGY</td>
<td></td>
</tr>
</tbody>
</table>

Music Thesis/Recital 5

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 600</td>
<td>THESIS</td>
<td>5</td>
</tr>
<tr>
<td>or MUSC 601</td>
<td>GRADUATE RECITAL</td>
<td></td>
</tr>
<tr>
<td>or MUSC 602</td>
<td>FINAL MASTER'S PROJECT</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 54

Students who successfully earn a Master in Music with Jazz Studies Emphasis from EWU should be able to do the following:
- demonstrate graduate level musicianship in the understanding, knowledge and performance of music;
- demonstrate critical and creative thinking, particularly in the chosen area of emphasis.

Music Education, Master of Music Education (MM)

This is a professional degree, in the specialist field of Music Education.

Notes:
- all master's degrees in music require a final oral comprehensive exam;
- an off-campus option requires signed approval in advance by the Director of Music Education and successful completion of written report;
- 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;
- students must take MUSC 521 Research Design in Music Education.

Required Program Courses

Music Research

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 521</td>
<td>RESEARCH DESIGN IN MUSIC EDUCATION</td>
<td>3</td>
</tr>
</tbody>
</table>

Music History—choose from the following 6

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 538</td>
<td>TOPICS IN MUSIC HISTORY</td>
<td></td>
</tr>
<tr>
<td>MUSC 553</td>
<td>MUSIC OF THE BAROQUE PERIOD</td>
<td></td>
</tr>
<tr>
<td>MUSC 554</td>
<td>MUSIC OF THE CLASSICAL PERIOD</td>
<td></td>
</tr>
<tr>
<td>MUSC 555</td>
<td>MUSIC OF THE ROMANTIC PERIOD</td>
<td></td>
</tr>
<tr>
<td>MUSC 556</td>
<td>MUSIC OF THE 20TH CENTURY</td>
<td></td>
</tr>
<tr>
<td>MUSC 557</td>
<td>JAZZ STYLES AND ANALYSIS (required for Jazz Studies Emphasis students.)</td>
<td></td>
</tr>
</tbody>
</table>

Music Education, Master of Music Education (MM)
Performance, Master of Music (MM)

This is a professional degree, in the specialist field of Music Performance, vocal and instrumental. Students are prepared for careers as solo performers, orchestral musicians, chamber musicians, studio musicians, commercial musicians, teachers, pedagogues, opera artists, choral musicians, in addition to preparing for doctoral degrees. All students must perform an audition, submit a scholarly writing sample, and a letter of intent as part of the entrance requirements. Please see the graduate studies page for more details.

Note: all master's degrees in music require a final oral comprehensive exam, and a minimum of one public recital performance of advanced works representing a variety of genres and styles.

Students seeking the MM in Performance degree must take MUSC 520 in their first quarter of enrollment.

**Required Program Courses**

### Music Research

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 520</td>
<td>RESEARCH TECHNIQUES AND BIBLIOGRAPHY IN MUSIC</td>
<td>3</td>
</tr>
</tbody>
</table>

### Music History—choose from the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 538</td>
<td>TOPICS IN MUSIC HISTORY</td>
<td></td>
</tr>
<tr>
<td>MUSC 553</td>
<td>MUSIC OF THE BAROQUE PERIOD</td>
<td></td>
</tr>
<tr>
<td>MUSC 554</td>
<td>MUSIC OF THE CLASSICAL PERIOD</td>
<td></td>
</tr>
<tr>
<td>MUSC 555</td>
<td>MUSIC OF THE ROMANTIC PERIOD</td>
<td></td>
</tr>
<tr>
<td>MUSC 556</td>
<td>MUSIC OF THE 20TH CENTURY</td>
<td></td>
</tr>
<tr>
<td>MUSC 557</td>
<td>JAZZ STYLES AND ANALYSIS</td>
<td></td>
</tr>
</tbody>
</table>

### Music Theory/Composition

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 560</td>
<td>HISTORICAL ANALYSIS OF MUSICAL STRUCTURE</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 561</td>
<td>COUNTERPOINT</td>
<td>2</td>
</tr>
</tbody>
</table>

### Music Education Emphasis Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 522</td>
<td>LITERATURE REVIEW IN MUSIC EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 531</td>
<td>ALTERNATIVE APPROACHES TO MUSIC EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 532</td>
<td>PEDAGOGY OF COLLEGIATE TEACHING</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 546</td>
<td>SOCIOLOGICAL FOUNDATIONS OF MUSIC</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 547</td>
<td>THE PSYCHOLOGY OF MUSIC LEARNING AND TEACHING</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 550</td>
<td>PHILOSOPHICAL FOUNDATIONS IN MUSIC EDUCATION</td>
<td>5</td>
</tr>
<tr>
<td>MUSC 610</td>
<td>THEORY AND COMPOSITION FOR K-12</td>
<td>3</td>
</tr>
</tbody>
</table>

### Music Education Electives

Note: any graduate music or music education electives may be chosen with approval for the Director of Music Education.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 529</td>
<td>APPLIED LESSON</td>
<td></td>
</tr>
<tr>
<td>or MUSC 530</td>
<td>APPLIED INSTRUCTION</td>
<td></td>
</tr>
<tr>
<td>MUSC 593</td>
<td>MUSIC OUTREACH</td>
<td></td>
</tr>
<tr>
<td>MUSC 595</td>
<td>INTERNSHIP</td>
<td></td>
</tr>
<tr>
<td>MUSC 597</td>
<td>WORKSHOP: SHORT COURSE, CONFERENCE, SEMINAR</td>
<td></td>
</tr>
<tr>
<td>MUSC 598</td>
<td>GRADUATE SEMINAR</td>
<td></td>
</tr>
<tr>
<td>MUSC 599</td>
<td>INDEPENDENT STUDY</td>
<td></td>
</tr>
<tr>
<td>MUSC 620</td>
<td>THE ORFF SCHULWERK APPROACH TO MUSIC EDUCATION</td>
<td></td>
</tr>
<tr>
<td>MUSC 621</td>
<td>EARLY CHILDHOOD MUSIC EDUCATION</td>
<td></td>
</tr>
<tr>
<td>MUSC 696</td>
<td>COLLEGE TEACHING INTERNSHIP</td>
<td></td>
</tr>
</tbody>
</table>

### 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 520</td>
<td>ADVANCED CONDUCTING</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 530</td>
<td>APPLIED INSTRUCTION (must be repeated six times)</td>
<td>12</td>
</tr>
</tbody>
</table>

### Three Quarters of Graduate Ensemble Participation

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSE 520</td>
<td>MARCHING BAND</td>
<td>3</td>
</tr>
<tr>
<td>or MUSE 522</td>
<td>SYMPHONIC BAND</td>
<td></td>
</tr>
<tr>
<td>or MUSE 530</td>
<td>ORCHESTRA</td>
<td></td>
</tr>
<tr>
<td>or MUSE 540</td>
<td>SYMPHONIC CHOIR</td>
<td></td>
</tr>
<tr>
<td>or MUSE 541</td>
<td>CONCERT CHOIR</td>
<td></td>
</tr>
</tbody>
</table>

### Requirements for Performance Emphasis

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 510</td>
<td>ADVANCED CONDUCTING</td>
<td>3</td>
</tr>
<tr>
<td>MUSC 530</td>
<td>APPLIED INSTRUCTION (must be repeated six times)</td>
<td>12</td>
</tr>
</tbody>
</table>

### 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.

Note: Language Diction Proficiency (voice majors only)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 564A</td>
<td>PIANO PEDAGOGY I</td>
<td></td>
</tr>
<tr>
<td>MUSC 564B</td>
<td>PIANO PEDAGOGY II</td>
<td></td>
</tr>
<tr>
<td>MUSC 564C</td>
<td>PIANO PEDAGOGY III</td>
<td></td>
</tr>
<tr>
<td>MUSC 564D</td>
<td>PEDAGOGY VOCAL</td>
<td></td>
</tr>
<tr>
<td>MUSC 564E</td>
<td>PEDAGOGY STRINGS</td>
<td></td>
</tr>
<tr>
<td>MUSC 564F</td>
<td>PEDAGOGY WOODWINDS</td>
<td></td>
</tr>
<tr>
<td>MUSC 564G</td>
<td>PEDAGOGY BRASS</td>
<td></td>
</tr>
<tr>
<td>MUSC 564H</td>
<td>PEDAGOGY PERCUSSION</td>
<td></td>
</tr>
</tbody>
</table>

### Required Electives—to be determined in consultation among the student, the student's area advisor(s), and the graduate program advisor.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSC 600</td>
<td>THESIS</td>
<td></td>
</tr>
<tr>
<td>or MUSC 601</td>
<td>GRADUATE RECITAL</td>
<td></td>
</tr>
</tbody>
</table>

Students who successfully earn a MM in Music Education Emphasis from EWU should be able to do the following:

- demonstrate critical and creative thinking, particularly in the chosen area of emphasis;
- demonstrate graduate level musicianship in the understanding, knowledge and performance of music.

Note: all master's degrees in music require a final oral comprehensive exam, and a minimum of one public recital performance of advanced works representing a variety of genres and styles.
Students who successfully earn a Master in Music with Performance Emphasis from EWU should be able to do the following:

- demonstrate critical and creative thinking, particularly in the chosen area of emphasis;
- demonstrate critical and creative thinking through scholarly research and writing;
- demonstrate graduate level musicianship in the understanding, knowledge and performance of music;
- successfully perform a variety of genres in public recitals.
Theatre and Film

Sara Goff (sgoff@ewu.edu), Chair
department page (https://www.ewu.edu/cale/programs/theatre/)
104 RTV Building
509.359.6390

Drew Ayers, Director, Film
department page (http://www.ewu.edu/cale/programs/film/)
104 RTV Building (http://www.ewu.edu/cale/programs/film/)
509.359.6390

Faculty
Drew Ayers, Sara Goff, Chase Ogden, Malcolm Pelles, Pete Porter, Jessica Ray, Jeff Sanders.

Undergraduate Degrees
BA–Musical Theatre (p. 109)
BA–Theatre Major (p. 127)
Minor–Theatre (p. 128)
Minor–Theatre/Elementary or Secondary (p. 128)

BA–Film Major (p. 123)
Minor–Film General (p. 124)
Minor–Film Studies (p. 124)
Minor–Screenwriting (p. 125)

Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.
Film
Drew Ayers, Director
department page (http://www.ewu.edu/cale/programs/film/)
104 RTV Building (http://www.ewu.edu/cale/programs/film/)
509.359.6390

Undergraduate Degrees
Overview Theatre and Film (p. 122)

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

Pre-Major
Students may only begin the film program in the fall quarter. Students should declare their 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. We strongly recommend early application and major declaration in order to ensure enrollment in fall classes, which can fill quickly.

Transfer Requirements for Film
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.

Undergraduate Program
The Film program prepares students for creative roles in the filmic arts. Our 79-credit program provides intensive experience in production, screenwriting, and film criticism. Students take core classes in every emphasis for four consecutive quarters, culminating in a capstone course that asks you to reflect on your experience in the film program before moving ahead. Students then complete two or more of the following senior projects:
1. a theory and criticism project,
2. an industry standard screenplay or teleplay,
3. an advanced production project.
A faculty panel reviews the projects as part of the oral exam experience.

The Program in FILM may be completed in two years with a specific sequence of courses beginning in fall quarter. Failure to complete courses as they are offered will mean a significant delay in progress toward graduation. We encourage you to declare your major and to learn about the program as early as possible in your studies and no later than the fall quarter that you intend to begin the major in FILM. We also encourage students to complete all, or nearly all, other university requirements 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.

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.

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 PRODUCTION</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</td>
<td>2</td>
</tr>
<tr>
<td>FILM 311</td>
<td>FILM PRODUCTION</td>
<td>5</td>
</tr>
<tr>
<td>FILM 312</td>
<td>FILM DIRECTING AND PRODUCING</td>
<td>5</td>
</tr>
<tr>
<td>FILM 321</td>
<td>WRITING THE SHORT FILM</td>
<td>5</td>
</tr>
<tr>
<td>FILM 322</td>
<td>ADAPTATION</td>
<td>5</td>
</tr>
<tr>
<td>FILM 365</td>
<td>FILM HISTORY I</td>
<td>5</td>
</tr>
<tr>
<td>FILM 366</td>
<td>FILM HISTORY II</td>
<td>5</td>
</tr>
<tr>
<td>FILM 410</td>
<td>ADVANCED FILM PRODUCTION I</td>
<td>5</td>
</tr>
<tr>
<td>FILM 417</td>
<td>ADVANCED SCREENWRITING I</td>
<td>4</td>
</tr>
</tbody>
</table>

Concentrations—complete at least two of the following series 18

Criticism

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FILM 470</td>
<td>SEMINAR IN FILM CRITICISM (must be repeated with topics 1 and 2)</td>
<td>5</td>
</tr>
<tr>
<td>FILM 483</td>
<td>ORAL EXAMINATION: CRITICISM</td>
<td></td>
</tr>
</tbody>
</table>

Production

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FILM 480</td>
<td>ADVANCED FILM PRODUCTION II</td>
<td></td>
</tr>
<tr>
<td>FILM 481</td>
<td>ADVANCED FILM PRODUCTION III</td>
<td></td>
</tr>
<tr>
<td>FILM 482</td>
<td>ORAL EXAMINATION: PRODUCTION</td>
<td></td>
</tr>
</tbody>
</table>

Screenwriting

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FILM 420</td>
<td>ADVANCED SCREENWRITING II</td>
<td></td>
</tr>
<tr>
<td>FILM 421</td>
<td>ADVANCED SCREENWRITING III</td>
<td></td>
</tr>
<tr>
<td>FILM 484</td>
<td>ORAL EXAMINATION: SCREENWRITING</td>
<td></td>
</tr>
</tbody>
</table>

Required Senior Capstone

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FILM 490</td>
<td>FILM SENIOR CAPSTONE</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Credits 79

Year One

Fall

<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 PRODUCTION</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>
</tbody>
</table>

Winter

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FILM 311</td>
<td>FILM PRODUCTION</td>
<td>5</td>
</tr>
<tr>
<td>FILM 322</td>
<td>ADAPTATION</td>
<td>5</td>
</tr>
<tr>
<td>FILM 365</td>
<td>FILM HISTORY I</td>
<td>5</td>
</tr>
</tbody>
</table>
### University Graduation Requirements

- **Breadth Area Core Requirements (BACR)**
  - Humanities and Arts (p. 18)
  - Natural Sciences (p. 19)
  - Social Sciences (p. 19)

- **General Education Requirements (GER)**
  - 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

- **University Competencies and Proficiencies**
  - English (p. 20)
  - Mathematics (p. 16)
  - Placement and Clearance Exams (p. 407)
  - Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

- **University Graduation Requirements (UGR)**
  - Diversity Course List (p. 20)
  - Foreign Language (p. 18) (for Bachelor of Arts)
  - Global Studies Course List (p. 21)
  - Minor or Certificate (p. 18)

### Year One

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>FILM 214</td>
<td>FILM AND THE HUMANITIES</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>FILM 221</td>
<td>NARRATIVE SCRIPT ANALYSIS</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>FILM 231</td>
<td>WRITING THE SHORT FILM</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>FILM 241</td>
<td>INTRODUCTION TO FILMIC ARTS MEDIA PRODUCTION</td>
<td>5</td>
</tr>
</tbody>
</table>

### Year Two

<table>
<thead>
<tr>
<th>Semester</th>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Fall</td>
<td>FILM 310</td>
<td>ADVANCED FILM PRODUCTION I</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>FILM 313</td>
<td>ADVANCED FILM PRODUCTION II</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>FILM 314</td>
<td>ADVANCED FILM PRODUCTION III</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>FILM 320</td>
<td>ADVANCED SCREENWRITING</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>FILM 322</td>
<td>SCREENWRITING CONCENTRATION</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>FILM 330</td>
<td>PRODUCTION CONCENTRATION</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td>FILM 340</td>
<td>CRITICISM CONCENTRATION</td>
<td>5</td>
</tr>
</tbody>
</table>

### Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student's first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).

2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

### 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 Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>FILM 110</td>
<td>INTRODUCTION TO FILMIC ARTS MEDIA PRODUCTION</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 321</td>
<td>WRITING THE SHORT FILM</td>
<td>5</td>
</tr>
<tr>
<td>FILM 365</td>
<td>FILM HISTORY I</td>
<td>5</td>
</tr>
<tr>
<td>FILM 366</td>
<td>FILM HISTORY II</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Credits: 32

---

### Film Studies Minor

Note: students may complete the Film Studies Minor in three quarters if prerequisites are met upon entering the program.
Choose five courses from the following 23-25

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>FILM 214</td>
<td>FILM AND THE HUMANITIES</td>
</tr>
<tr>
<td>FILM 215</td>
<td>FROM CARTOONS 2 ART</td>
</tr>
<tr>
<td>FILM 270</td>
<td>RACE AND ETHNICITY IN FILM</td>
</tr>
<tr>
<td>FILM 365</td>
<td>FILM HISTORY I</td>
</tr>
<tr>
<td>FILM 366</td>
<td>FILM HISTORY II</td>
</tr>
<tr>
<td>FILM 470</td>
<td>SEMINAR IN FILM CRITICISM (may be repeated when topics vary)</td>
</tr>
<tr>
<td>FILM 490</td>
<td>FILM SENIOR CAPSTONE</td>
</tr>
</tbody>
</table>

Total Credits 23-25

**Screenwriting Minor**

Note: students may complete the Screenwriting Minor in five quarters if prerequisites are met upon entering the program

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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 321</td>
<td>WRITING THE SHORT FILM</td>
<td>5</td>
</tr>
<tr>
<td>FILM 322</td>
<td>ADAPTATION</td>
<td>5</td>
</tr>
<tr>
<td>FILM 417</td>
<td>ADVANCED SCREENWRITING I</td>
<td>4</td>
</tr>
<tr>
<td>FILM 420</td>
<td>ADVANCED SCREENWRITING II</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 28
Theatre
Sara Goff (sgoff@ewu.edu), Chair
department page (https://www.ewu.edu/cale/programs/theatre/)
202 Theatre
509.359.2459

Undergraduate Degrees
Overview Theatre and Film (p. 122)

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

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.

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, costing 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.

Musical Theatre, Bachelor of Arts (BA)
This is a new Musical Theatre BA created by integrating the current Music and Theatre resources. The departments will collaborate to provide EWU students with a comprehensive degree. This program combines courses in dance, music and theatre.

There is a high demand for Musical Theatre 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 theatre degree program in the Inland Northwest region. The program combines the rigor of both the music and the theatre programs in providing the highest quality Musical Theatre training. Future collaborations in technology arts and audio engineering will be incorporated as we employ contemporary practices in musical theatre productions.

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

Required Dance Courses
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>THTR 161</td>
<td>BALLET I</td>
<td>2</td>
</tr>
<tr>
<td>THTR 176</td>
<td>MODERN DANCE I</td>
<td>2</td>
</tr>
<tr>
<td>THTR 180</td>
<td>JAZZ DANCE I</td>
<td>2</td>
</tr>
</tbody>
</table>

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 120</td>
<td>PIANO CLASS I FOR MAJORS</td>
<td>3</td>
</tr>
<tr>
<td>&amp; MUSC 121</td>
<td>and PIANO CLASS II FOR MAJORS</td>
<td></td>
</tr>
<tr>
<td>&amp; MUSC 122</td>
<td>and PIANO CLASS III FOR MAJORS</td>
<td></td>
</tr>
<tr>
<td>MUSC 170</td>
<td>COMMERCIAL VOICE LESSON (must be repeated for 6 credits)</td>
<td>6</td>
</tr>
<tr>
<td>MUSC 371</td>
<td>COMMERCIAL VOICE LESSON (must be repeated for 6 credits)</td>
<td>6</td>
</tr>
<tr>
<td>MUSC 320</td>
<td>DICTION FOR SINGERS I</td>
<td>1</td>
</tr>
<tr>
<td>MUSC 470</td>
<td>SENIOR RECITAL</td>
<td>1-5</td>
</tr>
</tbody>
</table>

Required Music Ensembles

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name sts</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSE 340</td>
<td>SYMPHONIC CHOIR (must be repeated)</td>
<td></td>
</tr>
<tr>
<td>or MUSE 341CONCERT CHOIR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>MUSE 350</td>
<td>OPERA WORKSHOP (must be repeated)</td>
<td></td>
</tr>
</tbody>
</table>

Music Electives at the 300- or 400-level

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MUSE 305</td>
<td>VOCAL JAZZ II</td>
<td>4</td>
</tr>
<tr>
<td>MUSE 340</td>
<td>SYMPHONIC CHOIR</td>
<td></td>
</tr>
<tr>
<td>MUSE 341</td>
<td>CONCERT CHOIR</td>
<td></td>
</tr>
<tr>
<td>MUSE 350</td>
<td>OPERA WORKSHOP</td>
<td></td>
</tr>
<tr>
<td>MUSE 380</td>
<td>POP COMBO</td>
<td></td>
</tr>
</tbody>
</table>

Required Theatre Courses
University Graduation Requirements

Breadth Area Core Requirements

General Education Requirements

Total Credits

University Competencies and Proficiencies

English (p. )
Mathematics (p. 16)
Placement and Clearance Exams (p. 407)
Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)

- 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

Breadth Area Core Requirements (p. 17) (BACR)

Humanities and Arts (p. 18)
Natural Sciences (p. 19)
Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)

Diversity Course List (p. 20)
Foreign Language (p. 18) (for Bachelor of Arts)
Global Studies Course List (p. 21)
Minor or Certificate (p. 18)
Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).

2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BA in Musical Theatre from EWU should be able to do the following:

- learn performance, technical staging and production aspects of the Musical theatre genre, both in contemporary modes and classical modes;
- learn the vocal, dramatic and choreography aspects of Musical Theatre performance techniques;
- train in Musical Theatre 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
THTR/HUMN 202 THEATRE IN THE HUMANITIES (satisfies a general university requirement for Humanities, Fine Arts)
THTR 210 ACTING I
THTR 226 STAGE MAKE-UP
THTR/HUMN 303 SURVEY OF THEATRE HISTORY
THTR 310 ACTING II
THTR 330 STAGE COSTUME
THTR 331 THEATRE DESIGN AND TECHNOLOGY I
THTR 332 THEATRE DESIGN AND TECHNOLOGY II
THTR 338 CONCEPTS OF THEATRICAL DESIGN
THTR 380 THEATRE EXPERIENCE (must be repeated four times)
THTR 412 ACTING: THE PROFESSION
or THTR 430 THEATRE DESIGN AND TECHNOLOGY III
THTR 421 DIRECTING I
THTR 422 DIRECTING II

Electives—choose from the following

Note: students can use selective THTR 496 courses as electives with permission of the program director.

FILM 221 NARRATIVE SCRIPT ANALYSIS
Theatre Minor

Theatre Minor

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<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

**University Competencies and Proficiencies**

**English (p. 15)**
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

**General Education Requirements (p. 17) (GER)**
- 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

**Breadth Area Core Requirements (p. 17) (BACR)**

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

**University Graduation Requirements (p. 18) (UGR)**

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

**University Requirements**

- All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

1. The catalog in effect at the student's first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BA in Theatre from EWU should be able to do the following:
- analyze a play's dramatic action;
- apply fundamental principles of theatrical design;
- demonstrate collaborative skills in the creation of theatrical work;
- demonstrate professional acting techniques for the stage;
- demonstrate professional directing techniques for the stage.

### Theatre/Elementary or Secondary Minor

This minor satisfies the endorsement for preschool to grade 12.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</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 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 51
COLLEGE OF BUSINESS

For more information about the college, visit COB (http://www.ewu.edu/cbpa/).

EWU College of Business
601 E. Riverside Avenue
Spokane, WA 99202
P. 509.828.1223

• Acting Dean, Jonathan Anderson, PhD
• Associate Dean, Shuming Bai, PhD

Analytics (https://www.ewu.edu/cob/information-systems-business-analytics/analytics/)
Entrepreneurship (https://www2.ewu.edu/cbpa/programs/entrepreneurship/entrepreneurship-contacts/)
Finance (https://www.ewu.edu/cbpa/programs/finance/finance-faculty/)
International Business (https://www.ewu.edu/cbpa/programs/international-business/international-business-faculty/)
Management (https://www.ewu.edu/cbpa/programs/management/management-faculty/)
Management Information Systems (https://www.ewu.edu/cbpa/programs/management-information-systems/mis-faculty/)
Marketing (https://www.ewu.edu/cbpa/programs/marketing/marketing-faculty/)
Professional Accounting (https://www.ewu.edu/cbpa/programs/accounting/accounting-faculty/)
Business Administration

Business Departments Web Pages

Analytics (https://www.ewu.edu/cob/information-systems-business-analytics/analytics/)
Entrepreneurship (https://www2.ewu.edu/cbpa/programs/entrepreneurship-entrepreneurship-contacts/)
Finance (https://www.ewu.edu/cbpa/programs/finance/finance-faculty/)
International Business (https://www.ewu.edu/cbpa/programs/international-business/international-business-faculty/)
Management (https://www.ewu.edu/cbpa/programs/management/management-faculty/)
Management Information Systems (https://www.ewu.edu/cbpa/programs/management-information-systems/mis-faculty/)
Marketing (https://www.ewu.edu/cbpa/programs/marketing/marketing-faculty/)
Professional Accounting (https://www.ewu.edu/cbpa/programs/accounting/accounting-faculty/)

Undergraduate Degrees

BAB—Business Analytics (p. 131)
BAB—Entrepreneurship (p. 133)
BAB—Finance Major (p. 134)
BAB—International Business Major (p. 135)
BAB—Management with General Business Option (p. 136)
BAB—Management with Human Resource Management Option (p. 137)
BAB—Management Information Systems Major (p. 139)
BAB—Marketing Major (p. 140)
BAB—Professional Accounting Major (p. 141)
BAB—Supply Chain Management Major (p. 142)
BS—Data Analytics (p. 143)
BS—Entrepreneurial Analytics (p. 144)

Undergraduate Minors

Minor—Accounting (p. 145)
Minor—Business Administration (p. 145)
Minor—Business Analytics (p. 145)
Minor—Data Analytics (p. 146)
Minor—Digital Entrepreneurship Development (p. 146)
Minor—Digital Entrepreneurship Experience (p. 146)
Minor—Entrepreneurship (p. 147)
Minor—Information Security Management (p. 147)
Minor—International Business (p. 147)
Minor—Management Information Systems (p. 147)

Graduate Degrees

MBA—Business Administration (p. 147)
MPAcc—Professional Accounting (p. 150)

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

Undergraduate Programs

The College of Business at Eastern offers excellent business programs taught by a mix of research producing, terminally qualified faculty and experienced 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, information systems/technology, and quantitative analysis, all taught from a global perspective—is part of all Eastern's business programs.

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 equivalency 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 programs must complete a minimum of 12 credits in the minor at EWU.

It is the policy of the College of Business 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 a course not previously evaluated by EWU 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>Code</th>
<th>Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT</td>
<td>Accounting</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>
</tbody>
</table>
Most Business Administration courses numbered 300 and above 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.

Exceptions are (but not limited to):
- 300 level ENTP Courses
- All DSCI Courses
- All MISC courses
- All MKTG Courses other than MKTG 412
- MGMT 326
- FINC 335
- OPSM 330

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 Bachelor of Arts in Business Administration (BAB): The College of Business 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.

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
Bachelor of Arts in Business Administration (BAB) courses are offered at two locations: at Eastern’s main campus in Cheney and at The Catalyst Building, located in the University District in downtown Spokane.

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 Programs
EWU College of Business
Graduate Programs
601 E. Riverside Avenue
Spokane, WA 99202
509.828.1232

Graduate Degrees
See degree list (p. 130)

Online Graduate MBA Business Administration (https://www.ewu.edu/cob/management/business-administration/)
Online Graduate MPAcc (https://online.ewu.edu/programs/mba-mpacc/dual-degree.aspx) (link works with Firefox browser)

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 Bachelor 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.

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 and 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 Core</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 BUSINESS STATISTICS 1</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 (recommended)</td>
<td>5</td>
</tr>
<tr>
<td>or MATH 161 CALCULUS I</td>
<td></td>
</tr>
<tr>
<td>or HONS 161 CALCULUS I</td>
<td></td>
</tr>
<tr>
<td>or MATH 200 FINITE MATHEMATICS</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Upper Division Core</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSCI 346 BUSINESS STATISTICS 2</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>MISC 311 INFORMATION TECHNOLOGY IN BUSINESS</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>

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSCI 352 MIXED RESEARCH METHODS, SECURITY AND ETHICS FOR ANALYTICS</td>
<td>4</td>
</tr>
<tr>
<td>DSCI 353 DATA MANAGEMENT, CLEANING AND IMPUTATION</td>
<td>4</td>
</tr>
<tr>
<td>DSCI 445 OPTIMIZATION VIA MANAGEMENT SCIENCE</td>
<td>4</td>
</tr>
<tr>
<td>DSCI 450 DATA VISUALIZATION</td>
<td>4</td>
</tr>
<tr>
<td>DSCI 490 ANALYTICS SENIOR CAPSTONE</td>
<td>4</td>
</tr>
<tr>
<td>MISC 373 BUSINESS DATABASE APPLICATIONS</td>
<td>4</td>
</tr>
<tr>
<td>MISC 374 SPREADSHEET MODELING FOR BUSINESS APPLICATIONS</td>
<td>4</td>
</tr>
<tr>
<td>MISC 485 ADVANCED DATABASE APPLICATIONS DEVELOPMENT</td>
<td>4</td>
</tr>
</tbody>
</table>

Electives–choose at least two courses from the following or see the Department for approved electives

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSCI 446 BUSINESS FORECASTING</td>
</tr>
<tr>
<td>DSCI 447 DESIGN OF EXPERIMENTS</td>
</tr>
<tr>
<td>DSCI 448 BUSINESS SIMULATION</td>
</tr>
<tr>
<td>DSCI 449 MULTIVARIATE DATA ANALYSIS</td>
</tr>
<tr>
<td>DSCI 498 SEMINAR</td>
</tr>
<tr>
<td>or MISC 498 SEMINAR</td>
</tr>
<tr>
<td>MISC 371 BUSINESS APPLICATIONS PROGRAM DESIGN</td>
</tr>
<tr>
<td>MISC 481 SYSTEMS ANALYSIS AND DESIGN</td>
</tr>
<tr>
<td>MISC 486 INFORMATION SECURITY MANAGEMENT</td>
</tr>
<tr>
<td>MISC 487 DIGITAL ENTREPRENEURSHIP</td>
</tr>
<tr>
<td>MKTG 411 MARKETING RESEARCH</td>
</tr>
<tr>
<td>OPSM 425 SERVICE AND OPERATION ANALYSIS</td>
</tr>
</tbody>
</table>

Required Capstone

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 490 DEPARTMENT SENIOR CAPSTONE</td>
</tr>
</tbody>
</table>

Total Credits 109

University Competencies and Proficiencies

<table>
<thead>
<tr>
<th>Language</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (p. )</td>
<td></td>
</tr>
<tr>
<td>Mathematics (p. 16)</td>
<td></td>
</tr>
<tr>
<td>Placement and Clearance Exams (p. 407)</td>
<td></td>
</tr>
<tr>
<td>Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)</td>
<td></td>
</tr>
</tbody>
</table>

General Education Requirements (p. 17) (GER)

| 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 |

Breadth Area Core Requirements (p. 17) (BACR)

| Humanities and Arts (p. 18) | |
| Natural Sciences (p. 19) | |
| Social Sciences (p. 19) | |

University Graduation Requirements (p. 18) (UGR)

| Diversity Course List (p. 20) | |
| Foreign Language (p. 18) (for Bachelor of Arts) | |
| Global Studies Course List (p. 21) | |
| Minor or Certificate (p. 18) | |
| Senior Capstone Course List (p. 21) | |

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).
Students who successfully earn a BAB in Business Analytics from EWU should be able to do the following:

- accurately perform the relevant analytic methods for a given context;
- communicate the results of analyses effectively to the relevant audiences;
- recognize and address ethical issues related to privacy, intellectual property, and data security;
- think critically when making decisions about appropriate analytic methods;
- use the technical skills associated with the storage, management and cleaning of data.

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 toward 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 and 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

<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>
</tr>
<tr>
<td>ACCT 252</td>
<td>PRINCIPLES OF MANAGEMENT ACCOUNTING</td>
<td>4</td>
</tr>
</tbody>
</table>

Upper Division Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 261</td>
<td>BUSINESS LAW</td>
<td>4</td>
</tr>
<tr>
<td>DSCI 245</td>
<td>BUSINESS STATISTICS 1</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</td>
<td>5</td>
</tr>
<tr>
<td>or MATH 161</td>
<td>CALCULUS I</td>
<td></td>
</tr>
<tr>
<td>or HONS 161</td>
<td>CALCULUS I</td>
<td></td>
</tr>
<tr>
<td>or MATH 200</td>
<td>FINITE MATHEMATICS</td>
<td></td>
</tr>
</tbody>
</table>

Required Entrepreneurship Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENTP 387</td>
<td>BUSINESS STARTUP RESEARCH</td>
<td>4</td>
</tr>
<tr>
<td>ENTP 388</td>
<td>LEARNING FROM OTHERS: ENTREPRENEURIAL CASE ANALYSIS</td>
<td>4</td>
</tr>
<tr>
<td>ENTP 389</td>
<td>BUSINESS FEASIBILITY: PLAN AND PITCH</td>
<td>4</td>
</tr>
<tr>
<td>ENTP 411</td>
<td>FINDING AND EVALUATING OPPORTUNITIES</td>
<td>4</td>
</tr>
<tr>
<td>ENTP 412</td>
<td>BUSINESS MODEL DESIGN</td>
<td>4</td>
</tr>
<tr>
<td>ENTP/FINC 438</td>
<td>ENTREPRENEURIAL AND SMALL BUSINESS FINANCE</td>
<td>4</td>
</tr>
</tbody>
</table>

Required Elective—choose approved, related electives in consultation 4-5 with your faculty advisor.

Required Senior Capstone

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

Total Credits 97-98

University Competencies and Proficiencies

- English (p.  )
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)

- 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

Breadth Area Core Requirements (p. 17) (BACR)

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
Minor or Certificate (p. 18)
Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BAB in Entrepreneurship from EWU should be able to do the following:

- learn how to assess and acquire the necessary financing to operate their business;
- learn how to build and use networks to develop and grow your business;
- learn how to create and build value in business ideas;
- learn how to evaluate your self-efficacy as it relates to becoming an entrepreneur;
- learn how to recognize, mitigate and manage risks associated with a new business;
- learn to present a compelling vision to lenders, investors, customers, and other relevant parties;
- learn to recognize and assess business opportunities.

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 and 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></th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 251</td>
<td>PRINCIPLES OF FINANCIAL ACCOUNTING 5</td>
</tr>
<tr>
<td>ACCT 252</td>
<td>PRINCIPLES OF MANAGEMENT ACCOUNTING 4</td>
</tr>
<tr>
<td>ACCT 261</td>
<td>BUSINESS LAW 4</td>
</tr>
<tr>
<td>DSCI 245</td>
<td>BUSINESS STATISTICS I 4</td>
</tr>
<tr>
<td>ECON 200</td>
<td>INTRODUCTION TO MICROECONOMICS 5</td>
</tr>
<tr>
<td>ECON 201</td>
<td>INTRODUCTION TO MACROECONOMICS 5</td>
</tr>
<tr>
<td>ENGL 201</td>
<td>COLLEGE COMPOSITION: ANALYSIS, RESEARCH AND DOCUMENTATION 5</td>
</tr>
<tr>
<td>MATH 142 or MATH 161</td>
<td>PRECALCULUS MATH II 5</td>
</tr>
<tr>
<td>or HONS 161</td>
<td>CALCULUS I 5</td>
</tr>
<tr>
<td>or MATH 200</td>
<td>FINITE MATHEMATICS 5</td>
</tr>
<tr>
<td>MISC 311</td>
<td>INFORMATION TECHNOLOGY IN BUSINESS 4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Upper Division Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DSCI 346</td>
<td>BUSINESS STATISTICS 2 4</td>
</tr>
<tr>
<td>FINC 335</td>
<td>FINANCIAL MANAGEMENT 4</td>
</tr>
<tr>
<td>MGMT 326</td>
<td>ORGANIZATION THEORY AND BEHAVIOR 4</td>
</tr>
<tr>
<td>MGMT 423</td>
<td>BUSINESS AND SOCIETY 4</td>
</tr>
<tr>
<td>MKTG 310</td>
<td>PRINCIPLES OF MARKETING 4</td>
</tr>
<tr>
<td>OPSM 330</td>
<td>OPERATIONS MANAGEMENT 4</td>
</tr>
</tbody>
</table>

Required Courses

<table>
<thead>
<tr>
<th>Required Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 444</td>
<td>MONEY AND BANKING 5</td>
</tr>
<tr>
<td>FINC 431</td>
<td>INVESTMENTS 4</td>
</tr>
<tr>
<td>FINC 434</td>
<td>FINANCIAL DERIVATIVES 4</td>
</tr>
<tr>
<td>FINC 435</td>
<td>CAPITAL BUDGETING AND LONG-TERM FINANCING 4</td>
</tr>
<tr>
<td>FINC 436</td>
<td>SHORT-TERM FINANCIAL MANAGEMENT 2</td>
</tr>
<tr>
<td>FINC/IBUS 474</td>
<td>INTERNATIONAL FINANCE MANAGEMENT 4</td>
</tr>
</tbody>
</table>

Electives—choose approved, related electives in consultation with your faculty advisor.

Required Senior Capstone

<table>
<thead>
<tr>
<th>Required Senior Capstone</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 490</td>
<td>DEPARTMENT SENIOR CAPSTONE 4</td>
</tr>
</tbody>
</table>

Total Credits 100-102

University Competencies and Proficiencies

- English (p. 407)
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)
General Education Requirements (p. 17) (GER)
- 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

Breadth Area Core Requirements (p. 17) (BACR)
- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)
- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BAB in Finance from EWU should be able to do the following:
- be able to conduct long-term financial analysis in real-world domestic and international applications;
- be able to conduct short-term financial analysis including cash-flow projections;
- be able to integrate the cost of capital (derived from risk, capital structure and market factors) into financial analyses;
- understand and be able to apply the time value of money;
- understand how modern securities including derivatives can be used to achieve investment and risk-management objectives.

International Business Major, Bachelor of Arts in Business Administration (BAB)

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

<table>
<thead>
<tr>
<th>Lower Division</th>
<th>Upper Division</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 251</td>
<td>DSCI 346</td>
</tr>
<tr>
<td>PRINCIPLES OF FINANCIAL ACCOUNTING</td>
<td>PRINCIPLES OF MARKETING</td>
</tr>
<tr>
<td>ACCT 252</td>
<td>FINC 335</td>
</tr>
<tr>
<td>PRINCIPLES OF MANAGEMENT ACCOUNTING</td>
<td>FINANCIAL MANAGEMENT</td>
</tr>
<tr>
<td>ACCT 261</td>
<td>MGMT 326</td>
</tr>
<tr>
<td>BUSINESS LAW</td>
<td>ORGANIZATION THEORY AND BEHAVIOR</td>
</tr>
<tr>
<td>DSCI 245</td>
<td>MGMT 423</td>
</tr>
<tr>
<td>BUSINESS STATISTICS 1</td>
<td>BUSINESS AND SOCIETY</td>
</tr>
<tr>
<td>ECON 200</td>
<td>MISC 311</td>
</tr>
<tr>
<td>INTRODUCTION TO MICROECONOMICS</td>
<td>INFORMATION TECHNOLOGY IN BUSINESS</td>
</tr>
<tr>
<td>ECON 201</td>
<td>MKTG 310</td>
</tr>
<tr>
<td>INTRODUCTION TO MACROECONOMICS</td>
<td>PRINCIPLES OF MARKETING</td>
</tr>
<tr>
<td>ENGL 201</td>
<td></td>
</tr>
<tr>
<td>COLLEGE COMPOSITION: ANALYSIS, RESEARCH AND DOCUMENTATION</td>
<td></td>
</tr>
<tr>
<td>MATH 142</td>
<td></td>
</tr>
<tr>
<td>PRECALCULUS MATH II</td>
<td></td>
</tr>
<tr>
<td>or MATH 161</td>
<td></td>
</tr>
<tr>
<td>CALCULUS I</td>
<td></td>
</tr>
<tr>
<td>or HONS 161</td>
<td></td>
</tr>
<tr>
<td>CALCULUS I</td>
<td></td>
</tr>
<tr>
<td>or MATH 200</td>
<td></td>
</tr>
<tr>
<td>FINITE MATHEMATICS</td>
<td></td>
</tr>
<tr>
<td>DSCI 346</td>
<td></td>
</tr>
<tr>
<td>BUSINESS STATISTICS 2</td>
<td></td>
</tr>
<tr>
<td>FINC 335</td>
<td></td>
</tr>
<tr>
<td>FINANCIAL MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>MGMT 326</td>
<td></td>
</tr>
<tr>
<td>ORGANIZATION THEORY AND BEHAVIOR</td>
<td></td>
</tr>
<tr>
<td>MGMT 423</td>
<td></td>
</tr>
<tr>
<td>BUSINESS AND SOCIETY</td>
<td></td>
</tr>
<tr>
<td>MISC 311</td>
<td></td>
</tr>
<tr>
<td>INFORMATION TECHNOLOGY IN BUSINESS</td>
<td></td>
</tr>
<tr>
<td>MKTG 310</td>
<td></td>
</tr>
<tr>
<td>PRINCIPLES OF MARKETING</td>
<td></td>
</tr>
</tbody>
</table>
**University Competencies and Proficiencies**

- English (p. )
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

**General Education Requirements (p. 17) (GER)**
- 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

**Breadth Area Core Requirements (p. 17) (BACR)**
- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

**University Graduation Requirements (p. 18) (UGR)**
- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

**Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).**

**SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.**

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).

2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

**Students who successfully earn a BAB in International Business from EWU should be able to do the following:**

- gain an appreciation of how social and political factors influence global business;
- have a basic knowledge of how to manage these risks;
- have an appreciation for the foreign exchange markets including their participants, size, functions and impacts on international business;
- understand how differences in customs and cultures affect businesses operating in the international arena;
- understand the basic differences between the risks faced by domestic and multinational firms including transaction exposure, operating exposure and accounting exposure.

**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: General Business Option, Human Resource Management Option or the Supply Chain Management Major.

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 and 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</td>
<td>5</td>
</tr>
<tr>
<td>ACCT 252</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 261</td>
<td>4</td>
</tr>
</tbody>
</table>
All admitted students must officially Declare a Major (https://inside.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major/) by the time they reach 90 credits (junior standing).

### University Competencies and Proficiencies
- **English (p. 16)**
- **Mathematics (p. 16)**
- **Placement and Clearance Exams (p. 407)**
- **Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)**

### General Education Requirements (p. 17) (GER)
- 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

### Breadth Area Core Requirements (p. 17) (BACR)
- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

### University Graduation Requirements (p. 18) (UGR)
- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

Application for Graduation (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BAB in Management with General Business from EWU should be able to do the following:
- Demonstrate judgment, communication skill and quantitative techniques necessary to solve typical business problems;
- Explain key business concepts in each of the business functions, such as the 4 P’s of marketing, motivation theories, time-value of money and financial statements;
- Gather, prepare and analyze information necessary to make rational business decisions;
- Know the purpose and responsibilities of each business function: accounting, finance, human resource management, operations and marketing;
- Know the vocabulary of the business disciplines.

### 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: General Business Option, Human Resource Management Option or the Supply Chain Management Major.

The Human Resource Management 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 and 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>Required Business Administration Core</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 BUSINESS STATISTICS 1</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 HONS 161 CALCULUS I</td>
<td>4</td>
</tr>
<tr>
<td>or MATH 200 FINITE MATHEMATICS</td>
<td>4</td>
</tr>
</tbody>
</table>

Upper Division Courses

- DSCI 346 BUSINESS STATISTICS 2
- FINC 335 FINANCIAL MANAGEMENT
- MGMT 326 ORGANIZATION THEORY AND BEHAVIOR
- MGMT 423 BUSINESS AND SOCIETY
- MISC 311 INFORMATION TECHNOLOGY IN BUSINESS
- MKTG 310 PRINCIPLES OF MARKETING
- OPSM 330 OPERATIONS MANAGEMENT

Required Human Resources Management Courses

- HUMR 328 HUMAN RESOURCE MANAGEMENT
- HUMR 427 COMPENSATION ADMINISTRATION
- HUMR 429 CURRENT ISSUES IN HUMAN RESOURCE MANAGEMENT
- MGMT/IBUS 471 INTERNATIONAL MANAGEMENT

Electives—choose approved, related electives in consultation with your faculty advisor.

Required Senior Capstone

- MGMT 490 DEPARTMENT SENIOR CAPSTONE

Total Credits

93-95

University Competencies and Proficiencies

- English (p. 16)
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)

- 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

Breadth Area Core Requirements (p. 17) (BACR)

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BAB in Management with Human Resource Management from EWU should be able to do the following:

- be able to understand and deal with the influence of the major environmental factors that affect HRM activities;
- possess the knowledge and skills needed to effectively manage the staffing function;
- possess the knowledge and skills needed to effectively manage the compensation function;
- possess the knowledge and skills needed to conduct effective training and development activities;
- possess the knowledge and skills needed to effectively manage labor relations and employee safety and health.
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 and 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>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 251</td>
<td>PRINCIPLES OF FINANCIAL ACCOUNTING</td>
</tr>
<tr>
<td>ACCT 252</td>
<td>PRINCIPLES OF MANAGEMENT ACCOUNTING</td>
</tr>
<tr>
<td>ACCT 261</td>
<td>BUSINESS LAW</td>
</tr>
<tr>
<td>DSCI 245</td>
<td>BUSINESS STATISTICS 1</td>
</tr>
<tr>
<td>ECON 200</td>
<td>INTRODUCTION TO MICROECONOMICS</td>
</tr>
<tr>
<td>ECON 201</td>
<td>INTRODUCTION TO MACROECONOMICS</td>
</tr>
<tr>
<td>ENGL 201</td>
<td>COLLEGE COMPOSITION: ANALYSIS, RESEARCH AND DOCUMENTATION</td>
</tr>
<tr>
<td>MATH 142</td>
<td>PRECALCULUS MATH II</td>
</tr>
<tr>
<td>or MATH 161</td>
<td>CALCULUS I</td>
</tr>
<tr>
<td>or MATH 200</td>
<td>FINITE MATHEMATICS</td>
</tr>
<tr>
<td>MISC 311</td>
<td>INFORMATION TECHNOLOGY IN BUSINESS</td>
</tr>
</tbody>
</table>

Upper Division Courses

<table>
<thead>
<tr>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSCI 346</td>
</tr>
<tr>
<td>FINC 335</td>
</tr>
<tr>
<td>MGMT 326</td>
</tr>
<tr>
<td>MGMT 423</td>
</tr>
<tr>
<td>MKTG 310</td>
</tr>
<tr>
<td>OPSM 330</td>
</tr>
<tr>
<td>Required Management Information Systems Courses</td>
</tr>
<tr>
<td>MISC 371</td>
</tr>
<tr>
<td>MISC 372</td>
</tr>
<tr>
<td>MISC 373</td>
</tr>
<tr>
<td>MISC 481</td>
</tr>
</tbody>
</table>

MISC 482 SYSTEMS PROJECT AND PROJECT MANAGEMENT 4

Electives—choose approved, related electives in consultation with your faculty advisor.

Required Senior Capstone

<table>
<thead>
<tr>
<th>Total Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 490</td>
</tr>
</tbody>
</table>

University Competencies and Proficiencies

- English (p. 19)
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)

- 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

Breadth Area Core Requirements (p. 17) (BACR)

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.
Students who successfully earn a BAB in Management Information Systems from EWU should be able to do the following:

- 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, business database design;
- demonstrate MIS project development skills through system analysis and design and demonstrate MIS/IT project management skills and team skills.

Marketing Major, Bachelor of Arts in Business Administration (BAB)

The Marketing curriculum prepares students for a wide variety of possible career paths. Marketers can be involved with such activities as product development, pricing decisions, advertising, sales management and marketing research. Marketing practitioners act as the connecting link between the firm and its external environment; they assist organizations in adapting to an ever-changing environment.

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 and 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</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 251</td>
<td>PRINCIPLES OF FINANCIAL ACCOUNTING 5</td>
</tr>
<tr>
<td>ACCT 252</td>
<td>PRINCIPLES OF MANAGEMENT ACCOUNTING 4</td>
</tr>
<tr>
<td>ACCT 261</td>
<td>BUSINESS LAW 4</td>
</tr>
<tr>
<td>DSCI 245</td>
<td>BUSINESS STATISTICS 1 4</td>
</tr>
<tr>
<td>ECON 200</td>
<td>INTRODUCTION TO MICROECONOMICS 5</td>
</tr>
<tr>
<td>ECON 201</td>
<td>INTRODUCTION TO MACROECONOMICS 5</td>
</tr>
<tr>
<td>ENGL 201</td>
<td>COLLEGE COMPOSITION: ANALYSIS, RESEARCH AND DOCUMENTATION 5</td>
</tr>
<tr>
<td>MATH 142</td>
<td>PRECALCULUS MATH II 5</td>
</tr>
<tr>
<td>or MATH 161</td>
<td>CALCULUS I</td>
</tr>
<tr>
<td>or HONS 161</td>
<td>CALCULUS I</td>
</tr>
<tr>
<td>or MATH 200</td>
<td>FINITE MATHEMATICS</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Upper Division</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DSCI 346</td>
<td>BUSINESS STATISTICS 2 4</td>
</tr>
</tbody>
</table>

Required courses

- FINC 335 FINANCIAL MANAGEMENT 4
- MGMT 326 ORGANIZATION THEORY AND BEHAVIOR 4
- MGMT 423 BUSINESS AND SOCIETY 4
- MISC 311 INFORMATION TECHNOLOGY IN BUSINESS 4
- MKTG 310 PRINCIPLES OF MARKETING 4
- OPSM 330 OPERATIONS MANAGEMENT 4

Electives—choose approved, related electives in consultation with your faculty advisor.

Required Senior Capstone

- MGMT 490 DEPARTMENT SENIOR CAPSTONE 4

Total Credits 93

University Competencies and Proficiencies

- English (p. )
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)

- MinimumCredits—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
- MinimumCumulativeGPA ≥2.0

Breadth Area Core Requirements (p. 17) (BACR)

- Humanities and Arts (p. 18)
- NaturalSciences (p. 19)
- SocialSciences (p. 19)

University Graduation Requirements (p. 18) (UGR)

- DiversityCourseList (p. 20)
- ForeignLanguage (p. 18) (for Bachelor of Arts)
- GlobalStudiesCourseList (p. 21)
- Minor or Certificate (p. 18)
- SeniorCapstoneCourseList (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student's first term of current matriculation is used to determine BACR (Breadth Area
Credit Requirements) and UGR (Undergraduate Graduation Requirements).

2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BAB in Marketing from EWU should be able to do the following:

- analyze the impact of marketing environments on marketing strategy and performance;
- apply marketing principles to segment consumer groups and develop appropriate positioning strategies;
- collect, analyze, interpret and report market data;
- explain and apply consumer behavior principles and their implications for marketing strategy and practice;
- explain and apply the principles of managing the marketing mix as they relate to marketing planning and integrate these into a marketing plan.

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 and 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></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>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Upper Division Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DSCI 245 BUSINESS STATISTICS 1</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 HONS 161 CALCULUS I</td>
<td>4</td>
</tr>
<tr>
<td>or MATH 200 FINITE MATHEMATICS</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Upper Division Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>DSCI 346 BUSINESS STATISTICS 2</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>MKTG 310 PRINCIPLES OF MARKETING</td>
<td>4</td>
</tr>
<tr>
<td>MISC 311 INFORMATION TECHNOLOGY IN BUSINESS</td>
<td>4</td>
</tr>
<tr>
<td>OPSM 330 OPERATIONS MANAGEMENT</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Professional Accounting Courses</th>
<th></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>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Electives—choose one course from the following</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 323 ACCOUNTING SOFTWARE AND CERTIFICATION</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 399 DIRECTED STUDY</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 425 BUSINESS COMPUTER APPLICATIONS FOR ACCOUNTANTS</td>
<td>4</td>
</tr>
<tr>
<td>ACCT 495 PROFESSIONAL INTERNSHIP</td>
<td>4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Senior Capstone</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MGMT 490 DEPARTMENT SENIOR CAPSTONE</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 97

University Competencies and Proficiencies

- English (p. )
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)

- 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

Breadth Area Core Requirements (p. 17) (BACR)

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)

- Diversity Course List (p. 20)
Supply Chain Management Major, Bachelor of Arts in Business Administration (BAB)

The Supply Chain Operations Management Major 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 Supply Chain Operations Management Major 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 and 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>
</tr>
<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>BUSINESS STATISTICS 1</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>
</tbody>
</table>

**Upper Division Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSCI 346</td>
<td>BUSINESS STATISTICS 2</td>
<td>4</td>
</tr>
<tr>
<td>FINC 335</td>
<td>FINANCIAL MANAGEMENT</td>
<td>4</td>
</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>
<td>4</td>
</tr>
<tr>
<td>MISC 311</td>
<td>INFORMATION TECHNOLOGY IN BUSINESS</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 310</td>
<td>PRINCIPLES OF MARKETING</td>
<td>4</td>
</tr>
<tr>
<td>OPSM 330</td>
<td>OPERATIONS MANAGEMENT</td>
<td>4</td>
</tr>
</tbody>
</table>

**Required Operations Management Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSCI 446</td>
<td>BUSINESS FORECASTING</td>
<td>4</td>
</tr>
<tr>
<td>OPSM 428</td>
<td>GLOBAL SUPPLY CHAIN MANAGEMENT</td>
<td>4</td>
</tr>
<tr>
<td>OPSM 429</td>
<td>WAREHOUSE AND DISTRIBUTION MANAGEMENT</td>
<td>4</td>
</tr>
<tr>
<td>OPSM 441</td>
<td>QUALITY MANAGEMENT</td>
<td>4</td>
</tr>
</tbody>
</table>

**Electives—choose approved, related electives in consultation with your faculty advisor.**

8-10

**Required Senior Capstone**

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

**Total Credits**

93-95

**University Competencies and Proficiencies**

- English (p. )
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

**General Education Requirements (p. 17) (GER)**

- 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
equipping graduates with the hybridization of programming, information
of Science in Data Analytics concentrates at the undergraduate level on
developing the narrative of meaning that underlies the data. The Bachelor
those with the broad skillset needed to navigate in this environment while
resulted in a growing gap in the work force as employers struggle to find
The development of large-scale data collection in recent years has

Breadth Core Area Requirements (p. 17) (BACR)

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BAB in Supply Chain Management from EWU should be able to do the following:

- apply operations management concepts to solve operations management problems such as related to planning, scheduling, distribution, the supply chain, and quality management;
- assess a company’s resource needs based on weekly shifts in simulated operations performance;
- calculate resource allocations using operations management tools and techniques and analyze performance using appropriate quantitative methods;
- explain key operations management concepts such as operations strategy, planning, scheduling, processes and their relationships;
- know the vocabulary of the operations management discipline.

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 Bachelor 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 minoring 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>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 201</td>
<td>COLLEGE COMPOSITION: ANALYSIS, RESEARCH AND DOCUMENTATION</td>
<td>5</td>
</tr>
<tr>
<td>MATH/HONS 161</td>
<td>CALCULUS I (recommended)</td>
<td>5</td>
</tr>
<tr>
<td>or MATH 142</td>
<td>PRECALCULUS MATH II</td>
<td></td>
</tr>
<tr>
<td>MISC 311</td>
<td>INFORMATION TECHNOLOGY IN BUSINESS</td>
<td>4-5</td>
</tr>
<tr>
<td>or CSCI 210</td>
<td>PROGRAMMING PRINCIPLES I</td>
<td></td>
</tr>
<tr>
<td>or CSCI 211</td>
<td>PROGRAMMING PRINCIPLES II</td>
<td></td>
</tr>
</tbody>
</table>

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSCI 245</td>
<td>BUSINESS STATISTICS 1</td>
<td>4</td>
</tr>
<tr>
<td>DSCI 346</td>
<td>BUSINESS STATISTICS 2</td>
<td>4</td>
</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>
</tr>
<tr>
<td>DSCI 449</td>
<td>MULTIVARIATE DATA ANALYSIS</td>
<td>4</td>
</tr>
<tr>
<td>DSCI 450</td>
<td>DATA VISUALIZATION</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>
<td>4</td>
</tr>
</tbody>
</table>

Electives—choose at least three from the following or see the department advisor for a list of approved electives

- CSCD 300 DATA STRUCTURES
- CSCD 320 ALGORITHMS
- CSCD 423 RANDOMIZED ALGORITHMS AND PROBABILISTIC ANALYSIS
- DSCI 446 BUSINESS FORECASTING
- DSCI 447 DESIGN OF EXPERIMENTS
- DSCI 448 BUSINESS SIMULATION
- MISC 371 BUSINESS APPLICATIONS PROGRAM DESIGN
- MISC 372 DATA COMMUNICATION AND NETWORK FUNDAMENTALS
- MISC 486 INFORMATION SECURITY MANAGEMENT
- MISC 487 DIGITAL ENTREPRENEURSHIP
- MISC 498 SEMINAR
  or DSCI 498 SEMINAR

Required Senior Cohort Sequence

Taken sequentially these hybrid classes are composed of online material from Microsoft Learn, Microsoft role-based certifications, community projects, supplemental material and weekly discussion sessions with the course instructor.

- DSCI 481 ML-DATA SCIENCE FUNDAMENTALS 4
- DSCI 483 ML-APPLIED DATA SCIENCE 4
### University Competencies and Proficiencies

- English (p. 16)
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

### General Education Requirements (p. 17) (GER)
- 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

### Breadth Area Core Requirements (p. 17) (BACR)
- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

### University Graduation Requirements (p. 18) (UGR)

**Diversity Course List (p. 20)**
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

### Entrepreneurial Analytics, Bachelor of Science (BS)

Graduates with this degree will combine rigorous analytical skills with a strong foundation in entrepreneurship, new venture creation, and value proposition design. Graduates will be able to analyze data in a variety of forms. They will be skilled at interpreting finding to help guide decision-making and organizational development. Analytical skills developed include programming, information systems, applied statistics, data analysis, qualitative data analysis, and data visualization.

The program goal of the new BS in Entrepreneurial Analytics will prepare graduates to apply their analytical skills in order to lead new product or service launch initiatives, or to work in entrepreneurial companies that are either in the capital raising or in early growth phases of their life-cycles. These companies disproportionately account for new job growth.

Program prerequisites to be completed before declaring into this major: ENGL 201 or equivalent English proficiency, MATH 142 or MATH 161/HONS 161 or equivalent math proficiency, CSCD 210 or CSCD 211 and MISC 311.

### Required Decision Science Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSCI 245</td>
<td>BUSINESS STATISTICS 1</td>
<td>4</td>
</tr>
<tr>
<td>DSCI 346</td>
<td>BUSINESS STATISTICS 2</td>
<td>4</td>
</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>
</tr>
<tr>
<td>DSCI 450</td>
<td>DATA VISUALIZATION</td>
<td>4</td>
</tr>
</tbody>
</table>

### Required Entrepreneurship Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENTP 388</td>
<td>LEARNING FROM OTHERS: ENTREPRENEURIAL CASE ANALYSIS</td>
<td>4</td>
</tr>
<tr>
<td>ENTP 411</td>
<td>FINDING AND EVALUATING OPPORTUNITIES</td>
<td>4</td>
</tr>
<tr>
<td>ENTP 412</td>
<td>BUSINESS MODEL DESIGN</td>
<td>4</td>
</tr>
</tbody>
</table>

### Required Management Information Systems Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>
<td>4</td>
</tr>
</tbody>
</table>

### Electives—choose at least three from the following, or see your department advisor for other approved options

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD 300</td>
<td>DATA STRUCTURES</td>
<td></td>
</tr>
<tr>
<td>CSCD 320</td>
<td>ALGORITHMS</td>
<td></td>
</tr>
<tr>
<td>CSCD 423</td>
<td>RANDOMIZED ALGORITHMS AND PROBABILISTIC ANALYSIS</td>
<td></td>
</tr>
<tr>
<td>CMST 433</td>
<td>LEADERSHIP, INNOVATION AND PROBABILISTIC ANALYSIS</td>
<td></td>
</tr>
<tr>
<td>CMST 466</td>
<td>PUBLIC RELATIONS IN BUSINESS AND FOR ENTREPRENEURSHIP</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 498</td>
<td>SEMINAR (variable credit course)</td>
<td></td>
</tr>
<tr>
<td>or MISC 498</td>
<td>SEMINAR</td>
<td></td>
</tr>
</tbody>
</table>

Students who successfully earn a BS in Data Analytics from EWU should be able to do the following:

- Analyze a variety of data types, including both structured data and unstructured data;
- Build mathematical models to assist decision-making processes;
- Discuss ethical issues related to data analytics;
- Interpret analytic information visually to relevant audiences;
- Make critical decisions to engineer data management.

**Entrepreneurial Analytics, Bachelor of Science (BS)**

Graduates with this degree will combine rigorous analytical skills with a strong foundation in entrepreneurship, new venture creation, and value proposition design. Graduates will be able to analyze data in a variety of forms. They will be skilled at interpreting finding to help guide decision-making and organizational development. Analytical skills developed include programming, information systems, applied statistics, data analysis, qualitative data analysis, and data visualization.

The program goal of the new BS in Entrepreneurial Analytics will prepare graduates to apply their analytical skills in order to lead new product or service launch initiatives, or to work in entrepreneurial companies that are either in the capital raising or in early growth phases of their life-cycles. These companies disproportionately account for new job growth.

Program prerequisites to be completed before declaring into this major: ENGL 201 or equivalent English proficiency, MATH 142 or MATH 161/HONS 161 or equivalent math proficiency, CSCD 210 or CSCD 211 and MISC 311.

### Required Decision Science Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSCI 245</td>
<td>BUSINESS STATISTICS 1</td>
<td>4</td>
</tr>
<tr>
<td>DSCI 346</td>
<td>BUSINESS STATISTICS 2</td>
<td>4</td>
</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>
</tr>
<tr>
<td>DSCI 450</td>
<td>DATA VISUALIZATION</td>
<td>4</td>
</tr>
</tbody>
</table>

### Required Entrepreneurship Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENTP 388</td>
<td>LEARNING FROM OTHERS: ENTREPRENEURIAL CASE ANALYSIS</td>
<td>4</td>
</tr>
<tr>
<td>ENTP 411</td>
<td>FINDING AND EVALUATING OPPORTUNITIES</td>
<td>4</td>
</tr>
<tr>
<td>ENTP 412</td>
<td>BUSINESS MODEL DESIGN</td>
<td>4</td>
</tr>
</tbody>
</table>

### Required Management Information Systems Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>
<td>4</td>
</tr>
</tbody>
</table>

### Electives—choose at least three from the following, or see your department advisor for other approved options

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD 300</td>
<td>DATA STRUCTURES</td>
<td></td>
</tr>
<tr>
<td>CSCD 320</td>
<td>ALGORITHMS</td>
<td></td>
</tr>
<tr>
<td>CSCD 423</td>
<td>RANDOMIZED ALGORITHMS AND PROBABILISTIC ANALYSIS</td>
<td></td>
</tr>
<tr>
<td>CMST 433</td>
<td>LEADERSHIP, INNOVATION AND PROBABILISTIC ANALYSIS</td>
<td></td>
</tr>
<tr>
<td>CMST 466</td>
<td>PUBLIC RELATIONS IN BUSINESS AND FOR ENTREPRENEURSHIP</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 498</td>
<td>SEMINAR (variable credit course)</td>
<td></td>
</tr>
<tr>
<td>or MISC 498</td>
<td>SEMINAR</td>
<td></td>
</tr>
</tbody>
</table>

Students who successfully earn a BS in Data Analytics from EWU should be able to do the following:

- Analyze a variety of data types, including both structured data and unstructured data;
- Build mathematical models to assist decision-making processes;
- Discuss ethical issues related to data analytics;
- Interpret analytic information visually to relevant audiences;
- Make critical decisions to engineer data management.
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

### Accounting 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.

**Grade Requirement:** must achieve a minimum grade ≥C in each course that fulfills a requirement for the minor.

#### Required

<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>
</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>
<td>4</td>
</tr>
</tbody>
</table>

#### Required Electives—choose two from the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ACCT 352</td>
<td>Intermediate Accounting II</td>
<td></td>
</tr>
<tr>
<td>ACCT 353</td>
<td>Intermediate Accounting III</td>
<td></td>
</tr>
<tr>
<td>ACCT 450</td>
<td>Auditing</td>
<td></td>
</tr>
<tr>
<td>ACCT 454</td>
<td>Federal Income Tax I</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits:** 25

### 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

<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>
</tr>
<tr>
<td>MGMT 120</td>
<td>The World of Business</td>
<td>4-5</td>
</tr>
<tr>
<td>or MGMT 326</td>
<td>Organization Theory and Behavior</td>
<td></td>
</tr>
</tbody>
</table>

Electives—choose electives from the approved list (available from the academic advisor for Undergraduate Business Programs) in consultation with your faculty advisor.

**Total Credits:** 21-24

### 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 311, MKTG 310, and OPSM 330;
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.

<table>
<thead>
<tr>
<th>Course Code</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>
<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>BUSINESS FORECASTING</td>
<td>4</td>
</tr>
<tr>
<td>DSCI 447</td>
<td>DESIGN OF EXPERIMENTS</td>
<td>4</td>
</tr>
<tr>
<td>DSCI 448</td>
<td>BUSINESS SIMULATION</td>
<td>4</td>
</tr>
<tr>
<td>DSCI 449</td>
<td>MULTIVARIATE DATA ANALYSIS</td>
<td>4</td>
</tr>
<tr>
<td>DSCI 450</td>
<td>DATA VISUALIZATION</td>
<td>4</td>
</tr>
<tr>
<td>DSCI 498</td>
<td>SEMINAR</td>
<td>4</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 Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MISC 371</td>
<td>BUSINESS APPLICATIONS PROGRAM DESIGN</td>
<td>4</td>
</tr>
<tr>
<td>MISC 372</td>
<td>DATA COMMUNICATION AND NETWORK FUNDAMENTALS</td>
<td>4</td>
</tr>
<tr>
<td>MISC 481</td>
<td>SYSTEMS ANALYSIS AND DESIGN</td>
<td>4</td>
</tr>
<tr>
<td>MISC 485</td>
<td>ADVANCED DATABASE APPLICATIONS DEVELOPMENT</td>
<td>4</td>
</tr>
<tr>
<td>MISC 486</td>
<td>INFORMATION SECURITY MANAGEMENT</td>
<td>4</td>
</tr>
<tr>
<td>MISC 487</td>
<td>DIGITAL ENTREPRENEUERIALHIP</td>
<td>4</td>
</tr>
<tr>
<td>MISC 498</td>
<td>SEMINAR</td>
<td>4</td>
</tr>
<tr>
<td>MKTG 411</td>
<td>MARKETING RESEARCH</td>
<td>4</td>
</tr>
<tr>
<td>OPSM 425</td>
<td>SERVICE AND OPERATION ANALYSIS</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 20

Digital Entrepreneurship Development Minor

Note: MISC 371 and MISC 487 are hands-on based in the PiLab; MISC 371 may be replaced with another programming course—with permission of department advisor.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENTP 387</td>
<td>BUSINESS STARTUP RESEARCH</td>
<td>4</td>
</tr>
<tr>
<td>ENTP 388</td>
<td>LEARNING FROM OTHERS: ENTREPRENEURIAL CASE ANALYSIS</td>
<td>4</td>
</tr>
<tr>
<td>ENTP 389</td>
<td>BUSINESS FEASIBILITY: PLAN AND PITCH</td>
<td>4</td>
</tr>
<tr>
<td>MISC 371</td>
<td>BUSINESS APPLICATIONS PROGRAM DESIGN</td>
<td>4</td>
</tr>
<tr>
<td>MISC 487</td>
<td>DIGITAL ENTREPRENEUERIALHIP</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits: 20

Digital Entrepreneurship Experience Minor

This interdepartmental Minor is for Non-CS/MIS Majors. Graduates with this Minor combine the basics of Information Technology skills with a foundation in Digital Entrepreneurship.

Note: ENTP 311 and MISC 371 are hands-on, experiential learning in the PiLab and should be taken concurrently, in order to experience the DevOps.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENTP 311</td>
<td>ENTREPRENEURIAL BEHAVIOR AND THINKING</td>
<td>4</td>
</tr>
<tr>
<td>MISC 311</td>
<td>INFORMATION TECHNOLOGY IN BUSINESS</td>
<td>4</td>
</tr>
<tr>
<td>MISC 371</td>
<td>BUSINESS APPLICATIONS PROGRAM DESIGN</td>
<td>4</td>
</tr>
</tbody>
</table>
International Business Minor

The International Business Minor will complement the major area of study by providing an in-depth international dimension. 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.

Required Courses

IBUS/MGMT 470 INTERNATIONAL BUSINESS 4
IBUS/MGMT 471 INTERNATIONAL MANAGEMENT 4
IBUS/MKTG 472 GLOBAL MARKETING MANAGEMENT 4
IBUS/FINC 474 INTERNATIONAL FINANCIAL MANAGEMENT 4

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

MISC 311 INFORMATION TECHNOLOGY IN BUSINESS 4
MISC 373 BUSINESS DATABASE APPLICATIONS 4
MISC 374 SPREADSHEET MODELING FOR BUSINESS APPLICATIONS 4

Elective—choose one course from the following, or see your department advisor for a list of approved electives

MISC 481 SYSTEMS ANALYSIS AND DESIGN 4
MISC 485 ADVANCED DATABASE APPLICATIONS DEVELOPMENT 4
MISC 487 DIGITAL ENTREPRENEURSHIP 4

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.
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. MBA 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 in which the MBA is offered is AACSB-International accredited.

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, go to EWU's Handshake (https://ewu.joinhandshake.com/login/).

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.

Course Schedules and Time Limits
Evening MBA (https://www.ewu.edu/cob/management/business-administration/mba/evening-mba-program/?preview=true) courses traditionally meet once a week from 6 to 9:50 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.

The MBA program must be completed within six years after the first applicable advanced MBA course has been taken. MBA 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 (for Evening MBA students only)
Visiting graduate students may enroll in MBA courses on a space-available basis, provided they meet the prerequisites and have provided the COB's department 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 COB's address. 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/MPA Dual Program (option for Evening MBA students only)
The dual MBA/Master of Public Administration (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 applying to 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 and MBA's Program Specialist in advance of consideration for admission.

MBA/MPAcc Dual Program (For more information please contact MBA Program Specialist or MPAcc Advisor)
Students may earn a Master of Business Administration (MBA) and Master of Professional Accounting (MPAcc) dual degree. In this program of study, core courses from one degree program may be used as elective courses in the second program, thereby reducing the number of credits required for each degree. MBA/MPAcc dual degree students must be admitted through the Graduate Studies Office after applying to both the MBA and the MPAcc programs. Admitted students must have satisfied the undergraduate (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 the MBA Program Specialist or the MPAcc Program Advisor in advance of consideration for admission.

Evening (https://www.ewu.edu/cob/management/business-administration/mba/) MBA or Online (https://www.ewu.edu/programs/mba-programs.aspx) MBA Program
Eastern Washington University offers two paths toward earning an MBA (an Evening MBA and Online MBA) with a choice of five concentrations:

- MBA with an (https://www.ewu.edu/cob/?page_id=2942&preview=true) Accounting (https://www.ewu.edu/cob/?page_id=2942&preview=true) concentration (https://www.ewu.edu/cob/?page_id=2942&preview=true)

- MBA with a (https://www.ewu.edu/cob/?page_id=2910&preview=true) Finance (https://www.ewu.edu/cob/?page_id=2910&preview=true) concentration (https://www.ewu.edu/cob/?page_id=2910&preview=true)

- MBA with a (https://www.ewu.edu/cob/?page_id=2969&preview=true) Global Business (https://www.ewu.edu/cob/?page_id=2969&preview=true) concentration (https://www.ewu.edu/cob/?page_id=2969&preview=true)

- MBA with a (https://www.ewu.edu/cob/?page_id=2957&preview=true) Management (https://www.ewu.edu/cob/?page_id=2957&preview=true) concentration (https://www.ewu.edu/cob/?page_id=2957&preview=true)

- MBA with an (https://www.ewu.edu/cob/?page_id=2957&preview=true) Professional (https://www.ewu.edu/cob/?page_id=2957&preview=true) concentration (https://www.ewu.edu/cob/?page_id=2957&preview=true)

Visit the MBA Program Office (https://www.ewu.edu/cob/management/business-administration/mba/) for more information or contact MBA Program Specialist or MPAcc Advisor.
For MBA students interested in the HSAD certificate please contact the HSAD program at 509.828.1252.

**Note:** students admitted into the Evening MBA or the Online MBA can only change from one path to the other once during their MBA program.

**Note:** Students with a bachelor of arts or bachelor of science in business from an accredited college or university are not required to take foundation coursework. Students with a different type of business bachelor's degree or with a non-business bachelor's degree from an accredited college or university are required to show competency in the required foundation areas that will be assessed based on previous academic coursework.

### Evening MBA

**Foundation Requirements**—the following three foundation courses may be waived based on prior equivalent coursework. BADM 502 and BADM 505 can also be satisfied with Ivy online equivalent courses.

- **BADM 502** FINANCE or FINC 335 FINANCIAL MANAGEMENT
- **BADM 503** QUANTITATIVE ANALYSIS IN BUSINESS or DSCI 245 BUSINESS STATISTICS 1 & DSCI 346 BUSINESS STATISTICS 2
- **BADM 505** ESSENTIALS OF ACCOUNTING or ACCT 251 PRINCIPLES OF FINANCIAL ACCOUNTING & ACCT 252 PRINCIPLES OF MANAGEMENT ACCOUNTING

If you are required to take any foundation courses (i.e., Finance, Quantitative Analysis in Business and/or Essentials of Accounting), BADM 502 is required to be fulfilled before taking BADM 530 and finance electives, BADM 503 is required to be fulfilled before taking BADM 520, and BADM 505 is required to be fulfilled before taking BADM 560 and accounting electives. Contact MBA Advisor for details.

### Required Core Coursework

- **BADM 508** ESSENTIALS OF OPERATIONS MANAGEMENT 4
- **BADM 520** DATA DRIVEN DECISION MAKING 4
- **BADM 530** CORPORATE FINANCE 4
- **BADM 540** MARKETING MANAGEMENT 4
- **BADM 552** LEADERSHIP AND ETHICS 4
- **BADM 560** ADVANCED ACCOUNTING FOR MANAGERS 4
- **BADM 590** MBA CAPSTONE 4

Evening MBA students must complete one of the following concentrations:

- MBA with a General Business concentration
- MBA with an Accounting concentration
- MBA with a Finance concentration
- MBA with a Global Business concentration
- MBA with a Health Services Administration concentration (new)

Complete 12 credits (three courses) from one of the above concentrations—General Business, Accounting, Finance, Global Business, or Health Services Administration. Complete 4 credits (one course) from another MBA concentration other than core or foundation courses; see BADM course listing. Evening MBA students may elect to take courses from other graduate programs if these courses help them achieve their objectives and are approved. Students interested in completing the accelerated online Health Services Administration concentration should contact the MBA office for details.

### Online MBA

**Foundation Requirements**—the following three foundation courses may be waived based on prior equivalent coursework. BADM 502 and BADM 505 can also be satisfied with Ivy online equivalent courses.

- **BADM 502** FINANCE (or equivalent)
- **BADM 503** QUANTITATIVE ANALYSIS IN BUSINESS (or equivalent)
- **BADM 505** ESSENTIALS OF ACCOUNTING (or equivalent)

If you are required to take any foundation courses (i.e., Finance, Quantitative Analysis in Business and/or Essentials of Accounting), BADM 502 is required to be fulfilled before taking BADM 530 and finance electives, BADM 503 is required to be fulfilled before taking BADM 520, and BADM 505 is required to be fulfilled before taking BADM 560 and accounting electives. Contact MBA Advisor for details.

### Required Core Coursework

- **BADM 508** ESSENTIALS OF OPERATIONS MANAGEMENT 4
- **BADM 520** DATA DRIVEN DECISION MAKING 4
- **BADM 530** CORPORATE FINANCE 4
- **BADM 540** MARKETING MANAGEMENT 4
- **BADM 552** LEADERSHIP AND ETHICS 4
- **BADM 560** ADVANCED ACCOUNTING FOR MANAGERS 4
- **BADM 590** MBA CAPSTONE 4

Online MBA students must complete one of the following concentrations—Accounting, Finance, Global Business, Health Services Administration, or General Business.

#### Accounting

- **BADM 531** FINANCIAL STATEMENT ANALYSIS
- **BADM 557** ADVANCED COST ACCOUNTING FOR MBA STUDENTS
- **BADM 567** GLOBAL ACCOUNTING ENVIRONMENT

Students must complete an additional 4 credits (one course) from another MBA concentration.

#### Finance

- **BADM 531** FINANCIAL STATEMENT ANALYSIS
- **BADM 532** INTERNATIONAL FINANCIAL MANAGEMENT
- **BADM 533** INTERNATIONAL INVESTMENTS

Students must complete an additional 4 credits (one course) from another MBA concentration.

#### Global Business

- **BADM 532** INTERNATIONAL FINANCIAL MANAGEMENT
- **BADM 533** INTERNATIONAL INVESTMENTS
- **BADM 567** GLOBAL ACCOUNTING ENVIRONMENT

Total Credits 44
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. COB’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 COB’s address. 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 <C 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 COB’s address. 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 COB, with termination from the program as a possible consequence subsequent to consultation with COB’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 COB academic standards, policies, and procedures are subject to compliance with the University’s current academic standards and appeals process.

MBA Students will Learn To:

- examine relevant data and draw informed conclusions;
- identify ethical dilemma, recognize and evaluate alternative courses of action;
- incorporate global considerations into business activities;
- 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 (Online MPAcc) was created to best prepare students 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.

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 (COB) in which the MPAcc is offered has been AACSB-accredited since 1981.

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 the corresponding department chair. 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. Visit EWU’s Beta Alpha Psi website (https://www.ewu.edu/cob/beta-alpha-psi/) for information on joining.
**Advancement to Degree Candidacy, Graduation Application, Graduation GPA, and Other Graduate Studies Policies and Procedures**

Refer to the Graduate Studies Policies and Procedures (p. 24) 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 9:50 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 they are pre-approved by the COB’s Accounting Chair.

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 (one to 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.

**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 the COB’s Accounting Chair 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 COB’s Accounting Chair. 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/MPAcc Dual Program**

Students may earn a Master of Business Administration (MBA) and Master of Professional Accounting (MPAcc) dual degree. In this program of study, core courses from one degree program may be used as elective courses in the second program, thereby reducing the number of credits required for each degree. MBA/MPAcc dual degree students must be admitted through the Graduate Studies Office after applying to both the MBA and the MPAcc programs. Admitted students must have satisfied the undergraduate (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 the MBA Program Specialist or the MPAcc Program Advisor in advance of consideration for admission. For more information, please contact the MPAcc Program Advisor.

**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>
</tr>
</thead>
<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 555</td>
<td>ADVANCED TAX</td>
<td>4</td>
</tr>
</tbody>
</table>

**Required Accounting Electives—choose six from the following.**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</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>
</tr>
<tr>
<td>ACCT 544</td>
<td>ACCOUNTING HISTORY</td>
</tr>
<tr>
<td>ACCT 546</td>
<td>GLOBAL ACCOUNTING ENVIRONMENTS</td>
</tr>
<tr>
<td>ACCT 552</td>
<td>CONTEMPORARY ACCOUNTING THEORY</td>
</tr>
<tr>
<td>ACCT 553</td>
<td>ADVANCED FINANCIAL ACCOUNTING</td>
</tr>
<tr>
<td>ACCT 554</td>
<td>INTERNATIONAL ACCOUNTING</td>
</tr>
<tr>
<td>ACCT 557</td>
<td>ADVANCED COST ACCOUNTING</td>
</tr>
<tr>
<td>ACCT 558</td>
<td>ACCOUNTING FOR GOVERNMENTAL AND NOT-</td>
</tr>
<tr>
<td></td>
<td>FOR-PROFIT ENTITIES</td>
</tr>
<tr>
<td>ACCT 595</td>
<td>PROFESSIONAL INTERNSHIP</td>
</tr>
<tr>
<td>ACCT 599</td>
<td>INDEPENDENT STUDY</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. The results of the review will be a customized program of study that will be discussed in a student meeting with the MPAcc Program Advisor, 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 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 the MPAcc Program Advisor. All MPAcc students must complete a minimum of 36 credits of approved MPAcc coursework.

**Academic Standards–Grade Requirements**

**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. The COB’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 the COB’s Accounting Chair. 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 <C 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 COB’s Accounting Chair. 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 COB’s Accounting Chair, with termination from the program as a possible consequence.

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 COB academic standards, policies, and procedures are subject to compliance with the University’s current academic standards and appeals process.

Students who successfully earn a MPAcc in Professional Accounting from EWU should be able to do the following:

- **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.

- **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.

- **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.
COLLEGE OF HEALTH SCIENCE AND PUBLIC HEALTH

For more information about the college, visit CHSPH (http://www.ewu.edu/chsph/).

668 N. Riverpoint Blvd., Rm. 133
Spokane, WA 99202-1677
p: 509.828.1351

- Interim Dean, Donna Purtee Mann, OTD
- Associate Dean, Donna Bachand, PhD

- Communication Sciences and Disorders (p. 154)
- Dental Hygiene (p. 159)
- Dentistry (p. 164)
- Food and Nutrition/Dietetics (p. 164)
- Health Science (p. 167)
- Health Services Administration (p. 169)
- Nursing (p. 173)
- Occupational Therapy (p. 174)
- Physical Therapy (p. 179)
- Public Health (p. 181)
- Wellness and Movement Sciences (p. 183)
Communication Sciences and Disorders

Lesli Cleveland, PhD, CCC-SLP, Chair
department page (https://www.ewu.edu/chsph/communication-sciences-disorders/)
509.828.1376
310 N. Riverpoint Blvd., Box B Spokane, WA 99202

Faculty
Lesli H. Cleveland, Hedieh Hashemi Hosseinabad, Doreen A. Nicholas, Barbara M. Peregoy, Jane T. Pimentel, Lindsay Williams, Elizabeth Wilson-Fowler.

Undergraduate Degree
BA–Communication Sciences and Disorders Major (p. 156)
Post Baccalaureate in Communication Sciences and Disorders (p. 158)

Graduate Degree
MS–Communication Sciences and Disorders (p. 157)

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 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.

Undergraduate Programs
Professionals practicing in Communication Sciences and Disorders are concerned with 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, 2019 through August 31, 2027. Please check with the department website for further information. Additional information related to accreditation (e.g., 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/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.

**Graduate Program**
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, 2019 through August 31, 2027.

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). 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 (https://csdcas.liaisoncas.com/applicant-ux/#/login), a separate application is to be submitted to the EWU graduate program office. All application materials must be received by the beginning of January 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**
All graduate students must complete a research project of some type (i.e., either thesis or non-thesis). The selection of a research option and research advisor typically occurs during the first semester of graduate
study. 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.

Students develop a research idea in coordination with their research advisor 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 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 present their projects 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
Following EWU Graduate Studies Policy, students must maintaining an overall cumulative grade point average ≥3.00 to be retained in the program and to graduate with the MS degree. No program requirements can be satisfied with a course grade <C (exclusive of practicum courses). Additionally, only two courses in a student’s degree program may be graded <B-. 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. Additionally, ASHA requires that the program regularly assess each student’s progress toward meeting knowledge and skills outcomes (KASA). Each graduate course has its own assessment plan with a built-in academic assistance plan for students who experience difficulty in the course.

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 ACOUDIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>CMSD 304S</td>
<td>PHONEUTICS</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>
<tr>
<td>CMSD 372S</td>
<td>AUDIOMETRY</td>
<td>3</td>
</tr>
<tr>
<td>CMSD 422S</td>
<td>NEUROANATOMY</td>
<td>3</td>
</tr>
<tr>
<td>CMSD 441S</td>
<td>ASSESSMENT OF SPEECH AND LANGUAGE</td>
<td>3</td>
</tr>
<tr>
<td>CMSD 450S</td>
<td>LANGUAGE AND LITERACY</td>
<td>3</td>
</tr>
<tr>
<td>CMSD 451S</td>
<td>NEUROGENIC COMMUNICATION DISORDERS</td>
<td>3</td>
</tr>
<tr>
<td>CMSD 454S</td>
<td>SERVICE LEARNING FOR COMMUNICATION SCIENCES AND DISORDERS</td>
<td>1</td>
</tr>
<tr>
<td>CMSD 461S</td>
<td>CLINICAL METHODS</td>
<td>2</td>
</tr>
<tr>
<td>CMSD 473S</td>
<td>AURAL REHABILITATION</td>
<td>3</td>
</tr>
<tr>
<td>CMSD 480S</td>
<td>INTRODUCTION TO RESEARCH IN COMMUNICATION DISORDERS</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Senior Capstone

CMSD 490S SENIOR CAPSTONE: PROFESSIONAL ISSUES IN COMMUNICATION DISORDERS 3
## Required Rotating Course—the student must take at least one of the following courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSD 442S</td>
<td>INTERVENTION FOR SPEECH AND LANGUAGE DISORDERS</td>
</tr>
<tr>
<td>CMSD 455S</td>
<td>VOICE AND RESONANCE DISORDERS</td>
</tr>
<tr>
<td>CMSD 456S</td>
<td>FLUENCY DISORDERS</td>
</tr>
<tr>
<td>CMSD 498S</td>
<td>SEMINAR</td>
</tr>
</tbody>
</table>

## Required Supporting Courses—students majoring in CMSD must complete coursework in public speaking, biological sciences, physical sciences, statistics and the social/behavioral sciences. These courses should be taken prior to entering the CMSD major.

| Total Credits | 52-54 |

## University Competencies and Proficiencies

- English (p. )
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/ Sources of Credit AP, CLEP, IB (p. 408)

## General Education Requirements (p. 17) (GER)

- 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

## Breadth Area Core Requirements (p. 17) (BACR)

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

## University Graduation Requirements (p. 18) (UGR)

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).

2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

## Communication Sciences and Disorders, Master of Science (MS)

Lindsay Williams, Graduate Program Coordinator
310 N. Riverpoint Blvd., Box B, Spokane, WA 99202
509.828.1326

### Required Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSD 520S</td>
<td>RESEARCH METHODS</td>
<td>3</td>
</tr>
<tr>
<td>CMSD 538S</td>
<td>ADVANCED SPEECH SOUND DISORDERS AND ACQUISITION</td>
<td>2</td>
</tr>
<tr>
<td>CMSD 542S</td>
<td>EARLY LANGUAGE DEVELOPMENT</td>
<td>2</td>
</tr>
<tr>
<td>CMSD 543S</td>
<td>SCHOOL-AGE AND ADOLESCENT LANGUAGE</td>
<td>3</td>
</tr>
<tr>
<td>CMSD 547S</td>
<td>AUGMENTATIVE COMMUNICATION</td>
<td>3</td>
</tr>
<tr>
<td>CMSD 552S</td>
<td>NEUROGENIC DISORDERS OF LANGUAGE AND COGNITION I</td>
<td>2</td>
</tr>
<tr>
<td>CMSD 554S</td>
<td>MOTOR SPEECH DISORDERS</td>
<td>3</td>
</tr>
<tr>
<td>CMSD 558S</td>
<td>NEUROGENIC DISORDERS OF LANGUAGE AND COGNITION II</td>
<td>2</td>
</tr>
<tr>
<td>CMSD 559S</td>
<td>DYSPHAGIA</td>
<td>3</td>
</tr>
<tr>
<td>CMSD 560S</td>
<td>CLINICAL PREPARATION FOR SPEECH-LANGUAGE PATHOLOGISTS</td>
<td>2</td>
</tr>
<tr>
<td>CMSD 568S</td>
<td>ADVANCED ASSESSMENT: PRINCIPLES AND PROCEDURES</td>
<td>2</td>
</tr>
</tbody>
</table>

### Electives

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSD 561S</td>
<td>CLINICAL PRACTICUM</td>
<td>3</td>
</tr>
<tr>
<td>CMSD 562S</td>
<td>ADVANCED CLINICAL PRACTICUM</td>
<td>2</td>
</tr>
<tr>
<td>CMSD 697S</td>
<td>CLINICAL FIELD EXPERIENCE</td>
<td></td>
</tr>
</tbody>
</table>

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 thesis paths

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
</table>

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
Post Baccalaureate in Communication Sciences & Disorders

Lesli Cleveland, PhD, CCC-SLP, Chair
department page (https://www.ewu.edu/chsph/communication-sciences-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 in January 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.

Post Baccalaureate Pre-Professional Program Requirements
Courses reflect semester credits.

<table>
<thead>
<tr>
<th>Fall Semester</th>
<th>Spring Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMSD 304S PHONETICS</td>
<td>CMSD 320S SPEECH AND HEARING SCIENCES</td>
</tr>
<tr>
<td>CMSD 321S ANATOMY AND PHYSIOLOGY OF SPEECH PRODUCTION</td>
<td>CMSD 357S LANGUAGE IMPAIRMENT</td>
</tr>
<tr>
<td>CMSD 331S LANGUAGE DEVELOPMENT</td>
<td>CMSD 358S SPEECH SOUND DISORDERS</td>
</tr>
<tr>
<td>CMSD 371S HEARING AND HEARING DISORDERS</td>
<td>CMSD 372S AUDIOMETRY</td>
</tr>
<tr>
<td>CMSD 422S NEUROANATOMY</td>
<td>CMSD 461S CLINICAL METHODS</td>
</tr>
<tr>
<td>CMSD 473S AURAL REHABILITATION</td>
<td>Total Credits</td>
</tr>
<tr>
<td></td>
<td>32</td>
</tr>
</tbody>
</table>

Total Credits: 32

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.

Post Baccalaureate-Communication Disorders (p. 158)
Pre-Dentistry and Pre-Medicine (p. 385)
Pre-Engineering (p. 257)
Pre-Law (p. 387)
Pre-Pharmacy (p. 387)
Pre-Veterinary Medicine (p. 388)
Dental Hygiene

Lisa Bilich RDH, MSEd. Professor/Chairperson
department webpage (https://www.ewu.edu/chsph/dental-hygiene/)
290C Health Sciences Bld.
310 N. Riverpoint Blvd. Box E
Spokane, WA 99202
509.828.1300

Faculty

Undergraduate Degrees
BS–Dental Hygiene Major (p. 159)
BS–On-line–Dental Hygiene, Degree Completion (p. 161)
BS–Health Science (p. 167)

Graduate Degree
MS–Dental Hygiene (p. 163)

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

Undergraduate Program
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
• 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;
• provides all students the skills necessary to function in interprofessional teams, in a constantly changing society.

Graduate Program
Mission
The mission of the Master of Science Degree in Dental Hygiene Program is to educate and graduate dental hygienists who are technically, intellectually, and ethically prepared to use critical thinking skills, exemplify life-long learning, employ evidence-based decision making, and model cultural sensitivity as community leaders, outstanding citizens, and health care professionals. This program encourages the perpetual self-learning capacity to live up to one’s full potential and to contribute to making our community, our profession and our world a better place to live.

Goals
1. To graduate educationally competent, culturally sensitive, and ethically sound dental hygienists who promote oral and general health and wellness to the public and other health care practitioners.
2. To provide a quality educational program that meets the needs of the students is sensitive to the changing needs of dentistry and follows the guidelines of the educational community.
3. To graduate dental hygienists who initiate and assume responsibility for health promotion and disease prevention for diverse populations in a variety of settings, and who appreciate interprofessional collaboration.
4. To graduate dental hygienists who possess transferable skills in communication, problem-solving, and critical thinking, in order to encourage and take advantage of opportunities for professional growth and development in themselves, their profession and others.
5. To offer a graduate degree program that is sufficient in scope and depth to provide a high quality professional education for dental hygienists that fosters the ability to adapt to the future, to provide leadership in dental hygiene, to practice as an ADHP (if the opportunity exists), and to accept the challenge of doctorate level education.
6. To enhance the body of knowledge for the profession of dental hygiene through the support of faculty translational research programs that contribute to the art and science of dental hygiene, to dental hygiene practice, and the improvement of oral health delivery systems.

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 breadth area core (BACR) 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;
- attend one dental hygiene information session prior to applying to the
dental hygiene program;
- complete all required Dental Hygiene program admission prerequisite
courses and dental hygiene program admission requirements;
- complete the supplemental EWU Dental Hygiene application;
- apply to the EWU Dental Hygiene Program and pay the Dental
Hygiene program application fee;
- 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;
- provide proof of seroconversion or presence of anti-HBs antibody;
- submit proof of a QT Gold TB blood test prior to the fall entry into the
program;
- meet the essential functions required of a dental hygienist;
- be willing to treat all patients assigned realizing the potential exists
for transmission of bloodborne and other infectious diseases during
patient care services;
- hold a current Health Care Provider CPR Certification;
- pass a state and federal background check; prior criminal convictions
may prohibit a graduate from obtaining a license to practice dental
hygiene.
- seek advice from a medical professional specializing in allergies if
they suspect they may have a latex allergy.

**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.

Transcripts and inquiries should be directed to Lisa Bilich, Chair of the BSDH
program or Kasey Clark, Program Specialist.
Please visit the Dental Hygiene (https://www.ewu.edu/chsp/programs/
dental-hygiene/) department web page for further information.
Each required prerequisite course must be completed with a grade ≥C+.
Program applicants may retake two of the five priority prerequisite
sciences courses one time (BIOL 232, BIOL 233, CHEM 161, CHEM 162,
FNDT 356).

**Required Prerequisites prior to admission to Dental Hygiene—quarter system**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>BIOL 235</td>
<td>ELEMENTARY MEDICAL MICROBIOLOG</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>
<tr>
<td>CHEM 163</td>
<td>BIOCHEMISTRY FOR THE HEALTH SCIENCES</td>
<td>5</td>
</tr>
<tr>
<td>ENGL 201</td>
<td>COLLEGE COMPOSITION: ANALYSIS, RESEARCH AND DOCUMENTATION (university proficiencies, writing)</td>
<td>5</td>
</tr>
<tr>
<td>FNDT 356</td>
<td>NUTRITION</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>GENERAL PSYCHOLOGY (a BACR for social sciences)</td>
<td>5</td>
</tr>
<tr>
<td>SOCI 263</td>
<td>SOCIAL PROBLEMS (263=UGR–global studies/101=a BACR for social sciences)</td>
<td>5</td>
</tr>
<tr>
<td>or SOCI 101</td>
<td>INTRODUCTION TO SOCIOLOGY</td>
<td>5</td>
</tr>
</tbody>
</table>

Choose one course from the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST 200</td>
<td>INTRODUCTION TO SPEECH COMMUNICATION</td>
</tr>
<tr>
<td>CMST 210</td>
<td>INTERPERSONAL COMMUNICATION</td>
</tr>
<tr>
<td>CMST 250</td>
<td>SMALL GROUP COMMUNICATION</td>
</tr>
<tr>
<td>CMST 312</td>
<td>NONVERBAL COMMUNICATION</td>
</tr>
<tr>
<td>CMST 331</td>
<td>INTERVIEWING</td>
</tr>
<tr>
<td>CMST 340</td>
<td>INTERCULTURAL COMMUNICATION (UGR–diversity)</td>
</tr>
<tr>
<td>CMST 342</td>
<td>GLOBAL COMMUNICATION</td>
</tr>
</tbody>
</table>

Total Credits: 59

**Major Requirements for Dental Hygiene**

**Year One—fall semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNHY 300S</td>
<td>HEAD AND NECK ANATOMY</td>
</tr>
<tr>
<td>DNHY 301S</td>
<td>DENTAL ANATOMY</td>
</tr>
<tr>
<td>DNHY 302S</td>
<td>HISTOLOGY AND EMBRYOLOGY</td>
</tr>
<tr>
<td>DNHY 310S</td>
<td>RADIOLOGY</td>
</tr>
<tr>
<td>DNHY 330S</td>
<td>PRE-CLINIC</td>
</tr>
<tr>
<td>DNHY 360S</td>
<td>DISEASE PREVENTION STRATEGIES</td>
</tr>
<tr>
<td>DNHY 477S</td>
<td>LEADERSHIP AND PROFESSIONAL DEVELOPMENT</td>
</tr>
</tbody>
</table>

**Year One—spring semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNHY 321S</td>
<td>PERIODONTALGY I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNHY 300S</td>
<td>HEAD AND NECK ANATOMY</td>
</tr>
<tr>
<td>DNHY 301S</td>
<td>DENTAL ANATOMY</td>
</tr>
<tr>
<td>DNHY 302S</td>
<td>HISTOLOGY AND EMBRYOLOGY</td>
</tr>
<tr>
<td>DNHY 310S</td>
<td>RADIOLOGY</td>
</tr>
<tr>
<td>DNHY 330S</td>
<td>PRE-CLINIC</td>
</tr>
<tr>
<td>DNHY 360S</td>
<td>DISEASE PREVENTION STRATEGIES</td>
</tr>
<tr>
<td>DNHY 477S</td>
<td>LEADERSHIP AND PROFESSIONAL DEVELOPMENT</td>
</tr>
</tbody>
</table>

**Year One—fall semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNHY 300S</td>
<td>HEAD AND NECK ANATOMY</td>
</tr>
<tr>
<td>DNHY 301S</td>
<td>DENTAL ANATOMY</td>
</tr>
<tr>
<td>DNHY 302S</td>
<td>HISTOLOGY AND EMBRYOLOGY</td>
</tr>
<tr>
<td>DNHY 310S</td>
<td>RADIOLOGY</td>
</tr>
<tr>
<td>DNHY 330S</td>
<td>PRE-CLINIC</td>
</tr>
<tr>
<td>DNHY 360S</td>
<td>DISEASE PREVENTION STRATEGIES</td>
</tr>
<tr>
<td>DNHY 477S</td>
<td>LEADERSHIP AND PROFESSIONAL DEVELOPMENT</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNHY 321S</td>
<td>PERIODONTALGY I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNHY 300S</td>
<td>HEAD AND NECK ANATOMY</td>
</tr>
<tr>
<td>DNHY 301S</td>
<td>DENTAL ANATOMY</td>
</tr>
<tr>
<td>DNHY 302S</td>
<td>HISTOLOGY AND EMBRYOLOGY</td>
</tr>
<tr>
<td>DNHY 310S</td>
<td>RADIOLOGY</td>
</tr>
<tr>
<td>DNHY 330S</td>
<td>PRE-CLINIC</td>
</tr>
<tr>
<td>DNHY 360S</td>
<td>DISEASE PREVENTION STRATEGIES</td>
</tr>
<tr>
<td>DNHY 477S</td>
<td>LEADERSHIP AND PROFESSIONAL DEVELOPMENT</td>
</tr>
</tbody>
</table>

**Year One—spring semester**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNHY 321S</td>
<td>PERIODONTALGY I</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNHY 300S</td>
<td>HEAD AND NECK ANATOMY</td>
</tr>
<tr>
<td>DNHY 301S</td>
<td>DENTAL ANATOMY</td>
</tr>
<tr>
<td>DNHY 302S</td>
<td>HISTOLOGY AND EMBRYOLOGY</td>
</tr>
<tr>
<td>DNHY 310S</td>
<td>RADIOLOGY</td>
</tr>
<tr>
<td>DNHY 330S</td>
<td>PRE-CLINIC</td>
</tr>
<tr>
<td>DNHY 360S</td>
<td>DISEASE PREVENTION STRATEGIES</td>
</tr>
<tr>
<td>DNHY 477S</td>
<td>LEADERSHIP AND PROFESSIONAL DEVELOPMENT</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNHY 321S</td>
<td>PERIODONTALGY I</td>
</tr>
</tbody>
</table>
### University Graduation Requirements

#### Breadth Area Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNHY 345S</td>
<td>FOUNDATIONS OF PHYSIOLOGY,</td>
</tr>
<tr>
<td></td>
<td>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>
</tr>
</tbody>
</table>

#### General Education Requirements

- Year One—summer semester
  - DNHY 421S PAIN MANAGEMENT
  - DNHY 450S CLINIC II
- Year Two—fall semester
  - DNHY 430S GENERAL AND ORAL PATHOLOGY
  - DNHY 441S SPECIAL POPULATIONS
  - DNHY 442S PERIODONTOLOGY II
  - DNHY 451S CLINIC III
  - DNHY 460S DENTAL PUBLIC HEALTH
  - DNHY 470S RESEARCH
  - DNHY 480S RESTORATIVE DENTISTRY II

**CLINICAL EDUCATION STRATEGIES may only be taken once—choose fall or spring semester**
- DNHY 475S CLINICAL EDUCATION STRATEGIES

#### University Competencies and Proficiencies

<table>
<thead>
<tr>
<th>Competency</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
</tr>
<tr>
<td>Mathematics</td>
</tr>
<tr>
<td>Placement and Clearance Exams</td>
</tr>
<tr>
<td>Prior Learning/Sources of Credit</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNHY 452S</td>
<td>CLINIC IV</td>
</tr>
<tr>
<td>DNHY 454S</td>
<td>STRATEGIES IN RISK AND PRACTICE MANAGEMENT</td>
</tr>
<tr>
<td>DNHY 461S</td>
<td>EXPERIENCES IN DENTAL PUBLIC HEALTH</td>
</tr>
<tr>
<td>DNHY 481S</td>
<td>RESTORATIVE DENTISTRY III</td>
</tr>
<tr>
<td>DNHY 484S</td>
<td>PRINCIPLES OF ADVOCACY AND ETHICS</td>
</tr>
<tr>
<td>DNHY 490S</td>
<td>DENTAL HYGIENE CAPSTONE</td>
</tr>
</tbody>
</table>

**CLINICAL EDUCATION STRATEGIES may only be taken once—choose fall or spring semester**
- DNHY 475S CLINICAL EDUCATION STRATEGIES

### Total Credits 74

#### University Graduation Requirements (p. 18) (UGR)

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)

#### Prior Learning/Sources of Credit

- AP, CLEP, IB Placement and Clearance Exams

#### Mathematics

- English
- Mathematics
- Placement and Clearance Exams
- Prior Learning/Sources of Credit AP, CLEP, IB

#### General Education Requirements (p. 17) (GER)

- 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

#### Breadth Area Core Requirements (p. 17) (BACR)

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

#### University Graduation Requirements (p. 18) (UGR)

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)

#### Total Credits

### Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a Bachelor of Science in Dental Hygiene from EWU should be able to do the following:

- 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.

### Dental Hygiene, Bachelor of Science in Dental Hygiene (BSDH)

Ann O’Kelley Wetmore, MSDH, RDH. Professor/Program Director

270N Health Sciences Bld.
310 N. Riverpoint Blvd. Box E
Spokane, WA 99202
509.828.1321

BSDH Degree Completion Program Webpage (https://www.ewu.edu/chsph/dental-hygiene/degree-completion-bachelor-of-science/)

BSDH degree completion opportunities are for licensed dental hygienists who desire a baccalaureate degree and have associate degrees from two-year community colleges accredited by the Commission on Dental Accreditation (CODA) and regional higher education accrediting bodies. EWU accepts a maximum block transfer of 74 quarter credits from an Associate in Applied Science dental hygiene degree program accredited by the Commission on Dental Accreditation and regional higher education accrediting bodies. In addition, to fulfill the EWU requirements for the
EWU BS in Dental Hygiene, students must complete the required Dental Hygiene courses (40 semester credits/60 quarter credits) and any other degree requirements, as identified by a program advisor after transcript evaluation. All courses are taught fully online via Canvas, an online learning management system that allows students to submit assignments, contact the course instructor, collaborate with fellow students, participate in discussions, and even videoconference from virtually anywhere.

**General Admission Requirements for the Online BSDH Degree Completion Program.**

- A current dental hygiene license in the U.S. or Canada.
- Associate degree from a CODA and regional accredited dental hygiene program in the U.S. or Canada.
- Successful completion of the Dental Hygiene National Board examination or its Canadian equivalent.

*Please visit the* Dental Hygiene [department web page for further information.](https://www.ewu.edu/chsph/dental-hygiene/)

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNHY/HSCI 467S</td>
<td>CAREER STRATEGIES</td>
<td>1</td>
</tr>
<tr>
<td>DNHY/HSCI 469S</td>
<td>APPLIED STATISTICS AND EVIDENCE-BASED DECISION MAKING FOR THE HEALTH SCIENCES</td>
<td>4</td>
</tr>
<tr>
<td>DNHY/HSCI 477S</td>
<td>PRINCIPLES OF RESEARCH AND SCIENTIFIC WRITING</td>
<td>4</td>
</tr>
<tr>
<td>DNHY/HSCI 477S</td>
<td>LEADERSHIP AND PROFESSIONAL DEVELOPMENT</td>
<td>1</td>
</tr>
<tr>
<td>DNHY 485S</td>
<td>ORAL HEALTH PROMOTION</td>
<td>3</td>
</tr>
<tr>
<td>DNHY 486S</td>
<td>CONTEMPORARY ISSUES IN DENTAL HYGIENE</td>
<td>3</td>
</tr>
<tr>
<td>DNHY/HSCI 487S</td>
<td>PRINCIPLES AND POLICIES OF HEALTHCARE MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>DNHY/HSCI 488S</td>
<td>RELATIONSHIP, ETHICS AND COMMUNICATION IN HEALTHCARE</td>
<td>3</td>
</tr>
<tr>
<td>DNHY 489S</td>
<td>PRINCIPLES OF DENTAL PUBLIC HEALTH</td>
<td>3</td>
</tr>
<tr>
<td>DNHY 490S</td>
<td>DENTAL HYGIENE CAPSTONE</td>
<td>3</td>
</tr>
<tr>
<td>DNHY/HSCI 491S</td>
<td>FOUNDATIONS OF CLINICAL EDUCATION</td>
<td>5</td>
</tr>
<tr>
<td>DNHY 492S</td>
<td>EDUCATION/HEALTH PROMOTION PRACTICUM</td>
<td>3</td>
</tr>
<tr>
<td>DNHY/HSCI 494S</td>
<td>MYTHOLOGY, FOLKLORE AND HEALTHCARE</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credits** 40

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 not permitted to start the program. *Please plan accordingly when creating your education plan with the BSDH Program Director.*

Application for Graduation ([https://inside.ewu.edu/records-and-registration/apply-to-graduate/](https://inside.ewu.edu/records-and-registration/apply-to-graduate/)) 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.*

**University Competencies and Proficiencies**

- English (p. )
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

**General Education Requirements (p. 17) (GER)**

- 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

**Breadth Area Core Requirements (p. 17) (BACR)**

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

**University Graduation Requirements (p. 18) (UGR)**

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major ([https://inside.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major/](https://inside.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 (use EagleNET ([https://eaglenet.ewu.edu/](https://eaglenet.ewu.edu/))) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

*Use the Catalog Archives ([https://catalog.ewu.edu/archives/](https://catalog.ewu.edu/archives/)) to determine two important catalog years (p. 15).

[SOAR](https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog *in effect at the student’s first term of current matriculation* is used to determine **BACR** (Breadth Area Credit Requirements) and **UGR** (Undergraduate Graduation Requirements).
2. The catalog *in effect at the time the student declares a major or minor* is used to determine the program requirements.

**Students who successfully earn a Bachelor of Science in Dental Hygiene from EWU should be able to do the following:**

- 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 the 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 36 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 Applied Sciences and 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 $75 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.

Please visit the Dental Hygiene (https://www.ewu.edu/chsp/h/dental-hygiene) department web page for further information.

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DNHY 502S</td>
<td>GRADUATE SEMINAR IN HEALTHCARE TECHNOLOGY</td>
<td>1</td>
</tr>
<tr>
<td>DNHY 505S</td>
<td>HEALTHCARE LEADERSHIP</td>
<td>3</td>
</tr>
<tr>
<td>DNHY 520S</td>
<td>RESEARCH METHODOLOGIES AND SCHOLARLY WRITING</td>
<td>4</td>
</tr>
<tr>
<td>DNHY 530S</td>
<td>INTRODUCTION TO THESIS</td>
<td>1</td>
</tr>
<tr>
<td>DNHY 600S</td>
<td>THESIS</td>
<td>2</td>
</tr>
<tr>
<td>DNHY 605S</td>
<td>COMPONENTS OF PROGRAM DEVELOPMENT</td>
<td>2</td>
</tr>
<tr>
<td>DNHY 610S</td>
<td>HEALTHCARE EDUCATION THEORIES AND INSTRUCTIONAL METHODS</td>
<td>2</td>
</tr>
<tr>
<td>DNHY 615S</td>
<td>PRINCIPLES OF DENTAL HYGIENE COURSE AND CURRICULUM DESIGN</td>
<td>3</td>
</tr>
<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>
</tr>
<tr>
<td>DNHY 630S</td>
<td>SEMINAR ON HEALTHCARE POLICIES AND FINANCE</td>
<td>2</td>
</tr>
<tr>
<td>DNHY 635S</td>
<td>PRACTICUM</td>
<td>5</td>
</tr>
<tr>
<td>DNHY 640S</td>
<td>SEMINAR ON ADMINISTRATION, MANAGEMENT AND ORGANIZATION</td>
<td>2</td>
</tr>
<tr>
<td>PUBH 563S</td>
<td>RESEARCH, BIOSTATISTICS AND OTHER WAYS OF ‘KNOWING’</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 34

Students who successfully earn a Master of Science in Dental Hygiene from EWU should be able to do the following:
• complete a thesis using a scholarly inquiry approach to original research of their own choosing;
• create an electronic leadership portfolio that demonstrates the skills needed as a leader in the profession and community;
• create an electronic portfolio that validates successful attainment of the Eastern Washington University Master of Science in Dental Hygiene Core Competencies;
• use a global perspective to reflect on their ability to meet their full potential as a graduate dental hygienist.
**Dentistry**

Art DiMarco, Director, Regional Initiatives in Dental Education

Program page (https://www.ewu.edu/chsph/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.

**Food and Nutrition/Dietetics**

Food and Nutrition/Dietetics does not offer a degree program. FNDT 356 supports other programs.

**FNDT 356. NUTRITION. 5 Credits.**

**Notes:** for health science majors.

**Pre-requisites:** must be declared as a Pre-Dental Hygiene, Pre-Nursing or Exercise Science.

This course, for health sciences majors, focuses on nutrients, processes of digestion, absorption, metabolism and nutritive requirements.
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.

Major Declaration
Any EWU student who has completed or nearly completed the prerequisite courses may declare a major in HITM.

Required prerequisites total 10 credits—these are accreditation requirements: BIOL 100 and MATH 200 (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
- Health Informatics Technology and Management 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.

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSCI 245</td>
<td>BUED 302</td>
</tr>
<tr>
<td>HLED 256</td>
<td>DSCI 346</td>
</tr>
<tr>
<td>HSAD 300</td>
<td>HSAD 310</td>
</tr>
<tr>
<td>HSAD 315</td>
<td>MISC 311</td>
</tr>
<tr>
<td>MISC 373</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th>Winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSAD 410</td>
<td>HSAD 424</td>
</tr>
<tr>
<td>HUMR 328</td>
<td>HSAD 435</td>
</tr>
<tr>
<td>MISC 373</td>
<td>HSAD 470</td>
</tr>
<tr>
<td>MISC 374</td>
<td>MISC 486</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Fall</th>
<th>Winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSAD 420</td>
<td>BUED 425</td>
</tr>
<tr>
<td>MISC 481</td>
<td>MISC 488</td>
</tr>
<tr>
<td>MISC 487</td>
<td>HSAD 490</td>
</tr>
<tr>
<td>MISC 488</td>
<td>HSAD 495</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Spring</th>
<th>Winter</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUED 425</td>
<td>HSAD 424</td>
</tr>
<tr>
<td>HSAD 490</td>
<td>HSAD 435</td>
</tr>
<tr>
<td>HSAD 495</td>
<td>HSAD 470</td>
</tr>
</tbody>
</table>

Total Credits 89

University Competencies and Proficiencies
- English (p. 1)
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)
- 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

Breadth Area Core Requirements (p. 17) (BACR)
- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)
- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).

2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BS in Health Informatics Technology and Management from EWU should be able to do the following:

- acquire MIS technical skills, including programming principles, database principles, networking and data communications;
- demonstrate effective written and oral communication skills;
- demonstrate HI project management skills and team skills;
- demonstrate MIS and HSAD project development skills through system analysis and design;
- demonstrate problem-solving abilities by applying MIS technical skills, including business application program design and business database design;
- understand business domain knowledge, such as accounting, finance, marketing, human resource management, logistics and supply chain;
- understand health care administration.
Health Science
Ann O'Kelley Wetmore, MSDH, RDH. Professor/Program Director
department webpage (https://www.ewu.edu/chsph/health-science/)
270N Health Sciences Bld.
310 N. Riverpoint Blvd. Box E
Spokane, WA 99202
509.828.1321

Undergraduate Degree
BS–Health Science (p. 167)

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

Health Science, Bachelor of Science (BS)
Health Science is a multidisciplinary field. As such, this program is housed in the Department of Dental Hygiene and provides an interprofessional focused curriculum that combines bio-medical, psycho-social, organizational and societal aspects of health, disease and health care. This program is a pathway for those with an approved Associate Degree in an Allied Health Program or a Direct Transfer Degree and a certificate in an approved allied health profession and are currently working as an Allied Health Professional, or current EWU students with Pre-Nursing or Pre-Dental Hygiene coursework to earn a Bachelor of Science in Health Science degree. This degree is NOT a pathway for entry to medical school.

Mission of the Health Science Program
The mission of the Bachelor of Science in Health Science program is to provide pathways for allied health care providers who seek to become culturally sensitive future leaders who provide competent, compassionate care, and assume positions of responsibility and leadership within their chosen allied health care profession. The program promotes a positive and rewarding academic environment that fosters innovation and collaboration for students, faculty, and staff.

BSHS Degree Completion program goals
1. Compel individuals who possess moral and ethical values/behaviors to be effective participants in an increasingly complex and interdisciplinary health care system.
2. Foster health science professionals who are culturally sensitive and possess a strong theoretical base in the humanities, psychosocial sciences, and natural sciences.
3. Encourage health science professionals to be life-long learners who critically think, analyze, and solve problems, make sound judgments, and lead others to do the same.
4. Cultivate the communication and leadership skills of health science professionals.
5. Instill a commitment to contribute actively to the betterment of the allied health care profession through professional involvement, continued education, and advanced professional or graduate education.

Admission Requirements per BSHS Degree Pathway
Admission requirements over and above admission to EWU are required for all students. These include: successful completion of ENGL 201, or its equivalent, and successful completion of MATH 107 or MATH 121, or its equivalent.

Based upon the student’s chosen pathway the following are required:

Allied Professionals with AAS
• Associate of Applied Science degree accredited by an allied health professional’s specialty accrediting body and regional higher education accrediting bodies in the U.S. or Canada as noted below.
• Current certificate or license in the U.S. or Canada in one of the following approved allied health professions;
  • Respiratory Care
  • Radiologic Technology
  • Diagnostic Medical Sonography
  • Vascular Technology
  • Invasive Cardiovascular Technology
  • Medical Laboratory Technology
  • Occupational Therapy Assistant
  • Physical Therapy Assistant
• Documented work experience as an Allied Health Professional in one of the above allied health professions

Allied Professionals with DTA and Certificate
• Direct Transfer Agreement (DTA) Degree from a regional higher education accrediting bodies in the U.S. or Canada
• Current certificate or license in the U.S. or Canada
• Ability to develop a portfolio demonstrating at least 15 semester/20 quarter credits of work in the following professions; Dental Assistant, Medical Assistant, Pharmacy Technician, Surgical Technician, or Emergency Medical Technician.
  or
• Complete a minor at EWU consisting of at least 10 semester/15 quarter credits
  • Communication 19 quarter credits
  • Psychology 20 quarter credits
  • Sociology 15 quarter credits
  • Women’s Studies 22–23 quarter credits
  • Race and Culture 18–30 quarter credits
• Preferred 3-year documented work experience as an Allied Health Professional in the above professions is considered during the application process.

Pre-Nursing or Pre-Dental Hygiene students
To fulfill the EWU requirements for the baccalaureate degree, Pre-Dental Hygiene and Pre-Nursing students who wish to earn the EWU BS in Health Science must complete:
• All prerequisite courses for the Dental Hygiene and Nursing majors at EWU
• Required Health Science courses including Capstone (40 semester credits)
• Other degree requirements, if needed after transcript evaluation.

Admission requirements include:
• Completion of the Pre-Dental Hygiene and Pre-Nursing prerequisite courses with a C (2.0) average
• Successful completion of ENGL 201 or its equivalent
  • Successful completion of College Algebra or its equivalent

In optimal circumstances, students complete a minimum of 90 quarter credits in the two year full time Pre-Dental Hygiene or Pre-Nursing/university requirements coursework. To achieve required 120 quarter credits for entry to the BSHS program, students are encouraged to seek minors as needed. The following minors may be appropriate for the pre-dental hygiene or pre-nursing student.

• Communication 19 quarter credits
• Psychology 20 quarter credits
• Sociology 15 quarter credits
• Women’s Studies 22–23 quarter credits
• Race and Culture 18–30 quarter credits

Please visit the Health Science (https://www.ewu.edu/chsph/health-science/) web page for further information.

Required Courses

<table>
<thead>
<tr>
<th>Year One</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSCI 400S FOUNDATIONS OF PUBLIC HEALTH</td>
<td>21</td>
</tr>
<tr>
<td>HSCI 402S CURRENT ISSUES IN THE HEALTH ARENA</td>
<td></td>
</tr>
<tr>
<td>HSCI 403S ESSENTIALS OF PROCESS IMPROVEMENT</td>
<td></td>
</tr>
<tr>
<td>HSCI/DNHY 469S APPLIED STATISTICS AND EVIDENCE-BASED DECISION MAKING FOR THE HEALTH SCIENCES</td>
<td></td>
</tr>
<tr>
<td>HSCI/DNHY 471S PRINCIPLES OF RESEARCH AND SCIENTIFIC WRITING</td>
<td></td>
</tr>
<tr>
<td>HSCI/DNHY 477S LEADERSHIP AND PROFESSIONAL DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>HSCI/DNHY 488S RELATIONSHIP, ETHICS AND COMMUNICATION IN HEALTHCARE</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Year Two</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSCI 401S INTRODUCTION TO EPIDEMIOLOGY</td>
<td>19</td>
</tr>
<tr>
<td>HSCI/DNHY 467S CAREER STRATEGIES</td>
<td></td>
</tr>
<tr>
<td>HSCI/DNHY 467S PRINCIPLES AND POLICIES OF HEALTHCARE MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>HSCI 490S HEALTH SCIENCE SENIOR CAPSTONE</td>
<td></td>
</tr>
<tr>
<td>HSCI/DNHY 491S FOUNDATIONS OF CLINICAL EDUCATION</td>
<td></td>
</tr>
<tr>
<td>HSCI/DNHY 494S MYTHOLOGY, FOLKLORE AND HEALTHCARE</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 40

The Bachelor of Science in Health Science program is designed for students to meet EWU’s Breadth Area Core Requirements. All students accepted to the Bachelor of Science in Health Science 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 not permitted to start the program. Please plan accordingly when creating your education plan with the BSHS Program Director.

Application for Graduation (https://inside.ewu.edu/records-and-registration/apply-to-graduate/) 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.

Students who successfully earn a Bachelor of Science in Health Science from EWU should be able to do the following:

• assess the roles of allied health professionals on an interprofessional health care team;
• create an electronic portfolio that validates knowledge of the five core healthcare competencies:
• demonstrate comprehension of research principles;
• integrate theoretical and empirical knowledge from professional, scientific and humanistic disciplines to the role of a health science professional.
Health Services Administration

Mary Ann Keogh Hoss (mhoss@ewu.edu), Program Director
program page (https://www.ewu.edu/chsph/health-services-administration/)
668 N. Riverpoint Blvd.
509.828.1245

Undergraduate Degrees
BA—Health Services Administration Major (p. 169)
BA—Health Services Administration Long Term Care Option (p. 170)
Minor—Health Services Management (p. 172)

Graduate Certificate
Graduate Certificate—Health Services Administration (p. 172)

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

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 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>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 315</td>
<td>Seminar on Professional Development</td>
<td>1</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/PLAN 424</td>
<td>Strategic Planning</td>
<td>4</td>
</tr>
<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>
</tr>
<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>
</tr>
<tr>
<td>HSAD 470</td>
<td>Healthcare Finance</td>
<td>4</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>ACCT 251</td>
<td>Principles of Financial Accounting</td>
<td>5</td>
</tr>
<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>
</tr>
<tr>
<td>BUED 425</td>
<td>Workplace Communications Using Computer Applications</td>
<td>5</td>
</tr>
<tr>
<td>DSCI 245</td>
<td>Business Statistics 1</td>
<td>4</td>
</tr>
<tr>
<td>ECON 200</td>
<td>Introduction to Microeconomics</td>
<td>5</td>
</tr>
<tr>
<td>HLED 256</td>
<td>Medical Terminology</td>
<td>2</td>
</tr>
<tr>
<td>HUMR 328</td>
<td>Human Resource Management</td>
<td>4</td>
</tr>
<tr>
<td>MATH 200</td>
<td>Finite Mathematics</td>
<td>5</td>
</tr>
<tr>
<td>MKTG 310</td>
<td>Principles of Marketing</td>
<td>4</td>
</tr>
</tbody>
</table>

### Track or Minor

Choice of courses to be chosen with approval of HSAD advisor. (8 credits minimum)

### Capstone and Internship

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSAD 490</td>
<td>Senior Capstone</td>
<td>4</td>
</tr>
<tr>
<td>HSAD 495</td>
<td>Internship</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total Credits: 100**

### University Competencies and Proficiencies

- English (p. 16)
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

### General Education Requirements (p. 17) (GER)

- 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

### Breadth Area Core Requirements (p. 17) (BACR)

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

### University Graduation Requirements (p. 18) (UGR)

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BA in Health Services Administration from EWU should be able to do the following:

- 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.
- 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>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 315</td>
<td>SEMINAR ON PROFESSIONAL DEVELOPMENT</td>
<td>1</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/PLAN 424</td>
<td>STRATEGIC PLANNING</td>
<td>4</td>
</tr>
<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>
</tr>
<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>
</tr>
<tr>
<td>HSAD 470</td>
<td>HEALTHCARE FINANCE</td>
<td>4</td>
</tr>
</tbody>
</table>

**Required Co-Requied Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG 310</td>
<td>PRINCIPLES OF MARKETING</td>
<td>4</td>
</tr>
</tbody>
</table>

**Required Senior Capstone**

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

**Total Credits**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSAD 460</td>
<td>LONG TERM CARE ADMINISTRATION</td>
</tr>
<tr>
<td>HSAD 480</td>
<td>FACILITIES AND MAINTENANCE</td>
</tr>
</tbody>
</table>

**Note**—variable credits practicums are not to exceed a total of 25 credits

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSAD 486</td>
<td>LONG TERM PRACTICUM 1</td>
<td>5-12</td>
</tr>
<tr>
<td>HSAD 487</td>
<td>LONG TERM PRACTICUM 2</td>
<td>5-12</td>
</tr>
<tr>
<td>HSAD 488</td>
<td>LONG TERM PRACTICUM 3</td>
<td>5-12</td>
</tr>
</tbody>
</table>

**Required Senior Capstone**

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

**University Competencies and Proficiencies**

- English (p.  )
- Mathematics (p.  )
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

**General Education Requirements (p. 17) (GER)**

- 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

**Breadth Area Core Requirements (p. 17) (BACR)**

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

**University Graduation Requirements (p. 18) (UGR)**

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

**Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 15).**

**SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.**

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog **in effect at the time the student declares a major or minor** is used to determine the program requirements.

---

**Students who successfully earn a BA in Health Services Administration—Long Term Care from EWU should be able to do the following:**

- 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.

### Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>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 Certificate, Graduate

The Health Services Administration Graduate Certificate provides students who have an interest in working within the health field with an understanding of various health service delivery models that exist in the U.S. today. The courses provide an overview of the administrative topics in today’s dynamic and challenging health environment. Students are engaged in real life applications. It is suggested that the classes be completed in one academic year. Note: this is an online program.

### Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HSAD 500</td>
<td>U.S. HEALTH SYSTEMS</td>
<td>4</td>
</tr>
<tr>
<td>HSAD 510</td>
<td>HEALTH LAW AND HUMAN RESOURCES</td>
<td>4</td>
</tr>
<tr>
<td>HSAD 520</td>
<td>HEALTH SYSTEMS FINANCE AND GOVERNANCE</td>
<td>4</td>
</tr>
<tr>
<td>HSAD 545</td>
<td>BUSINESS INTELLIGENCE IN HEALTH SYSTEMS</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credits** 16

**Students who successfully earn a Health Services Administration Graduate Certificate from EWU should be able to do the following:**

- analyze barriers to implementation of strategies for change;
- apply management concepts to current health system issues;
- demonstrate effective written, oral and presentation communication skills.
Nursing

Please contact Center for Academic Advising and Retention (CAAR) (http://inside.ewu.edu/center-for-academic-advising-and-retention/) if you are interested in this major.
307 Monroe Hall
509.359.2345

Undergraduate Program
Bachelor of Science (BSN)

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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>BIOL 235</td>
<td>ELEMENTARY MEDICAL MICROBIOLOG</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>
<tr>
<td>CHEM 163</td>
<td>BIOCHEMISTRY FOR THE HEALTH SCIENCES</td>
<td>5</td>
</tr>
<tr>
<td>CSBS 320</td>
<td>STATISTICS FOR THE SOCIAL SCIENCES (CSBS 320 is the preferred course for this requirement.)</td>
<td>5</td>
</tr>
<tr>
<td>or MATH 121</td>
<td>INTRODUCTORY STATISTICS</td>
<td></td>
</tr>
<tr>
<td>FNDT 356</td>
<td>NUTRITION</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>GENERAL PSYCHOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 201</td>
<td>LIFE-SPAN DEVELOPMENT</td>
<td>5</td>
</tr>
<tr>
<td>SOCI 101</td>
<td>INTRODUCTION TO SOCIOLOGY (SOCI 101 is the preferred course for this requirement.)</td>
<td>5</td>
</tr>
<tr>
<td>or SOCI 263</td>
<td>SOCIAL PROBLEMS</td>
<td></td>
</tr>
</tbody>
</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 endorsed 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.
Occupational Therapy

Lesli Cleveland, Interim Chair
department page (https://www.ewu.edu/chsph/occupational-therapy/)
Health Sciences Bldg.
310 North Riverpoint Blvd, Box R
Spokane, WA 99202-1675
509.828.1349

Faculty
Lucretia A. Berg, Danielle DiLuzio, Kaylynn Garrison, Elizabeth Levad, Jessica Zizzi.

Graduate Degree
MOT–Occupational Therapy (p. 176)

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

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 activities of their lives. Occupational therapists assist persons who are experiencing a physical, cognitive and emotional issues to recover to their maximum level of independence and participation in their valued roles. 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.

General Admission Requirements
Eastern provides two methods for students seeking entry into the profession of occupational therapy:

1. Successful progress in one of the approved Combined Bachelor’s to Entry Level Masters of Occupational Therapy undergraduate majors available at Eastern Washington University. (You may contact us (ot@ewu.edu) for a list of approved undergraduate majors), OR
2. Completed bachelor’s degree in any discipline.

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 are scheduled in the quarter system and 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.

Abnormal Psychology 5
General Biology (with lab) 5
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.

Human Anatomy or Anatomy & Physiology I with lab 5
Human Physiology or Anatomy & Physiology II with lab 5
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.

Intermediate English Composition or Technical Writing 5
Note—A course designated by a college/university or academic department as “writing intensive” can also fulfill this requirement. Candidates who have already earned a Master’s degree in a different field are exempt from this requirement.

Introduction to Occupational Therapy 2
Note—The Introduction to Occupational Therapy (OCTH 101) 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 an Introduction to Occupational Therapy course.

Medical Terminology 2
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.

An introductory Sociology or Anthropology course 5
General Psychology/Introduction to Psychology

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.

Human Development through the Life Span or Developmental Psychology through the Life Span 4-5

Statistics 5

Total Credits 43-44

B. Formal Application to the OT program (Master of Occupational Therapy or Combined Bachelor’s and Master of Occupational Therapy) online at OTCAS which includes the following components:

1. Documentation of completion of a minimum of 40 hours work/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.

2. Personal Statement

3. Essay Question response to OTCAS prompt

4. Combined Bachelor’s to Entry Level Masters of Occupational Therapy applicants must upload a PDF of an academic plan from their undergraduate advisor into OTCAS. The academic plan must show satisfactory progress in one of the approved Combined Bachelor’s to Masters undergraduate majors at Eastern Washington University. You may contact us (ot@ewu.edu) for a list of approved undergraduate majors.

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 course 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 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 an unrelated person who can provide a character reference.

C. Application to Graduate Programs

1. Masters of Occupational Therapy applicants submit an application to Graduate Programs at the same time they apply for the MOT program.

2. Combined Bachelor’s to Entry Level Masters of Occupational Therapy applicants submit an application for advanced standing to Graduate Programs after they are accepted into the program. The Occupational Therapy department notifies those accepted when it is time to submit the application for advanced standing.

Please note applicants are not required to submit official paper transcripts to either the Graduate Programs office or the Occupational Therapy department. All coursework is entered in OTCAS.

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.

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 the 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 to enhance occupational performance. Emphasis is placed in community-based and client-centered activities through interactive class core competencies 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 scholarship activities, resulting in a completed capstone project relevant to occupational therapy and must pass a final comprehensive oral examination.

Combined Bachelor’s to Masters of Occupational Therapy

Students may pursue the Combined Bachelor’s to Masters of Occupational Therapy program in one of three ways:

1. As an enrolled Eastern Washington University student pursuing a Bachelor of Arts (BA) in Interdisciplinary Studies leading with an Occupational Therapy track.
2. As an enrolled Eastern Washington University student pursuing a Bachelor of Science (BS) in Exercise Science with an Occupational Therapy track.
3. As an enrolled Eastern Washington University student pursuing a Bachelor of Science (BS) in Health Psychology with an emphasis in Occupational Therapy.

Once the student has decided on a major, they must meet with the selected program’s advisor to plot their degree plan and determine when they should submit their application to OTCAS for the Combined Bachelor’s to Masters of Occupational Therapy program.

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 (jmce@ewu.edu).
3. For the BS degree in Health Psychology leading to the Master of Occupational Therapy degree program contact Kayleen Islam-Zwart (kislamzwart@ewu.edu).

While completing their chosen track, the student will need to complete University and the selected program’s graduation requirements except for the final upper division courses plus the prerequisites required before
submitting their application in OTCAS for the Combined Bachelor’s to Masters of Occupational Therapy program.

**Final Comprehensive Examination**
In the last term, the student must pass the final comprehensive examination for the Master of Occupational Therapy (MOT) Degree which includes a presentation and oral defense of the master's capstone project presented to the department and graduate committee. Additionally, 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 (http://catalog.ewu.edu/search/?P=OCTH%20695S).

**Fieldwork**
Students must complete Level II Fieldwork within 24 months following completion of the didactic portion of the program. Degree is conferred upon completion of Level II Fieldwork 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.

**Combined Bachelor’s and Master of Occupational Therapy**
This program allows qualified EWU students in the Combined Bachelor’s to Bachelor’s and Master of Occupational Therapy program to complete a Baccalaureate degree and the Master of Occupational Therapy program on an accelerated schedule. Contact Graduate Studies for more information about Applications for Advanced Standing within the Combined Bachelor’s to Masters program.

**Combined Bachelor’s And Master Of Occupational Therapy Criteria**
1. Prior to November 15 [baccalaureate junior year], students are highly encouraged to apply to the Combined Bachelor’s and Master of Occupational Therapy Program (see Master of Occupational Therapy admission requirements).
2. Successful completion of the Interdisciplinary Studies, Exercise Science, or Health Psychology program (completed by June of the baccalaureate graduation year, within 16 months after acceptance to the Combined Bachelor’s and Master of Occupational Therapy Program).
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);
6. Applied for acceptance into the Combined Bachelor’s and Master of Occupational Therapy Program by June 30 of the year following acceptance into the Combined Bachelor’s and Master of Occupational Therapy Program;
7. To be advanced to Master’s Degree Candidacy, graduate students in the Combined Bachelor’s and Master of Occupational Therapy Degree (MOT) Program must have met the following requirements:
   1. submitted an Undergraduate Graduation Application for graduation in Exercise Science, or Interdisciplinary Studies, or Health Psychology by September 1 the year of acceptance to the Combined Bachelor’s and Master of Occupational Therapy Degree;
   2. 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;
   3. have an academic plan showing satisfactory progress in one of the approved Combined Bachelor’s to Masters undergraduate majors at Eastern Washington University;
   4. completed the first semester of the MOT Program’s courses with a minimum GPA ≥3.0 in all courses;
   5. removed any/all deficiencies regarding graduate requirements;
   6. met with OT graduate advisor to confirm the required course of study as well as requirements for advancing candidacy and graduation;
   7. received approval for advancement to candidacy from the Dean of Graduate Studies or the dean’s designee.

**Occupational Therapy, Master of Occupational Therapy (MOT)**
All courses are required for the award of a Master of Occupational Therapy degree. For students entering through the Combined Bachelor’s and Master of Occupational Therapy degree options, the first three semesters' credits (37 credits) will be assigned towards their Bachelor’s degree plan and the remaining 50 credits will be assigned towards the Master of Occupational Therapy degree plan. For questions, please contact Graduate Studies.

**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>
</tbody>
</table>
OCTH 506S PRACTICE SKILLS AND ETHICS 2
OCTH 507S ANALYSIS AND SYNTHESIS OF OCCUPATIONAL PERFORMANCE 3
OCTH 510S GROUP PROCESS 3
OCTH 512S FIELDWORK II SEMINAR 1
OCTH 515S INTER-PROFESSIONAL AND CROSS-CULTURAL LEARNING FOR OCCUPATIONAL THERAPY 1
OCTH 517S GRP PROCESS: FIELD APPLICATION 1
OCTH 520S PRINCIPLES OF EVIDENCE BASED PRACTICE 1
OCTH 522S RESEARCH METHODS IN OCCUPATIONAL THERAPY 3
OCTH 523S ASSESSMENT AND EVALUATION OF OCCUPATIONAL PERFORMANCE 3
OCTH 530S OCCUPATIONAL PERFORMANCE AND MENTAL HEALTH: LPD 3
OCTH 531S OCCUPATIONAL PERFORMANCE AND ADULTS 4
OCTH 532S OCCUPATIONAL PERFORMANCE OF CHILDREN AND ADOLESCENTS 3
OCTH 533S OCCUPATIONAL PERFORMANCE AND OLDER ADULTS 3
OCTH 535S OCCUPATIONAL PERFORMANCE AND MENTAL HEALTH: PAS 3
OCTH 537S OCCUPATIONAL PERFORMANCE OF CHILDREN AND ADOLESCENTS: PAS 3
OCTH 538S OCCUPATIONAL PERFORMANCE AND OLDER ADULTS: FIE 1
OCTH 540S HEALTH AND WELLNESS 3
OCTH 541S TECHNOLOGIES FOR ENABLING OCCUPATIONAL PERFORMANCE 3
OCTH 542S LEADERSHIP IN ENABLING OCCUPATION IN DIVERSE SETTINGS 4
OCTH 595S CLINICAL FIELDWORK I (must be repeated three times for a total of 3 credits.) 3
OCTH 601S PROFESSIONAL PROJECT I 3
OCTH 602S PROFESSIONAL PROJECT II 2
OCTH 695S CLINICAL FIELDWORK LEVEL II (variable credit–must be repeated twice for a total of 16 credits) 1

Total Credits 87

All courses are expected to be completed in sequence. However, the OCTH 695S Clinical Fieldwork Level II courses can be taken any term after completing the academic courses but must be completed within 24 months. Two semesters of OCTH 695S are taken for a total of 16 credits.

First Year Summer Semester
OCTH 501S APPLIED HUMAN ANATOMY FOR OCCUPATIONAL THERAPY 4
OCTH 502S CLINICAL KINESIOLOGY AND BIOMECHANICS 3
OCTH 505S IMPACT OF HUMAN DISEASE ON OCCUPATIONAL PERFORMANCE 1

First Year Fall Semester
OCTH 503S APPLIED NEUROLOGY FOR OCCUPATIONAL THERAPY 3
OCTH 504S OCCUPATIONAL THERAPY THEORY AND FOUNDATIONS 4
OCTH 506S PRACTICE SKILLS AND ETHICS 2
OCTH 507S ANALYSIS AND SYNTHESIS OF OCCUPATIONAL PERFORMANCE 3
OCTH 520S PRINCIPLES OF EVIDENCE BASED PRACTICE 1
OCTH 523S ASSESSMENT AND EVALUATION OF OCCUPATIONAL PERFORMANCE 3

First Year Spring Semester
OCTH 510S GROUP PROCESS 3
OCTH 515S INTER-PROFESSIONAL AND CROSS-CULTURAL LEARNING FOR OCCUPATIONAL THERAPY 1
OCTH 517S GRP PROCESS: FIELD APPLICATION 1
OCTH 522S RESEARCH METHODS IN OCCUPATIONAL THERAPY 3
OCTH 531S OCCUPATIONAL PERFORMANCE AND ADULTS 4
OCTH 595S CLINICAL FIELDWORK I 1

Second Year Fall Semester
OCTH 530S OCCUPATIONAL PERFORMANCE AND MENTAL HEALTH: LPD 3
OCTH 535S OCCUPATIONAL PERFORMANCE AND MENTAL HEALTH: PAS 3
OCTH 540S HEALTH AND WELLNESS 3
OCTH 542S LEADERSHIP IN ENABLING OCCUPATION IN DIVERSE SETTINGS 4
OCTH 595S CLINICAL FIELDWORK I 1
OCTH 601S PROFESSIONAL PROJECT I 3

Second Year Spring Semester
OCTH 512S FIELDWORK II SEMINAR 1
OCTH 532S OCCUPATIONAL PERFORMANCE OF CHILDREN AND ADOLESCENTS 3
OCTH 533S OCCUPATIONAL PERFORMANCE AND OLDER ADULTS 3
OCTH 537S OCCUPATIONAL PERFORMANCE OF CHILDREN AND ADOLESCENTS: PAS 3
OCTH 538S OCCUPATIONAL PERFORMANCE AND OLDER ADULTS: FIE 1
OCTH 541S TECHNOLOGIES FOR ENABLING OCCUPATIONAL PERFORMANCE 3
OCTH 595S CLINICAL FIELDWORK I 1
OCTH 602S PROFESSIONAL PROJECT II 2

Third Year
OCTH 695S CLINICAL FIELDWORK LEVEL II 1-16
OCTH 695S CLINICAL FIELDWORK LEVEL II 1-16

Students who successfully earn an MOT in Occupational Therapy from EWU should be able to do the following:
- clearly and confidently articulate the basic tenets of occupational therapy to a variety of stakeholders, as identified by the American Occupational Therapy Association (AOTA) (See II. Basic Tenets) Values and beliefs, value of occupation as a method and desired outcome, the roles of the OT and the OTA, Collaborates with client, family, and significant others;
- consistently demonstrate professional behaviors across occupational therapy, as identified by the American Occupational Therapy Association. (See VII. Professional Behaviors.) Collaborates, professional competence, responding to feedback, demonstrates consistent work behaviors, effective time management, positive interpersonal skills, respect for diversity;
• demonstrate fundamentals of practice in a variety of occupational therapy settings, as identified by the American Occupational Therapy Association. (See I. Fundamentals of Practice) Ethics, safety regulations, judgment in safety;

• demonstrate through practice or discussion the fundamentals of management in OT services. Assign appropriate abilities to OT, OTA, collaboration, understanding of costs and funding, organizational goals, produces volume of work;

• effectively communicate with a variety of stakeholders, while demonstrating cultural sensitivity. (See VI. Communication) Verbal and nonverbal information, documentation, written communication, appropriate language;

• implement motivating evidence-based interventions in a variety of occupational therapy settings (See IV. Intervention) Articulate rationale, choose motivating ideas, client-centered, occupation-based intervention plans, modify, updates, terminates, documents;

• synthesize evaluation data in order to create effective client-centered, occupation-based intervention plans. Articulate rationale, select relevant methods, determine occupational profile, assess client factors and context, obtain sufficient/necessary information, administer and adjust procedures, interpret results, establish plan, documents plan.
Physical Therapy

Dr. Dan Anton, Professor and Chair
department page (https://www.ewu.edu/chsph/physical-therapy/)
270 Health Sciences Building
310 N. Riverpoint Blvd.
Spokane, WA 99202-0002
509-828-1354

Faculty
Emeritus Faculty: Meryl R. Gersh, Darl Vander Linden

Graduate Degree
DPT–Physical Therapy (p. 180)

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

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: 2 physical therapists; 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 quarter/semester of Human Anatomy
1 quarter/semester of Human Physiology
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. 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 seven 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.

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 8 sequenced semesters of full-time attendance. In Year 1, DPT students take basic science and physical therapy skill courses. An Integrative Clinical Education (ICE) experience 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. Following the second year of the academic curriculum, students take a written comprehensive examination, and successful completion allows advancement to full-time 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).
### Physical Therapy, Doctor of Physical Therapy (DPT)

#### Semester by Semester Curriculum

<table>
<thead>
<tr>
<th>Semester</th>
<th>Fall</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>18</td>
<td></td>
</tr>
<tr>
<td>Fall 1</td>
<td>PHTH 501S</td>
<td>ANATOMY 1</td>
</tr>
<tr>
<td></td>
<td>PHTH 511S</td>
<td>CLINICAL KINESIOLOGY</td>
</tr>
<tr>
<td></td>
<td>PHTH 521S</td>
<td>NEUROSCIENCE 1</td>
</tr>
<tr>
<td></td>
<td>PHTH 541S</td>
<td>PATIENT MANAGEMENT 1</td>
</tr>
<tr>
<td></td>
<td>PHTH 561S</td>
<td>EVIDENCE BASED PRACTICE</td>
</tr>
<tr>
<td></td>
<td>PHTH 571S</td>
<td>PT PRACTICE SEMINAR 1</td>
</tr>
<tr>
<td>Spring 1</td>
<td>PHTH 502S</td>
<td>ANATOMY 2</td>
</tr>
<tr>
<td></td>
<td>PHTH 522S</td>
<td>NEUROSCIENCE 2</td>
</tr>
<tr>
<td></td>
<td>PHTH 531S</td>
<td>APPLIED EXERCISE PHYSIOLOGY</td>
</tr>
<tr>
<td></td>
<td>PHTH 542S</td>
<td>PATIENT MANAGEMENT 2</td>
</tr>
<tr>
<td></td>
<td>PHTH 551S</td>
<td>SCREENING FOR DISEASE</td>
</tr>
<tr>
<td>Summer 1</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHTH 552S</td>
<td>PHARMACOLOGY FOR PHYSICAL THERAPISTS</td>
</tr>
<tr>
<td></td>
<td>PHTH 562S</td>
<td>RESEARCH METHODS</td>
</tr>
<tr>
<td></td>
<td>PHTH 572S</td>
<td>PT PRACTICE SEMINAR 2 (ICE)</td>
</tr>
<tr>
<td>Fall 2</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHTH 612S</td>
<td>MUSCULOSKELETAL 1</td>
</tr>
<tr>
<td></td>
<td>PHTH 623S</td>
<td>NEUROMUSCULAR</td>
</tr>
<tr>
<td></td>
<td>PHTH 632S</td>
<td>CARDIOPULMONARY</td>
</tr>
<tr>
<td></td>
<td>PHTH 653S</td>
<td>DIAGNOSTIC IMAGING</td>
</tr>
<tr>
<td></td>
<td>PHTH 663S</td>
<td>CLINICAL RESEARCH 1</td>
</tr>
<tr>
<td></td>
<td>PHTH 673S</td>
<td>PT PRACTICE SEMINAR 3</td>
</tr>
<tr>
<td>Spring 2</td>
<td>18</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHTH 613S</td>
<td>MUSCULOSKELETAL 2</td>
</tr>
<tr>
<td></td>
<td>PHTH 654S</td>
<td>MEDICALLY COMPLEX PATIENTS</td>
</tr>
<tr>
<td></td>
<td>PHTH 655S</td>
<td>PEDIATRICS</td>
</tr>
<tr>
<td></td>
<td>PHTH 656S</td>
<td>GERIATRICS</td>
</tr>
<tr>
<td></td>
<td>PHTH 657S</td>
<td>SPECIAL POPULATIONS</td>
</tr>
<tr>
<td></td>
<td>PHTH 674S</td>
<td>PT PRACTICE SEMINAR 4</td>
</tr>
<tr>
<td>Summer 2</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHTH 639S</td>
<td>TOPICS IN PHYSICAL THERAPY</td>
</tr>
<tr>
<td></td>
<td>PHTH 675S</td>
<td>PT PRACTICE SEMINAR 5</td>
</tr>
<tr>
<td></td>
<td>PHTH 676S</td>
<td>PT ADMINISTRATION</td>
</tr>
<tr>
<td>Fall 3</td>
<td>12</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHTH 764S</td>
<td>CLINICAL RESEARCH 2</td>
</tr>
<tr>
<td></td>
<td>PHTH 781S</td>
<td>CLINICAL INTERNSHIP 1</td>
</tr>
<tr>
<td></td>
<td>PHTH 782S</td>
<td>CLINICAL INTERNSHIP 2</td>
</tr>
<tr>
<td>Spring 3</td>
<td>10</td>
<td></td>
</tr>
<tr>
<td></td>
<td>PHTH 765S</td>
<td>CLINICAL RESEARCH 3</td>
</tr>
<tr>
<td></td>
<td>PHTH 783S</td>
<td>CLINICAL INTERNSHIP 3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Semester</th>
<th>108</th>
<th></th>
</tr>
</thead>
</table>

**Total Credits**

Students who successfully earn a Doctor of Physical Therapy from EWU should be able to do the following:

- Graduates demonstrate entry-level physical therapy patient management;
- Graduates communicate professionally;
- Graduates demonstrate the APTA Core Value of Professional Duty.
Public Health
Ann O'Kelley Wetmore (awetmore@ewu.edu), Interim Chair
EWU Spokane, 668 N. Riverpoint Blvd. Spokane,
WA 99202-1661
509.828.1489

Faculty
David Line, PhD, MPH, Program Director; Nick Swope, MS, RPCV; Pamela Kohlmeier, MD, JD

Graduate Degrees
MPH—Public Health (p. 181)

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

Admission
To apply for this program, an individual must have an undergraduate degree and grade point average ≥3.0 meeting the Eastern Washington University graduate school requirements. Students must be computer literate to include word processing, spreadsheet construction and Internet applications.

It is recommended students are competent in word processing, spreadsheet construction and Internet applications. Additionally, it is recommend students are versed in statistics or biostatistics. Resources are provided by the program for those who require content in either computer literacy, statistics, or writing. The EWU DSCI 245 Data Analysis for Business (4) fulfills the statistics recommendation.

Graduate Program
In June 2020, EWU’s MPH program was professionally accredited by the Council on Education for Public Health (CEPH). CEPH is the independent agency recognized by the US Department of Education to accredit schools of public health and public health programs outside of schools of public health.

In line with the mission of Eastern Washington University the Master of Public Health strives for excellence and equity in scholarship, leadership and advocacy to protect, promote and embody health and well-being for all by fostering a diverse educational community in a forward-thinking and inclusive learning environment.

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 the challenges and emerging issues faced in public health is proposed. This program is built on the core functions of public health: assessment, policy development/implementation and assurance.

The fully online Master of Public Health program is designed to provide the student with the skills to work with the following:

• a rapidly changing political, social and economic environment;
• funding from a variety of sources;
• issues related to disparity in health status for a variety of populations;
• new and innovative public and private partnerships;
• a culturally and ethnically diverse workforce;
• organizational challenges both within and outside the public health arena;
• program development and service delivery.

In order to successfully graduate from the program students must successfully complete:

• an Applied Practicum Experience to develop public health skills, knowledge and competencies through practice. As part of this experience students develop an e-portfolio to display their work that addresses specific competency areas within the program. The e-portfolio serves as a development assessment of progress through the MPH towards public health competencies.
• an Applied Research Project that serves as a comprehensive examination, an EWU graduate school requirement.

These program requirements 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 500S</td>
<td>ORIENTATION TO PUBLIC HEALTH</td>
<td>2</td>
</tr>
<tr>
<td>PUBH 515S</td>
<td>HEALTH SYSTEMS</td>
<td>4</td>
</tr>
<tr>
<td>PUBH 520S</td>
<td>PRINCIPLES AND SKILLS OF PUBLIC HEALTH ADMINISTRATION</td>
<td>2</td>
</tr>
<tr>
<td>PUBH 540S</td>
<td>HEALTH POLICY AND LAW</td>
<td>4</td>
</tr>
<tr>
<td>PUBH 560S</td>
<td>FOUNDATIONS IN EPIDEMIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 561S</td>
<td>SOCIAL AND BEHAVIORAL EPIDEMIOLOGY AND ISSUES IN PUBLIC HEALTH</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 563S</td>
<td>RESEARCH, BIOSTATISTICS AND OTHER WAYS OF ‘KNOWING’</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 564S</td>
<td>ENVIRONMENTAL AND OCCUPATIONAL EPIDEMIOLOGY AND RESPONSE</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 565S</td>
<td>COMBATTING HEALTH INEQUALITIES</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 572S</td>
<td>HEALTH RISK MANAGEMENT AND RESPONSE</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 573S</td>
<td>HEALTH PROGRAM PLANNING, EVALUATION AND PROCESS IMPROVEMENT</td>
<td>3</td>
</tr>
<tr>
<td>PUBH 582S</td>
<td>PROFESSIONALISM IN PUBLIC HEALTH</td>
<td>2</td>
</tr>
<tr>
<td>PUBH 585S</td>
<td>APPLIED RESEARCH PROJECT PROPOSAL 1</td>
<td>1</td>
</tr>
<tr>
<td>PUBH 586S</td>
<td>APPLIED RESEARCH PROJECT PREPARATION 2</td>
<td>1</td>
</tr>
<tr>
<td>PUBH 587S</td>
<td>APPLIED RESEARCH PROJECT</td>
<td>2</td>
</tr>
<tr>
<td>PUBH 595S</td>
<td>INTERNSHIP (variable credit—must be repeated)</td>
<td>6</td>
</tr>
</tbody>
</table>

Required Electives—choose one from the following

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PUBH 574S</td>
<td>SEMINAR IN PUBLIC HEALTH PREPAREDNESS</td>
<td>2-3</td>
</tr>
<tr>
<td>PUBH 594S</td>
<td>SEMINAR IN HEALTH PROMOTION</td>
<td></td>
</tr>
<tr>
<td>PUBH 596S</td>
<td>EXPERIMENTAL</td>
<td></td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>PUBH 599S</td>
<td>INDEPENDENT STUDY</td>
<td>13-14</td>
</tr>
<tr>
<td>PUBH 598S</td>
<td>SEMINAR IN EPIDEMIOLOGY</td>
<td>3-4</td>
</tr>
</tbody>
</table>

Total Credits 47-48

Students who successfully earn an Master in Public Health from EWU should be able to do the following:

- analyze public health issues defining a variety of viable options;
- apply concepts of public and private funding to public health initiatives;
- assess the outcomes of programs addressing public health needs;
- build public/private partnerships to address public health needs;
- develop programs to meet assessed public health needs.
Wellness and Movement Sciences
Laureen "Laurie" Morley, Chair
department page (https://www.ewu.edu/cale/programs/pehr/)
200 PEC Building
509.359.2341

Faculty
Garth Babcock, Alison Bender, Christi Brewer, Kurt "Otto" Buchholz,
Matthew R. Chase, Christopher P. Cindric, Alan J. Coelho, Melissa
A. Elfering, John "Parry" Gerber, Jon J. Hammermeister, Chadron B.
Hazelbaker, Jeremy Jostad, Carri Kreider, Nathaniel H. Lawton, Jeni R.
McNeal, Emily S. Messina, Laureen "Laurie" Morley, Sarah Mount, Jacob
S. Rehm, Katrina Taylor.

Undergraduate Degrees
BA–Outdoor Recreation Leadership (p. 185)
BA–Recreation and Tourism Management (p. 186)
BA–Therapeutic Recreation (p. 187)
BAE–Health and Physical Education/Elementary (p. 189)
BAE–Health and Physical Education/Secondary (p. 190)
BS–Exercise Science (p. 192)
BS–Public Health (p. 193)
Minor–Coaching (p. 195)
Minor–Experiential Education & Group Facilitation (p. 195)
Minor–Personal Training (p. 195)
Minor–Sport Management (p. 195)

Graduate Degrees
MS–Athletic Training (p. 196)
MS–Physical Education (p. 197)

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

Advising and Consultation
Information for High School and Transfer Students: High school and
transfer students should consult with specific program directors in
the WAMS 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 WAMS
Department and declare a major.

Degree Descriptions
Pre–Major Declaration Prerequisite Requirements are detailed on each
program.

Undergraduate Programs
The Department of Wellness and Movement Sciences, houses the
following major programs: Exercise Science, Health and Physical
Education (teaching endorsement), Outdoor Recreation Leadership,
Public Health, Recreation and Tourism Management and Therapeutic
Recreation. We also provide minors in Aquatics Management, Coaching,
Experiential Education and Group Facilitation, Personal Training and
Sport Management.

Professional Membership Requirements: every student graduating from a
major in the Department of Wellness and Movement Sciences, must be a
member of a professional organization, at least by their senior year.

Degree Descriptions
Exercise Science: This major has four options (Exercise Science;
Pre-AT; Pre-OT; Pre-PT), 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
athletic training, 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 four 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 Physical Education: The Health and Physical Education
(BAE) degree is designed for those students pursuing a teaching
endorsement. Students will become certified to teach K–12 within
both the health and physical education areas. We also continue to
offer a non-teaching physical education coaching minor.

Recreation: Within the field of recreation there are three majors:
Outdoor Recreation Leadership, Recreation and Tourism
Management and Therapeutic Recreation. The nationally
accredited Recreation programs focus on professions that offer
many challenging and varied forms of employment. Trained
recreation leaders are regularly hired in positions with cities,
communities, youth agencies, parks, resorts, outfitting companies,
convention centers, rehabilitation medicine, correction facilities, the
armed forces and much more.

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 prepare them for a ten
to sixteen week professional internship. Students may choose from
a comprehensive curriculum in one of three majors listed above and
minors in Aquatics Management, Experiential Education and Group
Facilitation, and Sport Management.

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 regarding 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 summer quarter.);
- each student must obtain a current Standard First Aid Card or Advanced First-Aid Card.

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 Program 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 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.

Graduate Program

Athletic Training: The Master of Science in Athletic Training (MSAT) 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. Students wishing to be admitted must apply and be accepted into the MSAT 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, corporate fitness programs, and colleges and universities.

Physical Education: The Master of Science degree in Physical Education prepares students for a diverse array of careers in areas including athletic administration, coaching, directing fitness facilities and programs in a variety of settings. 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 track in Exercise Science or Sports and Recreation Administration. The Exercise Science track requires a thesis, and the Sports and Recreation Administration track has the option of a thesis, research report or written examination to complete the degree.

Admission Requirements

The MS in Athletic Training (MSAT) and the MS in Physical Education (MSPE) do not require the GRE or GMAT test scores. Students admitted into the MSAT program are admitted starting summer quarter, and students admitted into the MSPE program are admitted starting fall quarter. Requests for admission in other academic quarters are discouraged. Both programs require submission of completion of an undergraduate degree from an accreditation institution.

Athletic Training: Prospective students should hold a related baccalaureate degree from an accredited institution. Applicants for admission to the graduate program in athletic training must follow the EWU graduate application admission procedures outlined elsewhere in the catalog. In addition, applicants must write a short essay that describes how they became interested in becoming a certified athletic trainer and what makes them passionate about the field of athletic training (no longer than 1000 words). Applicants must submit a professional resume, including education and relevant experience, and three Eastern Washington University MSAT Recommendation forms to include: First Form - must be completed by the ATC who supervised at least part of your observation hours; Second Form - must be from a previous instructor or professor who can attest to your academic performance; and Third Form - must be completed by someone who can attest to their character, and not related to the applicant.

Applicants are also required to provide proof of ECC (Emergency Cardiac Care) certification, and provide their certificate of completion from either the American Red Cross or the American Heart Association or equivalent. ECC training must include all of the following: Adult CPR, Pediatric CPR, Second Rescuer CPR, Automated External Defibrillator (AED), airway obstruction and barrier devices (e.g., pocket mask, bag-valve mask).

Applicants are required to review the Technical Standards and determine one of the following: the applicant can meet the standards of admission as outlined OR the applicant can meet each of these standards with certain accommodations as outlined by the Office of Disability Support Services at EWU. After review, applicants must include a signed copy of the Technical Standards with a signature in the appropriate signature field. This will be submitted with their application packet.

Applicants must complete 100 hours of observation with a certified athletic trainer (ATC and/or LAT) and submit the “Verification Form” provided on the EWU admission application. (Note: Preference will be given to applicants that provide proof of AT observations occurring at various healthcare sites and with different athletic trainers.)

Applicants must also complete and include in the application, a copy of the Prerequisite Course Self Audit. All of the program specific...
requirements need to be submitted through the EWU Admission application.

Applicants will be informed of the program's enrollment decision no later than the last week of June, and notified utilizing the email address provided on the application.

**Physical Education:** Applicants for admission to the graduate program in physical education must follow the graduate admission procedures as outlined elsewhere in this catalog.

**Final Comprehensive Examination Options**
Before awarding a master's degree, each student must 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 may also include questions to demonstrate competence in all areas included in the student's program. 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 4 hours, the student will address questions on research methods and statistics as well as 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 Leadership 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 this major.

**Pre Major Declaration Requirement:** ≥C in ENGL 201 (or equivalent).

**Major Declaration Requirement:** must complete ENGL 201 with a minimum grade ≥C.

**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 ≥2.0 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.**

<table>
<thead>
<tr>
<th>Required Core Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>RCLS 201</td>
<td>RECREATION AND LEISURE IN MODERN SOCIETY</td>
</tr>
<tr>
<td>RCLS 220</td>
<td>LEADERSHIP IN RECREATION AND LEISURE SERVICES</td>
</tr>
<tr>
<td>RCLS 240</td>
<td>OVERVIEW OF THERAPEUTIC RECREATION SERVICES</td>
</tr>
<tr>
<td>RCLS 270</td>
<td>DIVERSITY AND SOCIAL JUSTICE IN RECREATION AND LEISURE SERVICES</td>
</tr>
<tr>
<td>RCLS 313</td>
<td>PUBLIC LANDS AND OUTDOOR RECREATION</td>
</tr>
<tr>
<td>RCLS 360</td>
<td>FACILITY PLANNING AND ENVIRONMENTAL DESIGN</td>
</tr>
<tr>
<td>RCLS 385</td>
<td>PROGRAMMING IN RECREATION AND LEISURE SERVICES</td>
</tr>
<tr>
<td>RCLS 400</td>
<td>LEGAL FOUNDATIONS IN RECREATION AND LEISURE SERVICES</td>
</tr>
<tr>
<td>RCLS 425</td>
<td>EVALUATION, RESEARCH AND STATISTICS IN RECREATION AND LEISURE SERVICES</td>
</tr>
<tr>
<td>RCLS 435</td>
<td>EMPLOYMENT PROCESSES IN RECREATION AND LEISURE SERVICES</td>
</tr>
<tr>
<td>RCLS 455</td>
<td>RESORT AND COMMERCIAL RECREATION MANAGEMENT</td>
</tr>
<tr>
<td>RCLS 470</td>
<td>ADMINISTRATION, ORGANIZATION AND SUPERVISION IN RECREATION AND LEISURE SERVICES</td>
</tr>
<tr>
<td>RCLS 480</td>
<td>BUDGETING IN RECREATION AND LEISURE SERVICES</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Supporting Courses</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>RCLS 125</td>
<td>RECREATION AND LEISURE SERVICES ACTIVITIES</td>
</tr>
<tr>
<td>RCLS 206</td>
<td>OUTDOOR LIVING SKILLS</td>
</tr>
<tr>
<td>RCLS 290</td>
<td>WILDERNESS AND REMOTE FIRST AID</td>
</tr>
<tr>
<td>RCLS 305</td>
<td>WINTER CAMPING AND TRAVEL</td>
</tr>
<tr>
<td>RCLS 307</td>
<td>MOUNTAINEERING</td>
</tr>
<tr>
<td>RCLS 335</td>
<td>CHALLENGE COURSE PRACTITIONER</td>
</tr>
<tr>
<td>RCLS 375</td>
<td>WHITEWATER RAFTING GUIDE TECHNIQUES</td>
</tr>
<tr>
<td>RCLS 410</td>
<td>OUTDOOR LEADERSHIP</td>
</tr>
<tr>
<td>RCLS 422</td>
<td>EXPEDITION PLANNING AND LEADERSHIP</td>
</tr>
<tr>
<td>RCLS 438</td>
<td>PROFESSIONAL ISSUES IN OUTDOOR RECREATION</td>
</tr>
<tr>
<td>RCLS 494</td>
<td>OUTDOOR RECREATION PROFESSIONAL INTERNSHIP (majors must consult with their advisor)</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Senior Capstone</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>RCLS 490</td>
<td>SENIOR CAPSTONE IN RECREATION</td>
</tr>
</tbody>
</table>

| Total Credits | 95 |

**University Competencies and Proficiencies**
- English (p. 407)
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)
Leadership from EWU should be able to do the following:

Students who successfully earn a BA in Outdoor Recreation graduate (undergraduate and post-baccalaureate).

All admitted students must officially declare their major by the time they reach 90 credits (junior standing).

Leadership in Recreation and Leisure Services

- 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, 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.

Pre Major Declaration Requirement: ≥ C in ENGL 201 (or equivalent).

Major Declaration Requirement: must complete ENGL 201 with a minimum grade of C.

Grade Requirements
- a minimum grade of C must be obtained in each required RCLS course (if a lower grade is received, the course must be retaken);
- a minimum cumulative GPA of 2.0 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>4</td>
</tr>
<tr>
<td>RCLS 220</td>
<td>Leadership in Recreation and Leisure Services</td>
<td>3</td>
</tr>
<tr>
<td>RCLS 240</td>
<td>Overview of Therapeutic Recreation Services</td>
<td>4</td>
</tr>
<tr>
<td>RCLS 270</td>
<td>Diversity and Social Justice in Recreation and Leisure Services</td>
<td>2</td>
</tr>
<tr>
<td>RCLS 313</td>
<td>Public Lands and Outdoor Recreation</td>
<td>4</td>
</tr>
<tr>
<td>RCLS 360</td>
<td>Facility Planning and Environmental Design</td>
<td>4</td>
</tr>
<tr>
<td>RCLS 385</td>
<td>Programming in Recreation and Leisure Services</td>
<td>4</td>
</tr>
<tr>
<td>RCLS 400</td>
<td>Legal Foundations in Recreation and Leisure Services</td>
<td>4</td>
</tr>
<tr>
<td>RCLS 425</td>
<td>Evaluation, Research and Statistics in Recreation and Leisure Services</td>
<td>4</td>
</tr>
<tr>
<td>RCLS 435</td>
<td>Employment Processes in Recreation and Leisure Services</td>
<td>2</td>
</tr>
</tbody>
</table>
### University Competencies and Proficiencies
- English (p. 407)
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

### General Education Requirements (p. 17) (GER)
- 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

### Breadth Area Core Requirements (p. 17) (BACR)
- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

### University Graduation Requirements (p. 18) (UGR)
- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

### Therapeutic Recreation, 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 WAMS department page (https://www.ewu.edu/cale/programs/pehr/).

- Transcripts are required for transfer students only.
- 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.

Major Declaration Requirement: must complete ENGL 201 with a minimum grade ≥C.

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 ≥2.0 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>4</td>
</tr>
<tr>
<td>RCLS 220</td>
<td>Leadership in Recreation and Leisure Services</td>
<td>3</td>
</tr>
<tr>
<td>RCLS 240</td>
<td>Overview of Therapeutic Recreation Services</td>
<td>4</td>
</tr>
<tr>
<td>RCLS 270</td>
<td>Diversity and Social Justice in Recreation and Leisure Services</td>
<td>2</td>
</tr>
<tr>
<td>RCLS 313</td>
<td>Public Lands and Outdoor Recreation</td>
<td>4</td>
</tr>
<tr>
<td>RCLS 360</td>
<td>Facility Planning and Environmental Design</td>
<td>4</td>
</tr>
<tr>
<td>RCLS 385</td>
<td>Programming in Recreation and Leisure Services</td>
<td>4</td>
</tr>
<tr>
<td>RCLS 400</td>
<td>Legal Foundations in Recreation and Leisure Services</td>
<td>4</td>
</tr>
<tr>
<td>RCLS 425</td>
<td>Evaluation, Research and Statistics in Recreation and Leisure Services</td>
<td>4</td>
</tr>
<tr>
<td>RCLS 435</td>
<td>Employment Processes in Recreation and Leisure Services</td>
<td>2</td>
</tr>
<tr>
<td>RCLS 455</td>
<td>Resort and Commercial Recreation Management</td>
<td>3</td>
</tr>
<tr>
<td>RCLS 470</td>
<td>Administration, Organization and Supervision in Recreation and Leisure Services</td>
<td>4</td>
</tr>
<tr>
<td>RCLS 480</td>
<td>Budgeting in Recreation and Leisure Services</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>BIOL 232</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>
</tbody>
</table>

or HLED 256 Medical Terminology

PSYC 201 Life-Span Development 5
PSYC 302 Abnormal Psychology 5
RCLS 345 Therapeutic Recreation for People with Disabilities 4
RCLS 420 Program Planning and Evaluation in Therapeutic Recreation 4
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

Required Senior Capstone
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCLS 490</td>
<td>Senior Capstone in Recreation</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 104-107

University Competencies and Proficiencies

- English (p. )
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)
- 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

Breadth Area Core Requirements (p. 17) (BACR)
- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)
- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BA in Therapeutic Recreation from EWU should be able to do the following:

- 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 multicultural 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 Physical Education/Elementary, Bachelor of Arts in Education (BAE)

This major satisfies the endorsement for prek-12 (PE) and 6-12 (Health) and K-8 classroom (with additional elementary education certificate requirements).

Major Requirements—while in the Health and Physical Education Program, the student must:

- attend all EWU Health and Physical Education 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 students must complete the required Elementary Education Core and the following courses.

Required Health and Physical Education Elementary 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 PHYSICAL EDUCATION</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>4</td>
</tr>
<tr>
<td>HLED 372</td>
<td>APPLIED NUTRITION AND PHYSICAL FITNESS</td>
<td>3</td>
</tr>
<tr>
<td>PHED 251</td>
<td>MOTOR CONTROL AND LEARNING</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/MECHANICAL 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>3</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>
</tbody>
</table>

Choose one of the following 2-3

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHED 333</td>
<td>GROUP EXERCISE INSTRUCTOR TRAINING</td>
</tr>
<tr>
<td>PHED 334</td>
<td>PERSONAL TRAINING</td>
</tr>
<tr>
<td>PHED 335</td>
<td>STRENGTH AND CONDITIONING PROLAB</td>
</tr>
</tbody>
</table>

Required Capstone

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHED 490</td>
<td>CAPSTONE IN HEALTH AND PHYSICAL EDUCATION I</td>
<td>4</td>
</tr>
<tr>
<td>PHED 491</td>
<td>CAPSTONE IN HEALTH AND PHYSICAL EDUCATION II</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Credits | 61-63

Education (p. 40)

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
**University Competencies and Proficiencies**

- **English** (p. 16)
- **Mathematics** (p. 16)
- **Placement and Clearance Exams** (p. 407)
- **Prior Learning/Sources of Credit AP, CLEP, IB** (p. 408)

**General Education Requirements (p. 17) (GER)**
- 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

**Breadth Area Core Requirements (p. 17) (BACR)**
- **Humanities and Arts** (p. 18)
- **Natural Sciences** (p. 19)
- **Social Sciences** (p. 19)

**University Graduation Requirements (p. 18) (UGR)**
- **Diversity Course List** (p. 20)
- **Foreign Language** (p. 18) (for Bachelor of Arts)
- **Global Studies Course List** (p. 21)
- **Minor or Certificate** (p. 18)
- **Senior Capstone Course List** (p. 21)

---

**Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).**

<table>
<thead>
<tr>
<th>Course</th>
<th>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 303 &amp; EDU 310 &amp; EDUC 338 &amp; EDUC 340 &amp; EDUC 386A</td>
<td>FOUNDATIONS OF ASSESSMENT and LITERACY METHODS, MANAGEMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL and LANGUAGE AND SOCIAL STUDIES METHODS and 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 and FIELD EXPERIENCE AND PRACTICUM</td>
<td>18</td>
</tr>
<tr>
<td>EDUC 308 &amp; EDU 380 &amp; EDU 381 &amp; EDU 386B</td>
<td>FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT and INTEGRATED STEM METHODS 1 and INTEGRATED STEM METHODS 2 and FIELD EXPERIENCE AND PRACTICUM</td>
<td>14</td>
</tr>
<tr>
<td>EDUC 427</td>
<td>GENERAL STUDENT TEACHING K-12 (Variable credit. A minimum of 3 credits are required.)</td>
<td>3-15</td>
</tr>
<tr>
<td>EDUC 423</td>
<td>ELEMENTARY STUDENT TEACHING K-8</td>
<td>12</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td></td>
<td>50-62</td>
</tr>
</tbody>
</table>

**Health and Physical Education/Secondary, Bachelor of Arts in Education (BAE)**

This major satisfies the endorsement requirements for prek–12 (PE) and 6–12 (Health).

**Major Requirements**—while in the Health and Physical Education Program, the student must:

- attend all EWU Health and Physical Education 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 students must complete the required Secondary Education Core and the following courses.

**Required Health and Physical Education Secondary Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLED 193</td>
<td>STANDARD FIRST AID AND SAFETY</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
</tr>
<tr>
<td>-------------</td>
<td>------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>HLED 200</td>
<td>ADMISSION TO HEALTH AND PHYSICAL EDUCATION</td>
</tr>
<tr>
<td>HLED 202</td>
<td>INTRODUCTION TO HEALTH, WELLNESS AND SUSTAINABLE LIVING</td>
</tr>
<tr>
<td>HLED 300</td>
<td>AFTER-SCHOOL PROGRAMMING</td>
</tr>
<tr>
<td>HLED 365</td>
<td>TEACHING METHODS IN HEALTH</td>
</tr>
<tr>
<td>HLED 372</td>
<td>APPLIED NUTRITION AND PHYSICAL FITNESS</td>
</tr>
<tr>
<td>HLED 475</td>
<td>HUMAN SEXUALITY</td>
</tr>
<tr>
<td>PHED 251</td>
<td>MOTOR CONTROL AND LEARNING</td>
</tr>
<tr>
<td>PHED 336</td>
<td>INDIVIDUAL SPORTS</td>
</tr>
<tr>
<td>PHED 337</td>
<td>TEAM SPORTS</td>
</tr>
<tr>
<td>PHED 340</td>
<td>RHYTHMS AND GAMES</td>
</tr>
<tr>
<td>PHED 341</td>
<td>ELEMENTARY SCHOOL ACTIVITIES</td>
</tr>
<tr>
<td>PHED 342</td>
<td>6-12 OUTDOOR EDUCATION BASICS</td>
</tr>
<tr>
<td>PHED 348</td>
<td>ANATOMICAL/MECHANICAL KINESIOLOGY</td>
</tr>
<tr>
<td>PHED 350</td>
<td>PHYSIOLOGICAL KINESIOLOGY</td>
</tr>
<tr>
<td>PHED 365</td>
<td>GENERAL METHODS AND PROCEDURES FOR PHYSICAL EDUCATION</td>
</tr>
<tr>
<td>PHED 370</td>
<td>SPORT AND CULTURE</td>
</tr>
<tr>
<td>PHED 375</td>
<td>ASSESSMENT IN HEALTH AND FITNESS</td>
</tr>
<tr>
<td>PHED 452</td>
<td>ADAPTED PHYSICAL EDUCATION</td>
</tr>
<tr>
<td>PHED 333</td>
<td>GROUP EXERCISE INSTRUCTOR TRAINING</td>
</tr>
<tr>
<td>PHED 334</td>
<td>PERSONAL TRAINING</td>
</tr>
<tr>
<td>PHED 335</td>
<td>STRENGTH AND CONDITIONING PROLAB</td>
</tr>
<tr>
<td>PHED 490</td>
<td>CAPSTONE IN HEALTH AND PHYSICAL EDUCATION I</td>
</tr>
<tr>
<td>PHED 491</td>
<td>CAPSTONE IN HEALTH AND PHYSICAL EDUCATION II</td>
</tr>
</tbody>
</table>

Required Capstone

Total Credits 61-63

Education (p. 40)

Secondary Education Core

30-hour multicultural education field requirement

EDUC 303      FOUNDATIONS OF ASSESSMENT  15
& EDUC 309    and FOUNDATIONS OF SECONDARY CLASSROOM MANAGEMENT
& EDUC 341    and SECONDARY STRATEGIES, MANAGEMENT, ASSESSMENT
& EDUC 386A   and FIELD EXPERIENCE AND PRACTICUM and CONTENT AREA LITERACY: MANAGEMENT AND ASSESSMENT FOR SECONDARY EDUCATION CANDIDATES
& EDUC 413

EDUC 386B     FIELD EXPERIENCE AND PRACTICUM  6-15
& EDUC 427    and GENERAL STUDENT TEACHING K-12 (These are variable credit courses. The minimum for each is 3 credits.)

EDUC 426      SECONDARY STUDENT TEACHING 7-12  12

Total Credits 33-42

University Competencies and Proficiencies

- English (p. 16)
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)

Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)
- 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

Breadth Area Core Requirements (p. 17) (BACR)
- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)
- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student's first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BAE in Health and Physical Education/Secondary Major from EWU should be able to do the following:
- 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.

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 (p. 176), 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 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.

Note for all students
• all four options 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.

Declaration Requirements for Exercise Science and Pre-AT
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-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

Required Core Courses—minimum grade ≥C for each
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSC 301</td>
<td>INTRODUCTION TO EXERCISE SCIENCE</td>
</tr>
<tr>
<td>EXSC 455</td>
<td>RESEARCH AND ANALYSIS</td>
</tr>
<tr>
<td>EXSC 460</td>
<td>PHYSIOLOGY OF EXERCISE</td>
</tr>
<tr>
<td>EXSC 480</td>
<td>CLINICAL EXERCISE PHYSIOLOGY</td>
</tr>
<tr>
<td>HLED 193</td>
<td>STANDARD FIRST AID AND SAFETY</td>
</tr>
<tr>
<td>HLED 372</td>
<td>APPLIED NUTRITION AND PHYSICAL FITNESS</td>
</tr>
<tr>
<td>PHED 349</td>
<td>ANATOMICAL KINESIOLOGY</td>
</tr>
<tr>
<td>PHED 350</td>
<td>PHYSIOLOGICAL KINESIOLOGY</td>
</tr>
<tr>
<td>PHED 352</td>
<td>MECHANICAL KINESIOLOGY</td>
</tr>
</tbody>
</table>

Required Supporting Courses
Pre-OT and Pre-PT require minimum average GPA ≥3.0 for each series listed below.
Exercise Science and Pre-AT require a minimum grade of ≥C for each course listed below.

Choose one of the following 5
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSC and Pre-AT–minimum grade ≥C</td>
<td></td>
</tr>
<tr>
<td>Pre-OT and Pre-PT–minimum grade ≥B</td>
<td></td>
</tr>
<tr>
<td>CSBS 320</td>
<td>STATISTICS FOR THE SOCIAL SCIENCES</td>
</tr>
<tr>
<td>MATH 380</td>
<td>ELEMENTARY PROBABILITY AND STATISTICS</td>
</tr>
</tbody>
</table>

Choose two from the following—minimum grade ≥C for each 4-6
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSC 481</td>
<td>ELECTROCARDIOLOGY INTERPRET</td>
</tr>
<tr>
<td>PHED 333</td>
<td>GROUP EXERCISE INSTRUCTOR TRAINING</td>
</tr>
<tr>
<td>PHED 334</td>
<td>PERSONAL TRAINING</td>
</tr>
<tr>
<td>PHED 335</td>
<td>STRENGTH AND CONDITIONING PROLAB</td>
</tr>
</tbody>
</table>

Communications Elective—choose one from the following, minimum grade ≥C

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUED 302</td>
<td>BUSINESS COMMUNICATION</td>
</tr>
<tr>
<td>CMST 312</td>
<td>NONVERBAL COMMUNICATION</td>
</tr>
<tr>
<td>CMST 331</td>
<td>INTERVIEWING</td>
</tr>
<tr>
<td>CMST 340</td>
<td>INTERCULTURAL COMMUNICATION</td>
</tr>
<tr>
<td>CMST 420</td>
<td>HEALTH COMMUNICATION</td>
</tr>
</tbody>
</table>

Major Options—choose one of the four options to complete the BS 15-28

Exercise Science
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSC 488</td>
<td>PROFESSIONAL INTERNSHIP (variable credit course–must complete 15 credits–minimum grade ≥B)</td>
</tr>
</tbody>
</table>

Pre–Athletic Training

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSC 388</td>
<td>EXERCISE SCIENCE PRACTICUM (must complete 100 hours with Certified Athletic Trainer–must complete 8 credits–minimum grade ≥B required)</td>
</tr>
<tr>
<td>HLED 256</td>
<td>MEDICAL TERMINOLOGY (minimum grade ≥B required)</td>
</tr>
<tr>
<td>PSYC 302</td>
<td>ABNORMAL PSYCHOLOGY (minimum grade ≥B required)</td>
</tr>
<tr>
<td>PHYS 131</td>
<td>INTRODUCTORY PHYSICS I (minimum grade ≥C is required)</td>
</tr>
<tr>
<td>PHYS 161</td>
<td>MECHANICS LABORATORY (minimum grade ≥C is required)</td>
</tr>
</tbody>
</table>

Pre–Occupational Therapy

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSC 388</td>
<td>EXERCISE SCIENCE PRACTICUM (must complete 8 credits–minimum grade ≥B required)</td>
</tr>
<tr>
<td>OCTH 101</td>
<td>INTRODUCTION TO OCCUPATIONAL THERAPY (minimum grade ≥B required)</td>
</tr>
<tr>
<td>PSYC 201</td>
<td>LIFE-SPAN DEVELOPMENT (minimum grade ≥B required)</td>
</tr>
<tr>
<td>PSYC 302</td>
<td>ABNORMAL PSYCHOLOGY (minimum grade ≥B required)</td>
</tr>
</tbody>
</table>

Pre–Physical Therapy

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 232</td>
<td>HUMAN ANATOMY AND PHYSIOLOGY NON-BIOL MAJORS</td>
</tr>
<tr>
<td>&amp; BIOL 233</td>
<td>and HUMAN ANATOMY AND PHYSIOLOGY NON-BIOL MAJORS</td>
</tr>
<tr>
<td>&amp; BIOL 234</td>
<td>and HUMAN ANATOMY AND PHYSIOLOGY NON-BIOL MAJORS</td>
</tr>
<tr>
<td>CHEM 161</td>
<td>GENERAL CHEMISTRY FOR THE HEALTH SCIENCES</td>
</tr>
<tr>
<td>&amp; CHEM 162</td>
<td>and ORGANIC CHEMISTRY FOR THE HEALTH SCIENCES</td>
</tr>
<tr>
<td>&amp; CHEM 163</td>
<td>and BIOCHEMISTRY FOR THE HEALTH SCIENCES</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSC and Pre-AT–minimum grade ≥C</td>
<td></td>
</tr>
<tr>
<td>Pre-OT and Pre-PT–minimum grade ≥B</td>
<td></td>
</tr>
<tr>
<td>CSBS 320</td>
<td>STATISTICS FOR THE SOCIAL SCIENCES</td>
</tr>
<tr>
<td>MATH 380</td>
<td>ELEMENTARY PROBABILITY AND STATISTICS</td>
</tr>
</tbody>
</table>

Choose two from the following—minimum grade ≥C for each 4-6
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>EXSC 481</td>
<td>ELECTROCARDIOLOGY INTERPRET</td>
</tr>
<tr>
<td>PHED 333</td>
<td>GROUP EXERCISE INSTRUCTOR TRAINING</td>
</tr>
<tr>
<td>PHED 334</td>
<td>PERSONAL TRAINING</td>
</tr>
<tr>
<td>PHED 335</td>
<td>STRENGTH AND CONDITIONING PROLAB</td>
</tr>
</tbody>
</table>

Communications Elective—choose one from the following, minimum grade ≥C

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BUED 302</td>
<td>BUSINESS COMMUNICATION</td>
</tr>
<tr>
<td>CMST 312</td>
<td>NONVERBAL COMMUNICATION</td>
</tr>
<tr>
<td>CMST 331</td>
<td>INTERVIEWING</td>
</tr>
<tr>
<td>CMST 340</td>
<td>INTERCULTURAL COMMUNICATION</td>
</tr>
<tr>
<td>CMST 420</td>
<td>HEALTH COMMUNICATION</td>
</tr>
</tbody>
</table>

Major Options—choose one of the four options to complete the BS 15-28
graduate (undergraduate and post-baccalaureate). must be made at least two terms in advance of the term you expect to Application for Graduation (use (junior standing).

All admitted students must officially (https://catalog.ewu.edu/archives/)

**University Competencies and Proficiencies**

- 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

**Breadth Area Core Requirements** (p. 17) (GER)

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

**University Graduation Requirements** (p. 18) (UGR)

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major/) by the time they reach 90 credits in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area

**Recommended—complete the Diversity and Global Studies UGR (undergraduate graduation requirements)**

- Diversity—choose one of these recommended courses: CMST 314, CMST 340, ECON 324.
- Global Studies—choose one of these recommended courses: BIOL 320, CMST 342, HUMN 340, POLI 203, PSYC 374, SOCI 263.

**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**

- minimum grade ≥C is required for all upper- and lower-division required courses in Public Health;
- minimum cumulative GPA ≥2.50 is required for all university coursework.

**Required Core Courses**

<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>2</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 374</td>
<td>INTRODUCTION TO EPIDEMIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>HLED 380</td>
<td>HEALTH BEHAVIOR CHANGE</td>
<td>4</td>
</tr>
</tbody>
</table>

Students who successfully earn a BS in Exercise Science from EWU should be able to do the following:

- be prepared for appropriate certification exams in the industry;
- demonstrate competency in fitness testing of the relatively healthy population in all components of fitness-cardiovascular, muscle strength, endurance, flexibility and body composition;
- demonstrate competency in foundational skills of reading, writing, arithmetic, speaking and listening and thinking skills demonstrating the ability to learn, to reason, to think creatively, to make decisions and to solve problems.

**Public Health, Bachelor of Science (BS)**

Public Health majors are professionals who design, conduct and evaluate activities that help improve the health of all people. Placement 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.

**Major Declaration Requirements**

Before declaring Public Health, BIOL 232 and BIOL 233 must be completed, each with a grade ≥C.

**Required Core Courses**

<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>2</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 374</td>
<td>INTRODUCTION TO EPIDEMIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>HLED 380</td>
<td>HEALTH BEHAVIOR CHANGE</td>
<td>4</td>
</tr>
</tbody>
</table>
HLED 381  MIND-BODY HEALTH  3
HLED 382  HEALTH DISPARITIES  4
HLED 383  ENVIRONMENTS FOR HEALTH  4
HLED 440  HEALTH PROMOTION PROGRAM DEVELOPMENT  4
HLED 450  HEALTH PROMOTION PROGRAM IMPLEMENTATION AND EVALUATION  4
HLED 475  HUMAN SEXUALITY  3
HLED 482  GRANT WRITING FOR NON-PROFITS  3
HLED 488  SERVICE LEARNING IN PUBLIC HEALTH  12
PHED 350  PHYSIOLOGICAL KINESIOLOGY  4

**Required Supporting Courses**

BIOL 234  HUMAN ANATOMY AND PHYSIOLOGY NON-BIOL MAJORS  5
CMST 201  PUBLIC SPEAKING  5
CSBS 320  STATISTICS FOR THE SOCIAL SCIENCES  5
DESN 360  PUBLICATION DESIGN  4
or DESN 216  DIGITAL FOUNDATIONS

**Choose three courses (8–15 credits) or complete a recommended Minor (15–34 credits)**

6-34 credits

ADST 300  SURVEY OF ALCOHOL/DRUG PROBLEMS
ADST 484  SUICIDE PREVENTION
AGST 310  MULTIDISCIPLINARY STUDIES IN AGING
CMST/GWSS 419  SEX, SEXUALITY AND COMMUNICATION
CMST 420  HEALTH COMMUNICATION
CSBS 321  COMPUTER AIDED DATA ANALYSIS
ECON 452  HEALTH ECONOMICS
GEOG 226  INTRODUCTION TO GIS SOFTWARE DESIGN
GEOG 301  HUMAN GEOGRAPHY
GEOG 321  GIS FOR SOCIAL SCIENCES
GEOG 357  THE GEOGRAPHY OF CHILDHOOD
GWSS 360  WOMEN IN PRISON
MGMT 326  ORGANIZATION THEORY AND BEHAVIOR
PLAN 375  TRIBAL GOVERNANCE
PLAN 442  SUSTAINABLE COMMUNITIES
PSYC 317  HEALTH PSYCHOLOGY
PSYC 323  DRUGS AND BEHAVIOR
SOCI 351  SOCIAL STRATIFICATION

**Recommended Minor List—15-34 Credits**

Addiction Counseling and Prevention Minor
Certificate in Geographic Information Systems
Communication Studies Minor
Health Services Management Minor
Psychology Minor
Race and Culture Studies Minor
Urban and Regional Planning Minor

**Required Senior Capstone**

HLED 490  SENIOR CAPSTONE IN PUBLIC HEALTH  4

**Total Credits**  88-114

---

**University Competencies and Proficiencies**

1. English (p. 16)
2. Mathematics (p. 16)
3. Placement and Clearance Exams (p. 407)

**Prior Learning/Sources of Credit** AP, CLEP, IB (p. 408)

**General Education Requirements (p. 17) (GER)**

- 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

**Breadth Area Core Requirements (p. 17) (BACR)**

Humanities and Arts (p. 18)
Natural Sciences (p. 19)
Social Sciences (p. 19)

**University Graduation Requirements (p. 18) (UGR)**

1. Diversity Course List (p. 20)
2. Foreign Language (p. 18) (for Bachelor of Arts)
3. Global Studies Course List (p. 21)
4. Minor or Certificate (p. 18)
5. Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

**Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).**

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

**Students who successfully earn a BS in Public Health from EWU should be able to do the following:**

- 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.

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>
</tr>
</thead>
<tbody>
<tr>
<td>PHED 251</td>
<td>MOTOR CONTROL AND LEARNING</td>
<td>3</td>
</tr>
<tr>
<td>PHED 259</td>
<td>SPORTS FIRST AID AND INJURY PREVENTION</td>
<td>3</td>
</tr>
<tr>
<td>PHED 260</td>
<td>SPORT SCIENCES FOR COACHING</td>
<td>3</td>
</tr>
<tr>
<td>PHED 261</td>
<td>COACHING SPORTS TECHNICAL AND TACTICAL SKILLS</td>
<td>3</td>
</tr>
<tr>
<td>PHED 348</td>
<td>ANATOMICAL/MECHANICAL KINESIOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PHED 350</td>
<td>PHYSIOLOGICAL KINESIOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PHED 461</td>
<td>SPORTS AND EXERCISE PSYCHOLOGY</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 23

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.
• a minimum grade of ≥B is required for each course in the minor.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>RCLS 220</td>
<td>LEADERSHIP IN RECREATION AND LEISURE SERVICES</td>
<td>3</td>
</tr>
<tr>
<td>RCLS 225</td>
<td>GROUP FACILITATION TECHNIQUES</td>
<td>4</td>
</tr>
<tr>
<td>RCLS 335</td>
<td>CHALLENGE COURSE PRACTITIONER</td>
<td>4</td>
</tr>
<tr>
<td>RCLS 355</td>
<td>LEAVE NO TRACE TRAINER</td>
<td>2-4</td>
</tr>
<tr>
<td>RCLS 380</td>
<td>THEORY AND PRACTICE OF EXPERIENTIAL EDUCATION</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credits: 15-17

Personal Training Minor

Personal training is a growing field, and a great career option for students from many fields of study across campus. Effective communication and business skills, coupled with knowledge of human anatomy & physiology and training theory are requirements for success in this lucrative industry. Students who complete the Personal Training minor will acquire the necessary skills to pursue careers in corporate wellness, commercial fitness centers, private training settings, as adjuncts to many medical facilities, and even to start an independent business.

Notes: must obtain Personal Trainer Certification through an approved organization.

Grade Requirements: minimum grade ≥B required for each course.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MKTG 310</td>
<td>PRINCIPLES OF MARKETING</td>
<td>4</td>
</tr>
<tr>
<td>PHED 334</td>
<td>PERSONAL TRAINING</td>
<td>3</td>
</tr>
<tr>
<td>PHED 350</td>
<td>PHYSIOLOGICAL KINESIOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PHED 360</td>
<td>ADVANCED PERSONAL TRAINING</td>
<td>3</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>PHED 333</td>
<td>GROUP EXERCISE INSTRUCTOR TRAINING</td>
<td>2</td>
</tr>
<tr>
<td>or PHED 335</td>
<td>STRENGTH AND CONDITIONING PROLAB</td>
<td></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>BUED 302</td>
<td>BUSINESS COMMUNICATION</td>
<td>4</td>
</tr>
<tr>
<td>or CMST 312</td>
<td>NONVERBAL COMMUNICATION</td>
<td></td>
</tr>
</tbody>
</table>

Professional Observation

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHED 388</td>
<td>PERSONAL TRAINING PRACTICUM (variable credit course-must complete 2 credits)</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credits: 21-22

Sport Management Minor

Sport management is a popular degree option for students across the country. Sports management degrees can help students position themselves for various jobs. According to Bureau of Labor Statistics, these jobs are projected to increase by 2026: athletic director, sports marketing, ticket sales, sport promotions, sport sustainability directors, youth sport program administrator, fitness/sports performance center administrator.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 454</td>
<td>SPORTS ECONOMICS</td>
<td>5</td>
</tr>
<tr>
<td>MKTG 310</td>
<td>PRINCIPLES OF MARKETING</td>
<td>4</td>
</tr>
<tr>
<td>PHED 425</td>
<td>SPORT IN AMERICAN CULTURE</td>
<td>4</td>
</tr>
<tr>
<td>RCLS 349</td>
<td>YOUTH SPORTS MANAGEMENT</td>
<td>2</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>ACCT 252</td>
<td>PRINCIPLES OF MANAGEMENT ACCOUNTING</td>
<td>4</td>
</tr>
<tr>
<td>RCLS 480</td>
<td>BUDGETING IN RECREATION AND LEISURE SERVICES</td>
<td></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>RCLS 400</td>
<td>OUTDOOR LIVING SKILLS</td>
<td></td>
</tr>
</tbody>
</table>
Athletic Training, Master of Science (MS)

The Master of Science in Athletic Training (MSAT) program at Eastern Washington University is designed to produce intelligent, dedicated, and motivated health care professionals who will work competently with diverse populations in a variety of athletic training and sports medicine settings. To complete this goal, the program will provide students with periods of full-time clinical engagement; a strong foundation in scientific knowledge including prevention, diagnosis, treatment and rehabilitation of injuries and illness; and opportunities to work side by side with a variety of faculty and staff in a variety of educational and clinical settings.

The program is nationally accredited by the Commission on Accreditation of Athletic Training Education (CAATE) with our next accreditation cycle occurring in the 2027-28 academic year.

Students have two options to enter and complete the MSAT program.

1. Students can select to complete a dual-degree (five year) option. This option allows students to earn both a bachelor’s degree in Exercise Science–Pre Athletic Training as well as a Master of Science degree in Athletic Training (MSAT). It is an intensive full-time format that integrates coursework and clinical experience, and provides students eligibility and excellent preparation for national certification.

2. Students that have already completed their bachelor’s degree at Eastern or another institution can complete a single-degree (two year) option. This option also includes a full-time format which integrates coursework and clinical experience, and provides students eligibility and excellent preparation for national certification.

Admission to the program is based upon evaluation of the student’s entire application, including: their academic record, signed statement of ability to meet the Program Technical Standards, completion of prerequisite courses, professional references and a written essay. First review of applications begins February 1st and the final deadline is May 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 program. For further information regarding the application process, please call 509.359.7961.

Prerequisites
Prerequisite coursework may be taken at EWU or at any other accredited college, or university. At the time of application, applicants must have completed at least three of the prerequisite courses listed below, and it’s highly recommended that anatomy and physiology be among them. All prerequisites must be taken for credit (not through certificate programs).

All prerequisites must be completed satisfactorily prior to entering the program. If you have any questions about these prerequisite courses, please contact us. Please enter all of your prerequisite courses directly on your MSAT application.

<table>
<thead>
<tr>
<th>Total Credits</th>
<th>20-24</th>
</tr>
</thead>
</table>

| PHED 351 | PROFESSIONAL DEVELOPMENT FIELD PRACTICUM |
| RCLS 350 | RECREATION PRACTICUM |

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 traditional athletic training setting (e.g., high school, college or professional athletic training room);
- must provide a copy of current First Aid and CPR/AED certification;
- must have a cumulative GPA ≥3.0 in a bachelors degree;
- must earn a minimum grade ≥C in each Human Anatomy and Physiology and Kinesiology course.

Prerequisite coursework (EWU course equivalents listed)

**Students must have completed a series (full academic year) of the following (minimum grade ≥C).**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 232</td>
<td>HUMAN ANATOMY AND PHYSIOLOGY NON-BIOL MAJORS</td>
</tr>
<tr>
<td>&amp; BIOL 233</td>
<td>and HUMAN ANATOMY AND PHYSIOLOGY NON-BIOL MAJORS</td>
</tr>
<tr>
<td>&amp; BIOL 244</td>
<td>and HUMAN ANATOMY AND PHYSIOLOGY NON-BIOL MAJORS</td>
</tr>
<tr>
<td>PHED 349</td>
<td>ANATOMICAL KINESIOLOGY</td>
</tr>
<tr>
<td>&amp; PHED 350</td>
<td>and PHYSIOLOGICAL KINESIOLOGY</td>
</tr>
<tr>
<td>&amp; PHED 352</td>
<td>and MECHANICAL KINESIOLOGY</td>
</tr>
</tbody>
</table>

**Students must have completed these courses (minimum grade ≥C).**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 171</td>
<td>GENERAL CHEMISTRY I</td>
</tr>
<tr>
<td>or HONS 171</td>
<td>GENERAL CHEMISTRY I</td>
</tr>
<tr>
<td>or CHEM 161</td>
<td>GENERAL CHEMISTRY FOR THE HEALTH SCIENCES</td>
</tr>
<tr>
<td>CSBS 320</td>
<td>STATISTICS FOR THE SOCIAL SCIENCES</td>
</tr>
<tr>
<td>HLED 256</td>
<td>MEDICAL TERMINOLOGY</td>
</tr>
<tr>
<td>HLED 372</td>
<td>APPLIED NUTRITION AND PHYSICAL FITNESS</td>
</tr>
<tr>
<td>PHYS 131</td>
<td>INTRODUCTORY PHYSICS I</td>
</tr>
<tr>
<td>&amp; PHYS 161</td>
<td>and MECHANICS LABORATORY (MATH 142 prerequisite)</td>
</tr>
<tr>
<td>PSYC 100</td>
<td>GENERAL PSYCHOLOGY</td>
</tr>
<tr>
<td>or PSYC 302</td>
<td>ABNORMAL PSYCHOLOGY</td>
</tr>
</tbody>
</table>

**Students must have completed five of the following courses (minimum grade ≥C).**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 162</td>
<td>ORGANIC CHEMISTRY FOR THE HEALTH SCIENCES</td>
</tr>
<tr>
<td>or CHEM 163</td>
<td>BIOCHEMISTRY FOR THE HEALTH SCIENCES</td>
</tr>
<tr>
<td>EXSC 455</td>
<td>RESEARCH AND ANALYSIS</td>
</tr>
<tr>
<td>EXSC 480</td>
<td>CLINICAL EXERCISE PHYSIOLOGY</td>
</tr>
<tr>
<td>HLED 193</td>
<td>STANDARD FIRST AID AND SAFETY</td>
</tr>
<tr>
<td>PHED 335</td>
<td>STRENGTH AND CONDITIONING PROLAB</td>
</tr>
<tr>
<td>PHED 452</td>
<td>ADAPTED PHYSICAL EDUCATION</td>
</tr>
<tr>
<td>PHYS 132</td>
<td>INTRODUCTORY PHYSICS II</td>
</tr>
<tr>
<td>or PHYS 133</td>
<td>INTRODUCTORY PHYSICS III</td>
</tr>
<tr>
<td>TCOM 205</td>
<td>INTRODUCTION TO TECHNICAL COMMUNICATION</td>
</tr>
</tbody>
</table>

**Total Credits** | 66-76

Degree Requirements

- must earn a minimum grade ≥B in each ATTR required course
- must have a minimum cumulative GPA ≥3.0 for each quarter while in program
- must complete, present professionally, and submit for publication a comprehensive research project
- must be a member of the National Athletic Trainer’s Association
Exercise Science track requires a thesis, and the Sports and Recreation Administration track has the option of a thesis, research report or written examination to complete the degree. Students may select from two tracks: Exercise Science or Sports and Recreation Administration.

Note: each student must successfully complete one of two options: a thesis or other research project; or a written examination, before a MSPE degree is awarded.

Prerequisites
Applicants for both tracks must complete a 300- or 400-level statistics or biostatistics course with a grade of \( \geq B \) (3.0) in order to continue past the first quarter of this program. The course must include basic probability concepts, organizing and summarizing data, sampling distributions, hypothesis testing, simple linear regression and correlation, and analysis of variance. In addition, the Exercise Science track requires the student to complete a Anatomical or Physiological Kinesiology series with a grade of \( \geq B \) (3.0), and complete a series in Anatomy and Physiology. Also recommended is a course in Mechanical Kinesiology or Physics.

Physical Education, Master of Science (MS)

The Master of Science degree in Physical Education (MSPE) prepares students for a diverse array of careers in areas including athletic administration, coaching, directing fitness facilities and programs in a variety of settings. 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 Exercise Science or Sports and Recreation Administration. All students are required to take a basic core of courses and then select a specialization track in Exercise Science or Sports and Recreation Administration. The

### Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ATTR 501</td>
<td>FOUNDATIONS IN ATHLETIC TRAINING</td>
<td>5</td>
</tr>
<tr>
<td>ATTR 502</td>
<td>PATHOLOGIES IN ATHLETIC TRAINING</td>
<td>5</td>
</tr>
<tr>
<td>ATTR 503</td>
<td>ORTHOPEDIC EVALUATION I</td>
<td>5</td>
</tr>
<tr>
<td>ATTR 504</td>
<td>ORTHOPEDIC EVALUATION II</td>
<td>5</td>
</tr>
<tr>
<td>ATTR 511</td>
<td>THERAPEUTIC MODALITIES</td>
<td>5</td>
</tr>
<tr>
<td>ATTR 512</td>
<td>REHABILITATION I</td>
<td>3</td>
</tr>
<tr>
<td>ATTR 513</td>
<td>REHABILITATION II</td>
<td>2</td>
</tr>
<tr>
<td>ATTR 514</td>
<td>ADVANCED TECHNIQUES IN ATHLETIC TRAINING</td>
<td>3</td>
</tr>
<tr>
<td>ATTR 521</td>
<td>EVIDENCE-BASED PRACTICE I</td>
<td>2</td>
</tr>
<tr>
<td>ATTR 522</td>
<td>EVIDENCE-BASED PRACTICE II</td>
<td>2</td>
</tr>
<tr>
<td>ATTR 523</td>
<td>EVIDENCE-BASED PRACTICE III</td>
<td>2</td>
</tr>
<tr>
<td>ATTR 531</td>
<td>ATHLETIC TRAINING PRACTICE SEMINAR I</td>
<td>2</td>
</tr>
<tr>
<td>ATTR 532</td>
<td>ATHLETIC TRAINING PRACTICE SEMINAR II</td>
<td>2</td>
</tr>
<tr>
<td>ATTR 533</td>
<td>ATHLETIC TRAINING PRACTICE SEMINAR III</td>
<td>2</td>
</tr>
<tr>
<td>ATTR 551</td>
<td>SPECIAL TOPICS IN ATHLETIC TRAINING I</td>
<td>3</td>
</tr>
<tr>
<td>ATTR 552</td>
<td>SPECIAL TOPICS IN ATHLETIC TRAINING II</td>
<td>3</td>
</tr>
<tr>
<td>ATTR 561</td>
<td>MEDICAL CONDITIONS IN ATHLETIC TRAINING</td>
<td>4</td>
</tr>
<tr>
<td>ATTR 562</td>
<td>PHARMACOLOGY IN ATHLETIC TRAINING</td>
<td>2</td>
</tr>
<tr>
<td>ATTR 563</td>
<td>HEALTH CARE ADMINISTRATION</td>
<td>4</td>
</tr>
<tr>
<td>ATTR 564</td>
<td>PSYCHOSOCIAL STRATEGIES IN ATHLETIC TRAINING</td>
<td>4</td>
</tr>
<tr>
<td>ATTR 588</td>
<td>CLINICAL PRACTICUM (must be repeated 1+2+2+2+1+2+2+2)</td>
<td>14</td>
</tr>
<tr>
<td>ATTR 601</td>
<td>PROFESSIONAL PROJECT (must be repeated 2+2+2)</td>
<td>6</td>
</tr>
</tbody>
</table>

**Total Credits**: 85

Students who successfully earn a MS in Athletic Training from EWU should be able to do the following:

- 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.

### Approved Electives

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHED 500</td>
<td>INTRODUCTION TO GRADUATE STUDIES</td>
<td>1</td>
</tr>
<tr>
<td>PHED 505</td>
<td>CURRENT ISSUES AND ETHICS</td>
<td>3</td>
</tr>
<tr>
<td>PHED 517</td>
<td>SURVEY RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>PHED 518</td>
<td>REVIEW OF LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>PHED 519</td>
<td>STATISTICS IN PHYSICAL EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>PHED 520</td>
<td>RESEARCH METHODS IN PHYSICAL EDUCATION</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits**: 11-14

### Required Exercise Science Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHED 550</td>
<td>ADVANCED BIOMECHANICS</td>
<td>3</td>
</tr>
<tr>
<td>PHED 554</td>
<td>BEHAVIOR CHANGE-THEORY AND PRACTICE</td>
<td>3</td>
</tr>
<tr>
<td>PHED 555</td>
<td>ADVANCED PHYSIOLOGY OF EXERCISE</td>
<td>3</td>
</tr>
<tr>
<td>PHED 556</td>
<td>ADVANCED CLINICAL EXERCISE PHYSIOLOGY</td>
<td>3</td>
</tr>
<tr>
<td>PHED 600</td>
<td>THESIS (1-9)</td>
<td>9</td>
</tr>
</tbody>
</table>

**Total Credits**: 48-51

### Sports and Recreation Administration

#### Required Core Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHED 500</td>
<td>INTRODUCTION TO GRADUATE STUDIES</td>
<td>1</td>
</tr>
<tr>
<td>PHED 505</td>
<td>CURRENT ISSUES AND ETHICS</td>
<td>3</td>
</tr>
<tr>
<td>PHED 517</td>
<td>SURVEY RESEARCH</td>
<td>3</td>
</tr>
<tr>
<td>PHED 518</td>
<td>REVIEW OF LITERATURE</td>
<td>3</td>
</tr>
<tr>
<td>PHED 519</td>
<td>STATISTICS IN PHYSICAL EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>PHED 520</td>
<td>RESEARCH METHODS IN PHYSICAL EDUCATION</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits**: 11-14

### Sports and Recreation Administration Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHED 507</td>
<td>ADMINISTRATION AND MANAGEMENT IN HEALTH AND PHYSICAL EDUCATION</td>
<td>3</td>
</tr>
<tr>
<td>PHED 522</td>
<td>RISK MANAGEMENT: SPORT AND SCHOOL LAW</td>
<td>3</td>
</tr>
<tr>
<td>PHED 524</td>
<td>SPORTS MARKETING</td>
<td>3</td>
</tr>
<tr>
<td>PHED 525</td>
<td>FACILITIES PLANNING, OPERATIONS AND MANAGEMENT</td>
<td>3</td>
</tr>
<tr>
<td>PHED 600</td>
<td>THESIS</td>
<td>9</td>
</tr>
</tbody>
</table>

or PHED 601  RESEARCH REPORT
Students who successfully earn an MS in Physical Education from EWU should be able to do the following:

- demonstrate familiarity with the scholarly publications, primary written works, professional organizations and certification/licensure requirements of their specialization;
- design, conduct and report scholarly work;
- discuss advanced topics in their area of specialization with an appropriate level of knowledge and application of critical thinking;
- investigate ideas and complete professional tasks as a member of a team.
COLLEGE OF SCIENCE, TECHNOLOGY, ENGINEERING & MATHEMATICS

For more information about the college, visit CSTEM (http://www.ewu.edu/cstem/).

138 Communications Building
Cheney, WA 99004
p: 509.359.6244

- Dean, David Bowman, PhD
- Interim Associate Dean, Jackie Coomes

- Biology (p. 200)
- Chemistry and Biochemistry (p. 209)
- Computer Science & Electrical Engineering (p. 220)
- Data Science (p. 231)
- Design (https://catalog.ewu.edu/science-technology-engineering-mathematics/design/)
- Earth and Space Science (p. 235)
- Mechanical Engineering & Technology (p. 257)
- Environmental Science (p. 237)
- Geology (p. 242)
- Mathematics (p. 246)
- Natural Science (p. 268)
- Physics (p. 271)
Biology
Rebecca L. Brown (rbrown@ewu.edu), Chair (biology@ewu.edu)
509.359.2528
department website (https://ewu.edu/biology/)
258 Science Building
509.359.2339

Faculty

Undergraduate Degrees

BAE–Biology/Secondary Major (p. 205)

BS–Biology Major (p. 202)
BS–Biology Major with Biotechnology Option (p. 203)
BS–Biology Major with Pre-Medicine/Pre-Dentistry Option (p. 204)

Within the BS Biology Major, students can select courses to prepare them for a variety of career paths such as Pharmacy, Veterinary Medicine, Medical Laboratory Science, Botany, Wildlife Biology, Fisheries, and others, with advising guides (https://www2.ewu.edu/cstem/departments/biology/undergraduate-biology-degrees/career-track-advising-suggestions/) available on the Biology Department Website. Students should work with their Biology Department Advisor to select courses that will advance their career goals.

Minor–Biology (p. 206)
Minor–Biology/Secondary (p. 206)
Add-on Endorsement–General Science (p. 207)

Graduate Degrees

MS–Biology Major (p. 207)
Graduate Certificate–Human Anatomy and Physiology (p. 207)

Major Requirements for Biology

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

Admission to the Department of Biology

Must be completed with a grade ≥C unless otherwise noted.

BIOL 171  BIOLOGY I (≥C-)
BIOL 172  BIOLOGY II
MATH 141  PRECALCULUS I

Pay nonrefundable fee to cover costs of assessment testing.

Complete Major Declaration form and be assigned to Biology faculty advisor.

Meet with Biology faculty advisor. Advisors are assigned by Lisa Williams, the Biology Department Secretary.

Plan to complete university MATH and ENGLISH graduation requirements and the following BIOL and CHEM series in the first two years of study.

<table>
<thead>
<tr>
<th>Course</th>
<th>Requirement</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 171</td>
<td>BIOLOGY I</td>
</tr>
<tr>
<td>&amp; BIOL 172</td>
<td>and BIOLOGY II</td>
</tr>
<tr>
<td>&amp; BIOL 173</td>
<td>and BIOLOGY III</td>
</tr>
<tr>
<td>&amp; BIOL 270</td>
<td>and BIOLOGICAL INVESTIGATION</td>
</tr>
<tr>
<td>CHEM 171</td>
<td>GENERAL CHEMISTRY I</td>
</tr>
<tr>
<td>&amp; 171L</td>
<td>and GENERAL CHEMISTRY LABORATORY I</td>
</tr>
<tr>
<td>&amp; CHEM 172</td>
<td>and GENERAL CHEMISTRY II</td>
</tr>
<tr>
<td>&amp; CHEM 172L</td>
<td>and GENERAL CHEMISTRY LABORATORY II</td>
</tr>
<tr>
<td>&amp; CHEM 173</td>
<td>and GENERAL CHEMISTRY III</td>
</tr>
<tr>
<td>&amp; CHEM 173L</td>
<td>and GENERAL CHEMISTRY LABORATORY III</td>
</tr>
</tbody>
</table>

Required 300-level coursework should be completed by the end of the third year.

A minimum of 50 credits of upper biology courses are required. (60 upper division credits are required for graduation.)

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; and BIOL 235.

Graduation Requirements

Have a cumulative GPA ≥2.0 for all courses in student’s curriculum in Biology.

Complete the Educational Testing Service (ETS) Major Field Test for Biology.

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 for BS Biology include General Biology, Pre-medicine Pre-dentistry, or Biotechnology. Within the General Biology option, advising guides with suggested course tracks for different careers including pre-physical therapy, pre-physician assistant, pre-optometry,
Schools or private industry. More information on degree programs can be found at the Department of Biology website. (https://www.ewu.edu/cstem/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 while earning directed study credit.

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.

**Graduate Program**

Camille McNeely (fmcneely@ewu.edu), Graduate Admissions
509.359.6118

Paul Spruell, Graduate Service Appointment Coordinator
509.359.7049

Robin O’Quinn, Candidacy Coordinator
509.359.2259

The Master of Science in Biology program 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 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 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.

Click here (p. 385) for Information about Pre-professional programs such as pre-Veterinary medicine, and Pre-Pharmacy.

Grade Requirements: a cumulative GPA ≥2.0 for all courses in student’s curriculum in Biology.

Required Biology Courses

<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 173</td>
<td>BIOLOGY III</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 270</td>
<td>BIOLOGICAL INVESTIGATION</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 310</td>
<td>FUNDAMENTALS OF GENETICS</td>
<td>5</td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 301</td>
<td>MICROBIOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>or BIOL 302</td>
<td>BOTANY</td>
<td></td>
</tr>
<tr>
<td>or BIOL 303</td>
<td>INVERTEBRATE ZOOLOGY</td>
<td></td>
</tr>
<tr>
<td>or BIOL 304</td>
<td>VERTEBRATE ZOOLOGY</td>
<td></td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 423</td>
<td>EVOLUTION</td>
<td>4-5</td>
</tr>
<tr>
<td>or BIOL 440</td>
<td>ECOLOGY</td>
<td></td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 436</td>
<td>CELL BIOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>or BIOL 438</td>
<td>MOLECULAR BIOLOGY</td>
<td></td>
</tr>
</tbody>
</table>

Choose one of the following:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 334</td>
<td>HUMAN ANATOMY AND PHYSIOLOGY III</td>
<td>4-5</td>
</tr>
<tr>
<td>or BIOL 351</td>
<td>PRINCIPLES OF ANIMAL PHYSIOLOGY</td>
<td></td>
</tr>
<tr>
<td>or BIOL 352</td>
<td>PRINCIPLES OF PLANT PHYSIOLOGY</td>
<td></td>
</tr>
<tr>
<td>or BIOL 353</td>
<td>PRINCIPLES OF MICROBIAL PHYSIOLOGY</td>
<td></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>BIOL 380</td>
<td>DATA ANALYSIS FOR BIOLOGISTS</td>
<td>5</td>
</tr>
<tr>
<td>or MATH 161</td>
<td>CALCULUS I</td>
<td></td>
</tr>
<tr>
<td>or MATH 380</td>
<td>ELEMENTARY PROBABILITY AND STATISTICS</td>
<td></td>
</tr>
<tr>
<td>CHEM 171 &amp; 171L</td>
<td>GENERAL CHEMISTRY I &amp; LABORATORY</td>
<td>15</td>
</tr>
<tr>
<td>&amp; CHEM 172 &amp; 172L</td>
<td>GENERAL CHEMISTRY II &amp; LABORATORY</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 173 &amp; 173L</td>
<td>GENERAL CHEMISTRY III &amp; LABORATORY</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 174 &amp; 174L</td>
<td>GENERAL CHEMISTRY IV &amp; LABORATORY</td>
<td></td>
</tr>
</tbody>
</table>

Electives—21 of 36 credits must be in Biology, non-Biology electives must be approved by faculty advisor.

Required Senior Capstone

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 490</td>
<td>SENIOR CAPSTONE</td>
<td>5</td>
</tr>
</tbody>
</table>

University Competencies and Proficiencies

<table>
<thead>
<tr>
<th>Category</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Placement and Clearance Exams</td>
<td></td>
</tr>
<tr>
<td>Prior Learning/Sources of Credit AP, CLEP, IB</td>
<td></td>
</tr>
</tbody>
</table>

General Education Requirements (p. 17) (GER)

• 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

Breadth Area Core Requirements (p. 17) (BACR)

<table>
<thead>
<tr>
<th>Area</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities and Arts</td>
<td></td>
</tr>
<tr>
<td>Natural Sciences</td>
<td></td>
</tr>
<tr>
<td>Social Sciences</td>
<td></td>
</tr>
</tbody>
</table>

University Graduation Requirements (p. 18) (UGR)

<table>
<thead>
<tr>
<th>Category</th>
<th>Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity Course List</td>
<td></td>
</tr>
<tr>
<td>Foreign Language</td>
<td></td>
</tr>
<tr>
<td>Global Studies Course List</td>
<td></td>
</tr>
<tr>
<td>Minor or Certificate</td>
<td></td>
</tr>
<tr>
<td>Senior Capstone Course List</td>
<td></td>
</tr>
</tbody>
</table>

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).

2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BS in Biology from EWU should be able to do the following:

• apply basic concepts of cell biology, including understanding key terms;
• apply basic concepts of ecology and evolution, including understanding key terms;
• apply basic concepts of molecular biology and genetics, including understanding key terms;
apply basic concepts of organismal biology, including understanding key terms;
apply basic statistics to analyze and interpret quantitative data;
compose written documents that communicate information in a manner consistent with scientific norms;
deliver presentations that communicate information in a manner consistent with scientific norms;
use scientific practices to generate evidence to support or refute proposed explanations for natural phenomena.

Biology Major with Biotechnology Option, Bachelor of Science (BS)

Graduation Requirements: complete the Educational Testing Service (ETS) Major Field Test for Biology. See Pre-Professional Programs (p. 385) for additional information.

Grade Requirements: a cumulative GPA ≥2.0 for all courses in student’s curriculum in Biology.

Required Biology Courses

<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 173</td>
<td>BIOLOGY III</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 270</td>
<td>BIOLOGICAL INVESTIGATION</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 301</td>
<td>MICROBIOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 310</td>
<td>FUNDAMENTALS OF GENETICS</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 436</td>
<td>CELL BIOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 438</td>
<td>MOLECULAR BIOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 484</td>
<td>TOPICS IN MOLECULAR BIOTECHNOLOGY</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 485</td>
<td>MOLECULAR BIOTECHNOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 488</td>
<td>MOLECULAR BIOTECHNOLOGY LABORATORY</td>
<td>2</td>
</tr>
</tbody>
</table>

Choose from the following 10

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 302</td>
<td>BOTANY</td>
</tr>
<tr>
<td>BIOL 304</td>
<td>VERTEBRATE ZOOLOGY</td>
</tr>
<tr>
<td>BIOL 420</td>
<td>EPIDEMIOLOGY</td>
</tr>
<tr>
<td>BIOL 421</td>
<td>MEDICAL BACTERIOLOGY</td>
</tr>
<tr>
<td>BIOL 430</td>
<td>IMMUNOLOGY</td>
</tr>
<tr>
<td>BIOL 432</td>
<td>VIROLOGY</td>
</tr>
<tr>
<td>BIOL 460</td>
<td>HEMATOLOGY</td>
</tr>
<tr>
<td>BIOL 477</td>
<td>EMBRYOLOGY</td>
</tr>
<tr>
<td>CHEM 481</td>
<td>INTERMEDIARY METABOLISM</td>
</tr>
<tr>
<td>CSCI 409</td>
<td>SCIENTIFIC PROGRAMMING</td>
</tr>
<tr>
<td>MATH 162</td>
<td>CALCULUS II</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>CHEM 171</td>
<td>GENERAL CHEMISTRY I</td>
<td>15</td>
</tr>
<tr>
<td>&amp; 171L</td>
<td>and GENERAL CHEMISTRY LABORATORY I</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 172</td>
<td>and GENERAL CHEMISTRY II</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 172L</td>
<td>and GENERAL CHEMISTRY LABORATORY II</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 173</td>
<td>and GENERAL CHEMISTRY III</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 173L</td>
<td>and GENERAL CHEMISTRY LABORATORY III</td>
<td></td>
</tr>
<tr>
<td>CHEM 304</td>
<td>QUANTITATIVE ANALYSIS</td>
<td>6</td>
</tr>
<tr>
<td>CHEM 351</td>
<td>ORGANIC CHEMISTRY</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 352</td>
<td>ORGANIC CHEMISTRY</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 372</td>
<td>ORGANIC CHEM LABORATORY I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 480</td>
<td>BIOCHEMISTRY</td>
<td>5</td>
</tr>
<tr>
<td>MATH 161</td>
<td>CALCULUS I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 380</td>
<td>ELEMENTARY PROBABILITY AND STATISTICS</td>
<td>5</td>
</tr>
<tr>
<td>or BIOL 380</td>
<td>DATA ANALYSIS FOR BIOLOGISTS</td>
<td></td>
</tr>
<tr>
<td>PHYS 131</td>
<td>INTRODUCTORY PHYSICS I</td>
<td>4</td>
</tr>
<tr>
<td>or PHYS 151</td>
<td>GENERAL PHYSICS I</td>
<td></td>
</tr>
<tr>
<td>PHYS 132</td>
<td>INTRODUCTORY PHYSICS II</td>
<td>4</td>
</tr>
<tr>
<td>or PHYS 152</td>
<td>GENERAL PHYSICS II</td>
<td></td>
</tr>
<tr>
<td>PHYS 133</td>
<td>INTRODUCTORY PHYSICS III</td>
<td>4</td>
</tr>
<tr>
<td>or PHYS 153</td>
<td>GENERAL PHYSICS III</td>
<td></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>
<td>1</td>
</tr>
<tr>
<td>PHYS 163</td>
<td>ELECTRONICS LABORATORY I</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 490A</td>
<td>BIOTECHNOLOGY CAPSTONE</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Credits 124

University Competencies and Proficiencies

- English (p. )
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)

- 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

Breadth Area Core Requirements (p. 17) (BACR)

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.
1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).

2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BS in Biology Major with Biotechnology from EWU should be able to do the following:
- demonstrate knowledge of biotech-specific approaches for development of new or improvement of existing products;
- demonstrate knowledge of evolution, molecular biology, and cell biology;
- design laboratory or field experiments;
- interpret observations through the creation, testing, and analysis of hypotheses;
- 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)**

This curriculum is recommended for students planning a career in medicine or dentistry. See Pre-Professional Programs (p. 385) for additional information. 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**

<table>
<thead>
<tr>
<th>Course</th>
<th>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 173</td>
<td>BIOLOGY III</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 270</td>
<td>BIOLOGICAL INVESTIGATION</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 310</td>
<td>FUNDAMENTALS OF GENETICS</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>BIOL 301</td>
<td>MICROBIOLOGY</td>
<td></td>
</tr>
<tr>
<td>or BIOL 302</td>
<td>BOTANY</td>
<td></td>
</tr>
<tr>
<td>or BIOL 303</td>
<td>INVERTEBRATE ZOOLOGY</td>
<td></td>
</tr>
<tr>
<td>or BIOL 304</td>
<td>VERTEBRATE ZOOLOGY</td>
<td></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>BIOL 436</td>
<td>CELL BIOLOGY</td>
<td></td>
</tr>
</tbody>
</table>

**or BIOL 438 MOLECULAR BIOLOGY**

**Choose one of the following**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 334</td>
<td>HUMAN ANATOMY AND PHYSIOLOGY III</td>
<td></td>
</tr>
<tr>
<td>or BIOL 351</td>
<td>PRINCIPLES OF ANIMAL PHYSIOLOGY</td>
<td></td>
</tr>
<tr>
<td>or BIOL 352</td>
<td>PRINCIPLES OF PLANT PHYSIOLOGY</td>
<td></td>
</tr>
<tr>
<td>or BIOL 353</td>
<td>PRINCIPLES OF MICROBIAL PHYSIOLOGY</td>
<td></td>
</tr>
</tbody>
</table>

**Required supporting courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 371</td>
<td>PRE-MEDICAL, DENTAL, VETERINARY AND PHARMACY PREPARATION</td>
<td>1</td>
</tr>
<tr>
<td>BIOL 380</td>
<td>DATA ANALYSIS FOR BIOLOGISTS</td>
<td>5</td>
</tr>
<tr>
<td>or MATH 161</td>
<td>CALCULUS I</td>
<td></td>
</tr>
<tr>
<td>or MATH 380</td>
<td>ELEMENTARY PROBABILITY AND STATISTICS</td>
<td></td>
</tr>
<tr>
<td>CHEM 171</td>
<td>GENERAL CHEMISTRY I &amp; CHEM 171L and GENERAL CHEMISTRY LABORATORY I</td>
<td>15</td>
</tr>
<tr>
<td>&amp; CHEM 172</td>
<td>and GENERAL CHEMISTRY II</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 172L</td>
<td>and GENERAL CHEMISTRY LABORATORY II</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 173</td>
<td>and GENERAL CHEMISTRY III</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 173L</td>
<td>and GENERAL CHEMISTRY LABORATORY III</td>
<td></td>
</tr>
<tr>
<td>CHEM 351</td>
<td>ORGANIC CHEMISTRY</td>
<td>4</td>
</tr>
<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 371</td>
<td>PRE-MEDICAL, DENTAL, VETERINARY AND PHARMACY PREPARATION</td>
<td>1-2</td>
</tr>
<tr>
<td>CHEM 372</td>
<td>ORGANIC CHEM LABORATORY I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 480</td>
<td>BIOCHEMISTRY</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 481</td>
<td>INTERMEDIARY METABOLISM</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 133</td>
<td>INTRODUCTORY 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>
<td>1</td>
</tr>
<tr>
<td>PHYS 163</td>
<td>ELECTRONICS LABORATORY I</td>
<td>1</td>
</tr>
</tbody>
</table>

**Electives—choose two additional courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 301</td>
<td>MICROBIOLOGY</td>
<td></td>
</tr>
<tr>
<td>BIOL 304</td>
<td>VERTEBRATE ZOOLOGY</td>
<td></td>
</tr>
<tr>
<td>BIOL 332</td>
<td>HUMAN ANATOMY AND PHYSIOLOGY I</td>
<td></td>
</tr>
<tr>
<td>BIOL 333</td>
<td>HUMAN ANATOMY AND PHYSIOLOGY II</td>
<td></td>
</tr>
<tr>
<td>BIOL 334</td>
<td>HUMAN ANATOMY AND PHYSIOLOGY III</td>
<td></td>
</tr>
<tr>
<td>BIOL 411</td>
<td>FIELD BOTANY</td>
<td></td>
</tr>
<tr>
<td>BIOL 420</td>
<td>EPIDEMIOLOGY</td>
<td></td>
</tr>
<tr>
<td>BIOL 421</td>
<td>MEDICAL BACTERIOLOGY</td>
<td></td>
</tr>
<tr>
<td>BIOL 423</td>
<td>EVOLUTION</td>
<td></td>
</tr>
<tr>
<td>BIOL 430</td>
<td>IMMUNOLOGY</td>
<td></td>
</tr>
<tr>
<td>BIOL 432</td>
<td>VIROLOGY</td>
<td></td>
</tr>
<tr>
<td>BIOL 435</td>
<td>BIOLOGY OF CANCER</td>
<td></td>
</tr>
<tr>
<td>BIOL 436</td>
<td>CELL BIOLOGY</td>
<td></td>
</tr>
<tr>
<td>BIOL 438</td>
<td>MOLECULAR BIOLOGY</td>
<td></td>
</tr>
<tr>
<td>BIOL 440</td>
<td>ECOLOGY</td>
<td></td>
</tr>
<tr>
<td>BIOL 460</td>
<td>HEMATOLOGY</td>
<td></td>
</tr>
<tr>
<td>BIOL 473</td>
<td>NEUROBIOLOGY</td>
<td></td>
</tr>
<tr>
<td>BIOL 476</td>
<td>MUSCLE PHYSIOLOGY</td>
<td></td>
</tr>
<tr>
<td>BIOL 477</td>
<td>EMBRYOLOGY</td>
<td></td>
</tr>
<tr>
<td>TCOM 205</td>
<td>INTRODUCTION TO TECHNICAL COMMUNICATION</td>
<td></td>
</tr>
</tbody>
</table>
Required Senior Capstone

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 490</td>
<td>SENIOR CAPSTONE</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Credits 112-115

University Competencies and Proficiencies

- 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

Breadth Area Core Requirements (p. 17) (BACR)
- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)
- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student's first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BS in Biology Major with the Pre-Medicine/Pre-Dentistry Option from EWU should be able to do the following:
- apply basic concepts of organic chemistry and biochemistry, including understanding key terms;
- apply basic concepts of organismal biology and physiology, including understanding key terms;
- apply basic statistics to analyze and interpret quantitative data;
- compose written documents that communicate information in a manner consistent with scientific norms;
- deliver presentations that communicate information in a manner consistent with scientific norms;
- identify the steps required to submit an application to medical school or dental school;
- use scientific practices to generate evidence to support or refute proposed explanations for natural phenomena.

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.

Grade Requirements: a cumulative GPA ≥2.8 for all courses ≥C in each course in student's curriculum in Biology.

Secondary Education students must complete the required Secondary Education Core and the following courses.

Required Biology Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>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 173</td>
<td>BIOLOGY III</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 270</td>
<td>BIOLOGICAL INVESTIGATION</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 301</td>
<td>MICROBIOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 302</td>
<td>BOTANY</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 310</td>
<td>FUNDAMENTALS OF GENETICS</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 340</td>
<td>BIOETHICS</td>
<td>2</td>
</tr>
<tr>
<td>BIOL 423</td>
<td>EVOLUTION</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 440</td>
<td>ECOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>BIOL 441</td>
<td>ECOLOGY LAB</td>
<td>2</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>BIOL 303</td>
<td>INVERTEBRATE ZOOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 304</td>
<td>VERTEBRATE ZOOLOGY</td>
<td></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>BIOL 334</td>
<td>HUMAN ANATOMY AND PHYSIOLOGY III</td>
<td>4-5</td>
</tr>
<tr>
<td>BIOL 351</td>
<td>PRINCIPLES OF ANIMAL PHYSIOLOGY</td>
<td></td>
</tr>
<tr>
<td>BIOL 352</td>
<td>PRINCIPLES OF PLANT PHYSIOLOGY</td>
<td></td>
</tr>
<tr>
<td>BIOL 353</td>
<td>PRINCIPLES OF MICROBIAL PHYSIOLOGY</td>
<td></td>
</tr>
</tbody>
</table>

Required Supporting Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 390</td>
<td>BIOLOGY TEACHING METHODS</td>
<td>2</td>
</tr>
</tbody>
</table>
CHEM 171  GENERAL CHEMISTRY I  15
& 171L and GENERAL CHEMISTRY LABORATORY I
& CHEM 172 and GENERAL CHEMISTRY II
& CHEM 172L and GENERAL CHEMISTRY LABORATORY II
& CHEM 173 and GENERAL CHEMISTRY III
& CHEM 173L and GENERAL CHEMISTRY LABORATORY III
SCED 390  SCIENCE TEACHING METHODS  2

Choose one of the following  5
BIOL 380  DATA ANALYSIS FOR BIOLOGISTS
MATH 142  PRECALCULUS MATH II
MATH 380  ELEMENTARY PROBABILITY AND STATISTICS

Required Senior Capstone
SCED 490  SCIENCE TEACHING CAPSTONE AND PRACTICUM  5
Total Credits  84-85

Secondary Education Core
30–hour multicultural education field requirement
EDUC 303  FOUNDATIONS OF ASSESSMENT  15
& EDUC 309 and FOUNDATIONS OF SECONDARY CLASSROOM
& EDUC 341 MANAGEMENT
& EDUC 386A and SECONDARY STRATEGIES, MANAGEMENT,
& EDUC 413 ASSESSMENT
and FIELD EXPERIENCE AND PRACTICUM
and CONTENT AREA LITERACY: MANAGEMENT
and ASSESSMENT FOR SECONDARY EDUCATION CANDIDATES
EDUC 386B  FIELD EXPERIENCE AND PRACTICUM  6-15
& EDUC 427 and GENERAL STUDENT TEACHING K-12 (These
are variable credit courses. The minimum for each
is 3 credits.)
EDUC 426  SECONDARY STUDENT TEACHING 7-12  12
Total Credits  33-42

University Competencies and Proficiencies
English (p. 40)
Mathematics (p. 16)
Placement and Clearance Exams (p. 407)
Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)
• 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

Breadth Area Core Requirements (p. 17) (BACR)
Humanities and Arts (p. 18)
Natural Sciences (p. 19)
Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)
Diversity Course List (p. 20)
Foreign Language (p. 18) (for Bachelor of Arts)
Global Studies Course List (p. 21)

Minor or Certificate (p. 18)
Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student's first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BAE in Biology/Secondary from EWU should be able to do the following:
• apply best practices to teach biology that are outlined in the Next Generation Science Standards;
• demonstrate effective strategies for teaching biology to a community of diverse students;
• demonstrate understanding of core concepts in biology;
• describe the procedures for responding to potential safety hazards in the laboratory, classroom, and field;
• shows evidence of integrating the three dimensions of the Next Generation Science Standards.

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
Electives—choose additional credits of upper-division biology courses  13-15
Total Credits  31-33

Biology/Secondary Minor
This minor satisfies the endorsement for grades 5-12.

Required Biology Courses
BIOL 171  BIOLOGY I  5
BIOL 172  BIOLOGY II  5
BIOL 173  BIOLOGY III  5
BIOL 270  BIOLOGICAL INVESTIGATION  3
following courses in order to increase the likelihood of passing the exam. However, we recommend taking the General Science Endorsement if they are successful in passing the exam. Individuals with an endorsement in one of the sciences can receive and Space Science or Physics.

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.

<table>
<thead>
<tr>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 171 Biology I</td>
</tr>
<tr>
<td>&amp; BIOL 172 and Biology II</td>
</tr>
<tr>
<td>&amp; BIOL 173 and Biology III</td>
</tr>
<tr>
<td>CHEM 171 General Chemistry I</td>
</tr>
<tr>
<td>&amp; 171L and General Chemistry Laboratory I</td>
</tr>
<tr>
<td>&amp; CHEM 172 and General Chemistry II</td>
</tr>
<tr>
<td>&amp; CHEM 172L and General Chemistry Laboratory II</td>
</tr>
<tr>
<td>&amp; CHEM 173 and General Chemistry III</td>
</tr>
<tr>
<td>&amp; CHEM 173L and General Chemistry Laboratory III</td>
</tr>
<tr>
<td>GEOG 314 Weather Forecasting</td>
</tr>
<tr>
<td>GEOL 120 Physical Geography - The Solid Earth</td>
</tr>
<tr>
<td>&amp; GEOL 121 and Physical Geography - Surficial Processes</td>
</tr>
<tr>
<td>PHYS 121 Descriptive Astronomy</td>
</tr>
<tr>
<td>PHYS 131 Introductory Physics I</td>
</tr>
<tr>
<td>&amp; PHYS 132 and Introductory Physics II</td>
</tr>
<tr>
<td>&amp; PHYS 161 and Mechanics Laboratory</td>
</tr>
<tr>
<td>&amp; PHYS 162 and Heat and Optics Laboratory</td>
</tr>
</tbody>
</table>

Choose one of the following:  
BIOL 301 Microbiology  
BIOL 302 Botany  
BIOL 303 Invertebrate Zoology  
BIOL 304 Vertebrate Zoology

<table>
<thead>
<tr>
<th>Required Supporting Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 380 Data Analysis for Biologists or MATH 141 Precalculus I or MATH 380 Elementary Probability and Statistics</td>
</tr>
<tr>
<td>BIOL 390 Biology Teaching Methods</td>
</tr>
<tr>
<td>SCED 390 Science Teaching Methods</td>
</tr>
</tbody>
</table>

Total Credits 50

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.

Students who successfully earn a MS in Biology from EWU should be able to do the following:
- conduct research project, analyze data, and write thesis;
- present completed research in an open forum seminar with question/answer session;
- write a research proposal that demonstrates the ability to determine the veracity and value of published information.

**Biology, Master of Science (MS)**

Teaching: All Master of Science students in biology are required to either teach at least one quarter as a paid teaching assignment or arrange a teaching experience in consultation with their graduate committee. Students who do not have a paid teaching assignment may arrange to receive BIOL 595 credit for the development and execution of this teaching experience.

Final Comprehensive Examination: The final comprehensive examination for the Master of Science in biology consists of a research seminar and an oral defense of the master’s thesis presented to the department. Immediately following the student’s seminar, an oral examination is administered by the student’s committee, which is composed of two or three departmental faculty members and a faculty member appointed by the Graduate Programs office. The focus of the examination is the student’s thesis and general biology knowledge.

Graduate Core

| BIOL 500 Research Seminar (must be repeated) |
| BIOL 510 Biological Research Methods I |
| BIOL 511 Biological Research Methods II |

Plus any three of the following (6 credits, though additional current topics may be taken for elective credits)

| BIOL 512 Current Topics in Physiology |
| BIOL 513 Current Topics in Cell and Molecular Biology |
| BIOL 514 Current Topics in Ecology and Evolution |
| BIOL 515 Growth of Biological Thought |

Electives 16

To be determined in consultation with student’s graduate committee. All 400 and 500 level courses may be used as electives; if a course is stacked as a 400- or 500-level course, students must enroll at the 500-level.

**Thesis**

To be determined in consultation with student’s graduate committee. All Master’s of Science in Biology students are required to conduct original research toward their Master’s thesis.

| BIOL 600 Thesis Research (must be repeated) |

Total Credits 46

**Human Anatomy and Physiology Certificate, Graduate**

The graduate certificate in human anatomy and physiology is a three-quarter program in which students will study the anatomy and physiology
of all of the organ systems. The students will complete three courses in the Department of Biology, one course per quarter, all of which are offered at EWU’s Cheney campus. Lectures focus on the principles of human physiology and the weekly, three-hour laboratory periods focus on anatomy. Most of the laboratory time is dedicated to the dissection of human cadavers and isolated structures such as cow hearts; students also will learn to identify histological preparations of tissues from each organ system and will study models of human structures. This certificate program is intended for those who require advanced knowledge of human physiology and hands-on experience with dissection of human cadavers. It is appropriate for those who plan to apply to professional (graduate) clinical programs, including medical, dental, optometry, physical therapy, pharmacy, physician assistant, and medical laboratory science programs. It also is appropriate for those who wish to pursue teaching opportunities in this discipline. This program is managed by the three faculty members who teach the course sequence, all of whom have participated in clinically-relevant research and graduate coursework, Drs. Jason Ashley, David Daberkow, and Joanna Joyner-Matos.

**Admission Requirements**

Students who enroll in the graduate certificate will be required to have completed a Bachelor of Science degree in Biology or a related discipline, with a cumulative grade point average ≥3.0, with completed coursework in general chemistry.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 502</td>
<td>ADVANCED HUMAN ANATOMY AND PHYSIOLOGY I</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 503</td>
<td>ADVANCED HUMAN ANATOMY AND PHYSIOLOGY II</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 504</td>
<td>ADVANCED HUMAN ANATOMY AND PHYSIOLOGY III</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Credits 15
Chemistry and Biochemistry
Nicholas Burgis, Chair of Chemistry, Biochemistry, and Physics
department page (http://catalog.ewu.edu/chemistry/)
154 Science Building
509.359.2447

Faculty

Undergraduate Degrees
BA–Chemistry/Biochemistry Major with General Option (p. 209)
BAE–Chemistry/Biochemistry/Secondary Major (p. 210)
BS–Chemistry/Biochemistry Major with Biochemistry Option (p. 211)
BS–Chemistry/Biochemistry Major with Forensic Science Option (p. 213)
BS–Chemistry/Biochemistry Major with Pre-Med/Pre-Dent/Pre-Vet Option (p. 214)
BS–Chemistry/Biochemistry Major with Professional Option (p. 215)
BS–Chemistry/Biochemistry Major with Standard Option (p. 216)
Minor–Chemistry/Biochemistry (p. 217)
Minor–Chemistry/Biochemistry Secondary (p. 218)
Add-on Endorsement–General Science (p. 218)

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

Pre 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 171, or HONS 171, and CHEM 171L, CHEM 172 and CHEM 172L, CHEM 173 and CHEM 173L 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.

Pre-Professional Programs: students interested in the pre-professional programs should contact a departmental advisor regarding the curriculum, application procedures and professional aptitude examinations.

Pre-Dentistry and Pre-Medicine (p. 385)
Pre-Pharmacy (p. 387)
Pre-Veterinary Medicine (p. 388)

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.

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>DESCRIPTION</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 171</td>
<td>GENERAL CHEMISTRY I and GENERAL CHEMISTRY LABORATORY I</td>
<td>15</td>
</tr>
<tr>
<td>&amp; 171L</td>
<td>GENERAL CHEMISTRY II and GENERAL CHEMISTRY LABORATORY II</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 172</td>
<td>GENERAL CHEMISTRY III and GENERAL CHEMISTRY LABORATORY III</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 172L</td>
<td>GENERAL CHEMISTRY III and GENERAL CHEMISTRY LABORATORY III</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 173</td>
<td>GENERAL CHEMISTRY III and GENERAL CHEMISTRY LABORATORY III</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 173L</td>
<td>GENERAL CHEMISTRY III and GENERAL CHEMISTRY LABORATORY III</td>
<td></td>
</tr>
<tr>
<td>CHEM 304</td>
<td>QUANTITATIVE ANALYSIS</td>
<td>6</td>
</tr>
<tr>
<td>CHEM 351</td>
<td>ORGANIC CHEMISTRY</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 352</td>
<td>ORGANIC CHEMISTRY</td>
<td>4</td>
</tr>
</tbody>
</table>
CHEM 372 ORGANIC CHEM LABORATORY I 3
CHEM 421 PHYSICAL CHEMISTRY 4
CHEM 422 PHYSICAL CHEMISTRY 4
CHEM 431 PHYSICAL CHEMISTRY LABORATORY 1
CHEM 432 PHYSICAL CHEMISTRY LABORATORY 2

**Required Supporting Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH/HONS 161 CALCULUS I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 162 CALCULUS II</td>
<td>5</td>
</tr>
<tr>
<td>MATH 163 CALCULUS III</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 151 GENERAL PHYSICS I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 152 GENERAL PHYSICS II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 153 GENERAL PHYSICS III</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 161 MECHANICS LABORATORY</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 162 HEAT AND OPTICS LABORATORY</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 163 ELECTRONICS LABORATORY I</td>
<td>1</td>
</tr>
</tbody>
</table>

**Electives**—Select 300-level or above Chemistry and Biochemistry courses (exclusive of CHEM 390) 4

**Suggested Supporting Course**—see your chemistry/biochemistry advisor.

Completion of a computer programming course is strongly recommended.

**Required Capstone**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 491 SENIOR THESIS</td>
<td>5</td>
</tr>
<tr>
<td>or CHEM 490 ADVANCED INORGANIC CHEMISTRY OR SENIOR CAPSTONE</td>
<td>1</td>
</tr>
</tbody>
</table>

**Total Credits** 82

**University Competencies and Proficiencies**

<table>
<thead>
<tr>
<th>Subject</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (p. )</td>
<td></td>
</tr>
<tr>
<td>Mathematics (p. 16)</td>
<td></td>
</tr>
<tr>
<td>Placement and Clearance Exams (p. 407)</td>
<td></td>
</tr>
<tr>
<td>Prior Learning/Sources of Credit AP; CLEP; IB (p. 408)</td>
<td></td>
</tr>
</tbody>
</table>

**General Education Requirements (p. 17) (GER)**

- 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

**Breadth Area Core Requirements (p. 17) (BACR)**

<table>
<thead>
<tr>
<th>Area</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities and Arts (p. 18)</td>
<td></td>
</tr>
<tr>
<td>Natural Sciences (p. 19)</td>
<td></td>
</tr>
<tr>
<td>Social Sciences (p. 19)</td>
<td></td>
</tr>
</tbody>
</table>

**University Graduation Requirements (p. 18) (UGR)**

<table>
<thead>
<tr>
<th>Requirement</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Diversity Course List (p. 20)</td>
<td></td>
</tr>
<tr>
<td>Foreign Language (p. 18) (for Bachelor of Arts)</td>
<td></td>
</tr>
<tr>
<td>Global Studies Course List (p. 21)</td>
<td></td>
</tr>
<tr>
<td>Minor or Certificate (p. 18)</td>
<td></td>
</tr>
<tr>
<td>Senior Capstone Course List (p. 21)</td>
<td></td>
</tr>
</tbody>
</table>

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BA in Chemistry/Biochemistry from EWU should be able to do the following:

- 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 students must complete the required Secondary Education Core and the following courses.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 171 GENERAL CHEMISTRY I</td>
<td>15</td>
</tr>
<tr>
<td>&amp; 171L and GENERAL CHEMISTRY LABORATORY I</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 172 and GENERAL CHEMISTRY II</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 172L and GENERAL CHEMISTRY LABORATORY II</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 173 and GENERAL CHEMISTRY III</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 173L and GENERAL CHEMISTRY LABORATORY III</td>
<td></td>
</tr>
<tr>
<td>CHEM 304 QUANTITATIVE ANALYSIS</td>
<td>6</td>
</tr>
<tr>
<td>CHEM 316 ENVIRONMENTAL CHEMISTRY</td>
<td></td>
</tr>
<tr>
<td>&amp; 316L and ENVIRONMENTAL CHEMISTRY LAB</td>
<td></td>
</tr>
<tr>
<td>or CHEM 141 SUSTAINABLE CHEMISTRY</td>
<td></td>
</tr>
<tr>
<td>Course</td>
<td>Credits</td>
</tr>
<tr>
<td>------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>CHEM 351 ORGANIC CHEMISTRY</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 352 ORGANIC CHEMISTRY</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 372 ORGANIC CHEM LABORATORY I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 390 CHEMICAL METHODS IN SECONDARY SCHOOL</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 421 PHYSICAL CHEMISTRY</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 422 PHYSICAL CHEMISTRY</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 480 BIOCHEMISTRY</td>
<td>5</td>
</tr>
<tr>
<td>or CHEM 319 MODERN INORGANIC CHEMISTRY</td>
<td></td>
</tr>
<tr>
<td>SCED 390 SCIENCE TEACHING METHODS</td>
<td>2</td>
</tr>
</tbody>
</table>

### Required Supporting Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH/HONS 161 CALCULUS I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 162 CALCULUS II</td>
<td>5</td>
</tr>
<tr>
<td>MATH 163 CALCULUS III</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 151 GENERAL PHYSICS I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 152 GENERAL PHYSICS II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 153 GENERAL PHYSICS III</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 161 MECHANICS LABORATORY</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 162 HEAT AND OPTICS LABORATORY</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 163 ELECTRONICS LABORATORY I</td>
<td>1</td>
</tr>
</tbody>
</table>

### Required Senior Capstone

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCED 490 SCIENCE TEACHING CAPSTONE AND PRACTICUM</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Credits 89

### Education (p. 40)

#### Secondary Education Core

- **30-hour multicultural education field requirement**
  - EDUC 303 FOUNDATIONS OF ASSESSMENT 15
  - & EDUC 309 and FOUNDATIONS OF SECONDARY CLASSROOM
  - & EDUC 341 and MANAGEMENT
  - & EDUC 386A and SECONDARY STRATEGIES, MANAGEMENT, ASSESSMENT
  - & EDUC 413 and FIELD EXPERIENCE AND PRACTICUM and CONTENT AREA LITERACY: MANAGEMENT AND ASSESSMENT FOR SECONDARY EDUCATION CANDIDATES

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 386B FIELD EXPERIENCE AND PRACTICUM &amp; GENERAL STUDENT TEACHING K-12 (These are variable credit courses. The minimum for each is 3 credits.)</td>
<td>6-15</td>
</tr>
<tr>
<td>EDUC 426 SECONDARY STUDENT TEACHING 7-12</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Credits 33-42

### University Competencies and Proficiencies

- **English** (p. )
- **Mathematics** (p. 16)
- **Placement and Clearance Exams** (p. 407)
- **Prior Learning/Sources of Credit AP, CLEP, IB** (p. 408)

### General Education Requirements (p. 17) (GER)

- 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

### Breadth Area Core Requirements (p. 17) (BCAR)

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

### University Graduation Requirements (p. 18) (UGR)

- **Diversity Course List** (p. 20)
- **Foreign Language** (p. 18) (for Bachelor of Arts)
- **Global Studies Course List** (p. 21)
- **Minor or Certificate** (p. 18)
- **Senior Capstone Course List** (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

### Students who successfully earn a BAE in Chemistry/Biochemistry/Secondary from EWU should be able to do the following:

- apply best practices to teach Chemistry that are outlined in the Next Generation Science Standards;
- demonstrate effective strategies for teaching Chemistry to a community of diverse students;
- demonstrate understanding of core concepts in Chemistry;
- describe the procedures for responding to potential safety hazards in the laboratory, classroom, and field;
- shows evidence of integrating the 3 dimensions of the Next Generation Science Standards.

### 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 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</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 171 &amp; 171L</td>
<td>GENERAL CHEMISTRY I and GENERAL CHEMISTRY LABORATORY I</td>
<td>15</td>
</tr>
<tr>
<td>&amp; CHEM 172</td>
<td>and GENERAL CHEMISTRY II</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 172L</td>
<td>and GENERAL CHEMISTRY LABORATORY II</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 173</td>
<td>and GENERAL CHEMISTRY III</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 173L</td>
<td>and GENERAL CHEMISTRY LABORATORY III</td>
<td></td>
</tr>
<tr>
<td>CHEM 304</td>
<td>QUANTITATIVE ANALYSIS</td>
<td>6</td>
</tr>
<tr>
<td>CHEM 351</td>
<td>ORGANIC CHEMISTRY</td>
<td>4</td>
</tr>
<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>
<td>PHYSICAL CHEMISTRY</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 431</td>
<td>PHYSICAL CHEMISTRY LABORATORY</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 480</td>
<td>BIOCHEMISTRY</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 481</td>
<td>INTERMEDIARY METABOLISM</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 482</td>
<td>INTEGRATED TOPICS IN BIOCHEMISTRY AND BIOPHYSICS</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 483</td>
<td>BIOCHEMISTRY LABORATORY I</td>
<td>2</td>
</tr>
<tr>
<td>CHEM 484</td>
<td>BIOCHEMISTRY LABORATORY II</td>
<td>2</td>
</tr>
</tbody>
</table>

Choose one of the following four courses **3-5**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 419</td>
<td>ADVANCED INORGANIC CHEMISTRY OR SENIOR CAPSTONE</td>
<td>4-6</td>
</tr>
<tr>
<td>CHEM 420</td>
<td>INSTRUMENTAL ANALYSIS</td>
<td></td>
</tr>
<tr>
<td>CHEM 423</td>
<td>PHYSICAL CHEMISTRY</td>
<td></td>
</tr>
<tr>
<td>CHEM 454</td>
<td>CLINICAL CHEMISTRY</td>
<td></td>
</tr>
</tbody>
</table>

Select one of the following three courses **4**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 395</td>
<td>INTERNSHIP</td>
<td></td>
</tr>
<tr>
<td>CHEM 498</td>
<td>SEMINAR</td>
<td></td>
</tr>
<tr>
<td>CHEM 499</td>
<td>DIRECTED STUDY</td>
<td></td>
</tr>
</tbody>
</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</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 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>MATH/HONS 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>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>
<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>
<td>1</td>
</tr>
<tr>
<td>PHYS 163</td>
<td>ELECTRONICS LABORATORY I</td>
<td>1</td>
</tr>
</tbody>
</table>

Suggested—a computer programming course is strongly recommended. See your chemistry/biochemistry advisor.

Required Capstone

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 491</td>
<td>SENIOR THESIS</td>
<td></td>
</tr>
</tbody>
</table>
• 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 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.

Major Declaration Requirements
Students must complete 45 hours of specified core courses with a combined minimum GPA ≥3.0 before being eligible to declare the forensic major (See note below).

It is assumed that the student will enter the program ready to take MATH 161.

For all internships with law enforcement agencies, students will be required to pass a thorough background check. Competitive internships at regional forensic labs are integrated into the curriculum along with research and independent study.

This option will require more than 12 terms (or 4 years) to complete at an average of 15 credits per term.

Note: these core courses are to be completed before formal acceptance into the forensics major and enrollment in the forensics science internship course: BIOL 171, BIOL 172, CHEM 140, CHEM 171, CHEM 171L, CHEM 172, CHEM 172L, CHEM 173, CHEM 173L, CHEM 304, PHYS 151.

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>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 140</td>
<td>CRIMINALISTICS AND FORENSIC CHEMISTRY</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 171</td>
<td>GENERAL CHEMISTRY I</td>
<td>15</td>
</tr>
<tr>
<td>&amp; 171L</td>
<td>and GENERAL CHEMISTRY LABORATORY I</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 172</td>
<td>and GENERAL CHEMISTRY II</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 172L</td>
<td>and GENERAL CHEMISTRY LABORATORY II</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 173</td>
<td>and GENERAL CHEMISTRY III</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 173L</td>
<td>and GENERAL CHEMISTRY LABORATORY III</td>
<td></td>
</tr>
<tr>
<td>CHEM 304</td>
<td>QUANTITATIVE ANALYSIS</td>
<td>6</td>
</tr>
<tr>
<td>CHEM 319</td>
<td>MODERN INORGANIC CHEMISTRY</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 351</td>
<td>ORGANIC CHEMISTRY</td>
<td>4</td>
</tr>
<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 373</td>
<td>ORGANIC CHEM LABORATORY II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 420</td>
<td>INSTRUMENTAL ANALYSIS</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 421</td>
<td>PHYSICAL CHEMISTRY</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 422</td>
<td>PHYSICAL CHEMISTRY</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 431</td>
<td>PHYSICAL CHEMISTRY LABORATORY</td>
<td>1</td>
</tr>
<tr>
<td>CHEM 445</td>
<td>TOPICS IN FORENSIC CHEMISTRY</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 450</td>
<td>ADVANCED FORENSIC CHEMISTRY</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 480</td>
<td>BIOCHEMISTRY</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 495</td>
<td>INTERNSHIP</td>
<td>5</td>
</tr>
<tr>
<td>or CHEM 399</td>
<td>DIRECTED STUDY</td>
<td></td>
</tr>
<tr>
<td>or CHEM 499</td>
<td>DIRECTED STUDY</td>
<td></td>
</tr>
</tbody>
</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</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 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>
<tr>
<td>MATH/HONS 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 380</td>
<td>ELEMENTARY PROBABILITY AND STATISTICS</td>
<td>5</td>
</tr>
<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>
<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>
<td>1</td>
</tr>
<tr>
<td>PHYS 163</td>
<td>ELECTRONICS LABORATORY I</td>
<td>1</td>
</tr>
</tbody>
</table>

Required Senior Capstone

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 491</td>
<td>SENIOR THESIS (variable credit—must be taken for 5 credits)</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Credits 151

Suggested Supporting Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 301</td>
<td>MICROBIOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>CMST 201</td>
<td>PUBLIC SPEAKING</td>
<td>5</td>
</tr>
<tr>
<td>CRIM 304</td>
<td>FORENSIC INQUIRY</td>
<td>5</td>
</tr>
<tr>
<td>POLI 306</td>
<td>BASIC CONCEPTS OF CRIMINAL LAW</td>
<td>5</td>
</tr>
<tr>
<td>TCOM 205</td>
<td>INTRODUCTION TO TECHNICAL COMMUNICATION</td>
<td>5</td>
</tr>
</tbody>
</table>

University Competencies and Proficiencies

English (p. 19)
Mathematics (p. 16)
Placement and Clearance Exams (p. 407)
Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)

• 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

Breadth Area Core Requirements (p. 17) (BACR)

Humanities and Arts (p. 18)
Natural Sciences (p. 19)
Social Sciences (p. 19)
University Graduation Requirements (p. 18) (UGR)
Diversity Course List (p. 20)
Foreign Language (p. 18) (for Bachelor of Arts)
Global Studies Course List (p. 21)
Minor or Certificate (p. 18)
Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).

2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BS in Chemistry/Biochemistry Major with Forensic Science with Biochemistry from EWU should be able to do the following:

- 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.

The following should be completed prior to, or concurrent with, taking the MCAT Exam.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 171 or HONS 171, and CHEM 171L, CHEM 172 and CHEM 172L, CHEM 173 and CHEM 173L, 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.</td>
<td></td>
</tr>
</tbody>
</table>

Notes:

- a computer programming course is strongly recommended—see your chemistry/biochemistry advisor.
- CHEM majors completing BIOL 490 do not need to take CHEM 491 for graduation.
- the 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</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 371</td>
<td>PRE-MEDICAL, DENTAL, VETERINARY AND PHARMACY PREPARATION</td>
</tr>
<tr>
<td>CHEM 171 &amp; 171L</td>
<td>GENERAL CHEMISTRY I and GENERAL CHEMISTRY LABORATORY I</td>
</tr>
<tr>
<td>&amp; CHEM 172 &amp; 172L</td>
<td>and GENERAL CHEMISTRY II and GENERAL CHEMISTRY LABORATORY II</td>
</tr>
<tr>
<td>&amp; CHEM 173 &amp; 173L</td>
<td>and GENERAL CHEMISTRY III and GENERAL CHEMISTRY LABORATORY III</td>
</tr>
<tr>
<td>CHEM 304</td>
<td>QUANTITATIVE ANALYSIS</td>
</tr>
<tr>
<td>CHEM 351</td>
<td>ORGANIC CHEMISTRY</td>
</tr>
<tr>
<td>CHEM 352</td>
<td>ORGANIC CHEMISTRY</td>
</tr>
<tr>
<td>CHEM 353</td>
<td>ORGANIC CHEMISTRY</td>
</tr>
<tr>
<td>CHEM 371</td>
<td>PRE-MEDICAL, DENTAL, VETERINARY AND PHARMACY PREPARATION</td>
</tr>
<tr>
<td>CHEM 372</td>
<td>ORGANIC CHEM LABORATORY I</td>
</tr>
<tr>
<td>CHEM 373</td>
<td>ORGANIC CHEM LABORATORY II</td>
</tr>
<tr>
<td>CHEM 395</td>
<td>INTERNSHIP</td>
</tr>
<tr>
<td>CHEM 421</td>
<td>PHYSICAL CHEMISTRY</td>
</tr>
<tr>
<td>CHEM 422</td>
<td>PHYSICAL CHEMISTRY</td>
</tr>
<tr>
<td>CHEM 431</td>
<td>PHYSICAL CHEMISTRY LABORATORY</td>
</tr>
<tr>
<td>CHEM 432</td>
<td>PHYSICAL CHEMISTRY LABORATORY</td>
</tr>
<tr>
<td>CHEM 480</td>
<td>BIOCHEMISTRY</td>
</tr>
<tr>
<td>CHEM 481</td>
<td>INTERMEDIARY METABOLISM</td>
</tr>
<tr>
<td>CHEM 482</td>
<td>INTEGRATED TOPICS IN BIOCHEMISTRY AND BIOPHYSICS</td>
</tr>
<tr>
<td>CHEM 483</td>
<td>BIOCHEMISTRY LABORATORY I</td>
</tr>
</tbody>
</table>

Required Supporting Courses—the following should be completed prior to or concurrent with taking the MCAT Exam.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 171</td>
<td>BIOLOGY I</td>
</tr>
<tr>
<td>BIOL 172</td>
<td>BIOLOGY II</td>
</tr>
<tr>
<td>BIOL 173</td>
<td>BIOLOGY III</td>
</tr>
<tr>
<td>BIOL 270</td>
<td>BIOLOGICAL INVESTIGATION</td>
</tr>
<tr>
<td>BIOL 301</td>
<td>MICROBIOLOGY</td>
</tr>
<tr>
<td>BIOL 310</td>
<td>FUNDAMENTALS OF GENETICS</td>
</tr>
<tr>
<td>BIOL 438</td>
<td>MOLECULAR BIOLOGY</td>
</tr>
</tbody>
</table>
Students who successfully earn a BS in Chemistry/Biochemistry Major with Pre-Med/Pre-Dent/Pre-Vet from EWU should be able to do the following:

1. Demonstrate a broad-based knowledge of major concepts in the areas of inorganic, organic, analytical and physical chemistry;
2. Demonstrate a capacity to use modern instrumentation and classical techniques for the analysis and/or separation of chemicals and an ability to interpret data;
3. Demonstrate effective oral and written communication skills and critical thinking skills as related to the field of chemistry;
4. Demonstrate knowledge of safe practices in the handling, usage and disposal of chemicals;
5. 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.

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>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 171 &amp; 171L</td>
<td>General Chemistry I and Laboratory</td>
<td>15</td>
</tr>
<tr>
<td>&amp; 172 &amp; 172L</td>
<td>General Chemistry II and Laboratory</td>
<td>25</td>
</tr>
<tr>
<td>&amp; 173 &amp; 173L</td>
<td>General Chemistry III and Laboratory</td>
<td>25</td>
</tr>
<tr>
<td>CHEM 304</td>
<td>Quantitative Analysis</td>
<td>6</td>
</tr>
<tr>
<td>CHEM 319</td>
<td>Modern Inorganic Chemistry</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 351</td>
<td>Organic Chemistry</td>
<td>4</td>
</tr>
<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 Chemistry Laboratory I</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 373</td>
<td>Organic Chemistry Laboratory II</td>
<td>3</td>
</tr>
<tr>
<td>CHEM 419</td>
<td>Advanced Inorganic Chemistry or Senior Capstone</td>
<td>5</td>
</tr>
</tbody>
</table>

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.
History (p. 18)
Physics and Astronomy (p. 20)
Computer Science (p. 21)

Major Requirements (p. 17) 
CHEM 171 & 171L
CHEM 172 & 172L
CHEM 173 & 173L
CHEM 304
CHEM 351
CHEM 352

Minor in Chemistry/Biochemistry (p. 20)
Minor in Biochemistry (p. 21)
Minor in Pre-Medical Studies (p. 21)
Minor in Pre-Dentistry (p. 21)
Minor in Pre-Veterinary Medicine (p. 21)
Minor in Pre-Pharmacy (p. 21)

Certificate in Chemistry/Biochemistry (p. 20)
Certificate in Biochemistry (p. 21)
Certificate in Pre-Medical Studies (p. 21)
Certificate in Pre-Dentistry (p. 21)
Certificate in Pre-Veterinary Medicine (p. 21)
Certificate in Pre-Pharmacy (p. 21)

Chemistry/Biochemistry Major with Basic Option (p. 20)
Chemistry/Biochemistry Major with Professional Option (p. 20)
Chemistry/Biochemistry Major with Professional Option from EWU (p. 21)

University Graduation Requirements (p. 20) (UGR)
Diversity Course List (p. 20)
Foreign Language (p. 20) (for Bachelor of Arts)
Global Studies Course List (p. 21)
Minor or Certificate (p. 21)
Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BS in Chemistry/Biochemistry Major with Professional Option from EWU should be able to do the following:

- 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 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.

Note: 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 Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 171 &amp; 171L</td>
<td>GENERAL CHEMISTRY I &amp; GENERAL CHEMISTRY LABORATORY I</td>
<td>15</td>
</tr>
<tr>
<td>CHEM 172 &amp; 172L</td>
<td>GENERAL CHEMISTRY II &amp; GENERAL CHEMISTRY LABORATORY II</td>
<td></td>
</tr>
<tr>
<td>CHEM 173 &amp; 173L</td>
<td>GENERAL CHEMISTRY III &amp; GENERAL CHEMISTRY LABORATORY III</td>
<td></td>
</tr>
<tr>
<td>CHEM 304</td>
<td>QUANTITATIVE ANALYSIS</td>
<td>6</td>
</tr>
<tr>
<td>CHEM 351</td>
<td>ORGANIC CHEMISTRY</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 352</td>
<td>ORGANIC CHEMISTRY</td>
<td>4</td>
</tr>
</tbody>
</table>
Required Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 15).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).

2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BS in Chemistry/Biochemistry from EWU should be able to do the following:

• 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 Minor

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 171 &amp; 171L</td>
<td>GENERAL CHEMISTRY I and GENERAL CHEMISTRY LABORATORY I</td>
</tr>
<tr>
<td>CHEM 172 &amp; 172L</td>
<td>GENERAL CHEMISTRY II and GENERAL CHEMISTRY LABORATORY II</td>
</tr>
<tr>
<td>CHEM 173 &amp; 173L</td>
<td>GENERAL CHEMISTRY III and GENERAL CHEMISTRY LABORATORY III</td>
</tr>
</tbody>
</table>

Electives—choose upper-division CHEM courses (exclusive of CHEM 390) 15

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

University Competencies and Proficiencies

English (p. )

Mathematics (p. 16)

Placement and Clearance Exams (p. 407)

Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)

• 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

Breadth Area Core Requirements (p. 17) (BACR)

Humanities and Arts (p. 18)

Natural Sciences (p. 19)

Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)

Diversity Course List (p. 20)

Foreign Language (p. 18) (for Bachelor of Arts)

Global Studies Course List (p. 21)

Minor or Certificate (p. 18)
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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 171 &amp; 171L</td>
<td>GENERAL CHEMISTRY I and GENERAL CHEMISTRY LABORATORY I</td>
<td>15</td>
</tr>
<tr>
<td>CHEM 172 &amp; CHEM 172L</td>
<td>GENERAL CHEMISTRY II and GENERAL CHEMISTRY LABORATORY II</td>
<td>15</td>
</tr>
<tr>
<td>CHEM 173 &amp; CHEM 173L</td>
<td>GENERAL CHEMISTRY III and GENERAL CHEMISTRY LABORATORY III</td>
<td>15</td>
</tr>
<tr>
<td>CHEM 390</td>
<td>CHEMICAL METHODS IN SECONDARY SCHOOL</td>
<td>2</td>
</tr>
<tr>
<td>SCED 390</td>
<td>SCIENCE TEACHING METHODS</td>
<td>2</td>
</tr>
</tbody>
</table>

Choose from the following 9

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 304</td>
<td>QUANTITATIVE ANALYSIS</td>
</tr>
<tr>
<td>CHEM 316</td>
<td>ENVIRONMENTAL CHEMISTRY</td>
</tr>
<tr>
<td>CHEM 319</td>
<td>MODERN INORGANIC CHEMISTRY</td>
</tr>
<tr>
<td>CHEM 351</td>
<td>ORGANIC CHEMISTRY</td>
</tr>
<tr>
<td>CHEM 352</td>
<td>ORGANIC CHEMISTRY</td>
</tr>
<tr>
<td>CHEM 372</td>
<td>ORGANIC CHEM LABORATORY I</td>
</tr>
<tr>
<td>CHEM 421</td>
<td>PHYSICAL CHEMISTRY</td>
</tr>
<tr>
<td>CHEM 480</td>
<td>BIOCHEMISTRY</td>
</tr>
</tbody>
</table>

Total Credits 28

Environmental Chemistry Minor

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 171 &amp; 171L</td>
<td>GENERAL CHEMISTRY I and GENERAL CHEMISTRY LABORATORY I</td>
<td>15</td>
</tr>
<tr>
<td>CHEM 172 &amp; CHEM 172L</td>
<td>GENERAL CHEMISTRY II and GENERAL CHEMISTRY LABORATORY II</td>
<td>15</td>
</tr>
<tr>
<td>CHEM 173 &amp; CHEM 173L</td>
<td>GENERAL CHEMISTRY III and GENERAL CHEMISTRY LABORATORY III</td>
<td>15</td>
</tr>
<tr>
<td>CHEM 316</td>
<td>ENVIRONMENTAL CHEMISTRY</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 416</td>
<td>ADVANCED ENVIRONMENTAL CHEMISTRY</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives—choose from the following 9

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 301</td>
<td>MICROBIOLOGY</td>
</tr>
<tr>
<td>BIOL/GEOG 312</td>
<td>FUNDAMENTALS OF SOIL SCIENCE</td>
</tr>
<tr>
<td>BIOL 440</td>
<td>ECOLOGY</td>
</tr>
<tr>
<td>BIOL 441</td>
<td>ECOLOGY LAB</td>
</tr>
<tr>
<td>BIOL 442</td>
<td>CONSERVATION BIOLOGY</td>
</tr>
<tr>
<td>CHEM 304</td>
<td>QUANTITATIVE ANALYSIS</td>
</tr>
<tr>
<td>CHEM 319</td>
<td>MODERN INORGANIC CHEMISTRY</td>
</tr>
<tr>
<td>CHEM 351</td>
<td>ORGANIC CHEMISTRY</td>
</tr>
<tr>
<td>CHEM 352</td>
<td>ORGANIC CHEMISTRY</td>
</tr>
<tr>
<td>CHEM 372</td>
<td>ORGANIC CHEM LABORATORY I</td>
</tr>
<tr>
<td>CHEM 373</td>
<td>ORGANIC CHEM LABORATORY II</td>
</tr>
<tr>
<td>CHEM 418</td>
<td>MODERN ANALYTICAL CHEMISTRY</td>
</tr>
<tr>
<td>GEOG 314</td>
<td>WEATHER FORECASTING</td>
</tr>
<tr>
<td>GEOG 120</td>
<td>PHYSICAL GEOLOGY - THE SOLID EARTH</td>
</tr>
<tr>
<td>PHYS 121</td>
<td>DESCRIPTIVE ASTRONOMY</td>
</tr>
<tr>
<td>CHEM 419</td>
<td>ADVANCED INORGANIC CHEMISTRY OR SENIOR CAPSTONE</td>
</tr>
<tr>
<td>CHEM 420</td>
<td>INSTRUMENTAL ANALYSIS</td>
</tr>
<tr>
<td>CHEM 421</td>
<td>PHYSICAL CHEMISTRY</td>
</tr>
<tr>
<td>CHEM 422</td>
<td>PHYSICAL CHEMISTRY</td>
</tr>
<tr>
<td>CHEM 423</td>
<td>PHYSICAL CHEMISTRY</td>
</tr>
<tr>
<td>CHEM 431</td>
<td>PHYSICAL CHEMISTRY LABORATORY</td>
</tr>
<tr>
<td>CHEM 432</td>
<td>PHYSICAL CHEMISTRY LABORATORY</td>
</tr>
<tr>
<td>CHEM 440</td>
<td>ADVANCED PHYSICAL CHEMISTRY</td>
</tr>
<tr>
<td>CHEM 465</td>
<td>ADVANCED ORGANIC CHEMISTRY</td>
</tr>
<tr>
<td>CHEM 480</td>
<td>BIOCHEMISTRY</td>
</tr>
<tr>
<td>ECON 457</td>
<td>ENVIRONMENTAL ECONOMICS AND POLICY</td>
</tr>
<tr>
<td>GEOF 314</td>
<td>PHYSICAL GEOLOGY</td>
</tr>
<tr>
<td>GEOF 315</td>
<td>WATER RESOURCES</td>
</tr>
<tr>
<td>GEOF 317</td>
<td>RESOURCES AND CONSERVATION</td>
</tr>
<tr>
<td>GEOF 325</td>
<td>WETLAND SCIENCE I</td>
</tr>
<tr>
<td>GEOF 329</td>
<td>REMOTE SENSING</td>
</tr>
<tr>
<td>GEOF 426</td>
<td>GEOGRAPHIC INFORMATION SYSTEMS I</td>
</tr>
<tr>
<td>GEOF 320</td>
<td>ENVIRONMENTAL GEOLOGY</td>
</tr>
<tr>
<td>MATH 380</td>
<td>ELEMENTARY PROBABILITY AND STATISTICS</td>
</tr>
<tr>
<td>PLAN 406</td>
<td>PLANNING LAW AND LEGISLATION</td>
</tr>
<tr>
<td>PLAN 430</td>
<td>ENVIRONMENTAL PLANNING</td>
</tr>
<tr>
<td>PLAN 431</td>
<td>ENVIRONMENTAL IMPACT STATEMENTS</td>
</tr>
</tbody>
</table>

Total Credits 31

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 171 &amp; BIOL 172</td>
<td>BIOLOGY I and BIOLOGY II</td>
<td>15</td>
</tr>
<tr>
<td>BIOL 173</td>
<td>BIOLOGY III</td>
<td>15</td>
</tr>
<tr>
<td>CHEM 171 &amp; 171L</td>
<td>GENERAL CHEMISTRY I and GENERAL CHEMISTRY LABORATORY I</td>
<td>15</td>
</tr>
<tr>
<td>CHEM 172 &amp; CHEM 172L</td>
<td>GENERAL CHEMISTRY II and GENERAL CHEMISTRY LABORATORY II</td>
<td>15</td>
</tr>
<tr>
<td>CHEM 173 &amp; CHEM 173L</td>
<td>GENERAL CHEMISTRY III and GENERAL CHEMISTRY LABORATORY III</td>
<td>15</td>
</tr>
<tr>
<td>GEOF 314</td>
<td>WEATHER FORECASTING</td>
<td>5</td>
</tr>
<tr>
<td>GEOF 120</td>
<td>PHYSICAL GEOLOGY - THE SOLID EARTH</td>
<td>10</td>
</tr>
<tr>
<td>PHYS 121</td>
<td>DESCRIPTIVE ASTRONOMY</td>
<td>5</td>
</tr>
</tbody>
</table>
PHYS 131  INTRODUCTORY PHYSICS I  10
& PHYS 132  and INTRODUCTORY PHYSICS II
& PHYS 161  and MECHANICS LABORATORY
& PHYS 162  and HEAT AND OPTICS LABORATORY

**Program will determine the appropriate Teaching Methods courses.**  5

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 390</td>
<td>BIOLOGY TEACHING METHODS</td>
</tr>
<tr>
<td>CHEM 390</td>
<td>CHEMICAL METHODS IN SECONDARY SCHOOL</td>
</tr>
<tr>
<td>GEOL/GEOG 390</td>
<td>EARTH SCIENCE TEACHING METHODS</td>
</tr>
<tr>
<td>PHYS 390</td>
<td>PHYSICS TEACHING METHODS</td>
</tr>
<tr>
<td>SCED 390</td>
<td>SCIENCE TEACHING METHODS</td>
</tr>
</tbody>
</table>

Total Credits  65
Computer Science & Electrical Engineering

Esteban Rodriguez-Marek (erodriguezma@ewu.edu), Chair
department page (http://www.ewu.edu/cstem/departments/computer-science/)
319G Computing and Engineering Bldg., Cheney, WA 99004–2493
compsci@ewu.edu

Faculty
Robert J. Lemelin, Jr., Dan Li, Paul H. Schimpf, Stuart G. Steiner, Dan A.
Tappan, Yun Tian, Bojian Xu, Shamima Yasmin
Jason Abele, Saquer Alhloul, Arindam Das, Min Sung Koh, Jabulani Nyathi,
Esteban Rodriguez-Marek, Uri Rogers, Thomas Walsh
Stuart Steiner (ssteiner@ewu.edu), Internship Coordinator
Contact the department for the Graduate Program Advisor

Undergraduate Degrees
BCS–Computer Science Major (p. 221)
BS–Computer Science Major (p. 222)
BS–Electrical Engineering (p. 224)
Minor–Computer Information Systems (p. 226)
Minor–Computer Science Programming (p. 226)
Minor–Cyber Security (p. 226)
Minor–Web Application Development (p. 226)

Graduate Certificates
Graduate Certificate, Big Data (p. 228)
Graduate Certificate, Computer Graphics and Visualization (p. 228)
Graduate Certificate, Embedded Systems (p. 228)
Graduate Certificate, Modeling and Simulation (p. 229)
Graduate Certificate, Network Security (p. 229)
Graduate Certificate, Parallel and Cloud Computing (p. 230)

Graduate Degrees
(p. 228)MS–Computer Science (p. 230)
MS–Interdisciplinary (p. 230)

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

Pre Admission
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.

Transfer Students
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.

Major Declaration
All prospective department majors should contact the Department of Computer Science to obtain the latest information to aid in planning a program of study.

Freshman and transfer students entering Eastern with an interest in the computing sciences are encouraged to declare their major as soon as practical after completing CSCD 211 and MATH 142, or equivalent courses. 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.

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 EWUs Handshake (https://ewu.joinhandshake.com/login/) 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.

### Graduate 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.

**Exam Requirement:** All Computer Science majors are required to pass the Advanced Programming Exam prior to taking courses for which it is a prerequisite. Passing the exam is required for graduation and no exam waivers will be granted for degree completion.

**Grade Requirements:** As a computer science student, you are expected to maintain an overall university GPA ≥2.3. 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</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD 202</td>
<td>COMPUTING ETHICS</td>
<td>4</td>
</tr>
<tr>
<td>CSCD 210</td>
<td>PROGRAMMING PRINCIPLES I</td>
<td>5</td>
</tr>
<tr>
<td>CSCD 211</td>
<td>PROGRAMMING PRINCIPLES II</td>
<td>5</td>
</tr>
<tr>
<td>CSCD 212</td>
<td>OBJECT ORIENTED PROGRAMMING WITH DESIGN PATTERNS</td>
<td>5</td>
</tr>
<tr>
<td>CSCD 240</td>
<td>C AND UNIX PROGRAMMING</td>
<td>5</td>
</tr>
<tr>
<td>CSCD 300</td>
<td>DATA STRUCTURES</td>
<td>5</td>
</tr>
<tr>
<td>CSCD 320</td>
<td>ALGORITHMS</td>
<td>5</td>
</tr>
<tr>
<td>CSCD 327</td>
<td>RELATIONAL DATABASE SYSTEMS</td>
<td>4</td>
</tr>
<tr>
<td>CSCD 330</td>
<td>COMPUTER NETWORKS</td>
<td>4</td>
</tr>
<tr>
<td>CSCD 350</td>
<td>SOFTWARE DEVELOPMENT PRINCIPLES</td>
<td>4</td>
</tr>
<tr>
<td>CSCD 488</td>
<td>SENIOR PROJECT</td>
<td>5</td>
</tr>
</tbody>
</table>

**Web Development—choose one of the following**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD 378</td>
<td>WEB APPLICATION DEVELOPMENT</td>
<td>4</td>
</tr>
<tr>
<td>or CSCD 379</td>
<td>.NET WEB APPLICATION DEVELOPMENT</td>
<td>4</td>
</tr>
</tbody>
</table>

**Security—choose one of the following**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD 303</td>
<td>COMPUTER AND INFORMATION SECURITY</td>
<td>4</td>
</tr>
<tr>
<td>or CSCD 434</td>
<td>NETWORK SECURITY</td>
<td>4</td>
</tr>
<tr>
<td>or CSCD 437</td>
<td>SECURE CODING</td>
<td>4</td>
</tr>
</tbody>
</table>

**Required Supporting Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 301</td>
<td>DISCRETE MATHEMATICS</td>
<td>5</td>
</tr>
</tbody>
</table>

**Required Focus Group—choose from—Cyber Security Focus Group, a minor that is at least 20 credits, or a 20-credit cluster of classes.**

- Note: the minor or cluster of classes must be approved in advance by the Computer Science Department.

**Cyber Security Focus Group**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD 260</td>
<td>ARCHITECTURE AND ORGANIZATION</td>
<td></td>
</tr>
<tr>
<td>CSCD 340</td>
<td>OPERATING SYSTEMS</td>
<td></td>
</tr>
<tr>
<td>EENG 160</td>
<td>DIGITAL CIRCUITS</td>
<td></td>
</tr>
</tbody>
</table>

**Elective Courses—choose two courses from the following**

- No course may be used for a focus group that is used to satisfy another major requirement/elective.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD 303</td>
<td>COMPUTER AND INFORMATION SECURITY</td>
<td></td>
</tr>
<tr>
<td>CSCD 434</td>
<td>NETWORK SECURITY</td>
<td></td>
</tr>
<tr>
<td>CSCD 437</td>
<td>SECURE CODING</td>
<td></td>
</tr>
</tbody>
</table>

**Required Electives—choose six courses from the following, at least two at the 400 level**

- Notes: No course may be used for an elective that is used to satisfy another major requirement. Upper division MATH or CSCD 95–99 courses may be used—prior department approval of topic content is required.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD 303</td>
<td>COMPUTER AND INFORMATION SECURITY</td>
<td></td>
</tr>
<tr>
<td>CSCD 305</td>
<td>C++ PROGRAMMING</td>
<td></td>
</tr>
<tr>
<td>CSCD 316</td>
<td>PRACTICAL PROBLEM SOLVING</td>
<td></td>
</tr>
<tr>
<td>CSCD 340</td>
<td>OPERATING SYSTEMS</td>
<td></td>
</tr>
<tr>
<td>CSCD 370</td>
<td>GUI PROGRAMMING</td>
<td></td>
</tr>
<tr>
<td>CSCD 371</td>
<td>.NET PROGRAMMING</td>
<td></td>
</tr>
<tr>
<td>CSCD 372</td>
<td>ANDROID MOBILE DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>CSCD 373</td>
<td>IOS MOBILE DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>CSCD 377</td>
<td>INTRODUCTORY COMPUTER GRAPHICS</td>
<td></td>
</tr>
<tr>
<td>CSCD 378</td>
<td>WEB APPLICATION DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>CSCD 379</td>
<td>.NET WEB APPLICATION DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>CSCD 409</td>
<td>SCIENTIFIC PROGRAMMING</td>
<td></td>
</tr>
<tr>
<td>CSCD 420</td>
<td>AUTOMATA AND COMPILERS</td>
<td></td>
</tr>
<tr>
<td>CSCD 423</td>
<td>RANDOMIZED ALGORITHMS AND PROBABILISTIC ANALYSIS</td>
<td></td>
</tr>
<tr>
<td>CSCD 427</td>
<td>ADVANCED DATABASE MANAGEMENT SYSTEMS</td>
<td></td>
</tr>
<tr>
<td>CSCD 429</td>
<td>DATA MINING</td>
<td></td>
</tr>
<tr>
<td>CSCD 430</td>
<td>BIG DATA ANALYTICS</td>
<td></td>
</tr>
<tr>
<td>CSCD 433</td>
<td>ADVANCED COMPUTER NETWORKS</td>
<td></td>
</tr>
<tr>
<td>CSCD 434</td>
<td>NETWORK SECURITY</td>
<td></td>
</tr>
<tr>
<td>CSCD 435</td>
<td>PRINCIPLES OF PROGRAMMING LANGUAGE</td>
<td></td>
</tr>
<tr>
<td>CSCD 437</td>
<td>SECURE CODING</td>
<td></td>
</tr>
<tr>
<td>CSCD 439</td>
<td>TOPICS IN COMPUTER SCIENCE</td>
<td></td>
</tr>
<tr>
<td>or CSCD 379</td>
<td>.NET WEB APPLICATION DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>CSCD 443</td>
<td>DISTRIBUTED MULTIPROCESSING</td>
<td></td>
</tr>
<tr>
<td>CSCD 445</td>
<td>GPU COMPUTING</td>
<td></td>
</tr>
</tbody>
</table>
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 (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.

Exam Requirement: All Computer Science majors are required to pass the Advanced Programming Exam prior to taking courses for which it is a prerequisite. Passing the exam is required for graduation and no exam waivers will be granted for degree completion.

Note: no course may be used as both a requirement and an elective in a student’s program.

Grade Requirements: As a computer science student, you are expected to maintain an overall university GPA ≥ 2.3. 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.

Students Who Successfully Earn A BCS In Computer Science From EWU Should Be Able To Do The Following:

- analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions;
- design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program’s discipline, utilizing techniques, skills, and tools necessary for computing practice;
- communicate effectively in a variety of professional contexts;
- recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles, including local and global impacts of computing solutions on individuals, organizations, and society;
- function effectively as a member or leader of a team engaged in activities appropriate to the program’s discipline;
- identify risk with regard to security, to participate in risk mitigation activities, and to provide application and information security.

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).
## Required Computer Science Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD 202</td>
<td>COMPUTING ETHICS</td>
<td>4</td>
</tr>
<tr>
<td>CSCD 210</td>
<td>PROGRAMMING PRINCIPLES I</td>
<td>5</td>
</tr>
<tr>
<td>CSCD 211</td>
<td>PROGRAMMING PRINCIPLES II</td>
<td>5</td>
</tr>
<tr>
<td>CSCD 212</td>
<td>OBJECT ORIENTED PROGRAMMING WITH DESIGN PATTERNS</td>
<td>5</td>
</tr>
<tr>
<td>CSCD 240</td>
<td>C AND UNIX PROGRAMMING</td>
<td>5</td>
</tr>
<tr>
<td>CSCD 260</td>
<td>ARCHITECTURE AND ORGANIZATION</td>
<td>4</td>
</tr>
<tr>
<td>CSCD 300</td>
<td>DATA STRUCTURES</td>
<td>5</td>
</tr>
<tr>
<td>CSCD 320</td>
<td>ALGORITHMS</td>
<td>5</td>
</tr>
<tr>
<td>CSCD 327</td>
<td>RELATIONAL DATABASE SYSTEMS</td>
<td>4</td>
</tr>
<tr>
<td>CSCD 330</td>
<td>COMPUTER NETWORKS</td>
<td>4</td>
</tr>
<tr>
<td>CSCD 340</td>
<td>OPERATING SYSTEMS</td>
<td>5</td>
</tr>
<tr>
<td>CSCD 350</td>
<td>SOFTWARE DEVELOPMENT PRINCIPLES</td>
<td>4</td>
</tr>
</tbody>
</table>

### Web Development—choose one of the following

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD 378</td>
<td>WEB APPLICATION DEVELOPMENT</td>
<td>4</td>
</tr>
<tr>
<td>or CSCD 379</td>
<td>.NET WEB APPLICATION DEVELOPMENT</td>
<td></td>
</tr>
</tbody>
</table>

### Security—choose one of the following

<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>4</td>
</tr>
<tr>
<td>or CSCD 343</td>
<td>NETWORK SECURITY</td>
<td></td>
</tr>
<tr>
<td>or CSCD 347</td>
<td>SECURE CODING</td>
<td></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>EENG 160</td>
<td>DIGITAL CIRCUITS</td>
<td>4</td>
</tr>
<tr>
<td>MATH/HONS 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 231</td>
<td>LINEAR ALGEBRA</td>
<td>5</td>
</tr>
<tr>
<td>MATH 301</td>
<td>DISCRETE MATHEMATICS</td>
<td>5</td>
</tr>
<tr>
<td>MATH 380</td>
<td>ELEMENTARY PROBABILITY AND STATISTICS</td>
<td>5</td>
</tr>
</tbody>
</table>

### Required Laboratory Science Sequence—choose one sequence from 10-13

#### Biology

<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></td>
</tr>
<tr>
<td>BIOL 172</td>
<td>BIOLOGY II</td>
<td></td>
</tr>
<tr>
<td>BIOL 270</td>
<td>BIOLOGICAL INVESTIGATION</td>
<td></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 171</td>
<td>GENERAL CHEMISTRY I</td>
<td></td>
</tr>
<tr>
<td>&amp; 171L</td>
<td>and GENERAL CHEMISTRY LABORATORY I</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 172</td>
<td>and GENERAL CHEMISTRY II</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 172L</td>
<td>and GENERAL CHEMISTRY LABORATORY II</td>
<td></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></td>
</tr>
<tr>
<td>GEOL 121</td>
<td>PHYSICAL GEOLOGY - SURFICIAL PROCESSES</td>
<td></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>
<td></td>
</tr>
<tr>
<td>PHYS 152</td>
<td>GENERAL PHYSICS II</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>
</tbody>
</table>

### Required Electives—choose six courses; at least four courses must be 400-level

- Note: many of these elective courses have prerequisites.
- Note: other courses may be used with prior approval of the department.

<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></td>
</tr>
</tbody>
</table>

### Required Senior Capstone Series

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD 488</td>
<td>SENIOR PROJECT</td>
<td>5</td>
</tr>
</tbody>
</table>

[Note: many of these elective courses have prerequisites.]
[Note: other courses may be used with prior approval of the department.]
Students who successfully earn a BS in Computer Science from EWU should be able to do the following:

- analyze a complex computing problem and to apply principles of computing and other relevant disciplines to identify solutions;
- design, implement, and evaluate a computing-based solution to meet a given set of computing requirements in the context of the program’s discipline, utilizing techniques, skills, and tools necessary for computing practice;
- communicate effectively in a variety of professional contexts;
- recognize professional responsibilities and make informed judgments in computing practice based on legal and ethical principles, including local and global impacts of computing solutions on individuals, organizations, and society;
- function effectively as a member or leader of a team engaged in activities appropriate to the program’s discipline;
- apply computer science theory and software development fundamentals to produce computing-based solutions;
- identify risk with regard to security, to participate in risk mitigation activities, and to provide application and information security.

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 (http://abet.org/).

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 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, EENG 401 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 (EECR) 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.

**Required Courses Outside Department**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 171 &amp; 171L</td>
<td>GENERAL CHEMISTRY I and GENERAL CHEMISTRY LABORATORY I</td>
<td>5</td>
</tr>
<tr>
<td>CSD 255</td>
<td>C PROGRAMMING FOR ENGINEERS</td>
<td>5</td>
</tr>
<tr>
<td>MATH/HONS 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>
<td>4</td>
</tr>
</tbody>
</table>
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 LABORATORY I  1

Required Departmental Courses
EENG 160  DIGITAL CIRCUITS  4
EENG 209  CIRCUIT THEORY I  5
EENG 210  CIRCUIT THEORY II  5
EENG 250  DIGITAL HARDWARE  2
EENG 260  MICROCONTROLLER SYSTEMS  4
EENG 320  SIGNALS AND SYSTEMS I  5
EENG 321  SIGNALS AND SYSTEMS II  5
EENG 330  MICROELECTRONICS I  5
EENG 331  MICROELECTRONICS II  5
EENG 350  ENERGY SYSTEMS  5
EENG 360  HARDWARE DESCRIPTION LANGUAGES  5
EENG 383  APPLIED STOCHASTIC PROCESSES  4
EENG 388  STOCHASTIC PROCESSES LAB  1
EENG 401  ENGINEERING APPLIED ELECTROMAGNETICS  5
TECH/HONS 393  TECHNOLOGY WORLD CIVILIZATION  4

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. One technical elective at a 400 level is allowed outside of Electrical Engineering, subject to prior EECR committee approval.

Embedded Systems
EENG 460  COMPUTING SYSTEMS: ORGANIZATION AND DESIGN
EENG 461  EMBEDDED SYSTEMS DESIGN
EENG 462  REAL TIME EMBEDDED SYSTEMS

Power Systems
EENG 450  POWER SYSTEMS ANALYSIS
EENG 452  PROTECTIVE RELAYS
EENG 470  CONTROL SYSTEMS

Communications and Signal Processing
EENG 420  DIGITAL SIGNAL PROCESSING
EENG 440  DIGITAL COMMUNICATION SYSTEMS
EENG 470  CONTROL SYSTEMS

VLSI and Circuit Design
EENG 430  CMOS DIGITAL INTEGRATED CIRCUITS DESIGN
EENG 435  ANALOG INTEGRATED CIRCUITS DESIGN
EENG 460  COMPUTING SYSTEMS: ORGANIZATION AND DESIGN
or EENG 461 EMBEDDED SYSTEMS DESIGN

Other Courses
EENG 415  INTRODUCTION TO COMPUTER COMMUNICATION NETWORKS
EENG 425  PRINCIPLES OF DIGITAL IMAGE PROCESSING
EENG 442  MOBILE COMMUNICATIONS
EENG 471  DIGITAL CONTROL SYSTEMS
EENG 495  INTERNSHIP

Required Senior Capstone
EENG 490A  SR CAPSTONE: DESIGN LAB I
& EENG 490B  and SR CAPSTONE: DESIGN LAB II

Total Credits 148

University Competencies and Proficiencies
English (p.  )
Mathematics (p. 16)
Placement and Clearance Exams (p. 407)
Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)
• 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

Breadth Area Core Requirements (p. 17) (BACR)
Humanities and Arts (p. 18)
Natural Sciences (p. 19)
Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)
Diversity Course List (p. 20)
Foreign Language (p. 18) (for Bachelor of Arts)
Global Studies Course List (p. 21)
Minor or Certificate (p. 18)
Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

The most current Program Educational Objectives (PEOs) and Program Learning Outcomes (PLOs) are available on the website (https://www.ewu.edu/cstem/engineering/electrical-engineering-bs/).
The number of majors, premajors and graduates for Electrical Engineering are available here: https://www.ewu.edu/cstem/engineering/electrical-engineering-bs/.
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.

Notes:
• the advancement programming exam clearance is required for CSCD 427 and CSCD 429;
• there are math prerequisites for courses in this minor MATH 114, MATH 141, MATH 142 and MATH 301.

Grade Requirements: As a computer science student, you are expected to maintain an overall university GPA ≥2.3. 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 Courses
CSCD 210 PROGRAMMING PRINCIPLES I 5
CSCD 211 PROGRAMMING PRINCIPLES II 5
CSCD 212 OBJECT ORIENTED PROGRAMMING WITH DESIGN PATTERNS 5
CSCD 300 DATA STRUCTURES 5
CSCD 327 RELATIONAL DATABASE SYSTEMS 4
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.

Notes:
• advancement programming exam clearance may be required;
• there are math prerequisites for courses in this minor MATH 114, MATH 141, MATH 142.

Grade Requirements: As a computer science student, you are expected to maintain an overall university GPA ≥2.3. 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 Courses
CSCD 210 PROGRAMMING PRINCIPLES I 5
CSCD 211 PROGRAMMING PRINCIPLES II 5
CSCD 212 OBJECT ORIENTED PROGRAMMING WITH DESIGN PATTERNS 5
CSCD 300 DATA STRUCTURES 5
CSCD 330 DATA STRUCTURES 5
DESN 216 DIGITAL FOUNDATIONS 4
DESN 368 WEB DESIGN 1 4
Elective—choose two courses from the following 8
CSCD 303 COMPUTER AND INFORMATION SECURITY
CSCD 343 NETWORK SECURITY
CSCD 347 SECURE CODING

Total Credits 28

Web Application Development Minor

Grade Requirements: As a computer science student, you are expected to maintain an overall university GPA ≥2.3. 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 Courses
CSCD 210 PROGRAMMING PRINCIPLES I 5
CSCD 211 PROGRAMMING PRINCIPLES II 5
CSCD 212 OBJECT ORIENTED PROGRAMMING WITH DESIGN PATTERNS 5
CSCD 300 DATA STRUCTURES 5
CSCD 327 RELATIONAL DATABASE SYSTEMS 4
DESN 216 DIGITAL FOUNDATIONS 4
DESN 368 WEB DESIGN 1 4
Elective—choose two courses from the following 8
CSCD 378 WEB APPLICATION DEVELOPMENT
CSCD 379 .NET WEB APPLICATION DEVELOPMENT

Total Credits 28

Professional Computer Science, Master of Computer Science (MCS)

This Professional Masters degree is intended primarily for working professionals.

Once a student enters the professional workforce, it can be difficult to complete a traditional master’s degree. This degree is earned by demonstrating competency in three areas of specialization through the completion of three certificates. Packaged as individual certificates this delivery method enhances accessibility. Each certificate project is intended to be comprehensive of the two specialty courses in that certificate. In totality, the three certificate projects are comprehensive of all specialty courses taken for the master’s.

Each stand-alone certificate contains pre-admission requirements, not included in the total credits.

Program Requirements—complete three of the following graduate certificates 40
Note: CSCD 506 is only taken once.
Big Data

- CSCD 506 RESEARCH METHODS IN COMPUTER SCIENCE
- CSCD 529 DATA MINING
- CSCD 530 BIG DATA ANALYTICS
- CSCD 601 RESEARCH REPORT

Computer Graphics and Visualization

- CSCD 506 RESEARCH METHODS IN COMPUTER SCIENCE
- CSCD 570 3D COMPUTER GRAPHICS PRINCIPLES
- CSCD 577 VIRTUAL REALITY AND DATA VISUALIZATION
- CSCD 601 RESEARCH REPORT

Embedded Systems

- CSCD 506 RESEARCH METHODS IN COMPUTER SCIENCE
- CSCD 561 EMBEDDED SYSTEMS
- CSCD 562 EMBEDDED REAL-TIME CONTROL
- CSCD 601 RESEARCH REPORT

Modeling and Simulation

- CSCD 506 RESEARCH METHODS IN COMPUTER SCIENCE
- CSCD 580 INTELLIGENT SYSTEMS
- CSCD 583 MODELING AND SIMULATION
- CSCD 601 RESEARCH REPORT

Network Security

- CSCD 506 RESEARCH METHODS IN COMPUTER SCIENCE
- CSCD 533 COMPUTER NETWORKS
- CSCD 534 NETWORK SECURITY
- CSCD 601 RESEARCH REPORT

Parallel and Cloud Computing

- CSCD 506 RESEARCH METHODS IN COMPUTER SCIENCE
- CSCD 545 GPU COMPUTING
- CSCD 567 PARALLEL AND CLOUD COMPUTING
- CSCD 601 RESEARCH REPORT

Total Credits: 40

Students who successfully earn an MCS in Professional Computer Science from EWU should be able to do the following:

Big Data, Graduate Certificate

- apply advanced knowledge of computing and information systems applications to areas such as networking, database, security and privacy, and Web technologies;
- apply contemporary techniques for managing, mining, and analyzing big data across multiple disciplines;
- be better prepared for career advancement in all areas of data science and information technology;
- communicate their ideas and findings persuasively in written, oral and visual form and to work in a diverse team environment;
- use computation and computational thinking to gain new knowledge and to solve real-world problems of high complexity.

Embedded Systems, Graduate Certificate

- a microcontroller or microprocessor;
- actuators such as solenoids and relays;
- analog to Digital and Digital to Analog converters (ADC and DAC);
- asynchronous interrupts and Interrupt Service Routines;
- custom circuits designed with a Hardware Description Language and implemented in Field Programmable Gate Arrays (FPGA);
- embedded component communications such as I2C and SPI;
- environmental sensors such as temperature, light, proximity;
- PID Feedback Control;
- priority-driven pre-emptive multi-tasking;
- pulse Width Modulation (PWM);
- real-time deadlines for periodic and aperiodic tasks;
- timer circuits and real-time clocks.

Graphics and Visualization, Graduate Certificate

- demonstrate an understanding of basic and advanced concepts of computer graphics and use OpenGL as a renderer;
- demonstrate an understanding of the fundamentals of geometric modeling;
- develop applications and analyze scientific data with Visualization Tool Kit (VTK);
- give visual insights to a large amount of information using software tools like R;
- model and animate a 3D environment with the basic and advanced concepts of transformation, projection, texture, lighting and shading;
- use force feedback-based virtual devices like Geomagic’s Phantom that can make virtual objects tangible and develop applications using such devices.

Modeling & Simulation, Graduate Certificate

Understand a breadth and depth of topics, tools, and techniques in computational modeling, simulation, visualization, and analysis (MSVA):

- develop and investigate what if decision-making processes;
- employ scientific and engineering thinking and doing for disciplined problem solving;
- evaluate and report on proposed or actual decisions;
- experience a broad spectrum of real-world applications and examples;
- interconnect and holistically interrelate other computer science and engineering topics;
- select, justify, and apply appropriate modeling and simulation techniques;
- understand and connect the real world to the virtual world and vice versa.

Understand the foundation of artificial intelligence (AI) and intelligent systems (IS):

- Apply AI/IS programming techniques and software architectures;
- consider AI/IS roles in smart and mobile devices;
- devise and carry out a practical project for an AI/IS/MSVA topic of your choice;
- examine search strategies;
- investigate knowledge representation;
- model reasoning processes;
- understand AI/IS crossovers to other CS domains.

Network Security, Graduate Certificate

- create security policies for protection of network assets;
- demonstrate knowledge of network security techniques in order to secure networks;
• explain the use of cryptographic protocols to help secure the network;
• identify how hackers, hacktivists and highly skilled cyber criminals
  attack networks including the tools they use and techniques;
• use tools such as vulnerability scanners, traffic analysis tools and
  port scanners.

Parallel and Cloud Computing, Graduate Certificate

• apply GPU parallel patterns to real-world problems, such as sorting,
  reduction, prefix sum and stencil computing algorithms;
• apply the features of a cloud system in designing real-world
  information systems, including high availability, fault tolerance and
  high scalability;
• develop applications using Amazon AWS, including Amazon
  EC2, Amazon S3, Amazon DynamoDB, Lambda, Amazon Elastic
  MapReduce, Elastic Load Balancer and Auto Scaling Group etc;
• implement their own Remote Procedure Call using TCP Socket,
  synchronizations between client and server and typical failure handler
  on server;
• solve real-world problems using MapReduce framework, such as
  frequent itemset mining problem;
• understand different types of GPU memory and know how to
  effectively use shared memory and constant memory to further
  improve performance;
• understand the concepts of Cloud computing and Distributed
  Computing, and in particular use Hadoop and MapReduce to store
  and process large datasets;
• understand the issues and challenges in writing correct and efficient
  shared-memory threaded programs;
• understand the principles and the design of the Hadoop and
  MapReduce framework.
• use CUDA C to parallelize real-world applications, such as text
  processing, image processing and scientific computing on GPUs;
• use underlying concepts to identify factors that limit performance, so
  that they can write efficient and high-performance parallel programs
  on GPUs.

Big Data Certificate, Graduate

Certificates are intended primarily for working professionals, and provide
a "bite-sized" chunk of graduate coursework. See Professional Master of
Computer Science (MCS) (p. 226) for additional information.

Required Certificate Prerequisites—must be completed prior to
admission.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<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>
</tbody>
</table>

Certificate Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD 506</td>
<td>RESEARCH METHODS IN COMPUTER SCIENCE</td>
<td>4</td>
</tr>
<tr>
<td>CSCD 529</td>
<td>DATA MINING</td>
<td>4</td>
</tr>
<tr>
<td>CSCD 530</td>
<td>BIG DATA ANALYTICS</td>
<td>4</td>
</tr>
<tr>
<td>CSCD 601</td>
<td>RESEARCH REPORT</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 16

Students who successfully earn a Big Data Graduate Certificate from EWU
should be able to do the following:

• apply advanced knowledge of computing and information systems
  applications to areas such as networking, database, security and
  privacy, and Web technologies;
• apply contemporary techniques for managing, mining, and analyzing
  big data across multiple disciplines;
• be better prepared for career advancement in all areas of data
  science and information technology;
• communicate their ideas and findings persuasively in written, oral
  and visual form and to work in a diverse team environment;
• use computation and computational thinking to gain new knowledge
  and to solve real-world problems of high complexity.

Computer Graphics and Visualization
Certificate, Graduate

Certificates are intended primarily for working professionals, and provide
a "bite-sized" chunk of graduate coursework. See Professional Master of
Computer Science (MCS) (p. 226) for additional information.

Required Certificate Prerequisites—must be completed prior to
admission.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD 240</td>
<td>C AND UNIX PROGRAMMING</td>
</tr>
<tr>
<td>CSCD 255C</td>
<td>PROGRAMMING FOR ENGINEERS</td>
</tr>
<tr>
<td>CSCD 377</td>
<td>INTRODUCTORY COMPUTER GRAPHICS</td>
</tr>
<tr>
<td>MATH 142</td>
<td>PRECALCULUS MATH II</td>
</tr>
</tbody>
</table>

Certificate Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD 506</td>
<td>RESEARCH METHODS IN COMPUTER SCIENCE</td>
<td>4</td>
</tr>
<tr>
<td>CSCD 570</td>
<td>3D COMPUTER GRAPHICS PRINCIPLES</td>
<td>4</td>
</tr>
<tr>
<td>CSCD 577</td>
<td>VIRTUAL REALITY AND DATA VISUALIZATION</td>
<td>4</td>
</tr>
<tr>
<td>CSCD 601</td>
<td>RESEARCH REPORT</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 16

Students who successfully earn a Computer Graphics and Visualization,
Graduate Certificate from EWU should be able to do the following:

• demonstrate an understanding of basic and advanced concepts of
  computer graphics and use OpenGL as a renderer;
• demonstrate an understanding of the fundamentals of geometric
  modeling;
• develop applications and analyze scientific data with Visualization
  Tool Kit (VTK);
• give visual insights to a large amount of information using software
  tools like R;
• model and animate a 3D environment with the basic and advanced
  concepts of transformation, projection, texture, lighting and shading;
• use force feedback-based virtual devices like Geomagic’s Phantom
  that can make virtual objects tangible and develop applications using
  such devices.

Embedded Systems Certificate,
Graduate

Certificates are intended primarily for working professionals, and provide
a "bite-sized" chunk of graduate coursework. See Professional Master of
Computer Science (MCS) (p. 226) for additional information.
Required Certificate Prerequisites—must be completed prior to admission.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD 240</td>
<td>C AND UNIX PROGRAMMING</td>
</tr>
<tr>
<td>or</td>
<td>CSCD 255 C PROGRAMMING FOR ENGINEERS</td>
</tr>
<tr>
<td>CSCD 260</td>
<td>ARCHITECTURE AND ORGANIZATION</td>
</tr>
<tr>
<td>or</td>
<td>EENG 260 MICROCONTROLLER SYSTEMS</td>
</tr>
<tr>
<td>EENG 160</td>
<td>DIGITAL CIRCUITS</td>
</tr>
<tr>
<td>MATH/HONS 161</td>
<td>CALCULUS I</td>
</tr>
</tbody>
</table>

Certificate Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD 506</td>
<td>RESEARCH METHODS IN COMPUTER SCIENCE</td>
</tr>
<tr>
<td>CSCD 561</td>
<td>EMBEDDED SYSTEMS</td>
</tr>
<tr>
<td>CSCD 562</td>
<td>EMBEDDED REAL-TIME CONTROL</td>
</tr>
<tr>
<td>CSCD 601</td>
<td>RESEARCH REPORT</td>
</tr>
</tbody>
</table>

Total Credits 16

Students who successfully earn a Embedded Systems, Graduate Certificate from EWU should be able to design and program embedded systems that make use of the following components and features:

- a microcontroller or microprocessor;
- actuators such as solenoids and relays;
- analog to Digital and Digital to Analog converters (ADC and DAC);
- asynchronous interrupts and Interrupt Service Routines;
- custom circuits designed with a Hardware Description Language and implemented in Field Programmable Gate Arrays (FPGA);
- embedded component communications such as I2C and SPI;
- environmental sensors such as temperature, light, proximity;
- PID Feedback Control;
- priority-driven pre-emptive multi-tasking;
- pulse Width Modulation (PWM);
- real-time deadlines for periodic and aperiodic tasks;
- timer circuits and real-time clocks.

Modeling and Simulation Certificate, Graduate

Certificates are intended primarily for working professionals, and provide a "bite-sized" chunk of graduate coursework. See Professional Master of Computer Science (MCS) (p. 226) for additional information.

Required Certificate Prerequisites—must be completed prior to admission.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<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 300</td>
<td>DATA STRUCTURES</td>
</tr>
</tbody>
</table>

Certificate Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD 506</td>
<td>RESEARCH METHODS IN COMPUTER SCIENCE</td>
</tr>
<tr>
<td>CSCD 533</td>
<td>COMPUTER NETWORKS</td>
</tr>
<tr>
<td>CSCD 534</td>
<td>NETWORK SECURITY</td>
</tr>
<tr>
<td>CSCD 601</td>
<td>RESEARCH REPORT</td>
</tr>
</tbody>
</table>

Total Credits 16

Students who successfully earn a Modeling and Simulation, Graduate Certificate from EWU should be able to understand a breadth and depth of topics, tools, and techniques in computational modeling, simulation, visualization, and analysis (MSVA):

- develop and investigate what if decision-making processes;
- employ scientific and engineering thinking and doing for disciplined problem solving;
- evaluate and report on proposed or actual decisions;
- experience a broad spectrum of real-world applications and examples;
- interconnect and holistically interrelate other computer science and engineering topics;
- select, justify, and apply appropriate modeling and simulation techniques;
- understand and connect the real world to the virtual world and vice versa.

Network Security, Graduate Certificate

Certificates are intended primarily for working professionals, and provide a "bite-sized" chunk of graduate coursework. See Professional Master of Computer Science (MCS) (p. 226) for additional information.

Required Certificate Prerequisites—must be completed prior to admission.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD 300</td>
<td>DATA STRUCTURES</td>
</tr>
<tr>
<td>CSCD 330</td>
<td>COMPUTER NETWORKS</td>
</tr>
</tbody>
</table>

Certificate Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD 506</td>
<td>RESEARCH METHODS IN COMPUTER SCIENCE</td>
</tr>
<tr>
<td>CSCD 533</td>
<td>COMPUTER NETWORKS</td>
</tr>
<tr>
<td>CSCD 534</td>
<td>NETWORK SECURITY</td>
</tr>
<tr>
<td>CSCD 601</td>
<td>RESEARCH REPORT</td>
</tr>
</tbody>
</table>

Total Credits 16

Students who successfully earn a Network Security, Graduate Certificate from EWU should be able to do the following:

- create security policies for protection of network assets;
- demonstrate knowledge of network security techniques in order to secure networks;
- explain the use of cryptographic protocols to help secure the network;
- identify how hackers, hacktivists and highly skilled cyber criminals attack networks including the tools they use and techniques;
- use tools such as vulnerability scanners, traffic analysis tools and port scanners.
Parallel and Cloud Computing Certificate, Graduate

Certificates are intended primarily for working professionals, and provide a “bite-sized” chunk of graduate coursework. See Professional Master of Computer Science (MCS) (p. 226) for additional information.

Required Certificate Prerequisites—must be completed prior to admission.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD 240</td>
<td>C AND UNIX PROGRAMMING</td>
<td>3</td>
</tr>
<tr>
<td>or CSCD 255</td>
<td>PROGRAMMING FOR ENGINEERS</td>
<td></td>
</tr>
<tr>
<td>CSCD 300</td>
<td>DATA STRUCTURES</td>
<td>4</td>
</tr>
</tbody>
</table>

Certificate Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD 506</td>
<td>RESEARCH METHODS IN COMPUTER SCIENCE</td>
<td>4</td>
</tr>
<tr>
<td>CSCD 545</td>
<td>GPU COMPUTING</td>
<td>4</td>
</tr>
<tr>
<td>CSCD 567</td>
<td>PARALLEL AND CLOUD COMPUTING</td>
<td>4</td>
</tr>
<tr>
<td>CSCD 601</td>
<td>RESEARCH REPORT</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 16

Students who successfully earn a Parallel and Cloud Computing, Graduate Certificate from EWU should be able to do the following:

• apply GPU parallel patterns to real-world problems, such as sorting, reduction, prefix sum and stencil computing algorithms;
• apply the features of a cloud system in designing real-world information systems, including high availability, fault tolerance and high scalability;
• develop applications using Amazon AWS, including Amazon EC2, Amazon S3, Amazon DynamoDB, Lambda, Amazon Elastic MapReduce, Elastic Load Balancer and Auto Scaling Group etc;
• implement their own Remote Procedure Call using TCP Socket, synchronizations between client and server and typical failure handler on server;
• solve real-world problems using MapReduce framework, such as frequent itemset mining problem;
• understand different types of GPU memory and know how to effectively use shared memory and constant memory to further improve performance;
• understand the concepts of Cloud computing and Distributed Computing, and in particular use Hadoop and MapReduce to store and process large datasets;
• understand the issues and challenges in writing correct and efficient shared-memory threaded programs;
• understand the principles and the design of the Hadoop and MapReduce framework.
• use CUDA C to parallelize real-world applications, such as text processing, image processing and scientific computing on GPUs;
• use underlying concepts to identify factors that limit performance, so that they can write efficient and high-performance parallel programs on GPUs.

Computer Science, Master of Science (MS)

Contact the department for the Graduate Program Advisor.

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. Also see MCS-Professional Computer Science (p. 226).

Required Core—this coursework provides core knowledge in the areas of algorithms, database systems, software engineering, and research methods.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD 501</td>
<td>ADVANCED ALGORITHMS</td>
<td>5</td>
</tr>
<tr>
<td>CSCD 506</td>
<td>RESEARCH METHODS IN COMPUTER SCIENCE (must be taken in the first year of the program)</td>
<td>4</td>
</tr>
<tr>
<td>CSCD 524</td>
<td>ADVANCED SOFTWARE ENGINEERING</td>
<td>4</td>
</tr>
<tr>
<td>CSCD 527</td>
<td>MODERN DATABASE SYSTEMS</td>
<td>4</td>
</tr>
</tbody>
</table>

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 or 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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSCD 600</td>
<td>THESIS (1-16 variable credit)</td>
<td>12</td>
</tr>
<tr>
<td>or CSCD 601</td>
<td>RESEARCH REPORT</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 49

Students who successfully earn an MS in Computer Science from EWU should be able to do the following:

Program 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.
Data Science

Christian Hansen (chansen@ewu.edu), Chair Mathematics
Esteban Rodriquez-Marek (erodriguezma@ewu.edu), Chair Computer Science & Electrical Engineering

Undergraduate Program

This is an interdisciplinary degree program offered jointly between the Department of Mathematics and the Department of Computer Science & Electrical Engineering. The Department of Mathematics, is responsible for the advising of majors declared in the program. The program is built on the foundation of courses in mathematics, statistics and computer science with emphasis on skills in analysis and mining of data exhibiting the characteristics of high volume, velocity and variety, and model building and computational skills applicable for reducing and managing large data sets residing in the cloud.

Undergraduate Degree

BS–Data Science (p. 231)

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

Data Science, Bachelor of Science (BS)

This is an interdisciplinary degree program offered jointly between the Department of Mathematics and the Department of Computer Science & electrical Engineering. The Department of Mathematics is responsible for the advising of majors declared in the program. The program is built on the foundation of courses in mathematics, statistics and computer science with emphasis on skills in analysis and mining of data exhibiting the characteristics of high volume, velocity and variety, and model building and computational skills applicable for reducing and managing large data sets residing in the cloud.

Required Computer Science 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 210</td>
<td>PROGRAMMING PRINCIPLES I</td>
<td>5</td>
</tr>
<tr>
<td>CSCD 211</td>
<td>PROGRAMMING PRINCIPLES II</td>
<td>5</td>
</tr>
<tr>
<td>CSCD 300</td>
<td>DATA STRUCTURES</td>
<td>5</td>
</tr>
<tr>
<td>CSCD 320</td>
<td>ALGORITHMS</td>
<td>5</td>
</tr>
<tr>
<td>CSCD 327</td>
<td>RELATIONAL DATABASE SYSTEMS</td>
<td>4</td>
</tr>
<tr>
<td>CSCD 429</td>
<td>DATA MINING</td>
<td>4</td>
</tr>
<tr>
<td>CSCD 430</td>
<td>BIG DATA ANALYTICS</td>
<td>4</td>
</tr>
</tbody>
</table>

Required Mathematic Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH/HONS 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 225</td>
<td>FOUNDATIONS OF MATHEMATICS</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 385</td>
<td>PROBABILITY AND STATISTICAL INFERENCE I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 444</td>
<td>NUMERICAL LINEAR ALGEBRA</td>
<td>5</td>
</tr>
<tr>
<td>MATH 485</td>
<td>PROBABILITY AND STATISTICAL INFERENCE II</td>
<td>5</td>
</tr>
<tr>
<td>MATH 486</td>
<td>PROBABILITY AND STATISTICAL INFERENCE III</td>
<td>5</td>
</tr>
</tbody>
</table>

Required Capstone

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 491</td>
<td>SENIOR THESIS</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Credits 92

University Competencies and Proficiencies

<table>
<thead>
<tr>
<th>Area</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (p. 16)</td>
<td></td>
</tr>
<tr>
<td>Mathematics (p. 16)</td>
<td></td>
</tr>
<tr>
<td>Placement and Clearance Exams (p. 407)</td>
<td></td>
</tr>
<tr>
<td>Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)</td>
<td></td>
</tr>
</tbody>
</table>

General Education Requirements (p. 17) (GER)

- 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

Breadth Area Core Requirements (p. 17) (BACR)

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 15).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students will:

- apply data mining tools using real-world big data;
- apply software to reduce and manage large data sets residing in the cloud;
- communicate mathematical and statistical concepts both technically and non-technically;
• perform statistical analysis with numerical and symbolic statistical technology/software.

Note: The four listed PLOs will meet or exceed the learning outcomes of the Microsoft Professional Program in Data Science:

• apply statistical methods to data;
• create and validate machine learning models with Azure Machine Learning;
• create data models and visualize data using Excel or Power BI;
• follow a data science methodology;
• use Microsoft Excel to explore data;
• use R or Python to explore and transform data;
• use Transact-SQL to query a relational database;
• write R or Python code to build machine learning models.
Design

Mindy Breen (mbree@ewu.edu), Chair
Catalyst Building
Travis Masingale (tmasingale@ewu.edu), Advisor
Catalyst Building
Ginelle Hustrulid (ghustrulid@ewu.edu), Advisor
Catalyst Building

Faculty

Mindy Breen, Sonja Durr, Eric Galey, Ginelle Hustrulid, P. Colin Manikoth, Travis Masingale, Simeon Mills.

Undergraduate Degrees

BDes—Visual Communication Design (p. 233)
Minor—Design (p. 234)
Certificate—User Experience Design (p. 234)

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

Undergraduate Programs

The primary goal of Visual Communication 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 design that enhance the preparation of our graduates.

Visual Communication 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.

Grade Requirements: in order to receive a degree in design, students must earn 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>
</thead>
<tbody>
<tr>
<td>DESN 100</td>
<td>DRAWING FOR COMMUNICATION</td>
<td>5</td>
</tr>
<tr>
<td>DESN 200</td>
<td>VISUAL THINKING</td>
<td>5</td>
</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>
</tbody>
</table>

Professional Practice or Portfolio—choose from the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>
<td></td>
</tr>
</tbody>
</table>

Electives—choose in consultation with your design advisor

<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

University Competencies and Proficiencies

- English (p. )
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)

- 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

Breadth Area Core Requirements (p. 17) (BACR)

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.
Students who successfully earn a BDes in Design from EWU should be able to do the following:
• achieve fluency in the visual vocabulary of design;
• apply design methodologies;
• build professionalism through communication and presentation;
• create original design solutions that exhibit a unique personal voice;
• demonstrate proficiency in the technical skills relevant to design.

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.

Grade Requirements: in order to graduate, students majoring or minoring in the department must earn a GPA ≥2.5 in departmental coursework.

Required Courses
DESN 100 DRAWING FOR COMMUNICATION 5
DESN 200 VISUAL THINKING 5
DESN 216 DIGITAL FOUNDATIONS 4

Electives—choose from the following list 12
DESN 243 TYPOGRAPHY
DESN 259 HISTORY OF DESIGN
DESN 263 VISUAL COMMUNICATION DESIGN 1
DESN 384 DIGITAL SOUND
DESN 338 USER EXPERIENCE DESIGN 1
DESN 348 USER EXPERIENCE DESIGN 2
DESN 350 DIGITAL PHOTOGRAPHY
DESN 363 VISUAL COMMUNICATION DESIGN 2
DESN 366 PRODUCTION DESIGN
DESN 368 WEB DESIGN 1
DESN 378 WEB DESIGN 2

Total Credits 26

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 ≥3 in certificate coursework.

Required Courses
DESN 216 DIGITAL FOUNDATIONS 4
DESN 338 USER EXPERIENCE DESIGN 1 4
DESN 368 WEB DESIGN 1 4
DESN 348 USER EXPERIENCE DESIGN 2 4
DESN 378 WEB DESIGN 2 4
DESN 458 USER EXPERIENCE DESIGN 3 4
DESN 468 WEB DESIGN 3 4

Total Credits 28

Students who successfully earn a User Experience Design Certificate from EWU should be able to do the following:
• basic design principles and processes—construct narratives and scenarios for the sequencing of the design process and forKnowing how to learn describing user experience;
• effective use of technology—assess skills to learn technology; recognizing that technological change is constant;
• research, reflection, discussion—select research skills such as using databases, asking questions, observing users and developing prototypes, brainstorming, offline research skills, interviewing, combining multiple sources;
• understanding people and place—collaborate with others to design experiences and/or artifacts for people and the (built and natural) environment.
Earth and Space Science

Sharen Keattch, Program Advisor
department page (https://www.ewu.edu/cstem/geology/)
136 Science Bldg.
509.359.7358
e-mail (geol@ewu.edu)

Undergraduate Degrees

BAE–Earth and Space Science/Secondary Major (p. 235)
Minor–Earth and Space Science/Secondary (p. 236)
Add-on Endorsement–General Science (p. 236)

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

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
≥C in each course

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.

Generally Earth and Space Science is taught in the junior high school or middle school. Also, it is occasionally taught as a high school elective or in the upper elementary grades.

Earth and Space Science/Secondary Major, Bachelor of Arts in Education (BAE)

This is an interdisciplinary major—see an advisor to determine if courses required by this major may be taken in partial fulfillment of the BACRs.

Note: this major takes more than 12 quarters at 15–16 credits a quarter.

Grade Requirement for Earth and Space Science BAE: ≥2.8 cumulative average and ≥C in each course.

Secondary Education students must complete the required Secondary Education Core and the following courses.

Earth and Space Science Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 171</td>
<td>GENERAL CHEMISTRY I</td>
<td>5</td>
</tr>
<tr>
<td>&amp; 171L</td>
<td>and GENERAL CHEMISTRY LABORATORY I</td>
<td></td>
</tr>
<tr>
<td>GEOG 305</td>
<td>INTRODUCTION TO OCEANOGRAPHY</td>
<td>5</td>
</tr>
<tr>
<td>GEOG 314</td>
<td>WEATHER FORECASTING</td>
<td>5</td>
</tr>
<tr>
<td>GEOG 410</td>
<td>GEOMORPHOLOGY</td>
<td>5</td>
</tr>
<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>
</tr>
<tr>
<td>GEOL 311</td>
<td>EARTH MATERIALS</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 320</td>
<td>ENVIRONMENTAL GEOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>or GEOL 360</td>
<td>GEOLOGIC HAZARDS</td>
<td></td>
</tr>
<tr>
<td>MATH 142</td>
<td>PRECALCULUS MATH II</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 121</td>
<td>DESCRIPTIVE ASTRONOMY</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 131</td>
<td>INTRODUCTORY PHYSICS I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 161</td>
<td>MECHANICS LABORATORY</td>
<td>1</td>
</tr>
<tr>
<td>SCED 390</td>
<td>SCIENCE TEACHING METHODS</td>
<td>2</td>
</tr>
<tr>
<td>SCED 391</td>
<td>MIDDLE LEVEL AND EARTH AND SPACE SCIENCE METHODS</td>
<td>3</td>
</tr>
</tbody>
</table>

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.

<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></td>
</tr>
<tr>
<td>GEOG/BIOL 312</td>
<td>FUNDAMENTALS OF SOIL SCIENCE</td>
<td></td>
</tr>
<tr>
<td>GEOG 315</td>
<td>WATER RESOURCES</td>
<td></td>
</tr>
<tr>
<td>GEOG 325</td>
<td>WETLAND SCIENCE I</td>
<td></td>
</tr>
<tr>
<td>GEOL 455</td>
<td>GEOLOGY FIELD TRIP</td>
<td></td>
</tr>
<tr>
<td>GEOL 496</td>
<td>EXPERIMENTAL COURSE</td>
<td></td>
</tr>
</tbody>
</table>

Required Senior Capstone

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCED 490</td>
<td>SCIENCE TEACHING CAPSTONE AND PRACTICUM</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Credits 72-73

Education (p. 40)

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 303</td>
<td>FOUNDATIONS OF ASSESSMENT</td>
<td>15</td>
</tr>
<tr>
<td>&amp; EDUC 309</td>
<td>and FOUNDATIONS OF SECONDARY CLASSROOM</td>
<td></td>
</tr>
<tr>
<td>&amp; EDUC 341</td>
<td>MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>&amp; EDUC 386A</td>
<td>and SECONDARY STRATEGIES, MANAGEMENT,</td>
<td></td>
</tr>
<tr>
<td>&amp; EDUC 413</td>
<td>ASSESSMENT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and FIELD EXPERIENCE AND PRACTICUM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and CONTENT AREA LITERACY, MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and ASSESSMENT FOR SECONDARY EDUCATION CANDIDATES</td>
<td></td>
</tr>
<tr>
<td>EDUC 386B &amp; EDUC 427</td>
<td>FIELD EXPERIENCE AND PRACTICUM (These are variable credit courses. The minimum for each is 3 credits.)</td>
<td>6-15</td>
</tr>
<tr>
<td>EDUC 426</td>
<td>SECONDARY STUDENT TEACHING 7-12</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Credits 33-42

University Competencies and Proficiencies

English (p. )
Mathematics (p. 16)
Placement and Clearance Exams (p. 407)
Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)
Earth and Space Science/Secondary Minor

This minor satisfies the endorsement for grades 5–12.

General Education Requirements (p. 17) (GER)
- 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

Breadth Area Core Requirements (p. 17) (BACR)
- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)
- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BAE in Earth and Space Science/Secondary from EWU should be able to do the following:
- apply best practices to teach earth and space science that are outlined in the Next Generation Science Standards;
- demonstrate understanding of core concepts in earth and space science;
- demonstrate effective strategies for teaching earth and space science to a community of diverse students;
- describe the procedures for responding to potential safety hazards in the laboratory, classroom, and field;
- shows evidence of integrating the three dimensions of the Next Generation Science Standards.

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 305</td>
<td>INTRODUCTION TO OCEANOGRAPHY</td>
<td>5</td>
</tr>
<tr>
<td>GEOG 314</td>
<td>WEATHER FORECASTING</td>
<td>5</td>
</tr>
<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>
</tr>
<tr>
<td>PHYS 121</td>
<td>DESCRIPTIVE ASTRONOMY</td>
<td>5</td>
</tr>
<tr>
<td>SCED 390</td>
<td>SCIENCE TEACHING METHODS</td>
<td>2</td>
</tr>
<tr>
<td>SCED 391</td>
<td>MIDDLE LEVEL AND EARTH AND SPACE SCIENCE METHODS</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 35

Program will determine the appropriate Teaching Methods courses. 5
Environmental Science

Carmen Nezat (cnezat@ewu.edu), Environmental Science Program Director

Faculty

Biology—258 Science Building
Justin Bastow (jbastow@ewu.edu)
Ross Black (rblack@ewu.edu)
Rebecca Brown (rbrown@ewu.edu)
Krisztian Magori (kmagori@ewu.edu)
Camille McNeely (fmcneely@ewu.edu)
Peggy O’Connell (mcoconnell@ewu.edu)
Robin O’Quinn (roquinn@ewu.edu)
Jennifer Walke (jwalke@ewu.edu)

Chemistry/Biochemistry—154 Science Building
Ashley Lamm (alamm@ewu.edu)
Jeff Corkill (jcorkill@ewu.edu)
Tony Masiello (amasielo@ewu.edu)
Robin McRae (rmcrae@ewu.edu)

Geology—140 Science Building
Carmen Nezat (cnezat@ewu.edu), Environmental Science Program Director
Rik Orndorff (rorndorff@ewu.edu)
Jennifer Thomson (jthomson@ewu.edu)

Undergraduate Programs

The Environmental Science programs are taught in collaboration with the Biology, Chemistry/Biochemistry and Geology departments to deliver a diverse and expansive opportunity for science students.

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.

MATH 141 PRECALCULUS I (or equivalent) 4-5

It is recommended that students complete these required courses within the first two years.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS 100</td>
<td>INTRODUCTION TO ENVIRONMENTAL SCIENCE</td>
<td></td>
</tr>
<tr>
<td>BIOL 171</td>
<td>BIOLOGY I</td>
<td>&amp; BIOL 172 and BIOLOGY II</td>
</tr>
<tr>
<td>&amp; BIOL 173</td>
<td>and BIOLOGY III</td>
<td></td>
</tr>
<tr>
<td>CHEM 171</td>
<td>GENERAL CHEMISTRY I</td>
<td>&amp; CHEM 172 and GENERAL CHEMISTRY II</td>
</tr>
<tr>
<td>&amp; 171L</td>
<td>and GENERAL CHEMISTRY LABORATORY I</td>
<td>&amp; CHEM 172L and GENERAL CHEMISTRY LABORATORY II</td>
</tr>
<tr>
<td>&amp; CHEM 172</td>
<td>and GENERAL CHEMISTRY II</td>
<td>&amp; CHEM 173L and GENERAL CHEMISTRY LABORATORY III</td>
</tr>
<tr>
<td>&amp; CHEM 173</td>
<td>and GENERAL CHEMISTRY III</td>
<td>GEOL 120 PHYSICAL GEOLOGY - THE SOLID EARTH</td>
</tr>
<tr>
<td>&amp; CHEM 173L</td>
<td>and GENERAL CHEMISTRY LABORATORY III</td>
<td>&amp; GEOL 121 and PHYSICAL GEOLOGY - SURFICIAL PROCESSES</td>
</tr>
</tbody>
</table>

All Environmental Science students must take a junior year and a final senior year environmental seminar.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS 300</td>
<td>ENVIRONMENTAL SCIENCE JUNIOR SEMINAR</td>
<td>1</td>
</tr>
<tr>
<td>ENVS 400</td>
<td>ENVIRONMENTAL SCIENCE SENIOR SEMINAR</td>
<td>1</td>
</tr>
</tbody>
</table>

Note: some course options may not result in there being 60 upper division credits required for graduation within the major–advisor consultation is required.

Grade Requirements: students must maintain an average GPA ≥2.0 in the major to graduate from the program.

Note: may only count BIOL 380 once.

Environmental Science Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Notes</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>
</tr>
<tr>
<td>BIOL 440</td>
<td>ECOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 171</td>
<td>GENERAL CHEMISTRY I</td>
<td>&amp; CHEM 172L and GENERAL CHEMISTRY LABORATORY II</td>
</tr>
<tr>
<td>&amp; 171L</td>
<td>and GENERAL CHEMISTRY LABORATORY I</td>
<td>&amp; CHEM 173 and GENERAL CHEMISTRY III</td>
</tr>
<tr>
<td>&amp; CHEM 172</td>
<td>and GENERAL CHEMISTRY II</td>
<td>&amp; CHEM 173L and GENERAL CHEMISTRY LABORATORY III</td>
</tr>
<tr>
<td>&amp; CHEM 172L</td>
<td>and GENERAL CHEMISTRY LABORATORY II</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 173</td>
<td>and GENERAL CHEMISTRY III</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 173L</td>
<td>and GENERAL CHEMISTRY LABORATORY III</td>
<td></td>
</tr>
<tr>
<td>DSCI 245</td>
<td>BUSINESS STATISTICS 1 (may only count BIOL 380 once)</td>
<td>4-5</td>
</tr>
<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>
</tr>
<tr>
<td>DSCI 346</td>
<td>BUSINESS STATISTICS 2 (may only count BIOL 380 once)</td>
<td>4-5</td>
</tr>
</tbody>
</table>

Note: may only count BIOL 380 once.

Undergraduate Degrees

BS–Environmental Science Major with Environmental Biology Option (p. 237)
BS–Environmental Science Major with Environmental Chemistry Option (p. 238)
BS–Environmental Science Major with Environmental Geology Option (p. 240)
Minor–Environmental Science (p. 241)

Required courses in these programs of study may have prerequisites. Reference the course description section for clarification.
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 sciences (biology, chemistry, and geology). Motivated students have the opportunity to obtain a double major in both Environmental Science and Environmental Science 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.

Application for Graduation (use EagleNet (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BS in Environmental Science Major with Environmental Biology from EWU should be able to do the following:
• 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.

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.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 141</td>
<td>PRECALCULUS I (or equivalent)</td>
</tr>
</tbody>
</table>

### University Competencies and Proficiencies

- English (p. )
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

### General Education Requirements (p. 17) (GER)

- 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

### Breadth Area Core Requirements (p. 17) (BACR)
- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

### University Graduation Requirements (p. 18) (UGR)
- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major/) by the time they reach 90 credits (junior standing).
It is recommended that students complete these required courses within the first two years.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS 100</td>
<td>INTRODUCTION TO ENVIRONMENTAL SCIENCE</td>
<td></td>
</tr>
<tr>
<td>BIOL 171</td>
<td>BIOLOGY I</td>
<td>5</td>
</tr>
<tr>
<td>&amp; BIOL 172</td>
<td>and BIOLOGY II</td>
<td></td>
</tr>
<tr>
<td>&amp; BIOL 173</td>
<td>and BIOLOGY III</td>
<td></td>
</tr>
<tr>
<td>CHEM 171</td>
<td>GENERAL CHEMISTRY I</td>
<td></td>
</tr>
<tr>
<td>&amp; 171L</td>
<td>and GENERAL CHEMISTRY LABORATORY I</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 172</td>
<td>and GENERAL CHEMISTRY II</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 172L</td>
<td>and GENERAL CHEMISTRY LABORATORY II</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 173</td>
<td>and GENERAL CHEMISTRY III</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 173L</td>
<td>and GENERAL CHEMISTRY LABORATORY III</td>
<td></td>
</tr>
<tr>
<td>GEOL 120</td>
<td>PHYSICAL GEOLOGY - THE SOLID EARTH</td>
<td></td>
</tr>
<tr>
<td>&amp; GEOL 121</td>
<td>and PHYSICAL GEOLOGY - SURFICIAL PROCESSES</td>
<td></td>
</tr>
</tbody>
</table>

All Environmental Science students must take a junior year and a final senior year environmental seminar.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENVS 300</td>
<td>ENVIRONMENTAL SCIENCE JUNIOR SEMINAR</td>
<td>1</td>
</tr>
<tr>
<td>ENVS 400</td>
<td>ENVIRONMENTAL SCIENCE SENIOR SEMINAR</td>
<td>1</td>
</tr>
</tbody>
</table>

Note: some course options may not result in there being 60 upper division credits required for graduation within the major—advisor consultation is required.

Grade Requirements: students must maintain an average GPA ≥2.0 in the major to graduate from the program.

Note: may only count BIOL 380 once.

**Required Environmental Science Courses**

<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 173</td>
<td>BIOLOGY III</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 270</td>
<td>BIOLOGICAL INVESTIGATION</td>
<td>3</td>
</tr>
<tr>
<td>BIOL 440</td>
<td>ECOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>DSCI 245</td>
<td>BUSINESS STATISTICS 1 (may only count BIOL 380 once)</td>
<td>4-5</td>
</tr>
<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>
</tr>
<tr>
<td>DSCI 346</td>
<td>BUSINESS STATISTICS 2 (may only count BIOL 380 once)</td>
<td>4-5</td>
</tr>
<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>
<tr>
<td>ENVS 100</td>
<td>INTRODUCTION TO ENVIRONMENTAL SCIENCE</td>
<td>5</td>
</tr>
<tr>
<td>ENV 300</td>
<td>ENVIRONMENTAL SCIENCE JUNIOR SEMINAR</td>
<td>1</td>
</tr>
<tr>
<td>ENVS 400</td>
<td>ENVIRONMENTAL SCIENCE SENIOR SEMINAR</td>
<td>1</td>
</tr>
<tr>
<td>GEOG 323</td>
<td>GIS FOR ENVIRONMENTAL SCIENCES</td>
<td>3</td>
</tr>
<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 320</td>
<td>ENVIRONMENTAL GEOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 470</td>
<td>HYDROGEOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PLAN 431</td>
<td>ENVIRONMENTAL IMPACT STATEMENTS</td>
<td>3</td>
</tr>
</tbody>
</table>

**Environmental Chemistry—Required General Chemistry Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 171</td>
<td>GENERAL CHEMISTRY I</td>
<td>15</td>
</tr>
<tr>
<td>&amp; 171L</td>
<td>and GENERAL CHEMISTRY LABORATORY I</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 172</td>
<td>and GENERAL CHEMISTRY II</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 172L</td>
<td>and GENERAL CHEMISTRY LABORATORY II</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 173</td>
<td>and GENERAL CHEMISTRY III</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 173L</td>
<td>and GENERAL CHEMISTRY LABORATORY III</td>
<td></td>
</tr>
<tr>
<td>CHEM 304</td>
<td>QUANTITATIVE ANALYSIS</td>
<td>6</td>
</tr>
<tr>
<td>CHEM 316</td>
<td>ENVIRONMENTAL CHEMISTRY</td>
<td>5</td>
</tr>
<tr>
<td>&amp; 316L</td>
<td>and ENVIRONMENTAL CHEMISTRY LAB</td>
<td></td>
</tr>
<tr>
<td>CHEM 351</td>
<td>ORGANIC CHEMISTRY</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 352</td>
<td>ORGANIC CHEMISTRY</td>
<td>4</td>
</tr>
<tr>
<td>CHEM 372</td>
<td>ORGANIC CHEM LABORATORY I</td>
<td>3</td>
</tr>
</tbody>
</table>

**Chemistry Elective—choose one**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 353</td>
<td>ORGANIC CHEMISTRY</td>
<td></td>
</tr>
<tr>
<td>&amp; 373</td>
<td>and ORGANIC CHEM LABORATORY II</td>
<td></td>
</tr>
<tr>
<td>CHEM 480</td>
<td>BIOCHEMISTRY</td>
<td></td>
</tr>
</tbody>
</table>

**Required Capstone/Thesis**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 491</td>
<td>SENIOR THESIS</td>
<td>4-6</td>
</tr>
</tbody>
</table>

**Total Credits**

112-117

**University Competencies and Proficiencies**

- English (p. 16)
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

**General Education Requirements (p. 17) (GER)**

- 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

**Breadth Area Core Requirements (p. 17) (BACR)**

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

**University Graduation Requirements (p. 18) (UGR)**

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 15).
Major Requirements for Environmental Science

profession or entry into graduate or professional school. professional and technical skills for employment in the environmental their concentration area. Graduates leave Eastern with the necessary opportunity to obtain a double major in both Environmental Science and sciences (biology, chemistry, and geology). Motivated students have the research experience. All students take a core of Environmental Science integrates classroom work in biology, chemistry, geology and social environmental problems. The Environmental Science program addresses 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.

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.

It is recommended that students complete these required courses within the first two years.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENV 100</td>
<td>INTRODUCTION TO ENVIRONMENTAL SCIENCE</td>
<td></td>
</tr>
<tr>
<td>BIOL 171</td>
<td>BIOLOGY I</td>
<td>5</td>
</tr>
<tr>
<td>&amp; BIOL 172</td>
<td>and BIOLOGY II</td>
<td></td>
</tr>
<tr>
<td>&amp; BIOL 173</td>
<td>and BIOLOGY III</td>
<td></td>
</tr>
</tbody>
</table>

Grade Requirements: students must maintain an average GPA ≥2.0 in the major to graduate from the program.

Note: may only count BIOL 380 once.

Environmental Science Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 171</td>
<td>GENERAL CHEMISTRY I</td>
<td>15</td>
</tr>
<tr>
<td>&amp; 171L</td>
<td>and GENERAL CHEMISTRY LABORATORY I</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 172</td>
<td>and GENERAL CHEMISTRY II</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 172L</td>
<td>and GENERAL CHEMISTRY LABORATORY II</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 173</td>
<td>and GENERAL CHEMISTRY III</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 173L</td>
<td>and GENERAL CHEMISTRY LABORATORY III</td>
<td></td>
</tr>
<tr>
<td>DSCI 245</td>
<td>BUSINESS STATISTICS 1 (may only count BIOL 380 once)</td>
<td>4-5</td>
</tr>
<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>
</tr>
<tr>
<td>DSCI 346</td>
<td>BUSINESS STATISTICS 2 (may only count BIOL 380 once)</td>
<td>4-5</td>
</tr>
<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>
<tr>
<td>ENV 100</td>
<td>INTRODUCTION TO ENVIRONMENTAL SCIENCE</td>
<td>5</td>
</tr>
<tr>
<td>ENV 300</td>
<td>ENVIRONMENTAL SCIENCE JUNIOR SEMINAR</td>
<td>1</td>
</tr>
<tr>
<td>ENV 400</td>
<td>ENVIRONMENTAL SCIENCE SENIOR SEMINAR</td>
<td>1</td>
</tr>
<tr>
<td>GEOG 323</td>
<td>GIS FOR ENVIRONMENTAL SCIENCES</td>
<td>3</td>
</tr>
<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 320</td>
<td>ENVIRONMENTAL GEOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 470</td>
<td>HYDROGEOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PLAN 431</td>
<td>ENVIRONMENTAL IMPACT STATEMENTS</td>
<td>3</td>
</tr>
</tbody>
</table>

Environmental Geology–Required Geology Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 122</td>
<td>HISTORICAL GEOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>GEOL 311</td>
<td>EARTH MATERIALS</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 360</td>
<td>GEOLOGIC HAZARDS</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 411</td>
<td>SEDIMENTOLOGY AND STRATIGRAPHY</td>
<td>4</td>
</tr>
</tbody>
</table>
Students who successfully earn a BS in Environmental Science Major with Environmental Geology from EWU should be able to do the following:

• 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.

Environmental Science Minor

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>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>CHEM 121</td>
<td>CHEMISTRY AND ITS ROLE IN SOCIETY</td>
<td>5</td>
</tr>
<tr>
<td>ENVS 100</td>
<td>INTRODUCTION TO ENVIRONMENTAL SCIENCE</td>
<td>5</td>
</tr>
<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>

Elective—choose one elective course at the 200-level or above in either BIOL, CHEM or GEOL subject to approval by advisor or program director 4-5

Total Credits 34-35
Geology

Chad Pritchard (cpritchard), Geology Chair
department page (https://www.ewu.edu/cstem/geology/)
130 Science Bldg.
509.359.7026

Faculty
Chad J. Pritchard (Chair), Jeanne Case, Nigel Davies, Sharon Keatch, Lindsay Mackenzie, Carmen A. Nezat, Richard Orndorff, Jennifer A. Thomson, Emeritus—Ernie Gilmour, Gene Kiver, Linda McCollum, John Buchanan.

Undergraduate Degrees
BA—Geology Major (p. 242)
BS—Geology Major (p. 243)
Minor—Geology (p. 244)
Certificate—Unmanned Aerial Systems (UAS) (p. 245)

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

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 class(es).

Major Declaration
Students should declare 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. 237).)

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.

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 Requirement: ≥2.50 cumulative average, ≥C in required supporting and geology classes.

Required Courses
| GEOL 120 | PHYSICAL GEOLOGY - THE SOLID EARTH | 5 |
| GEOL 121 | PHYSICAL GEOLOGY - SURFICIAL PROCESSES | 5 |
| GEOL 122 | HISTORICAL GEOLOGY | 5 |
| GEOL 297 | WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR | 1 |
| GEOL 311 | EARTH MATERIALS | 4 |
| GEOL 320 | ENVIRONMENTAL MATERIALS | 4 |
| or GEOL 360 | GEOLOGIC HAZARDS | |

Required Supporting Courses
| CHEM 171 & 171L | GENERAL CHEMISTRY I and GENERAL CHEMISTRY LABORATORY I | 5 |
| or CHEM 161 | GENERAL CHEMISTRY FOR THE HEALTH SCIENCES | |

Choose one from the following
| BIOL 171 | BIOLOGY I | |
| CHEM 172 & 172L | GENERAL CHEMISTRY II and GENERAL CHEMISTRY LABORATORY II | |
| MATH/HONS 161 | CALCULUS I | |

MATH 380 | ELEMENTARY PROBABILITY AND STATISTICS | |

PHYS 131 & PHYS 161 | INTRODUCTORY PHYSICS I and MECHANICS LABORATORY | |

Electives—choose from the following
| GEOG/ENVS 323 | GIS FOR ENVIRONMENTAL SCIENCES | 24 |
| or GEOG 426 | GEOGRAPHIC INFORMATION SYSTEMS | |
| GEOG/ENVS 449 | GIS SPATIAL ANALYSIS FOR THE ENVIRONMENTAL SCIENCES | |
| GEOL 312 | CRYSTALLOGRAPHY AND OPTICAL MINERALOGY | |
| GEOL 313 | IGNEOUS AND METAMORPHIC PETROLOGY | |
| GEOL 408 | INVERTEBRATE PALEONTOLOGY | |
| GEOL 411 | SEDIMENTOLOGY AND STRATIGRAPHY | |
| GEOL 430 | STRUCTURAL GEOLOGY I | |
| GEOL 431 | STRUCTURAL GEOLOGY II | |
| GEOL 455 | GEOLOGY FIELD TRIP | |
| GEOL 470 | HYDROGEOLOGY | |
**Required Capstone**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 490</td>
<td>SENIOR CAPSTONE: GEOLOGY FIELD CAMP 4-10</td>
</tr>
<tr>
<td>or GEOL 490A</td>
<td>SENIOR CAPSTONE: WATER AND THE WEST, WATER RESOURCE ENGINEERING IN ARID LANDS</td>
</tr>
<tr>
<td>or GEOL 490B</td>
<td>CAPSTONE: ENVIRONMENTAL GEOCHEMISTRY</td>
</tr>
<tr>
<td>or GEOL 491</td>
<td>SENIOR THESIS</td>
</tr>
</tbody>
</table>

**Total Credits**: 62-68

**University Competencies and Proficiencies**

- **English**: (p. )
- **Mathematics**: (p. 16)
- **Placement and Clearance Exams**: (p. 407)
- **Prior Learning/Sources of Credit AP, CLEP, IB**: (p. 408)

**General Education Requirements** (p. 17) (GER)

- **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

**Breadth Area Core Requirements** (p. 17) (BACR)

- **Humanities and Arts**: (p. 18)
- **Natural Sciences**: (p. 19)
- **Social Sciences**: (p. 19)

**University Graduation Requirements** (p. 18) (UGR)

- **Diversity Course List**: (p. 20)
- **Foreign Language**: (p. 18) (for Bachelor of Arts)
- **Global Studies Course List**: (p. 21)
- **Minor or Certificate**: (p. 18)
- **Senior Capstone Course List**: (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

**Students who successfully earn a BA in Geology from EWU should be able to do the following:**

- apply geological principles that operate in the complex systems of the Earth;
- demonstrate effective scientific communication skills necessary in order to be successful in the field of geology;
- demonstrate the proper use of the tools and equipment available to geologists to solve geological problems;
- describe geological processes that operate in the complex systems of the Earth.

**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.

**Grade Requirement**: ≥2.50 cumulative average, ≥C in required supporting and geology classes.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 171 &amp; 171L</td>
<td>GENERAL CHEMISTRY I and GENERAL CHEMISTRY LABORATORY I</td>
<td>5</td>
</tr>
<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>
</tr>
<tr>
<td>GEOL 239</td>
<td>TOPICS</td>
<td>1</td>
</tr>
<tr>
<td>GEOL 311</td>
<td>EARTH MATERIALS</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 312</td>
<td>CRYSTALLOGRAPHY AND OPTICAL MINERALOGY</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 313</td>
<td>IGNEOUS AND METAMORPHIC PETROLOGY</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 411</td>
<td>SEDIMENTOLOGY AND STRATIGRAPHY</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 430</td>
<td>STRUCTURAL GEOLOGY I</td>
<td>4</td>
</tr>
<tr>
<td>GEOL 431</td>
<td>STRUCTURAL GEOLOGY II</td>
<td>4</td>
</tr>
<tr>
<td>MATH/HONS 161</td>
<td>CALCULUS I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 162</td>
<td>CALCULUS II</td>
<td>4-5</td>
</tr>
<tr>
<td>or MATH 380</td>
<td>ELEMENTARY PROBABILITY AND STATISTICS</td>
<td></td>
</tr>
<tr>
<td>or BIOL 380</td>
<td>DATA ANALYSIS FOR BIOLOGISTS</td>
<td></td>
</tr>
<tr>
<td>or DSCI 245</td>
<td>BUSINESS STATISTICS I</td>
<td></td>
</tr>
<tr>
<td>PHYS 131</td>
<td>INTRODUCTORY PHYSICS I</td>
<td>4</td>
</tr>
<tr>
<td>or PHYS 151</td>
<td>GENERAL PHYSICS I</td>
<td></td>
</tr>
<tr>
<td>PHYS 161</td>
<td>MECHANICS LABORATORY</td>
<td>1</td>
</tr>
</tbody>
</table>

**Choose two of the following courses**: 8-10

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 171</td>
<td>BIOLOGY I</td>
</tr>
<tr>
<td>BIOL 172</td>
<td>BIOLOGY II</td>
</tr>
<tr>
<td>CHEM 172 &amp; 172L</td>
<td>GENERAL CHEMISTRY II and GENERAL CHEMISTRY LABORATORY II</td>
</tr>
<tr>
<td>CHEM 173 &amp; 173L</td>
<td>GENERAL CHEMISTRY III and GENERAL CHEMISTRY LABORATORY III</td>
</tr>
<tr>
<td>PHYS 132</td>
<td>INTRODUCTORY PHYSICS II</td>
</tr>
<tr>
<td>&amp; PHYS 162</td>
<td>and HEAT AND OPTICS LABORATORY</td>
</tr>
<tr>
<td>PHYS 133</td>
<td>INTRODUCTORY PHYSICS III</td>
</tr>
<tr>
<td>&amp; PHYS 163</td>
<td>and ELECTRONICS LABORATORY I</td>
</tr>
</tbody>
</table>
University Graduation Requirements

**Breadth Area Core Requirements**
- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

**General Education Requirements**

1. **English** (p. 16)
2. **Mathematics** (p. 16)
3. **Placement and Clearance Exams** (p. 407)
4. **Prior Learning/Sources of Credit** AP, CLEP, IB (p. 408)

**University Competencies and Proficiencies**

- Apply geological principles that operate in the complex systems of the Earth;
- Demonstrate advanced analytical skills in the geological sciences in preparation for the professional job market or graduate studies;
- Demonstrate effective scientific communication skills necessary in order to be successful in the field of geology;
- Demonstrate the proper use of the tools and equipment available to geologists to solve geological problems;
- Describe geological processes that operate in the complex systems of the Earth.

**Geology Minor**

**Grade Requirement:** ≥2.50 cumulative average, ≥C in required supporting and geology classes.

**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

**Elective—choose from GEOL course list.** 4-5

**Total Credits** 23-24

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

**Students who successfully earn a BS in Geology from EWU should be able to do the following:**

- Apply geological principles that operate in the complex systems of the Earth;
- Demonstrate advanced analytical skills in the geological sciences in preparation for the professional job market or graduate studies;
- Demonstrate effective scientific communication skills necessary in order to be successful in the field of geology;
- Demonstrate the proper use of the tools and equipment available to geologists to solve geological problems;
- Describe geological processes that operate in the complex systems of the Earth.

<table>
<thead>
<tr>
<th>Elective—choose from upper-division Geology courses. 20</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Fundamentals</strong> (at least three required)</td>
</tr>
<tr>
<td>GEOL 408 INVERTEBRATE PALEONTOLOGY</td>
</tr>
<tr>
<td>GEOL 462 PRINCIPLES OF GEOCHEMISTRY</td>
</tr>
<tr>
<td>GEOL 470 HYDROGEOLOGY</td>
</tr>
<tr>
<td>GEOL 475 ENGINEERING GEOLOGY OF SOILS: INTRODUCTION TO GEOTECHNICAL ENGINEERING</td>
</tr>
<tr>
<td><strong>Additional Upper-Division Electives</strong></td>
</tr>
<tr>
<td>GEOG/ENVS/ GIS FOR ENVIRONMENTAL SCIENCES 323</td>
</tr>
<tr>
<td>GEOG 426 GEOGRAPHIC INFORMATION SYSTEMS I</td>
</tr>
<tr>
<td>GEOG/ENVS/ GSS SPATIAL ANALYSIS FOR THE ENVIRONMENT</td>
</tr>
<tr>
<td>GEOL 320 ENVIRONMENTAL GEOLOGY</td>
</tr>
<tr>
<td>GEOL 360 GEOLOGIC HAZARDS</td>
</tr>
<tr>
<td>GEOL 408 INVERTEBRATE PALEONTOLOGY</td>
</tr>
<tr>
<td>GEOL 455 GEOLOGY FIELD TRIP</td>
</tr>
<tr>
<td>GEOL 462 PRINCIPLES OF GEOCHEMISTRY</td>
</tr>
<tr>
<td>GEOL 466 ISOTOPIC TRACERS IN THE ENVIRONMENT</td>
</tr>
<tr>
<td>GEOL 470 HYDROGEOLOGY</td>
</tr>
<tr>
<td>GEOL 475 ENGINEERING GEOLOGY OF SOILS: INTRODUCTION TO GEOTECHNICAL ENGINEERING</td>
</tr>
<tr>
<td>GEOL 485 GEOTECHNICAL ENGINEERING OF SOILS AND FOUNDATIONS</td>
</tr>
<tr>
<td>GEOL 490A SENIOR CAPSTONE: WATER AND THE WEST, WATER RESOURCE ENGINEERING IN ARID LANDS</td>
</tr>
<tr>
<td>GEOL 490B CAPSTONE: ENVIRONMENTAL GEOCHEMISTRY</td>
</tr>
<tr>
<td><strong>Required Senior Capstone</strong></td>
</tr>
<tr>
<td>GEOL 490 SENIOR CAPSTONE: GEOLOGY FIELD CAMP 10</td>
</tr>
</tbody>
</table>

**Total Credits** 97-100

---

| PHYS 152 **GENERAL PHYSICS II** |
| PHYS 162 **and HEAT AND OPTICS LABORATORY** |
| PHYS 153 **GENERAL PHYSICS III** |
| PHYS 163 **and ELECTRONICS LABORATORY I** |

**Electives—choose credits from upper-division Geology courses. 20**
Unmanned Aerial Systems (UAS) Certificate

Unmanned Aerial Systems (UAS) or drones are becoming a common tool in a variety of fields for a variety of purposes. Part 107 UAS Remote Pilot license is also required for the certificate and administered by the FAA. Flying UAS in a safe and FAA compilable in commercial situations is in high demand.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 130</td>
<td>UAS GROUND SCHOOL (online through BBCC, UMS 112)</td>
<td>5</td>
</tr>
<tr>
<td>GEOL 131</td>
<td>UAS MISSION PLANNING (online through BBCC, UMS 208)</td>
<td>5</td>
</tr>
<tr>
<td>GEOL 132</td>
<td>UAS FLIGHT LAB (hybrid-online through BBCC/ EWU, UMS 142)</td>
<td>6</td>
</tr>
<tr>
<td>GEOG 426</td>
<td>GEOGRAPHIC INFORMATION SYSTEMS I (or applicable class for programming or engineering drones (e.g. Java Script I))</td>
<td>5</td>
</tr>
<tr>
<td>GEOG 428</td>
<td>GEOGRAPHIC INFORMATION SYSTEMS II (or applicable class for programming or engineering drones (e.g. Java Script II))</td>
<td>5</td>
</tr>
</tbody>
</table>

**Final Application Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOL 431</td>
<td>STRUCTURAL GEOLOGY II</td>
<td>4</td>
</tr>
</tbody>
</table>

Note: May be substituted (with faculty advisor permission) with an Independent Research project with drone application in applicable field. Essentially, this final application course needs to be in the student’s field of study and apply the use of UAS in a project.

Total Credits: 30
Mathematics

Christian Hansen (chansen@ewu.edu), Chair
department page (https://www.ewu.edu/cstem/mathematics/)
316 Kingston Hall
509.359.4315

Faculty

Undergraduate Degrees
BAE–Mathematics/Elementary Major (p. 248)
BAE–Mathematics/Elementary Major and Middle Level Endorsement Option (p. 249)
BAE–Mathematics/Middle Level Endorsement Major (p. 250)
BAE–Mathematics/Secondary Major (p. 251)
BS–Mathematics Major (p. 252)
Minor–Mathematics (p. 253)
Minor–Mathematics/Elementary (p. 254)
Minor–Mathematics/Secondary (p. 254)
Minor–Mathematics/Secondary Middle Level Endorsement (p. 254)
Certificate–Lower Elementary Mathematics (p. 255)

Graduate Degrees
MS-Applied Mathematics (p. 256)
Graduate Certificate–Mathematics, Middle-Level Mathematics Endorsement (p. 255)

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

Mathematics Placement Assessment
Students admitted to Eastern Washington University (EWU) without a direct transfer degree should take the mathematics placement assessment (MPA) prior to registering for classes at EWU. Exceptions to taking the MPA include: a. students who have received a grade ≥C in a course transferable to a mathematics course from the EWU catalog; b. students who have received a score ≥B on the College Board’s Advanced Placement Calculus AB or BC test, the Advanced Placement Statistics test, or other accepted placement test score, or c. students advised or permitted into an EWU mathematics course by the Department of Mathematics using methods other than the MPA.

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/). Please refer to FAQ on the math placement assessment site (https://www2.ewu.edu/cstem/departments/mathematics/mpt/) for complete information or contact Ms. Becky Sommers (bsommers.ewu.edu) with any additional questions.

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.

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 ≥C 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.
Mathematics students who are dropped from mathematics programs will not be allowed to take subsequent mathematics courses except for those courses required by another department in the student’s major program. The Department of Mathematics will not submit a letter of recommendation for Professional Degree Candidacy for any student who has been dropped from departmental programs.

**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.

**Graduate Programs**

The Master of Science in Applied Mathematics is designed to meet a growing demand for graduates with advanced analytical skills. The degree is suitable for graduates seeking employment in the private sector, as community college math instructors or those pursuing doctoral studies in Applied Mathematics, Statistics, Operations Research and related fields.

Through completion of the required courses in the Mathematics, Middle-Level Mathematics Endorsement Certificate, Graduate, teachers currently certified in the state of Washington will earn a middle-level (4th through 9th grades) mathematics teaching endorsement.
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.

Prerequisite Grade 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. Prerequisite Grade 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.

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 students must complete the required Elementary Education Core and the following courses.

Required Mathematics Elementary Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>MATH 311</td>
<td>FUNCTIONS AND RELATIONS FOR K-8 TEACHERS</td>
<td>5</td>
</tr>
<tr>
<td>MATH 312</td>
<td>GEOMETRY FOR THE K-8 TEACHER</td>
<td>5</td>
</tr>
<tr>
<td>MATH 411</td>
<td>DISCRETE MATHEMATICS FOR K-8 TEACHERS</td>
<td>4</td>
</tr>
<tr>
<td>MATH 420</td>
<td>PROBLEM SOLVING FOR K-8 TEACHERS</td>
<td>4</td>
</tr>
</tbody>
</table>

Required Mathematics Education Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTED 425</td>
<td>ASSESSMENT IN THE MATHEMATICS CLASSROOM</td>
<td>3</td>
</tr>
<tr>
<td>MTED 476</td>
<td>MATHEMATICAL PROGRESSIONS</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Capstone

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTED 490A</td>
<td>SENIOR CAPSTONE: ELEMENTARY PRACTICUM</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Credits: 42

Education (p. 40)

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>
<th>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 303</td>
<td>FOUNDATIONS OF ASSESSMENT</td>
<td>18</td>
</tr>
</tbody>
</table>
& EDUC 310 | and LITERACY METHODS, MANAGEMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL | |
& EDUC 338 | and LANGUAGE AND SOCIAL STUDIES METHODS 1: INTEGRATED LANGUAGE ARTS FOR ELEMENTARY SCHOOL | |
& EDUC 340 | and LANGUAGE AND SOCIAL STUDIES METHODS 2: INTEGRATED SOCIAL STUDIES FOR ELEMENTARY SCHOOL | |
& EDUC 386A | and FIELD EXPERIENCE AND PRACTICUM | |

University Competencies and Proficiencies

English (p. 16)

Placement and Clearance Exams (p. 407)

Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)

• 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

Breadth Area Core Requirements (p. 17) (BACR)

Humanities and Arts (p. 18)

Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)

Diversity Course List (p. 20)

Foreign Language (p. 18) (for Bachelor of Arts)

Global Studies Course List (p. 21)

Minor or Certificate (p. 18)

Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).

2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.
Students who successfully earn a BAE in Mathematics/Elementary from EWU should be able to do the following:

- 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.

Prerequisite Grade 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.

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 students must complete the required Elementary Education Core and the following courses.

**Required Mathematics/Elementary Major and Middle Level Endorsement Option Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>MATH 311</td>
<td>Functions and Relations for K-8 Teachers</td>
<td>5</td>
</tr>
<tr>
<td>MATH 312</td>
<td>Geometry for the K-8 Teacher</td>
<td>5</td>
</tr>
<tr>
<td>MATH 411</td>
<td>Discrete Mathematics for K-8 Teachers</td>
<td>4</td>
</tr>
<tr>
<td>MATH 413</td>
<td>Data Analysis and Probability for Middle Level Teachers</td>
<td>3</td>
</tr>
<tr>
<td>MATH 416</td>
<td>Calculus for Middle Level Teachers</td>
<td>4</td>
</tr>
<tr>
<td>MATH 420</td>
<td>Problem Solving for K-8 Teachers</td>
<td>4</td>
</tr>
</tbody>
</table>

**Required Mathematics Education Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTED 290</td>
<td>Early Math Practicum</td>
<td>3</td>
</tr>
<tr>
<td>MTED 425</td>
<td>Assessment in the Mathematics Classroom</td>
<td>3</td>
</tr>
<tr>
<td>MTED 476</td>
<td>Mathematical Progressions</td>
<td>3</td>
</tr>
</tbody>
</table>

**Required Senior Capstone**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTED 490A</td>
<td>Senior Capstone: Elementary Practicum</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Credits: 52

**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

**University Competencies and Proficiencies**

- English (p. 16)
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

**General Education Requirements (p. 17) (GER)**

- 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

**Breadth Area Core Requirements (p. 17) (BCAR)**

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

**University Graduation Requirements (p. 18) (UGR)**

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major/) by the time they reach 90 credits (junior standing).
Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student's first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).

2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

**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: all candidates for certification must pass the NES subject matter test to receive an endorsement for certification purposes.

**Prerequisite Grade 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.

**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 students must complete the required Secondary Education Core and the following courses.

**Required Mathematics Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>
</tbody>
</table>

**Required Mathematics Education Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 311</td>
<td>FUNCTIONS AND RELATIONS FOR K-8 TEACHERS</td>
<td>5</td>
</tr>
<tr>
<td>MATH 312</td>
<td>GEOMETRY FOR THE K-8 TEACHER</td>
<td>5</td>
</tr>
<tr>
<td>MATH 411</td>
<td>DISCRETE MATHEMATICS FOR K-8 TEACHERS</td>
<td>4</td>
</tr>
<tr>
<td>MATH 413</td>
<td>DATA ANALYSIS AND PROBABILITY FOR MIDDLE LEVEL TEACHERS</td>
<td>3</td>
</tr>
<tr>
<td>MATH 416</td>
<td>CALCULUS FOR MIDDLE LEVEL TEACHERS</td>
<td>4</td>
</tr>
<tr>
<td>MATH 420</td>
<td>PROBLEM SOLVING FOR K-8 TEACHERS</td>
<td>4</td>
</tr>
</tbody>
</table>

**Required Senior Capstone**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTD 290</td>
<td>EARLY MATH PRACTICUM</td>
<td>3</td>
</tr>
<tr>
<td>MTD 425</td>
<td>ASSESSMENT IN THE MATHEMATICS CLASSROOM</td>
<td>3</td>
</tr>
<tr>
<td>MTD 476</td>
<td>MATHEMATICAL PROGRESSIONS</td>
<td>3</td>
</tr>
<tr>
<td>MTD 478</td>
<td>MATHEMATICAL MODELING IN SCHOOLS</td>
<td>3</td>
</tr>
</tbody>
</table>

**Total Credits**

55

**Education (p. 40)**

**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 303</td>
<td>FOUNDATIONS OF ASSESSMENT</td>
<td>15</td>
</tr>
<tr>
<td>&amp; EDUC 309</td>
<td>FOUNDATIONS OF SECONDARY CLASSROOM</td>
<td></td>
</tr>
<tr>
<td>&amp; EDUC 341</td>
<td>MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>&amp; EDUC 386A</td>
<td>SECONDARY STRATEGIES, MANAGEMENT,</td>
<td></td>
</tr>
<tr>
<td>&amp; EDUC 413</td>
<td>ASSESSMENT</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and FIELD EXPERIENCE AND PRACTICUM</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and CONTENT AREA LITERACY: MANAGEMENT:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ASSESSMENT FOR SECONDARY EDUCATION</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CANDIDATES</td>
<td></td>
</tr>
<tr>
<td>EDUC 386B</td>
<td>FIELD EXPERIENCE AND PRACTICUM</td>
<td>6-15</td>
</tr>
<tr>
<td>&amp; EDUC 427</td>
<td>and GENERAL STUDENT TEACHING K-12</td>
<td></td>
</tr>
<tr>
<td>(These</td>
<td>are variable credit courses. The minimum</td>
<td></td>
</tr>
<tr>
<td>are is</td>
<td>for each 3 credits.)</td>
<td></td>
</tr>
<tr>
<td>EDUC 426</td>
<td>SECONDARY STUDENT TEACHING 7-12</td>
<td>12</td>
</tr>
</tbody>
</table>

**Total Credits**

33-42

**University Competencies and Proficiencies**

English (p. 26)

Mathematics (p. 16)

Placement and Clearance Exams (p. 407)

Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

**General Education Requirements (p. 17) (GER)**

- 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

**Breadth Area Core Requirements (p. 17) (BACR)**

Humanities and Arts (p. 18)

Natural Sciences (p. 19)

Social Sciences (p. 19)
University Graduation Requirements (p. 18) (UGR)
  Diversity Course List (p. 20)
  Foreign Language (p. 18) (for Bachelor of Arts)
  Global Studies Course List (p. 21)
  Minor or Certificate (p. 18)
  Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BAE in Mathematics/Middle Level Endorsement from EWU should be able to do the following:
- 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: 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.

Prerequisite Grade 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.

### 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 students must complete the required Secondary Education Core and the following courses.

#### Required Mathematics/Secondary 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>
</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 225</td>
<td>FOUNDATIONS OF MATHEMATICS</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 370</td>
<td>SURVEY OF GEOMETRIES</td>
<td>5</td>
</tr>
<tr>
<td>MATH 385</td>
<td>PROBABILITY AND STATISTICAL INference I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 387</td>
<td>REGRESSION CONCEPTS</td>
<td>3</td>
</tr>
<tr>
<td>MATH 432</td>
<td>RINGS AND POLYNOMIALS</td>
<td>5</td>
</tr>
<tr>
<td>MATH 460</td>
<td>CONTINUOUS FUNCTIONS</td>
<td>5</td>
</tr>
<tr>
<td>MATH 492</td>
<td>PROBLEM SOLVING SEMINAR</td>
<td>5</td>
</tr>
</tbody>
</table>

**Required MATH Elective—choose from the following.**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 331</td>
<td>DISCRETE MATHEMATICS WITH APPLICATIONS</td>
<td></td>
</tr>
<tr>
<td>MATH 332</td>
<td>NUMBER THEORY</td>
<td></td>
</tr>
<tr>
<td>MATH 347 &amp; MATH 307</td>
<td>INTRODUCTORY DIFFERENTIAL EQUATIONS and MATHEMATICAL COMPUTING LABORATORY III</td>
<td></td>
</tr>
<tr>
<td>MATH 431</td>
<td>APPLIED GROUP THEORY</td>
<td></td>
</tr>
<tr>
<td>MATH 481</td>
<td>COMPLEX ANALYSIS</td>
<td></td>
</tr>
</tbody>
</table>

**Required MTED Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTED 425</td>
<td>ASSESSMENT IN THE MATHEMATICS CLASSROOM</td>
<td>3</td>
</tr>
<tr>
<td>MTED 476</td>
<td>MATHEMATICAL PROGRESSIONS</td>
<td>3</td>
</tr>
<tr>
<td>MTED 478</td>
<td>MATHEMATICAL MODELING IN SCHOOLS</td>
<td>3</td>
</tr>
</tbody>
</table>

**Required Senior Capstone**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTED 490B</td>
<td>SENIOR CAPSTONE: SECONDARY PRACTICUM</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Credits: 77

### Education (p. 40)

#### Secondary Education Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 303 &amp; EDUC 309 &amp; EDUC 341 &amp; EDUC 386A &amp; EDUC 413</td>
<td>FOUNDATIONS OF ASSESSMENT and FOUNDATIONS OF SECONDARY CLASSROOM and SECONDARY STRATEGIES, MANAGEMENT, ASSESSMENT and FIELD EXPERIENCE AND PRACTICUM and CONTENT AREA LITERACY: MANAGEMENT AND ASSESSMENT FOR SECONDARY EDUCATION CANDIDATES</td>
<td>15</td>
</tr>
<tr>
<td>EDUC 386B &amp; EDUC 427</td>
<td>FIELD EXPERIENCE AND PRACTICUM and GENERAL STUDENT TEACHING K-12 (These are variable credit courses. The minimum for each is 3 credits.)</td>
<td>6-15</td>
</tr>
<tr>
<td>EDUC 426</td>
<td>SECONDARY STUDENT TEACHING 7-12</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Credits: 33-42
University Competencies and Proficiencies

- English (p. )
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)
- 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

Breadth Area Core Requirements (p. 17) (BACR)
- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)
- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).

2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

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 55 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.

Prerequisite Grade 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.

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 Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH/HONS 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 225</td>
<td>FOUNDATIONS OF MATHEMATICS</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>
<td>4</td>
</tr>
<tr>
<td>MATH 385</td>
<td>PROBABILITY AND STATISTICAL INFERENCE I</td>
<td>5</td>
</tr>
<tr>
<td>MATH 432</td>
<td>RINGS AND POLYNOMIALS</td>
<td>5</td>
</tr>
<tr>
<td>MATH 443</td>
<td>NUMERICAL METHODS</td>
<td>5</td>
</tr>
<tr>
<td>MATH 460</td>
<td>CONTINUOUS FUNCTIONS</td>
<td>5</td>
</tr>
</tbody>
</table>

## Required Electives—choose from the following

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 421</td>
<td>PHYSICAL CHEMISTRY</td>
<td></td>
</tr>
<tr>
<td>CHEM 422</td>
<td>PHYSICAL CHEMISTRY</td>
<td></td>
</tr>
<tr>
<td>CHEM 423</td>
<td>PHYSICAL CHEMISTRY</td>
<td></td>
</tr>
<tr>
<td>CSCD 210</td>
<td>PROGRAMMING PRINCIPLES I</td>
<td></td>
</tr>
<tr>
<td>CSCD 211</td>
<td>PROGRAMMING PRINCIPLES II</td>
<td></td>
</tr>
<tr>
<td>CSCD 300</td>
<td>DATA STRUCTURES</td>
<td></td>
</tr>
<tr>
<td>CSCD 305</td>
<td>C++ PROGRAMMING</td>
<td></td>
</tr>
<tr>
<td>CSCD 320</td>
<td>ALGORITHMS</td>
<td></td>
</tr>
<tr>
<td>CSCD 340</td>
<td>OPERATING SYSTEMS</td>
<td></td>
</tr>
<tr>
<td>CSCD 420</td>
<td>AUTOMATA AND COMPILERS</td>
<td></td>
</tr>
<tr>
<td>CSCD 480</td>
<td>INTELLIGENT SYSTEMS</td>
<td></td>
</tr>
</tbody>
</table>

Students who successfully earn a BAE in Mathematics/Secondary from EWU should have the following:

- 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.

Students who successfully earn a BAE in Mathematics/Secondary from EWU should have the following:

- 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;
CSCD 501  ADVANCED ALGORITHMS
ECON 304  INTERMEDIATE MICROECONOMIC THEORY
ECON 305  INTERMEDIATE MACROECONOMIC THEORY
ECON 337  ECONOMETRICS
ECON 430  MATHEMATICAL ECONOMICS
EENG 320  SIGNALS AND SYSTEMS I
EENG 321  SIGNALS AND SYSTEMS II
EENG 420  DIGITAL SIGNAL PROCESSING
EENG 440  DIGITAL COMMUNICATION SYSTEMS
EENG 470  CONTROL SYSTEMS
EENG 471  DIGITAL CONTROL SYSTEMS
MATH 231  DISCRETE MATHEMATICS WITH APPLICATIONS
MATH 332  NUMBER THEORY
MATH 333  CITY
MATH 361  MARKER
MATH 425  COMPLEX ANALYSIS
MATH 448  PROBABILITY AND STATISTICAL INFERENCE II
MATH 462  ADVANCED CALCULUS II
MATH 470  FOUNDATIONS OF GEOMETRY
MATH 481  FOUNDATIONS OF MATHEMATICS
MATH 485  PROBABILITY AND STATISTICAL INFERENCE III
MATH 492  FINITE ELEMENT ANALYSIS
MATH 500  SENIOR THESIS

Total Credits  94

**University Competencies and Proficiencies**

- **English (p. 16)**
- **Mathematics (p. 16)**
- **Placement and Clearance Exams (p. 407)**
- **Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)**

**General Education Requirements (p. 17) (GER)**

- 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

**Breadth Area Core Requirements (p. 17) (BACR)**

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)

**Social Sciences (p. 19)**

**University Graduation Requirements (p. 18) (UGR)**

- **Diversity Course List (p. 20)**
- **Foreign Language (p. 18) for Bachelor of Arts**
- **Global Studies Course List (p. 21)**
- **Minor or Certificate (p. 18)**
- **Senior Capstone Course List (p. 21)**

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

Use SOAR (https://soar.ewu.edu/selfservice/general/home.html) to determine the program requirements.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

**Students who successfully earn a BS in Mathematics from EWU should be able to do the following:**

- communicate mathematical concepts both technically and non-technically;
- create and understand mathematical arguments and proofs;
- discuss mathematical applications in industry and the sciences;
- perform analysis with numerical and symbolic mathematical technology/software.

**Mathematics Minor**

**Prerequisite Grade 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.

**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>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH HONS 161</td>
<td>5</td>
</tr>
<tr>
<td>MATH 162</td>
<td>5</td>
</tr>
<tr>
<td>MATH 163</td>
<td>5</td>
</tr>
<tr>
<td>MATH 231</td>
<td>5</td>
</tr>
</tbody>
</table>

Choose three courses from the following  15

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 225 DISCRETE MATHEMATICS</td>
<td>5</td>
</tr>
<tr>
<td>or MATH 301 DISCRETE MATHEMATICS</td>
<td>5</td>
</tr>
</tbody>
</table>
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.

Prerequisite Grade 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.

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 MATH Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 208</td>
<td>MATHEMATICS FOR ELEMENTARY TEACHERS I (with a grade ≥C satisfies the university proficiencies in math)</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>MATH 311</td>
<td>FUNCTIONS AND RELATIONS FOR K-8 TEACHERS</td>
<td>5</td>
</tr>
<tr>
<td>MATH 313</td>
<td>PATTERNS, RELATIONS AND ALGEBRAIC THINKING FOR PRIMARY TEACHERS</td>
<td>5</td>
</tr>
<tr>
<td>MATH 420</td>
<td>PROBLEM SOLVING FOR K-8 TEACHERS</td>
<td>4</td>
</tr>
</tbody>
</table>

Required MTED Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTED 425</td>
<td>ASSESSMENT IN THE MATHEMATICS CLASSROOM</td>
<td>3</td>
</tr>
<tr>
<td>MTED 476</td>
<td>MATHEMATICAL PROGRESSIONS</td>
<td>3</td>
</tr>
<tr>
<td>MTED 478</td>
<td>MATHEMATICAL MODELING IN SCHOOLS</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 35

Secondary Mathematics Minor

Prerequisite Grade 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.

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 MATH Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH/HONS 161</td>
<td>CALCULUS I (with a grade ≥C satisfies the university proficiencies in math)</td>
<td>5</td>
</tr>
<tr>
<td>MATH 162</td>
<td>CALCULUS II</td>
<td>5</td>
</tr>
<tr>
<td>MATH 225</td>
<td>FOUNDATIONS OF MATHEMATICS</td>
<td>5</td>
</tr>
<tr>
<td>or MATH 301</td>
<td>DISCRETE MATHEMATICS</td>
<td></td>
</tr>
<tr>
<td>or MATH 411</td>
<td>DISCRETE MATHEMATICS FOR K-8 TEACHERS</td>
<td></td>
</tr>
<tr>
<td>MATH 312</td>
<td>GEOMETRY FOR THE K-8 TEACHER</td>
<td>5</td>
</tr>
<tr>
<td>MATH 331</td>
<td>DISCRETE MATHEMATICS WITH APPLICATIONS</td>
<td>5</td>
</tr>
<tr>
<td>or MATH 347</td>
<td>INTRODUCTORY DIFFERENTIAL EQUATIONS</td>
<td></td>
</tr>
<tr>
<td>MATH 413</td>
<td>DATA ANALYSIS AND PROBABILITY FOR MIDDLE LEVEL TEACHERS</td>
<td>3</td>
</tr>
<tr>
<td>or MATH 485</td>
<td>PROBABILITY AND STATISTICAL INFERENCE II</td>
<td></td>
</tr>
<tr>
<td>or MATH 387</td>
<td>REGRESSION CONCEPTS</td>
<td></td>
</tr>
<tr>
<td>MATH 492</td>
<td>PROBLEM SOLVING SEMINAR</td>
<td>5</td>
</tr>
</tbody>
</table>

Required MTED Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTED 425</td>
<td>ASSESSMENT IN THE MATHEMATICS CLASSROOM</td>
<td>3</td>
</tr>
<tr>
<td>MTED 476</td>
<td>MATHEMATICAL PROGRESSIONS</td>
<td>3</td>
</tr>
<tr>
<td>MTED 478</td>
<td>MATHEMATICAL MODELING IN SCHOOLS</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits: 42

Mathematics/Secondary Middle Level Endorsement/Minor

This minor can be completed for an add-on Middle Level Mathematics Endorsement: 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). Note: all candidates for certification must pass the NES subject matter test to receive an endorsement for certification purposes.

The completion of MATH 208 satisfies the university Mathematical Reasoning competency/proficiency requirement.

Prerequisite Grade 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.

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 MATH Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>MATH 311</td>
<td>FUNCTIONS AND RELATIONS FOR K-8 TEACHERS</td>
<td>5</td>
</tr>
<tr>
<td>MATH 312</td>
<td>GEOMETRY FOR THE K-8 TEACHER</td>
<td>5</td>
</tr>
<tr>
<td>MATH 411</td>
<td>DISCRETE MATHEMATICS FOR K-8 TEACHERS</td>
<td>4</td>
</tr>
<tr>
<td>or MATH 420</td>
<td>PROBLEM SOLVING FOR K-8 TEACHERS</td>
<td></td>
</tr>
<tr>
<td>MATH 413</td>
<td>DATA ANALYSIS AND PROBABILITY FOR MIDDLE LEVEL TEACHERS (or other approved statistics course)</td>
<td>3-5</td>
</tr>
<tr>
<td>or MATH 380</td>
<td>ELEMENTARY PROBABILITY AND STATISTICS</td>
<td></td>
</tr>
</tbody>
</table>

Required MTED Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MTED 425</td>
<td>ASSESSMENT IN THE MATHEMATICS CLASSROOM</td>
<td>3</td>
</tr>
<tr>
<td>or MTED 476</td>
<td>MATHEMATICAL PROGRESSIONS</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 33-35

Lower Elementary Mathematics Certificate

This Certificate will provide specialization in mathematics education for Early Childhood Education and Elementary Education majors. The certificate supports development of students' pedagogical content knowledge and mathematical knowledge for pre-kindergarten through 3rd grade.

Note: the courses in this program have prerequisites.

Note: the prerequisite for MATH 313 is MATH 114 or MATH 210.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>
</tbody>
</table>

Required Electives—choose two from the following 6-8

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 313</td>
<td>PATTERNS, RELATIONS AND ALGEBRAIC THINKING FOR PRIMARY TEACHERS</td>
<td></td>
</tr>
<tr>
<td>MTED 425</td>
<td>ASSESSMENT IN THE MATHEMATICS CLASSROOM</td>
<td></td>
</tr>
<tr>
<td>MTED 476</td>
<td>MATHEMATICAL PROGRESSIONS</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 15-17

Mathematics, Middle-Level Mathematics Endorsement Certificate, Graduate

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 517</td>
<td>THE CULTURE OF MIDDLE LEVEL SCHOOL</td>
<td>3</td>
</tr>
<tr>
<td>MATH 510</td>
<td>NUMBER SENSE FOR TEACHERS</td>
<td>3</td>
</tr>
<tr>
<td>MATH 511</td>
<td>RATIO AND PROPORTION - TEACHERS</td>
<td>3</td>
</tr>
<tr>
<td>MATH 512</td>
<td>GEOMETRIC REASONING - TEACHERS</td>
<td>3</td>
</tr>
<tr>
<td>MATH 513</td>
<td>DATA ANALYSIS AND PROBABILITY FOR TEACHERS</td>
<td>3</td>
</tr>
<tr>
<td>MATH 514</td>
<td>ALGEBRAIC REASONING - TEACHERS</td>
<td>3</td>
</tr>
<tr>
<td>MATH 515</td>
<td>MEASUREMENT FOR TEACHERS</td>
<td>3</td>
</tr>
<tr>
<td>MATH 516</td>
<td>CALCULUS FOR MIDDLE LEVEL TEACHERS</td>
<td>4</td>
</tr>
<tr>
<td>MATH 528</td>
<td>PROBLEM-CENTERED LEARNING</td>
<td>3</td>
</tr>
<tr>
<td>MTED 525</td>
<td>ASSESSMENT AND MATHEMATICS LEARNING</td>
<td>3</td>
</tr>
<tr>
<td>MTED 694</td>
<td>MATHEMATICS MIDDLE LEVEL TEACHING INTERNSHIP</td>
<td></td>
</tr>
</tbody>
</table>

Students who successfully earn a Mathematics, Middle-Level Mathematics Endorsement Graduate Certificate from EWU should be able to do the following:

- demonstrate an understanding of concepts and practices related to data analysis, statistics and probability and apply the fundamental ideas of discrete mathematics in the formulation and solution of problems;
- demonstrate computational proficiency using various strategies, including a conceptual understanding of numbers, relationships among number and number systems and meanings of operations with all real numbers;
- possess a deep understanding of how students learn mathematics and of the pedagogical knowledge specific to mathematics teaching and learning;
- understand and apply the mathematical processes of problem solving, reasoning, communicating and connecting; use varied representations to support and deepen mathematical understanding; and embrace technology as an essential tool for teaching and learning mathematics;
- understand relationships among quantities, functions and the analysis of change and demonstrate a conceptual understanding of and procedural facility with fundamental single variable calculus;
• use spatial visualization and geometric modeling to explore and analyze geometric figures and apply and use measurement concepts and tools.

**Applied Mathematics, Master of Science (MS)**

The Master of Science in Applied Mathematics is designed to meet a growing demand for graduates with advanced analytical skills. The degree is suitable for graduates seeking employment in the private sector, as community college math instructors or those pursuing doctoral studies in Applied Mathematics, Statistics, Operations Research and related fields.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>60</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 600</td>
<td>THESIS (students may choose 5–15 credits)</td>
</tr>
<tr>
<td>or MATH 601</td>
<td>RESEARCH REPORT</td>
</tr>
</tbody>
</table>

**Electives**

Students may choose 45–55 credits from the following

Electives may include up to 15 credits of additional courses from outside the Mathematics Department subject to approval of a departmental advisor. Up to 10 credits of the electives may be at the 400 level.

<table>
<thead>
<tr>
<th>Electives</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 530</td>
</tr>
<tr>
<td>MATH 531</td>
</tr>
<tr>
<td>MATH 534</td>
</tr>
<tr>
<td>MATH 535</td>
</tr>
<tr>
<td>MATH 544</td>
</tr>
<tr>
<td>MATH 545</td>
</tr>
<tr>
<td>MATH 547</td>
</tr>
<tr>
<td>MATH 548</td>
</tr>
<tr>
<td>MATH 550</td>
</tr>
<tr>
<td>MATH 561</td>
</tr>
<tr>
<td>MATH 573</td>
</tr>
<tr>
<td>MATH 581</td>
</tr>
<tr>
<td>MATH 585</td>
</tr>
<tr>
<td>MATH 586</td>
</tr>
<tr>
<td>MATH 696</td>
</tr>
</tbody>
</table>

**Total Credits** 60

**Students will:**

• be able to use current mathematical ideas to analyze a variety of applications from science, technology, engineering, financial business, industry or government;

• be able to use current mathematical ideas to create a model of a variety of applications from science, technology, engineering, financial business, industry or government;

• be able to effectively communicate applied mathematical concepts to a wide range of audiences;

• have the ability to work effectively with groups of people on applied mathematics problems.
Mechanical Engineering & Technology

Jason Durfee (jdurfee@ewu.edu), Chair
department page (https://www.ewu.edu/cstem/engineering/)
319G CEB
509.359.4885

Faculty

Undergraduate Degrees
BS–Applied Technology (p. 258)
BS–Construction Management Technology (p. 259)
BS–Manufacturing Technology, DFM Option (p. 261)
BS–Manufacturing Technology, Process Option (p. 262)
BS–Mechanical Engineering (p. 263)
BS–Mechanical Engineering Technology (p. 264)
Minor–Applied Technology (p. 266)
Minor–Construction Management (p. 266)
Minor–Geotechnical Engineering (p. 266)
Minor–Manufacturing (p. 267)
Minor–Mechanical Engineering (p. 267)
Certificate–Cisco Network I (p. 267)
Pre Engineering Info (p. 257)

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

Pre-Construction Management Technology
Eligible to declare a pre-major: Running Start, Freshman, Sophomores, Transfer Students <90 credits, Changing Majors <90 credits, Double Majors <90 credits.
Eligible to declare a major: Juniors, Transfer Students <90 credits, Changing Majors <90 credits, Double Majors <90 credits, Post Baccalaureate.
Threshold: when student has completed the following they can declare major and be assigned to a departmental advisor.
Must be completed with a grade ≥C.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 201</td>
<td>COLLEGE COMPOSITION: ANALYSIS, RESEARCH AND DOCUMENTATION (≥C)</td>
</tr>
<tr>
<td>MATH 142</td>
<td>PRECALCULUS MATH II (≥C)</td>
</tr>
<tr>
<td>METC 110</td>
<td>ENGINEERING GRAPHICS (≥C)</td>
</tr>
<tr>
<td>PHYS 131 &amp; PHYS 161</td>
<td>INTRODUCTORY PHYSICS I and MECHANICS LABORATORY (≥C)</td>
</tr>
</tbody>
</table>

Pre-Manufacturing Technology, Process Option
Eligible to declare a pre-major: Running Start, Freshman, Sophomores, Transfer Students <90 credits, Changing Majors <90 credits, Double Majors <90 credits.
Eligible to declare a major: Juniors, Transfer Students <90 credits, Changing Majors <90 credits, Double Majors <90 credits, Post Baccalaureate.
Threshold: when student has completed the following they can declare major and be assigned to a departmental advisor.
Must be completed with a grade ≥C.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ENGL 201</td>
<td>COLLEGE COMPOSITION: ANALYSIS, RESEARCH AND DOCUMENTATION (≥C)</td>
</tr>
<tr>
<td>MATH 107</td>
<td>MATHEMATICAL REASONING (≥C) or MATH 141 PRECALCULUS I</td>
</tr>
<tr>
<td>MENG 240 &amp; MENG 241</td>
<td>and STRENGTH OF MATERIALS</td>
</tr>
<tr>
<td>MENG 240</td>
<td>and CALCULUS I</td>
</tr>
<tr>
<td>MENG 241</td>
<td>and CALCULUS II</td>
</tr>
<tr>
<td>PHYS 151 &amp; PHYS 152 &amp; PHYS 153</td>
<td>and GENERAL PHYSICS I and II</td>
</tr>
<tr>
<td>METC 110</td>
<td>ENGINEERING GRAPHICS (≥C)</td>
</tr>
<tr>
<td>MNTC 301</td>
<td>METALLIC PROCESSES (≥C)</td>
</tr>
<tr>
<td>PHYS 100</td>
<td>PHYSICAL SCIENCE I (≥C)</td>
</tr>
</tbody>
</table>

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.
Must be completed with a grade ≥C unless otherwise noted.

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 161 &amp; MATH 162 &amp; MATH 163</td>
<td>and CALCULUS I and II and III</td>
</tr>
<tr>
<td>PHYS 151 &amp; PHYS 152 &amp; PHYS 153</td>
<td>and GENERAL PHYSICS I and II and III</td>
</tr>
<tr>
<td>MENG 240 &amp; MENG 241</td>
<td>and STRENGTH OF MATERIALS</td>
</tr>
<tr>
<td>ENGL 201</td>
<td>COLLEGE COMPOSITION: ANALYSIS, RESEARCH AND DOCUMENTATION</td>
</tr>
</tbody>
</table>

Eastern Washington University 2020-2021
programs that address the latest trends in industry. These efforts
articulation and research with industry have resulted in
technology laboratories are constantly being updated with new
robotics, thermodynamics, fluid dynamics, heat transfer and materials
processing, microprocessors, power systems, digital communication,
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.

**Department Overload Policy**
Engineering & Design undergraduate students 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 in their
major courses. The normal limit is 20 credits except in exceptional cases.
Additional per credit fees are assessed for students enrolled in more than
18 credits per quarter.

**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 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.

**Undergraduate Programs**
Students studying in the Department of Engineering & Design
(APTC, CMTC, DESN, DNTC, EENG, MNTC, 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.

**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.

**Faculty and Facilities**
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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 171</td>
<td>GENERAL CHEMISTRY I &amp; 171L</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pre-Mechanical Engineering Technology</th>
</tr>
</thead>
</table>
| 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 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. |
| Must be completed with a grade ≥C unless otherwise noted. |
| MATH 141        | PRECALCULUS I                            |         |
| & MATH 142      | and PRECALCULUS MATH II                  |         |
| & MATH 161      | and CALCULUS I                           |         |
| & MATH 162      | and CALCULUS II                          |         |
| PHYS 131        | INTRODUCTORY PHYSICS I                   |         |
| & PHYS 132      | and INTRODUCTORY PHYSICS II              |         |
| & PHYS 133      | and INTRODUCTORY PHYSICS III             |         |
| or PHYS 151     | GENERAL PHYSICS I                        |         |
| & PHYS 152      | and GENERAL PHYSICS II                   |         |
| & PHYS 153      | and GENERAL PHYSICS III                  |         |
| ENGL 201        | COLLEGE COMPOSITION: ANALYSIS, RESEARCH  |         |
| & DOCUMENTATION |                                         |         |
| CHEM 171        | GENERAL CHEMISTRY I                      |         |
| & 171L          | and GENERAL CHEMISTRY LABORATORY I       |         |

<table>
<thead>
<tr>
<th>Undergraduate Programs</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students studying in the Department of Engineering &amp; Design</td>
</tr>
<tr>
<td>(APTC, CMTC, DESN, DNTC, EENG, MNTC, MENG, METC, TECH) may select</td>
</tr>
<tr>
<td>from a broad number of disciplines that include Electrical Engineering,</td>
</tr>
<tr>
<td>Mechanical Engineering, Mechanical Engineering Technology, Visual</td>
</tr>
<tr>
<td>Communication Design, Construction, Design and Manufacturing. The</td>
</tr>
<tr>
<td>primary goal of the Department of Engineering &amp; Design is to provide</td>
</tr>
<tr>
<td>students with the technical background required for careers in business</td>
</tr>
<tr>
<td>and industry. Coursework within each program offers experiences in</td>
</tr>
<tr>
<td>many areas of engineering and design that enhance the preparation of</td>
</tr>
<tr>
<td>our graduates.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Required Supporting Outside Department Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 121</td>
</tr>
<tr>
<td>or CHEM 171</td>
</tr>
<tr>
<td>or CHEM 161</td>
</tr>
<tr>
<td>MATH 142</td>
</tr>
<tr>
<td>or MATH 107</td>
</tr>
<tr>
<td>or MATH 114</td>
</tr>
<tr>
<td>or MATH 141</td>
</tr>
<tr>
<td>or MATH 142</td>
</tr>
<tr>
<td>or MATH 161</td>
</tr>
<tr>
<td>or HONS 161</td>
</tr>
<tr>
<td>or MATH 200</td>
</tr>
</tbody>
</table>
All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student's first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).

2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BS in Applied Technology from EWU should be able to do the following:

- 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.

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;
- 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.
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 171 &amp; 171L</td>
<td>GENERAL CHEMISTRY I and GENERAL CHEMISTRY LABORATORY I</td>
<td></td>
</tr>
<tr>
<td>MATH 142</td>
<td>PRECALCULUS MATH II</td>
<td>5</td>
</tr>
<tr>
<td>or MATH 161</td>
<td>CALCULUS I</td>
<td></td>
</tr>
<tr>
<td>or HONS 161</td>
<td>CALCULUS I</td>
<td></td>
</tr>
<tr>
<td>PHYS 131</td>
<td>INTRODUCTORY PHYSICS I</td>
<td>4</td>
</tr>
<tr>
<td>or PHYS 151</td>
<td>GENERAL PHYSICS I</td>
<td></td>
</tr>
<tr>
<td>PHYS 161</td>
<td>MECHANICS LABORATORY</td>
<td>1</td>
</tr>
</tbody>
</table>

Required Departmental Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>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/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>
<td>4</td>
</tr>
<tr>
<td>TECH 452</td>
<td>ENGINEERING ECONOMICS</td>
<td>4</td>
</tr>
<tr>
<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>
<td>4</td>
</tr>
<tr>
<td>TECH 462</td>
<td>INDUSTRIAL SAFETY ENGINEERING</td>
<td>4</td>
</tr>
</tbody>
</table>

Required Construction Management Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMT 235</td>
<td>CONSTRUCTION MATERIALS AND TECHNIQUES</td>
<td>5</td>
</tr>
<tr>
<td>CMT 305</td>
<td>CONSTRUCTION ESTIMATING</td>
<td>4</td>
</tr>
<tr>
<td>CMT 320</td>
<td>NON-METALLIC PROCESSES</td>
<td>5</td>
</tr>
<tr>
<td>CMT 335</td>
<td>ARCHITECTURE</td>
<td>4</td>
</tr>
<tr>
<td>CMT 345</td>
<td>SOILS/SURVEYING</td>
<td>4</td>
</tr>
<tr>
<td>CMT 354</td>
<td>BUILDING CODES</td>
<td>4</td>
</tr>
<tr>
<td>METC 110</td>
<td>ENGINEERING GRAPHICS</td>
<td>5</td>
</tr>
<tr>
<td>METC 340</td>
<td>STATICS</td>
<td>5</td>
</tr>
<tr>
<td>METC 341</td>
<td>STRENGTH OF MATERIALS</td>
<td>4</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>CMT/C/TECH/DNTC/MNTC 490</td>
<td>SENIOR CAPSTONE: PRODUCTION LAB</td>
<td>4-6</td>
</tr>
<tr>
<td>CMT/C/TECH/DNTC/MNTC 491</td>
<td>SENIOR PROJECT</td>
<td></td>
</tr>
<tr>
<td>CMT/TECH 495</td>
<td>INTERNSHIP</td>
<td>1-15</td>
</tr>
</tbody>
</table>

Total Credits: 100-116

University Competencies and Proficiencies

<table>
<thead>
<tr>
<th>Competency</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
</tr>
<tr>
<td>Placement and Clearance Exams</td>
<td></td>
</tr>
<tr>
<td>Prior Learning/Sources of Credit AP, CLEP, IB</td>
<td></td>
</tr>
</tbody>
</table>

General Education Requirements (p. 17) (GER)

- 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

Breadth Area Core Requirements (p. 17) (BACR)

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BS in Construction Management from EWU should be able to do the following:
- 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.
Manufacturing Technology, DFM Option, Bachelor of Science (BS)

The design for manufacturability 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;
- 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.

Required Supporting Outside Department Courses

<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>5</td>
</tr>
<tr>
<td>or CHEM 171</td>
<td>GENERAL CHEMISTRY I</td>
<td></td>
</tr>
<tr>
<td>&amp; 171L</td>
<td>and GENERAL CHEMISTRY LABORATORY I</td>
<td></td>
</tr>
<tr>
<td>MATH 142</td>
<td>PRECALCULUS MATH II</td>
<td>5</td>
</tr>
<tr>
<td>or MATH 161</td>
<td>CALCULUS I</td>
<td></td>
</tr>
<tr>
<td>or HONS 161</td>
<td>CALCULUS I</td>
<td></td>
</tr>
<tr>
<td>PHYS 131</td>
<td>INTRODUCTORY PHYSICS I</td>
<td>4</td>
</tr>
<tr>
<td>or PHYS 151</td>
<td>GENERAL PHYSICS I</td>
<td></td>
</tr>
<tr>
<td>PHYS 132</td>
<td>INTRODUCTORY PHYSICS II</td>
<td>4</td>
</tr>
<tr>
<td>or PHYS 152</td>
<td>GENERAL PHYSICS II</td>
<td></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>
<td>1</td>
</tr>
</tbody>
</table>

Required Departmental Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>METC 110</td>
<td>ENGINEERING GRAPHICS</td>
<td>5</td>
</tr>
<tr>
<td>MENG 217</td>
<td>3D PARAMETRIC COMPUTER AIDED DESIGN</td>
<td>4</td>
</tr>
<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/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>
<td>4</td>
</tr>
<tr>
<td>TECH 452</td>
<td>ENGINEERING ECONOMICS</td>
<td>4</td>
</tr>
<tr>
<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>
<td>4</td>
</tr>
<tr>
<td>TECH 462</td>
<td>INDUSTRIAL SAFETY ENGINEERING</td>
<td>4</td>
</tr>
</tbody>
</table>

Required Design Technology Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MENG 353</td>
<td>INDUSTRIAL MATERIALS</td>
<td>5</td>
</tr>
<tr>
<td>METC 340</td>
<td>STATICS</td>
<td>5</td>
</tr>
<tr>
<td>METC 341</td>
<td>STRENGTH OF MATERIALS</td>
<td>4</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>
</tbody>
</table>

Required Senior Capstone Series

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</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>
<td>4-6</td>
</tr>
<tr>
<td>DNTC/MNTC/TECH 495 or MNTC 439</td>
<td>INTERNSHIP</td>
<td>1-15</td>
</tr>
<tr>
<td>or MNTC 439</td>
<td>TOPICS IN MANUFACTURING</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 107-123

University Competencies and Proficiencies

- English (p.   )
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)

- 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

Breadth Area Core Requirements (p. 17) (BACR)

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)

- Diversity Course List (p. 20)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 15).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area...
Credit Requirements) and UGR (Undergraduate Graduation Requirements).

2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BS in Manufacturing Technology, DFM from EWU should be able to do the following:

- 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.

Manufacturing Technology, Process Option, Bachelor of Science (BS)

The manufacturing process 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;
- 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.

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 171 &amp; 171L</td>
<td>GENERAL CHEMISTRY I and GENERAL CHEMISTRY LABORATORY I</td>
<td>5</td>
</tr>
<tr>
<td>or MATH 161</td>
<td>CALCULUS I</td>
<td>5</td>
</tr>
<tr>
<td>or HONS 161</td>
<td>CALCULUS I</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 100</td>
<td>PHYSICAL SCIENCE I</td>
<td>5</td>
</tr>
<tr>
<td>or PHYS 110</td>
<td>ENERGY, SOCIETY AND THE ENVIRONMENT</td>
<td></td>
</tr>
<tr>
<td>or PHYS 121</td>
<td>DESCRIPTIVE ASTRONOMY</td>
<td></td>
</tr>
<tr>
<td>or PHYS 131</td>
<td>INTRODUCTORY PHYSICS I</td>
<td></td>
</tr>
<tr>
<td>or PHYS 151</td>
<td>GENERAL PHYSICS I</td>
<td></td>
</tr>
</tbody>
</table>

Required Departmental 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>
</tbody>
</table>

Required Senior Capstone Series

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>

Total Credits: 107-123

University Competencies and Proficiencies

- English (p. )
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)

- 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

Breadth Area Core Requirements (p. 17) (BACR)

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
Global Studies Course List (p. 21)  
Minor or Certificate (p. 18)  
Senior Capstone Course List (p. 21)  

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).  

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).  

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.  

1. The catalog in effect at the student's first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).  
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.  

Students who successfully earn a BS in Manufacturing Technology, Process from EWU should be able to do the following:  
• 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.  

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. 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. The number of majors, premajors and graduates for Mechanical Engineering are available here: https://www.ewu.edu/cstem/engineering/mechanical-engineering-bs/.  

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/engineering-degrees/bmme/). 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 at MechEngineering@ewu.edu. (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.  

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 the quarter in which they apply. 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, PHYS 153, PHYS 161, PHYS 162, and PHYS 163  
• CHEM 171 and CHEM 171L  

Grade Requirements: in order to graduate, students majoring in the department must 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 171 &amp; 171L</td>
<td>GENERAL CHEMISTRY I and GENERAL CHEMISTRY LABORATORY I (equivalent to banked CHEM 151)</td>
<td>5</td>
</tr>
<tr>
<td>MATH/HONS 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>
</tbody>
</table>
### Required Departmental Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MENG 401</td>
<td>Circuit Theory</td>
<td>4</td>
</tr>
<tr>
<td>MENG 402</td>
<td>Modern Control</td>
<td>5</td>
</tr>
<tr>
<td>MENG 403</td>
<td>Advanced Fluid Dynamics</td>
<td>4</td>
</tr>
<tr>
<td>MENG 404</td>
<td>Advanced Robotics and Automation</td>
<td>5</td>
</tr>
<tr>
<td>MENG 405</td>
<td>Advanced Parametric Design</td>
<td>4</td>
</tr>
<tr>
<td>MENG 406</td>
<td>Advanced Parametric Design</td>
<td>4</td>
</tr>
<tr>
<td>MENG 407</td>
<td>Advanced Parametric Design</td>
<td>5</td>
</tr>
</tbody>
</table>

### Senior Electives—choose a minimum of 20 credits from the following

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MENG 401</td>
<td>Circuit Theory</td>
<td>4</td>
</tr>
<tr>
<td>MENG 402</td>
<td>Modern Control</td>
<td>5</td>
</tr>
<tr>
<td>MENG 403</td>
<td>Advanced Fluid Dynamics</td>
<td>4</td>
</tr>
<tr>
<td>MENG 404</td>
<td>Advanced Robotics and Automation</td>
<td>5</td>
</tr>
<tr>
<td>MENG 405</td>
<td>Advanced Parametric Design</td>
<td>4</td>
</tr>
<tr>
<td>MENG 406</td>
<td>Advanced Parametric Design</td>
<td>4</td>
</tr>
<tr>
<td>MENG 407</td>
<td>Advanced Parametric Design</td>
<td>5</td>
</tr>
</tbody>
</table>

### Required Senior Capstone

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MENG 490A</td>
<td>SENIOR CAPSTONE: DESIGN LABORATORY I</td>
<td>2</td>
</tr>
</tbody>
</table>

### University Competencies and Proficiencies

**English (p. )**

**Mathematics (p. 16)**

Placement and Clearance Exams (p. 407)

Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

**General Education Requirements (p. 17) (GER)**

- 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

**Breadth Area Core Requirements (p. 17) (BACR)**

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

**University Graduation Requirements (p. 18) (UGR)**

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

### Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 18).

### SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).

2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

### The most current Program Educational Objectives (PEOs) and Program Learning Outcomes (PLOs) are available on the website.

**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. The number of majors, premajors and graduates for Mechanical Engineering Technology are available here: https://www.ewu.edu/cstem/engineering/mechanical-engineering-technology-bs/.

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 at 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.

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

- CHEM 171 and CHEM 171L, or equivalents
- 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
- PHYS 161, PHYS 162, and PHYS 163

Notes: 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.

Grade Requirements: in order to graduate, students majoring in the department must earn a GPA ≥2.5 in departmental coursework.

### Required Supporting Outside Department Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 171 &amp; 171L</td>
<td>GENERAL CHEMISTRY I and GENERAL CHEMISTRY LABORATORY I</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>PHYS 131</td>
<td>INTRODUCTORY PHYSICS I</td>
<td>4</td>
</tr>
<tr>
<td>or PHYS 151</td>
<td>GENERAL PHYSICS I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 132</td>
<td>INTRODUCTORY PHYSICS II</td>
<td>4</td>
</tr>
<tr>
<td>or PHYS 152</td>
<td>GENERAL PHYSICS II</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 133</td>
<td>INTRODUCTORY PHYSICS III</td>
<td>4</td>
</tr>
<tr>
<td>or PHYS 153</td>
<td>GENERAL PHYSICS III</td>
<td>4</td>
</tr>
<tr>
<td>MENG 161</td>
<td>MECHANICS LABORATORY</td>
<td>1</td>
</tr>
<tr>
<td>MENG 162</td>
<td>HEAT AND OPTICS LABORATORY</td>
<td>1</td>
</tr>
<tr>
<td>MENG 163</td>
<td>ELECTRONICS LABORATORY I</td>
<td>1</td>
</tr>
</tbody>
</table>

### Required Supporting MATH Courses—choose from the following

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH 141</td>
<td>PRECALCULUS I</td>
<td>4-5</td>
</tr>
<tr>
<td>MATH 142</td>
<td>PRECALCULUS MATH II</td>
<td>4-5</td>
</tr>
<tr>
<td>MATH 163</td>
<td>CALCULUS III</td>
<td>1</td>
</tr>
<tr>
<td>MATH 231</td>
<td>LINEAR ALGEBRA</td>
<td>1</td>
</tr>
<tr>
<td>MATH 241</td>
<td>CALCULUS IV</td>
<td>1</td>
</tr>
<tr>
<td>MATH 307</td>
<td>MATHEMATICAL COMPUTING LABORATORY III</td>
<td>1</td>
</tr>
<tr>
<td>MATH 347</td>
<td>INTRODUCTORY DIFFERENTIAL EQUATIONS</td>
<td>1</td>
</tr>
<tr>
<td>MATH 380</td>
<td>ELEMENTARY PROBABILITY AND STATISTICS</td>
<td>1</td>
</tr>
</tbody>
</table>

### Required Departmental Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MENG 201</td>
<td>MATLAB</td>
<td>4-5</td>
</tr>
<tr>
<td>or CSCD 255</td>
<td>SCIENTIFIC PROGRAMMING</td>
<td>4-5</td>
</tr>
<tr>
<td>or CSCD 409</td>
<td>PROGRAMMING FOR ENGINEERS</td>
<td>4-5</td>
</tr>
<tr>
<td>MENG 207</td>
<td>ELECTRICITY</td>
<td>3</td>
</tr>
<tr>
<td>MENG 217</td>
<td>3D PARAMETRIC COMPUTER AIDED DESIGN</td>
<td>4</td>
</tr>
<tr>
<td>MENG 300</td>
<td>LABORATORY ANALYSIS AND REPORTS</td>
<td>5</td>
</tr>
<tr>
<td>MENG 307</td>
<td>INDUSTRIAL CONTROLS AND INSTRUMENTATION</td>
<td>5</td>
</tr>
<tr>
<td>MENG 353</td>
<td>INDUSTRIAL MATERIALS</td>
<td>5</td>
</tr>
<tr>
<td>MENG 385</td>
<td>ROBOTICS AND AUTOMATION</td>
<td>5</td>
</tr>
<tr>
<td>MENG 412</td>
<td>FUNDAMENTALS OF ENGINEERING</td>
<td>2</td>
</tr>
<tr>
<td>MENG 452</td>
<td>ENGINEERING ECONOMICS</td>
<td>2</td>
</tr>
<tr>
<td>MENG 493</td>
<td>SENIOR SEMINAR</td>
<td>1</td>
</tr>
<tr>
<td>METC 110</td>
<td>ENGINEERING GRAPHICS</td>
<td>5</td>
</tr>
<tr>
<td>METC 340</td>
<td>STATICS</td>
<td>4-5</td>
</tr>
<tr>
<td>or MENG 240</td>
<td>STATICS</td>
<td>4-5</td>
</tr>
<tr>
<td>METC 341</td>
<td>STRENGTH OF MATERIALS</td>
<td>4</td>
</tr>
<tr>
<td>or MENG 241</td>
<td>STRENGTH OF MATERIALS</td>
<td>4</td>
</tr>
<tr>
<td>METC 342</td>
<td>DYNAMICS</td>
<td>4</td>
</tr>
<tr>
<td>or MENG 242</td>
<td>DYNAMICS</td>
<td>4</td>
</tr>
<tr>
<td>METC 387</td>
<td>FLUID MECHANICS</td>
<td>5</td>
</tr>
<tr>
<td>METC 388</td>
<td>THERMODYNAMICS AND HEAT TRANSFER</td>
<td>5</td>
</tr>
<tr>
<td>METC 415</td>
<td>DESIGN OF MACHINE ELEMENTS</td>
<td>5</td>
</tr>
<tr>
<td>METC 456</td>
<td>ENGINEERING ETHICS, CONTRACTS AND PATENTS</td>
<td>2</td>
</tr>
<tr>
<td>MNTC 301</td>
<td>METALLIC PROCESSES</td>
<td>5</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>
<td>4</td>
</tr>
</tbody>
</table>
**Applied Technology Minor**

**Grade Requirements:** students getting a minor in the department must earn a GPA ≥2.5 in departmental coursework.

**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>
<tr>
<td>TECH 454</td>
<td>ENVIRONMENTAL ENGINEERING</td>
<td></td>
</tr>
<tr>
<td>TECH 456</td>
<td>ENGINEERING ETHICS, CONTRACTS AND PATENTS</td>
<td></td>
</tr>
<tr>
<td>TECH 458</td>
<td>QUALITY ASSURANCE</td>
<td></td>
</tr>
<tr>
<td>TECH 462</td>
<td>INDUSTRIAL SAFETY ENGINEERING</td>
<td></td>
</tr>
</tbody>
</table>

**Choose two from the following**

<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: 24**

**Construction Management Minor**

**Grade Requirements:** students getting a minor in the department must earn a GPA ≥2.5 in departmental coursework.

**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>
</tr>
</tbody>
</table>

**Choose two from the following**

<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**

**Geotechnical Engineering Minor**

Developed in collaboration with Geology, this minor meets the needs of ME, MET, and Geology students interested in careers that are closer to Civil and Environmental Engineering. Based on feedback from Geotechnical Engineering firms, the curriculum is designed to provide the skill set they require.

**Grade Requirements:** students getting a minor in the department must earn a GPA ≥2.5 in departmental coursework.
Required Courses

GEOL 470 HYDROGEOLOGY 4
GEOL 475 ENGINEERING GEOLOGY OF SOILS: INTRODUCTION TO GEOTECHNICAL ENGINEERING 4
Metc 110 ENGINEERING GRAPHICS 5
or MENG 217 3D PARAMETRIC COMPUTER AIDED DESIGN
Metc 340 STATICS 5
or MENG 240 STATICS
Metc 341 STRENGTH OF MATERIALS 4
or MENG 241 STRENGTH OF MATERIALS

Electives—choose two from the following 8-10
CMTC 235 CONSTRUCTION MATERIALS AND TECHNIQUES
GEOL 311 EARTH MATERIALS
GEOL 360 GEOLOGIC HAZARDS
GEOL 485 GEOTECHNICAL ENGINEERING OF SOILS AND FOUNDATIONS
GEOL 490A SENIOR CAPSTONE: WATER AND THE WEST, WATER RESOURCE ENGINEERING IN ARID LANDS
MENG 353 INDUSTRIAL MATERIALS

Total Credits 30-32

Cisco Network Certificate I

This certificate program is focused on training and preparing students to be able to 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

APTC 301 INTRODUCTION TO ROUTING AND SWITCHING 4
APTC 302 NETWORK SERVER CONFIGURATION 4
APTC 303 NETWORK ADMINISTRATION 4
APTC 401 NETWORK DIAGNOSIS AND MAINTENANCE I 4
APTC 402 NETWORK DIAGNOSIS AND MAINTENANCE II 4
APTC 403 ADVANCED ROUTING AND SWITCHING 4
APTC 421 NETWORK SECURITY PROTOCOLS 4

Total Credits 28

The Program Learning Outcomes in this certificate are tied directly to the Cisco Required Standards for each class offered in this certificate. For those details, please review the PLOs for each specific class contained in the certificate.

Students who successfully earn a Cisco Network Certificate I from EWU should be able to, as a whole, prepares students to take the following Cisco exams:

- DCICN and DCICT
- DCUCI, DCII, and DCAII
- 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)
Natural Science

Bo Idsardi, Advisor
241 Science Hall
department page (https://www.ewu.edu/cstem/natural-science/)
509.359.6512

Sharen Keattch, Advisor
130 Science Hall
509.359.7358

Undergraduate Degrees
BAE—Natural Science Education-Middle Level Science (p. 268)
Minor—Natural Science Elementary (p. 269)
Minor—Natural Science Secondary (p. 270)

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 Level 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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 171</td>
<td>BIOLOGY I</td>
<td>5</td>
</tr>
<tr>
<td>CHEM 161</td>
<td>GENERAL CHEMISTRY FOR THE HEALTH SCIENCES</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 115</td>
<td>INVESTIGATING PHYSICAL SCIENCE</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 121</td>
<td>DESCRIPTIVE ASTRONOMY</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 131</td>
<td>INTRODUCTORY PHYSICS I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 161</td>
<td>MECHANICS LABORATORY</td>
<td>1</td>
</tr>
</tbody>
</table>

Additional Requirements

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 417</td>
<td>CULTURE OF MIDDLE SCHOOL</td>
<td>3</td>
</tr>
<tr>
<td>MATH 142</td>
<td>PRECALCULUS MATH II</td>
<td>5</td>
</tr>
<tr>
<td>SCED 390</td>
<td>SCIENCE TEACHING METHODS</td>
<td>2</td>
</tr>
<tr>
<td>SCED 391</td>
<td>MIDDLE LEVEL AND EARTH AND SPACE SCIENCE METHODS</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Senior Capstone

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCED 490</td>
<td>SCIENCE TEACHING CAPSTONE AND PRACTICUM</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Credits 68

Education (p. 40)

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</th>
<th>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 303</td>
<td>FOUNDATIONS OF ASSESSMENT &amp; LITERACY METHODS, MANAGEMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL</td>
<td>18</td>
</tr>
<tr>
<td>EDUC 308</td>
<td>FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT</td>
<td>14</td>
</tr>
<tr>
<td>EDUC 380</td>
<td>FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT</td>
<td>14</td>
</tr>
<tr>
<td>&amp; EDUC 380</td>
<td>FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT</td>
<td>14</td>
</tr>
<tr>
<td>EDUC 380</td>
<td>FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT</td>
<td>14</td>
</tr>
<tr>
<td>EDUC 380</td>
<td>FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT</td>
<td>14</td>
</tr>
<tr>
<td>&amp; EDUC 381</td>
<td>FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT</td>
<td>14</td>
</tr>
<tr>
<td>&amp; EDUC 381</td>
<td>FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT</td>
<td>14</td>
</tr>
<tr>
<td>&amp; EDUC 381</td>
<td>FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT</td>
<td>14</td>
</tr>
<tr>
<td>&amp; EDUC 386B</td>
<td>FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT</td>
<td>14</td>
</tr>
<tr>
<td>&amp; EDUC 386B</td>
<td>FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT</td>
<td>14</td>
</tr>
<tr>
<td>EDUC 427</td>
<td>GENERAL STUDENT TEACHING K-12 (Variable credit. A minimum of 3 credits are required.)</td>
<td>3-15</td>
</tr>
<tr>
<td>EDUC 423</td>
<td>ELEMENTARY STUDENT TEACHING K-8</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Credits 50-62

Education (p. 40)

Secondary Education Core

<table>
<thead>
<tr>
<th>Course</th>
<th>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 303</td>
<td>FOUNDATIONS OF ASSESSMENT &amp; LITERACY METHODS, MANAGEMENT AND ASSESSMENT IN THE ELEMENTARY SCHOOL</td>
<td>18</td>
</tr>
<tr>
<td>EDUC 380</td>
<td>FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT</td>
<td>14</td>
</tr>
<tr>
<td>EDUC 380</td>
<td>FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT</td>
<td>14</td>
</tr>
<tr>
<td>EDUC 380</td>
<td>FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT</td>
<td>14</td>
</tr>
<tr>
<td>EDUC 380</td>
<td>FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT</td>
<td>14</td>
</tr>
<tr>
<td>EDUC 380</td>
<td>FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT</td>
<td>14</td>
</tr>
<tr>
<td>EDUC 380</td>
<td>FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT</td>
<td>14</td>
</tr>
<tr>
<td>&amp; EDUC 381</td>
<td>FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT</td>
<td>14</td>
</tr>
<tr>
<td>&amp; EDUC 381</td>
<td>FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT</td>
<td>14</td>
</tr>
<tr>
<td>&amp; EDUC 381</td>
<td>FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT</td>
<td>14</td>
</tr>
<tr>
<td>&amp; EDUC 386B</td>
<td>FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT</td>
<td>14</td>
</tr>
<tr>
<td>&amp; EDUC 386B</td>
<td>FOUNDATIONS OF ELEMENTARY CLASSROOM MANAGEMENT</td>
<td>14</td>
</tr>
<tr>
<td>EDUC 427</td>
<td>GENERAL STUDENT TEACHING K-12 (Variable credit. A minimum of 3 credits are required.)</td>
<td>3-15</td>
</tr>
<tr>
<td>EDUC 423</td>
<td>ELEMENTARY STUDENT TEACHING K-8</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Credits 50-62

Education (p. 40)
EDUC 303  FOUNDATIONS OF ASSESSMENT and FOUNDATIONS OF SECONDARY CLASSROOM MANAGEMENT
& EDUC 309 & EDUC 341  and SECONDARY STRATEGIES, MANAGEMENT, ASSESSMENT
& EDUC 340 & EDUC 386A & EDUC 413  and FIELD EXPERIENCE AND PRACTICUM
& EDUC 427  and CONTENT AREA LITERACY: MANAGEMENT AND ASSESSMENT FOR SECONDARY EDUCATION CANDIDATES

EDUC 386B  FIELD EXPERIENCE AND PRACTICUM & GENERAL STUDENT TEACHING K-12 (These are variable credit courses. The minimum for each is 3 credits.)
& EDUC 427
EDUC 426  SECONDARY STUDENT TEACHING 7-12

Total Credits 33-42

University Competencies and Proficiencies

- English (p. )
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)

- 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

Breadth Area Core Requirements (p. 17) (BACR)

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).

Students who successfully earn a BAE in Natural Science Education—Middle Level Science from EWU should be able to do the following:
- 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, life and physical science and guide the learning of others in key principles of each of the science domains outlined in the Next Generation Science Standards;
- incorporate instructional materials and teaching strategies to a community of diverse students.

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. See Education, for prerequisites, core requirements and additional PLOs;

Notes: required courses in the following program of study may have prerequisites.

Required Courses

- BIOL 115  LIFE SCIENCE FOR TEACHERS 5
- 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

Earth Science

- GEOG 100  FUNDAMENTALS OF THE PHYSICAL ENVIRONMENT 5
- GEOG 305  INTRODUCTION TO OCEANOGRAPHY
- GEOG 100  DISCOVERING GEOLOGY

Physical Science

- CHEM 121  CHEMISTRY AND ITS ROLE IN SOCIETY
- CHEM 161  GENERAL CHEMISTRY FOR THE HEALTH SCIENCES
- PHYS 100  PHYSICAL SCIENCE I
- PHYS 121  DESCRIPTIVE ASTRONOMY

Total Credits 30
# Natural Science Secondary Minor

This minor does not fulfill the state middle-level science endorsement.

## Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 115</td>
<td>LIFE SCIENCE FOR TEACHERS</td>
<td>5</td>
</tr>
<tr>
<td>GEOL 115</td>
<td>INVESTIGATING EARTH SCIENCE</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 115</td>
<td>INVESTIGATING PHYSICAL SCIENCE</td>
<td>5</td>
</tr>
</tbody>
</table>

## Electives—choose one course from each area listed below

Note: other courses can be approved by a Natural Science Advisor.

### Biology

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 100</td>
<td>INTRODUCTION TO BIOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>BIOL 171</td>
<td>BIOLOGY I</td>
<td></td>
</tr>
</tbody>
</table>

### Earth Science

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course 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 305</td>
<td>INTRODUCTION TO OCEANOGRAPHY</td>
<td></td>
</tr>
<tr>
<td>GEOL 100</td>
<td>DISCOVERING GEOLOGY</td>
<td></td>
</tr>
</tbody>
</table>

### Physical Science

<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 161</td>
<td>GENERAL CHEMISTRY FOR THE HEALTH SCIENCES</td>
<td></td>
</tr>
<tr>
<td>PHYS 100</td>
<td>PHYSICAL SCIENCE I</td>
<td></td>
</tr>
<tr>
<td>PHYS 121</td>
<td>DESCRIPTIVE ASTRONOMY</td>
<td></td>
</tr>
</tbody>
</table>

## Total Credits

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>30</td>
</tr>
</tbody>
</table>
Physics
Nicholas Burgis, Chair of Chemistry, Biochemistry, and Physics
program page (https://www.ewu.edu/cstem/physics/)
154 Science Bldg.
509.359.2447

Faculty
Andrés Aragoneses-Aguado, Berenice Emehler, Brian D. Houser, Robert W. Ruotsalainen, Jason Stoke, David Syphers.

Undergraduate Degrees
BA–Physics Major (p. 271)
BAE–Physics/Secondary Major (p. 272)
BS–Physics Major (p. 273)
Minor–Physics (p. 274)
Minor–Physics/Secondary (p. 274)
Add-on Endorsement–General Science (p. 274)

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

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. 16) 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.

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.

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.

Notes on University Graduation Requirements (UGR):
• 60 upper-division credits are required to graduate (this major has 25)–please see your Physics advisor or Department Chair;
• a Senior Capstone/Senior Thesis class is a university requirement for graduation–please see your Physics advisor or Department Chair;
• two years of a single high school foreign language or one year of a single college-level foreign language is required.

Required Physics Courses
<table>
<thead>
<tr>
<th>COURSE</th>
<th>DESCRIPTION</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<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>
<td>4</td>
</tr>
<tr>
<td>PHYS 221</td>
<td>GENERAL PHYSICS IV</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 361</td>
<td>CLASSICAL MECHANICS I</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 371</td>
<td>QUANTUM PHYSICS I: INTRODUCTION</td>
<td>4</td>
</tr>
</tbody>
</table>

Required Laboratory Courses
<table>
<thead>
<tr>
<th>COURSE</th>
<th>DESCRIPTION</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 161</td>
<td>MECHANICS LABORATORY</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 162</td>
<td>HEAT AND OPTICS LABORATORY</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 163</td>
<td>ELECTRONICS LABORATORY I</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 263</td>
<td>ELECTRONICS LABORATORY II</td>
<td>1</td>
</tr>
</tbody>
</table>

Required Supporting Courses
<table>
<thead>
<tr>
<th>COURSE</th>
<th>DESCRIPTION</th>
<th>CREDITS</th>
</tr>
</thead>
<tbody>
<tr>
<td>MATH/HONS 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>
</tbody>
</table>

Electives–any 300- or 400-level PHYS course except PHYS 390 or PHYS 497 may be chosen as electives. 17

Total Credits 60

University Competencies and Proficiencies
English (p. )
Mathematics (p. 16)
Placement and Clearance Exams (p. 407)
Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)
General Education Requirements (p. 17) (GER)
- 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

Breadth Area Core Requirements (p. 17) (BACR)
- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)
- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BA in Physics from EWU should be able to do the following:
- 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/Secondary Major, Bachelor of Arts in Education (BAE)

This major satisfies the endorsement for grades 5–12. See the Education Department for prerequisites, core requirements and additional PLOs.

Notes: 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.

Secondary Education students must complete the required Secondary Education Core and the following courses.

Required Courses Outside Department

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM 171</td>
<td>10</td>
</tr>
<tr>
<td>&amp; 171L</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 172</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 172L</td>
<td></td>
</tr>
<tr>
<td>MATH/HONS 161</td>
<td>5</td>
</tr>
<tr>
<td>MATH 162</td>
<td>5</td>
</tr>
<tr>
<td>MATH 163</td>
<td>5</td>
</tr>
<tr>
<td>SCED 390</td>
<td>2</td>
</tr>
</tbody>
</table>

Required Physics/Secondary Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 151</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 152</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 153</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 221</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 371</td>
<td>4</td>
</tr>
<tr>
<td>PHYS 390</td>
<td>2</td>
</tr>
</tbody>
</table>

Required Laboratory Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 161</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 162</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 163</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 263</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 321</td>
<td>3</td>
</tr>
</tbody>
</table>

Electives—choose from any 300- 400-level PHYS courses, except 15 PHYS 497.

Required Senior Capstone

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SCED 490</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Credits 76

Education (p. 40)

Secondary Education Core

30-hour multicultural education field requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 303</td>
<td>15</td>
</tr>
<tr>
<td>&amp; EDUC 309</td>
<td></td>
</tr>
<tr>
<td>&amp; EDUC 341</td>
<td></td>
</tr>
<tr>
<td>&amp; EDUC 386A</td>
<td></td>
</tr>
<tr>
<td>&amp; EDUC 413</td>
<td></td>
</tr>
<tr>
<td>EDUC 386B</td>
<td>6-15</td>
</tr>
<tr>
<td>&amp; EDUC 427</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 33-42

University Competencies and Proficiencies

- English (p. )
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)
General Education Requirements (p. 17) (GER)
- 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 residence at Eastern
- Minimum Cumulative GPA ≥2.0

Breadth Area Core Requirements (p. 17) (BACR)
- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)
- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BAE in Physics/Secondary from EWU should be able to do the following:
- 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 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.

Required Mathematics Courses
- MATH/HONS 161 CALCULUS I
- MATH 162 CALCULUS II
- MATH 163 CALCULUS III
- MATH 231 LINEAR ALGEBRA
- MATH 241 CALCULUS IV
- MATH 347 INTRODUCTORY DIFFERENTIAL EQUATIONS

Required Physics Courses
- PHYS 151 GENERAL PHYSICS I
- PHYS 152 GENERAL PHYSICS II
- PHYS 153 GENERAL PHYSICS III
- PHYS 221 GENERAL PHYSICS IV
- PHYS 361 CLASSICAL MECHANICS I
- PHYS 362 CLASSICAL MECHANICS II
- PHYS 371 QUANTUM PHYSICS I: INTRODUCTION
- PHYS 372 QUANTUM PHYSICS II: ATOMIC
- PHYS 401 ELECTROMAGNETISM I
- PHYS 402 ELECTROMAGNETISM II
- PHYS 403 ELECTROMAGNETISM III
- PHYS 411 CLASSICAL THERMODYNAMICS

Required Physics Laboratory Courses
- PHYS 161 MECHANICS LABORATORY
- PHYS 162 HEAT AND OPTICS LABORATORY
- PHYS 163 ELECTRONICS LABORATORY I
- PHYS 263 ELECTRONICS LABORATORY II
- PHYS 321 ADVANCED PHYSICS LABORATORY I
- PHYS 332 ADVANCED PHYSICS LABORATORY II

Required Electives—choose from the following
- PHYS 390 ADVANCED FLUID DYNAMICS
- PHYS 497—may be chosen as electives.

Note: any 300- or 400-level PHYS course—except PHYS 390 or PHYS 497—may be chosen as electives.

Note: a maximum of 7 credits can count from courses outside PHYS.

Note: some of these courses may require completion of additional prerequisites.

- CHEM 421 PHYSICAL CHEMISTRY
- CHEM 422 PHYSICAL CHEMISTRY
- CHEM 423 PHYSICAL CHEMISTRY
- EENG 350 ENERGY SYSTEMS
- EENG 450 POWER SYSTEMS ANALYSIS
- MATH 342 TOPICS IN APPLIED ANALYSIS II
- or MATH 481 COMPLEX ANALYSIS
- MATH 385 PROBABILITY AND STATISTICAL INFERENCE I
- MATH 485 PROBABILITY AND STATISTICAL INFERENCE II
- MATH 431 APPLIED GROUP THEORY
- MATH 447 DIFFERENTIAL EQUATIONS
- MATH 448 PARTIAL DIFFERENTIAL EQUATIONS
- MENG 444 HEAT TRANSFER
- MENG 482 ADVANCED FLUID DYNAMICS

Total Credits 101

University Competencies and Proficiencies
- English (p. )
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)
- 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

Breadth Area Core Requirements (p. 17) (BACR)
- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)
- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student's first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BS in Physics from EWU should be able to do the following:
- 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

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
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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 361</td>
<td>CLASSICAL MECHANICS I</td>
<td>4</td>
</tr>
<tr>
<td>or PHYS 371</td>
<td>QUANTUM PHYSICS I: INTRODUCTION</td>
<td></td>
</tr>
<tr>
<td>or PHYS 401</td>
<td>ELECTROMAGNETISM I</td>
<td></td>
</tr>
<tr>
<td>or PHYS 411</td>
<td>CLASSICAL THERMODYNAMICS</td>
<td></td>
</tr>
</tbody>
</table>

Required Laboratory Courses
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 161</td>
<td>MECHANICS LABORATORY</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 162</td>
<td>HEAT AND OPTICS LABORATORY</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 163</td>
<td>ELECTRONICS LABORATORY I</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 263</td>
<td>ELECTRONICS LABORATORY II</td>
<td>1</td>
</tr>
</tbody>
</table>

Electives—any 300- or 400-level PHYS course except PHYS 390 or PHYS 497

Total Credits 27-28

Physics/Secondary Minor

This minor satisfies the endorsement for grades 5–12.

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
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>
<td>4</td>
</tr>
<tr>
<td>PHYS 221</td>
<td>GENERAL PHYSICS IV</td>
<td>4</td>
</tr>
</tbody>
</table>

Required Laboratory Courses
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 161</td>
<td>MECHANICS LABORATORY</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 162</td>
<td>HEAT AND OPTICS LABORATORY</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 163</td>
<td>ELECTRONICS LABORATORY I</td>
<td>1</td>
</tr>
<tr>
<td>PHYS 263</td>
<td>ELECTRONICS LABORATORY II</td>
<td>1</td>
</tr>
</tbody>
</table>

Required Methods Courses
<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PHYS 390</td>
<td>PHYSICS TEACHING METHODS</td>
<td>2</td>
</tr>
<tr>
<td>SCED 390</td>
<td>SCIENCE TEACHING METHODS</td>
<td>2</td>
</tr>
</tbody>
</table>

Total Credits 24

Add-on Endorsement—General Science

Teacher Certification/Add-on Endorsements

Grades: most upper division courses require either a minimum grade ≥C in each prerequisite or permission of the instructor in order to register.

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

<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>15</td>
</tr>
<tr>
<td>&amp; BIOL 172</td>
<td>and BIOLOGY II</td>
<td></td>
</tr>
<tr>
<td>&amp; BIOL 173</td>
<td>and BIOLOGY III</td>
<td></td>
</tr>
<tr>
<td>CHEM 171</td>
<td>GENERAL CHEMISTRY I</td>
<td>15</td>
</tr>
<tr>
<td>&amp; 171L</td>
<td>and GENERAL CHEMISTRY LABORATORY I</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 172</td>
<td>and GENERAL CHEMISTRY II</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 172L</td>
<td>and GENERAL CHEMISTRY LABORATORY II</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 173</td>
<td>and GENERAL CHEMISTRY III</td>
<td></td>
</tr>
<tr>
<td>&amp; CHEM 173L</td>
<td>and GENERAL CHEMISTRY LABORATORY III</td>
<td></td>
</tr>
<tr>
<td>GEOG 314</td>
<td>WEATHER FORECASTING</td>
<td>5</td>
</tr>
<tr>
<td>GEOL 120</td>
<td>PHYSICAL GEOLOGY - THE SOLID EARTH</td>
<td>10</td>
</tr>
<tr>
<td>&amp; GEOL 121</td>
<td>and PHYSICAL GEOLOGY - SURFICIAL PROCESSES</td>
<td></td>
</tr>
<tr>
<td>PHYS 121</td>
<td>DESCRIPTIVE ASTRONOMY</td>
<td>5</td>
</tr>
<tr>
<td>PHYS 131</td>
<td>INTRODUCTORY PHYSICS I</td>
<td>10</td>
</tr>
<tr>
<td>&amp; PHYS 132</td>
<td>and INTRODUCTORY PHYSICS II</td>
<td></td>
</tr>
<tr>
<td>&amp; PHYS 161</td>
<td>and MECHANICS LABORATORY</td>
<td></td>
</tr>
<tr>
<td>&amp; PHYS 162</td>
<td>and HEAT AND OPTICS LABORATORY</td>
<td></td>
</tr>
</tbody>
</table>

Program will determine the appropriate Teaching Methods courses.  

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 390</td>
<td>BIOLOGY TEACHING METHODS</td>
<td></td>
</tr>
<tr>
<td>CHEM 390</td>
<td>CHEMICAL METHODS IN SECONDARY SCHOOL</td>
<td></td>
</tr>
<tr>
<td>GEOL/GEOG 390</td>
<td>EARTH SCIENCE TEACHING METHODS</td>
<td></td>
</tr>
<tr>
<td>PHYS 390</td>
<td>PHYSICS TEACHING METHODS</td>
<td></td>
</tr>
<tr>
<td>SCED 390</td>
<td>SCIENCE TEACHING METHODS</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits  65
COLLEGE OF SOCIAL SCIENCES

For more information about the college, visit the CSS home page (http://www.ewu.edu/csbssw/).

121 Senior Hall
Cheney, WA 99004
p: 509.359.6081

- Dean, Jonathan Anderson, PhD
- Associate Dean, Vernon Loke, PhD
- College Financial Officer, Andrew Reese, MBA
- Administrative Specialist, Felicia Jensen, MS

- Addiction Studies (p. 277)
- Communication Studies (p. 282)
- Core Social and Behavioral Science (p. 292)
- Economics (p. 293)
- Geography, Anthropology and Planning (p. 299)
  - (p. 299)Anthropology (p. 300)
  - Geography (p. 303)
  - Planning (p. 307)
- Gender and Women's Studies (p. 296)
- History (p. 313)
  - Social Studies (p. 319)
- Interdisciplinary Studies (p. 325)
- Military Science (p. 330)
- Political Science, International Affairs and Public Administration (p. 334)
  - International Affairs (p. 343)
- Psychology (p. 348)
- Social Work (p. 359)
  - Aging Studies (p. 366)
  - Africana Studies (p. 365)
  - American Indian Studies (p. 367)
  - Chicana and Chicano Studies (p. 368)
  - Children's Studies (p. 370)
  - Disability Studies (p. 373)
- Sociology & Justice Studies (p. 375)
  - Sociology (p. 378)
  - Criminal Justice (p. 376)
Addiction Studies
Grace Creasman, Director
668 N. Riverpoint Blvd. 239
department page (https://www.ewu.edu/css/social-work/addiction-studies/)
509.828.1382
Jenna Redhawk, Program Coordinator

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

Undergraduate Degrees
BA–Addiction Studies (p. 278)
Minor–Addiction Counseling and Prevention (p. 279)
Certificate–Addiction Studies Suicide Assessment, Treatment and Management (p. 279)

Graduate Degrees
MA–Addiction Studies (p. 279)
MA–Advanced Addiction Therapies (p. 279)
MA–Behavioral Health (p. 280)
Graduate Certificate–Addiction Studies (p. 280)
Graduate Certificate–Addiction Studies Licensed Professionals (p. 281)

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 Bachelor of Arts degree is to provide students the educational requirements to prepare them for Washington state certification as Substance Use Disorder Professionals (SUDP). 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 Substance Use Disorder program will want to contact the director to evaluate previous coursework for inclusion in the ADST program.

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.

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 Substance Use Disorder Professional in Washington state.

Admission Requirement Prerequisites
Students pursuing Washington state certification as Substance Use Disorder 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. Addiction Studies (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 503 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 adviser 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 Substance Use Disorder Professional in Washington state also requires:

• students applying with a BA degree 2000 hours in a state approved Substance Use Disorder (SUD) treatment agency;
• students applying with a Master's degree 1500 hours in a state approved SUD treatment agency;
• students applying with a Master's degree 1500 hours in a state approved SUD treatment agency;
• students completing the ADST certificate courses are eligible to take the NCC AP Level I or 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 Substance Use Disorder Professionals in the state of Washington. Addiction Studies is accredited by the National Addiction Studies Accreditation Commission (NASAC) and an approved NAADAC Education Provider.

Note: two years of a single high school foreign language or one year of a single college-level foreign language is required for the ADST Bachelor's degree.

Note: one course in human development or lifespan development is required for students seeking certification as Substance Use Disorder Professionals.

Required Courses
ADST 300 SURVEY OF ALCOHOL/DRUG PROBLEMS 4
ADST 302 COUNSELING THEORIES FOR THE ADDICTION PROFESSIONAL 4
ADST 303 HIV/AIDS AND ADDICTION TREATMENT 2
ADST 308 CULTURAL ISSUES IN ADDICTION TREATMENT AND BEHAVIORAL HEALTH 4
ADST 410 COMMUNITY PREVENTION METHODS 4
ADST 412 PHYSIOLOGY AND PHARMACOLOGY OF ADDICTIONS 4
ADST 420 ALCOHOL/DRUG CASE MANAGEMENT 4
ADST 430 ADDICTION TREATMENT WITH FAMILIES 4
ADST 440 ALCOHOL/DRUG GROUP COUNSELING 3
ADST 442 SCREENING AND ASSESSMENT FOR CO-OCCURRING DISORDERS 4
ADST 444 TREATING CO-OCCURRING DISORDERS 4
ADST 448 MEDICATION ASSISTED TREATMENT 2
ADST 454 TRAUMA INFORMED CARE IN BEHAVIORAL HEALTH 4
ADST 460 LAW AND ETHICS FOR ADDICTION PROFESSIONALS 4
ADST 462 ADOLESCENT ADDICTION ASSESSMENT AND TREATMENT 4
ADST 464 RELAPSE PREVENTION 2

Required Senior Capstone
ADST 490 ADST SENIOR CAPSTONE 4

Optional Practicum Placement—available for students not currently working in a substance use disorder treatment agency.
ADST 350 ADDICTION STUDIES PRACTICUM SEMINAR
ADST 385 ADDICTION STUDIES PRACTICUM I
ADST 485 ADDICTION STUDIES PRACTICUM II

Total Credits 61

University Competencies and Proficiencies

| English (p. | ) |

| Mathematics (p. 16) |
| Placement and Clearance Exams (p. 407) |
| Prior Learning/Sources of Credit AP, CLEP, IB (p. 408) |

| General Education Requirements (p. 17) (GER) |
| 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 |

| Breadth Area Core Requirements (p. 17) (BACR) |
| Humanities and Arts (p. 18) |
| Natural Sciences (p. 19) |
| Social Sciences (p. 19) |

| University Graduation Requirements (p. 18) (UGR) |
| Diversity Course List (p. 20) |
| Foreign Language (p. 18) (for Bachelor of Arts) |
| Global Studies Course List (p. 21) |
| Minor or Certificate (p. 18) |
| Senior Capstone Course List (p. 21) |

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 15).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student's first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BA in Addiction Studies from EWU should be able to do the following:
• apply intervention and recovery knowledge and methods to practice;
• demonstrate basic knowledge about substance use disorders;
• demonstrate competence around issues related to self-awareness, diversity, ethics and continuing education;
• demonstrate familiarity with behavior change and recovery models.
Addiction Counseling and Prevention Minor

Completion of the ADST Minor is geared toward preparing students for work in both the addiction treatment and prevention arenas.

Required Courses

ADST 300 SURVEY OF ALCOHOL/DRUG PROBLEMS 4
ADST 302 COUNSELING THEORIES FOR THE ADDICTION PROFESSIONAL 4
ADST 303 HIV/AIDS AND ADDICTION TREATMENT 2
ADST 410 COMMUNITY PREVENTION METHODS 4
ADST 412 PHYSIOLOGY AND PHARMACOLOGY OF ADDICTIONS 4
ADST 420 ALCOHOL/DRUG CASE MANAGEMENT 4
ADST 430 ADDICTION TREATMENT WITH FAMILIES 4
ADST 440 ALCOHOL/DRUG GROUP COUNSELING 3

Practicum 1
ADST 350 ADDICTION STUDIES PRACTICUM SEMINAR 2
ADST 385 ADDICTION STUDIES PRACTICUM I 2
ADST 485 ADDICTION STUDIES PRACTICUM II 2

Total Credits 35

1 Note: minor option available without practicum for students who do not plan to work in the field of Addiction Treatment or Prevention. Contact program director for approval.

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

ADST 454 TRAUMA INFORMED CARE IN BEHAVIORAL HEALTH 4
ADST 480 WHERE SUICIDE AND MENTAL HEALTH MEET 4
ADST 482 SUICIDE ASSESSMENT, TREATMENT AND MANAGEMENT 4
ADST 484 SUICIDE PREVENTION 3

Total Credits 15

Students who successfully earn an Addiction Studies Suicide Assessment, Treatment and Management Certificate from EWU should be able to do the following:

- identify factors related to the basic knowledge of the fundamental relationship between substance use disorders, mental health and suicide.

Addiction Studies, Master of Arts (MA)

Specialized Content
Students will bring in 16 credits of coursework from current or previous (in the past three years) accredited behavioral health, counseling, psychology, or social work master degree program. Courses from previous programs must have been completed in the past three years with a GPA ≥3.0. Current students in an EWU Master’s in Psychology program may be eligible to substitute course work, please consult with your advisor.

Note: MA Addiction Studies students wanting the SUDP in WA state will also need to complete: 1,500 hours in an approved Behavioral Health Agency NAADAC, NCC AP exam. Addiction Studies will provide support for students interested in this option.

Note: MA Addiction Studies students wanting the SUDP in WA state will also need to complete: 1,500 hours in an approved Behavioral Health Agency NAADAC, NCC AP exam. Addiction Studies will provide support for students interested in this option.

Required Courses

ADST 501 RELAPSE PREVENTION 2
ADST 502 COUNSELING THEORIES FOR ADDICTION PROFESSIONALS 2
ADST 503 HIV/AIDS AND ADDICTION TREATMENT 2
ADST 504 ADOLESCENT ADDICTION ASSESSMENT AND TREATMENT 4
ADST 505 ADDICTION GROUP COUNSELING 2
ADST 512 PHARMACOLOGICAL ACTIONS OF ALCOHOL AND OTHER DRUGS 2
ADST 520 CASE MANAGEMENT 4
ADST 530 ADDICTION TREATMENT WITH FAMILIES AND DIVERSE POPULATIONS 4
ADST 535 LAW AND ETHICS FOR ADDICTION PROFESSIONALS 4
ADST 542 SCREENING AND ASSESSMENT OF CO-OCCURRING DISORDERS 4
ADST 544 TREATING CO-OCCURRING DISORDERS 4
ADST 548 MEDICATION ASSISTED TREATMENT 2
ADST 602 ADST PROFESSIONAL PORTFOLIO 2

Total Credits 40

Advanced Addiction Therapies, Master of Arts (MA)

This degree program is available for students who have completed an Addiction Studies Interdisciplinary Bachelor’s degree, an Addiction Studies Bachelor of Arts degree, a Bachelor of Applied Science degree in Applied Behavioral Science, Bachelor of Art’s degree, or a Bachelor of Applied Science in Human Services, that covers the courses required for Substance Use Disorder Professional certification. Prospective students not interested in obtaining certification as Substance Use Disorder
Professionals, or any other credential specific to substance use disorders, co-occurring disorders, or other specialty credential will also benefit from this degree.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADST 545</td>
<td>COGNITIVE BEHAVIORAL TREATMENT</td>
<td>4</td>
</tr>
<tr>
<td>ADST 548</td>
<td>MEDICATION ASSISTED TREATMENT</td>
<td>2</td>
</tr>
<tr>
<td>ADST 550</td>
<td>SPIRITUALITY AND ADDICTION</td>
<td>4</td>
</tr>
<tr>
<td>ADST 552</td>
<td>PROCESS ADDICTIONS</td>
<td>4</td>
</tr>
<tr>
<td>ADST 554</td>
<td>TRAUMA INFORMED CARE</td>
<td>4</td>
</tr>
<tr>
<td>ADST 555</td>
<td>FOOD AND ADDICTION</td>
<td>4</td>
</tr>
<tr>
<td>ADST 576</td>
<td>ADDICTION: A BIOPSYCHOSOCIAL APPROACH</td>
<td>4</td>
</tr>
<tr>
<td>ADST 582</td>
<td>RESEARCH FOR EVIDENCE BASED PRACTICE</td>
<td>4</td>
</tr>
<tr>
<td>ADST 602</td>
<td>ADST PROFESSIONAL PORTFOLIO</td>
<td>2</td>
</tr>
</tbody>
</table>

**Required Elective Credits**—chosen from approved related programs of study in consultation with advisor 12

**Total Credits** 44

---

**Behavioral Health, Master of Arts (MA)**

**Required Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADST 501</td>
<td>RELAPSE PREVENTION</td>
<td>2</td>
</tr>
<tr>
<td>ADST 502</td>
<td>COUNSELING THEORIES FOR ADDICTION PROFESSIONALS</td>
<td>2</td>
</tr>
<tr>
<td>ADST 503</td>
<td>HIV/AIDS AND ADDICTION TREATMENT</td>
<td>2</td>
</tr>
<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>
</tr>
<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>
<tr>
<td>ADST 544</td>
<td>TREATING CO-OCcurring DISORDERS</td>
<td>4</td>
</tr>
<tr>
<td>ADST 602</td>
<td>ADST PROFESSIONAL PORTFOLIO</td>
<td>2</td>
</tr>
</tbody>
</table>

**Specialized Content**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADST 548</td>
<td>MEDICATION ASSISTED TREATMENT</td>
<td>2</td>
</tr>
<tr>
<td>ADST 550</td>
<td>SPIRITUALITY AND ADDICTION</td>
<td>4</td>
</tr>
<tr>
<td>ADST 552</td>
<td>PROCESS ADDICTIONS</td>
<td>4</td>
</tr>
<tr>
<td>ADST 554</td>
<td>TRAUMA INFORMED CARE</td>
<td>4</td>
</tr>
<tr>
<td>ADST 555</td>
<td>FOOD AND ADDICTION</td>
<td>4</td>
</tr>
<tr>
<td>ADST 582</td>
<td>RESEARCH FOR EVIDENCE BASED PRACTICE</td>
<td>4</td>
</tr>
</tbody>
</table>

**Optional Practicum**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADST 595</td>
<td>ADST BEHAVIORAL HEALTH COUNSELING PRACTICUM</td>
<td>2-4</td>
</tr>
<tr>
<td>ADST 695</td>
<td>ADST BEHAVIORAL HEALTH COUNSELING PRACTICUM II</td>
<td>1-4</td>
</tr>
</tbody>
</table>

**Total Credits** 60

---

**Addiction Studies Certificate, Graduate**

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADST 501</td>
<td>RELAPSE PREVENTION</td>
<td>2</td>
</tr>
<tr>
<td>ADST 504</td>
<td>ADOLESCENT ADDICTION ASSESSMENT AND TREATMENT</td>
<td>4</td>
</tr>
<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>
<tr>
<td>ADST 544</td>
<td>TREATING CO-OCcurring DISORDERS</td>
<td>4</td>
</tr>
</tbody>
</table>

**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</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADST 595</td>
<td>ADST BEHAVIORAL HEALTH COUNSELING PRACTICUM</td>
<td>2-4</td>
</tr>
<tr>
<td>ADST 695</td>
<td>ADST BEHAVIORAL HEALTH COUNSELING PRACTICUM II</td>
<td>1-4</td>
</tr>
</tbody>
</table>

**Total Credits** 30

---

**Students who successfully earn an MA in Behavioral Health from EWU should be able to do the following**

- adapt therapeutic responses to client stated recovery goals;
- apply NAADAC ethical decision-making model to address an ethical dilemma;
- create a treatment plan that demonstrates knowledge of ASAM Criteria;
- determine the types of medications used to treat substance use disorders;
- develop an effective continuum of recovery plan to reduce consequences of substance abuse;
- evaluate the neurobehavioral effects of psychoactive substances on the brain and body;
- incorporating the needs of diverse clients.

---

**Addiction Studies Certificate, Graduate**

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADST 501</td>
<td>RELAPSE PREVENTION</td>
<td>2</td>
</tr>
<tr>
<td>ADST 504</td>
<td>ADOLESCENT ADDICTION ASSESSMENT AND TREATMENT</td>
<td>4</td>
</tr>
<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>
<tr>
<td>ADST 544</td>
<td>TREATING CO-OCcurring DISORDERS</td>
<td>4</td>
</tr>
</tbody>
</table>

**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</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADST 595</td>
<td>ADST BEHAVIORAL HEALTH COUNSELING PRACTICUM</td>
<td>2-4</td>
</tr>
<tr>
<td>ADST 695</td>
<td>ADST BEHAVIORAL HEALTH COUNSELING PRACTICUM II</td>
<td>1-4</td>
</tr>
</tbody>
</table>

**Total Credits** 30

---

**Students who successfully earn an Addiction Studies Graduate Certificate from EWU should be able to do the following**

- 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 Certificate, Graduate

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>
</tr>
</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>
</tr>
<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>
</tbody>
</table>

Total Credits 20

Students who successfully earn an Addiction Studies Licensed Professionals Graduate Certificate from EWU should be able to do the following:
• 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 effective group session;
• understand a variety of models and theories of addiction counseling.
Communication Studies
Galina Sinekopova, Chair
department page (https://www.ewu.edu/css/communication-studies/)
117 Communications Bldg.
509.359.2313

Faculty
Jessica Boyer, Igor E. Klyukanov, Heather C. Robinson, Peter G. Shields,
Galina Sinekopova, Jeffrey L. Stafford, Susan A. Stearns, Hannah
Seagrave, Steven D. Stewart, Qingru Xu.

Undergraduate Degrees
BA–Communication Studies (p. 283)
BA–Communication in Public Relations Option (p. 284)
Minor–Communication Studies (p. 286)
Certificate–Leadership (p. 286)

Graduate Degrees
MS–Communication Studies with Cultural Communication Focus
(p. 288)
MS–Communication Studies with Instructional Communication Focus
(p. 288)
MS–Communication Studies with Organizational Communication Focus
(p. 289)
MS–Communication Studies with Technological Communication Focus
(p. 290)

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 and CMST 330.

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 JRNM 332 and either DESN 360 or DESN 368.

Both programs culminates 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 Program
Dr. Peter Shields (pshields@ewu.edu), MSC Director
229 Communications Bld.

The Department of Communication Studies administers the Master of
Science in Communication Studies 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 Communication
Studies program is also described below. Proposed individualized
interdisciplinary programs should be developed in consultation with a
Communication Studies graduate advisor (pshields@ewu.edu).

The Master of Science in Communications Studies 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.

This major does require the completion of a minor or certificate for graduation.

Grade Requirements: a minimum cumulative GPA ≥2.0 by graduation.

Section A—Required Communication Foundation Credits
CMST 201 PUBLIC SPEAKING 5
CMST 208 MASS MEDIA AND THE INFORMATION SOCIETY 5
CMST 309 COMMUNICATION AND INFORMATION 5

CMST 330 INTEGRATED METHODS FOR COMMUNICATION RESEARCH 5
or CSBS 320 STATISTICS FOR THE SOCIAL SCIENCES

Section B—Required Upper Division Core Credits—choose three 400-14-15 level CMST classes.

Note: the following classes cannot count in this section (B): CMST 480, CMST 481 or CMST 495, CMST 499.

Note: any course used in Section B cannot count in Section C.

CMST 400 MESSAGE DESIGN
CMST 410 LANGUAGE AND SOCIAL INTERACTION
CMST 411 NEGOTIATION SKILLS AND STRATEGIES
CMST 413 COMMUNICATION AND PERSONAL RELATIONSHIPS
CMST/GWSS 416 GENDER AND MEDIA
CMST 418 TOPICS IN SEMIOTICS
CMST/GWSS 419 SEX, SEXUALITY AND COMMUNICATION
CMST 420 HEALTH COMMUNICATION
CMST 430 COMMUNICATION IN ORGANIZATIONS
CMST 431 COMMUNICATION LAW AND ETHICS
CMST 432 MEDIA SYSTEMS AND COMMUNICATION TECHNOLOGY
CMST/ENTP 433 LEADERSHIP, INNOVATION AND SUSTAINABILITY
CMST 437 SPORTS AND LEADERSHIP
CMST 439 TOPICS IN LEADERSHIP AND STRATEGIC COMMUNICATION
CMST 450 RHETORICAL THEORY AND CRITICISM
CMST 451 ARGUMENTATION AND PERSUASION
CMST 452 CULTURAL STUDIES
CMST 458 TOPICS IN IMAGE, MESSAGES AND MEANING
CMST 461 INTRODUCTION TO PUBLIC RELATIONS THEORY
CMST 462 ADVANCED PUBLIC RELATIONS THEORY
CMST 463 ENTERTAINMENT PUBLIC RELATIONS
CMST 464 PUBLIC RELATIONS CAMPAIGNS
CMST 465 MEDIA RELATIONS
CMST 466 PUBLIC RELATIONS IN BUSINESS AND FOR ENTREPRENEURSHIP
CMST 475 ELECTRONIC SURVEILLANCE AND PRIVACY
CMST/GWSS 482 GENDER, COMMUNICATION AND POLITICS
CMST 496 EXPERIMENTAL COURSE
CMST 497 WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR
CMST 498 SEMINAR

Section C—Electives 19-20

Note: any course used in Section C cannot count in Section B.

CMST 207 COMMUNICATION, COMMUNITY AND CITIZENSHP
CMST 210 INTERPERSONAL COMMUNICATION
CMST 212 ARGUMENTATION AND ADVOCACY
CMST 239 TOPICS IN PUBLIC RELATIONS
CMST 241 EVENT PLANNING AND LOGISTICS
CMST 250  SMALL GROUP COMMUNICATION  
CMST 261  LISTENING SKILLS  
CMST 296  EXPERIMENTAL COURSE  
CMST 299  DIRECTED STUDY  
CMST 301  POLITICAL COMMUNICATION  
CMST 305  MESSAGE DELIVERY  
CMST 312  NONVERBAL COMMUNICATION  
CMST 314  GENDER AND COMMUNICATION  
CMST 319  INTRODUCTION TO PUBLIC RELATIONS WRITING  
CMST 326  DEBATE  
CMST 331  INTERVIEWING  
CMST 335  CONFERENCE MANAGEMENT  
CMST 337  FOUNDATIONS OF SOCIAL MEDIA  
CMST 338  SOCIAL MEDIA PLATFORMS AND PLANNING  
CMST 339  TOPICS IN PUBLIC RELATIONS  
CMST 342  GLOBAL COMMUNICATION  
CMST 349  SUCCESSFUL FUNDRAISING  
CMST 351  COMMUNICATIVE REASONING  
CMST 360  BECOMING OTHER-CENTERED  
CMST 366  PROFESSIONAL IMPRESSION MANAGEMENT  
CMST 368  CONFLICT MANAGEMENT SKILLS  
CMST 395  FIELD WORK  
CMST 398  SEMINAR  
CMST 399  SPECIAL STUDIES  
CMST 480  PRE-INTERNSHIP WORKSHOP  
CMST 481  INTERNSHIP WORKSHOP  
CMST 495  INTERNSHIP/PRACTICUM  
CMST 497  WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR  
CMST 498  SEMINAR  

**Section D—The STAR Component (STudy/Act/Reflect)**—please see STAR Component Coordinator, Dr. Shields, for any additional information.

Note: A minimum of 10 credits of CMST coursework at EWU must be taken before beginning the STAR component. Written and oral reports on the STAR experience must be completed successfully. This requirement can be satisfied by: • A CMST or required JRNM class that has a built-in engagement component; • An internship; • Employment or volunteer activities.

**Senior Capstone Requirement**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST 490</td>
<td>SENIOR CAPSTONE</td>
<td>5</td>
</tr>
</tbody>
</table>

**Total Credits:** 58-60

**University Competencies and Proficiencies**

English (p.  )
Mathematics (p. 16)
Placement and Clearance Exams (p. 407)
Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

**General Education Requirements** (p. 17) (GER)

- 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

**Breadth Area Core Requirements** (p. 17) (BACR)

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

**University Graduation Requirements** (p. 18) (UGR)

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

**Use the Catalog Archives** (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

**SOAR** (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog *in effect at the student's first term of current matriculation* is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog *in effect at the time the student declares a major or minor* is used to determine the program requirements.

**Students who successfully earn a BA in Communication Studies from EWU should be able to:**

- apply ethical communication principles to message composition or analysis;
- craft compelling written messages;
- deliver an effective public speech;
- demonstrate the ability to design or conduct sound communication research;
- use communication theories to critically analyze the characteristics of mediated messages.

**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.

### A. Required Communication 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>STATISTICS FOR THE SOCIAL SCIENCES</td>
<td></td>
</tr>
</tbody>
</table>

### B. Required Upper Division Core Credits—choose three 400-level classes

Note: any course used in Section B cannot count in Section D.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST 400</td>
<td>MESSAGE DESIGN</td>
<td></td>
</tr>
<tr>
<td>CMST 410</td>
<td>LANGUAGE AND SOCIAL INTERACTION</td>
<td></td>
</tr>
<tr>
<td>CMST 411</td>
<td>NEGOTIATION SKILLS AND STRATEGIES</td>
<td></td>
</tr>
<tr>
<td>CMST 413</td>
<td>COMMUNICATION AND PERSONAL RELATIONSHIPS</td>
<td></td>
</tr>
<tr>
<td>CMST/GWSS 416</td>
<td>GENDER AND MEDIA</td>
<td></td>
</tr>
<tr>
<td>CMST 418</td>
<td>TOPICS IN SEMIOTICS</td>
<td></td>
</tr>
<tr>
<td>CMST/GWSS 419</td>
<td>SEX, SEXUALITY AND COMMUNICATION</td>
<td></td>
</tr>
<tr>
<td>CMST 420</td>
<td>HEALTH COMMUNICATION</td>
<td></td>
</tr>
<tr>
<td>CMST 430</td>
<td>COMMUNICATION IN ORGANIZATIONS</td>
<td></td>
</tr>
<tr>
<td>CMST 431</td>
<td>COMMUNICATION LAW AND ETHICS</td>
<td></td>
</tr>
<tr>
<td>CMST 432</td>
<td>MEDIA SYSTEMS AND COMMUNICATION TECHNOLOGY</td>
<td></td>
</tr>
<tr>
<td>CMST/ENTP 433</td>
<td>LEADERSHIP, INNOVATION AND SUSTAINABILITY</td>
<td></td>
</tr>
<tr>
<td>CMST 437</td>
<td>SPORTS AND LEADERSHIP</td>
<td></td>
</tr>
<tr>
<td>CMST 439</td>
<td>TOPICS IN LEADERSHIP AND STRATEGIC COMMUNICATION</td>
<td></td>
</tr>
<tr>
<td>CMST 450</td>
<td>RHETORICAL THEORY AND CRITICISM</td>
<td></td>
</tr>
<tr>
<td>CMST 451</td>
<td>ARGUMENTATION AND PERSUASION</td>
<td></td>
</tr>
<tr>
<td>CMST 452</td>
<td>CULTURAL STUDIES</td>
<td></td>
</tr>
<tr>
<td>CMST 458</td>
<td>TOPICS IN IMAGE, MESSAGES AND MEANING</td>
<td></td>
</tr>
<tr>
<td>CMST 463</td>
<td>ENTERTAINMENT PUBLIC RELATIONS</td>
<td></td>
</tr>
<tr>
<td>CMST 464</td>
<td>PUBLIC RELATIONS CAMPAIGNS</td>
<td></td>
</tr>
<tr>
<td>CMST 465</td>
<td>MEDIA RELATIONS</td>
<td></td>
</tr>
<tr>
<td>CMST 466</td>
<td>PUBLIC RELATIONS IN BUSINESS AND FOR ENTREPRENEURSHIP</td>
<td></td>
</tr>
<tr>
<td>CMST 475</td>
<td>ELECTRONIC SURVEILLANCE AND PRIVACY</td>
<td></td>
</tr>
<tr>
<td>CMST/GWSS 482</td>
<td>GENDER, COMMUNICATION AND POLITICS</td>
<td></td>
</tr>
<tr>
<td>CMST 496</td>
<td>EXPERIMENTAL COURSE</td>
<td></td>
</tr>
<tr>
<td>CMST 497</td>
<td>WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR</td>
<td></td>
</tr>
<tr>
<td>CMST 498</td>
<td>SEMINAR</td>
<td></td>
</tr>
</tbody>
</table>

### C. Public Relations Option Requirements

<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>5</td>
</tr>
<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>
</tr>
<tr>
<td>or CMST 319</td>
<td>INTRODUCTION TO PUBLIC RELATIONS WRITING</td>
<td></td>
</tr>
<tr>
<td>JRNM 453</td>
<td>PUBLIC RELATIONS WRITING</td>
<td>5</td>
</tr>
<tr>
<td>or CMST 465</td>
<td>MEDIA RELATIONS</td>
<td></td>
</tr>
</tbody>
</table>

### D. Public Relations Specialty—choose 4-6 credits of the following

Note: any course used in Section D cannot count in Section B or C.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST 239</td>
<td>TOPICS IN PUBLIC RELATIONS</td>
<td></td>
</tr>
<tr>
<td>CMST 241</td>
<td>EVENT PLANNING AND LOGISTICS</td>
<td></td>
</tr>
<tr>
<td>CMST 335</td>
<td>CONFERENCE MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>CMST 337</td>
<td>FOUNDATIONS OF SOCIAL MEDIA</td>
<td></td>
</tr>
<tr>
<td>CMST 338</td>
<td>SOCIAL MEDIA PLATFORMS AND PLANNING</td>
<td></td>
</tr>
<tr>
<td>CMST 339</td>
<td>TOPICS IN PUBLIC RELATIONS</td>
<td></td>
</tr>
<tr>
<td>CMST 349</td>
<td>SUCCESSFUL FUNDRAISING</td>
<td></td>
</tr>
<tr>
<td>CMST 463</td>
<td>ENTERTAINMENT PUBLIC RELATIONS</td>
<td></td>
</tr>
<tr>
<td>CMST 464</td>
<td>PUBLIC RELATIONS CAMPAIGNS</td>
<td></td>
</tr>
<tr>
<td>CMST 465</td>
<td>MEDIA RELATIONS</td>
<td></td>
</tr>
<tr>
<td>CMST 466</td>
<td>PUBLIC RELATIONS IN BUSINESS AND FOR ENTREPRENEURSHIP</td>
<td></td>
</tr>
</tbody>
</table>

### E. Design/Technology—choose one of the following

* These classes are face-to-face only.

<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>
<td></td>
</tr>
<tr>
<td>DESN 216</td>
<td>DIGITAL FOUNDATIONS</td>
<td></td>
</tr>
<tr>
<td>DESN 338</td>
<td>USER EXPERIENCE DESIGN 1</td>
<td></td>
</tr>
<tr>
<td>DESN 450</td>
<td>DIGITAL PHOTOGRAPHY (requires advisor consultation*)</td>
<td></td>
</tr>
<tr>
<td>DESN 460</td>
<td>PUBLICATION DESIGN (*)</td>
<td></td>
</tr>
<tr>
<td>DESN 468</td>
<td>WEB DESIGN 1</td>
<td></td>
</tr>
<tr>
<td>DESN 475</td>
<td>DIGITAL VIDEO (requires advisor consultation*)</td>
<td></td>
</tr>
</tbody>
</table>

### F. The STAR Component (STudy/Act/Reflect)—please see STAR Component Coordinator, Dr. Shields for any additional information.

Note: A minimum of 10 credits of CMST Coursework at EWU must be taken before beginning the STAR component. Written and oral reports on the STAR experience must be completed successfully.

This requirement can be satisfied by:
- A CMST or required JRNM class that has a built-in engagement component;
- An internship;
- Employment or volunteer activities.

### 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>
<td>5</td>
</tr>
</tbody>
</table>

Total Credits 68-71

### University Competencies and Proficiencies

- English (p. __)
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)
Communication Studies Minor

Choose courses totaling at least 19 credits from CMST with at least one 5 credit course from the 400 level, excluding CMST 499.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSBS 494</td>
<td>Leadership Portfolio</td>
<td>2</td>
</tr>
<tr>
<td>RCLS 410</td>
<td>Outdoor Leadership</td>
<td>3</td>
</tr>
</tbody>
</table>
| MLSC 401 | Military Science and Officiership I | 1
| & MLSC 402 | and Military Science and Officiership II | 1
| & MLSC 403 | and Military Science and Officiership III | 1 |
| PSYC 297 | Workshop, Short Course, Conference, Seminar | 3 |
| CMGS 439 | Topics in Leadership and Strategic Communication | 3 |
| MLSC 301 | Military Science & Tactics I | 3 |
| & MLSC 302 | and Military Science & Tactics II | 3 |
| & MLSC 303 | and Military Science & Tactics III (must take all 3 courses in the sequence) | 3 |
| MLSC 401 | Military Science and Officiership I | 3 |
| & MLSC 402 | and Military Science and Officiership II | 3 |
| & MLSC 403 | and Military Science and Officiership III (must take all 3 courses in the sequence) | 3 |

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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST 250</td>
<td>SMALL GROUP COMMUNICATION</td>
</tr>
<tr>
<td>CMST 430</td>
<td>COMMUNICATION IN ORGANIZATIONS</td>
</tr>
<tr>
<td>MGMT 326</td>
<td>ORGANIZATION THEORY AND BEHAVIOR</td>
</tr>
<tr>
<td>MLSC 201</td>
<td>BASIC MILITARY TEAM BUILDING I</td>
</tr>
<tr>
<td>MLSC 202</td>
<td>and BASIC MILITARY TEAMBUILDING II</td>
</tr>
<tr>
<td>MLSC 203</td>
<td>and BASIC MILITARY TEAM III (must take all 3</td>
</tr>
<tr>
<td></td>
<td>courses in the sequence)</td>
</tr>
<tr>
<td>OPSM 330</td>
<td>OPERATIONS MANAGEMENT</td>
</tr>
<tr>
<td>OPSM 441</td>
<td>QUALITY MANAGEMENT</td>
</tr>
<tr>
<td>PHED 261</td>
<td>COACHING SPORTS TECHNICAL AND TACTICAL SKILLS</td>
</tr>
<tr>
<td>PHED 366</td>
<td>INTRODUCTION TO SERVICE, CITIZENSHIP AND</td>
</tr>
<tr>
<td></td>
<td>COMMUNITY</td>
</tr>
<tr>
<td>PSYC 381</td>
<td>SOCIAL PSYCHOLOGY</td>
</tr>
<tr>
<td>PSYC 483</td>
<td>GROUP DYNAMICS</td>
</tr>
<tr>
<td>RCLS 250</td>
<td>CAMP ADMINISTRATION AND LEADERSHIP</td>
</tr>
<tr>
<td>SOCI 463</td>
<td>COMPLEX ORGANIZATIONS</td>
</tr>
<tr>
<td>SOCI 481</td>
<td>SOCIAL PSYCHOLOGY</td>
</tr>
</tbody>
</table>

**List 2: Leadership Concepts—choose a minimum of three courses from the following**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST 210</td>
<td>INTERPERSONAL COMMUNICATION</td>
</tr>
<tr>
<td>CMST 301</td>
<td>POLITICAL COMMUNICATION</td>
</tr>
<tr>
<td>CMST 305</td>
<td>MESSAGE DELIVERY</td>
</tr>
<tr>
<td>CMST 312</td>
<td>NONVERBAL COMMUNICATION</td>
</tr>
<tr>
<td>CMST 331</td>
<td>INTERVIEWING</td>
</tr>
<tr>
<td>CMST 335</td>
<td>CONFERENCE MANAGEMENT</td>
</tr>
<tr>
<td>CMST 340</td>
<td>INTERCULTURAL COMMUNICATION</td>
</tr>
<tr>
<td>CMST 342</td>
<td>GLOBAL COMMUNICATION</td>
</tr>
<tr>
<td>CMST 351</td>
<td>COMMUNICATIVE REASONING</td>
</tr>
<tr>
<td>CMST 397</td>
<td>WORKSHOP; SHORT COURSE, CONFERENCE, SEMINAR</td>
</tr>
<tr>
<td>CMST 400</td>
<td>MESSAGE DESIGN</td>
</tr>
<tr>
<td>CMST 411</td>
<td>NEGOTIATION SKILLS AND STRATEGIES</td>
</tr>
<tr>
<td>CMST 413</td>
<td>COMMUNICATION AND PERSONAL RELATIONSHIPS</td>
</tr>
<tr>
<td>CMST 431</td>
<td>COMMUNICATION LAW AND ETHICS</td>
</tr>
<tr>
<td>CMST 451</td>
<td>ARGUMENTATION AND PERSUASION</td>
</tr>
<tr>
<td>HLED 201</td>
<td>INTRODUCTION TO HEALTH AND WELLNESS</td>
</tr>
<tr>
<td>HLED 381</td>
<td>MIND-BODY HEALTH</td>
</tr>
<tr>
<td>HLED 485</td>
<td>MANAGING STRESS</td>
</tr>
<tr>
<td>HLED 487</td>
<td>TIME MANAGEMENT</td>
</tr>
<tr>
<td>GWSS/CYST</td>
<td>GENDER AND COMMUNICATION</td>
</tr>
<tr>
<td>GWSS/AAST/</td>
<td>ECONOMICS OF POVERTY AND DISCRIMINATION</td>
</tr>
<tr>
<td>ECON 324</td>
<td></td>
</tr>
<tr>
<td>GWSS 413</td>
<td>GENDER AND YOUTH CULTURE</td>
</tr>
<tr>
<td>GWSS/CYST</td>
<td>GENDER AND MEDIA</td>
</tr>
<tr>
<td>GWSS/PHIL</td>
<td>WOMEN AND ETHICS</td>
</tr>
<tr>
<td>417</td>
<td></td>
</tr>
<tr>
<td>GWSS/ECON</td>
<td>ECONOMICS OF WOMEN AND WORK</td>
</tr>
<tr>
<td>427</td>
<td></td>
</tr>
<tr>
<td>GWSS/PHIL</td>
<td>WOMEN AND PHILOSOPHY</td>
</tr>
<tr>
<td>440</td>
<td></td>
</tr>
<tr>
<td>GWSS/SOWK</td>
<td>LGBTQ ISSUES FOR THE PROFESSIONAL</td>
</tr>
<tr>
<td>448</td>
<td></td>
</tr>
<tr>
<td>GWSS/SOWK</td>
<td>HUMAN RIGHTS AND WOMEN’S RIGHTS</td>
</tr>
<tr>
<td>471</td>
<td></td>
</tr>
<tr>
<td>IDST/EDUC</td>
<td>INDIGENOUS EDUCATION</td>
</tr>
<tr>
<td>485</td>
<td></td>
</tr>
<tr>
<td>MGMT/IBUS</td>
<td>INTERNATIONAL BUSINESS</td>
</tr>
<tr>
<td>470</td>
<td></td>
</tr>
<tr>
<td>MGMT/IBUS</td>
<td>INTERNATIONAL MANAGEMENT</td>
</tr>
<tr>
<td>471</td>
<td></td>
</tr>
<tr>
<td>PHIL 411</td>
<td>THEORY OF KNOWLEDGE</td>
</tr>
<tr>
<td>PLAN 261</td>
<td>COMMUNITY DEVELOPMENT</td>
</tr>
<tr>
<td>POLI 333</td>
<td>PUBLIC MANAGEMENT</td>
</tr>
<tr>
<td>PSYC 231</td>
<td>SCIENCE OF STRESS AND COPING</td>
</tr>
<tr>
<td>PSYC 301</td>
<td>THEORIES OF PERSONALITY</td>
</tr>
<tr>
<td>PSYC 307</td>
<td>PSYCHOLOGY OF ADJUSTMENT</td>
</tr>
<tr>
<td>PSYC 315</td>
<td>PSYCHOLOGY OF HUMAN RELATIONS</td>
</tr>
<tr>
<td>RCLS 220</td>
<td>LEADERSHIP IN RECREATION AND LEISURE SERVICES</td>
</tr>
<tr>
<td>SOCI 321</td>
<td>SEX AND GENDER</td>
</tr>
<tr>
<td>SOCI 471</td>
<td>SOCIOLOGY OF WORK</td>
</tr>
<tr>
<td>SOCI 482</td>
<td>IDENTITY AND POWER</td>
</tr>
<tr>
<td>SOWK 420</td>
<td>CONFLICT MANAGEMENT</td>
</tr>
<tr>
<td>UNST 215</td>
<td>SERVICE AND LEADERSHIP</td>
</tr>
<tr>
<td>UNST 495</td>
<td>ENGAGED INTERNSHIP</td>
</tr>
</tbody>
</table>

**Total Credits**: 27-29

**Students who successfully earn a Leadership Certificate from EWU should be able to do the following:**

- demonstrate ethical, responsible, and effective leadership within a culminating portfolio;
- integrate and apply leadership theory and strategies;
- possess leadership skills to effectively communicate with a variety of publics within multiple contexts;
- possess skills to identify varying leadership approaches, including ability to identify their own leadership philosophy and approach.
**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

**Introductory Course**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST 568</td>
<td>INTRODUCTION TO GRADUATE STUDIES</td>
<td>2</td>
</tr>
</tbody>
</table>

**Theory Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST 501</td>
<td>ADVANCED COMMUNICATION THEORY</td>
<td>5</td>
</tr>
<tr>
<td>CMST 502</td>
<td>CONTEMPORARY TRENDS IN COMMUNICATION STUDIES</td>
<td>5</td>
</tr>
</tbody>
</table>

**Methodology Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST 520</td>
<td>COMMUNICATION INQUIRY</td>
<td>5</td>
</tr>
<tr>
<td>CMST 521</td>
<td>RESEARCH DESIGN AND ANALYSIS I</td>
<td>5</td>
</tr>
<tr>
<td>CMST 522</td>
<td>RESEARCH DESIGN AND ANALYSIS II</td>
<td>5</td>
</tr>
</tbody>
</table>

**Technology Course**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DESN 504</td>
<td>COMMUNICATION TECHNOLOGIES</td>
<td>4</td>
</tr>
<tr>
<td>or CMST 504</td>
<td>COMMUNICATION SYSTEMS</td>
<td></td>
</tr>
</tbody>
</table>

**Required**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST 570</td>
<td>COMMUNICATION AND CULTURAL STUDIES</td>
<td>5</td>
</tr>
</tbody>
</table>

**Electives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST 342</td>
<td>GLOBAL COMMUNICATION</td>
<td></td>
</tr>
<tr>
<td>CMST 411</td>
<td>NEGOTIATION SKILLS AND STRATEGIES</td>
<td></td>
</tr>
<tr>
<td>CMST 539</td>
<td>SPECIAL TOPICS</td>
<td></td>
</tr>
<tr>
<td>CMST 550</td>
<td>PROBLEMS IN COMTEMPORARY PUBLIC COMMUNICATION</td>
<td></td>
</tr>
<tr>
<td>CMST 569</td>
<td>THESIS PREPARATION</td>
<td></td>
</tr>
<tr>
<td>CMST 598</td>
<td>SEMINAR</td>
<td></td>
</tr>
<tr>
<td>ENGL 555</td>
<td>CONTEMP COMPOSITION THEORY</td>
<td></td>
</tr>
<tr>
<td>ENGL 568</td>
<td>TECHNICAL COMMUNICATION: PRACTICE, THEORY AND PEDAGOGY</td>
<td></td>
</tr>
<tr>
<td>ENGL 573</td>
<td>HISTORY OF RHETORIC</td>
<td></td>
</tr>
<tr>
<td>ENGL 575</td>
<td>CONTEMPORARY RHETORICAL THEORIES</td>
<td></td>
</tr>
<tr>
<td>GWSS/HUMN/ PHIL 415</td>
<td>FEMINIST THEORIES</td>
<td></td>
</tr>
<tr>
<td>SOWK 555</td>
<td>CONFLICT MANAGEMENT</td>
<td></td>
</tr>
</tbody>
</table>

Chose 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 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

Students who successfully earn an MS in Communication Studies with Cultural Communication Focus from EWU should be able to do the following:

- 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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST 568</td>
<td>INTRODUCTION TO GRADUATE STUDIES</td>
<td>2</td>
</tr>
</tbody>
</table>

**Theory Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST 501</td>
<td>ADVANCED COMMUNICATION THEORY</td>
<td>5</td>
</tr>
<tr>
<td>CMST 502</td>
<td>CONTEMPORARY TRENDS IN COMMUNICATION STUDIES</td>
<td>5</td>
</tr>
</tbody>
</table>

**Methodology Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST 520</td>
<td>COMMUNICATION INQUIRY</td>
<td>5</td>
</tr>
<tr>
<td>CMST 521</td>
<td>RESEARCH DESIGN AND ANALYSIS I</td>
<td>5</td>
</tr>
<tr>
<td>CMST 522</td>
<td>RESEARCH DESIGN AND ANALYSIS II</td>
<td>5</td>
</tr>
</tbody>
</table>

**Technology Course**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST 504</td>
<td>COMMUNICATION SYSTEMS</td>
<td>4</td>
</tr>
</tbody>
</table>

**Required**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST 578</td>
<td>SEMINAR IN CONSULTING PROCESSES</td>
<td>2-4</td>
</tr>
<tr>
<td>or PSYC 507</td>
<td>HUMAN DEVELOPMENT: RESEARCH, THEORIES AND APPLICATIONS</td>
<td></td>
</tr>
</tbody>
</table>

**Electives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST 539</td>
<td>SPECIAL TOPICS</td>
<td></td>
</tr>
<tr>
<td>CMST 550</td>
<td>PROBLEMS IN COMTEMPORARY PUBLIC COMMUNICATION</td>
<td></td>
</tr>
<tr>
<td>CMST 569</td>
<td>THESIS PREPARATION</td>
<td></td>
</tr>
<tr>
<td>CMST 598</td>
<td>SEMINAR</td>
<td></td>
</tr>
<tr>
<td>COIN 571</td>
<td>SURVEY POST-SECONDARY EDUCATION</td>
<td></td>
</tr>
</tbody>
</table>
Students who successfully earn an MS in Communication Studies with Instructional Communication Focus from EWU should be able to do the following:

- 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.

**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**  21-22

- BADM 541  MANAGERIAL COMMUNICATIONS
- CMST 439  TOPICS IN LEADERSHIP AND STRATEGIC COMMUNICATION
- CMST 461  INTRODUCTION TO PUBLIC RELATIONS THEORY
- CMST 462  ADVANCED PUBLIC RELATIONS THEORY
- 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 453  PUBLIC RELATIONS WRITING
- JRNM 498  SEMINAR
- PADM 503  FOUNDATIONS OF PUBLIC ADMINISTRATION
- PADM 511  PUBLIC ORGANIZATIONAL THEORY AND LEADERSHIP
- PADM 525  NETWORKED GOVERNMENT AND PUBLIC SECTOR GRANTS-WRITING
- 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**

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.
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.

**Electives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST 502</td>
<td>CONTEMPORARY TRENDS IN COMMUNICATION STUDIES</td>
</tr>
</tbody>
</table>

**Methodology Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</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>
</tr>
</tbody>
</table>

**Technology Course**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST 504</td>
<td>COMMUNICATION SYSTEMS</td>
</tr>
</tbody>
</table>

**Total Credits**

63

**Students who successfully earn an MS in Communication Studies with Organizational Communication Focus from EWU should be able to do the following:**

- 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**

**Introductory Course**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST 568</td>
<td>INTRODUCTION TO GRADUATE STUDIES</td>
</tr>
</tbody>
</table>

**Theory Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST 501</td>
<td>ADVANCED COMMUNICATION THEORY</td>
</tr>
</tbody>
</table>

**Methodology Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</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>
</tr>
</tbody>
</table>

**Electives**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST 539</td>
<td>SPECIAL TOPICS</td>
</tr>
<tr>
<td>CMST 569</td>
<td>THESIS PREPARATION</td>
</tr>
<tr>
<td>CMST 598</td>
<td>SEMINAR</td>
</tr>
<tr>
<td>CSCI 439 &amp; CSCI 539</td>
<td>TOPICS IN COMPUTER SCIENCE</td>
</tr>
<tr>
<td>CSCI 539</td>
<td>TOPICS IN COMPUTER SCIENCE</td>
</tr>
<tr>
<td>DESN 463</td>
<td>VISUAL COMMUNICATION DESIGN 3</td>
</tr>
<tr>
<td>ENGL 503</td>
<td>INFORMATION DESIGN</td>
</tr>
<tr>
<td>ENGL 504</td>
<td>INSTRUCTIONS AND PROCEDURES</td>
</tr>
<tr>
<td>TECH 599</td>
<td>INDEPENDENT STUDY</td>
</tr>
</tbody>
</table>

**Total Credits**

59
Students who successfully earn an MS in Communication Studies with Technological Communication Focus from EWU should be able to do the following:

- 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.
Core Social and Behavioral Science

The College of Social & Behavioral Science offers a series of college-wide foundation courses in social science theory, statistics, computer-aided statistics, quantitative research methods and qualitative research methods. These courses may be required, or listed as options, in each social and behavioral science major. Check the foundation course requirements in the specific major.

### Core Social and Behavioral Science Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSBS 196</td>
<td>EXPERIMENTAL COURSE</td>
<td>1-5</td>
</tr>
<tr>
<td>CSBS 197</td>
<td>WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR</td>
<td>1-5</td>
</tr>
<tr>
<td>CSBS 200</td>
<td>INTRODUCTION TO LEADERSHIP</td>
<td>3</td>
</tr>
<tr>
<td>CSBS 296</td>
<td>EXPERIMENTAL COURSE</td>
<td>1-5</td>
</tr>
<tr>
<td>CSBS 310</td>
<td>FOUNDATIONS OF SOCIAL AND BEHAVIORAL SCIENCES</td>
<td>5</td>
</tr>
<tr>
<td>CSBS 320</td>
<td>STATISTICS FOR THE SOCIAL SCIENCES</td>
<td>5</td>
</tr>
<tr>
<td>CSBS 321</td>
<td>COMPUTER AIDED DATA ANALYSIS</td>
<td>4</td>
</tr>
<tr>
<td>CSBS 395</td>
<td>INTERNSHIP</td>
<td>1-15</td>
</tr>
<tr>
<td>CSBS 396</td>
<td>EXPERIMENTAL</td>
<td>1-5</td>
</tr>
<tr>
<td>CSBS 399</td>
<td>DIRECTED STUDY</td>
<td>1-5</td>
</tr>
<tr>
<td>CSBS 494</td>
<td>LEADERSHIP PORTFOLIO</td>
<td>2</td>
</tr>
<tr>
<td>CSBS 496</td>
<td>EXPERIMENTAL COURSE</td>
<td>1-5</td>
</tr>
<tr>
<td>CSBS 498</td>
<td>SEMINAR</td>
<td>1-5</td>
</tr>
<tr>
<td>CSBS 499</td>
<td>DIRECTED STUDY</td>
<td>1-5</td>
</tr>
</tbody>
</table>

**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 controversiality 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. STATISTICS FOR THE SOCIAL SCIENCES. 5 Credits.**

*Pre-requisites:* MATH proficiency required; MATH 121 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.
Economics

David Bunting, Chair
department page (https://www.ewu.edu/css/economics/)
311 Patterson Hall
509.359.4748

Faculty
Maggie apRoberts-Warren, Justin R. Bucciferro, David C. Bunting, Martine Duchatelet, Roberta J. Greene, Mark Holmgren, German M. Izon, Thomas M. Karier, Nicholas W. Larsen.

Undergraduate Degrees
BA–Economics Major (p. 293)
BS–Economics Major (p. 294)
Minor–Economics (p. 295)
Minor–General Education Economics (p. 295)

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.

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSCI 245</td>
<td>BUSINESS STATISTICS 1</td>
<td>4-5</td>
</tr>
<tr>
<td>or</td>
<td>CSBS 320</td>
<td></td>
</tr>
<tr>
<td>or</td>
<td>MATH 380</td>
<td></td>
</tr>
<tr>
<td>ECON 200</td>
<td>INTRODUCTION TO MICROECONOMICS</td>
<td>10</td>
</tr>
<tr>
<td>ECON 201</td>
<td>INTRODUCTION TO MACROECONOMICS</td>
<td></td>
</tr>
<tr>
<td>MATH 114</td>
<td>ALGEBRA CONCEPTS</td>
<td>5</td>
</tr>
<tr>
<td>or</td>
<td>MATH 200</td>
<td></td>
</tr>
</tbody>
</table>

Major Core Requirements

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 304</td>
<td>INTERMEDIATE MICROECONOMIC THEORY (minimum grade ≥2.0)</td>
<td>5</td>
</tr>
<tr>
<td>ECON 305</td>
<td>INTERMEDIATE MACROECONOMIC THEORY (minimum grade ≥2.0)</td>
<td>5</td>
</tr>
<tr>
<td>ECON 337</td>
<td>ECONOMETRICS</td>
<td>5</td>
</tr>
</tbody>
</table>

Breath Requirement–choose two courses from each group

Group A

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 312</td>
<td>ENERGY AND NATURAL RESOURCE ECONOMICS</td>
<td>10</td>
</tr>
<tr>
<td>ECON 314</td>
<td>SUSTAINABILITY ECONOMICS</td>
<td></td>
</tr>
<tr>
<td>ECON 317</td>
<td>POLITICAL ECONOMY</td>
<td></td>
</tr>
<tr>
<td>ECON/AAST/GWSS 324</td>
<td>ECONOMICS OF POVERTY AND DISCRIMINATION</td>
<td></td>
</tr>
</tbody>
</table>

Group B

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 327</td>
<td>LABOR ECONOMICS</td>
<td>10</td>
</tr>
<tr>
<td>ECON 452</td>
<td>HEALTH ECONOMICS</td>
<td></td>
</tr>
<tr>
<td>ECON 454</td>
<td>SPORTS ECONOMICS</td>
<td></td>
</tr>
<tr>
<td>ECON 456</td>
<td>BEHAVIORAL ECONOMICS</td>
<td></td>
</tr>
</tbody>
</table>

Group C

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 370</td>
<td>INTERNATIONAL ECONOMICS</td>
<td>10</td>
</tr>
<tr>
<td>ECON 375</td>
<td>ECONOMIC DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>ECON 450</td>
<td>PUBLIC FINANCE AND PUBLIC POLICY</td>
<td></td>
</tr>
<tr>
<td>ECON 457</td>
<td>ENVIRONMENTAL ECONOMICS AND POLICY</td>
<td></td>
</tr>
</tbody>
</table>

Group D

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 412/HIST 487</td>
<td>ECONOMIC HISTORY OF THE UNITED STATES</td>
<td>10</td>
</tr>
<tr>
<td>ECON 430</td>
<td>MATHEMATICAL ECONOMICS</td>
<td></td>
</tr>
<tr>
<td>ECON 444</td>
<td>MONEY AND BANKING</td>
<td></td>
</tr>
<tr>
<td>FINC 335</td>
<td>FINANCIAL MANAGEMENT</td>
<td></td>
</tr>
</tbody>
</table>

Senior Capstone
ECON 490  ECONOMICS SENIOR CAPSTONE  5

Total Credits  79-80

University Competencies and Proficiencies

English (p.  )
Mathematics (p. 16)
Placement and Clearance Exams (p. 407)
Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)
- 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

Breadth Area Core Requirements (p. 17) (BACR)
- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)
- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BA in Economics from EWU should be able to do the following:
- understand and apply the Cost/Benefit Principle to a current socioeconomic 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 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  BUSINESS STATISTICS 1  4-5
- or CSBS 320  STATISTICS FOR THE SOCIAL SCIENCES  5
- or MATH 380  ELEMENTARY PROBABILITY AND STATISTICS  5
- ECON 200  INTRODUCTION TO MICROECONOMICS  5
- ECON 201  INTRODUCTION TO MACROECONOMICS  5
- MATH/HONS 161  CALCULUS I  5

Economics Core
- ECON 304  INTERMEDIATE MICROECONOMIC THEORY  5
- ECON 305  INTERMEDIATE MACROECONOMIC THEORY  5
- ECON 337  ECONOMETRICS  5
- ECON 430  MATHEMATICAL ECONOMICS  5

Choose and Complete Option A or B  29

Option A Applied Economics
- BUED 425  WORKPLACE COMMUNICATIONS USING COMPUTER APPLICATIONS  5
- FINC 335  FINANCIAL MANAGEMENT  5
- GEOG 426  GEOGRAPHIC INFORMATION SYSTEMS I  5

Option B Graduate School (Mathematics Minor)
- MATH 162  CALCULUS II  5
- MATH 163  CALCULUS III  5
- MATH 231  LINEAR ALGEBRA  5

Complete an additional 15 credits of mathematics electives in consultation with your advisor.

Required Senior Capstone
- ECON 490  ECONOMICS SENIOR CAPSTONE  5
Total Credits  73-74

University Competencies and Proficiencies

English (p.  )
Mathematics (p. 16)
Placement and Clearance Exams (p. 407)
Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)
- 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
Breadth Area Core Requirements (p. 17) (BACR)
- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)
- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student's first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BS in Economics from EWU should be able to do the following:
- 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 Minor

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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>Electives–choose upper-division courses in Economics.</td>
<td>8-10</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 18-20

General Education Economics Minor

Required Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 100</td>
<td>GENERAL EDUCATION ECONOMICS</td>
<td>5</td>
</tr>
<tr>
<td>Electives–choose three from the following</td>
<td>15</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 312</td>
<td>ENERGY AND NATURAL RESOURCE ECONOMICS</td>
</tr>
<tr>
<td>ECON 314</td>
<td>SUSTAINABILITY ECONOMICS</td>
</tr>
</tbody>
</table>
Gender, Women's, & Sexuality Studies

Judy Rohrer, Director
207 Monroe Hall
509.359.2409
program page (https://www.ewu.css/womens-and-gender-studies/)

Faculty

Core/Joint Faculty: Elizabeth Kissling, Mimi Marinucci, Judy Rohrer, Jessi Willis.
Affiliated Faculty: Deidre Almeida, Kerryn Bell, Bipasha Biswas, Justin Bucciferro, Patricia Chantrill, Christina Torres Garcia, Catherine Girard, Kayleen Islam-Zwart, Kathryn Julyan, Ryan Parrey, Elizabeth Rognes, LaVona Reeves, Natalia Ruiz-Rubio, Julia Smith, Deborah Svoboda, Beth Torgerson.

Candace Martin, Program Coordinator
207 Monroe Hall
509.359.2847

Undergraduate Degrees

BA–Gender, Women's and Sexuality Studies (p. 296)
Minor–Sexuality and Queer Studies (p. 297)
Minor–Women's and Gender Studies (p. 298)

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

Undergraduate Programs

Gender, Women's & Sexuality Studies (GWSS) is an interdisciplinary field that integrates theory and practice with the aim of transforming social relations, representations, knowledges, institutions, and policies. GWSS works toward these goals by producing and disseminating knowledge through research, teaching, and activism. The interdisciplinary field provides students with the skills to critically and actively engage with the world around them.

Mission Statement
The Gender, Women's & Sexuality Studies program at Eastern Washington University generates opportunities for interdisciplinary feminist analysis and knowledge creation while fostering leadership in intersectional activism.

We achieve our mission by

• Building awareness and understanding of difference, power, and privilege.
• Enhancing the experience and strengthening the qualifications of students as they prepare for careers in a wide range of fields.
• 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 Gender, Women's & Sexuality Studies (GWSS) program offers a major, a minor in Women's & Gender Studies, and a minor in Sexuality & Queer Studies.

The GWSS major will fulfill partial requirements for a Bachelor of Arts degree. This interdisciplinary major is designed to foster personal and intellectual development, cultivate civic engagement, and provide a sound foundation relevant for employment in a variety of occupations within academia, the private sector, the professions, government, and the nonprofit sector. This 45-credit major requires the completion of a minor and provides students with the opportunity to choose a second major to enhance career or post-graduate study opportunities.

The GWSS Program works closely with the Women's and Gender Education (WAGE) Center on projects such as the Activist-In-Residence (AIR) Program. The Center maintains a lounge, a library and offers numerous presentations and events. The HOME Program (Helping Ourselves Means Education) is one facet of the WAGE Center. This program works to support students who are parents by providing educational events and childcare scholarships. GWSS and WAGE welcome participation by all members of the university community.

Gender, Women's and Sexuality Studies, Bachelor of Arts (BA)

Gender, Women’s and Sexuality Studies (GWSS) is an interdisciplinary field that integrates theory and practice with the aim of transforming social relations, representations, knowledges, institutions, and policies. GWSS works toward these goals by producing and disseminating knowledge through research, teaching, and activism. The interdisciplinary field provides students with the skills to critically and actively engage with the world around them.

Through the GWSS major at EWU, you will examine gender and sexuality as they intersect with other socio-political categories and relations of power, such as race, indigeneity, class, nationality, religion, age, and ability. Issues of justice, social and economic transformation, and agency are central at all levels of our curriculum. The major is comprised of courses from a broad array of disciplines and interdisciplines and provides a strong foundation in the humanities and social sciences.

Our interdisciplinary major is designed to foster personal and intellectual development, cultivate civic engagement, and provide a sound foundation relevant for employment in a variety of occupations within academia, the private sector, the professions, government, and the nonprofit sector.

Notes:

• 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 for this major.

Note: this 45 credit major requires the completion of a minor (minimum of 15 credits) for a total of 60 credits.

Required Foundation Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GWSS/HUMN 101</td>
<td>INTRODUCTION TO GENDER, WOMEN'S AND SEXUALITY STUDIES</td>
<td>5</td>
</tr>
<tr>
<td>GWSS 150</td>
<td>GENDER, SEXUALITY AND POWER</td>
<td>5</td>
</tr>
<tr>
<td>Introductory Course--choose one</td>
<td></td>
<td></td>
</tr>
<tr>
<td>GWSS 220</td>
<td>INTRODUCTION TO LGBTQ+ STUDIES</td>
<td>5</td>
</tr>
</tbody>
</table>
GWSS 250  GENDER, REPRESENTATION AND POPULAR CULTURE  
GWSS/ANTR/ DSSST 266  GENDER, HEALTH AND MARGINALIZATION  

Intermediate Course–choose one  
GWSS 339  TOPICS: ISSUES IN GENDER  
GWSS/CDST/ DSSST 326  BODIES, SOCIALIZATION AND CULTURE  
GWSS/INST  340  TRANSNATIONAL FEMINISMS  

Required Upper-Division–choose one  
GWSS/HUMN/ FEMINIST THEORIES  
PHIL 415  
GWSS 420  QUEER THEORY  

Required Electives  
The elective courses may be GWSS courses cross-listed with at least two other disciplines/programs. Students who want to do an internship or directed study may include 1–4 credits from GWSS 495 or GWSS 499 as elective credits.  

Required Senior Capstone  
GWSS 490  SENIOR CAPSTONE  

Total Credits  
45

University Competencies and Proficiencies  
English (p. 16)  
Mathematics (p. 16)  
Placement and Clearance Exams (p. 407)  
Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)  
• 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

Breadth Area Core Requirements (p. 17) (BACR)  
Humanities and Arts (p. 18)  
Natural Sciences (p. 19)  
Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)  
Diversity Course List (p. 20)  
Foreign Language (p. 18) (for Bachelor of Arts)  
Global Studies Course List (p. 21)  
Minor or Certificate (p. 18)  
Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.ewu.edu/center-for-academic-advise-fig-1and-retention/academic-planning-tools/declare-your-major/) by the time they reach 90 credits (junior standing). Application for Graduation (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Students who successfully complete a major in Gender, women's and Sexuality Studies should be able to:  
• analyze intersections among societal structures (such as gender, race, class, age, disability, national origin, and sexuality) that contribute to oppressions, power, or privilege;  
• analyze the role of representation in producing/reproducing cultural attitudes about gender and other axes of identity;  
• assess forms of collective action addressing global, regional, or local issues affecting marginalized identities;  
• articulate multiple feminisms;  
• communicate effectively from within feminist frameworks;  
• integrate theoretical knowledge with feminist practice to solve problems.

Sexuality and Queer Studies Minor  
The Sexuality and Queer Studies minor offers students an interdisciplinary course of study focused on the histories, experiences, contributions, activism, and community-based knowledge of LGBTQ+ people. All of these elements are considered intersectionally and within the context of larger social, political, and structural formations, including heterosexism, heteronormativity and transphobia. This specific focus is contrasted with the broader consideration of gender, sexuality and women in the Women’s and Gender Studies minor. A Sexuality and Queer Studies minor signals to graduate/professional schools and employers knowledge of an important field and expertise in diversity and inclusion.

Required Courses  
GWSS/HUMN 101  INTRODUCTION TO GENDER, WOMEN’S AND SEXUALITY STUDIES  
GWSS 220  INTRODUCTION TO LGBTQ STUDIES  
GWSS/PHIL 420  QUEER THEORY  

Intermediate Courses–choose one  
GWSS 250  GENDER, REPRESENTATION AND POPULAR CULTURE  
GWSS/ANTR/ DSSST 266  GENDER, HEALTH AND MARGINALIZATION  
GWSS/CDST/ DSSST 326  BODIES, SOCIALIZATION AND CULTURE  
GWSS 339  TOPICS: ISSUES IN GENDER  
GWSS/INST  340  TRANSNATIONAL FEMINISMS
Women’s and Gender Studies Minor

A Women’s and Gender Studies minor complements majors in a variety of disciplines. It signals to graduate/professional schools and employers knowledge of an important field and expertise in diversity and inclusion. Through the WGS minor, you will examine women’s histories and contributions and learn how gender intersects with other socio-political categories and relations of power, such as race, indigeneity, class, nationality, religion, age, and ability.

The minor may also be taken in partial fulfillment of requirements for the Bachelor of Arts degree in Interdisciplinary Studies.

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GWSS/HUMN 101</td>
<td>INTRODUCTION TO GENDER, WOMEN’S AND SEXUALITY STUDIES</td>
<td>5</td>
</tr>
<tr>
<td>GWSS 150</td>
<td>GENDER, SEXUALITY AND POWER</td>
<td>5</td>
</tr>
<tr>
<td>GWSS/HUMN/PHIL 415</td>
<td>FEMINIST THEORIES</td>
<td>5</td>
</tr>
</tbody>
</table>

Intermediate Courses—choose one

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GWSS 220</td>
<td>INTRODUCTION TO LGBTQ+STUDIES</td>
<td>5</td>
</tr>
<tr>
<td>GWSS 250</td>
<td>GENDER, REPRESENTATION AND POPULAR CULTURE</td>
<td></td>
</tr>
<tr>
<td>GWSS/ANTR/DSST 266</td>
<td>GENDER, HEALTH AND MARGINALIZATION</td>
<td></td>
</tr>
<tr>
<td>GWSS/CDST/DSST 326</td>
<td>BODIES, SOCIALIZATION AND CULTURE</td>
<td></td>
</tr>
<tr>
<td>GWSS 339</td>
<td>TOPICS: ISSUES IN GENDER</td>
<td></td>
</tr>
<tr>
<td>GWSS/INST 340</td>
<td>TRANSNATIONAL FEMINISMS</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 20
Geography, Anthropology and Planning

Matthew Anderson (manderson22@ewu.edu), Geography, Anthropology and Planning Chair
department page (https://www.ewu.edu/css/geography-anthropology/)
119 Isle Hall

Michael Zukosky (mzukosky@ewu.edu), Anthropology Director
department page (https://www.ewu.edu/css/geography-anthropology/)
123 Isle Hall

Kerry Brooks, Urban and Regional Planning Director
Urban and Regional Planning page (https://www.ewu.edu/css/geography-anthropology/urban-regional-planning/)
668 N Riverpoint Blvd, Suite A
Spokane, WA 99202
509.828.1205

Anthropology (p. 300)
Geography (p. 303)
Planning (p. 307)

Faculty
Matthew Anderson, Brian Buchanan, Erin Dascher, Kassahun Kebede,
Julia E. Smith, Lauren A. Stachowiak, Stephen Tsikalas, Stacy Warren,
Michael L. Zukosky, Kerry Brooks, Margo L. Hill, Jason Scully.
Emeritus Faculty: William Kelley, Larry Luton, Gabor Zovanyi.

Undergraduate Degrees
BA–Anthropology Major (p. 300)
Minor–Anthropology (p. 301)
Minor–Archaeology (p. 301)
Minor–Medical Anthropology (p. 301)
Certificate–Critical Cultural Competency (p. 301)

BA–Geography Major (p. 303)
Minor–Geography (p. 304)
Certificate–Geographic Information Systems (p. 304)
Certificate–Wetlands Science and Management Certificate (p. 305)

BA–Urban and Regional Planning Major (p. 309)
Minor–Urban and Regional Planning (p. 311)

Graduate Degrees
MA–Critical GIS and Public Anthropology (p. 302)—see the department chair
MURP–Urban and Regional Planning (p. 311)
Graduate Certificate–Geographic Information Systems (p. 305)
Graduate Certificate–Executive Certificate in Tribal Planning (p. 312)
(Students in certificate programs should consult with the Chair)

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

Undergraduate Degrees
BA—Anthropology Major (p. 300)
Minor—Anthropology (p. 301)
Minor—Archaeology (p. 301)
Minor—Medical Anthropology (p. 301)
Certificate—Critical Cultural Competency (p. 301)

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 Program
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.

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 Disciplinary Foundation Courses
| ANTR 301 | CULTURAL ANTHROPOLOGY | 5 |
| ANTR 302 | BIOLOGICAL ANTHROPOLOGY | 5 |
| ANTR 303 | LINGUISTIC ANTHROPOLOGY | 5 |
| ANTR 304 | ANTHROPOLOGICAL ARCHAEOLOGY | 5 |

Methods Course
| ANTR 401 | ANTHROPOLOGY RESEARCH METHODS | 5 |

Theory Course
| ANTR 408 | ANTHROPOLOGICAL THEORY | 5 |

Electives—choose a minimum of 25 upper-division ANTR credits. | 25 |

Capstone Series
| ANTR 480 | DESIGNING ANTHROPOLOGICAL RESEARCH | 5 |
| ANTR 490 | SENIOR CAPSTONE ANTHROPOLOGY | 4 |
Total Credits | 64 |

University Competencies and Proficiencies
- English (p. )
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit: AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)
- 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

Breadth Area Core Requirements (p. 17) (BACR)
- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)
- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major/) by the time they reach 90 credits (junior standing).
**Anthropology Minor**

**Required Course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</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>
</tr>
</thead>
<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

**Critical Cultural Competency Certificate**

The Certificate in Critical Cultural Competence will help students to develop an appreciation for their own cultural identities and become self-reflective in their perspective toward differences in the cultural identities of other people as defined by, for example, ethnicity, nationality, gender, class, age, religion, and sexual orientation. Drawing on anthropological perspectives, the certificate provides students with practical knowledge, skills, and perspective to increase their effectiveness in the workforce and in relating to cultural differences in diverse national and international arenas, from the local community center to the corporate boardroom, the classroom, the doctor’s office, or religious center. This Certificate is open to all majors and is flexibly structured to allow students to choose advanced courses in Anthropology, Communication, Disability Studies, Human Geography, Psychology, Sociology, Social Work, Women’s Studies, and Religious Studies.

**Medical Anthropology Minor**

Medical anthropology is the subfield of anthropology that examines how social, cultural, biological, and historical variables shape health and wellbeing. Even though healthcare providers and public health officials are dedicated to treating sickness and preventing the spread of disease, their focus and methodology is based in the biological sciences. Medical anthropologists seek to holistically understand human health and social life by studying the sociocultural roots and ramifications of illness and disease.

The medical anthropology minor is a unique program that draws together both biological, cultural, and techno-environmental factors to ask: What shapes health and illness? Who falls ill, and from what causes? Who has, or does not have, access to health care? How do different groups, both within the U.S. and around the world, think about the body, health, and healing? How do these different perspectives lead to culturally mediated approaches to treatment? What can we learn from cross-cultural practices as we work to ensure good health for all? The overarching objective of the program is to foster understanding of the plurality and diversity of systems of medicine and care in community settings around the world.

**Required Core Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTR 342</td>
<td>MEDICAL ANTHROPOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>ANTR 431</td>
<td>APPLIED MEDICAL ANTHROPOLOGY</td>
<td>5</td>
</tr>
</tbody>
</table>

**Supporting Anthropology Course—choose one**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTR 302</td>
<td>BIOLOGICAL ANTHROPOLOGY</td>
<td></td>
</tr>
<tr>
<td>ANTR 375</td>
<td>WITCHCRAFT, SORCERY AND SHAMANISM</td>
<td></td>
</tr>
<tr>
<td>ANTR 460</td>
<td>FORENSIC ANTHROPOLOGY</td>
<td></td>
</tr>
</tbody>
</table>

**Elective and Topical Area Courses—choose one—other courses may be substituted with the permission of the Medical Anthropology Minor Advisor**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTR 340</td>
<td>ANTHROPOLOGY OF FOOD AND NUTRITION</td>
<td></td>
</tr>
<tr>
<td>ANTR 460</td>
<td>FORENSIC ANTHROPOLOGY</td>
<td></td>
</tr>
<tr>
<td>CDST 411</td>
<td>CHILD LIFE THEORY</td>
<td></td>
</tr>
<tr>
<td>CMST 340</td>
<td>INTERCULTURAL COMMUNICATION</td>
<td></td>
</tr>
<tr>
<td>DSST 410/GWSS 418</td>
<td>DISABILITY AS DIVERSITY</td>
<td></td>
</tr>
<tr>
<td>GEOS 321</td>
<td>GIS FOR SOCIAL SCIENCES</td>
<td></td>
</tr>
<tr>
<td>GWSS 266</td>
<td>GENDER, HEALTH AND MARGINALIZATION</td>
<td></td>
</tr>
<tr>
<td>PSYC 374</td>
<td>CULTURAL PSYCHOLOGY</td>
<td></td>
</tr>
<tr>
<td>SOWK/AGST 458</td>
<td>PERSPECTIVES ON DEATH AND DYING</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**

16-20

**SOAR** (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.
Students may petition for another course not on the approved applicable course work list.

<table>
<thead>
<tr>
<th>Required Foundations Course—choose one</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTR 201 GLOBAL CULTURAL ENCOUNTERS</td>
<td></td>
</tr>
<tr>
<td>ANTR 301 CULTURAL ANTHROPOLOGY</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective—Culture Area Elective—choose two. One subject area should be International.</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAST/HONS/HUMN 214 AFRICAN AMERICAN CULTURE AND EXPRESSIONS</td>
<td></td>
</tr>
<tr>
<td>ANTR 320 AFRICAN CULTURES</td>
<td></td>
</tr>
<tr>
<td>ANTR 321 ANTHROPOLOGY OF ASIA</td>
<td></td>
</tr>
<tr>
<td>ANTR 322 ANTHROPOLOGY OF LATIN AMERICA</td>
<td></td>
</tr>
<tr>
<td>ANTR 325 INDIANS OF NORTH AMERICA</td>
<td></td>
</tr>
<tr>
<td>CHST 330 LATINO IMMIGRATION TO THE U.S.</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective—Cultural Applications—choose two</th>
<th>10</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTR 310 IDENTITY, ETHNICITY AND NATIONALISM</td>
<td></td>
</tr>
<tr>
<td>CMST 340 INTERCULTURAL COMMUNICATION</td>
<td></td>
</tr>
<tr>
<td>GEOG 321 GIS FOR SOCIAL SCIENCES</td>
<td></td>
</tr>
<tr>
<td>GEOG 357 THE GEOGRAPHY OF CHILDHOOD</td>
<td></td>
</tr>
<tr>
<td>GWSS 314 GENDER AND COMMUNICATION</td>
<td></td>
</tr>
<tr>
<td>GWSS 332 ANTHROPOLOGY OF GENDER</td>
<td></td>
</tr>
<tr>
<td>PSYC 374 CULTURAL PSYCHOLOGY</td>
<td></td>
</tr>
<tr>
<td>SOCI 320 RACE AND ETHNIC RELATIONS: GLOBAL PERSPECTIVES</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Elective—Experiential/Service-Learning</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>ANTR 495 INTERNSHIP</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 30

**How to Declare a Certificate**

Our program fosters close collaboration between students and their mentors, working together to create a coherent program of study to obtain the certificate. Once a student decides to declare they should meet with the undergraduate director and form a plan of study. The director approves the final plan and coordinates with the student’s advisor in their respective major to form a study plan that complements their academic program and career interests. To declare the certificate students must fill out the standard major declaration form, available on the university website. They must get a signature from their academic advisor and then meet with the Undergraduate Director or Department Chair, who will sign the form and welcome them to the program.

**Critical GIS and Public Anthropology, Master of Arts (MA)**

At this time the Critical GIS & Public Anthropology Program is not being offered. Please see the department chair.
Geography

Undergraduate Degrees
BA–Geography Major (p. 303)
Minor–Geography (p. 304)
Certificate–Geographic Information Systems (p. 304)
Certificate–Wetlands Science and Management Certificate (p. 305)

Graduate Degrees
Graduate Certificate–Geographic Information Systems (p. 305)

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

Admissions Requirements for Geography, Anthropology and Planning
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.

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.

Graduate Programs
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.

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
GEOG 100 FUNDAMENTALS OF THE PHYSICAL ENVIRONMENT 5
GEOG 101 FUNDAMENTALS OF HUMAN GEOGRAPHY 5

Required CSBS Foundation Course
CSBS 310 FOUNDATIONS OF SOCIAL AND BEHAVIORAL SCIENCES THEORY 5

Choose one of the following 5
CSBS 320 STATISTICS FOR THE SOCIAL SCIENCES
GEOG 426 GEOGRAPHIC INFORMATION SYSTEMS I

Required Disciplinary Core Courses
GEOG 201 INTRODUCTION TO FIELD RESEARCH 5
GEOG 227 CRITICAL CARTOGRAPHIES 5
GEOG 230 WORLD GEOGRAPHY 5
GEOG 392 SEMINAR IN HISTORY AND PHILOSOPHY OF GEOGRAPHY 2

Elective Concentration—choose one of the following 20-25

CSBS Certificate Program
Students may choose 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. Choose 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 359 POLITICAL GEOGRAPHY
GEOG 365 URBAN GEOGRAPHY: ORIGINS, FORMS AND FUNCTIONS
GEOG/GWSS 406
GEOG 450 GLOBAL TRANSPORT DEVELOPMENT

Physical
 Declare a Major by the time they reach 90 credits (junior standing) in their major.

The Catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).

Students who successfully earn a BA in Geography from EWU should be able to do the following:

- 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.

Geography Minor

Required 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>
</tr>
</tbody>
</table>

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 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 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 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 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 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 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 stu

Grade Requirements: a grade ≥B must be earned in each course for it to count toward the Certificate.
Required Certificate Courses

GEOG 426 GEографIC INFORMATION SYSTEMS I 5
GEOG 428 GEографIC INFORMATION SYSTEMS II 5
GEOG 429 GEографIC INFORMATION SYSTEMS III 5
GEOG 493 GIS PORTFOLIO 2

Electives

GIS Specialty—choose one
GEOG 427 DESKTOP MAPPING 3
or GEOG 499 DIRECTED STUDY 3

Interdisciplinary—choose one 3-5
ANTR 459 ADVANCED TOPICS IN ARCHAEOLOGY
GEOG/ENVS 323 GIS FOR ENVIRONMENTAL SCIENCES
GEOG 329 REMOTE SENSING
GEOG/ENVS/GEOL 449 GIS SPATIAL ANALYSIS FOR THE ENVIRONMENTAL SCIENCES

Application Area 3-5
Student chooses appropriate (non-GIS) course with approval of certificate advisor, to complement chosen application area focus, e.g. Soils, Wetlands, Visual Basic, Global Issues.

Total Credits 26-30

Admission

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.

Students who successfully earn a BA in Geography from EWU should be able to do the following:
- demonstrate mastery of foundational concepts of geographic information science;
- demonstrate mastery of foundational concepts of social context of geographic information;
- have the ability to communicate geographic information through well-designed maps;
- have the ability to critically evaluate quality and accuracy of spatial data;
- have the ability to work in teams;
- show demonstrated proficiency with GIS software.

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

BIOI 411 FIELD BOTANY 5
GEOG/BIOI 312 FUNDAMENTALS OF SOIL SCIENCE 4
GEOG 325 WETLAND SCIENCE I 4
GEOG 490 THE GEOGRAPHER’S CAPSTONE 5
PLAN 430 ENVIRONMENTAL PLANNING 5

Electives—choose two courses from the following 8-10
Other courses can be substituted as electives if selected in consultation with and approved by the Wetlands Certificate coordinator.

BIOI 405 LIMNOLOGY
GEOG 315 WATER RESOURCES
GEOG 410 GEOMORPHOLOGY
GEOG 426 GEографIC INFORMATION SYSTEMS I
GEOL 470 HYDROGEOLOGY
PLAN 431 ENVIRONMENTAL IMPACT STATEMENTS
PLAN 440 LAND USE PLANNING

Total Credits 31-33

Students who successfully earn a Wetlands Science and Management Certificate from EWU should be able to do the following:
- 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 Certificate, Graduate

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

GEOG 528 GEографIC INFORMATION SYSTEMS I 5
GEOG 538 GEографIC INFORMATION SYSTEMS II 5
GEOG 548 GEографIC INFORMATION SYSTEMS III 5
GEOG 549 GIS PORTFOLIO 2

Elective Concentrations

Application Area Concentration 3-5
GEOG 521 GIS FOR SOCIAL SCIENCES

Wetlands Science and Management Certificate
### Geographic Information Systems Certificate, Graduate

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>or GEOG 523</td>
<td>GIS FOR ENVIRONMENTAL SCIENCE</td>
<td></td>
</tr>
</tbody>
</table>

#### Programming and Geospatial Database Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 536</td>
<td>GIS PROGRAMMING</td>
<td>5</td>
</tr>
<tr>
<td>or GEOG 599</td>
<td>DIRECTED STUDY</td>
<td></td>
</tr>
</tbody>
</table>

#### Visualization Techniques Concentration

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEOG 527</td>
<td>DESKTOP MAPPING</td>
<td>3-5</td>
</tr>
<tr>
<td>or GEOG 599</td>
<td>DIRECTED STUDY</td>
<td></td>
</tr>
</tbody>
</table>

**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

---

**Students who successfully earn a Geographic Information Systems Graduate Certificate from EWU should be able to do the following:**

- critically evaluate research in the field of geographic information science;
- critically evaluate the quality and accuracy of spatial data;
- demonstrate knowledge of the history of the technologies, methodologies, and philosophies of geographic information science;
- demonstrate mastery of foundational concepts of geographic information science;
- 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.
Planning

Undergraduate Degrees

BA—Urban and Regional Planning Major (p. 309)
Minor—Urban and Regional Planning (p. 311)

Graduate Degrees

MURP—Urban and Regional Planning (p. 311)

Graduate Certificate

Graduate Certificate—Executive Certificate in Tribal Planning (p. 312)
(Students in certificate programs should consult with the Planning Department Chair.)

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 Schaeedeg Memorial Scholarship award ($1,500);
  • The Washington Chapter APA Scholarship award 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 Programs
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.
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 unsolved 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).

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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Units</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSBS 320</td>
<td>STATISTICS FOR THE SOCIAL SCIENCES</td>
<td>4-5</td>
</tr>
</tbody>
</table>
### Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 458</td>
<td>URBAN AND REGIONAL ECONOMICS</td>
<td></td>
</tr>
<tr>
<td>GEOG 315</td>
<td>WATER RESOURCES</td>
<td></td>
</tr>
<tr>
<td>GEOG 325</td>
<td>WETLAND SCIENCE I</td>
<td></td>
</tr>
<tr>
<td>GEOG 365</td>
<td>URBAN GEOGRAPHY. ORIGINS, FORMS AND FUNCTIONS</td>
<td></td>
</tr>
<tr>
<td>GEOG 426</td>
<td>GEOGRAPHIC INFORMATION SYSTEMS I</td>
<td></td>
</tr>
<tr>
<td>GEOG 428</td>
<td>GEOGRAPHIC INFORMATION SYSTEMS II</td>
<td></td>
</tr>
<tr>
<td>GEOG 429</td>
<td>GEOGRAPHIC INFORMATION SYSTEMS III</td>
<td></td>
</tr>
<tr>
<td>GEOL 360</td>
<td>GEOLOGIC HAZARDS</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 376</td>
<td>COMPARATIVE URBANIZATION</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>
</tr>
<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>
<td></td>
</tr>
<tr>
<td>PLAN 451</td>
<td>WALKABLE COMMUNITIES</td>
<td></td>
</tr>
<tr>
<td>PLAN 457</td>
<td>SPECIAL TOPICS IN TRANSPORTATION</td>
<td></td>
</tr>
<tr>
<td>PLAN 465</td>
<td>HISTORIC PRESERVATION PLANNING</td>
<td></td>
</tr>
<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>
</tr>
<tr>
<td>PLAN 471</td>
<td>RURAL AND SMALL TOWN PLANNING</td>
<td></td>
</tr>
<tr>
<td>PLAN 472</td>
<td>HOUSING</td>
<td></td>
</tr>
<tr>
<td>PLAN 473</td>
<td>PLANNING IN THE WESTERN U.S.</td>
<td></td>
</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</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN 496</td>
<td>EXPERIMENTAL COURSE</td>
<td></td>
</tr>
</tbody>
</table>

### Required Capstone

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN 490</td>
<td>SENIOR CAPSTONE: PLANNING STUDIO</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Credits: 88-90

### University Competencies and Proficiencies

- **English** (p. )
- **Mathematics** (p. 16)
- **Placement and Clearance Exams** (p. 407)
- **Prior Learning/Sources of Credit AP, CLEP, IB** (p. 408)

### General Education Requirements (p. 17) (GER)
- 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

### Breadth Area Core Requirements (p. 17) (BACR)

- **Humanities and Arts** (p. 18)
- **Natural Sciences** (p. 19)
- **Social Sciences** (p. 19)

### University Graduation Requirements (p. 18) (UGR)

- **Diversity Course List** (p. 20)
- **Foreign Language** (p. 18) (for Bachelor of Arts)
- **Global Studies Course List** (p. 21)
- **Minor or Certificate** (p. 18)
- **Senior Capstone Course List** (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).

2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.
Students who successfully earn a BA in Urban and Regional Planning from EWU should be able to do the following:

- demonstrate competent command of the skills needed to practice planning in a variety of venues in ways consistent with planning ethics;
- demonstrate competent command of historical and contemporary planning practice, policy and processes based on knowledge of the relevant concepts and theories;
- demonstrate competent command of relevant concepts and theories of human settlements as they relate to planning;
- demonstrate competent command of the different values and ethical standards affecting the practice of planning.

### Urban and Regional Planning Minor

**Required—choose one course**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN 201</td>
<td>INTRODUCTION TO URBAN AND REGIONAL PLANNING</td>
<td>5</td>
</tr>
<tr>
<td>PLAN 261</td>
<td>COMMUNITY DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>PLAN 301</td>
<td>PLANNING METHODS AND TECHNIQUES</td>
<td></td>
</tr>
</tbody>
</table>

**Electives—additional courses may be selected from above or other PLAN courses.**

Total Credits: 10

### 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.

**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.

### 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.

### Required Core Curriculum

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN 501</td>
<td>FOUNDATIONS OF PLANNING</td>
<td>5</td>
</tr>
<tr>
<td>PLAN 502</td>
<td>ADVANCED COMMUNITY DEVELOPMENT</td>
<td>5</td>
</tr>
<tr>
<td>PLAN 508</td>
<td>REFLECTIVE PLANNING THEORY</td>
<td>3</td>
</tr>
</tbody>
</table>

### Administrative/Management

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN 500</td>
<td>PLANNING PRACTICE</td>
<td>2</td>
</tr>
<tr>
<td>PLAN 505</td>
<td>PLANNING IMPLEMENTATION AND LAW</td>
<td>5</td>
</tr>
</tbody>
</table>

### Methods/Techniques

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN 503</td>
<td>PLANNING METHODS I</td>
<td>5</td>
</tr>
<tr>
<td>PLAN 504</td>
<td>PLANNING METHODS II: POPULATION AND ECONOMY</td>
<td>5</td>
</tr>
<tr>
<td>PLAN 506</td>
<td>PLANNING METHODS III</td>
<td>5</td>
</tr>
</tbody>
</table>

### Applied Synthesis

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN 507</td>
<td>ADVANCED PLANNING STUDIO</td>
<td>5</td>
</tr>
<tr>
<td>PLAN 591</td>
<td>RESEARCH PROJECT PREPARATION</td>
<td>1</td>
</tr>
<tr>
<td>PLAN 601</td>
<td>RESEARCH PROJECT</td>
<td></td>
</tr>
<tr>
<td>or PLAN 695</td>
<td>PROFESSIONAL INTERNSHIP</td>
<td>5</td>
</tr>
</tbody>
</table>
### 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 Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN 540</td>
<td>LAND USE PLANNING</td>
</tr>
</tbody>
</table>

Additional courses—choose two of the following courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN 460</td>
<td>URBAN DESIGN</td>
</tr>
<tr>
<td>PLAN 510</td>
<td>COMMUNITY FACILITIES PLANNING</td>
</tr>
<tr>
<td>PLAN 551</td>
<td>TRANSPORTATION PLANNING</td>
</tr>
<tr>
<td>PLAN 570</td>
<td>ENVIRONMENTAL PLANNING</td>
</tr>
</tbody>
</table>

#### Tribal Planning Specialization—Required Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN 523</td>
<td>AMERICAN INDIAN PLANNING</td>
</tr>
<tr>
<td>PLAN 530</td>
<td>CONTEMPORARY AMERICAN INDIAN PLANNING</td>
</tr>
<tr>
<td>PLAN 531</td>
<td>CENSUS DATA FOR AMERICAN INDIAN PLANNING</td>
</tr>
<tr>
<td>PLAN 533</td>
<td>AMERICAN INDIAN LAW FOR PLANNERS</td>
</tr>
<tr>
<td>PLAN 540</td>
<td>LAND USE PLANNING</td>
</tr>
</tbody>
</table>

Additional courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN 524</td>
<td>ADVANCED STRATEGIC PLANNING</td>
</tr>
<tr>
<td>PLAN 528</td>
<td>AMERICAN INDIAN HEALTH AND COMMUNITY</td>
</tr>
<tr>
<td>PLAN 529</td>
<td>AMERICAN INDIAN HEALTH CARE SYSTEMS AND SERVICES</td>
</tr>
<tr>
<td>PLAN 532</td>
<td>AMERICAN INDIAN ECONOMIC DEVELOPMENT</td>
</tr>
<tr>
<td>PLAN 534</td>
<td>AMERICAN INDIAN TRANSPORTATION PLANNING</td>
</tr>
<tr>
<td>PLAN 560</td>
<td>AMERICAN INDIAN PLANNING STUDIO</td>
</tr>
</tbody>
</table>

#### Environmental Planning Specialization—Required Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN 540</td>
<td>LAND USE PLANNING</td>
</tr>
<tr>
<td>PLAN 542</td>
<td>SUSTAINABLE COMMUNITIES</td>
</tr>
<tr>
<td>PLAN 570</td>
<td>ENVIRONMENTAL PLANNING</td>
</tr>
<tr>
<td>PLAN 571</td>
<td>ENVIRONMENTAL REVIEW</td>
</tr>
<tr>
<td>PLAN 524</td>
<td>ADVANCED STRATEGIC PLANNING</td>
</tr>
</tbody>
</table>

#### Small Town Planning Specialization—Required Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN 510</td>
<td>COMMUNITY FACILITIES PLANNING</td>
</tr>
<tr>
<td>PLAN 514</td>
<td>LOCAL ECONOMIC DEVELOPMENT PLANNING</td>
</tr>
<tr>
<td>PLAN 540</td>
<td>LAND USE PLANNING</td>
</tr>
<tr>
<td>PLAN 572</td>
<td>RURAL AND SMALL TOWN PLANNING</td>
</tr>
</tbody>
</table>

Additional Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN 466</td>
<td>MAIN STREET PLANNING</td>
</tr>
<tr>
<td>PLAN 473</td>
<td>PLANNING IN THE WESTERN U.S.</td>
</tr>
</tbody>
</table>

Total Credits 72

### Students who successfully earn a MURP from EWU should be able to do the following:

- demonstrate mastery of the skills needed to practice planning in a variety of venues in ways consistent with planning ethics;
- demonstrate mastery of historical and contemporary planning practice, policy and processes based on knowledge of the relevant concepts and theories;
- demonstrate mastery of the relevant concepts and theories of human settlements as they relate to planning;
- demonstrate mastery of the different values and ethical standards affecting the practice of planning.

## 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, 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 Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN 523</td>
<td>AMERICAN INDIAN PLANNING</td>
<td>4</td>
</tr>
<tr>
<td>PLAN 524</td>
<td>ADVANCED STRATEGIC PLANNING</td>
<td>4</td>
</tr>
<tr>
<td>PLAN 528</td>
<td>AMERICAN INDIAN HEALTH AND COMMUNITY</td>
<td>4</td>
</tr>
<tr>
<td>PLAN 530</td>
<td>CONTEMPORARY AMERICAN INDIAN PLANNING</td>
<td>3</td>
</tr>
<tr>
<td>PLAN 531</td>
<td>CENSUS DATA FOR AMERICAN INDIAN PLANNING</td>
<td>2</td>
</tr>
<tr>
<td>PLAN 533</td>
<td>AMERICAN INDIAN LAW FOR PLANNERS</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose a minimum of one additional Tribal Planning Course 3-4

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN 529</td>
<td>AMERICAN INDIAN HEALTH CARE SYSTEMS AND SERVICES</td>
<td>3</td>
</tr>
<tr>
<td>PLAN 532</td>
<td>AMERICAN INDIAN ECONOMIC DEVELOPMENT</td>
<td>3</td>
</tr>
<tr>
<td>PLAN 534</td>
<td>AMERICAN INDIAN TRANSPORTATION PLANNING</td>
<td>3</td>
</tr>
<tr>
<td>PLAN 560</td>
<td>AMERICAN INDIAN PLANNING STUDIO</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 23-24

### Students who successfully earn an Urban and Regional Planning, Executive Certificate in Tribal Planning from EWU should be able to do the following:

- 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.
History
Ann Le Bar, Chair
Patterson 103
509.359.6086
department page (https://www.ewu.edu/rss/history/)

Faculty

Undergraduate Degrees
BA–History Major (p. 316)
Minor–History (p. 317)
See Social Studies (p. 319)

Graduate Degrees
MA–History (p. 317)

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

Undergraduate Programs
Studying History equips students with a broad skillset that prepares them for employment in the jobs of today and the careers of the future. History majors take courses in a range of geographic and thematic fields while developing their expertise in writing, oral presentation, research and analysis. EWU History majors have opportunities to study abroad (often with a History faculty member), to join the history honor society, Phi Alpha Theta, and to get professional experience through internships in the greater Spokane region and beyond. All History majors explore their areas of interest using the extensive paper and digital archive facilities on the EWU campus. No major offers broader career training than History does. Here is what some recent EWU History graduates are doing now. Archives and Records Management; Community-College Teaching; Historic Preservation; Journalism; Military Service; Librarianship; Public-interest Law; Public School Teaching; Video-game design.

Program Options
The History Department offers a Minor (20 credits), a Major with Minor (55 credits), and a stand-alone Major (70 credits). In the History major, students take broad survey courses on Geographic regions (U.S., Europe, World), before concentrating their upper-division coursework in two or more Thematic areas (Empires and Colonialism; Public and Digital History; Culture, Race and Gender; Science, Technology and the Environment; Global Economies, Exchange, and Conflict). All History majors take a corner-stone course (Hist. 290), complete a hands-on experiential learning requirement, and finish with a capstone course (Hist. 490).

Students interested in studying History should consult with the History Undergraduate Advisor as soon as possible.

Grade Requirements
Courses used to fulfill the History Program requirements for the BA (55 and 70 credit options) and the History Minor (20 credits) require a minimum grade ≥C+ in each course and a minimum GPA ≥2.5 for all courses counted toward the major.

Graduate Program
Larry Cebula (lcebula@ewu.edu), Graduate Advisor
103I Patterson
509.359.6079

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 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.

• 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
All courses included in the student’s graduate program must be completed with a grade of B or higher. Students who receive a grade of <B 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 careers outside the academy.

- **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 a 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.

Concentrations List
Note: see your history department advisor.

**Culture, Race and Gender**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST/AAST 215</td>
<td>EARLY AFRICAN AMERICAN HISTORY: ANCIENT AFRICA TO THE END OF THE RECONSTRUCTION 1877</td>
<td>5</td>
</tr>
<tr>
<td>HIST/CHST 218</td>
<td>CHICANO HISTORY</td>
<td>5</td>
</tr>
<tr>
<td>HIST 220 &amp; AAST 220</td>
<td>AFRICAN AMERICAN HISTORY: POST CIVIL WAR TO PRESENT and AFRICAN AMERICAN HISTORY: POST CIVIL WAR TO PRESENT</td>
<td>10</td>
</tr>
<tr>
<td>HIST 313</td>
<td>ASIAN AMERICAN HISTORY</td>
<td>5</td>
</tr>
<tr>
<td>HIST/IDST 316</td>
<td>AMERICAN INDIAN HISTORY</td>
<td>5</td>
</tr>
<tr>
<td>HIST/IDST 317</td>
<td>AMERICAN INDIAN HISTORY II</td>
<td>5</td>
</tr>
<tr>
<td>HIST 318</td>
<td>MODERN LATIN AMERICAN HISTORY</td>
<td>5</td>
</tr>
<tr>
<td>HIST 319</td>
<td>THE HISTORY OF SOCCER-FOOTBALL-FUTBOL</td>
<td>5</td>
</tr>
<tr>
<td>HIST 321</td>
<td>DEMOCRACY AND HUMAN RIGHTS IN ASIA</td>
<td>5</td>
</tr>
<tr>
<td>HIST/GERM 332</td>
<td>20TH CENTURY GERMANY. FROM WORLD WARS TO COLD WAR</td>
<td>5</td>
</tr>
<tr>
<td>HIST 353</td>
<td>DARWIN AND THE EVOLUTION-CREATION CONTROVERSY</td>
<td>5</td>
</tr>
<tr>
<td>HIST 361</td>
<td>COLONIAL LATIN AMERICA</td>
<td>5</td>
</tr>
<tr>
<td>HIST 371</td>
<td>THE ENGLISH REVOLUTION AND HISTORY</td>
<td>5</td>
</tr>
<tr>
<td>HIST 380</td>
<td>THE U.S. CIVIL WAR</td>
<td>5</td>
</tr>
<tr>
<td>HIST 381</td>
<td>RACE &amp; CULTURE IN THE AMERICAN WEST</td>
<td>5</td>
</tr>
<tr>
<td>HIST 383</td>
<td>WOMEN IN AMERICAN HISTORY</td>
<td>5</td>
</tr>
<tr>
<td>HIST 418</td>
<td>CULTURAL HISTORY OF LATIN AMERICA</td>
<td>5</td>
</tr>
<tr>
<td>HIST 420</td>
<td>TUDOR ENGLAND</td>
<td>5</td>
</tr>
<tr>
<td>HIST 422</td>
<td>CITIES AND THE MAKING OF MODERN GERMANY</td>
<td>5</td>
</tr>
<tr>
<td>HIST 442</td>
<td>WOMEN IN THE WEST</td>
<td>5</td>
</tr>
<tr>
<td>HIST 443</td>
<td>NEARBY HISTORY: EXPLORING THE PAST AROUND YOU</td>
<td>5</td>
</tr>
<tr>
<td>HIST 462</td>
<td>HISTORY OF MEXICO</td>
<td>5</td>
</tr>
<tr>
<td>HIST 472</td>
<td>RENAISSANCE AND REFORMATION EUROPE</td>
<td>5</td>
</tr>
<tr>
<td>HIST 474</td>
<td>BRITISH EMPIRE SINCE 1783</td>
<td>5</td>
</tr>
<tr>
<td>HIST 476</td>
<td>MODERN BRITAIN SINCE 1870</td>
<td>5</td>
</tr>
<tr>
<td>HIST 477</td>
<td>ANGLO-AMERICAN CONSTITUTIONALISM</td>
<td>5</td>
</tr>
<tr>
<td>HIST 484</td>
<td>COLONIAL AMERICAN HISTORY, 1607-1763</td>
<td>5</td>
</tr>
<tr>
<td>HIST 485</td>
<td>AMERICAN REVOLUTION, 1763-1824</td>
<td>5</td>
</tr>
<tr>
<td>HIST 488</td>
<td>U.S. HISTORY SINCE 1945</td>
<td>5</td>
</tr>
</tbody>
</table>

**Empires and Colonialism**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 301</td>
<td>HISTORY OF THE PRESENT: WORLD HISTORY SINCE 1945</td>
<td>5</td>
</tr>
<tr>
<td>HIST 302</td>
<td>WORLD WARS</td>
<td>5</td>
</tr>
<tr>
<td>HIST 310</td>
<td>IMPERIAL CHINA</td>
<td>5</td>
</tr>
<tr>
<td>HIST 311</td>
<td>COLONIALISM AND NATIONALISM IN SOUTHEAST ASIA</td>
<td>5</td>
</tr>
<tr>
<td>HIST 313</td>
<td>ASIAN AMERICAN HISTORY</td>
<td>5</td>
</tr>
<tr>
<td>HIST/AAST 315</td>
<td>AFRICAN HISTORY: ANCIENT AFRICA TO MANDELA</td>
<td>5</td>
</tr>
<tr>
<td>HIST 330</td>
<td>HISTORY OF MODERN IRELAND</td>
<td>5</td>
</tr>
<tr>
<td>HIST 361</td>
<td>COLONIAL LATIN AMERICA</td>
<td>5</td>
</tr>
<tr>
<td>HIST 372</td>
<td>FRENCH REVOLUTION AND NAPOLEON</td>
<td>5</td>
</tr>
<tr>
<td>HIST 374</td>
<td>IMPERIAL RUSSIA</td>
<td>5</td>
</tr>
<tr>
<td>HIST 410</td>
<td>CHINA IN 19TH AND 20TH CENTURIES</td>
<td>5</td>
</tr>
<tr>
<td>HIST 416</td>
<td>MODERN JAPAN</td>
<td>5</td>
</tr>
<tr>
<td>HIST 424</td>
<td>HISTORY OF SPAIN</td>
<td>5</td>
</tr>
<tr>
<td>HIST 442</td>
<td>WOMEN IN THE WEST</td>
<td>5</td>
</tr>
<tr>
<td>HIST 444</td>
<td>HISTORY OF THE PACIFIC NORTHWEST</td>
<td>5</td>
</tr>
<tr>
<td>HIST 474</td>
<td>BRITISH EMPIRE SINCE 1783</td>
<td>5</td>
</tr>
<tr>
<td>HIST 477</td>
<td>ANGLO-AMERICAN CONSTITUTIONALISM</td>
<td>5</td>
</tr>
<tr>
<td>HIST 484</td>
<td>COLONIAL AMERICAN HISTORY, 1607-1763</td>
<td>5</td>
</tr>
<tr>
<td>HIST 486</td>
<td>AMERICAN EMPIRE SINCE 1898</td>
<td>5</td>
</tr>
<tr>
<td>HIST 489</td>
<td>VIETNAM WARS, 1945-1975</td>
<td>5</td>
</tr>
</tbody>
</table>

**Global Economies, Exchange, and Conflict**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 301</td>
<td>HISTORY OF THE PRESENT: WORLD HISTORY SINCE 1945</td>
<td>5</td>
</tr>
<tr>
<td>HIST 302</td>
<td>WORLD WARS</td>
<td>5</td>
</tr>
<tr>
<td>HIST 318</td>
<td>MODERN LATIN AMERICAN HISTORY</td>
<td>5</td>
</tr>
<tr>
<td>HIST 321</td>
<td>THE HISTORY OF SOCCER-FOOTBALL-FUTBOL</td>
<td>5</td>
</tr>
<tr>
<td>HIST 330</td>
<td>HISTORY OF MODERN IRELAND</td>
<td>5</td>
</tr>
<tr>
<td>HIST/GERM 332</td>
<td>20TH CENTURY GERMANY. FROM WORLD WARS TO COLD WAR</td>
<td>5</td>
</tr>
<tr>
<td>HIST 371</td>
<td>THE ENGLISH REVOLUTION AND HISTORY</td>
<td>5</td>
</tr>
<tr>
<td>HIST 375</td>
<td>20TH CENTURY RUSSIA</td>
<td>5</td>
</tr>
<tr>
<td>HIST 380</td>
<td>THE U.S. CIVIL WAR</td>
<td>5</td>
</tr>
<tr>
<td>HIST 410</td>
<td>CHINA IN 19TH AND 20TH CENTURIES</td>
<td>5</td>
</tr>
<tr>
<td>Course Code</td>
<td>Course Title</td>
<td>Credits</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------------------------------------------------</td>
<td>---------</td>
</tr>
<tr>
<td>HIST 416</td>
<td>MODERN JAPAN</td>
<td>5</td>
</tr>
<tr>
<td>HIST 420</td>
<td>TUDOR ENGLAND</td>
<td>5</td>
</tr>
<tr>
<td>HIST 422</td>
<td>CITIES AND THE MAKING OF MODERN GERMANY</td>
<td>5</td>
</tr>
<tr>
<td>HIST 424</td>
<td>HISTORY OF SPAIN</td>
<td>5</td>
</tr>
<tr>
<td>HIST 462</td>
<td>HISTORY OF MEXICO</td>
<td>5</td>
</tr>
<tr>
<td>HIST 472</td>
<td>RENAISSANCE AND REFORMATION EUROPE</td>
<td>5</td>
</tr>
<tr>
<td>HIST 474</td>
<td>BRITISH EMPIRE SINCE 1783</td>
<td>5</td>
</tr>
<tr>
<td>HIST 476</td>
<td>MODERN BRITAIN SINCE 1870</td>
<td>5</td>
</tr>
<tr>
<td>HIST 485</td>
<td>AMERICAN REVOLUTION, 1763-1824</td>
<td>5</td>
</tr>
<tr>
<td>HIST 486</td>
<td>AMERICAN EMPIRE SINCE 1898</td>
<td>5</td>
</tr>
<tr>
<td>HIST 487/</td>
<td>ECON 412 ECONOMIC HISTORY OF THE UNITED STATES</td>
<td>5</td>
</tr>
<tr>
<td>HIST 488</td>
<td>U.S. HISTORY SINCE 1945</td>
<td>5</td>
</tr>
<tr>
<td>HIST 489</td>
<td>VIETNAM WARS, 1945-1975</td>
<td>5</td>
</tr>
<tr>
<td>HIST 381</td>
<td>RACE &amp; CULTURE IN THE AMERICAN WEST</td>
<td>5</td>
</tr>
<tr>
<td>HIST 383</td>
<td>WOMEN IN AMERICAN HISTORY</td>
<td>5</td>
</tr>
<tr>
<td>HIST 389</td>
<td>PUBLIC HISTORY</td>
<td>5</td>
</tr>
<tr>
<td>HIST 443</td>
<td>NEARBY HISTORY. EXPLORING THE PAST AROUND YOU</td>
<td>5</td>
</tr>
<tr>
<td>HIST 444</td>
<td>HISTORY OF THE PACIFIC NORTHWEST</td>
<td>5</td>
</tr>
<tr>
<td>HIST 451</td>
<td>DIGITAL HUMANITIES</td>
<td>5</td>
</tr>
<tr>
<td>HIST 452</td>
<td>THE HISTORY OF NATIONAL PARKS</td>
<td>5</td>
</tr>
<tr>
<td>HIST 453</td>
<td>AMERICAN WILDERNESS</td>
<td>5</td>
</tr>
<tr>
<td>HIST 487/</td>
<td>ECON 412 ECONOMIC HISTORY OF THE UNITED STATES</td>
<td>5</td>
</tr>
</tbody>
</table>

**Public and Digital History**—for non-history courses consult your departmental advisor.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 381</td>
<td>RACE &amp; CULTURE IN THE AMERICAN WEST</td>
<td>5</td>
</tr>
<tr>
<td>HIST 383</td>
<td>WOMEN IN AMERICAN HISTORY</td>
<td>5</td>
</tr>
<tr>
<td>HIST 389</td>
<td>PUBLIC HISTORY</td>
<td>5</td>
</tr>
<tr>
<td>HIST 443</td>
<td>NEARBY HISTORY. EXPLORING THE PAST AROUND YOU</td>
<td>5</td>
</tr>
<tr>
<td>HIST 444</td>
<td>HISTORY OF THE PACIFIC NORTHWEST</td>
<td>5</td>
</tr>
<tr>
<td>HIST 451</td>
<td>DIGITAL HUMANITIES</td>
<td>5</td>
</tr>
<tr>
<td>HIST 452</td>
<td>THE HISTORY OF NATIONAL PARKS</td>
<td>5</td>
</tr>
<tr>
<td>HIST 453</td>
<td>AMERICAN WILDERNESS</td>
<td>5</td>
</tr>
</tbody>
</table>

**Science, Technology and the Environment**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 353</td>
<td>DARWIN AND THE EVOLUTION-CREATION CONTROVERSY</td>
<td>5</td>
</tr>
<tr>
<td>HIST 354</td>
<td>ANCIENT ALIEN AND ALTERNATIVE HISTORY THEORIES</td>
<td>5</td>
</tr>
<tr>
<td>HIST 389</td>
<td>PUBLIC HISTORY</td>
<td>5</td>
</tr>
<tr>
<td>HIST 418</td>
<td>CULTURAL HISTORY OF LATIN AMERICA</td>
<td>5</td>
</tr>
<tr>
<td>HIST 451</td>
<td>DIGITAL HUMANITIES</td>
<td>5</td>
</tr>
<tr>
<td>HIST 452</td>
<td>THE HISTORY OF NATIONAL PARKS</td>
<td>5</td>
</tr>
<tr>
<td>HIST 453</td>
<td>AMERICAN WILDERNESS</td>
<td>5</td>
</tr>
<tr>
<td>HIST 487/</td>
<td>ECON 412 ECONOMIC HISTORY OF THE UNITED STATES</td>
<td>5</td>
</tr>
</tbody>
</table>
History Major, Bachelor of Arts (BA)

Students may choose the 55- or the 70-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;
- the 55 credit History major requires the completion of a certificate, a minor or second major approved by a history advisor.

History Thematic Concentration Lists (p. 314)

The 70 credit major does not require a minor.

Note: this major requires two years of high school or one year of college coursework in a foreign language.

Note: must include 45 upper-division credits in the total.

Grade Requirements: each course in the History major requires a minimum grade ≥C+ and an overall GPA ≥2.5 in major course work.

Required Core Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 290</td>
<td>HISTORY TODAY: ISSUES AND PRACTICES</td>
</tr>
</tbody>
</table>

Required Social Sciences Elective

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITGS 130</td>
<td>FYE: SOCIAL SCIENCE (or any non history Social Science BACR—see departmental advisor)</td>
</tr>
</tbody>
</table>

Required Experiential Learning—choose one or more of the following

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 389</td>
<td>PUBLIC HISTORY</td>
</tr>
<tr>
<td>HIST 395</td>
<td>HISTORY INTERNSHIP</td>
</tr>
<tr>
<td>HIST 443</td>
<td>NEARBY HISTORY: EXPLORING THE PAST AROUND YOU</td>
</tr>
<tr>
<td>HIST 492</td>
<td>PROFESSIONAL CONFERENCE PREPARATION</td>
</tr>
<tr>
<td>HIST 495</td>
<td>HISTORY INTERNSHIP</td>
</tr>
</tbody>
</table>

Required Geographic Concentrations—choose at least one course in each concentration

**European History**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 105</td>
<td>EUROPEAN CIVILIZATION TO 1500</td>
</tr>
<tr>
<td>HIST 106</td>
<td>EUROPEAN CIVILIZATION, 1500 TO PRESENT</td>
</tr>
<tr>
<td>HIST 302</td>
<td>WORLD WARS</td>
</tr>
<tr>
<td>HIST 306</td>
<td>MODERN EUROPE</td>
</tr>
</tbody>
</table>

**U.S. History**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 111</td>
<td>AMERICAN HISTORY TO 1877</td>
</tr>
<tr>
<td>HIST 112</td>
<td>AMERICAN HISTORY SINCE 1877</td>
</tr>
<tr>
<td>HIST/CHST 218</td>
<td>CHICANO HISTORY</td>
</tr>
</tbody>
</table>

**World History**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</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 204</td>
<td>EAST ASIA: TRADITION AND TRANSFORMATION</td>
</tr>
<tr>
<td>HIST 301</td>
<td>HISTORY OF THE PRESENT: WORLD HISTORY SINCE 1945</td>
</tr>
<tr>
<td>HIST 311</td>
<td>COLONIALISM AND NATIONALISM IN SOUTHEAST ASIA</td>
</tr>
<tr>
<td>HIST/AAST/HONS 315</td>
<td>AFRICAN HISTORY: ANCIENT AFRICA TO MANDELA</td>
</tr>
<tr>
<td>HIST 318</td>
<td>MODERN LATIN AMERICAN HISTORY</td>
</tr>
</tbody>
</table>

Required Capstone

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 490</td>
<td>SENIOR CAPSTONE SEMINAR</td>
</tr>
</tbody>
</table>

Total Credits 70

History Thematic Concentration Lists (p. 314)

The 55 credit History major requires the completion of a certificate, a minor or second major approved by a history advisor.

Note: this major requires two years of high school or one year of college coursework in a foreign language.

Note: must include 35 upper-division credits in the total.

Grade Requirements: each course in the History major requires a minimum grade ≥C+ and an overall GPA ≥2.5 in major course work.

Required Core Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 290</td>
<td>HISTORY TODAY: ISSUES AND PRACTICES</td>
</tr>
</tbody>
</table>

Required Experiential Learning—choose one of the courses below

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 389</td>
<td>PUBLIC HISTORY</td>
</tr>
<tr>
<td>HIST 395</td>
<td>HISTORY INTERNSHIP</td>
</tr>
<tr>
<td>HIST 443</td>
<td>NEARBY HISTORY: EXPLORING THE PAST AROUND YOU</td>
</tr>
<tr>
<td>HIST 492</td>
<td>PROFESSIONAL CONFERENCE PREPARATION</td>
</tr>
<tr>
<td>HIST 495</td>
<td>HISTORY INTERNSHIP</td>
</tr>
</tbody>
</table>

Required Geographic Concentrations—choose three courses from at least two concentrations

**European History**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 105</td>
<td>EUROPEAN CIVILIZATION TO 1500</td>
</tr>
<tr>
<td>HIST 106</td>
<td>EUROPEAN CIVILIZATION, 1500 TO PRESENT</td>
</tr>
<tr>
<td>HIST 302</td>
<td>WORLD WARS</td>
</tr>
<tr>
<td>HIST 306</td>
<td>MODERN EUROPE</td>
</tr>
</tbody>
</table>

**U.S. History**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 111</td>
<td>AMERICAN HISTORY TO 1877</td>
</tr>
<tr>
<td>HIST 112</td>
<td>AMERICAN HISTORY SINCE 1877</td>
</tr>
<tr>
<td>HIST/CHST 218</td>
<td>CHICANO HISTORY</td>
</tr>
</tbody>
</table>

**World History**

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</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 204</td>
<td>EAST ASIA: TRADITION AND TRANSFORMATION</td>
</tr>
<tr>
<td>HIST 301</td>
<td>HISTORY OF THE PRESENT: WORLD HISTORY SINCE 1945</td>
</tr>
<tr>
<td>HIST 311</td>
<td>COLONIALISM AND NATIONALISM IN SOUTHEAST ASIA</td>
</tr>
<tr>
<td>HIST/AAST/HONS 315</td>
<td>AFRICAN HISTORY: ANCIENT AFRICA TO MANDELA</td>
</tr>
<tr>
<td>HIST 318</td>
<td>MODERN LATIN AMERICAN HISTORY</td>
</tr>
</tbody>
</table>

Required Thematic Concentrations—choose six courses, at least three in each of two different concentrations. Must include one/two courses numbered 350–389 and two courses numbered 400–449 and two courses numbered 450–489.

- Culture, Race and Gender
- Empires and Colonialism
- Global Economies, Exchange and Conflict
- Public and Digital History
- Science, Technology and the Environment

Required Capstone

<table>
<thead>
<tr>
<th>Course</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 490</td>
<td>SENIOR CAPSTONE SEMINAR</td>
</tr>
</tbody>
</table>

Total Credits 70
All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).

2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BA in History from EWU should be able to do the following:
- communicate historical analyses to diverse audiences;
- conduct research by using appropriate historical methods;
- demonstrate knowledge about past societies, cultures, and individuals;
- use historical knowledge in a civic engagement project.

## 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.

<table>
<thead>
<tr>
<th>Required Courses</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Complete four HIST courses. Two HIST courses must be upper-division and above HIST 350.</td>
<td>20</td>
</tr>
</tbody>
</table>

Total Credits 20

**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.

Students have a choice of three concentrations: Academic, General, or Public History.

The General concentration is taken in an online cohort model.

Grade Requirements: All courses included in the student's graduate program must be completed with a grade ≥B. Students who receive a grade of <B more than once will be dropped from the History MA program.
<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 501</td>
<td>INTRODUCTION TO HISTORICAL STUDIES</td>
<td>5</td>
</tr>
</tbody>
</table>

Students must complete at least two graduate research seminars—choose from the following.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 512</td>
<td>BRITISH HISTORY</td>
<td></td>
</tr>
<tr>
<td>HIST 532</td>
<td>AMERICAN COLONIAL AND REVOLUTIONARY HISTORY</td>
<td></td>
</tr>
<tr>
<td>HIST 544</td>
<td>EXPLORATIONS IN DIGITAL HUMANITIES</td>
<td></td>
</tr>
<tr>
<td>HIST 546</td>
<td>CULTURAL RESOURCE MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>HIST 590</td>
<td>HISTORICAL WRITING AND EDITING</td>
<td></td>
</tr>
<tr>
<td>HIST 596</td>
<td>EXPERIMENTAL COURSE</td>
<td></td>
</tr>
</tbody>
</table>

Students must complete at least four graduate readings seminars—choose from the following.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 508</td>
<td>FALL OF THE ROMAN REPUBLIC</td>
<td></td>
</tr>
<tr>
<td>HIST 515</td>
<td>INTRODUCTION TO WORLD HISTORY</td>
<td></td>
</tr>
<tr>
<td>HIST 525</td>
<td>TOPICS IN GERMAN HISTORY</td>
<td></td>
</tr>
<tr>
<td>HIST 527</td>
<td>COMPARATIVE SOCIAL HISTORY</td>
<td></td>
</tr>
<tr>
<td>HIST 530</td>
<td>LATIN AMERICAN HISTORY</td>
<td></td>
</tr>
<tr>
<td>HIST 534</td>
<td>19TH CENTURY AMERICA</td>
<td></td>
</tr>
<tr>
<td>HIST 536</td>
<td>CONTEMPORARY AMERICAN HISTORY</td>
<td></td>
</tr>
<tr>
<td>HIST 538</td>
<td>HISTORY OF THE AMERICAN WEST</td>
<td></td>
</tr>
<tr>
<td>HIST 542</td>
<td>PUBLIC HISTORY</td>
<td></td>
</tr>
<tr>
<td>HIST 548</td>
<td>INTRODUCTION TO ARCHIVES</td>
<td></td>
</tr>
<tr>
<td>HIST 596</td>
<td>EXPERIMENTAL COURSE</td>
<td></td>
</tr>
</tbody>
</table>

Students must declare one of three graduate concentrations (academic, general or public history). 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; and complete an oral examination during their final quarter of graduate study. This concentration will prepare students for the rigors of a PhD program, or simply give them the opportunity to do more focused research. Students will take 5–10 credits of HIST 600 or HIST 601.

**General**

The General concentration is taken in an online cohort model. 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 or thesis and is ideal for working teachers and other professionals who need a graduate degree to advance in their profession. Students will take 5 credits of electives at either the 400-500 level and HIST 602.

**Public History**

This concentration will prepare students for careers outside the academy. Students must show competency in a 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.

Total Credits 45

Students who successfully earn an MA in History from EWU should be able to do the following:

- **Academic**—This concentration prepares students for the rigor of a PhD program, or simply gives them the opportunity to do more focused research. Students obtain competency in a research skill (e.g. a foreign language, GIS, oral history) by completing a master's thesis or a research report in lieu of thesis; and completing an oral examination during their final quarter of graduate study.

- **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.

- **Public History**—This concentration prepares students for careers outside the academy. Students obtain competency in a research skill (e.g. digital history, GIS, oral history) by doing an internship (HST 694) completing coursework, and preparing a portfolio of professional work and an oral examination during their final quarter of graduate study.
Social Studies

Dr. Jacki Hedlund Tyler, Director
Patterson Hall 103M
509.359.6025
department page (https://www.ewu.edu/css/social-studies/)

Undergraduate Degrees

BAE–Social Studies Elementary Major (p. 320)
BAE–Social Studies Secondary Major (p. 321)
Minor–History/Secondary (p. 323)
Add-on Endorsement–History (p. 324)
Add-on Endorsement–Social Studies (p. 324)

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

Undergraduate Program

The Social Studies program is housed in the History Department (College of Social Sciences) and supported by the following departments: Geography/Anthropology, Economics, Political Science, and others. Students interested in pursuing an in-depth study of the social sciences or Social Studies Education should consult with the Social Studies Director to develop an individual program of study. The program offers two majors (Social Studies Secondary and Social Studies Elementary) and one minor (History Secondary).

The Social Studies program at Eastern Washington University assists students seeking a Bachelor of Arts in Education (BAE) with a Social Studies Major Endorsement as well as a History Minor Endorsement. This program provides a broad-based preparation for teachers of the Social Studies Major Endorsement as well as a History Minor Endorsement. This program offers two majors (Social Studies Secondary and Social Studies Elementary) and one minor (History Secondary).

Social Studies teachers have the awesome responsibility of teaching multiple disciplines (including History, Geography, Political Science, Economics, and Anthropology) and producing informed global citizens capable of taking an active role in their communities. Social Studies teachers must provide students with the skills to think about as well as learn from past and present cultures, governments, and global issues. Social Studies education helps students learn to see and interpret the world, to understand how humanity arrived at this moment, and to make reasoned decisions for the public good.

For information on program requirements, see the following sections: Social Studies Secondary Major (p. 321), History Secondary Minor (p. 323), and Social Studies Elementary Major (p. 320).

The Social Studies program also supports the Add-On Endorsements for Social Studies Education (p. 324) and History Education (p. 324) for those who have already earned a Washington State Teaching Certificate. Additionally, all Master's in Teaching candidates seeking the Social Studies endorsement must work with the Social Studies program to complete required coursework.

Distribution List of Acceptable Upper Division Social Science Requirement Courses:

American History

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Division</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 313</td>
<td>ASIAN AMERICAN HISTORY (UGR–Diversity)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>HIST/IDST 316</td>
<td>AMERICAN INDIAN HISTORY I</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>HIST/IDST 317</td>
<td>AMERICAN INDIAN HISTORY II</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>HIST 380</td>
<td>THE U.S. CIVIL WAR</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>HIST 381</td>
<td>RACE &amp; CULTURE IN THE AMERICAN WEST</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>HIST/GWSS 383</td>
<td>WOMEN IN AMERICAN HISTORY (UGR–Diversity)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>HIST 442</td>
<td>WOMEN IN THE WEST</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>HIST 443</td>
<td>NEARBY HISTORY: EXPLORING THE PAST AROUND YOU</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>HIST 484</td>
<td>COLONIAL AMERICAN HISTORY, 1607-1763</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>HIST 485</td>
<td>AMERICAN REVOLUTION, 1763-1824</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>HIST 486</td>
<td>AMERICAN EMPIRE SINCE 1898</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>HIST 488</td>
<td>U.S. HISTORY SINCE 1945</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>HIST 489</td>
<td>VIETNAM WARS, 1945-1975</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Asian History

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Division</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 310</td>
<td>IMPERIAL CHINA (UGR–Global Studies)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>HIST 321</td>
<td>DEMOCRACY AND HUMAN RIGHTS IN ASIA</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>HIST 311</td>
<td>COLONIALISM AND NATIONALISM IN SOUTHEAST ASIA (UGR–Global Studies)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>HIST 410</td>
<td>CHINA IN 19TH AND 20TH CENTURIES</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>HIST 416</td>
<td>MODERN JAPAN (UGR–Global Studies)</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

Civics and Diplomatic Studies—HIST 477 is the preferred course for this requirement.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Division</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAST 321</td>
<td>AFRICAN AMERICAN POLITICAL AWARENESS</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>CHST 320/ POLI 350</td>
<td>CHICANX-LATINX POLITICS IN U.S</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>HIST 301</td>
<td>HISTORY OF THE PRESENT: WORLD HISTORY SINCE 1945</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>HIST 321</td>
<td>DEMOCRACY AND HUMAN RIGHTS IN ASIA</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>HIST 477</td>
<td>ANGLO-AMERICAN CONSTITUTIONALISM (preferred course for Civics and Diplomatic Studies requirement)</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>POLI 304</td>
<td>U.S. CIVIL RIGHTS AND LIBERTIES</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>POLI 330</td>
<td>FEDERALISM, STATE AND LOCAL POLITICS</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>

European History

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Division</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 371</td>
<td>THE ENGLISH REVOLUTION AND HISTORY</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>HIST 372</td>
<td>FRENCH REVOLUTION AND NAPOLEON</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>HIST 374</td>
<td>IMPERIAL RUSSIA</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>HIST 375</td>
<td>20TH CENTURY RUSSIA</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>HIST 420</td>
<td>TUDOR ENGLAND</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>HIST 422</td>
<td>CITIES AND THE MAKING OF MODERN GERMANY</td>
<td>5</td>
<td></td>
</tr>
<tr>
<td>HIST 424</td>
<td>HISTORY OF SPAIN</td>
<td>5</td>
<td></td>
</tr>
</tbody>
</table>
Social Studies Elementary Major, Bachelor of Arts in Education (BAE)

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
- The Social Studies Elementary Major is available to Elementary Education students who would like an in-depth background in Social Studies, but (unlike the secondary major and minor endorsements) it is not endorsed.

The Elementary Major does not meet a state of Washington endorsement.

Grade Requirements: this major requires a grade of ≥B- in all coursework done in the major at Eastern.

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 105</td>
<td>EUROPEAN CIVILIZATION TO 1500</td>
<td>5</td>
</tr>
<tr>
<td>HIST 106</td>
<td>EUROPEAN CIVILIZATION, 1500 TO PRESENT</td>
<td>5</td>
</tr>
<tr>
<td>or HIST 306</td>
<td>MODERN EUROPE</td>
<td></td>
</tr>
<tr>
<td>HIST 111</td>
<td>AMERICAN HISTORY TO 1877</td>
<td>5</td>
</tr>
<tr>
<td>HIST 112</td>
<td>AMERICAN HISTORY SINCE 1877</td>
<td>5</td>
</tr>
<tr>
<td>HIST 204</td>
<td>EAST ASIA: TRADITION AND TRANSFORMATION</td>
<td>5</td>
</tr>
<tr>
<td>or HIST 318</td>
<td>MODERN LATIN AMERICAN HISTORY</td>
<td></td>
</tr>
<tr>
<td>HIST 301</td>
<td>HISTORY OF THE PRESENT: WORLD HISTORY SINCE 1945</td>
<td>5</td>
</tr>
<tr>
<td>HIST 499</td>
<td>DIRECTED STUDY</td>
<td>1</td>
</tr>
<tr>
<td>POLI 100</td>
<td>INTRODUCTION TO US POLITICS</td>
<td>5</td>
</tr>
</tbody>
</table>

Required Senior Capstone

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOST 490</td>
<td>SENIOR CAPSTONE SOCIAL STUDIES EDUCATION</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 60

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>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 304</td>
<td>INTRODUCTION TO ELEMENTARY READING</td>
<td>3</td>
</tr>
<tr>
<td>EDUC 303</td>
<td>FOUNDATIONS OF ASSESSMENT</td>
<td>18</td>
</tr>
<tr>
<td>&amp; EDUC 310</td>
<td>and LITERACY METHODS, MANAGEMENT AND</td>
<td></td>
</tr>
<tr>
<td>&amp; EDUC 338</td>
<td>ASSESSMENT IN THE ELEMENTARY SCHOOL</td>
<td></td>
</tr>
<tr>
<td>&amp; EDUC 340</td>
<td>and LANGUAGE AND SOCIAL STUDIES METHODS</td>
<td></td>
</tr>
<tr>
<td>&amp; EDUC 386A</td>
<td>1: INTEGRATED LANGUAGE ARTS FOR</td>
<td></td>
</tr>
<tr>
<td></td>
<td>ELEMENTARY SCHOOL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and LANGUAGE AND SOCIAL STUDIES METHODS 2:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>INTEGRATED SOCIAL STUDIES FOR ELEMENTARY SCHOOL</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and FIELD EXPERIENCE AND PRACTICUM</td>
<td></td>
</tr>
<tr>
<td>EDUC 308</td>
<td>FOUNDATIONS OF ELEMENTARY CLASSROOM</td>
<td>14</td>
</tr>
<tr>
<td>&amp; EDUC 380</td>
<td>MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>&amp; EDUC 381</td>
<td>and INTEGRATED STEM METHODS 1</td>
<td></td>
</tr>
<tr>
<td>&amp; EDUC 386B</td>
<td>and INTEGRATED STEM METHODS 2</td>
<td></td>
</tr>
<tr>
<td></td>
<td>and FIELD EXPERIENCE AND PRACTICUM</td>
<td></td>
</tr>
<tr>
<td>EDUC 427</td>
<td>GENERAL STUDENT TEACHING K-12</td>
<td>3-15</td>
</tr>
<tr>
<td>EDUC 423</td>
<td>ELEMENTARY STUDENT TEACHING K-8</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Credits 50-62

University Competencies and Proficiencies

<table>
<thead>
<tr>
<th>Subject</th>
<th>Major (p. )</th>
<th>Elective (p. )</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Placement and Clearance Exams</td>
<td>(p. 407)</td>
<td></td>
</tr>
<tr>
<td>Prior Learning/Sources of Credit AP, CLEP, IB</td>
<td>(p. 408)</td>
<td></td>
</tr>
</tbody>
</table>

General Education Requirements (p. 17) (GER)

- 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

Breadth Area Core Requirements (p. 17) (BACR)

Humanities and Arts (p. 18)
Natural Sciences (p. 19)
Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)

Diversity Course List (p. 20)
Foreign Language (p. 18) (for Bachelor of Arts)
Global Studies Course List (p. 21)
Minor or Certificate (p. 18)
Senior Capstone Course List (p. 21)
All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BA in Social Studies Secondary from EWU should be able to do the following:

* Based on Washington State Social Studies Education “Learning Standards” and the Department of History Learning Outcomes.

Program Learning Outcome (Civics)—the student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

SLOs—understands to the level of being able to teach:

- key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents
- the purposes, organization, and function of governments, laws, and political systems
- the purposes and organization of international relationships and U.S. foreign policy understands civic involvement

Program Learning Outcome (Economics)—The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

SLOs—understands to the level of being able to teach:

- that people have to make choices between wants and needs and evaluate the outcomes of those choices
- how economic systems function
- the government’s role in the economy
- understands the economic issues and problems that all societies face

Program Learning Outcome (Geography)—The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environment.

SLOs—understands to the level of being able to teach:

- the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth’s surface
- human interaction with the environment
- the geographic context of global issues

Program Learning Outcome (History and Social Studies Skills, Part I)—Conduct research by using appropriate historical methods.

SLOs—understands to the level of being able to teach:

- evaluating other scholars’ historical arguments
- using various kinds of historical sources
- assessing sources for their research value
- adedic evidence to support a scholarly argument
- following discipline-approved citation practices

Program Learning Outcome (History and Social Studies Skills, Part II)—Communicate historical analyses to diverse audiences

SLOs—understands to the level of being able to teach:

- conveying factually-based historical narrative from multiple perspectives
- developing well-balanced scholarly judgements about the past
- communicating historical analyses in clear expository pose

Program Learning Outcome (History and Social Studies Skills, Part III)—Use historical knowledge in civic engagement.

SLOs—understands to the level of being able to teach:

- contributing to public dialogues by providing historical information
- advancing historical positions that incorporate diverse perspectives
- working effectively as part of a team on a civically-oriented project
- deliberating public issues

Social Studies Secondary Major,
Bachelor of Arts in Education (BAE)

This major satisfies the Social Studies endorsement (grades 5–12) for the state of Washington.

Notes:

- Social Studies students must complete at least 15 credits of this major at Eastern Washington University.
- The Social Studies Secondary Major carries an endorsement in both Social Studies and History.
- Alternative required courses may be used if pre-approved by the Director of the Social Studies Education program.
- Although this major does not require a minor, it is highly recommended that majors acquire a minor endorsement in disciplines such as English/Secondary, English as a Second Language, Mathematics/Secondary, or Earth and Space Science.

Social Studies Distribution Lists (p. 319)

This major satisfies the endorsement for grades 5–12.

Grade Requirements: a grade ≥B- is required for each required course in the Social Studies Education major.
Secondary Education students must complete the required Secondary Education Core and the following courses.

### Required Social Studies/Secondary Courses

#### Foundational Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 100</td>
<td>GENERAL EDUCATION ECONOMICS</td>
<td>5</td>
</tr>
<tr>
<td>POLI 100</td>
<td>INTRODUCTION TO US POLITICS</td>
<td>5</td>
</tr>
</tbody>
</table>

Students should take the following foundational courses in this sequence:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 102</td>
<td>WORLD HISTORY TO 1500</td>
<td>5</td>
</tr>
<tr>
<td>HIST 103</td>
<td>WORLD HISTORY FROM 1500</td>
<td>5</td>
</tr>
<tr>
<td>HIST 111</td>
<td>AMERICAN HISTORY TO 1877</td>
<td>5</td>
</tr>
<tr>
<td>HIST 112</td>
<td>AMERICAN HISTORY SINCE 1877</td>
<td>5</td>
</tr>
<tr>
<td>GEOG 101</td>
<td>FUNDAMENTALS OF HUMAN GEOGRAPHY</td>
<td>5</td>
</tr>
<tr>
<td>GEOG 230</td>
<td>WORLD GEOGRAPHY</td>
<td>5</td>
</tr>
</tbody>
</table>

#### Foundational Methods Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOST 390</td>
<td>SOCIAL STUDIES METHODS AND CLASSROOM MANAGEMENT</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Upper Division History Courses—students need to complete

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 444</td>
<td>HISTORY OF THE PACIFIC NORTHWEST</td>
<td>5</td>
</tr>
<tr>
<td>HIST 487/</td>
<td>ECON 412</td>
<td>5</td>
</tr>
<tr>
<td>or ECON 317</td>
<td>POLITICAL ECONOMY</td>
<td></td>
</tr>
<tr>
<td>or ECON 324</td>
<td>ECONOMICS OF POVERTY AND DISCRIMINATION</td>
<td></td>
</tr>
</tbody>
</table>

Choose one course from each of the following Social Studies Distribution Lists 25

<table>
<thead>
<tr>
<th>Distribution Lists</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>American History</td>
<td></td>
</tr>
<tr>
<td>Asian History</td>
<td></td>
</tr>
<tr>
<td>Civics and Diplomatic Studies—HIST 477 is the preferred course for this requirement</td>
<td></td>
</tr>
<tr>
<td>European History</td>
<td></td>
</tr>
<tr>
<td>Latin American History</td>
<td></td>
</tr>
</tbody>
</table>

#### Social Studies Methods Course and Senior Capstone—students will take the following courses after admittance into the Education Program

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOST 400</td>
<td>SOCIAL STUDIES EDUCATION CURRICULUM AND ASSESSMENT</td>
<td>3</td>
</tr>
<tr>
<td>SOST 490</td>
<td>SENIOR CAPSTONE SOCIAL STUDIES EDUCATION</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 86

### Education (p. 40)

#### 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 303</td>
<td>FOUNDATIONS OF ASSESSMENT</td>
<td>15</td>
</tr>
<tr>
<td>&amp; EDUC 309</td>
<td>and FOUNDATIONS OF SECONDARY CLASSROOM MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>&amp; EDUC 341</td>
<td>and SECONDARY STRATEGIES, MANAGEMENT, ASSESSMENT</td>
<td></td>
</tr>
<tr>
<td>&amp; EDUC 386A</td>
<td>and FIELD EXPERIENCE AND PRACTICUM</td>
<td></td>
</tr>
<tr>
<td>&amp; EDUC 413</td>
<td>and CONTENT AREA LITERACY: MANAGEMENT AND ASSESSMENT FOR SECONDARY EDUCATION CANDIDATES</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDUC 386B &amp; EDUC 427</td>
<td>FIELD EXPERIENCE AND PRACTICUM and GENERAL STUDENT TEACHING K-12 (These are variable credit courses. The minimum for each is 3 credits.)</td>
<td>6-15</td>
</tr>
<tr>
<td>EDUC 426</td>
<td>SECONDARY STUDENT TEACHING 7-12</td>
<td>12</td>
</tr>
</tbody>
</table>

Total Credits 33-42

### University Competencies and Proficiencies

- **English (p. )**
- **Mathematics (p. 16)**
- **Placement and Clearance Exams (p. 407)**
- **Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)**

### General Education Requirements (p. 17) (GER)

- 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

### Breadth Area Core Requirements (p. 17) (BACR)

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

### University Graduation Requirements (p. 18) (UGR)

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

**Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).**

**SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.**

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).

2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.
Students who successfully earn a BA in Social Studies Secondary from EWU should be able to do the following:

- Based on Washington State Social Studies Education "Learning Standards" and the Department of History Learning Outcomes.

Program Learning Outcome (Civics)—the student understands and applies knowledge of government, law, politics, and the nation’s fundamental documents to make decisions about local, national, and international issues and to demonstrate thoughtful, participatory citizenship.

SLOs—understands to the level of being able to teach:
- key ideals and principles of the United States, including those in the Declaration of Independence, the Constitution, and other fundamental documents
- the purposes, organization, and function of governments, laws, and political systems
- the purposes and organization of international relationships and U.S. foreign policy understands civic involvement

Program Learning Outcome (Economics)—The student applies understanding of economic concepts and systems to analyze decision-making and the interactions between individuals, households, businesses, governments, and societies.

SLOs—understands to the level of being able to teach:
- that people have to make choices between wants and needs and evaluate the outcomes of those choices
- how economic systems function
- the government’s role in the economy
- understands the economic issues and problems that all societies face

Program Learning Outcome (Geography)—The student uses a spatial perspective to make reasoned decisions by applying the concepts of location, region, and movement and demonstrating knowledge of how geographic features and human cultures impact environment.

SLOs—understands to the level of being able to teach:
- the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth’s surface
- human interaction with the environment
- the geographic context of global issues

Program Learning Outcome (History and Social Studies Skills, Part I)—Conduct research by using appropriate historical methods.

SLOs—understands to the level of being able to teach:
- evaluating other scholars’ historical arguments
- using various kinds of historical sources
- assessing sources for their research value
- adducing evidence to support a scholarly argument
- following discipline-approved citation practices

Program Learning Outcome (History and Social Studies Skills, Part II)—Communicate historical analyses to diverse audiences

SLOs—understands to the level of being able to teach:
- conveying factually-based historical narrative from multiple perspectives
- developing well-balanced scholarly judgements about the past
- communicating historical analyses in clear expository pose

Program Learning Outcome (History and Social Studies Skills, Part III)—Use historical knowledge in civic engagement.

SLOs—understands to the level of being able to teach:
- contributing to public dialogues by providing historical information
- advancing historical positions that incorporate diverse perspectives
- working effectively as part of a team on a civically-oriented project
- deliberating public issues

History Education/Secondary Minor

The Social Studies program at Eastern Washington University assists students seeking a Bachelor of Arts in Education (BAE) with a Social Studies Major endorsement as well as a History Minor endorsement.

The minor for students pursuing a major endorsement for a BAE and want to add a History Secondary Minor endorsement to their program plan. This minor is designed to help prepare students to teach 5th–12th grade history classes, including World History, U.S. History, and Washington State History.

This minor satisfies the state endorsement for grades 5–12.

For information, see the Social Studies program and contact: Dr. Jacki Hedlund Tyler, (jhedlundtyler@ewu.edu) PhD

Grade Requirements: each course requires a grade ≥B-.

Required Foundation Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 102</td>
<td>WORLD HISTORY TO 1500</td>
<td>5</td>
</tr>
<tr>
<td>or HIST 103</td>
<td>WORLD HISTORY FROM 1500</td>
<td></td>
</tr>
<tr>
<td>HIST 111</td>
<td>AMERICAN HISTORY TO 1877 (a BACR for humanities and arts or a BACR for Social Science)</td>
<td>5</td>
</tr>
<tr>
<td>or HIST 112</td>
<td>AMERICAN HISTORY SINCE 1877</td>
<td></td>
</tr>
<tr>
<td>HIST 204</td>
<td>EAST ASIA: TRADITION AND TRANSFORMATION</td>
<td>5</td>
</tr>
</tbody>
</table>

Upper-Division History Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST/IDST 316</td>
<td>AMERICAN INDIAN HISTORY I</td>
<td>5</td>
</tr>
<tr>
<td>or HIST/IDST 317</td>
<td>AMERICAN INDIAN HISTORY II</td>
<td></td>
</tr>
<tr>
<td>HIST 444</td>
<td>HISTORY OF THE PACIFIC NORTHWEST</td>
<td>5</td>
</tr>
</tbody>
</table>

Choose one upper-division U.S. History Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 380</td>
<td>THE U.S. CIVIL WAR</td>
<td>5</td>
</tr>
<tr>
<td>HIST 381</td>
<td>RACE &amp; CULTURE IN THE AMERICAN WEST</td>
<td>5</td>
</tr>
<tr>
<td>HIST 383</td>
<td>WOMEN IN AMERICAN HISTORY</td>
<td>5</td>
</tr>
<tr>
<td>HIST 311</td>
<td>COLONIALISM AND NATIONALISM IN SOUTHEAST ASIA</td>
<td>5</td>
</tr>
</tbody>
</table>

Choose one upper-division non-U.S. History Course

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 321</td>
<td>DEMOCRACY AND HUMAN RIGHTS IN ASIA</td>
<td>5</td>
</tr>
<tr>
<td>HIST 372</td>
<td>FRENCH REVOLUTION AND NAPOLEON</td>
<td>5</td>
</tr>
<tr>
<td>HIST 410</td>
<td>CHINA IN 19TH AND 20TH CENTURIES</td>
<td>5</td>
</tr>
<tr>
<td>HIST 416</td>
<td>MODERN JAPAN</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Credits 35
History/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.

The Add-On Endorsement satisfies the History endorsement (grades 5th–12th) for the state of Washington.

**Grade Requirements:** this add-on endorsement requires a grade ≥B- in all coursework done in the add-on at Eastern.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 100</td>
<td>GENERAL EDUCATION ECONOMICS</td>
<td>5</td>
</tr>
<tr>
<td>GEOG 101</td>
<td>FUNDAMENTALS OF HUMAN GEOGRAPHY</td>
<td>5</td>
</tr>
<tr>
<td>HIST 105</td>
<td>EUROPEAN CIVILIZATION TO 1500</td>
<td>5</td>
</tr>
<tr>
<td>HIST 106</td>
<td>EUROPEAN CIVILIZATION, 1500 TO PRESENT</td>
<td>5</td>
</tr>
<tr>
<td>or HIST 306</td>
<td>MODERN EUROPE</td>
<td></td>
</tr>
<tr>
<td>HIST 111</td>
<td>AMERICAN HISTORY TO 1877</td>
<td>5</td>
</tr>
<tr>
<td>HIST 112</td>
<td>AMERICAN HISTORY SINCE 1877</td>
<td>5</td>
</tr>
<tr>
<td>HIST 204</td>
<td>EAST ASIA: TRADITION AND TRANSFORMATION</td>
<td>5</td>
</tr>
<tr>
<td>HIST 444</td>
<td>HISTORY OF THE PACIFIC NORTHWEST</td>
<td>5</td>
</tr>
<tr>
<td>POLI 100</td>
<td>INTRODUCTION TO US POLITICS</td>
<td>5</td>
</tr>
<tr>
<td>SOST 390</td>
<td>SOCIAL STUDIES METHODS AND CLASSROOM MANAGEMENT</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credits** 49

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.

The Add-On Endorsement satisfies the Social Studies endorsement (grades 5–12) for the state of Washington.

**Grade Requirements:** this add-on endorsement requires a grade ≥B- in all coursework done in the add-on at Eastern.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>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 105</td>
<td>EUROPEAN CIVILIZATION TO 1500</td>
<td>5</td>
</tr>
<tr>
<td>HIST 106</td>
<td>EUROPEAN CIVILIZATION, 1500 TO PRESENT</td>
<td>5</td>
</tr>
<tr>
<td>or HIST 306</td>
<td>MODERN EUROPE</td>
<td></td>
</tr>
<tr>
<td>HIST 111</td>
<td>AMERICAN HISTORY TO 1877</td>
<td>5</td>
</tr>
<tr>
<td>HIST 112</td>
<td>AMERICAN HISTORY SINCE 1877</td>
<td>5</td>
</tr>
<tr>
<td>HIST 204</td>
<td>EAST ASIA: TRADITION AND TRANSFORMATION</td>
<td>5</td>
</tr>
<tr>
<td>HIST 444</td>
<td>HISTORY OF THE PACIFIC NORTHWEST</td>
<td>5</td>
</tr>
<tr>
<td>HIST 499</td>
<td>DIRECTED STUDY</td>
<td>1</td>
</tr>
<tr>
<td>POLI 100</td>
<td>INTRODUCTION TO US POLITICS</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOST 390</td>
<td>SOCIAL STUDIES METHODS AND CLASSROOM MANAGEMENT</td>
<td>4</td>
</tr>
</tbody>
</table>

**Total Credits** 60
Interdisciplinary Studies

John L. Neace, Associate Vice Provost
department page (https://www.ewu.edu/css/interdisciplinary-studies/)
300 Senior Hall
509.359.2402

Undergraduate Degrees
BA–Interdisciplinary Studies (p. 326)
BA–Interdisciplinary Studies: Africana Studies (p. 327)
BA–Interdisciplinary Studies: Liberal Arts (p. 328)
BA–Interdisciplinary Studies: Prior Learning (p. 328)

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).

Course by Course Evaluation
The Course by Course Evaluation process is available for currently enrolled EWU 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), Associate Vice Provost, Interdisciplinary Studies, 300 Senior Hall, Cheney, WA, 99004-2414 or call 509.359.2402

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 December 15, 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-

Students enrolled in the occupational therapy track must complete the schedule of courses in the MOT curriculum toward completion of a BA in Interdisciplinary Studies.

Notes:
• see Occupational Therapy for the list of courses;
• a student may elect to discontinue the occupational therapy track and decide not to pursue the Master of Occupational Therapy. The student may complete the remaining 180 credits toward graduation in courses outside the occupational therapy curriculum and meet the graduation requirements for a Bachelor of Arts in Interdisciplinary Studies.

Interdisciplinary Graduate Programs (http://www.ewu.edu/grad/)
Roberta Brooke, MIM, Director of Graduate Studies
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:

- A GPA ≥3.0 for the last 90 graded quarter credits
- 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 for Graduate Education and Research or designee shall be forthcoming only after a meeting of 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, disciplines, 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.

<table>
<thead>
<tr>
<th>Total Credits</th>
<th>60</th>
</tr>
</thead>
</table>

**University Competencies and Proficiencies**

- English (p. 16)
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

**General Education Requirements (p. 17) (GER)**

- 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

**Breadth Area Core Requirements (p. 17) (BACR)**

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)
University Graduation Requirements (p. 18) (UGR)
Diversity Course List (p. 20)
Foreign Language (p. 18) (for Bachelor of Arts)
Global Studies Course List (p. 21)
Minor or Certificate (p. 18)
Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BA in Interdisciplinary Studies from EWU should be able to do the following:
• 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 - Africana Studies, Bachelor of Arts (BA)

This major serves to equip students via a comprehensive interdisciplinary curriculum to investigate, comprehend and appreciate the various aspirations, achievements, struggles and contributions of those individuals and groups within the African and African American communities based on a deeper understanding and application of Afrocentricity, black nationalism, liberation ideology and Critical Race Theory—all within a rich historical context domestically and abroad. Consult with your advisor to choose a minor.

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.

Note: this major requires the completion of a minor (15–16 credit) to reach a total of 60 credits.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAST/HIST/ HONS 315</td>
<td>AFRICAN HISTORY: ANCIENT AFRICA TO MANDELA</td>
<td>5</td>
</tr>
<tr>
<td>AAST 320/ SOCI 371/ SOWK 320</td>
<td>AFRICAN AMERICAN FAMILY</td>
<td>5</td>
</tr>
</tbody>
</table>

AAST 321 AFRICAN AMERICAN POLITICAL AWARENESS 5

Required Electives—choose upper division AAST courses (any course numbered 300-499).

Required Capstone

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITGS 400</td>
<td>INTERDISCIPLINARY SR CAPSTONE (or another capstone with your advisor’s approval)</td>
<td>4-5</td>
</tr>
</tbody>
</table>

Note: for students who select AAST as a second major, the capstone requirement will be met by the completion of the primary major capstone.

Total Credits 44-45

University Competencies and Proficiencies

English (p. )
Mathematics (p. 16)
Placement and Clearance Exams (p. 407)
Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)
• 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

Breadth Area Core Requirements (p. 17) (BACR)
Humans and Arts (p. 18)
Natural Sciences (p. 19)
Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)
Diversity Course List (p. 20)
Foreign Language (p. 18) (for Bachelor of Arts)
Global Studies Course List (p. 21)
Minor or Certificate (p. 18)
Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.
**Students who earn a BA in Interdisciplinary Studies—Africana Studies from EWU should be able to do the following:**
- critique Eurocentric texts from an Afrocentric perspective; PLO-4
- demonstrate knowledge of activism’s role in African-American history; PLO-2
- demonstrate knowledge of key events in African-American history. PLO-1
- summarize the psychological impact of racial oppression on African Americans, white Americans, and other racial minorities in the US; PLO-3
- use critical race theory to analyze their own lived experience. PLO-5

**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 BACRS 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 Associate Vice Provost of Interdisciplinary Studies.

**Notes:**
- contact the Department (Director) of Interdisciplinary Studies for approvals;
- these courses must be completed in addition to EWU’s 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**

<table>
<thead>
<tr>
<th>Category</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Humanities</td>
<td>20</td>
</tr>
<tr>
<td>Sciences</td>
<td>20</td>
</tr>
<tr>
<td>Social Sciences</td>
<td>20</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>60</strong></td>
</tr>
</tbody>
</table>

**University Competencies and Proficiencies**

- English (p. )
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

**General Education Requirements (p. 17) (GER)**

- 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

**Breadth Area Core Requirements (p. 17) (BACR)**

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)

**University Graduation Requirements (p. 18) (UGR)**

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

**Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).**

**SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.**

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

**Students who successfully earn a BA in Interdisciplinary Studies: Liberal Arts from EWU should be able to do the following:**

- 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: 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, (up to 45 maximum elective credits);
- 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.
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

University Competencies and Proficiencies

- English (p. )
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)

- 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

Breadth Area Core Requirements (p. 17) (BACR)

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).

2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BA in Interdisciplinary Studies: Prior Learning from EWU should be able to do the following:

- be prepared for career mobility and adaptability by selecting the appropriate academic concentration;
Military Science

Lt. Col. Jonathan C. Stafford, Chair & Professor of Military Science
department page (https://www.ewu.edu/css/military-science/)
202 Cadet Hall
509.359.2386

Faculty
LTG Jonathan Stafford, CPT Colton Crawford, CPT Nicholas Carbaugh,
SFC David Ratliff, MAJ Theresa Stephenson, MSG Michael Zehring

Undergraduate Degrees
BA–Military Science Major (p. 331)
Minor–Military Science (p. 333)

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. ROTC is one of the Nation's top leadership programs and is part of Eastern's college curriculum. Students learn first-hand what it takes to lead others, motivate groups and train as an Officer in the U.S. Army. Upon graduation from college and completion of Army ROTC, students earn the rank of Second Lieutenant and are commissioned into the Active Army, Army Reserve or Army National Guard.

ROTC is a volunteer program. It offers a two-, three-, four- or five year curriculum in leadership, both theoretical and practical. Students learn the fundamentals of leadership, then progress into larger roles to improve their level of proficiency. Many other "life skills", such as time-management, oral and written communications, first aid and personal fitness are also integrated into ROTC. The program offers an elective curriculum that students take with other college courses. ROTC Cadets live a normal college experience – augmented by military science classes and practical training. ROTC classes are open to all enrolled EWU students, and there is no obligation or commitment to the Army unless the student chooses this option. Students who wish to contract must meet academic, medical, physical and military screening standards. The program also offers a leadership laboratory, off-campus training and internship opportunities. Both a major and a minor are offered.

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 eligible 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 sophomore 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: 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. The 400 level classes are designed to refine and prepare the Cadets for their first 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 will earn an academic degree of their choice while completing ROTC. 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.

Note: The required MLSC 101, MLSC 102, MLSC 103 and MLSC 201, MLSC 202, MLSC 203 series must be completed before enrolling in the 300- 400-level series. Permission from the department chair is also required.

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 a month.

**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 around late winter. 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 (CTLT). 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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST 200</td>
<td>INTRODUCTION TO SPEECH COMMUNICATION</td>
<td>4</td>
</tr>
<tr>
<td>CMST 342</td>
<td>GLOBAL COMMUNICATION</td>
<td>5</td>
</tr>
<tr>
<td>CMST 439</td>
<td>TOPICS IN LEADERSHIP AND STRATEGIC COMMUNICATION</td>
<td>5</td>
</tr>
<tr>
<td>CSBS 310</td>
<td>FOUNDATIONS OF SOCIAL AND BEHAVIORAL SCIENCES THEORY</td>
<td>5</td>
</tr>
<tr>
<td>CSBS 320</td>
<td>STATISTICS FOR THE SOCIAL SCIENCES</td>
<td>5</td>
</tr>
<tr>
<td>TCOM 205</td>
<td>INTRODUCTION TO TECHNICAL COMMUNICATION</td>
<td>5</td>
</tr>
<tr>
<td>MLSC 101</td>
<td>BASIC MILITARY SKILLS I</td>
<td>1</td>
</tr>
<tr>
<td>MLSC 102</td>
<td>BASIC MILITARY SKILLS II</td>
<td>1</td>
</tr>
<tr>
<td>MLSC 103</td>
<td>BASIC MILITARY SKILLS III</td>
<td>1</td>
</tr>
<tr>
<td>MLSC 104</td>
<td>BASIC MILITARY SKILLS LAB (must be repeated)</td>
<td>3</td>
</tr>
<tr>
<td>MLSC 201</td>
<td>BASIC MILITARY TEAM BUILDING I</td>
<td>2</td>
</tr>
<tr>
<td>MLSC 202</td>
<td>BASIC MILITARY TEAM BUILDING II</td>
<td>2</td>
</tr>
<tr>
<td>MLSC 203</td>
<td>BASIC MILITARY TEAM III</td>
<td>2</td>
</tr>
<tr>
<td>MLSC 204</td>
<td>BASIC MILITARY TEAM BUILDING LAB (must be repeated)</td>
<td>3</td>
</tr>
<tr>
<td>MLSC 301</td>
<td>MILITARY SCIENCE &amp; TACTICS I</td>
<td>3</td>
</tr>
<tr>
<td>MLSC 302</td>
<td>MILITARY SCIENCE AND TACTICS II</td>
<td>3</td>
</tr>
<tr>
<td>MLSC 303</td>
<td>MILITARY SCIENCE AND TACTICS III</td>
<td>3</td>
</tr>
<tr>
<td>MLSC 304</td>
<td>MILITARY SCIENCE AND TACTICS LAB (must be repeated)</td>
<td>6</td>
</tr>
<tr>
<td>MLSC 307</td>
<td>LEADERSHIP DEVELOPMENT AND ASSESSMENT</td>
<td>8</td>
</tr>
<tr>
<td>MLSC 401</td>
<td>MILITARY SCIENCE AND OFFICERSHIP I</td>
<td>3</td>
</tr>
<tr>
<td>MLSC 402</td>
<td>MILITARY SCIENCE AND OFFICERSHIP II</td>
<td>3</td>
</tr>
<tr>
<td>MLSC 403</td>
<td>MILITARY SCIENCE AND OFFICERSHIP III</td>
<td>3</td>
</tr>
<tr>
<td>MLSC 404</td>
<td>MILITARY SCIENCE AND TACTICS IV LAB (must be repeated)</td>
<td>6</td>
</tr>
<tr>
<td>POLI 204</td>
<td>INTRODUCTION TO INTERNATIONAL POLITICS</td>
<td>5</td>
</tr>
<tr>
<td>POLI 323</td>
<td>U.S. FOREIGN POLICY</td>
<td>5</td>
</tr>
</tbody>
</table>

**Senior Capstone**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLSC 490</td>
<td>MILITARY LEADERSHIP SENIOR CAPSTONE</td>
</tr>
<tr>
<td></td>
<td>or MLSC 495PROFESSIONAL INTERNSHIP</td>
</tr>
</tbody>
</table>

5-6
Senior Capstone Note: 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.

Students must complete one of the six following concentrations, 20 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 231 SCIENCE OF STRESS AND COPING
or SOCI 263 SOCIAL PROBLEMS

Cultural Awareness for Military Leaders
HIST 301 HISTORY OF THE PRESENT: WORLD HISTORY SINCE 1945
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 370 INTERNATIONAL ECONOMICS
or ECON 375 ECONOMIC DEVELOPMENT
or ECON 474 INTERNATIONAL FINANCE

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
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
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 ADVANCED NEWS WRITING
& JRNM 341 and REPORTING
or CMST 461 INTRODUCTION TO PUBLIC RELATIONS THEORY
& CMST 462 and ADVANCED PUBLIC RELATIONS THEORY

Total Credits 117-118

University Competencies and Proficiencies
English (p. )
Mathematics (p. 16)
Placement and Clearance Exams (p. 407)
Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)
- 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

Breadth Area Core Requirements (p. 17) (BACR)
Humanities and Arts (p. 18)
Natural Sciences (p. 19)
Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)
Diversity Course List (p. 20)
Foreign Language (p. 18) (for Bachelor of Arts)
Global Studies Course List (p. 21)
Minor or Certificate (p. 18)
Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.
Students who successfully earn a BA in Military Science from EWU should be able to do the following:

- critically analyze the current Operational Environment in which our Armed Forces are deployed to better prepare to serve as a Platoon Leader;
- know and apply a basic understanding of Army operations, training management, safety, risk management, counseling and communications as a member of the Cadet Battalion Chain-of-Command;
- know and apply basic individual and unit military skills and leadership while functioning in a tactical environment as a member of a squad or platoon;
- know and apply time management skills and troop leading procedures to develop and articulate a complete five paragraph Operations Order.

Military Science Minor

Note: students are required to be enrolled in the ROTC program.

Required Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>MLSC 301</td>
<td>MILITARY SCIENCE &amp; TACTICS I</td>
<td>3</td>
</tr>
<tr>
<td>MLSC 302</td>
<td>MILITARY SCIENCE AND TACTICS II</td>
<td>3</td>
</tr>
<tr>
<td>MLSC 303</td>
<td>MILITARY SCIENCE AND TACTICS III</td>
<td>3</td>
</tr>
<tr>
<td>MLSC 401</td>
<td>MILITARY SCIENCE AND OFFICERSHIP I</td>
<td>3</td>
</tr>
<tr>
<td>MLSC 402</td>
<td>MILITARY SCIENCE AND OFFICERSHIP II</td>
<td>3</td>
</tr>
<tr>
<td>MLSC 403</td>
<td>MILITARY SCIENCE AND OFFICERSHIP III</td>
<td>3</td>
</tr>
</tbody>
</table>

Required Elective—choose one upper division history class 4-5

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HIST 300</td>
<td>SPECIAL TOPICS IN HISTORY</td>
</tr>
<tr>
<td>HIST 302</td>
<td>WORLD WARS</td>
</tr>
<tr>
<td>HIST 351</td>
<td>GENDER AND WAR IN THE 20TH CENTURY</td>
</tr>
<tr>
<td>HIST 380</td>
<td>THE U.S. CIVIL WAR</td>
</tr>
<tr>
<td>HIST 485</td>
<td>AMERICAN REVOLUTION, 1763-1824</td>
</tr>
<tr>
<td>HIST 489</td>
<td>VIETNAM WARS, 1945-1975</td>
</tr>
</tbody>
</table>

Total Credits 22-23
**Political Science, International Affairs and Public Administration**

James E. Headley, Chair  
Political Science and International Studies  
department page (https://www.ewu.edu/css/political-science/political-science/)  
233 Patterson Hall  
509.359.2362

---

**Faculty**  

---

**Undergraduate Degrees**

BA–Political Science (p. 338)  
BA–Political Science with Pre-Law Option (p. 339)  
Minor–Political Science (p. 340)  
Certificate–Public Policy and Administration (p. 341)

BA–International Affairs Major with a Global Public Policy Concentration (p. 343)  
BA–International Affairs Major with a Global Security Processes Concentration (p. 344)  
BA–International Affairs Major with a Global Socio-Economic Concentration (p. 345)

**Graduate Degrees**

MPA–Public Administration (p. 341)  
Graduate Certificate–Public Management Development (p. 342)

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

---

**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.

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.

Pre-Law (p. 387) program information.

---

**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.

**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.

**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 ≥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
applied to 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.

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.

MBA/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.
Political Science, Bachelor of Arts (BA)

Students may choose between the 57– or 72–credit major. There is also an 82 credit Pre-law Option (p. 339), 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 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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 100</td>
<td>INTRODUCTION TO US POLITICS</td>
<td>5</td>
</tr>
<tr>
<td>POLI 202</td>
<td>INTRODUCTION TO POLITICAL THEORY</td>
<td>5</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>
</tbody>
</table>

### Required Disciplinary Core

- **American Government and Politics**
  - POLI 300 U.S. JUDICIAL PROCESS 5
  - POLI 302 CRIMINAL PROCEDURE 5
  - POLI 304 U.S. CIVIL RIGHTS AND LIBERTIES 5
  - POLI 305 JURISPRUDENCE 5
  - POLI 306 BASIC CONCEPTS OF CRIMINAL LAW 5
  - POLI 307 U.S. CONSTITUTIONAL SYSTEM 5
  - POLI 317 AMERICAN POLITICAL THOUGHT 5
  - POLI 330 FEDERALISM, STATE AND LOCAL POLITICS 5
  - POLI 332 THE U.S. PRESIDENCY 5
  - POLI 333 PUBLIC MANAGEMENT 5
  - POLI 335 U.S. CONGRESS 5
  - POLI 336 U.S. POLITICAL PARTIES AND ELECTIONS 5
  - POLI 360 STATE LEGISLATIVE POLITICS EXPERIENCE 5
  - POLI 370 MOCK TRIAL I 5
  - POLI 400 TOPICS IN AMERICAN POLITICS 5
  - POLI 470 MOCK TRIAL II 5

### 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
- POLI 333 PUBLIC MANAGEMENT
- POLI 335 U.S. CONGRESS
- POLI 336 U.S. POLITICAL PARTIES AND ELECTIONS
- POLI 360 STATE LEGISLATIVE POLITICS EXPERIENCE
- POLI 370 MOCK TRIAL I
- POLI 400 TOPICS IN AMERICAN POLITICS
- POLI 470 MOCK TRIAL II

#### International Relations/Comparative Politics
- POLI 320 INTERNATIONAL SYSTEMS
- POLI 321 INTERNATIONAL ORGANIZATIONS
- POLI 322 INTERNATIONAL POLITICAL ECONOMY

#### Disciplinary Core

- Required Introductory Courses
  - POLI 100 INTRODUCTION TO US POLITICS 5
  - POLI 202 INTRODUCTION TO POLITICAL THEORY 5
  - POLI 203 INTRODUCTION TO COMPARATIVE POLITICS 5
  - or POLI 204 INTRODUCTION TO INTERNATIONAL POLITICS 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 and two 400 level courses below POLI 470 from two subfields

- American Government and Politics
- International Relations/Comparative Politics

### Total Credits

72

Students may choose between the 57– or 72–credit major. There is also an 82 credit Pre-law Option (p. 339), 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.

The 57 credit major requires a separate minor or POLI/CSBS approved certificate program for completion.

Notes: no substitutions for core courses
POLI 333 | PUBLIC MANAGEMENT
POLI 335 | U.S. CONGRESS
POLI 336 | U.S. POLITICAL PARTIES AND ELECTIONS
POLI 370 | MOCK TRIAL I
POLI 400 | TOPICS IN AMERICAN POLITICS
POLI 470 | MOCK TRIAL II

**International Relations/Comparative Politics**

POLI 320 | INTERNATIONAL SYSTEMS
POLI 321 | INTERNATIONAL ORGANIZATIONS
POLI 322 | INTERNATIONAL POLITICAL ECONOMY
POLI 323 | U.S. FOREIGN POLICY
POLI 324 | COMPARATIVE AND INTERNATIONAL WATER POLICY
POLI 326 | EUROPEAN POLITICS
POLI 327 | POLITICS OF DEVELOPING NATIONS
POLI 328 | POLITICS OF THE PEOPLE’S REPUBLIC OF CHINA
POLI 329 | POLITICS OF SOUTH ASIA
POLI 402 | TOPICS IN INTERNATIONAL RELATIONS AND COMPARATIVE POLITICS

**Political Philosophy**

POLI 305 | JURISPRUDENCE
POLI 313 | ANCIENT AND MEDIEVAL POLITICAL THOUGHT
POLI 314 | MODERN WESTERN POLITICAL THOUGHT
POLI 317 | AMERICAN POLITICAL THOUGHT
POLI 318 | MARX AND MARXISM
POLI 319 | NATIONS, NATIONALISM AND PATRIOTISM
POLI 401 | TOPICS IN POLITICAL THEORY

**Elective Requirements**

Choose two 300 level courses from two subfields

**Political Science with Pre-Law Option, Bachelor of Arts (BA)**

Pre-Law (p. 387) program information.

**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**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 100</td>
<td>INTRODUCTION TO US POLITICS</td>
<td>5</td>
</tr>
<tr>
<td>POLI 202</td>
<td>INTRODUCTION TO POLITICAL THEORY</td>
<td>5</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>
</tbody>
</table>

**Disciplinary Core**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 300</td>
<td>U.S. JUDICIAL PROCESS</td>
<td>5</td>
</tr>
<tr>
<td>POLI 313</td>
<td>ANCIENT AND MEDIEVAL POLITICAL THOUGHT</td>
<td>5</td>
</tr>
<tr>
<td>or POLI 314</td>
<td>MODERN WESTERN POLITICAL THOUGHT</td>
<td>5</td>
</tr>
<tr>
<td>POLI 320</td>
<td>INTERNATIONAL SYSTEMS</td>
<td>5</td>
</tr>
<tr>
<td>POLI 332</td>
<td>THE U.S. PRESIDENCY</td>
<td>5</td>
</tr>
<tr>
<td>POLI 335</td>
<td>U.S. CONGRESS</td>
<td>5</td>
</tr>
</tbody>
</table>

**Required Senior Level Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 490</td>
<td>SENIOR CAPSTONE: GLOBALIZATION</td>
<td>5</td>
</tr>
<tr>
<td>POLI 493</td>
<td>PORTFOLIO ASSESSMENT</td>
<td>1-2</td>
</tr>
</tbody>
</table>

**Elective Requirements**

Choose two 300 level courses from two subfields
Choose two 300 level courses from the American Government subfield

Choose two 400 level courses below POLI 495 from two subfields

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
- POLI 333 PUBLIC MANAGEMENT
- POLI 335 U.S. CONGRESS
- POLI 336 U.S. POLITICAL PARTIES AND ELECTIONS
- POLI 360 STATE LEGISLATIVE POLITICS EXPERIENCE

**International Relations/Comparative Politics**
- POLI 320 INTERNATIONAL SYSTEMS
- POLI 321 INTERNATIONAL ORGANIZATIONS
- POLI 322 INTERNATIONAL POLITICAL ECONOMY
- POLI 323 U.S. FOREIGN POLICY
- POLI 324 COMPARATIVE AND INTERNATIONAL WATER POLICY
- POLI 326 EUROPEAN POLITICS
- POLI 327 POLITICS OF DEVELOPING NATIONS
- POLI 328 POLITICS OF THE PEOPLE'S REPUBLIC OF CHINA
- POLI 329 POLITICS OF SOUTH ASIA
- POLI 402 TOPICS IN INTERNATIONAL RELATIONS AND COMPARATIVE POLITICS

**Political Philosophy**
- POLI 305 JURISPRUDENCE
- POLI 313 ANCIENT AND MEDIEVAL POLITICAL THOUGHT
- POLI 314 MODERN WESTERN POLITICAL THOUGHT
- POLI 317 AMERICAN POLITICAL THOUGHT
- POLI 318 MARX AND MARXISM
- POLI 319 NATIONS, NATIONALISM AND PATRIOTISM
- POLI 401 TOPICS IN POLITICAL THEORY

**Total Credits** 82

**University Competencies and Proficiencies**

- English (p. )
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

**General Education Requirements (p. 17) (GER)**
- 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

**Breadth Area Core Requirements (p. 17) (BACR)**
- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

**University Graduation Requirements (p. 18) (UGR)**
- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

**Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).**

**SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.**

1. The catalog in effect at the student's first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

**Students who successfully earn a BA in Political Science with Pre-Law from EWU should be able to do the following:**
- analyze legal cases;
- analyze the values that underlie different forms of governments;
- appraise political issues;
- communicate about politics clearly and professionally;
- critique foundational issues embedded in political questions;
- describe sources of law;
- explain how socioeconomic diversity plays a role in political affairs.

**Political Science Minor**

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 100</td>
<td>INTRODUCTION TO US POLITICS</td>
<td>5</td>
</tr>
<tr>
<td>POLI 202</td>
<td>INTRODUCTION TO POLITICAL THEORY</td>
<td>5</td>
</tr>
<tr>
<td>POLI 203</td>
<td>INTRODUCTION TO COMPARATIVE POLITICS</td>
<td>5</td>
</tr>
</tbody>
</table>
Electives–choose two courses from the 300-400 level below 470 (excluding POLI 370 but may include POLI 490).  

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>10</td>
</tr>
</tbody>
</table>

Total Credits 25

Public Policy and Administration Certificate

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 330</td>
<td>FEDERALISM, STATE AND LOCAL POLITICS</td>
<td>5</td>
</tr>
<tr>
<td>POLI 332</td>
<td>THE U.S. PRESIDENCY</td>
<td>5</td>
</tr>
<tr>
<td>POLI 333</td>
<td>PUBLIC MANAGEMENT</td>
<td>5</td>
</tr>
</tbody>
</table>

Statistics Requirements–meets MPA statistics background requirement.

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSBS 320</td>
<td>STATISTICS FOR THE SOCIAL SCIENCES</td>
<td>5</td>
</tr>
<tr>
<td>or MATH 380</td>
<td>ELEMENTARY PROBABILITY AND STATISTICS</td>
<td></td>
</tr>
</tbody>
</table>

English Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>TCOM 205</td>
<td>INTRODUCTION TO TECHNICAL COMMUNICATION</td>
<td>5</td>
</tr>
</tbody>
</table>

Economics Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 200</td>
<td>INTRODUCTION TO MICROECONOMICS</td>
<td>5</td>
</tr>
<tr>
<td>ECON 450</td>
<td>PUBLIC FINANCE AND PUBLIC POLICY</td>
<td>5</td>
</tr>
</tbody>
</table>

Choose one of the following 5

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 370</td>
<td>INTERNATIONAL ECONOMICS</td>
<td></td>
</tr>
<tr>
<td>ECON 452</td>
<td>HEALTH ECONOMICS</td>
<td></td>
</tr>
<tr>
<td>ECON 457</td>
<td>ENVIRONMENTAL ECONOMICS AND POLICY</td>
<td></td>
</tr>
<tr>
<td>ECON 458</td>
<td>URBAN AND REGIONAL ECONOMICS</td>
<td></td>
</tr>
</tbody>
</table>

Exit Synthesis Requirement

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PADM 507</td>
<td>PUBLIC POLICY ANALYSIS</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Credits 45

Students who successfully earn a Public Policy and Administration Certificate from EWU should be able to do the following:

- 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.

Public Administration, Master of Public Administration (MPA)

Note: PADM 501 and PADM 503 should be taken the 1st or 2nd quarter in the program. All pre-service students without substantial work experience in public administration must enroll in PADM 603 for at least 5 credits.

Required Core

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PADM 501</td>
<td>PUBLIC ADMINISTRATION RESEARCH APPROACHES</td>
<td>5</td>
</tr>
<tr>
<td>PADM 503</td>
<td>FOUNDATIONS OF PUBLIC ADMINISTRATION</td>
<td>5</td>
</tr>
<tr>
<td>PADM 507</td>
<td>PUBLIC POLICY ANALYSIS</td>
<td>5</td>
</tr>
<tr>
<td>PADM 509</td>
<td>PUBLIC PERSONNEL ADMINISTRATION</td>
<td>5</td>
</tr>
<tr>
<td>PADM 511</td>
<td>PUBLIC ORGANIZATIONAL THEORY AND LEADERSHIP</td>
<td>5</td>
</tr>
<tr>
<td>PADM 513</td>
<td>PUBLIC PLANNING AND BUDGETING</td>
<td>5</td>
</tr>
<tr>
<td>PADM 515</td>
<td>ADMINISTRATIVE LAW AND REGULATION</td>
<td>5</td>
</tr>
<tr>
<td>PADM 601</td>
<td>MPA CAPSTONE &amp; PROFESSIONAL DEVELOPMENT</td>
<td>5</td>
</tr>
</tbody>
</table>

Required Elective Options–courses that may be taken towards include, but are not limited to the following. 20

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PLAN 502</td>
<td>ADVANCED COMMUNITY DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>PLAN 504</td>
<td>PLANNING METHODS II: POPULATION AND ECONOMY</td>
<td></td>
</tr>
<tr>
<td>PADM 523</td>
<td>PUBLIC FINANCIAL MANAGEMENT</td>
<td></td>
</tr>
<tr>
<td>PADM 525</td>
<td>NETWORKED GOVERNMENT AND PUBLIC SECTOR</td>
<td></td>
</tr>
<tr>
<td>PADM 531</td>
<td>INTERGOVERNMENTAL RELATIONS</td>
<td></td>
</tr>
<tr>
<td>PADM 533</td>
<td>METROPOLITAN GOVERNANCE AND ADMINISTRATION</td>
<td></td>
</tr>
<tr>
<td>PADM 539</td>
<td>SPECIAL TOPICS</td>
<td></td>
</tr>
<tr>
<td>PADM 543</td>
<td>LABOR RELATIONS</td>
<td></td>
</tr>
<tr>
<td>PADM 545</td>
<td>COLLECTIVE BARGAINING</td>
<td></td>
</tr>
<tr>
<td>PADM 551</td>
<td>COMPARATIVE PUBLIC ADMINISTRATION</td>
<td></td>
</tr>
<tr>
<td>PADM 561</td>
<td>PUBLIC ADMINISTRATION THROUGH FILM AND</td>
<td></td>
</tr>
<tr>
<td>PADM 563</td>
<td>PUBLIC LEADERSHIP AND ETHICS</td>
<td></td>
</tr>
<tr>
<td>PLAN 565</td>
<td>GIS FOR URBAN AND REGIONAL ANALYSIS</td>
<td></td>
</tr>
<tr>
<td>PADM 596</td>
<td>EXPERIMENTAL COURSE</td>
<td></td>
</tr>
<tr>
<td>PADM 598</td>
<td>SEMINAR IN PUBLIC ADMINISTRATION</td>
<td></td>
</tr>
<tr>
<td>PADM 599</td>
<td>INDEPENDENT STUDY</td>
<td></td>
</tr>
<tr>
<td>PADM 600</td>
<td>THESIS RESEARCH SEMINAR</td>
<td></td>
</tr>
<tr>
<td>PADM 603</td>
<td>INTERNSHIP IN PUBLIC ADMINISTRATION</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 60
Students who successfully earn a MPA from EWU should be able to do the following:

• analyze, synthesize, think critically, solve problems and make decisions;
• articulate and apply a philosophy of public service administration practice;
• communicate effectively and interact productively with a diverse and changing workforce and citizenry;
• demonstrate an ability to develop professionally through reflective analysis of employment and educational experiences;
• lead and manage in public governance;
• participate in and contribute to the public policy process.

Public Management Development Certificate, Graduate

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 is admission to the MPA program.

Notes:

• admission to the certificate program is upon the same basis as is 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-administration/public-adm-degrees/public-mgmt-development-certificate/)

Choose the basic certificate or advanced certificate.

Required Basic Certificate Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PADM 501</td>
<td>PUBLIC ADMINISTRATION RESEARCH APPROACHES</td>
<td>5</td>
</tr>
<tr>
<td>PADM 503</td>
<td>FOUNDATIONS OF PUBLIC ADMINISTRATION</td>
<td>5</td>
</tr>
<tr>
<td>PADM 509</td>
<td>PUBLIC PERSONNEL ADMINISTRATION</td>
<td>5</td>
</tr>
<tr>
<td>PADM 511</td>
<td>PUBLIC ORGANIZATIONAL THEORY AND LEADERSHIP</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>20</strong></td>
</tr>
</tbody>
</table>

Required Advanced Certificate Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PADM 501</td>
<td>PUBLIC ADMINISTRATION RESEARCH APPROACHES</td>
<td>5</td>
</tr>
<tr>
<td>PADM 503</td>
<td>FOUNDATIONS OF PUBLIC ADMINISTRATION</td>
<td>5</td>
</tr>
<tr>
<td>PADM 507</td>
<td>PUBLIC POLICY ANALYSIS</td>
<td>5</td>
</tr>
<tr>
<td>PADM 509</td>
<td>PUBLIC PERSONNEL ADMINISTRATION</td>
<td>5</td>
</tr>
<tr>
<td>PADM 511</td>
<td>PUBLIC ORGANIZATIONAL THEORY AND LEADERSHIP</td>
<td>5</td>
</tr>
<tr>
<td>PADM 513</td>
<td>PUBLIC PLANNING AND BUDGETING</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td><strong>Total Credits</strong></td>
<td><strong>35</strong></td>
</tr>
</tbody>
</table>
The political science honor society, Pi Sigma Alpha, sponsors lectures, The International Affairs program, in conjunction with EWU’s chapter of career opportunities in the public, private and non-profit sectors. Students will be prepared to go on to graduate study in global relations scholarship and skills in research, writing and oral communication. Students majoring in International Affairs will gain competency in current regional political, economic and social issues. IA students regularly participate in these clubs.

International Affairs 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.

International Affairs Major with a Global Public Policy Concentration, Bachelor of Arts (BA)

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>
<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>
</tbody>
</table>

Required Disciplinary Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<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 or CSBS 320 STATISTICS FOR THE SOCIAL SCIENCES</td>
<td>5</td>
</tr>
</tbody>
</table>

Global Public Policy Concentration Electives—credits must be taken from at least three of the disciplines listed.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ECON 327</td>
<td>LABOR ECONOMICS</td>
<td></td>
</tr>
<tr>
<td>ECON 375</td>
<td>ECONOMIC DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>ECON 450</td>
<td>PUBLIC FINANCE AND PUBLIC POLICY</td>
<td></td>
</tr>
<tr>
<td>ECON 474</td>
<td>INTERNATIONAL FINANCE</td>
<td></td>
</tr>
<tr>
<td>GEOG 359</td>
<td>POLITICAL GEOGRAPHY</td>
<td></td>
</tr>
<tr>
<td>GEOG 365</td>
<td>URBAN GEOGRAPHY. ORIGINS, FORMS AND FUNCTIONS</td>
<td></td>
</tr>
<tr>
<td>GEOG 450</td>
<td>GLOBAL TRANSPORT DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>PLAN 261</td>
<td>COMMUNITY DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>PLAN 376</td>
<td>COMPARATIVE URBANIZATION</td>
<td></td>
</tr>
<tr>
<td>PLAN 430</td>
<td>ENVIRONMENTAL PLANNING</td>
<td></td>
</tr>
<tr>
<td>PLAN 440</td>
<td>LAND USE PLANNING</td>
<td></td>
</tr>
<tr>
<td>PLAN 442</td>
<td>SUSTAINABLE COMMUNITIES</td>
<td></td>
</tr>
<tr>
<td>POLI 333</td>
<td>PUBLIC MANAGEMENT</td>
<td></td>
</tr>
</tbody>
</table>

Required Senior Capstone

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INST 490</td>
<td>SENIOR CAPSTONE: GLOBALIZATION</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Credits: 74-76

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>
</tbody>
</table>

Required Disciplinary Core
### University Competencies and Proficiencies

<table>
<thead>
<tr>
<th>Category</th>
<th>Requirements</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (p. )</td>
<td>Placement and Clearance Exams (p. 407)</td>
</tr>
<tr>
<td>Mathematics (p. 16)</td>
<td>Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)</td>
</tr>
</tbody>
</table>

### General Education Requirements (p. 17) (GER)

- 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

### Breadth Area Core Requirements (p. 17) (BACR)

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

### University Graduation Requirements (p. 18) (UGR)

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

---

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BA in International Affairs Major with a Global Public Policy Concentration from EWU should be able to do the following:

- analyze global public policy;
- communicate about global public policy in a professional manner;
- conduct original research on a global public policy;
- evaluate global public policy literature;
- explain how socio-economic and political diversity plays a role in international affairs;
- identify major international issues.

### International Affairs Major with a Global Security Processes Concentration, Bachelor of Arts (BA)

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 Name</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>
</tbody>
</table>

**Required Global Security Processes Concentration**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>POLI 323</td>
<td>U.S. FOREIGN POLICY</td>
<td>5</td>
</tr>
<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>
<td>POLI 328</td>
<td>POLITICS OF THE PEOPLE’S REPUBLIC OF CHINA</td>
<td>5</td>
</tr>
<tr>
<td>POLI 329</td>
<td>POLITICS OF SOUTH ASIA</td>
<td>5</td>
</tr>
<tr>
<td>POLI 402</td>
<td>TOPICS IN INTERNATIONAL RELATIONS AND COMPARATIVE POLITICS</td>
<td>5</td>
</tr>
</tbody>
</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 Name</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>GEG 359</td>
<td>POLITICAL GEOGRAPHY</td>
<td>5</td>
</tr>
<tr>
<td>HIST 306</td>
<td>MODERN EUROPE</td>
<td>5</td>
</tr>
</tbody>
</table>

---

**International Graduation Requirements**

- University Graduation Requirements (UGR)
- Breadth Area Core Requirements (BACR)
- Core Courses
- Concentration Electives
- University Graduation Requirements
- Breadth Area Core Requirements
- Core Courses
- Concentration Electives

**General Education Requirements (GER)**

- 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

**Breadth Area Core Requirements (BACR)**

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

**University Graduation Requirements (UGR)**

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)
### University Competencies and Proficiencies

- **Core—no substitutions for core courses**

<table>
<thead>
<tr>
<th>Component</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Required Disciplinary Core</strong></td>
<td></td>
</tr>
<tr>
<td>INST 200 GLOBAL ISSUES</td>
<td>4</td>
</tr>
<tr>
<td>POLI 203 INTRODUCTION TO COMPARATIVE POLITICS</td>
<td>5</td>
</tr>
<tr>
<td>POLI 204 INTRODUCTION TO INTERNATIONAL POLITICS</td>
<td>5</td>
</tr>
<tr>
<td><strong>Required Disciplinary Core</strong></td>
<td></td>
</tr>
<tr>
<td>POLI 320 INTERNATIONAL SYSTEMS</td>
<td>5</td>
</tr>
<tr>
<td>POLI 321 INTERNATIONAL ORGANIZATIONS</td>
<td>5</td>
</tr>
<tr>
<td>POLI 322 INTERNATIONAL POLITICAL ECONOMY</td>
<td>5</td>
</tr>
<tr>
<td>POLI 493 PORTFOLIO ASSESSMENT</td>
<td>2</td>
</tr>
<tr>
<td><strong>Methods Requirement</strong></td>
<td>5</td>
</tr>
<tr>
<td>CSBS 310 FOUNDATIONS OF SOCIAL AND BEHAVIORAL</td>
<td></td>
</tr>
<tr>
<td>SCIENCES THEORY</td>
<td></td>
</tr>
<tr>
<td>or CSBS 320 STATISTICS FOR THE SOCIAL SCIENCES</td>
<td></td>
</tr>
<tr>
<td><strong>Global Security Processes Concentration Electives—5 credits</strong></td>
<td>13-15</td>
</tr>
<tr>
<td>maximum from POLI courses listed below</td>
<td></td>
</tr>
<tr>
<td>ANTR 310 IDENTITY, ETHNICITY AND NATIONALISM</td>
<td></td>
</tr>
<tr>
<td>ANTR 312 GLOBALIZATION AND ITS DISCONTENT</td>
<td></td>
</tr>
<tr>
<td>GEOG 359 POLITICAL GEOGRAPHY</td>
<td></td>
</tr>
<tr>
<td>HIST 306 MODERN EUROPE</td>
<td></td>
</tr>
<tr>
<td>POLI 323 U.S. FOREIGN POLICY</td>
<td></td>
</tr>
<tr>
<td>POLI 326 EUROPEAN POLITICS</td>
<td></td>
</tr>
<tr>
<td>POLI 328 POLITICS OF THE PEOPLE’S REPUBLIC OF CHINA</td>
<td></td>
</tr>
<tr>
<td>POLI 329 POLITICS OF SOUTH ASIA</td>
<td></td>
</tr>
<tr>
<td>POLI 402 TOPICS IN INTERNATIONAL RELATIONS AND COMPARATIVE POLITICS</td>
<td></td>
</tr>
</tbody>
</table>

**Required Senior Capstone**

- **INST 490 SENIOR CAPSTONE: GLOBALIZATION** 5

**Total Credits**

<table>
<thead>
<tr>
<th>Categorization</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>74-76</td>
</tr>
</tbody>
</table>

**Note:** the 54–56 credit major concentration requires the completion of a foreign language minor.

### General Education Requirements (p. 17) (GER)

- 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

### University Graduation Requirements (p. 18) (UGR)

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

### Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

### SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

### Students who successfully earn a BA in International Affairs Major with a Global Security Processes Concentration from EWU should be able to do the following:

- analyze global security issues;
- communicate about global security processes in a professional manner;
- conduct original research on global security/insecurity;
- evaluate global security literature;
- explain how socioeconomic and political diversity plays a role in international affairs;
- identify major international issues.

### International Affairs Major

**with a Global Socio-Economic Concentration, Bachelor of Arts (BA)**

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>
<thead>
<tr>
<th>Component</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INST 200 GLOBAL ISSUES</td>
<td>4</td>
</tr>
<tr>
<td>POLI 203 INTRODUCTION TO COMPARATIVE POLITICS</td>
<td>5</td>
</tr>
</tbody>
</table>

**International Affairs Major**

**with a Global Socio-Economic Concentration, Bachelor of Arts (BA)**

Note: the 74-credit major concentration does not require the completion of a foreign language minor.
### International Affairs Major with a Global Socio-Economic Concentration, Bachelor of Arts (BA)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</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>
</tr>
</tbody>
</table>

**Required Disciplinary Core Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>INST 490</td>
<td>SENIOR CAPSTONE: GLOBALIZATION</td>
<td>5</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>
<tr>
<td>POLI 205</td>
<td>INTRODUCTION TO GLOBALIZATION</td>
<td>5</td>
</tr>
</tbody>
</table>

**Required Disciplinary Core Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</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>
</tr>
</tbody>
</table>

**Methods Requirement**

- CSBS 310 FOUNDATIONS OF SOCIAL AND BEHAVIORAL SCIENCES THEORY
- CSBS 320 STATISTICS FOR THE SOCIAL SCIENCES

**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></td>
</tr>
<tr>
<td>POLI 327</td>
<td>POLITICS OF DEVELOPING NATIONS</td>
<td></td>
</tr>
<tr>
<td>POLI 328</td>
<td>POLITICS OF THE PEOPLE’S REPUBLIC OF CHINA</td>
<td></td>
</tr>
<tr>
<td>POLI 329</td>
<td>POLITICS OF SOUTH ASIA</td>
<td></td>
</tr>
<tr>
<td>POLI 402</td>
<td>TOPICS IN INTERNATIONAL RELATIONS AND COMPARATIVE POLITICS</td>
<td></td>
</tr>
</tbody>
</table>

**Required Global Socio-Economic Processes Concentration Electives**

<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 342</td>
<td>GLOBAL COMMUNICATION</td>
<td></td>
</tr>
<tr>
<td>ECON 200</td>
<td>INTRODUCTION TO MICROECONOMICS</td>
<td></td>
</tr>
<tr>
<td>ECON 201</td>
<td>INTRODUCTION TO MACROECONOMICS</td>
<td></td>
</tr>
<tr>
<td>ECON 317</td>
<td>POLITICAL ECONOMY</td>
<td></td>
</tr>
<tr>
<td>ECON 327</td>
<td>LABOR ECONOMICS</td>
<td></td>
</tr>
<tr>
<td>ECON 340</td>
<td>INTERNATIONAL ECONOMICS</td>
<td></td>
</tr>
<tr>
<td>ECON 415</td>
<td>HISTORY OF ECONOMIC THOUGHT</td>
<td></td>
</tr>
<tr>
<td>ECON 474</td>
<td>INTERNATIONAL FINANCE</td>
<td></td>
</tr>
<tr>
<td>HIST 306</td>
<td>MODERN EUROPE</td>
<td></td>
</tr>
<tr>
<td>HIST 410</td>
<td>CHINA IN 19TH AND 20TH CENTURIES</td>
<td></td>
</tr>
<tr>
<td>HIST 416</td>
<td>MODERN JAPAN</td>
<td></td>
</tr>
<tr>
<td>POLI 326</td>
<td>EUROPEAN POLITICS</td>
<td></td>
</tr>
<tr>
<td>POLI 327</td>
<td>POLITICS OF DEVELOPING NATIONS</td>
<td></td>
</tr>
<tr>
<td>POLI 328</td>
<td>POLITICS OF THE PEOPLE’S REPUBLIC OF CHINA</td>
<td></td>
</tr>
<tr>
<td>POLI 329</td>
<td>POLITICS OF SOUTH ASIA</td>
<td></td>
</tr>
<tr>
<td>POLI 402</td>
<td>TOPICS IN INTERNATIONAL RELATIONS AND COMPARATIVE POLITICS</td>
<td></td>
</tr>
<tr>
<td>SOCI 362</td>
<td>SOCIOLOGY OF POLITICS</td>
<td></td>
</tr>
<tr>
<td>SOCI 485</td>
<td>SOCIOLOGY OF REVOLUTIONS</td>
<td></td>
</tr>
</tbody>
</table>

**Total Credits**

- 74-76

**University Competencies and Proficiencies**

- English (p.  )
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

**General Education Requirements (p. 17) (GER)**

- 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

**Breadth Area Core Requirements (p. 17) (BACR)**

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

**University Graduation Requirements (p. 18) (UGR)**

- Diversity Course List (p. 20)
All admitted students must officially Declare a Major ([https://inside.ewu.edu/center-for-academic-advising-and-retention/academic-planning-tools/declare-your-major/](https://inside.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 ([use EagleNET ([https://eaglenet.ewu.edu](https://eaglenet.ewu.edu))](https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives ([https://catalog.ewu.edu/archives/](https://catalog.ewu.edu/archives/)) to determine two important catalog years (p. 16).

SOAR ([https://soar.ewu.edu/selfservice/general/home.html](https://soar.ewu.edu/selfservice/general/home.html)) calculates based on these two catalog years.

1. The catalog in effect at the student's first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BA in International Affairs Major with a Global Socio-Economic Concentration from EWU should be able to do the following:

- analyze global economic issues;
- communicate about global socioeconomic processes in a professional manner;
- conduct original research on socio-economic development;
- evaluate global economic literature;
- explain how socioeconomic and political diversity plays a role in international affairs;
- identify major international issues.
Psychology

Kayleen Islam-Zwart (kislamzwart@ewu.edu), Chair
509.359.2827
department page (https://www.ewu.edu/css/psychology/)

Faculty

Undergraduate Degrees
BA–Psychology Major (p. 350)
BS–Applied Developmental Psychology Major (p. 352)
BS–Health Psychology (p. 353)
Minor–Applied Developmental Psychology (p. 354)
Minor–Industrial/Organizational (I/O) Psychology (p. 354)
Minor–Psychology (p. 354)
Certificate–Behavioral Health Support Specialist (p. 355)

Graduate Degrees
EdS–School Psychology (Hybrid or Online) (p. 355)
MS–Counseling, Clinical Mental Health Counseling (p. 357)
MS–Counseling, School Counseling (p. 357)
MS–Psychology (p. 358)
Post Master’s Certificate–School Counseling (p. 358)

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 and Counselors differ considerably in what they do because the field encompasses a wide range of human activities. Generally speaking, clinical, school, and counseling professionals 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 recommendations of the American Psychological Association for undergraduate majors in psychology.

The Department of Psychology is located in Martin Hall, a building that has sophisticated 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 Programs
Graduate study in psychology and counseling provides the student with advanced preparation for practice in the field or for entering doctoral-level programs. 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 Counseling: Clinical Mental Health Counseling and School specialty areas; Master of Science in Psychology; and Educational Specialist in School Psychology. The EdS degree is offered in both a hybrid and online format.

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, thesis, comprehensive examination or research report, and oral defense, which demonstrates the competence of the student in graduate level work. 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.
2. School Psychology EdS 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 first or second year (depending on the program) 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 second or third year of the program (depending on the program). Portfolios will reflect knowledge and skills in the National Association of School Psychology Domains of Training and Practice.
3. Graduate candidates in the Master’s of Science in Counseling program will take a standardized comprehensive examination in the quarter before their internship. This examination, the Counselor Preparation Comprehensive Examination, is given on campus. The CPCE covers the eight Council for the Accreditation of Counseling & Related Educational Programs (CACREP) common-core areas as defined by their Standards for Preparation: • Assessment and Testing • Career Development• Counseling and Helping Relationships• Group Counseling and Group Work• Human Growth and Development• Professional Counseling Orientation and Ethical Practice• Research and Program Evaluation• Social and Cultural Diversity. It is used as an exit exam and as practice for the licensure exam. Students must pass before moving to internship and prior to graduation. Students have three opportunities to pass this exam.
4. All graduate students are subject to the academic advancement policies of Graduate Studies regarding grades, and expected to uphold standards of professional conduct and legal and federal laws.

Financial Aid—direct inquiries and application materials to:
Financial Aid and Scholarship Office
Eastern Washington University
102 Sutton Hall
To be considered for the program, students must:

1. have a bachelor's degree, in psychology, education, early childhood education, or related fields, with the applicant's transcript showing evidence of courses in research methods, inferential statistics, learning, abnormal psychology, and developmental psychology (evidence of tests and measurement and biopsychology are highly recommended);
2. have a GPA ≥3.0 in the last 90 quarter or 60 semester-graded credits;
3. meet the requirements of the Graduate School;
4. submit the program-specific application to GradCAS;
5. provide three references for recommendation through GradCAS;
6. for the hybrid program, have a minimum of 150 hours of professionally relevant experience working with children, youth, and/or individuals with disabilities;
7. for the online program, have at least three years of full-time experience teaching in schools or at least five years of relevant professional experience in a closely related field; if recommended for admission, students must 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). Graduates are eligible to become Nationally Certified School Psychologists. Coursework, practicum, internship, and portfolio expectations are aligned with state and national training standards. Specific areas of training include data-based decision making; consultation and collaboration; development of and support for academic and behavioral interventions; and, development and delivery of mental health services. The program emphasizes multi-tiered, evidence-based and equitable practices, with respect for diversity in development and learning and advocacy. Knowledge and skills are developed through integrated coursework, field experiences, and internship. Students complete a three-year sequential program of study, beginning in summer.

**Technology Requirements for Participation**

High bandwidth required; computer and browser requirements should follow program recommendations, webcam; a headset with microphone and access to a personal scanner or printer that scans to PDF. Full participation throughout the web-conferencing activities and on-campus training is required to participate.

**Educational Specialist in School Psychology (Hybrid or Online) (EdS)**

Jamie Chaffin, EdD (edsonline@ewu.edu)
Director, School Psychology Online Program (EdS)
135 Martin Hall
509.359.4736

Susan Ruby, PhD (edsybrid@ewu.edu)
Director, School Psychology Hybrid Program (EdS)
135 Martin Hall
509.359.6050

**Admission Requirements/Preparation**

The application deadline is February 1st. All application materials must be received by February 1st for consideration of an interview for admission to the program. All interviews will be conducted via video conferencing. Applicants must use a web-camera and a headset with a microphone to complete the interview. Candidates are required to apply for the Pre-Residency Clearance in Washington State through the Eastern Washington University (EWU) Certification Office during the first summer of the program, which includes fingerprinting and background checks. Washington State residents with current educational certificates in other areas must be verified by the EWU Certification Office.

**To be considered for the program, students must:**

1. have a bachelor's degree, in psychology, education, early childhood education, or related fields, with the applicant's transcript showing evidence of courses in research methods, inferential statistics, learning, abnormal psychology, and developmental psychology (evidence of tests and measurement and biopsychology are highly recommended);
2. have a GPA ≥3.0 in the last 90 quarter or 60 semester-graded credits;
3. meet the requirements of the Graduate School;
4. submit the program-specific application to GradCAS;
5. provide three references for recommendation through GradCAS;
6. for the hybrid program, have a minimum of 150 hours of professionally relevant experience working with children, youth, and/or individuals with disabilities;
7. for the online program, have at least three years of full-time experience teaching in schools or at least five years of relevant professional experience in a closely related field; if recommended for admission, students must complete all of the requirements for admission to the Graduate School and the Department of Psychology before registering for classes.

The Department of Psychology offers a nationally recognized program of studies in counselor education. 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 Counseling: Clinical Mental Health Counseling emphasis and Master of Science in Counseling: School Counseling emphasis. 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 emphasizes evidence-based and equitable practices, with respect for diversity in development and learning and advocacy. Knowledge and skills are developed through integrated coursework, field experiences, and internship.

We adhere to a scientist-practitioner model that prepares students for practice as a counselor. Candidates completing our school counseling specialty track are prepared to receive a Residency Educational Staff Associate (ESA) Certificate in School Counseling from Washington’s Office of Superintendent of Public Instruction (OSPI). Candidates completing our clinical mental health counseling specialty track are eligible for mental health licensure in Washington (LMHCA/LMHC). All graduates are eligible to become Nationally Certified Counselors.

A FBI fingerprint check will be required of all counseling students prior to beginning of their practicum and internship. 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 Clinical Mental Health Counseling or the American School Counseling Association (ASCA) for School Counseling. Membership applications for the affiliation and insurance programs will be made available in the professional classes offered in the first quarter.

---

**Note:**

- 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 vitae/résumé, and a statement of intent for admission to the Psychology Graduate Program via the online application;
- must submit three letters of recommendation via online application, 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: research methods and inferential statistics. 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 is intended to prepare students to be master’s-level mental health practitioners, to pursue further graduate study in clinical or experimental areas, to teach at the master’s level, or to work in industry.

Obtaining a Master of Science in Psychology ordinarily takes two years. In addition to the core courses, students pursue 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 (3 quarters) 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;

**Capstone Course:** the university capstone requirement is met by the department capstone PSYC 490 and must attain a grade ≥C.

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.

**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 310, PSYC 100, PSYC 309, PSYC 490
  - PSYC 495, PSYC 398/PSYC 498 and PSYC 399/PSYC 499
- There is no overall GPA requirement for this major
### Required Prerequisite Course
- **PSYC 100** GENERAL PSYCHOLOGY 5

### Required Courses
- **CSBS 320** STATISTICS FOR THE SOCIAL SCIENCES 5 or **PSYC 310** PSYCHOLOGICAL STATISTICS 5
- **PSYC 309** SCIENTIFIC PRINCIPLES OF PSYCHOLOGY 5
- **PSYC 413** RESEARCH METHODS IN PSYCHOLOGY 5

### Required Focus Experience Courses—students choose from any combination of the following
- **PSYC 398** SEMINAR IN PSYCHOLOGY
- or **PSYC 498** SEMINAR
- **PSYC 399** DIRECTED STUDY (permission required)
- or **PSYC 499** DIRECTED STUDY
- **PSYC 495** INTERNSHIP (permission required)

### 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 18-20 credits:
  - **PSYC 301** THEORIES OF PERSONALITY
  - **PSYC 302** ABNORMAL PSYCHOLOGY
  - **PSYC 303** FOUNDATION OF PSYCHOTHERAPY
  - **PSYC 305** CHILD AND ADOLESCENT DEVELOPMENT (only one developmental course will count towards the BA)
    or **PSYC 306** ADULT DEVELOPMENT
  - **PSYC 316** HUMAN MEMORY AND COGNITION
  - **PSYC 324** CONDITIONING AND LEARNING
  - **PSYC 340** EMOTION AND EMOTIONAL INTELLIGENCE
  - **PSYC 381** SOCIAL PSYCHOLOGY
  - **PSYC 374** CULTURAL PSYCHOLOGY
  - **PSYC 420** BIOLOGICAL BASIS OF BEHAVIOR

- **Cluster B Applied/Lab and Speciality Course Requirements**—choose at least three of the following 0-15 credits:
  - **CSBS 321** COMPUTER AIDED DATA ANALYSIS
    or **PSYC 312** COMPUTER STATISTICAL ANALYSIS
  - **PSYC 314** TESTS AND MEASUREMENTS
  - **PSYC 317** HEALTH PSYCHOLOGY
  - **PSYC 318** COMPUTERIZATION RESEARCH TECHNIQUES IN PSYCHOLOGY
  - **PSYC/GWSS 321** CARE AND CUSTODY OF FEMALE OFFENDERS
  - **PSYC 323** DRUGS AND BEHAVIOR
  - **PSYC 325** COGNITIVE AND BEHAVIOR CHANGE
  - **PSYC/GWSS 331** PSYCHOLOGY OF WOMEN
  - **PSYC 359** HUMAN SEXUALITY
  - **PSYC 425** PSYCHOLOGY AND THE LEGAL SYSTEM
  - **PSYC 427** INTIMATE RELATIONSHIPS
  - **PSYC 430** HUMAN PSYCHOPHYSIOLOGY
  - **PSYC 433** COMPASSION FOCUSED THERAPY
  - **PSYC 440** HAPPINESS AND POSITIVE PSYCHOLOGY
  - **PSYC 450** TRAUMA: THEORY, ASSESSMENT AND TREATMENT
  - **PSYC 452** SOCIAL INFLUENCE

### Electives—courses used as electives in the major must come from the following Focus Experience list above (those not used to meet the minimum cluster requirements).

### Required Senior Capstone
- **PSYC 490** SENIOR CAPSTONE: THE TRADITION OF PSYCHOLOGY (a UGR—senior capstone) 4-6 or **PSYC 491** SENIOR THESIS

### Total 70

### University Competencies and Proficiencies
- **English** (p. )
- **Mathematics** (p. 16)
- **Placement and Clearance Exams** (p. 407)
- **Prior Learning/Sources of Credit** (p. 103)

### General Education Requirements (p. 17) (GER)
- 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

### Breadth Area Core Requirements (p. 17) (BACR)
- **Humanities and Arts** (p. 18)
- **Natural Sciences** (p. 19)
- **Social Sciences** (p. 19)

### University Graduation Requirements (p. 18) (UGR)
- **Diversity Course List** (p. 20)
- **Foreign Language** (p. 18) (for Bachelor of Arts)
- **Global Studies Course List** (p. 21)
- **Minor or Certificate** (p. 18)
- **Senior Capstone Course List** (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years.

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.
1. The catalog in effect at the student's first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).

2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BA in Psychology from EWU should be able to do the following:

- evaluate empirical research in psychology;
- explain how APA's principles of ethics can be applied to a research study in psychology;
- investigate a major theoretical perspective from psychology;
- utilize APA (American Psychological Association) style requirements when writing.

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.

Required Foundational Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSBS 320</td>
<td>STATISTICS FOR THE SOCIAL SCIENCES</td>
<td>5</td>
</tr>
<tr>
<td>or PSYC 310</td>
<td>PSYCHOLOGICAL STATISTICS</td>
<td></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>5</td>
</tr>
<tr>
<td>PSYC 309</td>
<td>SCIENTIFIC PRINCIPLES OF PSYCHOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 314</td>
<td>TESTS AND MEASUREMENTS</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 315</td>
<td>PSYCHOLOGY OF HUMAN RELATIONS</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 324</td>
<td>CONDITIONING AND LEARNING</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 344</td>
<td>INTRODUCTION TO THE HELPING PROFESSIONS</td>
<td></td>
</tr>
</tbody>
</table>

Advanced Courses

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 402</td>
<td>BEHAVIOR MODIFICATION</td>
<td></td>
</tr>
<tr>
<td>PSYC 405</td>
<td>DEVELOPMENTAL THEORIES AND APPLICATIONS</td>
<td></td>
</tr>
<tr>
<td>PSYC 476</td>
<td>CHILD AND FAMILY GUIDANCE</td>
<td></td>
</tr>
<tr>
<td>PSYC 483</td>
<td>GROUP DYNAMICS</td>
<td></td>
</tr>
</tbody>
</table>

Focus Experience—students must complete a minimum of 4 credits of PSYC 493.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 493</td>
<td>FIELD STUDY IN APPLIED DEVELOPMENTAL PSYCHOLOGY (4 credit minimum—may be repeated)</td>
<td></td>
</tr>
<tr>
<td>PSYC 498</td>
<td>SEMINAR</td>
<td></td>
</tr>
<tr>
<td>PSYC 499</td>
<td>DIRECTED STUDY</td>
<td></td>
</tr>
</tbody>
</table>

Senior Capstone—choose one

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ITGS 400</td>
<td>INTERDISCIPLINARY SR CAPSTONE</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 490A</td>
<td>SENIOR CAPSTONE: DEVELOPMENTAL PSYCHOLOGY SENIOR SEMINAR</td>
<td></td>
</tr>
<tr>
<td>PSYC 490B</td>
<td>SENIOR CAPSTONE: MINDS AND VINES: PSYCHOLOGY OF WINE</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Senior Capstone Course</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 491</td>
<td>SENIOR THESIS (by faculty invitation)</td>
<td>69</td>
</tr>
</tbody>
</table>

University Competencies and Proficiencies

- English (p. )
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)

- 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

Breadth Area Core Requirements (p. 17) (BACR)

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).

2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BS in Applied Developmental Psychology from EWU should be able to do the following:

- demonstrate understanding of psychological phenomena from a life-span perspective;
- 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.

**Health Psychology, Bachelor of Science (BS)**

Proficiency in English and Mathematics (p. 16) are the prerequisites for many of these courses. Completing PSYC 309 prior to CSBS 320/PSYC 310 is highly recommended.

There is no overall GPA requirement for the major.

**Grade Requirements**

- To declare the BS Health Psychology major, students must have a minimum cumulative GPA ≥2.0 and taken and passed PSYC 100 (or its equivalent) with a grade ≥C.
- 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 applied toward the degree.
- CSBS 320/PSYC 310, PSYC 100, PSYC 231, PSYC 309 and PSYC 490C must be passed with a grade ≥C.

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSBS 320</td>
<td>STATISTICS FOR THE SOCIAL SCIENCES</td>
<td>5</td>
</tr>
<tr>
<td>or PSYC 310</td>
<td>PSYCHOLOGICAL STATISTICS</td>
<td></td>
</tr>
<tr>
<td>PSYC 100</td>
<td>GENERAL PSYCHOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 201</td>
<td>LIFE-SPAN DEVELOPMENT</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 231</td>
<td>SCIENCE OF STRESS AND COPING</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 302</td>
<td>ABNORMAL PSYCHOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 309</td>
<td>SCIENTIFIC PRINCIPLES OF PSYCHOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 316</td>
<td>HUMAN MEMORY AND COGNITION</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 317</td>
<td>HEALTH PSYCHOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 324</td>
<td>CONDITIONING AND LEARNING</td>
<td>4</td>
</tr>
<tr>
<td>or PSYC 325</td>
<td>COGNITIVE AND BEHAVIOR CHANGE</td>
<td></td>
</tr>
<tr>
<td>or PSYC 402</td>
<td>BEHAVIOR MODIFICATION</td>
<td></td>
</tr>
<tr>
<td>PSYC 420</td>
<td>BIOLOGICAL BASIS OF BEHAVIOR</td>
<td>5</td>
</tr>
</tbody>
</table>

**Electives—choose two from the following**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CMST 210</td>
<td>INTERPERSONAL COMMUNICATION</td>
<td>3</td>
</tr>
<tr>
<td>or CMST 420</td>
<td>HEALTH COMMUNICATION</td>
<td></td>
</tr>
<tr>
<td>CSBS 321</td>
<td>COMPUTER AIDED DATA ANALYSIS</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 301</td>
<td>THEORIES OF PERSONALITY</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 303</td>
<td>FOUNDATION OF PSYCHOTHERAPY</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 314</td>
<td>TESTS AND MEASUREMENTS</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 323</td>
<td>DRUGS AND BEHAVIOR</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 359</td>
<td>HUMAN SEXUALITY</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 374</td>
<td>CULTURAL PSYCHOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 381</td>
<td>SOCIAL PSYCHOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 413</td>
<td>RESEARCH METHODS IN PSYCHOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 440</td>
<td>HAPPINESS AND POSITIVE PSYCHOLOGY</td>
<td>5</td>
</tr>
</tbody>
</table>

**Focus Experience**

Take 8 credits of field study or internship, or take 4 credits of field study or internship plus 4 credits PSYC 498 and/or PSYC 499 for a total of 8 credits.

**Required Capstone**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 495</td>
<td>INTERNSHIP</td>
<td></td>
</tr>
<tr>
<td>PSYC 498</td>
<td>SEMINAR</td>
<td></td>
</tr>
<tr>
<td>PSYC 499</td>
<td>DIRECTED STUDY</td>
<td></td>
</tr>
</tbody>
</table>

**University Competencies and Proficiencies**

- English (p. )
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

**General Education Requirements (p. 17) (GER)**

- 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

**Breadth Area Core Requirements (p. 17) (BACR)**

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

**University Graduation Requirements (p. 18) (UGR)**

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student's first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.
Students who successfully earn a BS in Health Psychology from EWU should be able to do the following:
- evaluate empirical research in health psychology;
- explain how APA’s principles of ethics can be applied to health psychology;
- investigate key concepts from health psychology;
- utilize APA (American Psychological Association) style requirements when writing.

Applied Developmental Psychology Minor

Major courses within the department may not overlap with minor courses.

Grades: students must attain an overall GPA ≥2.0 in order to graduate with this minor.

Choice of 15 credits from the following list in consultation with an advisor. (PSYC 204 cannot be included.)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSBS 320</td>
<td>STATISTICS FOR THE SOCIAL SCIENCES</td>
</tr>
<tr>
<td>or PSYC 310</td>
<td>PSYCHOLOGICAL STATISTICS</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 307</td>
<td>PSYCHOLOGY OF ADJUSTMENT</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 315</td>
<td>PSYCHOLOGY OF HUMAN RELATIONS</td>
</tr>
<tr>
<td>PSYC 324</td>
<td>CONDITIONING AND LEARNING</td>
</tr>
<tr>
<td>PSYC 344</td>
<td>INTRODUCTION TO THE HELPING PROFESSIONS</td>
</tr>
<tr>
<td>PSYC 402</td>
<td>BEHAVIOR MODIFICATION</td>
</tr>
<tr>
<td>PSYC 405</td>
<td>DEVELOPMENTAL THEORIES AND APPLICATIONS</td>
</tr>
<tr>
<td>PSYC 476</td>
<td>CHILD AND FAMILY GUIDANCE</td>
</tr>
</tbody>
</table>

Total Credits 15

Industrial/Organizational (I/O) Psychology Minor

Industrial/Organizational Psychology is an advancing area in psychology and offers great opportunity for collaboration with other majors (e.g., Business).

Notes:
- only 5 credits will be accepted in transfer from another institution toward the Industrial/Organizational Psychology minor;
- only 5 credits of the minor may be used in duplication toward another major or minor degree requirement—meaning that PSYC students are not eligible for the I/O minor unless they take an additional 15 credits beyond the required for the major/minor to add the I/O minor to the transcript.

Required

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 314</td>
<td>TESTS AND MEASUREMENTS</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 461</td>
<td>INDUSTRIAL AND ORGANIZATIONAL PSYCHOLOGY</td>
<td>5</td>
</tr>
</tbody>
</table>

Electives—choose from the following

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HUMR 328</td>
<td>HUMAN RESOURCE MANAGEMENT</td>
</tr>
</tbody>
</table>

Total Credits 10

Students who earn a minor in I/O Psychology at EWU should be able to do the following:
- develop ethical decision-making for I/O psychology;
- distinguish perspectives that are used in I/O psychology;
- evaluate tools used in psychological research.

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. Major course within the department may not overlap with minor course.

Grades: students must attain an overall GPA ≥2.0 in order to graduate with this minor.

Required

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 100</td>
<td>GENERAL PSYCHOLOGY (a BACR for social sciences)</td>
<td>5</td>
</tr>
</tbody>
</table>

Electives—choose from the following list and approved by the department chair

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CSBS 320</td>
<td>STATISTICS FOR THE SOCIAL SCIENCES (CSBS 320 or PSYC 310)</td>
<td>5</td>
</tr>
<tr>
<td>or PSYC 310</td>
<td>PSYCHOLOGICAL STATISTICS</td>
<td></td>
</tr>
<tr>
<td>CSBS 321</td>
<td>COMPUTER AIDED DATA ANALYSIS (CSBS 321 or PSYC 312)</td>
<td>5</td>
</tr>
<tr>
<td>or PSYC 312</td>
<td>COMPUTER STATISTICAL ANALYSIS</td>
<td></td>
</tr>
<tr>
<td>PSYC 301</td>
<td>THEORIES OF PERSONALITY</td>
<td></td>
</tr>
<tr>
<td>PSYC 302</td>
<td>ABNORMAL PSYCHOLOGY</td>
<td></td>
</tr>
<tr>
<td>PSYC 303</td>
<td>FOUNDATION OF PSYCHOTHERAPY</td>
<td></td>
</tr>
<tr>
<td>PSYC 305</td>
<td>CHILD AND ADOLESCENT DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>or PSYC 306</td>
<td>ADULT DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>or PSYC 201</td>
<td>LIFE-SPAN DEVELOPMENT</td>
<td></td>
</tr>
<tr>
<td>PSYC 309</td>
<td>SCIENTIFIC PRINCIPLES OF PSYCHOLOGY</td>
<td></td>
</tr>
<tr>
<td>PSYC 314</td>
<td>TESTS AND MEASUREMENTS</td>
<td></td>
</tr>
<tr>
<td>PSYC 316</td>
<td>HUMAN MEMORY AND COGNITION</td>
<td></td>
</tr>
<tr>
<td>PSYC 317</td>
<td>HEALTH PSYCHOLOGY</td>
<td></td>
</tr>
<tr>
<td>PSYC 318</td>
<td>COMPUTERIZATION RESEARCH TECHNIQUES IN PSYCHOLOGY</td>
<td></td>
</tr>
<tr>
<td>PSYC/GWSS 321</td>
<td>CARE AND CUSTODY OF FEMALE OFFENDERS</td>
<td></td>
</tr>
<tr>
<td>PSYC 323</td>
<td>DRUGS AND BEHAVIOR</td>
<td></td>
</tr>
<tr>
<td>PSYC 324</td>
<td>CONDITIONING AND LEARNING</td>
<td></td>
</tr>
<tr>
<td>PSYC 325</td>
<td>COGNITIVE AND BEHAVIOR CHANGE</td>
<td></td>
</tr>
<tr>
<td>PSYC 326</td>
<td>ORGANIZATION THEORY AND BEHAVIOR</td>
<td></td>
</tr>
<tr>
<td>PSYC 301</td>
<td>THEORIES OF PERSONALITY</td>
<td></td>
</tr>
<tr>
<td>PSYC 316</td>
<td>HUMAN MEMORY AND COGNITION</td>
<td></td>
</tr>
<tr>
<td>PSYC 324</td>
<td>CONDITIONING AND LEARNING</td>
<td></td>
</tr>
<tr>
<td>PSYC 481</td>
<td>PREJUDICE AND STEREOTYPING</td>
<td></td>
</tr>
<tr>
<td>PSYC 498</td>
<td>SEMINAR (with title approved by department chair or program director—variable credit—may be repeated with approval)</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Credits 20
Behavioral Health Support Specialist Certificate

This certificate will allow for advanced training and competence at the undergraduate level for students interested in future employment in integrated care settings. It is crafted to be an add-on credential for individuals majoring in the BS Health Psychology or the BA Psychology programs, but is open to other disciplines such as social work, nursing, or addiction studies.

Prior to declaring, students must pass each of the following prerequisite courses with a grade ≥B: PSYC 301, PSYC 302, PSYC 317, PSYC 420. Please see your advisor for potential equivalent exceptions.

<table>
<thead>
<tr>
<th>Required Courses for the Certificate</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 303 FOUNDATION OF PSYCHOTHERAPY</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 323 DRUGS AND BEHAVIOR</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 408 COLLABORATIVE AND INTEGRATIVE CARE IN PSYCHOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 409 BEHAVIORAL HEALTH MANAGEMENT AND INTERVENTION</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 495 INTERNSHIP (this variable credit course must be taken twice for 4 credits each time)</td>
<td>8</td>
</tr>
<tr>
<td>PSYC 498 SEMINAR (this is a variable credit course)</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
<td><strong>30</strong></td>
</tr>
</tbody>
</table>

Psychology, Educational Specialist in School Psychology (Hybrid or Online) (EdS)

Admission Requirements/Preparation

The application deadline is February 1st. All application materials must be received by February 1st for consideration of an interview for admission to the program. All interviews will be conducted via video conferencing. Applicants must use a web-camera and a headset with a microphone to complete the interview. Candidates are required to apply for the Pre-Residency Clearance in Washington State through the Eastern Washington University (EWU) Certification Office during the first summer of the program, which includes fingerprinting and background checks. Washington State residents with current educational certificates in other areas must be verified by the EWU Certification Office. To be considered for the program, students must:

1. have a bachelor’s degree, in psychology, education, early childhood education, or related fields, with the applicant’s transcript showing evidence of courses in research methods, inferential statistics, learning, abnormal psychology, and developmental psychology (evidence of tests and measurement and biopsychology are highly recommended);
2. have a GPA ≥3.0 in the last 90 quarter or 60 semester-graded credits;
3. meet the requirements of the Graduate School;
4. submit the program-specific application to GradCAS;
5. provide three references for recommendation within GradCas;
6. for the hybrid program, have a minimum of 150 hours of professionally relevant experience working with children, youth, and/or individuals with disabilities;
7. for the online program, have at least three years of full-time experience teaching in schools or at least five years of relevant professional experience in a closely related field; if recommended for admission, students must 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). Graduates are eligible to become Nationally Certified School Psychologists. Coursework, practicum, internship, and portfolio expectations are aligned with state and national training standards. Specific areas of training include data-based decision making; consultation and collaboration; development of and support for academic and behavioral interventions; and, development and delivery of mental health services. The program emphasizes multi-tiered, evidence-based and equitable practices, with respect for diversity in development and learning and advocacy. Knowledge and skills are developed through integrated coursework, field experiences, and internship. Students complete a three-year sequential program of study, beginning in summer.

Technology Requirements for Participation
High bandwidth required; computer and browser requirements should follow program recommendations, webcam; a headset with microphone and access to a personal scanner or printer that scans to PDF. Full participation throughout the web-conferencing activities and on-campus training is required to participate.

Susan Ruby (sruby@ewu.edu), Program Director
509.359.6050

This hybrid program is designed for individuals who are pursuing careers in school psychology. The program includes online coursework with weekly synchronous requirements on weeknights and quarterly on-campus training requirements. Appropriate candidates for the program have undergraduate degrees in psychology, education, or related fields. Those with master's degrees who wish to have more face to face time than our fully online program offers may also apply. Candidates are encouraged to work in schools or related settings while completing coursework and field experiences throughout the program.

Note: successful completion of the National School Psychology Certification Examination (Praxis II) and an oral examination that reviews the portfolio project and contents is required.

Required Courses

<table>
<thead>
<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>
<td>4</td>
</tr>
<tr>
<td>PSYC 510</td>
<td>PROFESSIONAL SCHOOL PSYCHOLOGY PRACTICE</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 511</td>
<td>PROFESSIONAL SCHOOL PSYCHOLOGY LAW</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 512</td>
<td>PROFESSIONAL SCHOOL PSYCHOLOGY ETHICS</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 513</td>
<td>ADVANCED CHILD AND ADOLESCENT DEVELOPMENT</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 523</td>
<td>MULTI-TIERED SYSTEMS OF SUPPORT</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 526</td>
<td>ACADEMIC ASSESSMENT FOR SCHOOL PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 532</td>
<td>RESEARCH AND STATISTICS GROUP DESIGN</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 533</td>
<td>INTERVENTION AND PROGRAM EVALUATION</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 534</td>
<td>HUMAN NEUROPSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 539</td>
<td>SEMINAR IN SPECIAL TOPICS (variable credit)</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 543</td>
<td>COUNSELING THEORIES AND SCHOOL BASED MENTAL HEALTH INTERVENTIONS</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 553</td>
<td>SOCIAL, EMOTIONAL AND BEHAVIORAL ASSESSMENT OF CHILDREN AND ADOLESCENTS</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 554</td>
<td>COGNITIVE ASSESSMENT</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 558</td>
<td>SCHOOL PSYCHOLOGY PRACTICUM (variable credit—must be repeated)</td>
<td>12</td>
</tr>
<tr>
<td>PSYC 559</td>
<td>COGNITIVE ASSESSMENT LAB</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 560</td>
<td>SCHOOL PSYCHOLOGY CONSULTATION</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 563</td>
<td>PSYCHOEDUCATIONAL GROUP THEORY</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 565</td>
<td>DEVELOPMENTAL PSYCHOPATHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 568</td>
<td>PSYCHOEDUCATIONAL GROUP PROCESS</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 579</td>
<td>ADVANCED DIAGNOSTIC ASSESSMENT</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 602</td>
<td>SCHOOL PSYCHOLOGY PORTFOLIO (variable credit)</td>
<td>6</td>
</tr>
<tr>
<td>PSYC 695</td>
<td>INTERNSHIP IN SCHOOL PSYCHOLOGY (variable credit—must be repeated)</td>
<td>15</td>
</tr>
</tbody>
</table>

Total Credits: 107

Jamie Chaffin (jchaffin@ewu.edu), Program Director
509.359.4736

This distance-learning program is designed for working professionals with at least three years of full-time experience teaching in schools or at least five years of relevant professional experience in a closely related field. The program includes online coursework with weekly synchronous and annual in-person training requirements. Appropriate candidates for the program are educators or those working in an education, counseling, or psychology-related fields with several years of experience.

Note: Successful completion of the National School Psychology Certification Examination (Praxis II) and an oral examination that reviews the portfolio project and contents is required.

Required Courses

<table>
<thead>
<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>
<td>4</td>
</tr>
<tr>
<td>PSYC 510</td>
<td>PROFESSIONAL SCHOOL PSYCHOLOGY PRACTICE</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 511</td>
<td>PROFESSIONAL SCHOOL PSYCHOLOGY LAW</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 512</td>
<td>PROFESSIONAL SCHOOL PSYCHOLOGY ETHICS</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 513</td>
<td>ADVANCED CHILD AND ADOLESCENT DEVELOPMENT</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 523</td>
<td>MULTI-TIERED SYSTEMS OF SUPPORT</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 526</td>
<td>ACADEMIC ASSESSMENT FOR SCHOOL PSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 532</td>
<td>RESEARCH AND STATISTICS GROUP DESIGN</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 533</td>
<td>INTERVENTION AND PROGRAM EVALUATION</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 534</td>
<td>HUMAN NEUROPSYCHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 539</td>
<td>SEMINAR IN SPECIAL TOPICS (variable credit)</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 543</td>
<td>COUNSELING THEORIES AND SCHOOL BASED MENTAL HEALTH INTERVENTIONS</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 553</td>
<td>SOCIAL, EMOTIONAL AND BEHAVIORAL ASSESSMENT OF CHILDREN AND ADOLESCENTS</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 554</td>
<td>COGNITIVE ASSESSMENT</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 558</td>
<td>SCHOOL PSYCHOLOGY PRACTICUM (variable credit—must be repeated)</td>
<td>12</td>
</tr>
<tr>
<td>PSYC 559</td>
<td>COGNITIVE ASSESSMENT LAB</td>
<td>3</td>
</tr>
<tr>
<td>PSYC 560</td>
<td>SCHOOL PSYCHOLOGY CONSULTATION</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 563</td>
<td>PSYCHOEDUCATIONAL GROUP THEORY</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 565</td>
<td>DEVELOPMENTAL PSYCHOPATHOLOGY</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 568</td>
<td>PSYCHOEDUCATIONAL GROUP PROCESS</td>
<td>2</td>
</tr>
<tr>
<td>PSYC 579</td>
<td>ADVANCED DIAGNOSTIC ASSESSMENT</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 602</td>
<td>SCHOOL PSYCHOLOGY PORTFOLIO (variable credit)</td>
<td>6</td>
</tr>
<tr>
<td>PSYC 695</td>
<td>INTERNSHIP IN SCHOOL PSYCHOLOGY (variable credit—must be repeated)</td>
<td>15</td>
</tr>
</tbody>
</table>

Total Credits: 107

Students who successfully earn an Educational Specialist (EdS) in School Psychology from EWU should be able to do the following:

- articulate and apply ethical, legal, and professional standards and demonstrate professional work characteristics needed for effective practice as school psychologists;
- articulate and apply varied methods of consultation, collaboration, and communication applicable to individuals, families, groups, and systems;
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;

- articulate key elements in school and systems structure, including multi-tiered systems of support;
- 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;
- 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;
- design, and evaluate services that facilitate family school partnerships and interactions with community agencies for enhancement of academic and social–behavioral outcomes for children;
- in collaboration with others, design comprehensive plans for multi-tiered prevention and empirically supported strategies for effective crisis preparation, response, and recovery;
- interpret, evaluate, and design single case and group design research, and apply these skills to collaboratively conduct program evaluation in applied settings.

Counseling, Mental Health Counseling, Master of Science (MS)

Clinical Mental Health Counseling is designed for students seeking preparation as counselors or therapists in settings such as: mental health centers, hospitals, residential treatment centers, employment services and vocational rehabilitation services. Clinical 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 can complete the NBCC exam for National Counselor Certification.

Note: successful completion of comprehensive examination of conceptual attainments is required.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 506</td>
<td>COUNSELING DEVELOPMENT AND TRANSITION ACROSS THE LIFESPAN</td>
<td>4</td>
</tr>
</tbody>
</table>

Counseling, School Counseling, Master of Science (MS)

The School Counseling emphasis is designed for students seeking 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 comprehensive examination of conceptual attainments is required.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 506</td>
<td>COUNSELING DEVELOPMENT AND TRANSITION ACROSS THE LIFESPAN</td>
<td>4</td>
</tr>
</tbody>
</table>
The experimental concentration provides students with advanced research training in a wide variety of areas in psychology (e.g., social, cognitive, positive, health, etc.) to prepare them to enter doctoral level programs, work in industry, or teach at the master’s level.

**Students who successfully earn a Master of Science in Psychology from EWU should be able to do the following:**
- deliver a polished oral research presentation;
- design a methodologically sound psychological study;
- design an ethical psychological study;
- use appropriate statistical methods to analyze psychological data;
- use correct APA style;
- write a theoretically-grounded psychological literature review.

### School Counseling Certificate, Post Master’s

The School Counseling Certificate, Post Master’s Program meets the needs of students who have completed a master’s degree in counseling, but have not yet met the requirements for certification as a school counselor in the state of Washington. Successful completion of the program requirements will enable the student to be recommended for ESA verification from the university to the Washington state PESB.

*Note: This program is designed to be an online/hybrid model. It is for students who have graduated from CACREP accredited counseling programs only.*

#### Application Requirements

- The program of study will be designed based on individual review of each applicant’s graduate transcript and selected program option.
  - Master’s degree in counseling
  - Graduate application
  - Application fee
  - Letters of recommendation
  - Official transcripts

#### Certificate Requirements

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>PSYC 547</td>
<td>ASSESSMENT: SCHOOL COUNSELING</td>
<td>4</td>
</tr>
<tr>
<td>PSYC 573 &amp; PSYC 697</td>
<td>LEADERSHIP AND ADVOCACY IN PROFESSIONAL SCHOOL COUNSELING and INTERNSHIP IN PSYCHOLOGY (recommended to be taken concurrently)</td>
<td>8</td>
</tr>
<tr>
<td>PSYC 577</td>
<td>PROFESSIONAL SCHOOL COUNSELING</td>
<td>4</td>
</tr>
</tbody>
</table>

#### Option A

Counselors who graduated from a 60 semester or 90 quarter-credit CACREP accredited program will complete a program of study consisting of the courses listed above.

#### Option B

Counselors who graduated from a CACREP accredited program with less than 60 semester or 90 quarter-credit will complete a program of study designed to be the equivalent to the 60 semester or 90 quarter-credit hours. *Not all classes will be online.*

#### Option C

Counselors who graduated from a non-accredited program will complete a program of study equivalent to a 60 semester or 90 quarter-credit hour school counseling program. *No classes will be online.*

### Total Credits

<table>
<thead>
<tr>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>16</td>
</tr>
</tbody>
</table>

---

**Psychology, Master of Science (MS)**

The program is not currently accepting students while we make changes to curriculum. We intend to re-open applications in fall 2020 for students who plan to begin graduate study starting in fall 2021.

The Master of Science in Psychology is intended to prepare students to be master’s-level practitioners, pursue further graduate study in clinical or experimental areas, or work in industry.

The clinical concentration (terminal) is intended for students who wish to become master’s-level mental health providers in the state of Washington.

The clinical concentration (thesis) provides students with the same training as the clinical concentration (terminal), but includes a master’s thesis and is intended for students who wish to pursue doctoral level training in clinical or counseling psychology.

The experimental concentration provides students with advanced research training in a wide variety of areas in psychology (e.g., social, clinical, experimental, or industrial) and is intended for students who wish to become master’s-level practitioners, pursue further graduate study in clinical or counseling psychology.
Social Work
Amanda Reedy (areedy@ewu.edu), Chair and Director
department page (https://www.ewu.edu/css/social-work/social-work/)
509.359.6486

Faculty
Bipasha Biswas, Edward C. Byrnes, Gerry R. Charvat, Stacey L. Chay,
Kathryn DePaolis, Mansura Dopico, Margaret Duffy, Beth Halaas, Timothy
Hilton, Andrew Israel, Angi Keith, Jodi L. Kerbs, Rie Kobayashi, Vernon
Loke, Kara Lopez, Cindy Nover, Amanda R. Reedy, Kara Rozeboom, Sarah
Shears, Deborah Svoboda.
Tim Hilton, MSW Program Director
Kathryn DePaolis, BASW Program Director
Diane Somerday, Director of Field Education and Training
Sue Thompson (stthompson2@ewu.edu), Student Services Coordinator
Colleen Mastel (cmastel@ewu.edu), Program Support Supervisor

Undergraduate Degrees
BA–Social Work Major (p. 363)
BA–Children’s Studies (p. 370)
Certificate–Child and Family Support (p. 371)
Minor–Aging Studies (Interdisciplinary) (p. 366)
Minor–Disability Studies (p. 373)
Certificate–Disability Studies (p. 373)

Graduate Certificate
Graduate Certificate–Palliative Care (p. 366)
(p. 373)Graduate Certificate–Disability Studies (p. 374)

Graduate Degrees
MSW–Social Work (p. 363)
MSW–Social Work Advanced Standing (p. 364)

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

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/cheney-spokane-programs/basw—full-time-program-cheney-spokane/). Please visit this web page for application deadline information.

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 breadth 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-aao-tradesdegrees/).

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)
• two years of high school or one year of college foreign language

Undergraduate Programs
Mission of the School of Social Work
The School is dedicated to promoting leadership in engaging individuals, families, and communities; policy-making, research, and education for social work professionals. The School prepares its graduates to be ethical and effective change agents at the intersection of families, cultures, communities, and organizations. We are especially committed to educating first-generation college students and those from underserved communities. Graduates will practice with mindfulness about historical oppression and hopefulness in fostering a more socially just world.

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.

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 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, Vancouver, and Spokane offer coursework in a hybrid format. Everett and Vancouver courses meet in person every other week and complete coursework online the alternate weeks. Spokane 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 may take a statistics course during the foundation curriculum portion of the program. The course must be completed prior to taking SOWK 526 Research Methods II. Students who take a statistics course during the foundation curriculum may count the course toward their elective credits.

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/cheneyespokane-programs/msw---full-time-program-chenseyspokane-/) 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 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.

Innovative Program Options
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 Program Director, for additional information and/or individuals associated with programs listed below.

Certification for School Social Work (http://www.ewu.edu/csbssw/programs/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 (gcreasman@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
Rie Kobayashi, 509.359.1335
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
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.

Grade Requirements: Social work classes and support classes with a grade <C are not acceptable for graduation.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 273</td>
<td>INTRODUCTION TO SOCIAL WORK</td>
<td>5</td>
</tr>
<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>
</tr>
<tr>
<td>SOWK 381</td>
<td>DIVERSITY AND SOCIAL WORK</td>
<td>4</td>
</tr>
<tr>
<td>SOWK 459</td>
<td>SURVEY OF MICROSYSTEMIC PRACTICE THEORIES</td>
<td>4</td>
</tr>
<tr>
<td>SOWK 468</td>
<td>SOCIAL WORK RESEARCH</td>
<td>4</td>
</tr>
<tr>
<td>SOWK 469</td>
<td>DATA ANALYSIS FOR SOCIAL WORK</td>
<td>4</td>
</tr>
<tr>
<td>SOWK 470</td>
<td>SOCIAL POLICY ANALYSIS</td>
<td>4</td>
</tr>
<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>
</tr>
<tr>
<td>SOWK 478</td>
<td>SOCIAL WORK WITH INDIVIDUALS</td>
<td>4</td>
</tr>
<tr>
<td>SOWK 479</td>
<td>SOCIAL WORK WITH GROUPS</td>
<td>4</td>
</tr>
<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>
</tr>
<tr>
<td>SOWK 490</td>
<td>SOCIAL WORK SENIOR CAPSTONE</td>
<td>4</td>
</tr>
</tbody>
</table>

Required BASW Elective

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 491</td>
<td>PRACTICUM/SEMINAR</td>
<td>3</td>
</tr>
</tbody>
</table>

Total Credits 76

University Competencies and Proficiencies

- English (p. )
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)

- 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

Breadth Area Core Requirements (p. 17) (BACR)

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)

Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 15).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).

2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BA in Social Work from EWU should be able to do the following:

- advance human rights and social and economic justice;
- apply critical thinking to inform and communicate professional judgments;
- apply knowledge of human behavior and the social environment;
- apply social work ethical principles to guide professional practice;
- apply knowledge of human behavior and the social environment;
- engage diversity and difference in practice;
- engage in policy practice to advance social and economic well-being and to deliver effective social work services;
- engage in research-informed practice and practice-informed research;
- identify as a professional social worker and conduct oneself accordingly;
- practice professionally with individuals, families, groups, organizations, and communities through effectively engaging, assessing, intervening and evaluating;
- respond to contexts that shape practice.

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>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 525</td>
<td>RESEARCH METHODS FOR PROGRAM AND PRACTICE EVALUATION</td>
</tr>
<tr>
<td>SOWK 530</td>
<td>ORGANIZATIONAL AND COMMUNITY PRACTICE</td>
</tr>
<tr>
<td>SOWK 531</td>
<td>INTRODUCTION TO SOCIAL WELFARE AND POLICY</td>
</tr>
<tr>
<td>SOWK 532</td>
<td>FOUNDATIONS OF PROFESSIONAL SOCIAL WORK PRACTICE</td>
</tr>
<tr>
<td>SOWK 533</td>
<td>SOCIAL WORK ASSESSMENT AND PRACTICE WITH INDIVIDUALS AND FAMILIES</td>
</tr>
<tr>
<td>SOWK 540</td>
<td>HUMAN DEVELOPMENT IN CONTEMPORARY ENVIRONMENTS</td>
</tr>
<tr>
<td>SOWK 541</td>
<td>SOCIAL WORK PRACTICE IN A DIVERSE SOCIETY</td>
</tr>
<tr>
<td>SOWK 550</td>
<td>SOCIAL WORK WITH GROUPS</td>
</tr>
<tr>
<td>SOWK 553</td>
<td>SOCIAL WORK INTERVENTION AND EVALUATION WITH INDIVIDUALS AND FAMILIES</td>
</tr>
<tr>
<td>SOWK 571</td>
<td>FOUNDATION PRACTICUM/SEMINAR (must be taken for 4)</td>
</tr>
<tr>
<td>SOWK 580</td>
<td>FIELD PREPARATION</td>
</tr>
</tbody>
</table>

Advanced Curriculum in Advanced Generalist Practice

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOWK 526</td>
<td>RESEARCH METHODS II</td>
</tr>
<tr>
<td>SOWK 568</td>
<td>PROSEMINARS IN SOCIAL WELFARE POLICIES AND PROGRAMS</td>
</tr>
<tr>
<td>SOWK 581</td>
<td>INTEGRATIVE SEMINAR I</td>
</tr>
<tr>
<td>SOWK 582</td>
<td>INTEGRATIVE SEMINAR II</td>
</tr>
<tr>
<td>SOWK 583</td>
<td>INTEGRATIVE SEMINAR III</td>
</tr>
<tr>
<td>SOWK 584</td>
<td>INTEGRATIVE SEMINAR IV</td>
</tr>
<tr>
<td>SOWK 602</td>
<td>CLINICAL DIAGNOSIS AND EVIDENCE BASED TREATMENT</td>
</tr>
<tr>
<td>SOWK 603</td>
<td>LEADERSHIP AND MANAGEMENT IN HUMAN SERVICE ORGANIZATIONS</td>
</tr>
<tr>
<td>SOWK 671</td>
<td>ADVANCED PRACTICUM/SEMINAR (must be repeated 4, 4, 5)</td>
</tr>
</tbody>
</table>

Electives

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
</table>

Total Credits 90

Students who successfully earn an MSW from EWU should be able to do the following:
- advance human rights and social and economic justice;
- apply critical thinking to inform and communicate professional judgments;
- apply knowledge of human behavior and the social environment;
- apply social work ethical principles to guide professional practice;
- engage diversity and difference in practice;
- engage in policy practice to advance social and economic well-being and to deliver effective social work services;
- engage in research-informed practice and practice-informed research;
- identify as a professional social worker and conduct oneself accordingly;
- practice professionally with individuals, families, groups, organizations, and communities through effectively engaging, assessing, intervening and evaluating;
- respond to contexts that shape practice.

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
</table>

Advanced Required Classes

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
</table>

Elective Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
</table>

Total Credits 51

Students who successfully earn an MSW Advanced Standing from EWU should be able to do the following:
- advanced knowledge and skills in assessment and intervention methods of research informed practices within a generalist framework;
- 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;
- integrated research knowledge and skills that prepare students to evaluate their own practice, programs, and the evidence supporting specific interventions;
- 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.
**Africana Studies**

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

---

**Undergraduate Degrees**

**Minor—Africana Studies (p. 365)**

**Certificate—Diversity and Inclusion (p. 365)**

Also See  
BA—Interdisciplinary Studies: Africana Studies (p. 327)

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. In addition, the program offers a diversity and inclusion certificate to enhance cross-cultural communication and interpersonal interaction within all dimensions of society.

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**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAST/HONS/HUMN 214</td>
<td>AFRICAN AMERICAN CULTURE AND EXPRESSIONS</td>
<td>5</td>
</tr>
<tr>
<td>AAST/HONS/HIST 215</td>
<td>EARLY AFRICAN AMERICAN HISTORY: ANCIENT AFRICA TO THE END OF THE RECONSTRUCTION 1877</td>
<td>5</td>
</tr>
<tr>
<td>or AAST 220</td>
<td>AFRICAN AMERICAN HISTORY: POST CIVIL WAR TO PRESENT</td>
<td></td>
</tr>
</tbody>
</table>

Total Credits 20

---

**Diversity and Inclusion Certificate**

This certificate program provides undergraduate and graduate students, primary and secondary teachers, social workers and administrators as well as business professionals various dimensions of cultural competence in relation to principles of diversity and inclusion. By examining the historical backgrounds, cultural values and communication styles of five American co-cultures, those who earn this certificate will be equipped in areas of privilege and oppression, the sources and impact of prejudice and discrimination, micro-aggressions and unconscious/implicit bias, engaged listening, team building and servant leadership.

**Required Courses**

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAST 200</td>
<td>AN INTRODUCTION TO DIVERSITY AND INCLUSION</td>
<td>3</td>
</tr>
<tr>
<td>AAST/HIST/HONS 220</td>
<td>AFRICAN AMERICAN HISTORY: POST CIVIL WAR TO PRESENT</td>
<td>5</td>
</tr>
</tbody>
</table>

Required Electives—choose upper-division courses in consultation with the AAST program director.  
Total Credits 18
Undergraduate Degrees

Minor—Aging Studies (Interdisciplinary) (p. 366)
Certificate—Aging Studies (p. 366)
Certificate—Palliative Care (p. 366)

Graduate Certificate

Graduate Certificate—Palliative Care (p. 366)

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

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGST 310</td>
<td>MULTIDISCIPLINARY STUDIES IN AGING</td>
<td>4</td>
</tr>
<tr>
<td>AGST 410</td>
<td>MINORITY PERSPECTIVES IN AGING</td>
<td>4</td>
</tr>
</tbody>
</table>

Electives

Choose from the following:

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>BIOL 343</td>
<td>BIOLOGY OF AGING</td>
<td></td>
</tr>
<tr>
<td>AGST/SOWK/GWSS 456</td>
<td>THE OLDER WOMAN</td>
<td></td>
</tr>
<tr>
<td>AGST/SOWK/GWSS 457</td>
<td>CLINICAL ASSESSMENT IN MIDLIFE AND OLDER ADULTS</td>
<td></td>
</tr>
<tr>
<td>AGST/SOWK/GWSS 458</td>
<td>PERSPECTIVES ON DEATH AND DYING</td>
<td></td>
</tr>
</tbody>
</table>

Field Practicum

Note: the field practicum of 5 credits is required of those students not having completed a practicum in aging in their major.

Total Credits 20-25

Aging Studies Certificate

The undergraduate certificate in Aging Studies will allow students to gain specialized, in-depth knowledge and skills in working with older adults, and increase accessibility for students beyond social work to gain specialized, add-on professional knowledge in aging that could enhance their marketability in the job market.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGST 310</td>
<td>MULTIDISCIPLINARY STUDIES IN AGING</td>
<td>4</td>
</tr>
<tr>
<td>AGST 410</td>
<td>MINORITY PERSPECTIVES IN AGING</td>
<td>4</td>
</tr>
</tbody>
</table>

Choose one of the following courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGST 415</td>
<td>INTRODUCTION TO PALLIATIVE CARE</td>
<td>4</td>
</tr>
<tr>
<td>AGST 449</td>
<td>GRIEF, LOSS AND RESILIENCE</td>
<td>4</td>
</tr>
<tr>
<td>AGST 456</td>
<td>THE OLDER WOMAN</td>
<td>4</td>
</tr>
<tr>
<td>AGST 457</td>
<td>CLINICAL ASSESSMENT IN MIDLIFE AND OLDER ADULTS</td>
<td>4</td>
</tr>
<tr>
<td>AGST 458</td>
<td>PERSPECTIVES ON DEATH AND DYING</td>
<td>4</td>
</tr>
</tbody>
</table>

Choose one 400 level course in consultation with AGST Program Director 4-5

Total Hours 16-17

Palliative Care Certificate

This is an undergraduate certificate.

Our social work program is a generalist program where students learn broad knowledge and skills to work in all areas and levels of social work, from working with individuals to changing policy through advocacy. The certificate allows students to gain and highlight specialized knowledge in palliative care.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGST/SOWK 415</td>
<td>INTRODUCTION TO PALLIATIVE CARE</td>
<td>4</td>
</tr>
<tr>
<td>AGST/SOWK 449</td>
<td>GRIEF, LOSS AND RESILIENCE</td>
<td>4</td>
</tr>
<tr>
<td>AGST/SOWK 458</td>
<td>PERSPECTIVES ON DEATH AND DYING</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 12

Palliative Care Certificate, Graduate

This certificate is an advanced generalist program where students gain specialized knowledge in palliative care. Students learn broad knowledge and skills to work in all areas and levels of social work, from working with individuals to changing policy through advocacy. Apply here. (https://www.ewu.edu/apply/graduate/)

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AGST/SOWK 515</td>
<td>INTRODUCTION TO PALLIATIVE CARE</td>
<td>4</td>
</tr>
<tr>
<td>AGST/SOWK 549</td>
<td>GRIEF, LOSS AND RESILIENCE</td>
<td>4</td>
</tr>
<tr>
<td>AGST/SOWK 574</td>
<td>PERSPECTIVES ON DEATH AND DYING</td>
<td>4</td>
</tr>
</tbody>
</table>

Total Credits 12
American Indian Studies

Deirdre Almeida, Program Director
department page (https://www.ewu.edu/css/race-culture-studies/
american-indian-studies/)
American Indian Education Center
509.359.2441
509.359.6665

Undergraduate Degrees
Minor–Indian Studies (p. 367)

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>
</tbody>
</table>

Electives—choose two upper-division IDST courses in consultation with the department advisor 8-10

Total Credits 18-20
Chicana and Chicano Studies

Nydia Martinez, Program Director (chicana@ewu.edu)
Bilingual department page (https://www.ewu.edu/css/race-culture-studies/chicana-x-studies/)
203 Monroe Hall
509.359.6088

Undergraduate Degrees

Minor—Chicano-Latino Studies (p. 368)

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 Chicana/o/x students in higher education. This mission is achieved by vigorously recruiting Chicana/o/x 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 Chicana/o/x Studies curriculum resulting in a comprehensive and holistic understanding and appreciation of Chicana/o/x 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 Chicana/o/x 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 Chicana/o/x 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). Through their bilingual (English/Spanish) website, the CCSP assists students and their families in becoming familiar with university practices, regulations, and culture.

The Chicana/Chicano Studies Program also closely collaborates and supports the CAMP Program (College Assistance Migrant Program), which is designed to recruit and retain migrant students during their first year of college at EWU.

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 Chicana/o/x communities. The CCSP focuses primarily on Chicana/o/x 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 Chicana/o/x and Latina/o/x 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. Chicana/o/x and Latina/o/x 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 Chicana/o/x and Latina/o/x 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. On a national level, CCSP actively participates with the National Association for Chicana and Chicano Studies, a professional academic association, which promotes research and teaching relevant to the Chicana/Chicano community, and MALCS (Mujeres Activas en Letras y Cambio Social-Women Active in Letters and 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 Chicana/o/x and Latina/o/x communities. The CCSP focuses primarily on Chicana/o/x and Latina/o/x 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 Chicana–Chicano Studies minor provides students with an inclusive and interdisciplinary understanding of Chicana/o/x and Latina/o/x 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.

The CCSPs offerings include lower- and upper-division coursework and given the discipline’s interdisciplinary foundation, is appropriate for all major fields of study. It 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.

Chicana/o/x and Latina/o/x 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 Chicana/o/x and Latina/o/x in contemporary U.S. society.

This minor does not meet a state of Washington endorsement.

**Required Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHST 202</td>
<td>INTRODUCTION TO CHICANA/O/X CULTURE</td>
<td>5</td>
</tr>
<tr>
<td>CHST/HIST 218</td>
<td>CHICANO HISTORY (a UGR–diversity)</td>
<td>5</td>
</tr>
</tbody>
</table>

Choose two upper division courses from the CHST subject area. 10

Total Credits 20

**Students who earn a minor in Chicano/Chicana Studies at EWU should be able to do the following:**

- describe at least three systems of oppression from a Chicana/o/x perspective;
- demonstrate knowledge of the role of activism and struggle in Chicana/o/x communities in the U.S.;
- examine at least three significant contributions (e.g., economic, cultural, intellectual, historical, political) of Chicana/o/x communities in the U.S.
# Children's Studies

Deanna Trella, Program Director (drella@ewu.edu)
department (https://www.ewu.edu/css/social-work/childrens-studies/)
141 Senior Hall
509.359.4828

## Faculty
Belinda Hammond, Katie Riley, Mary Ward Lupinacci, Deanna Trella.

## Undergraduate Degrees

**BA—Children’s Studies (p. 370)**
Certificate—Child and Family Support (p. 371)

## Graduate Degree

**MA—Child Life (p. 372)**

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

## Undergraduate Program

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 provides a comprehensive foundation for the study of children and childhood. Program options allow students to focus their studies in areas of child life and health, child services, and community programming for children.

**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

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDST 300</td>
<td>FOUNDATIONS OF CHILDREN'S STUDIES—PART I</td>
<td>2</td>
</tr>
<tr>
<td>CDST 302</td>
<td>FOUNDATIONS OF CHILDREN'S STUDIES—PART 2</td>
<td>3</td>
</tr>
<tr>
<td>CDST 303</td>
<td>INFANT AND TODDLER DEVELOPMENT</td>
<td>4</td>
</tr>
<tr>
<td>CDST 304</td>
<td>GROWTH AND DEVELOPMENT THROUGH CHILDHOOD AND ADOLESCENCE</td>
<td>4</td>
</tr>
<tr>
<td>CDST 310</td>
<td>GLOBAL PERSPECTIVES OF CHILDREN</td>
<td>5</td>
</tr>
<tr>
<td>CDST 325</td>
<td>MINDFULNESS AND ALTERNATIVE PRACTICES FOR WORKING WITH CHILDREN</td>
<td>5</td>
</tr>
<tr>
<td>CDST 330</td>
<td>RESEARCH METHODS FOR STUDYING CHILDREN AND CHILDHOOD</td>
<td>4</td>
</tr>
<tr>
<td>CDST/GWSS 386</td>
<td>CHILDREN AND THE FAMILY</td>
<td>5</td>
</tr>
<tr>
<td>CDST 402</td>
<td>CHILDREN'S RIGHTS, LAWS AND ETHICS</td>
<td>5</td>
</tr>
<tr>
<td>CDST 438</td>
<td>TRAUMA-INFORMED CARE WITH CHILDREN AND FAMILIES</td>
<td>5</td>
</tr>
</tbody>
</table>

### Required Option

**31-37**

#### Option A: Child Life and Health

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDST 411</td>
<td>CHILD LIFE THEORY</td>
<td></td>
</tr>
<tr>
<td>CDST 422</td>
<td>CHILDREN'S LOSS AND GRIEF</td>
<td></td>
</tr>
<tr>
<td>CDST 423</td>
<td>THERAPEUTIC PLAY</td>
<td></td>
</tr>
<tr>
<td>CDST 430</td>
<td>PEDIATRIC MEDICAL TERMINOLOGY</td>
<td></td>
</tr>
<tr>
<td>CDST 431</td>
<td>CHILD LIFE PRACTICE ASSESSMENT AND PREPARATION</td>
<td></td>
</tr>
<tr>
<td>CDST 481</td>
<td>CDST OPTION A INTERNSHIP AND FIELDWORK (4 credit minimum required)</td>
<td></td>
</tr>
</tbody>
</table>

**or CDST 495 CHILD LIFE PRACTICUM AND INTERNSHIP**

#### Required Elective—choose one course from the following

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDST 432</td>
<td>SCHOOL REINTEGRATION AND SUPPORT</td>
<td></td>
</tr>
<tr>
<td>CDST 433</td>
<td>PEDIATRIC PALLIATIVE CARE</td>
<td></td>
</tr>
<tr>
<td>CDST 434</td>
<td>NON-TRADITIONAL CHILD LIFE</td>
<td></td>
</tr>
</tbody>
</table>

#### Option B: Child Services

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>ADST 462</td>
<td>ADOLESCENT ADDICTION ASSESSMENT AND TREATMENT</td>
<td></td>
</tr>
<tr>
<td>CDST 482</td>
<td>CDST OPTION B INTERNSHIP</td>
<td></td>
</tr>
<tr>
<td>CRIM 300</td>
<td>INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM</td>
<td></td>
</tr>
<tr>
<td>DSST 310</td>
<td>DISABILITY, CULTURE AND SOCIETY</td>
<td></td>
</tr>
<tr>
<td>PSYC 344</td>
<td>INTRODUCTION TO THE HELPING PROFESSIONS</td>
<td></td>
</tr>
<tr>
<td>PSYC 484</td>
<td>CHILD ABUSE: RECOGNITION AND INTERVENTION STRATEGIES</td>
<td></td>
</tr>
<tr>
<td>SOWK/GWSS 425</td>
<td>FAMILY VIOLENCE</td>
<td></td>
</tr>
</tbody>
</table>

#### Required Elective—choose one course from the following

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAST 320</td>
<td>AFRICAN AMERICAN FAMILY</td>
<td></td>
</tr>
<tr>
<td>ASOC 371</td>
<td></td>
<td></td>
</tr>
<tr>
<td>SOWK 320</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CDST/GWSS 386</td>
<td>BODIES, SOCIALIZATION AND CULTURE</td>
<td></td>
</tr>
<tr>
<td>DSST 326</td>
<td></td>
<td></td>
</tr>
<tr>
<td>CHST 331</td>
<td>LATINO FAMILY IN THE U.S.</td>
<td></td>
</tr>
</tbody>
</table>

#### Option C: Community Programming for Children

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDST 375</td>
<td>FOUNDATIONS OF NATURE-BASED LEARNING</td>
<td></td>
</tr>
<tr>
<td>CDST 421</td>
<td>PLAY AND PLAYWORK</td>
<td></td>
</tr>
<tr>
<td>CDST 425</td>
<td>DEVELOPMENT OF COMMUNITY PROGRAMS</td>
<td></td>
</tr>
<tr>
<td>CDST 483</td>
<td>CDST OPTION C INTERNSHIP</td>
<td></td>
</tr>
<tr>
<td>EDUC 385</td>
<td>FOUNDATIONS OF DEVELOPMENT APPROPRIATE PRACTICES</td>
<td></td>
</tr>
<tr>
<td>EDUC 395</td>
<td>METHODS FOR IMPLEMENTING DEVELOPMENT APPROPRIATE PRACTICES</td>
<td></td>
</tr>
<tr>
<td>EDUC 470</td>
<td>DIVERSITY IN EARLY CHILDHOOD EDUCATION</td>
<td></td>
</tr>
<tr>
<td>SPED 412</td>
<td>INTRODUCTION TO EARLY CHILDHOOD SPECIAL EDUCATION</td>
<td></td>
</tr>
<tr>
<td>SPED 415</td>
<td>ADVOCATING FOR FAMILIES OF YOUNG CHILDREN WITH SPECIAL NEEDS</td>
<td></td>
</tr>
</tbody>
</table>

#### Required Senior Capstone

...
Students who successfully earn a BA in Children's Studies from EWU should be able to do the following:

- articulate how to apply at least 3 disciplinary perspectives to work with children or families;
- describe how to be inclusive in work with children or families;
- describe how to use the principles of children's rights to advocate for children or families;
- develop optimal tools for children and families that are culturally, academically, and developmentally appropriate.

Child and Family Support Certificate

The certificate is available to non-majors.

Available to Cheney-Campus students only.

<table>
<thead>
<tr>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>CDST 402</strong></td>
</tr>
<tr>
<td><strong>EDUC 385</strong></td>
</tr>
<tr>
<td><strong>EDUC 395</strong></td>
</tr>
<tr>
<td><strong>PSYC 484</strong></td>
</tr>
<tr>
<td>or <strong>SOWK 492</strong></td>
</tr>
<tr>
<td><strong>SPED 412</strong></td>
</tr>
<tr>
<td><strong>SPED 415</strong></td>
</tr>
</tbody>
</table>

Total Credits 24-26
1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).

2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a Child and Family Support Certificate from EWU should be able to do the following:

- 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.

**Child Life, Master of Arts (MA)**

Program Prerequisite: prior to beginning Advanced Standing Child Life Masters program: completion of BA in Children’s Studies, Child Life & Health (or related field), which includes all 10 academic courses required for certification eligibility through the Association of Child Life Professionals.

This program includes all academic requirements for child life certification eligibility through the Association for Child Life Professionals. In the child life field, students who obtain a masters degree are more competitive for clinical practicum, internship, and in the job market. Additionally, this program will provide students with research skill sets unique to the child life field, in addition to supervisory and managerial skills for administrative level child life positions.

This one year program is for students who have obtained a BA in Children's Studies, Child Life and Health (or related field) with all academic requirements required for certification eligibility complete, and are interested in graduate-level coursework that will expand their research and administrative skill set in the field of child life.

**Required Courses**

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>CDST 535</td>
<td>FAMILY SYSTEMS IN HEALTHCARE</td>
<td>5</td>
</tr>
<tr>
<td>CDST 536</td>
<td>CHILD LIFE RESEARCH METHODOLOGIES</td>
<td>5</td>
</tr>
<tr>
<td>CDST 537</td>
<td>ADMINISTRATION IN CHILD LIFE PROGRAMS</td>
<td>5</td>
</tr>
<tr>
<td>CDST 595</td>
<td>CHILD LIFE PRACTICUM AND INTERNSHIP</td>
<td>1-10</td>
</tr>
<tr>
<td>CDST 600</td>
<td>THESIS</td>
<td>5</td>
</tr>
</tbody>
</table>

**Required Electives**—additional electives available with prior approval from Child Life Advisor

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSST 501</td>
<td>DISABILITY, CULTURE AND SOCIETY</td>
<td></td>
</tr>
</tbody>
</table>
Disability Studies
Ryan Parrey, Program Director
department page (https://www.ewu.edu/css/social-work/disability-studies/)
233 Senior Hall
509.359.6484

Undergraduate Degrees
Minor–Disability Studies (p. 373)
Certificate–Disability Studies (p. 373)

Graduate Certificate
(p. 373)Graduate Certificate–Disability Studies (p. 374)

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 Certificate and Minor embrace 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 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

Grade Requirements: this minor requires a a minimum grade ≥C- for all DSST courses and a combined GPA ≥2.0.

Required Courses
DSST 205 DISABILITY AND PSYCHOLOGY 5
DSST 225 DISABILITY HISTORY IN THE UNITED STATES 5
DSST 310 DISABILITY, CULTURE AND SOCIETY 5
DSST 410 DISABILITY AS DIVERSITY 5
DSST 420 HUMAN DIVERSITY AND HUMAN RIGHTS 5
Required Elective–choose any DSST course 5
Total Credits 30

Grade Requirements: this certificate requires a minimum grade ≥C- for all DSST courses and a combined GPA ≥2.0.

Required Courses
DSST 310 DISABILITY, CULTURE AND SOCIETY 5
DSST 410 DISABILITY AS DIVERSITY 5
DSST 490 SENIOR CAPSTONE PROJECT IN UNIVERSAL ACCESS 5
Required Elective–choose one additional DSST course 5
Total Credits 20

Students who successfully earn a Disability Studies Certificate from EWU should be able to do the following:
• analyze societal representations of defining disability including the moral, medical and social models;
• apply the principles of universal access to disability and to other diverse societal characteristics;
• demonstrate knowledge of the perceptions and beliefs about disability throughout history and in contemporary society;
• display knowledge of how laws and policies influence the lives of people with disabilities;
• identify disability culture and recognize the contributions of Disabled persons in society;
• understand disability as a characteristic in the diverse tapestry of society.
Disability Studies Certificate, Graduate

The Graduate Disability Studies Certificate, a 15–25 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.

Required Courses 15

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSST 501</td>
<td>DISABILITY, CULTURE AND SOCIETY</td>
</tr>
<tr>
<td>DSST 510</td>
<td>DISABILITY AS DIVERSITY</td>
</tr>
<tr>
<td>DSST 590</td>
<td>INTERDISCIPLINARY PROJECT IN UNIVERSAL ACCESS</td>
</tr>
</tbody>
</table>

Expanded Certificate Option 5-10

Applied Disability Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSST 520</td>
<td>HUMAN DIVERSITY AND HUMAN RIGHTS</td>
</tr>
</tbody>
</table>

Critical Disability Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSST 530</td>
<td>DISABILITY: CRITICAL PERSPECTIVES FROM THE LIBERAL ARTS AND HUMANITIES</td>
</tr>
</tbody>
</table>

Critical and Applied Disability Studies

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>DSST 520</td>
<td>HUMAN DIVERSITY AND HUMAN RIGHTS</td>
</tr>
<tr>
<td>DSST 530</td>
<td>DISABILITY: CRITICAL PERSPECTIVES FROM THE LIBERAL ARTS AND HUMANITIES</td>
</tr>
</tbody>
</table>

Total Credits 20-25

Students who successfully earn a Disability Studies Graduate Certificate from EWU should be able to do the following:

- analyze societal representations of defining disability including the moral, medical and social models;
- apply the principles of universal access to disability and to other diverse societal characteristics;
- demonstrate knowledge of the perceptions and beliefs about disability throughout history and in contemporary society;
- display knowledge of how laws and policies influence the lives of people with disabilities;
- identify disability culture and recognize the contributions of Disabled persons in society;
- understand disability as a characteristic in the diverse tapestry of society.

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.

Additional Student Learning Outcomes, Critical and 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.

- 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.
Sociology & Justice Studies
Todd Hechtman (thechtman@ewu.edu), Chair
department page (https://www.ewu.edu/css/sociology-justice-studies/
criminal-justice/)
509.359.4243

Faculty
Kerryn E. Bell, Todd A. Hechtman, Pui-Yan Lam, Dale M. Lindekugel, Sean K. Taudin Chabot, Lindsey Upton.

Undergraduate Degrees
BA–Criminal Justice Major (p. 376)
Minor–Criminal Justice (p. 377)

BA–Sociology Major (p. 378)
Minor–Sociology (p. 379)

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

**Undergraduate Degrees**

BA–Criminal Justice Major (p. 376)
Minor–Criminal Justice (p. 377)

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 in the following program may have prerequisites. Reference the course descriptions for clarification.

**Required Introduction Course**

<table>
<thead>
<tr>
<th>CRIM 300</th>
<th>INTRODUCTION TO THE CRIMINAL JUSTICE SYSTEM</th>
<th>5</th>
</tr>
</thead>
</table>

**Foundation Courses**

<table>
<thead>
<tr>
<th>CRIM 330</th>
<th>SOCIAL SCIENCE RESEARCH METHOD</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>or SOCI 357</td>
<td>METHOD FOR SOCIAL RESEARCH</td>
<td>5</td>
</tr>
<tr>
<td>SOCI 301</td>
<td>SURVEY OF CRIMINOLOGY</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>STATISTICS FOR THE SOCIAL SCIENCES</td>
<td>5</td>
</tr>
</tbody>
</table>

**Disciplinary Core Courses**

<table>
<thead>
<tr>
<th>CRIM 340</th>
<th>ETHICS IN CRIMINAL JUSTICE</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>or PHIL 212</td>
<td>INTRODUCTORY ETHICS</td>
<td>5</td>
</tr>
<tr>
<td>CRIM 382</td>
<td>CRIMINAL JUSTICE ORGANIZATION AND ADMINISTRATION</td>
<td>5</td>
</tr>
<tr>
<td>PSYC 302</td>
<td>ABNORMAL PSYCHOLOGY</td>
<td>5</td>
</tr>
</tbody>
</table>

**Recommended Speciality Area Electives—other courses may be selected as approved by a department advisor.**

<table>
<thead>
<tr>
<th>ADST 300</th>
<th>SURVEY OF ALCOHOL/DRUG PROBLEMS</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIM 304</td>
<td>FORENSIC INQUIRY</td>
</tr>
<tr>
<td>CRIM 307</td>
<td>SPECIAL TOPICS IN CRIMINAL JUSTICE</td>
</tr>
<tr>
<td>CRIM 404</td>
<td>FORENSIC IDENTIFICATION</td>
</tr>
<tr>
<td>CRIM 460</td>
<td>PENOLOGY</td>
</tr>
<tr>
<td>CRIM 468</td>
<td>POLICE SYSTEMS AND PRACTICES</td>
</tr>
<tr>
<td>CRIM 495</td>
<td>INTERNSHIP</td>
</tr>
<tr>
<td>GEOG 426</td>
<td>GEOGRAPHIC INFORMATION SYSTEMS I</td>
</tr>
<tr>
<td>PSYC 425</td>
<td>PSYCHOLOGY AND THE LEGAL SYSTEM</td>
</tr>
</tbody>
</table>

**Graduate School**

<table>
<thead>
<tr>
<th>CRIM 302</th>
<th>CRIMINAL JUSTICE SYSTEMS AND DEVELOPMENT</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIM 416</td>
<td>COMPARATIVE CRIMINAL JUSTICE SYSTEMS</td>
</tr>
<tr>
<td>POLI 305</td>
<td>JURISPRUDENCE</td>
</tr>
<tr>
<td>POLI 306</td>
<td>BASIC CONCEPTS OF CRIMINAL LAW</td>
</tr>
<tr>
<td>PSYC 425</td>
<td>PSYCHOLOGY AND THE LEGAL SYSTEM</td>
</tr>
<tr>
<td>SOCI 363</td>
<td>SOCIOLOGY OF DEVIANCE</td>
</tr>
<tr>
<td>SOCI 452</td>
<td>JUVENILE DELINQUENCY</td>
</tr>
<tr>
<td>SOCI 455</td>
<td>CRIMINOLOGICAL THEORY</td>
</tr>
</tbody>
</table>

**Social Justice—students are highly encouraged to do an internship as one of their electives.**

| CRIM/GWSS 360 | WOMEN IN PRISON |
| CRIM 420 | PEACEMAKING CRIMINOLOGY |
| CRIM 421 | RESTORATIVE JUSTICE |
| CRIM 495 | INTERNSHIP |
| PSYC 305 | CHILD AND ADOLESCENT DEVELOPMENT |
| SOCI 452 | JUVENILE DELINQUENCY |
| SOCI 455 | CRIMINOLOGICAL THEORY |

**Required Capstone**

| CRIM 490 | SENIOR CAPSTONE (a UGR–senior capstone) | 5 |

Total Credits 75

**University Competencies and Proficiencies**

- English (p. )
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

**General Education Requirements (p. 17) (GER)**

- 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

**Breadth Area Core Requirements (p. 17) (BACR)**

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

**University Graduation Requirements (p. 18) (UGR)**

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 16).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student's first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).

2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.

Students who successfully earn a BA in Criminal Justice from EWU should be able to do the following:
- be able to engage in critical inquiry of criminal justice institutions, practices and policies which explores their benefits and consequences for social justice and equity;
- be able to understand and apply various methodological and theoretical approaches for conducting research and evaluation with regard to criminal justice practices and policies;
- demonstrate an awareness of the systems, processes and relationships between components which comprise the criminal justice system (courts/ law, law enforcement and corrections);
- demonstrate mastery of theories of criminology and deviance, a strong understanding of the correlates of crime and be able to make clear links between theoretical and applied contexts.

**Criminal Justice Minor**

<table>
<thead>
<tr>
<th>Required Courses</th>
</tr>
</thead>
<tbody>
<tr>
<td>CRIM 300</td>
</tr>
<tr>
<td>CRIM 382</td>
</tr>
<tr>
<td>SOCI 301</td>
</tr>
<tr>
<td>Electives—choose from other CRIM courses or in consultation with Criminal Justice advisor.</td>
</tr>
<tr>
<td><strong>Total Credits</strong></td>
</tr>
</tbody>
</table>
Sociology

Undergraduate Degrees

BA—Sociology Major (p. 378)
Minor—Sociology (p. 379)

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 Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 101</td>
<td>INTRODUCTION TO SOCIOLOGY</td>
<td>5</td>
</tr>
<tr>
<td>SOCI/CRIM 356 or CSBS 320</td>
<td>INTRODUCTION TO SOCIAL STATISTICS</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></td>
</tr>
<tr>
<td>SOCI 465</td>
<td>CONTEMPORARY SOCIOLOGICAL THEORY</td>
<td>5</td>
</tr>
</tbody>
</table>

Required Disciplinary Core

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 351</td>
<td>SOCIAL STRATIFICATION</td>
<td>5</td>
</tr>
<tr>
<td>SOCI 363</td>
<td>SOCIOLOGY OF DEVIANCE</td>
<td>5</td>
</tr>
</tbody>
</table>

Required Disciplinary Electives—choose any four sociology courses with the direction of a sociology advisor and with approval of the department chair.

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 490</td>
<td>SENIOR CAPSTONE: SOCIOLOGICAL PRACTICE</td>
<td>5</td>
</tr>
<tr>
<td>or SOCI 491</td>
<td>SENIOR THESIS</td>
<td>5</td>
</tr>
</tbody>
</table>

Total Credits: 65

University Competencies and Proficiencies

- English (p. 6)
- Mathematics (p. 16)
- Placement and Clearance Exams (p. 407)
- Prior Learning/Sources of Credit AP, CLEP, IB (p. 408)

General Education Requirements (p. 17) (GER)

- 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

Breadth Area Core Requirements (p. 17) (BACR)

- Humanities and Arts (p. 18)
- Natural Sciences (p. 19)
- Social Sciences (p. 19)

University Graduation Requirements (p. 18) (UGR)

- Diversity Course List (p. 20)
- Foreign Language (p. 18) (for Bachelor of Arts)
- Global Studies Course List (p. 21)
- Minor or Certificate (p. 18)
- Senior Capstone Course List (p. 21)

All admitted students must officially Declare a Major (https://inside.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 (use EagleNET (https://eaglenet.ewu.edu)) must be made at least two terms in advance of the term you expect to graduate (undergraduate and post-baccalaureate).

Use the Catalog Archives (https://catalog.ewu.edu/archives/) to determine two important catalog years (p. 18).

SOAR (https://soar.ewu.edu/selfservice/general/home.html) calculates based on these two catalog years.

1. The catalog in effect at the student’s first term of current matriculation is used to determine BACR (Breadth Area Credit Requirements) and UGR (Undergraduate Graduation Requirements).
2. The catalog in effect at the time the student declares a major or minor is used to determine the program requirements.
Students who successfully earn a BA in Sociology from EWU should be able to do the following:

- demonstrate an understanding of the relationship between critical inquiry and social justice;
- demonstrate an understanding of core concepts such as social structure, socialization, culture, identity, institutions power, inequality and social justice;
- understand and apply various methodological and theoretical approaches for conducting research.

**Sociology Minor**

**Required Courses**

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SOCI 101</td>
<td>INTRODUCTION TO SOCIOLOGY</td>
<td>5</td>
</tr>
</tbody>
</table>

**Electives—choose two additional upper-division SOCI courses** 10

**Total Credits** 15
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
- Assistant Dean and McNair Scholars Program Director, Christina Torres García, PhD
- Associate Dean and Community Engagement Director, Brian Davenport, PhD
- Faculty Commons Director, Pui-Yan Lam, PhD
- Special Assistant to the Provost for Honors, Jackie Coomes, 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 (https://sites.ewu.edu/mcnair/)
- School of Global Learning (http://global.ewu.edu/)
- Undergraduate Research (http://access.ewu.edu/university-college/undergraduate-research/)

- English Language Institute (p. )
- Exploring Majors (p. 382)
- Honors (p. 383)
- Integrative Studies (p. 384)
- Pre-Professional Programs (p. 385)
- Sustainability Studies (p. 389)
English Language Institute
Kristina Guilfoyle, Director
department page (https://sites.ewu.edu/universitycollege/school-of-global-learning/)
129B Patterson Hall
509.359.7362

Faculty
Sheri Lattimore, Kristina Guilfoyle.

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 completion of the ELI Program, admissible students can matriculate directly into undergraduate studies at EWU.

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.
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 (http://catalog.ewu.edu/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 of 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.
Honors

Jacqueline Coomes, Special Assistant to the Provost for Honors
217 Hargreaves
509.359.2822
department page (http://www.ewu.edu/academics/honors/)

Current Honors Faculty
Kevin Decker (kdecker@ewu.edu) – Philosophy, Dale Garraway (dgarraway@ewu.edu) – Mathematics, Logan Greene (lgreene@ewu.edu) – English, 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/) – Modern Languages, Natalia Ruiz-Rubio (nruizrubio@ewu.edu) – Modern Languages, David Syphers (dsyphers@ewu.edu) – Physics, Martin Meraz-Garcia (mmgarcia1@ewu.edu) – Chicano Studies.

Current Honors Office Staff: Dori Roberts (droberts@ewu.edu), Coordinator/Academic Advisor. Dori provides Honors Program support to students and prospective students, and to the EWU community through honors-specific advising, communication and event planning.

Grade Requirements: an overall GPA of ≥3.2.

Required Lower Division Honors Courses                      12
Required Upper Division Honors Courses                      10
Additional Honors Courses – consult with advisor           10

Total Credits                                               32

About Honors

The Honors Program seeks to build an inclusive community dedicated to community engagement, civic responsibility, and social justice, locally and globally. The Honors Program brings students together who are curious, strive for excellence, and who aspire to use their educations and strengths to address challenges of the 21st century. We do this through innovative curriculum designed by outstanding faculty in small seminar classes, and through community engagement. We empower students to address the challenges of the future, and through research that prepares them for graduate education or to be leaders in their chosen fields.

Four goals for an EWU Honors Education

• Critical, analytical, and creative thinking
• Effective and articulate oral and written communication
• Discipline-appropriate research skills
• Leadership, civic responsibility, and social justice

How to Apply

Complete Honors application with essays at https://inside.ewu.edu/honors/
Priority deadline is February 1, 2020 for freshmen entering in fall 2020, although applications will continue to be accepted after this date.

Benefits of Being in the Honors Program

• Classes are small, typically 15–20 students, taught by excellent faculty
• Attentive and resourceful staff and faculty who help you navigate challenges while in college
• Study abroad and other travel opportunities
• Undergraduate research opportunities that prepare you for graduate school

• Co-curricular activities to support learning outside the classroom
• Comfortable and cozy Honors Lounge to eat lunch, meet with other students or with faculty, or pick up a book to read.
• Scholarships

Honors Classes Core: this coursework satisfies general education requirements.

• Honors First Year Experience (FYE) taken in first quarter at EWU (5)
• Honors Eagle Launch (1) introduces you to the Honors community
• Honors Social Justice Seminar (5)
• Honors Global requirement (5)
• Honors Thesis (in the major)

Students with fewer than 90 credits will also be required to take at least one additional honors elective unless doing so will limit progress toward their degree.
Integrative Studies

Showalter Hall 117
509.359.2202

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

| Service Learning Requirement–must be taken twice | 10        |
| UNST 215 SERVICE AND LEADERSHIP                 | 2         |
| UNST 495 ENGAGED INTERNSHIP                     | 2         |
| UNST 498 SOCIAL CHANGE SEMINAR                  | 2         |
| Total Credits                                   | 16        |

Students Who Successfully Earn A Community Engagement Certificate From EWU Should Be Able To Do The Following:
• 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-Professional Programs

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-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.

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.

Post Baccalaureate-Communication Disorders (p. 158)
Pre-Dentistry and Pre-Medicine (p. 385)
Pre-Engineering (p. 257)
Pre-Law (p. 387)
Pre-Pharmacy (p. 387)
Pre-Veterinary Medicine (p. 388)

Pre-Engineering & Technology

Click here for currently offered pre-majors (p. 257). Students are strongly encouraged to declare the pre-major for Mechanical Engineering & Technology degrees to guide them through the courses needed to declare the full major.

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.

Post Baccalaureate-Communication Disorders (p. 158)
Pre-Dentistry and Pre-Medicine (p. 385)
Pre-Engineering (p. 257)
Pre-Law (p. 387)
Pre-Pharmacy (p. 387)
Pre-Veterinary Medicine (p. 388)
Pre-Law

James Headley, Advisor
Patterson Hall 233

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. Any bachelor’s degree program can work to prepare one for law school, but social sciences are particularly useful for preparation for law school. 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.

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.

Post Baccalaureate-Communication Disorders (p. 158)
Pre-Dentistry and Pre-Medicine (p. 385)
Pre-Engineering (p. 257)
Pre-Law (p. 387)
Pre-Pharmacy (p. 387)
Pre-Veterinary Medicine (p. 388)

Pre-Pharmacy

See the Department of Biology or Chemistry/Biochemistry sections of this catalog for curriculum descriptions.

Department of Biology
Javier Ochoa-Reparaz and Jenifer Walke
258 Science Bld.
509.359.2339

Department of Chemistry / Biochemistry
Nick Burgess
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.

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.

Post Baccalaureate-Communication Disorders (p. 158)
Pre-Dentistry and Pre-Medicine (p. 385)
Pre-Engineering (p. 257)
Pre-Law (p. 387)
Pre-Pharmacy (p. 387)
Pre-Veterinary Medicine (p. 388)

---

Pre-Veterinary Medicine

See the Department of Biology or Chemistry/Biochemistry sections of this catalog for curriculum descriptions.

Department of Biology
Krisztian Magori, Judd Case, and Jenifer Walke
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.

---

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.

Post Baccalaureate-Communication Disorders (p. 158)
Pre-Dentistry and Pre-Medicine (p. 385)
Pre-Engineering (p. 257)
Pre-Law (p. 387)
Pre-Pharmacy (p. 387)
Pre-Veterinary Medicine (p. 388)
Sustainability

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 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.

Many courses in the minor are also BACRs, and electives that are compatible with a wide variety of majors. SUST 371 serves as a culminating experience providing practice in developing unique sustainability solutions.

Required Courses

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
<th>Credits</th>
</tr>
</thead>
<tbody>
<tr>
<td>SUST 100</td>
<td>CONCEPTS IN SUSTAINABILITY</td>
<td>4</td>
</tr>
<tr>
<td>SUST 371</td>
<td>EWU CAMPUS SUSTAINABILITY</td>
<td>3</td>
</tr>
</tbody>
</table>

Choose one from the following 5

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>CHEM/SUST 141</td>
<td>SUSTAINABLE CHEMISTRY</td>
</tr>
<tr>
<td>GEOG 204</td>
<td>HOT EARTH: PEOPLE AND CLIMATE CHANGE</td>
</tr>
<tr>
<td>PHYS 110</td>
<td>ENERGY, SOCIETY AND THE ENVIRONMENT</td>
</tr>
</tbody>
</table>

Choose one from the following 5

<table>
<thead>
<tr>
<th>Course</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>HLED 202</td>
<td>INTRODUCTION TO HEALTH, WELLNESS AND</td>
</tr>
<tr>
<td></td>
<td>SUSTAINABLE LIVING</td>
</tr>
<tr>
<td>PLAN 100</td>
<td>THE CITY</td>
</tr>
<tr>
<td>SUST/GEOG 235</td>
<td>ENERGY/WATER NEXUS</td>
</tr>
</tbody>
</table>

Required Elective—choose one upper-division elective—highly relevant to Sustainability—with the approval of a Sustainability faculty advisor. 3

Total Credits 20
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://inside.ewu.edu/grad/) 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. All 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.

• Addiction Studies (https://catalog.ewu.edu/social-behavioral-sciences-work/addiction-studies/)
• Africana Studies (https://catalog.ewu.edu/social-behavioral-sciences-work/africana-education-program/)
• Aging Studies (https://catalog.ewu.edu/social-behavioral-sciences-work/aging-studies/)
• American Indian Studies (https://catalog.ewu.edu/social-behavioral-sciences-work/american-indian-studies/)
• Art (https://catalog.ewu.edu/arts-letters-education/art/)
• Biology (https://catalog.ewu.edu/science-technology-engineering-mathematics/biology/)
• Chemistry and Biochemistry (https://catalog.ewu.edu/science-technology-engineering-mathematics/chemistry-biochemistry/)
• Chicana and Chicano Studies (https://catalog.ewu.edu/social-behavioral-sciences-work/chicano-education/)
• Children’s Studies (https://catalog.ewu.edu/social-behavioral-sciences-work/childrens-studies/)
• Communication Sciences and Disorders (https://catalog.ewu.edu/health-science-public/communication-disorders/)
• Communication Studies (https://catalog.ewu.edu/social-behavioral-sciences-work/communication-studies/)
• Computer Science & Electrical Engineering (https://catalog.ewu.edu/science-technology-engineering-mathematics/computer-science/)
• Core Social and Behavioral Science (https://catalog.ewu.edu/social-behavioral-sciences-work/csbs/)
• Criminal Justice (https://catalog.ewu.edu/social-behavioral-sciences-work/criminal-justice/)
• Data Science (https://catalog.ewu.edu/science-technology-engineering-mathematics/data-science/)
• Dental Hygiene (https://catalog.ewu.edu/health-science-public/dental-hygiene/)
• Dentistry (https://catalog.ewu.edu/health-science-public/dentistry/)
• Design (https://catalog.ewu.edu/science-technology-engineering-mathematics/design/)
• Disability Studies (https://catalog.ewu.edu/social-behavioral-sciences-work/disability-studies/)
• Earth and Space Science (https://catalog.ewu.edu/science-technology-engineering-mathematics/earth-space-science/)
• Economics (https://catalog.ewu.edu/social-behavioral-sciences-work/economics/)
• Education (https://catalog.ewu.edu/arts-letters-education/education/)
• English as a Second Language (https://catalog.ewu.edu/arts-letters-education/english-second-language/)
• English Language Institute (https://catalog.ewu.edu/arts-letters-education/english-language-institute/)
• English (https://catalog.ewu.edu/arts-letters-education/english/)
• Environmental Science (https://catalog.ewu.edu/science-technology-engineering-mathematics/environmental-science/)
• Film (https://catalog.ewu.edu/arts-letters-education/film/)
• Finance and Marketing (https://catalog.ewu.edu/business-public-administration/finance-marketing/)
• Food and Nutrition/Dietetics (https://catalog.ewu.edu/health-science-public/food-nutrition-dietetics/)
• Geography, Anthropology and Planning (https://catalog.ewu.edu/social-behavioral-sciences-work/geography-anthropology-planning/)
• Geology (https://catalog.ewu.edu/science-technology-engineering-mathematics/geology/)
• Gender and Women's Studies (https://catalog.ewu.edu/social-behavioral-sciences-work/womens-gender-studies/)
• Health Science (p. 167)
• Health Services Administration (https://catalog.ewu.edu/health-science-public/health-services-administration/)
• History (https://catalog.ewu.edu/social-behavioral-sciences-work/history/)
• Honors (https://catalog.ewu.edu/academic-affairs/honors/)
• Humanities (https://catalog.ewu.edu/arts-letters-education/humanities/)
• Information Systems and Business Analytics (https://catalog.ewu.edu/business-public-administration/information-systems-business-analytics/)
• Integrative Studies (https://catalog.ewu.edu/academic-affairs/integrative-studies/)
• Interdisciplinary Studies (https://catalog.ewu.edu/social-behavioral-sciences-work/interdisciplinary-studies/)
• Journalism (https://catalog.ewu.edu/arts-letters-education/journalism/)
• Linguistics (https://catalog.ewu.edu/arts-letters-education/linguistics/)
• Management (https://catalog.ewu.edu/business-public-administration/management/)
• Mathematics (https://catalog.ewu.edu/science-technology-engineering-mathematics/mathematics/)
• Mechanical Engineering & Technology (p. 257)
• Military Science (https://catalog.ewu.edu/social-behavioral-sciences-work/military-science/)
• Modern Languages and Literatures (https://catalog.ewu.edu/arts-letters-education/modern-languages-literatures/)
• Music (https://catalog.ewu.edu/arts-letters-education/music/)
• Natural Science (https://catalog.ewu.edu/science-technology-engineering-mathematics/natural-science/)
• Nursing (https://catalog.ewu.edu/health-science-public/nursing/)
• Occupational Therapy (https://catalog.ewu.edu/health-science-public/occupational-therapy/)
• Philosophy (https://catalog.ewu.edu/arts-letters-education/philosophy/)
• Physical Therapy (https://catalog.ewu.edu/health-science-public/physical-therapy/)
• Physics (https://catalog.ewu.edu/science-technology-engineering-mathematics/physics/)
• Political Science, International Affairs and Public Administration (https://catalog.ewu.edu/social-behavioral-sciences-work/political-science-international-studies/)
• Pre-Professional (https://catalog.ewu.edu/academic-affairs/pre-professional/)
• Professional Accounting (https://catalog.ewu.edu/business-public-administration/professional-accounting/)
• Psychology (https://catalog.ewu.edu/social-behavioral-sciences-work/psychology/)
• Public Health (https://catalog.ewu.edu/health-science-public/public-health/)
• Race and Culture Studies (https://catalog.ewu.edu/social-behavioral-sciences-work/race-cultural-studies/)
• Religious Studies (https://catalog.ewu.edu/arts-letters-education/religious-studies/)
• Social Work (https://catalog.ewu.edu/social-behavioral-sciences-work/social-work/)
• Sociology (https://catalog.ewu.edu/social-behavioral-sciences-work/sociology/)
• Sustainability (https://catalog.ewu.edu/academic-affairs/sustainability/)
• Technical Communication (https://catalog.ewu.edu/arts-letters-education/tcom/)
• Theatre (https://catalog.ewu.edu/arts-letters-education/theatre/)
• Wellness and Movement Sciences (https://catalog.ewu.edu/health-science-public/wellness-movement/)

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 InsideEWU (https://inside.ewu.edu) or with Records and Registration (https:// inside.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://inside.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://inside.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 InsideEWU.
**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

**Note:**
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. 416) 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://inside.ewu.edu/policies/knowledge-base/wac-172-191-student-education-records/)
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., workstudy 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.

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 respect 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) 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 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.

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 why the student believes the information contained in the education record(s) is inaccurate, misleading, or in violation of the privacy rights of the student.

172-191-070 Hearings.

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.

172-191-080 Disclosure of education records requiring consent.

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.

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 nonminor 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

(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 nonforcible 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 nonforcible 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.
Directory information is defined to include: Student’s name, address,
email address, telephone number, 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.

[Statutory Authority: RCW 28B.35.120 (http://app.leg.wa.gov/RCW/
default.aspx?cite=28B.35.120)(12) and 42.56.070 (http://app.leg.wa.gov/
RCW/default.aspx?cite=42.56.070). WSR 18-06-024, § 172-191-100, filed
2/27/18, effective 3/30/18. Statutory Authority: RCW28B.35.120 (http://
app.leg.wa.gov/RCW/default.aspx?cite=28B.35.120)(12). WSR 09-19-064,
§ 172-191-100, filed 9/14/09, effective 10/15/09.]

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.

<table>
<thead>
<tr>
<th>Department/Program</th>
<th>Subject Code(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Addiction Studies</td>
<td>ADST</td>
</tr>
<tr>
<td>Africana Education Program</td>
<td>AAST</td>
</tr>
<tr>
<td>Aging Studies</td>
<td>AGST</td>
</tr>
<tr>
<td>American Indian Studies</td>
<td>IDST</td>
</tr>
<tr>
<td>Anthropology</td>
<td>ANTR, GIPA</td>
</tr>
<tr>
<td>Art</td>
<td>ART, ARTH</td>
</tr>
<tr>
<td>Biology</td>
<td>BIOL</td>
</tr>
<tr>
<td>Business Administration</td>
<td>ACCT, BADM, DSCI, ENTP, FINC, HUMR, IBUS, MGMT, MISC, MKTG, OPSM</td>
</tr>
<tr>
<td>Chemistry and Biochemistry</td>
<td>CHEM</td>
</tr>
<tr>
<td>Chicano Education</td>
<td>CHST</td>
</tr>
</tbody>
</table>
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.

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.

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 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.

Students Ordered to Military Duty (AP 303–30 (https://sites.ewu.edu/policies/policies-and-procedures/ap-303-30-registration/)): students who
choose to withdraw are entitled to a reversal/refund of paid tuition, fees and other expenses as described in this chapter.
Academic Support

Center for Academic Advising & Retention (https://inside.ewu.edu/center-for-academic-advising-and-retention/) (CAAR)
307 Monroe Hall
509.359.2345

Graduate Studies Advising (https://inside.ewu.edu/grad/current-students/)
206 Showalter Hall
509.359.6297

Get Lit! Literary Programs (http://www.ewu.edu/getlit/)
668 N. Riverpoint Blvd, Suite 258
509.828.1498

Learning Commons (http://www.ewu.edu/learning-commons/)
JFK Library
509.359.4574

PLUS (https://inside.ewu/plus/) Program Leading to University Success

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)
Help Desk (https://support.ewu.edu/support/home/)
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://www.ewu.edu/cale/english/creative-writing/mfa/)
Riverpoint One–Suite 425
509.828.1434

Music (https://www.ewu.edu/cale/music/)
119 Music Bldg.
509.359.2241

Africana Education Program (https://www.ewu.edu/css/race-culture-studies/africana-studies/)
204 Monroe Hall
509.359.2205

American Indian Studies Program (https://www.ewu.edu/css/race-culture-studies/american-indian-studies/)
706 5th Street
509.359.2441

Chicano Education Program (CEP) (https://www.ewu.edu/css/race-culture-studies/chicana-o-x-studies/)
203 Monroe Hall
509.359.2404

Women’s and Gender Studies Programs (https://www.ewu.edu/css/womens-and-gender-studies/)
207 Monroe Hall
509.359.2847

John F. Kennedy Library (http://www.ewu.edu/library/)
320 Media Lane, 100 LIB
509.359.7888

Spokane Academic Library (https://inside.ewu.edu/spokaneservices/library/)
600 N. Riverpoint Blvd.
Spokane, WA 99210-1495
509.358.7930
Student & Support Services

EWU Police (https://inside.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
102 Sutton Hall
509.359.2314

Student Employment (https://inside.ewu.edu/student-employment/)
(EagleAXIS (http://www.ewu.edu/community/career-services/eagleaxis/)
303 Sutton Hall
509.359.2525

Student Financial Services (SFS) (https://inside.ewu.edu/financialservices/student-financial-services/)
202 Sutton Hall or Riverpoint Phase One Bldg.
509.359.6372 or 509.828.1395

Associated Students of Eastern Washington University (ASEWU) (https://inside.ewu.edu/asewu/)
509.359.2514

Athletics at Eastern (http://www.goeags.com/landing/index/)
509.359.2463 or toll free 800.648.7697

Clubs and Organizations (https://inside.ewu.edu/sail/clubs-organizations/)
509.359.7924 (http://access.ewu.edu/student-activities/)

Dean of Students—Associate Vice President for Student Life
509.359.7924

The Easterner (http://easterneronline.com/) (student newspaper)
509.359.4318

EPIC Adventures (https://inside.ewu.edu/campusrecreation/epic/)
509.359.4014

Campus Recreation (https://inside.ewu.edu/recreationfacilities/)
Intramural Sports (I.M.) 509.359.4836
Club Sport Federation (CSF) 509.359.4013

Student Rights and Responsibilities (SRR) (https://access.ewu.edu/osrr/)
509.359.6960

Sorority and Fraternity Life
509.359.7924

Washington Student Association (WSA) (http://www.wastudents.org/)
509.359.2514

Comprehensive Health & Wellness Program (http://www.ewu.edu/goodchoices/)
509.359.4279

Career Services (http://www.ewu.edu/community/career-services/)

Counseling and Psychological Services (CAPS) (https://inside.ewu.edu/caps/)
509.359.2366
CAPS at Riverpoint—509.828.1398

Disability Support Services (https://inside.ewu.edu/dss/)
509.359.6871

EWU Diversity (https://www.ewu.edu/about/diversity/)
509.359.4705

EWU Pride Center (https://inside.ewu.edu/pridecenter/)
509.359.7870

HOME (Helping Ourselves Means Education) (https://www.ewu.edu/css/womens-and-gender-studies/home/)
509.359.4237

New Student Programs (NSP)—New Student Orientation and Welcome Week
509.359.6843

EWU Spokane, Student Services Center (https://inside.ewu.edu/spokaneservices/)
509.828.1395

Arts (https://www.ewu.edu/cale/programs/art/gallery/schedule/) 140 Art Building, 509.359.7810
Music (https://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://inside.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://inside.ewu.edu/recreationfacilities/urc/)
509.359.4026

Bookstore (http://www.bookstore.ewu.edu/)
509.359.2542

Childcare at the EWU Children's Center
509.359.2025 or 359.2023

Dining Services (https://inside.ewu.edu/dining/)
509.359.2540

Eagle Card (EWU ID Card)
509.359.6184

Housing and Residential Life (http://inside.ewu.edu/housing/)
509.359.2451 or 800.583.3345

Parking (https://inside.ewu.edu/parking/)
509.359.PARK (7275)

Parking at Riverpoint (https://spokane.wsu.edu/facilities/parking/)
509.368.6999

T.O.Y. (Thinking of You Gift Program)
509.359.2836

Veterans Resource Center (https://inside.ewu.edu/veterans/)
122 Showalter Hall
509.359.7040

Extended Campus Locations (p. 14)
Admissions (p. 403)

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.

Any student using VA Post 9/11 G.I. Bill® (Ch. 33) or Vocational Rehabilitation and Employment (Ch. 31) benefits, while payment to the institution is pending from the VA, will not be prevented from enrolling; will not be assessed a late penalty fee; are not required to secure alternative or additional funding; or be denied access to any resources (access to classes, libraries, or other institutional facilities) available to other students who have satisfied their tuition and fee bills to the institution. To qualify for this provision students must provide the EWU Veterans Resource Center a VA Certificate of Eligibility, VA Memo of Eligibility or additional information needed to properly certify the enrollment with the VA.
ADMISSIONS

Veterans
There are no separate admission requirements for students who are veterans or who are accessing G.I. Bill benefits. Reference "Requirements for Freshman and Transfer Students" tab for admission requirements.

College credit may be awarded for military service time. Veterans are encouraged to electronically submit either their Joint Services Transcripts (https://jst.doded.mil/smart/signln.do) (JST) or CCAF transcripts (http://www.airuniversity.af.mil/Barnes/CCAF/) during the Admissions process. Students can work with the Veterans Resource Center staff and find information here (https://inside.ewu.edu/veterans/) to navigate the transition from the military to higher education.

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.

Former EWU 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; and
• a non-refundable application fee.

Submit Before Admission
• A completed application for admission;
• A non-refundable application fee or a completed and approved waiver form;
• Any official college transcripts;
• One of the following:
  • Official SAT or ACT scores submitted directly from the testing agency or recorded on an official high school transcript;
  • Unofficial SAT or ACT scores;
  • A recommendation letter from a current teacher or counselor;
  • Evidence of rigorous high school coursework such as AP, IB, CLEP, or Cambridge courses;
  • Evidence of college success as an EWU Running Start student;
  • Evidence of college success as a Running Start Student; or
  • Evidence of college success as demonstrated by GPAs of 2.5 for college-level English or 2.5 for college-level math; and
• One of the following:
  • An official high school transcript;
  • Official GED test scores; or
  • Official college transcripts showing 40 or more transferable credits

Submit After Admission and Before Attending Classes
• Any official, final college transcripts
• An official, final high school transcript if you're currently taking high school classes

Home School Students
Home school students who apply for admission should ensure their high school transcript includes a cumulative GPA and evidence they have completed the minimum College Academic Distribution Requirements (CADR) or their equivalents.

Adult Students
An applicant 25 years of age or older who is seeking initial entry at the first year student level may be offered regular admission if the student meets standards appropriate to the applicant's age and personal experience. These applicants must submit at least two of the following requirements:
• SAT or ACT scores or test alternative;
• A transcript showing the achievement of a 2.5 high school grade point average or a passing score on a Washington State-approved high school equivalency test;
• An essay demonstrating entry-level critical thinking and communication skills; or
• Evidence of success outside the classroom and strong motivation to succeed in college. An example is a resume of work experience and training.

Automatic Admission
Applicants with 40 or fewer transferable college credits earned after high school are automatically admissible if they have a cumulative high school grade point average ≥3.0 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)

Admission to the Running Start Program
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.
Exceptions To Admission Criteria
EWU can admit up to 15 percent of all incoming freshmen who have not met CADRs. 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.

Veterans
There are no separate admissions requirements for students who are veterans or who are accessing G.I. Bill benefits.

College credit may be awarded for military service time. Veterans are encouraged to electronically submit either their Joint Services Transcripts (https://jst.doded.mil/smart/signln.do) (JST) or CCAF transcripts (http://www.airuniversity.af.mil/Barnes/CCAF/) during the Admissions process. Students can work with the Veterans Resource Center staff and find information here (https://inside.ewu.edu/veterans/) to navigate the transition from the military to higher education.

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.

Undergraduate Admission Deadlines and Policies
All applications are completed and submitted online. Applicants are reviewed individually.

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

Priority Application Deadlines
Fall Quarter and Semester—Feb. 1
Winter Quarter and Semester—Oct. 15
Spring Quarter—Feb. 15
Summer Terms—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 may 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 (https://inside.ewu.edu/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.

Graduate Studies (http://www.ewu.edu/grad/) Admission
206 Showalter Hall
509.359.6297
email (gradprograms@ewu.edu)

The Graduate Studies office coordinates admission for all of EWUs graduate programs. It 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.

Student Athletes
In addition to meeting admission criteria for the Graduate Studies office and graduate program requirements, 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.

Undergraduate International Students

Required Application Materials
• a completed application for admission;
• payment of application fee;
• copy of passport (recommended);
• evidence of English proficiency (see English Proficiency Requirements);
• evidence of meeting the grade requirements (see Foreign Transcript Requirements)

An application for admission will be considered complete only when all of the required documentation is 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
Transcript Requirements
All Transcripts from foreign high schools/secondary schools, colleges, and universities must be submitted with an evaluation from an accredited evaluation agency. If transfer credits are requested, the student must submit individual course descriptions in English of all courses requested for transfer to EWU. Visit National Association of Credential Evaluation Services (http://www.naces.org/) for a list of accredited agencies. International students must provide original, official transcripts or transcript evaluations for all high school, college, and university coursework from both inside and outside of the U.S.

Freshman applicants who have not finished high school or secondary school at the time of application may submit an original, official high school or secondary school transcript evaluation. An original, official final high school transcript showing completion of high school or secondary school and including official English translation must be submitted prior to beginning the first term of study at EWU. EWU International Admissions may request the final transcript be verified by an accredited evaluation agency on a case-by-case basis.

International transfer applicants with fewer than 40 transferrable credits: must show a GPA equivalent to “C” grade (≥2.0) in all previous college or university coursework. These applicants must provide original, official transcripts or transcript evaluations for all high school, college, and university coursework from both inside and outside of the U.S.

International transfer applicants with 40 or more transferrable credits: must show a GPA equivalent to “C” grade (≥2.0) in all previous college or university coursework. These applicants must provide original, official transcripts for all college and university coursework from both inside and outside of the U.S.

English Proficiency Requirements for Undergraduate Admission
International students for whom English is not their native language must meet English language proficiency in one of the following ways:

- completion of a transferrable college-level English composition course from a university or college in the United States with a minimum grade C (≥2.0 on a 4.0 scale)
- test of English as a Foreign Language (TOEFL) score of at least 525 paper based or 71 iBT
- international English Language Testing System (IELTS) score of at least 6.0
- completion of secondary school with instruction in English (official letter from school must be provided).
- completion of EWU’s English Language Institute (ELI)

Conditional Admission
Applicants who do not meet the English proficiency requirements for undergraduate admission may be admitted to the university on the condition that they successfully complete a program of study with EWU’s English Language Institute (ELI).

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

International Student Athletes
In addition to meeting admission criteria for international students, student athletes must meet the NCAA eligibility requirements to be athletically eligible. For additional information on official NCAA policies, contact the NCAA Eligibility Center at 877.262.1492.

Post-Baccalaureate Admission
A post-baccalaureate student is defined for purposes of admission as any applicant with an undergraduate four-year degree from a regionally accredited institution who is seeking to complete coursework as part of a second bachelor’s degree, teacher certification, or other credential that is not part of any EWU graduate program. All post-baccalaureate applicants must submit an application for admission, an application fee or fee waiver, and official university or college transcripts documenting completion of their undergraduate four-year 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.

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 credit limits. See Sources of Credit (p. 408) for current score requirements and corresponding credits awarded.

Cambridge International
Eastern Washington University recognizes the Cambridge International examination for A and AS level exams with scores of E or higher. 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.

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 the three breadth areas (Natural Sciences, Social Sciences, Arts and Humanities). May be subject to credit limits. See Sources of Credit (p. 408) 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. 408) 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 transferrable college credit if they are
from a regionally accredited college or university and are consistent with Eastern Washington University’s general transfer credit policy.

**Running Start (Dual Enrollment)**
Applicants with credits earned through Running Start programs must meet freshman admission criteria. Running Start courses will be accepted as transferable college credit if they are from a regionally accredited college or university and are consistent with Eastern Washington University’s general transfer credit policy.

**Experiential Credit**
For information on evaluation of experience for credit, see Interdisciplinary Studies (p. 325) or visit 361 Senior Hall, EWU, Cheney, WA 99004-2442; phone 509.359.2402.

**Military Credit**
Students may earn up to 45 quarter hours of credit for military educational experiences. This includes credits awarded for CLEP/DANTES tests.

Eastern Washington University may 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, would be submitted to the Office of Admissions for credential evaluation. Determination of the course applicability will be supported through the use of the American Council of Education Military Guide.

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.

**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 detailed shown in the shaded portion of the diagram labeled “The Undergraduate Degree (p. 16).”

**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.
Placement and Clearance Exams

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 (https://www.ewu.edu/cstem/mathematics/placement-assessment/) 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.

Pre-University Basic Skills courses (p. 16) do not count for college credit.
## Prior Learning—Sources of Credit

### College-Level Examination Program

<table>
<thead>
<tr>
<th>CLEP Course</th>
<th>Minimum Score</th>
<th>Number of Credits</th>
<th>EWU Equivalent/Elective Credit</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology: General Biology</td>
<td>49</td>
<td>15</td>
<td>BIOL 171, BIOL 172 and BIOL 173</td>
</tr>
<tr>
<td>College Composition</td>
<td>50</td>
<td>5</td>
<td>ENGL 101</td>
</tr>
<tr>
<td>Principles of Marketing</td>
<td>50</td>
<td>4</td>
<td>MKTG 310</td>
</tr>
<tr>
<td><strong>Economics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Principles of Macroeconomics</td>
<td>48</td>
<td>5</td>
<td>ECON 201</td>
</tr>
<tr>
<td>Principles of Microeconomic</td>
<td>47</td>
<td>5</td>
<td>ECON 200</td>
</tr>
<tr>
<td>Political Science, American</td>
<td>47</td>
<td>5</td>
<td>POLI 100</td>
</tr>
<tr>
<td><strong>History</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>History of the U.S. I: Early Colonization to 1877</td>
<td>45</td>
<td>5</td>
<td>HIST 110</td>
</tr>
<tr>
<td>History of the U.S. II: 1865 to Present</td>
<td>45</td>
<td>5</td>
<td>HIST 110</td>
</tr>
<tr>
<td>Western Civilization I: Ancient Near East to 1648</td>
<td>46</td>
<td>5</td>
<td>HIST 105</td>
</tr>
<tr>
<td>Western Civilization II: 1648 to Present</td>
<td>47</td>
<td>5</td>
<td>HIST 106</td>
</tr>
<tr>
<td>Humanities (General Exam)</td>
<td>50</td>
<td>5</td>
<td>HUMN 211</td>
</tr>
<tr>
<td><strong>Mathematics</strong></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Calculus</td>
<td>45</td>
<td>5</td>
<td>Mathematics Reasoning Proficiency</td>
</tr>
<tr>
<td>College Algebra</td>
<td>57</td>
<td>5</td>
<td>MATH 114</td>
</tr>
<tr>
<td>College Mathematics</td>
<td>50</td>
<td>5</td>
<td>MATH 107</td>
</tr>
<tr>
<td>Precalculus</td>
<td>57</td>
<td>5</td>
<td>Mathematical Reasoning Proficiency</td>
</tr>
<tr>
<td>Psychology: Intro to Psychology</td>
<td>47</td>
<td>5</td>
<td>PSYC 100</td>
</tr>
<tr>
<td>Sociology: Intro to Sociology</td>
<td>47</td>
<td>5</td>
<td>SOCI 101</td>
</tr>
</tbody>
</table>

### International Baccalaureate

Minimum score 4.

**Higher Level Exams**

<table>
<thead>
<tr>
<th>IB Course</th>
<th>IB Minimum Score</th>
<th>Credit Awarded</th>
<th>EWU Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Anthropology</td>
<td>4</td>
<td>5</td>
<td>ANTR 201</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>10</td>
<td>ANTR 201, ANTR 301</td>
</tr>
<tr>
<td>Arabic</td>
<td>4</td>
<td>5</td>
<td>Elective, Global Studies Complete</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>10</td>
<td>Elective, Global Studies Complete</td>
</tr>
<tr>
<td></td>
<td>6+</td>
<td>15</td>
<td>Elective, Global Studies Complete</td>
</tr>
<tr>
<td>Art/Design</td>
<td>4</td>
<td>5</td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td>5+</td>
<td>5</td>
<td>ART 213</td>
</tr>
<tr>
<td>Biology</td>
<td>4</td>
<td>5</td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td>5+</td>
<td>15</td>
<td>BIOL 171, BIOL 172, BIOL 173</td>
</tr>
<tr>
<td>Business &amp; Organization</td>
<td>4+</td>
<td>5</td>
<td>Elective</td>
</tr>
<tr>
<td>Business &amp; Management</td>
<td>4+</td>
<td>5</td>
<td>MGMT 120</td>
</tr>
<tr>
<td>Chemistry</td>
<td>4</td>
<td>5</td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>10</td>
<td>CHEM 171, CHEM 171L</td>
</tr>
<tr>
<td></td>
<td>6</td>
<td>10</td>
<td>CHEM 171, CHEM 171L, CHEM 172, CHEM 172L</td>
</tr>
<tr>
<td></td>
<td>7</td>
<td>15</td>
<td>CHEM 171, CHEM 171L, CHEM 172, CHEM 173L</td>
</tr>
<tr>
<td>Chinese</td>
<td>4</td>
<td>5</td>
<td>CHIN 201, Global Studies Complete</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>10</td>
<td>CHIN 201, CHIN 202, Global Studies Complete</td>
</tr>
<tr>
<td></td>
<td>6+</td>
<td>15</td>
<td>CHIN 201, CHIN 202, CHIN 203, Global Studies Complete</td>
</tr>
<tr>
<td>Computer Science, Economics</td>
<td>4+</td>
<td>5</td>
<td>Elective</td>
</tr>
<tr>
<td></td>
<td>5+</td>
<td>10</td>
<td>ECON 200, ECON 201</td>
</tr>
<tr>
<td>English</td>
<td>4+</td>
<td>5</td>
<td>ENGL 170</td>
</tr>
<tr>
<td>Film</td>
<td>4+</td>
<td>5</td>
<td>FILM 214</td>
</tr>
<tr>
<td>French</td>
<td>4</td>
<td>5</td>
<td>FREN 201, Global Studies Complete</td>
</tr>
<tr>
<td></td>
<td>5</td>
<td>10</td>
<td>FREN 201, FREN 202, Global Studies Complete</td>
</tr>
<tr>
<td>Department</td>
<td>Level</td>
<td>Credit</td>
<td>Course Code(s)</td>
</tr>
<tr>
<td>---------------------</td>
<td>-------</td>
<td>--------</td>
<td>---------------------------------------------------</td>
</tr>
<tr>
<td>Geography</td>
<td>6+</td>
<td>15</td>
<td>FREN 201, FREN 202, FREN 203, Global Studies Complete</td>
</tr>
<tr>
<td>Geography</td>
<td>4+</td>
<td>5</td>
<td>GEOG 101</td>
</tr>
<tr>
<td>German</td>
<td>5</td>
<td>10</td>
<td>GERM 201, GERM 202, GERM 203, Global Studies Complete</td>
</tr>
<tr>
<td>History</td>
<td>4</td>
<td>5</td>
<td>Elective</td>
</tr>
<tr>
<td>History of Africa</td>
<td>5+</td>
<td>5</td>
<td>HIST 106</td>
</tr>
<tr>
<td>History of Asia</td>
<td>4+</td>
<td>5</td>
<td>Elective</td>
</tr>
<tr>
<td>History of Europe</td>
<td>4+</td>
<td>5</td>
<td>HIST 106</td>
</tr>
<tr>
<td>History of the Americas</td>
<td>4+</td>
<td>5</td>
<td>HIST 110</td>
</tr>
<tr>
<td>History World</td>
<td>4+</td>
<td>5</td>
<td>Elective</td>
</tr>
<tr>
<td>History of the Islamic World</td>
<td>4+</td>
<td>5</td>
<td>CPLA 101</td>
</tr>
<tr>
<td>Italian</td>
<td>4+</td>
<td>5</td>
<td>Elective, Global Studies Complete</td>
</tr>
<tr>
<td>Italian</td>
<td>5</td>
<td>10</td>
<td>Elective, Global Studies Complete</td>
</tr>
<tr>
<td>Japanese</td>
<td>4</td>
<td>5</td>
<td>JAPN 201, Global Studies Complete</td>
</tr>
<tr>
<td>Japanese</td>
<td>5</td>
<td>10</td>
<td>JAPN 201, JAPN 202, Global Studies Complete</td>
</tr>
<tr>
<td>Japanese</td>
<td>6+</td>
<td>15</td>
<td>JAPN 201, JAPN 202, JAPN 203, Global Studies Complete</td>
</tr>
<tr>
<td>Latin</td>
<td>4</td>
<td>5</td>
<td>Elective, Global Studies Complete</td>
</tr>
<tr>
<td>Latin</td>
<td>5</td>
<td>10</td>
<td>Elective, Global Studies Complete</td>
</tr>
<tr>
<td>Latin</td>
<td>6+</td>
<td>15</td>
<td>Elective, Global Studies Complete</td>
</tr>
<tr>
<td>Mathematics</td>
<td>4+</td>
<td>15</td>
<td>MATH 161, MATH 301, MATH 380</td>
</tr>
<tr>
<td>Music</td>
<td>4+</td>
<td>9</td>
<td>MUSC 250, MUSC 251, MUSC 252</td>
</tr>
<tr>
<td>Near East</td>
<td>4+</td>
<td>5</td>
<td>Elective</td>
</tr>
<tr>
<td>Philosophy</td>
<td>4+</td>
<td>5</td>
<td>Elective</td>
</tr>
<tr>
<td>Physics</td>
<td>5+</td>
<td>15</td>
<td>PHYS 131, PHYS 132, PHYS 133, PHYS 161, PHYS 162, PHYS 163</td>
</tr>
<tr>
<td>Psychology</td>
<td>5+</td>
<td>5</td>
<td>PSYC 100</td>
</tr>
<tr>
<td>Russian</td>
<td>4</td>
<td>5</td>
<td>Elective, Global Studies Complete</td>
</tr>
<tr>
<td>Spanish</td>
<td>5</td>
<td>10</td>
<td>SPAN 201, Global Studies Complete</td>
</tr>
<tr>
<td>Swahili</td>
<td>5</td>
<td>10</td>
<td>Elective, Global Studies Complete</td>
</tr>
<tr>
<td>Theater Arts</td>
<td>6+</td>
<td>15</td>
<td>Elective, Global Studies Complete</td>
</tr>
<tr>
<td>Visual Arts</td>
<td>4+</td>
<td>5</td>
<td>Elective</td>
</tr>
<tr>
<td>IB Course</td>
<td>IB Minimum Score</td>
<td>Credit Awarded</td>
<td>EWU Equivalent</td>
</tr>
<tr>
<td>IB Course</td>
<td>4+</td>
<td>5</td>
<td>ANTR 201</td>
</tr>
<tr>
<td>Arabic</td>
<td>5</td>
<td>10</td>
<td>Elective, Global Studies Complete</td>
</tr>
<tr>
<td>Business &amp; Management</td>
<td>6+</td>
<td>15</td>
<td>Elective, Global Studies Complete</td>
</tr>
<tr>
<td>Chinese</td>
<td>4</td>
<td>5</td>
<td>CHIN 101</td>
</tr>
<tr>
<td>Chinese</td>
<td>5</td>
<td>10</td>
<td>CHIN 101, CHIN 102, CHIN 103</td>
</tr>
<tr>
<td>Computer Science</td>
<td>4+</td>
<td>5</td>
<td>CSCD 110</td>
</tr>
<tr>
<td>English</td>
<td>4+</td>
<td>5</td>
<td>ENGL 170</td>
</tr>
</tbody>
</table>
### Prior Learning–Sources of Credit

<table>
<thead>
<tr>
<th>Language/Field</th>
<th>Credits</th>
<th>CI Course</th>
<th>Credit Awarded</th>
<th>EWU Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>15</td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Arabic</td>
<td>15</td>
<td>Elective; Global Studies Complete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Art/Design</td>
<td>5</td>
<td>ART 213</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Biology</td>
<td>15</td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>5</td>
<td>MGMT 326</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chemistry</td>
<td>10</td>
<td>CHEM 161, CHEM 162</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td>15</td>
<td>CHIN 101, CHIN 102, CHIN 103</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>5</td>
<td>CSCD 210</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Economics</td>
<td>10</td>
<td>ECON 200, ECON 201</td>
<td></td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>15</td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>15</td>
<td>FREN 101, FREN 102</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Geography</td>
<td>15</td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>German</td>
<td>15</td>
<td>GERM 101, GERM 102, GERM 103</td>
<td></td>
<td></td>
</tr>
<tr>
<td>History</td>
<td>15</td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
<td>15</td>
<td>JAPN 101, JAPN 102, JAPN 103; Global Studies Complete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Law</td>
<td>15</td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Mathematics</td>
<td>15</td>
<td>MATH 141, MATH 142, MATH 121</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>Variable</td>
<td>Determined Through Music Placement Exams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Education</td>
<td>15</td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Physical Science</td>
<td>15</td>
<td>PHYS 131, PHYS 132, PHYS 133, PHYS 161, PHYS 162, PHYS 163</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Psychology</td>
<td>15</td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sociology</td>
<td>15</td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>15</td>
<td>SPAN 101, SPAN 102, SPAN 103</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>4</td>
<td>FREN 101, FREN 102</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>5</td>
<td>Elective; Global Studies Complete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>6+</td>
<td>Elective, Global Studies Complete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>5</td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>5</td>
<td>Elective; Global Studies Complete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>6+</td>
<td>Elective, Global Studies Complete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swahili</td>
<td>4</td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swahili</td>
<td>5</td>
<td>Elective; Global Studies Complete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Swahili</td>
<td>6+</td>
<td>Elective, Global Studies Complete</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theater Arts</td>
<td>4+</td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Theater Arts</td>
<td>5</td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

### Cambridge International A

Minimum score E.

<table>
<thead>
<tr>
<th>Language/Field</th>
<th>Credits</th>
<th>CI Course</th>
<th>Credit Awarded</th>
<th>EWU Equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic</td>
<td>5</td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Chinese</td>
<td>5</td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Computer Science</td>
<td>5</td>
<td>CSCD 110</td>
<td></td>
<td></td>
</tr>
<tr>
<td>French</td>
<td>5</td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>German</td>
<td>5</td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Japanese</td>
<td>5</td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Music</td>
<td>Variable</td>
<td>Determined Through Music Placement Exams</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Spanish</td>
<td>5</td>
<td>Elective</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
Transfer Credit Evaluations

Visit Records & Registration Transfer Credit Evaluations (https://inside.ewu.edu/atp/).

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 university competencies, proficiencies and breadth area core requirements.

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. 408) list for current score requirements and corresponding credits awarded.

Cambridge International: Eastern Washington University recognizes the Cambridge International examination for A-Level exams and some AS-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. See the Sources of Credit (p. 408) list for current score requirements and corresponding credits awarded.

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. 408) 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. 408) 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.

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. 325).

**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>
<tr>
<td>Oregon Community Colleges</td>
<td>Associate in Arts Oregon Transfer or AAOT</td>
</tr>
</tbody>
</table>

Peninsula College              | Associate of Arts, Associate of Arts–Honors |
Pierce Community College       | Associate in Arts and Sciences              |
Seattle Central Community College| Associate of Arts, Associate of Science    |
Shoreline Community College    | Associate in Arts                           |
Skagit Valley Community College| Associate in Arts/University and College Transfer |
South Puget Sound Community College | Associate of Arts   |
South Seattle Community College| Associate of Arts, Associate of Science     |
Spokane Community College      | Associate in Arts                           |
Spokane Falls Community College| Associate of Arts                           |
Tacoma Community College       | Associate in Arts and Sciences/Option A     |
Walla Walla Community College  | Associate in Arts                           |
Wenatchee Valley College       | Associate in Arts and Sciences              |
Whatcom Community College      | Associate in Arts and Sciences              |
Yakima Valley Community College| Associate in Arts and Sciences              |
Tuition and Fees

Please visit Student Financial Services (http://inside.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://inside.ewu.edu/budget-services/resources-and-archives/fee-reports/))
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://catalog.ewu.edu/archives/) 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 303-26: Graduate Faculty (https://inside.ewu.edu/policies/policies-and-procedures/ap-303-26-graduate-faculty/)
- AP 303-30: Registration (https://inside.ewu.edu/policies/policies-and-procedures/ap-303-30-registration/)
- EWU 204-08: Service and Assistance Animals in University Housing (https://inside.ewu.edu/policies/policies-and-procedures/ewu-204-08-service-and-assistance-animals-in-university-housing/)
- EWU 301-01: Academic Organization (https://inside.ewu.edu/policies/policies-and-procedures/ewu-301-01-academic-organization/)
- EWU 603-03: Fire Safety (https://inside.ewu.edu/policies/policies-and-procedures/ewu-603-03-fire-safety/)
- EWU 603-07: Missing Student Notification (https://inside.ewu.edu/policies/policies-and-procedures/ewu-603-07-missing-student-notification/)
- EWU 603-10 Service Animals (https://inside.ewu.edu/policies/policies-and-procedures/ewu-603-10-service-animals/)
Eastern Washington University 2020-2021


- RCW 28B.12: State Work Study Program (https://inside.ewu.edu/policies/policies-and-procedures/rcw-28b-12-state-work-study-program/)


Disclaimer
This catalog provides a general guideline of courses offered by Eastern Washington University. The classes and programs described herein are implemented at the sole discretion of EWU and are subject to change at any time without notice. Information contained on courses and programs are illustrative only and are not intended to create any contractual obligation or covenant with EWU.

Limitation of Liability
Eastern Washington University's total liability for claims arising from a contractual relationship with the student in any way related to classes or programs shall be limited to the tuition and expenses paid by the student to EWU for those classes or programs. In no event shall EWU be liable for any special, indirect, incidental or consequential damages, including but not limited to, loss of earnings or profits.


Student Directory Information
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 (https://inside.ewu.edu/policies/knowledge-base/chapter-172-191-wac-student-education-records/)

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. 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 (https://inside.ewu.edu/policies/knowledge-base/wac-172-90-student-academic-integrity-3/) below and check with Records and Registration, 201 Sutton Hall, 509.359.2321.

Annual Security Report Notification
The Clery report (https://inside.ewu.edu/police/crime-data/annual-security-and-fire-safety-report/) or a paper copy of the report is available upon request by calling EWU Police Department at 509.359.6310. 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.

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);
- independent study: minimum three hours of work per week for each credit hour.
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. 418)
EWU Moved to Letter Grades—Effective Fall 2018 (p. 418)

<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>
NC (No Credit): No credit granted; no grade points assigned.
NR: Not recorded, for work in progress.
P (passing): Credit granted, but no grade point assigned (not used when computing GPA).
W (withdrawal): Withdrawal from a course or the university (not used when computing GPA).
X (incomplete): Temporary grade; special circumstances prevent the student from completing the course (not used when computing GPA).
NC (special incomplete grading) specifically for COVID 19 affected terms.
XF (Academic Integrity): Failed due to academic integrity violation. (0.0 used when computing GPA).
Y: For thesis, research, practicum and other activities requiring more than one quarter for completion; grade assigned at completion.

Letter Grades Described in Detail—Department or Program Designed—Undergraduate Pass/No Credit (P/NC) Grade Option
Departments or programs may choose to designate certain courses for pass/no credit grading.
The only courses which may be designated by the department as pass/no credit are non-college credit pre-university basic skills. Regulations for pass/no credit grading are as follows:
1. a grade ≥C must be earned to receive a passing grade;
2. the P or NC grade will be entered on the transcript. Students receiving the P grade will not receive credits toward graduation.
3. Neither the P nor the NC grade will be included in computing grade averages.

Letter Grades Described in Detail—Department or Program Designed—Undergraduate Pass/Fail Grade Option
Departments or programs may choose to designate only certain types of courses for pass/fail grading.
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)

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)

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.

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).
   (Pass/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

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


**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.

(6) The term "resident" for tuition and fee purposes shall be determined according to WAC 250-18-020.

(7) The term "nonresident" for tuition and fee purposes shall be determined according to WAC 250-18-020.

(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.

(10) The term "spouse" shall include individuals in state registered domestic partnerships as outlined in RCW 28B.15.980.

(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.

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

(28B.15.012) (1) 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 purposes 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.

(2)(c) (2) (c)

(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, and obtained a high school diploma at a Washington public or private high school approved under chapter 28A.195; 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; or

(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)(i), (H)(i), or (L); or

(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

(i) Is the spouse or dependent of a person as defined in (h) of this subsection; or

(j) 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)(i) 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)(i) 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)(i) 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 a 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)(i) 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 noneconomic 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 thereafter 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.

other than educational, factors such as those listed in subsections (1) through (14) of this section are to be considered. The weight assigned to any given factor should depend on the ease with which it might be established and the degree to which it demonstrates commitment to domicile as a matter of common sense and as part of the individual's overall circumstances. Factors include, but are not limited to:

(1) Location and duration of registration or payment of taxes or fees on any motor vehicle, mobile home, travel trailer, boat, or any other item or personal property owned or used by the person;

(2) State and duration of any driver's license for the previous one year;

(3) Location and duration of any continuous full-time employment of the previous one year;

(4) Address and other pertinent facts listed on a true and correct copy of federal and state income tax returns for the calendar year prior to the year in which application is made;

(5) Location and duration of any voter registration for the previous one year;

(6) Location and duration of primary residence, evidenced by title, lease agreement, or monthly rental receipts for the previous one year;

(7) Residence status in all secondary and postsecondary schools attended outside the state of Washington;

(8) Location and duration of any checking accounts, savings accounts, and/or safety deposit boxes for the previous one year;

(9) Address listed on selective service registration;

(10) Location of membership in professional, business, civic or other organizations;

(11) Receipt of benefits under a public assistance program;

(12) State claimed as residence for obtaining eligibility to hold a public office or for judicial actions;

(13) State claimed as residence for obtaining state hunting or fishing licenses;

(14) State in which a custodial parent or legal guardian has a child attending public schools.

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.


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.

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.


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:

(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.
Undergraduate Policies

• AP 303-21: Undergraduate Students (https://inside.ewu.edu/policies/policies-and-procedures/ap-303-21-undergraduate-students/)
• AP 303-23: Classroom Attendance (https://inside.ewu.edu/policies/policies-and-procedures/ap-303-23-classroom-attendance/)
• AP 303-30: Registration (https://inside.ewu.edu/policies/policies-and-procedures/ap-303-30-registration/)

• WAC 172-64: Alcohol Policy (https://inside.ewu.edu/policies/policies-and-procedures/wac-172-64-alcohol-policy-at-ewu/)
• WAC 172-90 Student Academic Integrity (https://inside.ewu.edu/policies/policies-and-procedures/wac-172-90-student-academic-integrity-3/)
• WAC 172-121: Student Conduct Code (https://inside.ewu.edu/policies/policies-and-procedures/chapter-172-121-wac-student-conduct-code/)
• WAC 172-122: General Conduct Code (https://inside.ewu.edu/policies/policies-and-procedures/wac-172-122-general-conduct-code/)
• WAC 172-130: Undergraduate Housing Requirement (https://inside.ewu.edu/policies/policies-and-procedures/wac-172-130-undergraduate-housing-requirement/)

• EWU 204-08: Service and Assistance Animals in University Housing (https://inside.ewu.edu/policies/policies-and-procedures/ewu-204-08-service-and-assistance-animals-in-university-housing/)
• EWU 901-01: Ethical Standards (https://inside.ewu.edu/policies/policies-and-procedures/ewu-901-01-ethical-standards/)
• EWU 901-03: Fraternization and Consensual Relationships (https://inside.ewu.edu/policies/policies-and-procedures/fraternization-and-consensual-relationships/)
• EWU 901-04: Bullying (https://inside.ewu.edu/policies/policies-and-procedures/ewu-901-04-bullying/)
• EWU 901-05: Nepotism (https://inside.ewu.edu/policies/policies-and-procedures/ewu-901-05-nepotism/)

Academic Appeals Board (https://inside.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://inside.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.

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://inside.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 moved to Academic Probation;

• undergraduate students on Academic Probation whose cumulative GPA remains <2.0 and whose quarterly GPA is <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);
  • students who were officially declared at the time of dismissal and are out for more than one year are dropped from the major;
  • students in this situation will need to re-apply to EWU (http://www.ewu.edu/apply/), as a former student returning (FSR).

• 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://inside.ewu.edu/center-for-academic-advising-and-retention/academic-probation-dismissal-and-reinstatement/policy/) for additional information or call 509.359.2035.

Academic Honors (https://inside.ewu.edu/policies/policies-and-procedures/ap-303-21-undergraduate-students/) Chapter 7-2

Deans’ Honor List
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.

Academic Standards (https://inside.ewu.edu/policies/policies-and-procedures/ap-303-21-undergraduate-students/) Chapter 6-1
All undergraduate students are held to the following academic standards and 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.
Graduate Studies Academic Policies

- AP 303-22: Graduate Students (https://inside.ewu.edu/policies/policies-and-procedures/ap-303-22-graduate-students/)
- AP 303-30: Registration (https://inside.ewu.edu/policies/policies-and-procedures/ap-303-30-registration/)
- WAC 172-90 Student Academic Integrity (https://inside.ewu.edu/policies/policies-and-procedures/wac-172-90-student-academic-integrity-3/)
- WAC 172-121: Student Conduct Code (https://inside.ewu.edu/policies/policies-and-procedures/chapter-172-121-wac-student-conduct-code/)
ADMINISTRATION, BOT, FACULTY

Administration, Senior

Interim University President David May
Provost and Vice President for Academic Affairs Brian Levin-Stankevich
Vice Provost for Academic Affairs Brian Donahue
Vice President of Business and Finance Mary Voves
Vice President of Diversity and Inclusion Shari Clarke
Vice President of Student Affairs Robert R. Sauders
Vice President of University Advancement and Executive Director of the EWU Foundation Barb Richey

Board of Trustees (https://www.ewu.edu/about/administration/bot/)

Uriel Iñiguez
Vicki Wilson
James Murphy
Michael Finley
Jay J. Manning
Robert H. Whaley
Kim Pearman-Gillman
Abigail Greiner

Deans, Academic

Pete Porter—CALE—Arts, Letters & Education (https://www.ewu.edu/cale/)
Ahmad Tootoonchi—COB—Business (https://www.ewu.edu/cob/)
Interim Dean, Donna Partee Mann—CHSPH—Health Science & Public Health (https://www.ewu.edu/chsph/contact/)
David Bowman—CSTEM—Science, Technology, Engineering & Mathematics (https://www.ewu.edu/cstem/)
Jonathan Anderson—CSS—Social Sciences (https://www.ewu.edu/css/)
Justin Otto—EWU Libraries (https://www.ewu.edu/library/)
Lynn Briggs—University College (https://inside.ewu.edu/universitycollege/)

Faculty

The following list reflects the status of the Eastern Washington University faculty provided by Human Resources as of April 06, 2020.

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.

A

Abbey, Eric—2013, Associate Professor of Chemistry/Biochemistry—BA, Whitman College; MS, PhD, University of Oregon
Abele, Jason R.—2020, Lecturer in Electrical Engineering—BS, MS, Ohio State University
B

Babcock, Garth—1998, Associate Professor of Physical Education, Health and Recreation—BS, MS, Brigham Young University; PhD, Texas Women's University

Bae, Heechang—2014, Assistant Professor in Mechanical Engineering—MS, University of Washington; PhD, University of Washington

Bai, Shuming "Sherry"—2019, Associate Dean for the College of Business, and Professor of Finance Marketing—MA, MBA, PhD, University of Texas, Rio Grande Valley

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 Education—BS, MS, EdD, Washington State University

Ball, Diane L.—2014, Lecturer in Education—BA, Eastern Washington University; MEd, Eastern Washington University

Barton, Cheri—2018, Lecturer in Dental Hygiene—BS, Oregon Health Science University; MS, Eastern Washington University

Bastow, Justin L.—2014, Assistant Professor in Biology—BA, University of California, Berkeley; PhD, University of California, Davis

Bedford, Melissa J.—2019, Assistant Professor in Education—BA, MEd, Ph.D, University of Nevada, Reno

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

Bender, Alison—2018, Assistant Professor of Recreation Leisure Services—BS, North Carolina State University; MS, East Carolina University; PhD, Pennsylvania State University

Bender, Allison—2018, Assistant Professor of Wellness and Movement Sciences—BS, North Carolina State University; MS, East Carolina University; PhD, Pennsylvania 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, Lecturer 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

Biswas, Bipasha—2012, Associate 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

Boughter, Stephanie—2013, Senior Lecturer in Education—BA, Eastern Washington University; MEd, University of Idaho

Bowman, David—2016, Dean of the College of Science, Technology, Engineering Mathematics

Bonger, Jessica—2016, Lecturer in Communication Studies—BA, Eastern Washington University; MA, University of the Pacific

Bradley, Jean R. —2019, Assistant Professor of Accounting—BS, Southern Illinois University; MS, PhD, University of Texas at San Antonio

Breen, Melinda E.—2000, Professor of Visual Communication 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, Rebecca L.—2004, 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 G.—2017, Assistant Professor in Geography—BA, Millersville University; MA, American University; PhD, Durham University

Buchholz, K. Otto—2020, Assistant Professor of Wellness and Movement Sciences—BA, Hope College; MS, California University of Pennsylvania; PhD, University of Northern Colorado

Buckingham, Polly—2001, Senior Lecturer in English—BA, Eckerd College; MFA, Eastern Washington University

Buell, Rene W.—2019, Lecturer of Chemistry/Biochemistry—BS, Truman State University; MS, Indiana University; PhD, University of New Hampshire

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—B.S., Wayne State University; Ph.D., State University of New York, Albany

Byrnes, Edward C.—2003, Professor of Social Work—BS, MSW, PhD, University of Utah

C

Cai, Wensheng—2013, Senior Lecturer in Management—MBA, Gonzaga University

Canada, Daniel L.—2003, Professor of Mathematics—BS, Biola University; MS, Western Washington University; PhD, Portland State University

Capaul, Thomas B.—2000, Senior Lecturer in Computer Science—BA, MS, Eastern Washington University

Carnegie, Teena A. M.—2003, Professor of English—BA, University of British Columbia; MA, PhD, University of Waterloo
Case, Jeanne D. – 2007, Lecturer in Geology – BS, MS, University of California at Riverside

Case, Judd A. – 2006, Professor of Biology – BS, MS, Humboldt State University; PhD, University of California, Riverside

Castillo, Andrea R. – 2008, Associate Professor of Biology – BS, Albertson College of Idaho; PhD, University of Colorado

Castillo-Garsow, Carlos – 2013, Associate Professor of Mathematics – BS, Cornell University; MA, State University New York, Buffalo; PhD, Arizona State University

Cebula, Larry – 2008, Professor of History – BA, University of Chicago; MA, Eastern Washington University; PhD, College of William and Mary

Chaffin, Jamie L. – 2012, Assistant Professor in Psychology – BA, University of Montana; MEd, EdD, University of Idaho


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, Assistant Professor in Physical Therapy – BA, Pacific Lutheran University; DPT, 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 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, Associate Professor of Communication Sciences Disorders – BA, Emory University; MA, PhD, Louisiana State University

Coelho, Alan J. – 1992, Professor of Physical Education, Health and Recreation – BA, California State University, Fresno; EdD, University of Northern Colorado

Collins, John – 2013, Senior Lecturer in History – BA, Northwestern University; MA, University of Cambridge; PhD, University of Virginia

Conlin, Michael F. – 2000, 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, Professor of Mathematics – BS, University of California, Davis; MS, Eastern Washington University; PhD, Washington State University

Cote, Abigail – 2017, Lecturer in Music – BA, University of Montana; MA, Florida State University; DMA, University of Oregon

Crane, Kate – 2016, Assistant Professor of English – BA, Washington State University; MA, Washington State University; PhD, Texas Tech University


Criswell, Kevin – 2018, Lecturer in Psychology – BA, Point Loma Nazarene University; MA, PhD, Loma Linda University

Culver, Jeffrey N. – 2009, Senior Lecturer in Information Systems and Business Analytics – BA, MBA, Eastern Washington University

Daberkow, David P. – 2010, Associate Professor in Biology – BS, Southeastern Louisiana University; MS, Utah State University; PhD, University of Utah

Daniels, Lynnae – 2016, Library Associate of Libraries – BA, Eastern Washington University; MS, Kent State University

Das, Arindam K. – 2012, Assistant Professor in Electrical Engineering – 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, Associate Professor of Psychology – PhD, University of Oregon

Ddonahue, Brian – 2004, Interim Provost and Vice President for Academic Affairs

Dean, Robert D. – 2001, Professor of History – BA, University of Colorado; MA, PhD, University of Arizona

Decker, Kevin S. – 2005, Professor of Philosophy – BA, McKendree College; MA, University of Missouri, St. Louis; PhD, St. Louis University

Dempsey, Raymond – 2013, Senior 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, 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

Dobbins, Margaret A. – 2019, Lecturer of Mathematics – BA, Eastern Washington University; MS, University of Washington

Donnerberg, Jeffrey L. – 1990, Professor of Mechanical Engineering – BS, Bowling Green State University; MA, EdD., University of Minnesota

Dopico, Mansura – 2019, Lecturer of Social Work – BSW, PhD, James Cook University

Downie, Ryan W. – 2007, Lecturer of Mathematics

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, Alfred University

Dwivedi, Rajeev – 2017, Lecturer in Information Systems Business Analytics – BS, MS, Devi Ahilya University; PhD, Indian Institute of Technology

Eagle, David M. – 1989, 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

El-Alayı, I. Amani – 2003, Professor of Psychology – BA, University of Michigan; MA, PhD, Michigan State University


Elias, Edwin – 2019, Assistant Professor of Chicano Education – BA, University of California at Santa Barbara; MA, PhD, University of California at Riverside

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, Kelly – 2013, Associate Professor in Libraries – BA, Virginia Wesleyan College; MLS, Indiana University at Bloomington

Evans, Dale – 2018, Lecturer in Education – BEd, University of Alaska; Med, University of Alaska

F

Fillmore, Bradley J. – 2008, Senior 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

Friel, Stephan R. – 2014, Lecturer in Music – BA, University of Central Oklahoma; MA, University of Central Oklahoma

G

Gambill, Jack H. – 2008, Senior Lecturer in Accounting – BA, MBA, Washington State University

Garcia, Martin M. – 2007, Professor of Chicano Education – BA, Eastern Washington University; MA, PhD, Washington State 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

Gerety, Michael D. – 2019, Lecturer of Music

Gerhart, Aron – 2019, Lecturer of Psychology – BS, Missouri Western State University; MS, University of Central Missouri; PhD, Capella University

Gerlick, Robert E. – 2013, Associate Professor of Mechanical Engineering – BS, University of Louisiana, Lafayette; MS, Oklahoma State University; PhD, Washington State University


Gharavi, Hessam – 2017, Lecturer in Mechanical Engineering – 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, Chair of Theatre and Film – BS, Central Washington University; MFA, Western Illinois University

Goodwin, Donald F. – 2009, Senior Lecturer in Music – BA, MS, Eastern Washington University

Gorton, M. David – 1999, Senior Lecturer in Accounting – BA, Western Washington University; MBA, Eastern Washington University

Graham, Melissa E. – 2004, Senior Lecturer in Mathematics – BA, MS, Eastern Washington University

Graham, Michael C. – 2000, Senior Lecturer in Mathematics – BA, MS, Eastern Washington University
Gran, Carissa–2016, Lecturer of Education–BA, Washington State University; MS, Walden University
Graves, Jody C.–2003, Professor of Music–BM, Eastern Washington University; MM, Catholic University of America; D.M., Eastman School of Music
Gray, Amy–2016, Lecturer in Biology–BS, MS, Eastern Washington University
Green, Ian–2017, Assistant Professor of English–BA, MA, New York University; MPhil, PhD, City University of New York
Greene, Logan D.–2004, Professor of English–BA, University of California, Berkeley; MA, University of Oregon; PhD, University of New Mexico
Greene, Roberta J.–2012, Senior Lecturer in Economics–BA, Talladega College; MS, Trinity University; Doctor of Laws (PhD) honoris casura, Honorary degree, Gonzaga University
Grinder, Brian E.–1992, Professor of Finance–BA, Big Sky Bible College; MA, MBA, Fort Hays State University; PhD, Washington State University
Guilfoyle, Kristina E.–2012, Senior Lecturer in Asia University America Program–BA, MA, Eastern Washington University
Guillory, Raphael M.–2002, Professor of Psychology–BA, Eastern Washington University; MEd, PhD, Washington State University
Halaas, Beth–2015, Assistant Professor of Social Work–BS, Boise State University; MS, University of California, Los Angeles; EdD, California State University, Northridge
Hallin, Rusty–2019, Lecturer in Mechanical Engineering–BA, BS, MEd, Eastern Washington University
Hammermeister, Jon J.–1999, Professor of Wellness and Movement Sciences–BA, University of California, San Diego; MS, PhD, University of Idaho
Hammond, Belinda B.–2017, Lecturer in Children’s Studies–BA, MA, California State University, Northridge; MS, American Public University; PhD, University of California, Santa Barbara
Hansen, Christian K.–1993, Professor of Mathematics–MS, PhD, The Technical University of Denmark
Harberts, Brinn A.–2019, Lecturer of Mathematics–BA, MS, Eastern Washington University
Harris, Aiko–2018, Lecturer of English–BA, Mukogawa Women’s University; BA, MA, Eastern Washington University
Hartman, Karen J.–2018, Lecturer of Political Science–BA, New York University; SM, Massachusetts Institute of Technology
Hartse, Merri–2017, Assistant Professor in Libraries–BA, University of Montana; MLS, University of Denver
Hasan, Syed M. Jameel–1969, Professor of Management–BCommerce, MCommerce, University of Karachi; MBA, University of Southern California
Hashemi Hosseinalabad, Hedieh–2018, Assistant Professor in Communication Sciences Disorders–BS, Isfahan University of Medical Sciences; MS, Tehran University of Medical Sciences; PhD, University of Cincinnati
Haskins, Tara L.–2002, Professor in Education–BA, Northwestern College; MEd, Eastern Washington University; PhD, Washington State University
Hathaway, Nancy–2001, Professor of Art–BA, Eastern Washington University; MFA, University of Idaho
Hawley, Thomas M.–2003, Professor of Political Science International Studies–BA, Whitman College; MA, PhD, University of Hawaii, Manoa
Hazelbaker, Chardon B.–2006, Professor of Wellness and Movement Sciences–BA, Whitworth College; MA, Idaho State University; PhD, Gonzaga University
Headley, James E.–1999, Professor of Political Science International Studies–BA, University of Washington; J.D., Gonzaga University School of Law
Hechtman, Todd A.–1999, Associate Professor of Sociology–BA, Northwestern University; MA, PhD, University of California, Santa Barbara
Hein, Miranda–2015, Lecturer of Education–BA, Whitworth College; MA, Whitworth University
Henderson, Reagan E.–2009, Senior Lecturer in English–BA, University of Washington; MA, Humboldt State University
Henning, Angela–2016, Assistant Professor in Education–BA, Seattle University; MA, Fordham University; EdD, Durham University
Herr, Charles M.–1994, Professor of Biology–BS, University of Wyoming; PhD, Washington State University
Hewett, Rosa E.–2018, Lecturer of Education–BAE, Arizona State University; MEd, Eastern Washington University
Hill, Margo L.–2012, Assistant Professor in Urban and Regional Planning–BA, University of Washington; JD, Gonzaga University
Hillman, Heidi–2016, Assistant Professor of Psychology–BS, Eastern Washington University; MS, Eastern Washington University; PhD, University of Kansas Lawrence
Hilton, Timothy–2013, Professor of Social Work–BA, Boston College; MA, PhD, University of Chicago
Hobson, Joshua P.–2018, Lecturer of Art–BFA, MFA, University of Florida, Gainesville
Hohner, Max–2016, Lecturer–BA, Eastern Washington University, MA, Eastern Washington University, PhD, Arizona State University
Holmgren, Mark–2010, Associate Professor of Economics–BS, Utah State University; MS, Utah State University; PhD, Washington State University
Hope, Keely J.–2011, Associate Professor of Psychology–BS, Louisiana State University; MS, Mississippi State University; PhD, University of Florida
Hossain, N. M. Awdal–2008, Professor of Mechanical Engineering–BS, Bangladesh University of Engineering and Technology; MS, PhD, South Dakota School of Mines and Technology
Houndonougbo, Yao A. –2008, Associate Professor of Chemistry/Biochemistry–BS, MS, University of Abidjan; PhD, University of Kansas, Lawrence

Houser, Brian D. –1990, Professor of Physics–BS, University of Michigan; MS, PhD, University of Washington

Howell, Christopher –1996, Professor of English/Creative Writing–BS, Oregon State University; MA, Portland State University; MFA, University of Massachusetts

Hustrulid, Ginelle –2013, Associate Professor of Visual Communication Design–BFA, Pacific Northwest College of Art; MFA, Mills College

Hyde, Jenny L. –2013, Associate Professor of Art–BFA, Cornish College of the Arts; MFA, Alfred University

I

Idsardi Jr., Robert –2018, Assistant Professor of Biology–BS and MS, University of Florida; PhD, University of Georgia

Inoue, Atsushi –2002, Professor of Information Systems Business Analytics–BS, MS, Eastern Washington University; PhD, University of Cincinnati

Islam-Zwart, Kayleen A. –2001, Professor of Psychology–BS, Minnesota State University, Mankato; MS, PhD, Idaho State University

Israel, Andrew –2017, Professor in Social Work–BA, Manhattn College; JD, Syracuse University; MSW, New Mexico Highlands University

Izon, German M. –2010, Associate Professor of Economics–BA, MA, PhD, University of New Mexico

J

Jack, SimHayKin S. –2018, Lecturer of American Indian Studies–BA, Eastern Washington University; MA, University of California, Davis

Jackson, Nick –1996, Professor of Psychology–BA, MA, PhD, University of Kansas

Jackson, Roberta A. –1999, Senior Lecturer in Communication Sciences Disorders–BA, MA, University of California, Santa Barbara

Jackson, Sarah C. –2007, Professor in Dental Hygiene–BS, Eastern Washington University; MS, Idaho State University


Jenkins, Janelle E. –2012, Senior Lecturer of Chemistry/Biochemistry–BS, Whitworth College; MS, PhD, Arizona State University

Jensen, Courtney –2014, Assistant Professor of Public Administration–BA, University of Washington; MPA, Eastern Washington University; PhD, University of Nebraska, Omaha

Jex, Eliza –2019, Assistant Professor of Education–BS, Brigham Young University; MEd, University of Nevada, Las Vegas; PhD, Utah State University

Johnson, Jonathan L. –1999, Professor of English/Creative Writing–BS, MA, Northern Michigan University; PhD, Western Michigan University
Kissling, Elizabeth A. – 1993, Professor of Communication Studies – AB, AM, PhD, University of Illinois, Urbana

Klyukanov, Igor E. – 1999, Professor of Communication Studies – BA, MA, Tver State University, Russia; PhD, Saratov State University, Russia

Kobayashi, Rie – 2010, Professor in Social Work – BA, MSW, PhD, Michigan State University

Koh, Min Sung – 2002, Professor of Electrical Engineering – BE, MS, Ulsan University, Ulsan, South Korea; PhD, Washington State University

Kohimeier, Pamela S. – 2018, Lecturer of Public Health – BS, University of Nebraska, Lincoln; DMD, University of Nebraska Medical School; JD, Gonzaga University School of Law

Kolts, Russell L. – 1999, Professor of Psychology – BS, Oklahoma State University; MA, PhD, University of Mississippi

Kong, Xiaoyan – 2018, Lecturer in Accounting – BA, Nanjing Normal University; MS, University of Hawai‘i; MA, Gonzaga University

Krause, Rose – 2014, Assistant Professor of Libraries – BA, Whitworth University; MA, Eastern Washington University; MLS, University of Washington

Kreider, Carri – 2008, Assistant Professor of Physical Education, Health and Recreation – BEd, Gonzaga University; MA, Emporia State University

Kuglin, Christine – 2019, Assistant Professor of Accounting – BS, Regis University; MPAcc, Metropolitan State University of Denver; JD, University of Denver Sturm College of Law

Kuo, Chin – 2014, Lecturer in Accounting and Information Systems – BA, Fu Jen Catholic University; MA, Arizona State University; PhD, Arizona State University

Kusz, Natalie – 2001, Associate Professor of English/Creative Writing – BA, MFA, University of Alaska, Fairbanks

L

Lake, Hayley N. – 2008, Senior Lecturer in Alcohol and Drug Studies – BS, MS, Eastern Washington University

Lam, Pui-Yan – 2001, Professor of Sociology – BA, San Jose State University; MA, PhD, Washington State University

Lamm, Ashley – 2014, Assistant Professor of Chemistry and Biochemistry – BA, Idaho State University; MS, PhD, University of Oregon

LaPier, Tanya L. Kinney – 2003, Professor of Physical Therapy – BS, Ithaca College; MS, State University of New York, Buffalo; PhD, Idaho State University

Larsen, Kyle F. – 2013, Lecturer in Mechanical Engineering – BS, MS, California State University, Sacramento; PhD, Brigham Young University

Larsen, Nicholas W. – 2013, Associate Professor of Economics – BA, MA, PhD, University of Illinois, Chicago

Lattimore, Sheryl – 2001, Senior Lecturer in English as a Second Language – BA, Gonzaga University; MA, Eastern Washington University


LeBar, Ann – 1991, Professor of History – BA, University of Montana; MA, PhD, University of Washington

Lee, Hyung Sook – 2008, Professor of Mathematics – BS, Seoul National University; MS, Korea Advanced Institute of Science and Technology; PhD, University of Georgia

Lemelin, Robert J. – 1999, Senior Lecturer in Computer Science – BAE, MEd, Eastern Washington University

Lenti, Joseph U. – 2010, Associate Professor of History – BS, Northeastern University; MA, PhD, University of New Mexico

Leonard, Bethany A. – 2002, Senior Lecturer in Education – BA, Whitworth College; MEd, Eastern Washington University

Lepisi, Ashley – 2016, Lecturer in Education – BA, MA, Eastern Washington University

Li, Dan – 2011, Professor of Computer Science – ME, Shenyang Institute of Technology; PhD, University of Nebraska, Lincoln

Li, Ning – 2013, Professor of Public Administration – BS, Peking University; PhD, George Mason University

Ligon, Samuel W. – 2004, Professor of English/Creative Writing – BA, University of Illinois, Urbana, Champaign; MA, University of New Hampshire; MFA, New School University, New York

Limaphayom, Wanthanee – 2005, Associate Professor of Management – B, BA, Chulalongkorn University, Bangkok, Thailand; MBA, University of Wisconsin, Whitewater; PhD, University of Mississippi

Lin, Zilong (Monica) – 2016, Lecturer in Accounting – BA, Northeast Normal University; MA, University of Northern Virginia

Lindekugel, Dale M. – 1987, Professor of Sociology – BSEd, Minot State College; MA, University of North Dakota; PhD, University of Montana

Lindholdt, Paul – 1994, Professor of English – BA, MA, Western Washington University; PhD, Pennsylvania State University

Line, David – 2018, Assistant Professor of Public Health – BS, Cornell University; MSW, State University of New York; MPH, University of New England; PhD, University of New Mexico

Liu, Yanxin – 2014, Assistant Professor of Management – BA, Liaoning Normal University; MA, University of International Business and Economics; PhD, University of Wisconsin, Milwaukee

Loke, Vernon – 2009, Associate Dean for the College of Social Sciences, and Professor in Social Work – BA, BScSocSci, MSocSci, National University of Singapore; PhD, Washington University in St Louis

Lopez, Kara S. – 2019, Assistant Professor of Social Work – BA, University of Texas at San Antonio; MSW, PhD, University of Houston

Love, Daniel E. – 2004, Senior Lecturer of Chemistry/Biochemistry – BS, Grove City College; PhD, University of Pittsburgh

Lynch, Frank H. – 2013, Associate Professor of Mathematics – BA, Linfield College; MS, PhD, University of Utah
Lynn, Kelly A. – 2011, Senior Lecturer in Mathematics – BA, MS, Eastern Washington University

M

MacKenzie, Lindsay – 2018, Assistant Professor of Geology – BS, Purdue University; MS, University of Alberta; PhD, University of Montana

MacMullan, Terrance – 2002, Professor of Philosophy – BA, Hamilton College; MA, PhD, University of Oregon

Magori, Krisztian – 2014, Assistant Professor of Biology – MSc, PhD, Eotvos University

Majnarich, Melisa S. – 2020, Lecturer of Social Work – BA, Whitworth College; MSW, Eastern Washington University

Manikoth, Poukong C. – 2011, Senior Lecturer in Visual Communication Design – BA, University of Washington; MS, Ecole Superieure de Commerce de Lille, France

Mann, Donna P. – 2009, Associate Dean for the College of Health Science Public Health, and Associate Professor in Occupational Therapy – BS, Loma Linda University

Manson, Jamie L. – 2003, Professor of Chemistry/Biochemistry – BS, Eastern Washington University; PhD, University of Utah

Marinucci, Mary Ellen – 2000, Professor of Women's and Gender Studies and Philosophy – BA, University of Delaware; MA, PhD, Purdue University

Martin, Theresa J. – 1991, Professor of Psychology – BS, MS, PhD, Iowa State University

Martin, William – 2014, Associate Professor of Management – BS, MBA, University of Southern Mississippi; PhD, Mississippi State University

Martinez, Nydia – 2015, Assistant Professor of History and Chicano Education – BA, University of Texas, San Antonio; MA, University of Texas, San Antonio; PhD, The University of New Mexico

Masiello, Anthony – 2013, Associate Professor of Chemistry/Biochemistry – BS, Eastern Washington University; MS, PhD, Oregon State University

Meade, Qing H. – 2014, Assistant Professor of Libraries – BA, Whitman College; MA, PhD, University of Oregon

McNeal, Jeni R. – 2000, Professor of Physical Education, Health and Recreation – BS, Eastern Washington University; MS, PhD, University of Utah

McNeely, Camille C. – 2006, Professor of Biology – BS, University of Texas, Austin; PhD, University of California, Berkeley

McRae, Robin P. – 1992, Professor of Chemistry/Biochemistry – BS, University of Puget Sound; PhD, University of California, Berkeley

McNeal, Jeni R. – 2000, Professor of Physical Education, Health and Recreation – BS, Eastern Washington University; MS, PhD, University of Utah

Meade, Qing H. – 2014, Assistant Professor of Libraries – BA, Beijing Foreign Studies University; MS, University of Illinois, Urbana; MA, University of Arizona

Megaaed, Michael M. – 2019, Lecturer of Accounting – BA, Washington State University; JD, University of Washington School of Law

McGee, Susan L. – 1984, Professor of Accounting – College of the Pacific; J.D., University of Washington; L.L.M., Georgetown University Law Center

Megyar, Fahed – 2017, Assistant Professor in Physical Therapy – BS, Hashemite University; PhD, University of Kansas Medical Center

Merlo, Angela – 2018, Assistant Professor in Physical Therapy – BS, University of Puget Sound; MS, Cal Poly San Luis Obispo; DPT, PhD, University of South Carolina, Columbia

Messier, Cynthia – 2018, Lecturer in Psychology – BA, University of Idaho; MA, Gonzaga University

Messina, Emily S. – 2011, Associate Professor of Wellness and Movement Sciences – BS, MS, University of Florida; PhD, Temple University

Metzlzer, Allison R. – 2012, Senior Lecturer in Alcohol and Drug Studies – BA, University of Chicago; MSW, Eastern Washington University; MBA, Gonzaga University

Michaelis, Matthew – 2014, Assistant Professor of Mechanical Engineering – BS, Walla Walla University; MS, PhD, University of California, Irvine

Middleton, Jonathan N. – 1999, Professor of Music – BA, Hampshire College; MA, University of California, Santa Barbara; M.A, Columbia University

Miller, Ileen R. – 2006, Associate Professor in Libraries – BA, University of Washington; MLS, Rutgers University

Mills, Simeon M. – 2019, Lecturer in Visual Communication Design – BA, Columbia University; MFA, University of Montana; MA, Eastern Washington University

Milton, Suzanne – 1992, Professor of Libraries – BA, California State University, Long Beach; M.L.S., North Texas State University

Morgan, Debra D. – 2000, Senior Lecturer in Management Information Systems – BAE, MEd, Eastern Washington University

Morley, Laureen V. – 2000, Professor of Physical Education, Health and Recreation – BS, California State University, Sacramento; MS, Washington State University; EdD, University of Northern Colorado

Mount, Sarah – 2014, Assistant Professor of Community Health – BS, Castleton State College; MS, Cal Poly State University; EdD, University of Texas
Mulvany, Megan N.–1985, Senior Lecturer in Asia University America Program—BAE, MEd, Eastern Washington University

Munoz, Carlos–2018, Lecturer in English—BA, MA, Eastern Washington University

Munson, Dorothy E.–2007, Associate Professor of Psychology—BS, Virginia Polytechnic Institute and State University; MA, Ball State University; PhD, University of Nebraska, Lincoln

Nappa, Elisa E.–1999, Professor of Art—BFA, New York College of Ceramics, Alfred University; MFA, Louisiana State University

Neillson, Wade F.–2013, Senior Lecturer in Mathematics—BAE, MA, Eastern Washington University

Nemetz-Mills, Patricia L.–1989, Professor of Management—BAE, Pennsylvania State University; MBA, Gonzaga University; PhD, University of Washington

Nezat, Carmen A.–2007, Professor of Geology—BS, University of Southwestern Louisiana; MS, University of Alabama, PhD, University of Michigan

Nicholas, Doreen A.–2006, Senior Lecturer in Communication Sciences Disorders—BA, University of Montana; MS, University of Texas, Dallas

Nievergelt, Yves–1985, Professor of Mathematics—Mathematics Diploma, Federal Institute of Technology; MA, MS, PhD, University of Washington

Nollmeyer, Richard L.–2003, Professor of Geology—BS, Virginia Polytechnic Institute and State University; MS, Ohio State University; PhD, Kent State University

Nyathi, Jabulani–2009, Assistant Professor of Electrical Engineering—BS, Morgan State University; MA, PhD, SUNY at Binghamton

Ochoa–Reparaz, Javier–2015, Assistant Professor of Biology—BS, University of Navarra; PhD, University of Navarra

Ogden, Chase N.–2013, Assistant Professor of Film—BA, University of Washington; MFA, Chapman University

Orndorf, Richard L.–2003, Professor of Geology—BS, Virginia Polytechnic Institute and State University; MS, Ohio State University; PhD, Kent State University

Oster, Andrew M.–2013, Associate Professor of Mathematics—BS, California Polytechnic State University; MS, PhD, University of Utah

Otto, Justin L.–2007, Interim Dean of Libraries—BA, MA, Washington State University; MLS, University of Washington

O’Connell, Margaret A.–1991, Professor of Biology—BA, Prescott College; MS, PhD, Texas Tech University

O’Hanlon, Laureen–2016, Dean of the College of Health Science Public Health—BA, MA, San Diego State University; PhD, University of Kansas

O’Quinn, Robin L.–2007, Associate Professor of Biology—BS, University of California, Davis; PhD, Washington State University


Parrey, Ryan–2016, Lecturer of Disability Studies—BA, Albright College; MA, University of Toledo; PhD, University of Illinois Chicago

Parrott, Jaclyn–2018, Assistant Professor of Libraries—BA, Eastern Washington University; MLIS, University of Hawai’i

Pascall, Vincent J.–2001, Professor of Marketing—BS, United States Military Academy; MBA, Gonzaga University; PhD, Washington State University

Patterson, Jodi–2013, Associate Professor of Art—BS, MA, Central Michigan University; MFA, Goddard College

Pellet, Malcolm J.–2018, Lecturer in Film—BFA, Florida State University; MFA, New York University

Perego, Barbara M.–2001, Senior Lecturer in Communication Sciences Disorders—BA, Eastern Washington University; MA, Western Washington University; AuD, Arizona School of Health Sciences

Petrie, Gina M.–2005, Professor of English as a Second Language—BA, Valparaiso University; MA Indiana University; PhD, Washington State University

Pimentel, Jane T.–1998, Professor of Communication Sciences Disorders—BS, MS, Idaho State University; PhD, University of Washington

Pirch, Kevin A.–2007, Professor of Political Science International Studies—BS, University of Colorado, Boulder; MS, PhD, University of Oregon

Plamondon, Andrew A.–2001, Senior Lecturer in Music—BM, Boise State University

Ploeger-Hekmatpanah, Kristina M.–2006, Professor of Music—BM, Central Washington University; MA, Eastern Washington University

Poku, Benjamin–2019, Lecturer in Public Health—BS, Centennial College; MPH, Armstrong Atlantic State University; DPH, Georgia Southern University

Porter, Peter S.–2004, Interim Dean of the College of Arts, Letters Education, Professor of Electronic Media and Film—BA, Grand Valley State University; MA, Indiana State University; PhD, Wayne State University

Potter, R. Lance–2014, Assistant Professor of Education—BA, Lewis and Clark College; PhD, Pennsylvania State University; JD, Georgetown University
Preisig, Florian—2003, Associate Dean for the College of Arts, Letters Education, and Professor of French—BA, University of Geneva; PhD, Johns Hopkins University

Preisig, Sara—2018, Lecturer in French—BA, Whitman College; MA, University of Paris; PhD, Johns Hopkins University

Pritchard, Chad J.—2011, Associate Professor Geology—BS, Portland State University; MS, Humboldt State University; PhD, Washington State University

Proctor, Briley—2019, Lecturer of Psychology—BA, University of Colorado; MA, EdS, PhD, University of Florida

Rahn, Jeffrey A.—1990, Professor of Chemistry/Biochemistry—BS, Whitworth College; PhD, University of Nevada, Reno

Ramos, Jonathan K.—2013, Senior Lecturer in Political Science International Studies—BA, MA, Eastern Washington University

Rao, Seshu R.—2014, Lecturer in Mechanical Engineering—BS, Washington State University; MS, North Carolina State University

Ray, Jessica L.—2017, Lecturer in Theatre—BA, Eastern Washington University; MFA, Illinois State University

Raymond, Kenneth W.—1982, Professor of Chemistry/Biochemistry—BS, Central Washington University; PhD, University of Washington

Reedy, Amanda R.—2010, Associate Professor in Social Work—BA, MSW, PhD, University of Iowa

Reeves, LaVona L.—1989, Professor of English—BA, University of Nebraska; MA, Columbia University; PhD, Indiana University of Pennsylvania

Rehm, Jacob S.—2013, Senior Lecturer in Wellness and Movement Sciences—BA, MA, Eastern Washington University

Richter, Donald—1998, Professor of Mechanical Engineering—BS, Ohio State University; MS, PhD, University of Arkansas

Riggs, Kyle W.—2014, Lecturer in Mathematics—PhD, Indiana University at Bloomington

Riley, Katie—2018, Assistant Professor in Children’s Studies—BS, University of Iowa; MA, University of Akron; PhD, Iowa State University

Robinson, Heather C.—2006, Senior Lecturer in Communication Studies—BA, MS, Eastern Washington University


Rogers, Uri—2014, Associate Professor in Electrical Engineering—BS, Montana State University; MS, Montana State University; PhD, Boise State University

Rogness, Elizabeth A.—2012, Senior Lecturer in English—BA, St. Catherine University; MFA, Eastern Washington University

Rohrer, Judy—2018, Assistant Professor in Women Gender Studies—BA, Bryn Mawr College; MA, University of Hawai‘i; PhD, University of Hawai‘i

Rojas, Jose—2015, Lecturer in Spanish—BA, University Hotel School of Venezuela; BA, Eastern Washington University; MA, Salamanca University

Romanowich, Erina I.—2019, Lecturer in Modern Languages and Literatures—BS, San Diego State University; MA, California State University, Chico

Rosenzweig, James W.—2014, Associate Professor in Libraries—BA, University of Washington; MLS, University of Washington; MET, Western Washington University

Rothmund, Windy—2017, Lecturer in Dental Hygiene—BS, MS, Eastern Washington University

Rowley, Kathy L.—2011, Senior Lecturer in English—BFA, University of the Pacific; MA, California State University

Rozeboom, Kara—2018, Lecturer in Social Work—BA, Calvin College; MSW, Eastern Washington University

Ruby, Susan F.—2005, Professor of Psychology—BS, Texas A M University; MEd, College of William and Mary; PhD, University of California, Riverside

Rui, Natalia—2009, Professor in Modern Languages and Literatures—Lic Fiologia Hispanica, Titulación de Posgrado, Universidad de Extremadura, Espana; MA, Michigan State University; PhD, Michigan State University

Ruotsalainen, Robert W.—1983, Professor of Physics—BS, University of Washington; MS, PhD, University of Hawaii

Rushing, Shane E.—2019, Lecturer in Wellness and Movement Sciences—BS, Eastern Washington University; DPT, Pacific University

Saad, Hani S.—2008, Professor in Mechanical Engineering—BS, MS, Marquette University; 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, Senior 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

Saulds, Robert R.—2007, Vice President of Student Affairs, 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
Schroeder, Nicole A.—2014, Lecturer of Accounting—BA, MBA, Eastern Washington University

Schwendiman, Angela R.—2009, Senior Lecturer in Africana Education Program—BA, Eastern Washington University; MA, Eastern Washington University

Scully, Jason—2017, Assistant Professor of Urban Regional Planning—BA, Reed College; MA, Claremont Graduate School; MA, Stanford University; MUP, PhD, University of Washington

Seagrave, Hannah R.—2018, Lecturer in Communication Studies—BA, MS, Eastern Washington University

Sedor, Timothy—2012, Senior Lecturer in Education—BA, Eastern Washington University; MAT, Washington State University

Seiver, Jillene G.—2012, Senior Lecturer in Psychology—BA, University of California; MA, California State University; PhD, University of New Mexico

Severino, Dominic J.—2017, Lecturer in Physical Therapy—BS, Gonzaga University; DPT, Regis University; PhD, Nova Southeastern University

Shaffer, Shelly—2015, Assistant Professor of Education—BA, University of Arizona; MA, University of Phoenix; PhD, Arizona State University

Sharifi, Majid K.—2008, Associate Professor of Political Science International Studies—BA, MA, Florida International University; PhD, University of Florida

Shaw, Parker D.—2016, Assistant Professor of Spanish—BA, MA, University of Utah; PhD, University of Pittsburgh

Shields, Peter G.—2005, Professor of Communication Studies—BA, MA, PhD, The Ohio State University

Sinekopova, Galina—2001, Professor of Communication Studies—Graduate Honors Degree, Kuibyshev State University, Russia; MS, Eastern Washington University; PhD, Odessa State University, Ukraine

Sitzman, Danielle M.—2013, Associate Professor of Psychology—BA, Alfred University; MS, PhD, Colorado State University

Slack, Edward R.—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, Julia E.—2004, Professor of Anthropology—BA Vanderbilt University; MA, PhD, University of Pittsburgh

Soleimani, Mohammad Abrahim—2011, Associate Professor of Management—BS, Amirkabir University of Technology; MBA, Sharif University of Technology; PhD, Florida International University

Somers, Rebecca—2016, Lecturer of Mathematics—BA, Whitworth University; MS, Western Governors University

Sonnen, 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

Speer, Lorie—2015, Assistant Professor in Dental Hygiene—BA, Eastern Washington University

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

Stearns, Susan A.—1990, Professor of Communication Studies—BA, MA, California State University, Fresno; PhD, University of Oklahoma

Steiner, Stuart G.—2001, Assistant Professor in Computer Science—BS, Montana State University; MS, Eastern Washington University

Steiner, Wes E.—2009, Professor of Chemistry/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

Stellwagen, Qing H.—2014, Assistant Professor of Libraries—BA, Beijing Foreign Studies University; MS, University of Illinois, Urbana; MA, University of Arizona

Stewart, Steven D.—2006, Senior Lecturer in Communication Studies—BA, Cedarville University; MS, Eastern Washington University

Stewart-Strobelt, 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

Stoke, Jason A.—BS, Colorado State University; MS, University of Toledo; PhD, Colorado School of Mines

Stuart, Diana K.—2014, Lecturer in Mathematics—BA, Kharkov State University; MA, PhD, Eastern Washington University

Svoboda, Deborah—2012, Associate Professor of Social Work—PhD, University of Maryland, Baltimore

Swan, Karrie—2015, Associate Professor of Psychology—BS, Eastern Oregon University; MEd, University of North Texas; PhD, University of North Texas

Sypthers, David—2014, Assistant Professor of Physics—BS, BA, University of Chicago; MS, PhD, University of Washington
T

Tappan, Dan A.–2012, 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, 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, Associate 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

Toohy, 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

Torgerson, Beth E.–2006, 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

Trail, Shawn–2019, Lecturer in Music—BA, Bellarmine University; MA, Purchase College Conservatory of Music; PhD, University of Victoria

Trella, Deanna L.–2014, Associate Professor of Children’s Studies—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, 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, Assistant Professor 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

U

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

V

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, Lecturer in Libraries—BA, Chapman University; MA, MLA, Indiana University

Victor, Paul E. Jr.–2008, Professor in Libraries—BA, Western Connecticut State University; MA, University of Connecticut; MLIS, University of Pittsburgh

W

Waldron-Soler, Kathleen M.–2000, Professor of Education—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, Jenifer–2017, Assistant Professor in Biology—BS, James Madison University; PhD, Virginia Tech

Wallace, Jeffrey E.–2019, Lecturer of Social Work—BA, University of Texas, Austin; MDiv, Wesley Theological Seminary; MSW, Eastern Washington University

Walsh, Thomas R.–2010, Associate Professor of Electrical Engineering—PhD, New Mexico State University

Wang, Jiawen–2019, Assistant Professor of Education—BA, Shandong Teachers’ University; MA, PhD, Michigan State University

Ward Lupinacci, Mary–2017, Lecturer in Children’s Studies—BA, MA, Gonzaga University; PhD, Washington State 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
Webb, Brianna L. – 2019, Lecturer in Libraries

Weber, Gary R. – 2019, Lecturer of Mechanical Engineering–BA, BS, Gonzaga University; MS, Washington State University; PhD, University of Washington

Weise, David M. – 2013, Lecturer in Philosophy–BA, MA, Gonzaga University

Weiser, Martin W. – 2010, Associate Professor of Mechanical Engineering–BA, MS, PhD, University of California at Berkeley

Wetmore, Ann O. – 2009, Professor in Dental Hygiene–BSDH, Eastern Washington University; MSH, Idaho State University

Williams, Lindsay A. – 2020, Lecturer of Communication Sciences Disorders

Willis, Elizabeth – 2016, Lecturer in Psychology–BA, Middlebury College, MS, University College of London, EdS, Seattle University

Willis, Jessica L. – 2011, Senior Lecturer in Women and Gender Studies–BA, New College of California; MA, University of California, Santa Cruz; PhD, Clark University

Wilson, Allison – 2015, Assistant Professor of Education–BA, The University of Idaho; MEd, The University of Montana; PhD, The University of Oregon

Wilson-Fowler, Elizabeth – 2010, Associate Professor of Communication Studies 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

Xu, Bojian – 2011, Associate Professor of Computer Science–Bachelor's in Engineering, Zhejiang University; PhD, Iowa State University

Xu, Qingru – 2019, Assistant Professor in Communication Studies–BA, Shangong University; MA, University of Georgia; PhD, University of Alabama

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, 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

Zhou, Duanning – 2001, Professor of Information Systems Business Analytics–BA, BS, Jiangxi University; MEng., Zhongshan University; PhD, City University of Hong Kong

Zhu, Lin – 2020, Assistant Professor in Education–BA, Dalian Neosoft Institute; MA, PhD, University of Kentucky

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

Zizzi, Jessica H. – 2019, Lecturer in Occupational Therapy–BA, MOT, Eastern Washington 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


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
Birch, Nancy J.—1988, Professor of Decision Science 2019
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
Brunette, John—1967, Professor of Technology Emeritus 1997
Brzoska, Michael—1983, Professor of Engineering Design Emeritus 2010
Buchanan, John P.—1984, Professor of Geology 2019
Bump, Edwin—1973, Professor of Accounting Emeritus 1999
Burnham, Kent—1970, Professor of Management Information Systems Emeritus 1999
Busskohl, James—1970, Professor of English Emeritus 1995
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
Chapman, 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
Clute, Mary Ann—2000, Professor of Social Work Emerita 2019
Coffee, Curtis—1970, Professor of Music Emeritus 1996
Cogley, 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
Crofoot, Thomas L.—2004, Professor of Social Work 2020
Cutler, Cynthia M.—1981, Professor of Honors 2020
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 Social Work Emerita 1999
Denny, Lawrence—1984, Professor of Technology Emeritus 1999
Dickerson, Joan—1977, Professor of Education Emerita 2003
Donley, Richard—1967, Professor of History Emeritus 1997
Douglas, John—1960, Professor of Chemistry/Biochemistry Emeritus 1991
Dowd, Diane—1995, Professor of Mathematics Emeritus 2017
Dowd, Joe—1999, Professor of Accounting Emeritus 2012
Duenow, John—1970, Professor of Music Emeritus 1999
Durrie, George—1970, Professor of Government Emeritus 2006
Dustan, Laura—1975, Dean and Professor of Nursing Emerita 1982
Elder, Dana C.—1983, Professor of English 2020
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
Farris, Kelly—1970, Professor of Music Emeritus 2000
Flinn, Anthony M.—1991, Professor of English 2020
Flynn, James—1967, Professor of Applied Psychology Emeritus 1997
Ford, John—1965, Professor of Management Information Systems Emeritus 1999
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
Gohler, 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
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
Held, 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
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
Hosking, Neville—1994, Professor of Education Emeritus 2005
Hubbard, 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
Krug, Gary J.–2002, Professor of Communication Studies 2018

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
Luse, Patricia–1996, Professor of Education Emerita 2008
Luton, Lawrence–1984, Professor of Public Administration Emeritus 2014

Mackelprang, Romel W.–1987, Professor of Social Work 2018
Mager, John–1987, Professor of Marketing Emeritus 2009
Marshall, James–1971, Professor of Physics Emeritus 1992
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
Matson, Sonja–1977, Professor of Social Work Emerita 1999
McAuley, James–1970, Professor of Creative Writing Emeritus 1998
McCollum, Linda B.–1983, Professor of Geology Emeritus 2018
McDermott, Eloey–1965, Professor of Marketing and Management Emeritus 1999
McGinty, Robert–1980, Professor of Management Emeritus 2010
McGoran, 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
McKinsty, David–1983, Professor of Physics Emeritus 2008
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
Morris, Lynne–1983, Associate Professor of Social Work Emerita 2011
Morrow, Robert–1964, Professor of Education Emeritus 1986
Moynahan, James–1966, Professor of Criminal Justice Emeritus 1999
Mullin, Thomas–1991, Professor of Theatre and Film Emeritus 2013
Munson, Doris–2003, Professor, Systems/Reference Librarian 2019
Mutschler, Charles V.–2001, Professor, University Archivist, Emeritus 2019

Neely, Jamie T.–2007, Associate Professor of Journalism 2020
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
Pyle, Thomas—1969, Professor of Psychology Emeritus 1999


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
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
Schilt, Alexander—1987, President, Professor of Applied Psychology Emeritus 1989
Scholz, Allan T.—1980, Professor of Biology Emeritus 2015
Schroder, Lula—1966, Professor of Education Emerita 1987
Schwab, Suzanne M.—1983, Professor of Biology 2018
Scott, Stephen—1969, Professor of Philosophy Emeritus 2008
Seedorf, Martin—1989, Professor of History Emeritus 2009
Seedorf, Rita—1990, Professor of Education Emeritus 2006
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, Grant W.—1968, Professor of English and Humanities 2020
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
Steiner, Henry-York—1968, Professor of English 2020
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
Turbeville, Daniel–1992, Professor of Geography Emeritus 2014

V
Van Winckel, Nance–1990, Professor of English/Creative Writing Emerita 2007
Vander Linden, Darl W.–1992, Professor of Physical Therapy Emeritus 2018

W
Wasem, Jim–1981, Professor of Physical Education, Health and Recreation Emeritus 2000
Weller, Philip J.–1969, Professor of English 2018
Westrum, Helen–1966, Professor of Home Economics Emerita 1988
White, Irle–1987, Professor of Theatre Emeritus 1994
White, Ronald–1965, Professor of Biology Emeritus 1997
Wilkens, Robert–1968, Professor of Education Emeritus 1997
Williams, William–1969, Professor of Education Emeritus 1998
Williams, William C.–1977, Professor of Psychology Emeritus 2020
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
Zeisler-Vralsted, Dorothy–2006, Professor of Political Science International Studies 2020
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
COURSE LISTING INDEX

Try the Course Search tool (http://catalog.ewu.edu/course-search/).
For specific term sections, please visit EagleNET (https://eaglenet.ewu.edu/PROD-DAD/bwckschd.p_disp_dyn_sched/) or InsideEWU (https://inside.ewu.edu).

Subject Codes (p. 397)
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 200. AN INTRODUCTION TO DIVERSITY AND INCLUSION. 3 Credits.
By combining research and analysis from the fields of American history and intercultural communication, students will examine insightful dimensions and consequences of how and why we communicate and interact with others the way in which we do, taking into account critical aspects of history, culture, worldview, and the myriad ways in which we share information as a society.

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.
An examination of the history of African Americans from African civilizations in the 10th century A.D. through American slavery to the end of the Reconstruction era in the U.S. Major attention will be given to the social, political, and economic evolution of African Americans as a whole as well as the individual lives and work of famous black leaders.

AAST 220. AFRICAN AMERICAN HISTORY: POST CIVIL WAR TO PRESENT. 5 Credits.
Cross-listed: HONS 220, HIST 220.
Satisfies: a university graduation requirement–diversity.
An examination of the history of African Americans from the end of the Reconstruction era to contemporary issues of today. Major attention will be given to the social political, and economic evolution of African Americans as a whole as well as the individual lives and work of famous black leaders and grassroots movements.

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 296. EXPERIMENTAL. 1-5 Credits.
Experimental.

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.
Pre-requisites: ENGL 10 or equivalent.
Satisfies: a university graduation requirement–global studies.
This course will examine the historical unfolding of Africa both domestically and internationally. The major topics will include such themes as traditional institutions, political development, European colonialism, African nationalism along with the struggle for independence and the entry into the global free market and world affairs.

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 322. THE RISE OF MASS INCARCERATION. 5 Credits.
Notes: requirement for the Africana/Interdisciplinary Studies Major, Minor and/or Diversity and Inclusion Certificate.
Pre-requisites: ENGL 101 equivalent.
This course provides a critical analysis of the racial disparities within the American institution of criminal incarceration through the disciplines of criminal justice, sociology, psychology, history, economics and political science. Through the examination of government policies and Jim Crow segregation within the intersection of classism and racism, the content of this course explore the dynamics of social control afforded through a racially biased judicial system's use of incarceration.

AAST 323. MEDICAL APARTEID: EXPLORING MEDICAL EXPERIMENTATION, IMPLICIT BIAS, HEALTH DISPARITY. 5 Credits.
Notes: requirement for Africana Studies’ Major, Minor and/or Diversity and Inclusion Certificate.
Pre-requisites: ENGL 101 equivalent.
An overview of major historical events in American medical history that have led to the current state of health disparities in communities of African descent accompanied with a collective mistrust of medical professionals. Topics include history, health care, medical experimentation, medical professional biases and possible solution moving toward the future.

AAST 324. ECONOMICS OF POVERTY AND DISCRIMINATION. 5 Credits.
Cross-listed: ECON 324, GWSS 324.
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 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. PEOPLE 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 390. INTERNSHIP: LEAD TO SUCCEED MENTORING PROGRAM. 1-5 Credits.
Pre-requisites: ENGL 101 or equivalent.
Students will be provided with mentorship training from professors in Communication and Leadership Studies in addition to weekly supervised oversight and assistance by the Africana Studies staff. Off-campus activities will center on weekly contact hours with mentees from local high schools either in person via email or texts as well as EWU sporting events and other social gatherings and school visits.

AAST 391. THE 1000 MILE DEEP SOUTH CIVIL RIGHTS TOUR. 5 Credits.
Notes: final week of course culminates with a seven day field trip of experiential learning to the deep South for visitation to 22 civil rights locations/landmarks within five states.
Pre-requisites: ENGL 101 or equivalent.
This course provides an exploration into the 1950s and 1960s civil rights movement in relation to its ideology, leadership, political and social impact, legislative victories and psychological dimensions of impact upon both Americans & African Americans. Critical Race Theory and Jim Crow are central themes reviewed and developed.

AAST 392. AN EXPLORATION INTO AFRICAN AMERICAN HISTORY AND CULTURE: WASHINGTON DC TOUR. 5 Credits.
Notes: culminates with the last seven days consisting of a tour to the national museum at the nation’s capitol on black history/culture.
Pre-requisites: ENGL 101 or equivalent.
The content of this course traverses the four core historical eras of black America (ancient Africa, slavery, segregation and the modern civil rights movement) with an emphasis on significant leaders, black liberation ideology, key cultural dimensions, black consciousness, Afrocentricity and monumental achievements that have shaped American political/social landscapes.

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. 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 430. AFRICAN AMERICAN WOMEN’S HISTORY. 5 Credits.
Cross-listed: GWSS 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 481. DR. KING AND MALCOLM X: A COMPARISON. 2 Credits.
This class 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.
See section term information for title.

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.
ACCOUNTING (ACCT)

ACCT 197. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 2 Credits.

ACCT 251. PRINCIPLES OF FINANCIAL ACCOUNTING. 5 Credits.
Pre-requisites: sophomore standing.
Introduction to the underlying principles of financial accounting and the application of such data to financial decisions.

ACCT 252. PRINCIPLES OF MANAGEMENT ACCOUNTING. 4 Credits.
Pre-requisites: ACCT 251.
Introduces the principles and techniques of managerial accounting. Emphasizes the use of information outputs from the managerial accounting information system in making managerial decisions.

ACCT 261. BUSINESS LAW. 4 Credits.
Pre-requisites: sophomore standing.
Law as it applies to the business world. Explores background of our system of legal process. Examines law and its social environment and its impact on business organizations and transactions.

ACCT 299. DIRECTED STUDY. 1-10 Credits.

ACCT 323. ACCOUNTING SOFTWARE AND CERTIFICATION. 4 Credits.
Pre-requisites: ACCT 251.
This course provides an opportunity for students to learn current versions of Intuit QuickBooks while learning how to communicate and advise clients. Through workplace simulations and project-based learning, students create and maintain accounts in order to increase productivity and efficiency in the workplace.

ACCT 351. INTERMEDIATE ACCOUNTING I. 4 Credits.
Notes: ACCT 351, ACCT 352, ACCT 353 are sequential and cannot be taken out of order or concurrently.
Pre-requisites: ACCT 251.
Financial accounting principles and practice: postulates and principles underlying the presentation and interpretation of financial statements, including: working capital, investments, plant assets, long-term liabilities, partnership formation, partnership dissolution and stockholders’ equity.

ACCT 352. INTERMEDIATE ACCOUNTING II. 4 Credits.
See ACCT 351.

ACCT 353. INTERMEDIATE ACCOUNTING III. 4 Credits.

ACCT 356. COST ACCOUNTING I. 4 Credits.
Pre-requisites: completion of a math course that satisfies math proficiency (MATH 200 is highly recommended), ACCT 251, ACCT 252, DSCI 245, junior standing.

ACCT 396. EXPERIMENTAL. 1-5 Credits.
Experimental.

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 425. BUSINESS COMPUTER APPLICATIONS FOR ACCOUNTANTS. 4 Credits.
Pre-requisites: junior standing.
Through active learning, this course provides business students with the opportunity to gain broadly applicable Microsoft Office application skills most frequently used in today’s accounting profession. Students develop and manipulate documents, worksheets and presentations utilizing Microsoft Word, Excel and PowerPoint. Students demonstrate proficiency by taking the most current Microsoft Office Specialist certification exam for each application listed.

ACCT 450. AUDITING. 4 Credits.
Pre-requisites: ACCT 353, ACCT 356.
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 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 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 530. BUSINESS ETHICS FOR ACCOUNTANTS. 4 Credits.
Pre-requisites: admission to MPAcc program.
This course examines the foundations of ethical obligations and codes of conduct applicable to accounting professionals, using the course text and other assigned materials, to help students develop a framework for ethical reasoning and decision making. Participation by students in class discussions is expected.
ACCT 531. FINANCIAL STATEMENT ANALYSIS FOR ACCOUNTANTS. 4 Credits.
Pre-requisites: admission to MPAcc program.
This course prepares students to read, interpret and analyze financial statements. The course integrates various concepts and different procedures to provide important analytical tools including the ability to understand and compare financial statements, cash flows, basic profitability and risk analysis issues, ratio analysis, quality of earnings, valuation and etc. The course utilizes case studies from actual companies and actual financial statements to practice and reinforce material learned.

ACCT 532. FORENSIC ACCOUNTING. 4 Credits.
Pre-requisites: admission to MPAcc program.
This course will focus on the basics of financial fraud; the what, where, how and why, through the use of a corporate fraud handbook, lectures by practitioners and the use of project based learning.

ACCT 536. TAX & RESEARCH PLANNING. 4 Credits.
Pre-requisites: admission to MPAcc program.
Covers the identification of tax issues by accountants, the formation or questions to research, location of relevant authorities, the evaluation and application of those authorities, and the written communication of the results and conclusions drawn from the research.

ACCT 539. SPECIAL TOPICS. 4 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, and Accountants as Academicians.

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 business. 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.

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 orients 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. ADVANCED 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. Focus is on cost control and profit analysis.

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 559. ADVANCED ACCOUNTING SYSTEMS. 4 Credits.
Pre-requisites: admission to MPAcc program.
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 595. PROFESSIONAL INTERNSHIP. 1-4 Credits.
Pre-requisites: admission into MPAcc program.
Professional Internship.

ACCT 596. EXPERIMENTAL COURSE. 1-4 Credits.
Pre-requisites: admission into MPAcc program.
Experimental.

ACCT 598. GRADUATE SEMINAR. 1-4 Credits.
Pre-requisites: admission into MPAcc program.
Special topics in selective industries’ accounting principles and other issues.

ACCT 599. INDEPENDENT STUDY. 1-4 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. 1-5 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.
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.
Notes: This course is available for on campus students online and off campus students online. Please see your advisor for the appropriate section.
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), LGBTQ+ individuals, women and the elderly—by the mainstream culture of the U.S. in health care, substance use disorder treatment, educational settings and other social, political, and community 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.
The world market for illegal drugs is the world's largest illicit market. The illegal drug business has begun to reshape itself along the tenets of the new world economy. Poor countries that produce drugs face massive corruption in police, army and government circles. This course will explore the implications of drug manufacturing, sales, licit and illicit drug production, laws and policies that impact the way drugs are classified and approved.

ADST 350. ADDICTION STUDIES PRACTICUM SEMINAR. 2 Credits.
Notes: graded Pass/Fail.
Pre-requisites: declared major or minor in Addition Studies or permission of instructor or program director.
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 355. 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: declared major or minor in Addiction Studies 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.
Notes: when offered online, this course has a synchronous (required group meetings online) component.
Pre-requisites: declared Addiction Studies major or minor, or permission of instructor.
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.

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 448. MEDICATION ASSISTED TREATMENT. 2 Credits.
Notes: requirement for ADST BA ADDI and ADDI ONL.
Pre-requisites: junior standing or permission of department or instructor.
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 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 454. TRAUMA INFORMED CARE IN BEHAVIORAL HEALTH. 4 Credits.
Notes: requirement for ADST BA ADDI and ADDI BA ONL.
Pre-requisites: junior standing or permission of department.
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 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 300, or declared major in Children’s Studies or Addiction Studies.
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.
Prevention Relapse is not a single event, but is 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 480. WHERE SUICIDE AND MENTAL HEALTH MEET. 4 Credits.
Pre-requisites: ENGL 101, or permission of instructor or director.
Students explore the connection between mental health diagnosis and suicide risk. They analyze case exercises that include therapeutic interventions, initial treatment planning, coordination of services and referral.

ADST 482. 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 Addiction Studies or permission of instructor or 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: this course is taught online and requires a synchronous component (meaning: students will get together online in small groups) as part of the course.
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 545. COGNITIVE BEHAVIORAL TREATMENT. 4 Credits.
Notes: taught online.
Pre-requisites: graduate standing.
This online course introduces participants to the theory and practice of cognitive behavioral treatment (CBT). The course facilitates participants understanding of: key concepts of behavior modification, as they relate to behavior activation, and behavioral exposure treatments; behavioral assessment, as they relate to behavior activation, and behavioral exposure treatments; and supports in the recognition of clients self-defeating cognitions and behaviors.

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 576. ADDICTION: A BIOPSYCHOSOCIAL APPROACH. 4 Credits.  
Notes: may be repeated.  
Pre-requisites: graduate standing.  
This course applies the biopsychosocial perspective to the field of substance use disorders. 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. The overall framework provides a foundation for the strengths perspective and client-centered practice. Topics included are harm reduction, biology of addiction, psychology of addiction, and co-existing disorders.  

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. ADST BEHAVIORAL HEALTH COUNSELING PRACTICUM. 2-4 Credits.  
Pre-requisites: permission of the instructor, department chair and college dean.  
Individual learning and career development course with placement in a behavioral health agency designed to facilitate the integration and application of theory and skill in a counseling setting.
AGST 310. MULTIDISCIPLINARY STUDIES IN AGING. 4 Credits.
Pre-requisites: sophomore standing.
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. 4 Credits.
Pre-requisites: sophomore standing.
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.

AGST 415. INTRODUCTION TO PALLIATIVE CARE. 4 Credits.
Cross-listed: SOWK 415.
Pre-requisites: junior standing.
Palliative care is an interdisciplinary and holistic approach for those with a life threatening illness. It aims to improve the quality of life of patients and their families through prevention, psychological and spiritual care. This course will focus on identifying gaps in end of life care and emerging models of palliative care, assessing the psychological, medical, and spiritual needs of someone living with illness, while emphasizing the importance of cultural sensitivity in service delivery.

AGST 449. GRIEF, LOSS AND RESILIENCE. 4 Credits.
Cross-listed: SOWK 449.
Pre-requisites: junior standing.
Grief and loss are woven throughout the human experience. Helping professionals must be ready to deal with their own grief and loss as well as that of their clients. Losses may accompany forms of addictions, disability, divorce, job loss, moves, placement disruptions, relationship breaks and death. Grief is a spectrum of emotions experienced in response to loss. Students will learn about the varied presentations of grief, theories of grief, what supports can be employed for healthy grief.

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: GWSS 456, SOWK 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.
Notes: may be stacked with SOWK 574 or AGST 574.
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 459. EXPERIMENTAL COURSES. 1-5 Credits.

AGST 496. DIRECTED STUDY. 1-5 Credits.

AGST 515. INTRODUCTION TO PALLIATIVE CARE. 4 Credits.
Cross-listed: SOWK 515.
Pre-requisites: graduate standing.
Palliative care is an interdisciplinary and holistic approach for those who have a life threatening illness. It aims to improve the quality of life of patients and their families through prevention, psychological and spiritual care, etc. This course will focus on identifying current gaps in end of life care and emerging models of palliative care, assessment of the psychological, medical, and spiritual needs of someone living with illness, the importance of cultural sensitivity in service delivery.

AGST 549. GRIEF, LOSS AND RESILIENCE. 4 Credits.
Cross-listed: SOWK 549.
Notes: may be stacked with SOWK 549.
Grief and loss are woven throughout the human experience. Helping professionals must be ready to deal with their own grief and loss as well as that of their clients. Losses may accompany forms of addictions, disability, divorce, job loss, moves, placement disruptions, relationship breaks and death. Grief is a spectrum of emotions experienced in response to loss. Students will learn about the varied presentations of grief, theories of grief, what supports can be employed for healthy grief.

AGST 574. PERSPECTIVES ON DEATH AND DYING. 4 Credits.
Cross-listed: SOWK 574.
Notes: may be stacked with SOWK 458 or AGST 458.
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.
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 that 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 explores the importance of language for understanding human beings. Studying language and its diversity allows us to better appreciate different cultures by giving us a sense of how people view the world differently. In the analysis of language, we learn about interpretation and philosophically-rich inquiry. This course explores several different cultures through the lens of language and the interpretive problems that anthropologists face in trying to understand them.

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 266. GENDER, HEALTH AND MARGINALIZATION. 5 Credits.
Cross-listed: DSST 266, GWSS 266.
Pre-requisites: ENGL 201 or equivalent.
Satisfies: a BACR for social sciences.
This interdisciplinary course explores personal, social, and political concerns regarding gender and health, including public health practice, epidemiological research, health policy, and access to health services. It includes discussion of health and reproductive justice activism.

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. 5 Credits.
Pre-requisites: sophomore standing.
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. 5 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. 5 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. 5 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 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—diversity.
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 result 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 313. IMMIGRANT AMERICA. 5 Credits.
Pre-requisites: sophomore standing.
Satisfies: a university graduation requirement—diversity.
International migration is reshaping politics, economics, and sociocultural landscapes in the United States. This course examines the newest immigrants in the U.S.—those arriving after 1965—and their U.S. born children. The prevailing trend and pattern of incorporation and multiculturalism will be discussed. Theories of migration, transnationalism, and integration will be examined, along with immigration policy in the U.S.

ANTR 320. AFRICAN CULTURES. 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; ENGL 201 or equivalent.
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 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 330. 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 332. ANTHROPOLOGY OF GENDER. 4 Credits.
Cross-listed: GWSS 332.
Pre-requisites: ENGL 201 or equivalent.
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 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.
The course introduces students to cross-cultural perspectives and critical theories in anthropological studies of medicine. Special attention is given to diverse ways of understanding bodies, illnesses, and therapeutic practices in our changing world. Specifically, it compares non-medical models of disease causality and healing with biomedical establishments, and examines how social and technological inequalities shape health and health outcomes.

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 is a variable topics course exploring current interests and specific research foci in each of the four sub-fields of anthropology. Topics might include anthropological perspectives on contemporary issues; current research interests of specific faculty; further investigation of sub-topics included in large survey courses.

ANTR 375. WITCHCRAFT, SORCERY AND SHAMANISM. 5 Credits.
Pre-requisites: sophomore standing.
Satisfies: a university graduation requirement—diversity.
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 401. ANTHROPOLOGY RESEARCH METHODS. 5 Credits.
Pre-requisites: ANTR 301 and ANTR 303. Prerequisites may be taken concurrently.
This course introduces the core research methods used by anthropologists to gather data for analysis and interpretation of biological and 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 Pinc. 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. ANTHROPOLOGICAL THEORY. 5 Credits.
Pre-requisites: ANTR 301.
This course explores the historical development of anthropological theory from its inception to today. Major theoretical paradigms, perspectives and models concerning culture, social structure, history and evolution are addressed. Contemporary topics such as include agency and structure, subjectivity and reflexivity, postmodernism, hegemony, globalization and transnationalism are also addressed.

ANTR 431. APPLIED MEDICAL ANTHROPOLOGY. 5 Credits.
Pre-requisites: choose one of the following: 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 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 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 or ANTR 301.
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.
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 401 or ANTR 402.
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 490. SENIOR CAPSTONE ANTHROPOLOGY. 4 Credits.
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 indcement research projects 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.

ANTR 600. THESIS. 1-5 Credits.
Thesis.

ANTR 601. RESEARCH REPORT. 1-5 Credits.
Research Report.
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 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 ≥C or passing score for 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 ≥C.
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 401 ≥C.
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 ≥C.
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 ≥C.
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 ≥C.
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, DNCT 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. 4-6 Credits.
Cross-listed: TECH 491, CMTC 491, DNCT 491, MNTC 491.
Pre-requisites: senior standing.
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, DNCT 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, DNCT 496, MNTC 496.
Experimental Course.

APTC 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-6 Credits.
Cross-listed: TECH 497, CMTC 497, DNCT 497, MNTC 497.
Workshop, short course, conference, or seminar.

APTC 498. SEMINAR. 1-6 Credits.
Cross-listed: TECH 498, CMTC 498, DNCT 498, MNTC 498.
Seminar.

APTC 499. DIRECTED STUDY. 1-5 Credits.
Cross-listed: TECH 499, CMTC 499, DNCT 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.
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 103. DIGITAL DRAWING AND PAINTING FOR NON-ART MAJORS. 2 Credits.
This is an introductory art course for non-art majors that explores the use of digital media to make art. Students develop a set of digital skills while exploring techniques within digital drawing and painting.

ART 105. PHOTOGRAPHY FOR NON-MAJORS. 2 Credits.
This course introduces the basic techniques, processes, and language of photography. The student will learn digital photography from capture through output. Emphasis will be placed on appreciation for the creative expression and artistic application of photography. Through studio-based projects, lectures, films, and student-led presentations students will get a comprehensive introduction to the medium of photography.

ART 155. BEGINNING PAINTING. 5 Credits.
This course serves as an introduction to a variety of traditional and contemporary painting techniques, approaches to visual composition, and concepts about diverse references for painting (from external world realism to intuitive reality). This course is designed for students with no previous art training.

ART 196. EXPERIMENTAL. 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 200. 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 201. STUDIO I: IMAGE AND TECHNOLOGY. 5 Credits.
Build digital skills while learning the elements and principles of design. Students explore digital tools and methods to create two-dimensional imagery. 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 II: TECHNIQUES AND MATERIALS. 5 Credits.
Notes: core requirement for BA Studio, BFA Studio, 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 two and 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 207. COLOR DESIGN. 5 Credits.
This course examines color problems in design and fine art.

ART 213. THE VISUAL ART EXPERIENCE. 5 Credits.
Cross-listed: HONS 213, HUMN 213.
Notes: this course is part of the Art Foundations program and is open to all art and non-art majors.
Satisfies: a BACR for humanities and arts.
Explore how the visual arts effect human life through exposure to the makers, materials, methods and meanings of art; engage with the visual art experience in a thematic manner to learn how it impacts personal, cultural and historical contexts.

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 develops 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. 1-5 Credits.
ART 299. INDEPENDENT STUDY. 3-5 Credits.
ART 300. DRAWING. 5 Credits.
Pre-requisites: any one of the following: ART 100, ART 201, ART 213, permission of the instructor.
Introduction to observational, expressive, and formal modes of drawing. Emphasis on strategies, methods, and techniques for translating three- dimensional form and space onto a two-dimensional surface using the language of line and value, and the illusion of depth and texture. Mark making and its expressive and descriptive qualities is examined through the exploration of a variety of drawing materials.

ART 301. ILLUSTRATION. 5 Credits.
Pre-requisites: ART 300.
This course will introduce drawing techniques as they pertain to the field of illustration with emphasis on creative interpretation, idea generation, and disciplined illustrative draftsmanship.

ART 303. DIGITAL ART. 5 Credits.
Pre-requisites: ART 201 or DESN 216.
This course expands on the use of digital media in the creation of studio art. Further exploration includes vector and raster digital image creation and introduction to time-based techniques. Topics within the field of digital art such as media theory and visual culture will be introduced and discussed. Skills from this course can be applied to a number of artistic interests— both creative and practical.

ART 305. PHOTOGRAPHY: DIGITAL PRACTICES. 5 Credits.
Pre-requisites: ART 103, DESN 216, or permission of the instructor.
This course provides an introduction to the techniques, process and language of digital photography and digital image making. Students will learn the process from capture through output and engage in discussions about the conceptual and ethical issues of this media. Emphasis will be put on creative expression and the artistic application of digital media.

ART 308. PHOTOGRAPHY: BLACK AND WHITE. 5 Credits.
Pre-requisites: sophomore standing.
This course serves as an introduction to the rich tradition of analog photography. Using film cameras and the black-and-white darkroom students will learn the skills necessary to photograph, develop and print their own images. Instruction will include technique, but also a primer the history and theory of the photographic image. Emphasis will be put on creative expression and the artistic application of black-and-white photography.
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 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 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, and involves 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, ART 202, ART 213 or permission of the instructor.
This course explores printmaking techniques including experimental methods.

ART 365. SCULPTURE. 5 Credits.
Pre-requisites: sophomore standing.
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.
Notes: ART 393 is a suggested sequel to this course. ART 391 and ART 393 are offered once a year and are part of MIT endorsement pathway.
Pre-requisites: declared art education major or minor.
An examination and review of significant historical and philosophical thought in the development of contemporary art education. This course is designed for people who are interested in becoming a certified K–12 public school teacher.

ART 392. ART IN THE SECONDARY SCHOOL. 3 Credits.
Notes: Required for secondary emphasis art majors. ART 391 is a suggested prerequisite to this course. ART 391 and ART 393 are offered once a year and are part of MIT endorsement pathway.
Pre-requisites: declared art education major or minor.
Investigation of teaching techniques appropriate for creating meaningful expression in the visual arts for grades 7–12. Application of learning theory for the purpose of providing pre-service teachers with fundamental information regarding sequential curriculum design, evaluation/ assessment of student learning, museum/gallery art education resources, understanding state and national standards, and art program advocacy. Examines and verifies professional competency prior to student teaching.

ART 395. INTERNSHIP. 1-5 Credits.
Pre-requisites: permission of Art Department instructor, department chair and college dean.
Internship.

ART 396. EXPERIMENTAL. 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 II. 5 Credits.
Pre-requisites: ART 303 or ART 305.
This advanced digital art course will focus on video and time-based art, the processed image, or a hybrid of both digital and analog image creation. Experimentation with processing, remixing and building imagery with a variety of digital platforms will be explored. Students have the freedom to discover their own way of using digital media.

ART 404. PHOTOGRAPHY: ADVANCED PRACTICE. 5 Credits.
Pre-requisites: ART 305, ART 308 or permission of the instructor.
This is an advanced course that seeks to synthesize the skills learned in analog and digital photography courses. Students will engage with the broad history of photographic techniques in the creation of lens-based artworks. This course blurs the lines between these distinct approaches and helps students to create project-specific processes. Emphasis will be put on conceptualization and the artistic application of photographic technologies both old and new.

ART 407. SOCIAL AESTHETICS. 5 Credits.
Pre-requisites: junior standing.
Art has long been a catalyst for major cultural shifts. This course introduces students to the history and methods of art practice as a vehicle for social change and engagement. Students will learn about various social movements and their accompanying artistic production and will be guided through the process of researching, proposing and executing socially engaged artworks/events. Emphasis will be placed on understanding and creating artworks that promote community, collaboration and change.

ART 408. BODY AND TIME. 5 Credits.
Notes: may be repeated for credit.
Pre-requisites: junior standing.
This course introduces the time-based visual arts practice of performance. Students will create works of art that involve combinations of performance, digital media and installation. We will discuss artists and issues that focus on the body being both the content and the medium within works of art. An emphasis on research along with a high level of experimentation will strengthen ideas and benefit any disciplinary interest.
ART 411. ADVANCED ILLUSTRATION. 5 Credits.
Notes: may be repeated three times for credit.
Pre-requisites: ART 301.
This course involves an increasingly sophisticated examination of illustration concepts and applications in projects that may cross disciplines (printmaking, drawing, painting, new media, etc.) and focus on transition from conceptualization to execution; narrative; character development; historical homage; increased development of personal style; evolution of work quality; accumulation of stylized portfolio pieces.

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 439. TOPICS IN ART AND TECHNOLOGY. 1-5 Credits.
Notes: may be repeated for additional credit.
Pre-requisites: ART 201, ART 202 or DESN 216.
This variable topic, variable credit class that focuses on current technological tools used in conjunction with traditional art making methods.

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 major.
This course entails the individual preparation and presentation of work for senior exhibition.

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 495. INTERNSHIP. 1-3 Credits.
Pre-requisites: permission of Art Department instructor, department chair and college dean.
Internship.

ART 496. EXPERIMENTAL. 1-5 Credits.
Subjects may 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.
ART HISTORY (ARTH)

ARTH 210. VISUAL CULTURE. 5 Credits.
Satisfies: a BACR for humanities and arts.
Images play a prominent role in producing cultural meaning, yet we spend very little time learning how to "read" images. This course offers the theoretical foundations to understand how images work. Looking at a broad sample of visual forms, from traditional fine arts to popular culture, from cave painting to contemporary art, and using critical theory, it examines the relation between images and cultural meaning. Includes workshops on information literacy and written communication.

ARTH 300. ART ACROSS TIME: PREHISTORY TO 17TH CENTURY. 5 Credits.
Cross-listed: HONS 300.
Pre-requisites: ENGL 101; ART 213, HONS 213 or HUMN 213 (may be taken concurrently) or, permission of the instructor.
This critical survey traces the development of art from the beginning of humanity in Mesopotamia, the "cradle of civilization," to the global Baroque. Includes the study of Ancient Greek art, the Medieval period, and the Renaissance, with a focus on cultural contact and the trade routes. Emphasis is on situating key works of art in their context. Provides the principles of visual analysis and library research.

ARTH 302. ART ACROSS TIME: 18TH CENTURY TO CONTEMPORARY. 5 Credits.
Cross-listed: HONS 302.
Pre-requisites: ENGL 101; ART 213, HONS 213 or HUMN 213 (may be taken concurrently) or, permission of the instructor.
This survey traces the development of modern and contemporary art, from Watteau to Ai Weiwei. Key artworks are studied in-depth and situated in their context to highlight the effects of modern selfhood, industrialization, globalization, revolutions, and wars on art. Emphasizes how artists have engaged with questions of tradition and cultivated the shock of the new. Includes many women, African-American, and Native American artists. Provides the principles of visual analysis and library research.

ARTH 303. THE BODY IN ART. 5 Credits.
Cross-listed: GWSS 303, HONS 303.
Pre-requisites: ENGL 201 and junior standing.
Satisfies: a university graduation requirement—diversity.
Many ideas about race, gender, and sexuality originate in representations of the body. This theme-based survey explores how figurative art has contributed, since prehistory, to shape today's views. Emphasis is on applying contemporary issues, such as consent and identity, to the study of historical artworks. Includes class discussions and weekly writing assignments about art historical and critical texts that examine the production and perpetuation of cultural attitudes about the body.

ARTH 304. HISTORY OF PHOTOGRAPHY. 5 Credits.
Pre-requisites: ENGL 101; ART 213, HONS 213 or HUMN 213 (may be taken concurrently) or, permission of the instructor.
Few media have influenced the course of modernity more fundamentally than photography. This course will survey the history of the medium from its prehistory to its present and explore the dominant themes and theories associated with it. Course readings, lectures, and demonstrations will address photography's multiple histories: as artistic expression, as social text, as technological pursuit, and as cultural product.
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.
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 201 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. FOUNDATIONS IN ATHLETIC TRAINING. 5 Credits.
Notes: this is the first course in the Athletic Training MS and is only taught summer quarter.
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.

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 required.

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.

ATTR 512. REHABILITATION I. 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 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. ATHLETIC TRAINING PRACTICE SEMINAR 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. ATHLETIC TRAINING PRACTICE SEMINAR 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. ATHLETIC TRAINING PRACTICE SEMINAR 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 551. SPECIAL TOPICS IN ATHLETIC TRAINING I. 3 Credits.
Pre-requisites: ATTR 501.
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.

ATTR 552. SPECIAL TOPICS IN ATHLETIC TRAINING II. 3 Credits.
Pre-requisites: ATTR 501.
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.

ATTR 561. MEDICAL CONDITIONS IN ATHLETIC TRAINING. 4 Credits.
Pre-requisites: ATTR 501.
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 562. PHARMACOLOGY IN ATHLETIC TRAINING. 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 563. HEALTH CARE ADMINISTRATION. 4 Credits.
Pre-requisites: ATTR 501.
This course stresses the administrative and management responsibilities required when working in the athletic training/sports medicine field. This includes operation and design of an athletic training/sports medicine facility, insurance, legal issues, 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 a professional within the field as well as your peers.

ATTR 564. PSYCHOSOCIAL STRATEGIES IN ATHLETIC TRAINING. 4 Credits.
Pre-requisites: ATTR 501.
The purpose of this Psychosocial Strategies in Athletic Training course is to provide an understanding for the personal and societal health issues encountered as a part of the profession of athletic training.

ATTR 588. CLINICAL PRACTICUM. 1-2 Credits.
Notes: must be repeated.
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 596. EXPERIMENTAL COURSE. 1-5 Credits.
ATTR 601. PROFESSIONAL PROJECT. 1-6 Credits.
Pre-requisites: ATTR 501 and 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.
BUSINESS ADMINISTRATION (BADM)

BADM 502. FINANCE. 4 Credits.
Notes: this MBA foundation course, a prerequisite to all MBA finance courses, does not count toward the required MBA degree credits.
Pre-requisites: admission to the MBA program or permission of the COB’s Director of Graduate Programs.
This accelerated course deals with the application of basic theory and analytical techniques to financial decision making. Topics include time value of money, risk and return, capital management, cost of capital, option theory, capital structure decisions, dividend policy, and the market for corporate control.

BADM 503. QUANTITATIVE ANALYSIS IN BUSINESS. 4 Credits.
Notes: this MBA foundation course, a prerequisite to all MBA quantitative analysis courses, does not count toward the required MBA degree credits.
Pre-requisites: admission to the MBA program or permission of the CBPA’s Director of Graduate Programs.
An accelerated course in descriptive and inferential statistics, including basic regression analysis, chi-square analysis and quality control methodology.

BADM 505. ESSENTIALS OF ACCOUNTING. 4 Credits.
Notes: this MBA foundation course, a prerequisite to all MBA accounting courses, does not count toward the required MBA degree credits.
Pre-requisites: admission to the MBA program or permission of the CBPA’s Director of Graduate Programs.
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 508. ESSENTIALS OF OPERATIONS MANAGEMENT. 4 Credits.
Pre-requisites: admission to MBA Program or permission of COB’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 520. DATA DRIVEN DECISION MAKING. 4 Credits.
Pre-requisites: successful completion of BADM 503 or approved equivalency and admission to the MBA program or permission of the CBPA’s Director of Graduate Programs.
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: successful completion of BADM 502 or approved equivalency and admission to the MBA program or permission of the CBPA’s Director of Graduate Programs.
This 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 539. SPECIAL TOPICS. 4 Credits.
Notes: for some BADM 539 offerings, a prerequisite may be required.
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 MBA Program or permission of CBPA’s Director of Graduate Programs.
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. And study of marketing in major trading blocs and developing markets.

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: admission to MBA program or permission of 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 557. ADVANCED COST ACCOUNTING FOR MBA STUDENTS. 4 Credits.
Pre-requisites: successful completion of BADM 505 or approved equivalency and admission to the MBA program or permission of the COB’s Director of Graduate Programs.
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. Focus is on cost control and profit analysis.

BADM 560. ADVANCED ACCOUNTING FOR MANAGERS. 4 Credits.
Pre-requisites: successful completion of BADM 505 or approved equivalency and admission to the MBA program or permission of the 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.
Pre-requisites: admission to MBA Program or permission of CBPA’s Director of Graduate Programs.
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.

BADM 567. GLOBAL ACCOUNTING ENVIRONMENT. 4 Credits.
Pre-requisites: successful completion of BADM 505 or approved equivalency and admission to the MBA program or permission of the COB’s MBA Specialist.
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.
Pre-requisites: admission to MBA program or permission of CBPA’s Director of Graduate Programs.
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.
Pre-requisites: 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.  
Pre-requisites: 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.  
Notes: must be taken in the last or second-to-last quarter of the MBA program.  
Pre-requisites: permission of COB's Director of Graduate Programs 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, simulation or projects formats. It builds on that knowledge to develop strategic thinking about organizations and their environments in conditions of uncertainty.

BADM 595. INTERNSHIP. 1-4 Credits.  
Pre-requisites: admission to MBA program or permission of CBPA's Director of Graduate Programs.  
Internship.

BADM 596. EXPERIMENTAL COURSE. 1-4 Credits.  
Pre-requisites: admission to MBA program or permission of CBPA's Director of Graduate Programs.  
Experimental.

BADM 598. GRADUATE SEMINAR. 1-4 Credits.  
Pre-requisites: admission to MBA program or permission of CBPA's Director of Graduate Programs.  
Graduate seminar.

BADM 599. INDEPENDENT STUDY. 1-4 Credits.  
Pre-requisites: permission of the instructor, department chair and college dean.  
Independent study.
BIOLOGY (BIOL)

BIOL 100. INTRODUCTION TO BIOLOGY. 5 Credits.
Notes: lecture is paired with weekly interactive, inquiry-based laboratory investigations to assist students in critical thinking and further illustrate lecture topics.
Pre-requisites: ≥C in ENGL 101.
Satisfies: a BACR for natural sciences.
This course furnishes an understanding of fundamental topics in biology—diversity of life, form and function of living organisms, information flow, and transfer of energy. The course covers basic chemistry, cell structure and function, animal physiology, introductory genetics, evolution, introductory ecology, and carbon flow.

BIOL 115. LIFE SCIENCE FOR TEACHERS. 5 Credits.
Notes: lecture with lab.
Satisfies: a BACR for natural science.
This course is designed to support students planning to teach elementary school in actively learning core concepts in biology. It includes inquiry-based biological investigations that model effective science instruction as outlined in the Next Generation Science Standards. This course requires analytical thinking and quantitative literacy.

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.
Satisfies: a BACR for natural science.
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.
This course includes an introduction to Biological concepts, covering evolution, the diversity of life and interactions among organisms and their environment. This course requires analytical thinking and quantitative literacy, and can be paired with Biology 270 to satisfy the Natural Sciences breadth requirement in the general education curriculum.

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. 1-5 Credits.

BIOL 197. FRESHMAN SEMINAR. 1-5 Credits.

BIOL 199. SPECIAL STUDIES-BIOLOGY. 1-5 Credits.

BIOL 232. HUMAN ANATOMY AND PHYSIOLOGY NON-BIOL MAJORS. 5 Credits.
Notes: laboratory included that utilizes human cadavers, models, multimedia and other technologies.
Pre-requisites: one college chemistry course.
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.

BIOL 233. HUMAN ANATOMY AND PHYSIOLOGY NON-BIOL MAJORS. 5 Credits.
Notes: laboratory included that utilizes human cadavers, models, multimedia and other technologies.
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 & Immunity will be completely and thoroughly covered.

BIOL 234. HUMAN ANATOMY AND PHYSIOLOGY NON-BIOL MAJORS. 5 Credits.
Notes: laboratory included that utilizes human cadavers, models, multimedia and other technologies.
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, Cardiovascular system, Urinary system, and Reproductive system will be completely and thoroughly covered.

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: lecture and lab.
Pre-requisites: ≥C in BIOL 171 or BIOL 172.
Satisfies: 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.
Experimental design and performance, including data collection and analysis, scientific writing and use of the biological literature. This is a research experience course, where students learn about the scientific process, and develop, conduct, analyze and document a scientific project in a small group.

BIOL 295. INTERNSHIP. 1-15 Credits.

BIOL 296. EXPERIMENTAL. 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.
Notes: a laboratory is included.
Pre-requisites: ≥C- in BIOL 171, ≥C in BIOL 270; completion of or concurrent enrollment in CHEM 173; CHEM 173L; or permission of instructor.
This course covers morphology, physiology, taxonomy and ecology of the microorganisms, emphasizing prokaryotes, fungi and the viruses.

BIOL 302. BOTANY. 5 Credits.
Notes: a laboratory is included.
Pre-requisites: ≥C- in BIOL 171, ≥C in BIOL 172, BIOL 173, BIOL 270; completion of or concurrent enrollment in CHEM 171, or HONS 171, and CHEM 171L; or permission of instructor.
This course examines the structure, function and phylogenetic relationships of the plant kingdom.

BIOL 303. INVERTEBRATE ZOOLOGY. 5 Credits.
Notes: a laboratory is included.
Pre-requisites: ≥C- in BIOL 171, ≥C in BIOL 172, BIOL 173, BIOL 270; completion of or concurrent enrollment in CHEM 171, or HONS 171, and CHEM 171L; or permission of instructor.
This course examines structure, function and phylogenetic relationships of the invertebrate phyla.

BIOL 304. VERTEBRATE ZOOLOGY. 5 Credits.
Notes: a laboratory is included.
Pre-requisites: ≥C- in BIOL 171, ≥C in BIOL 172, BIOL 173, BIOL 270; completion of or concurrent enrollment in CHEM 171, or HONS 171, and CHEM 171L; or permission of instructor.
This course explores the structure, function and phylogenetic relationships of the vertebrates.

BIOL 306. NATURAL VEGETATION ECOCOSM OF NORTH AMERICA. 5 Credits.
Cross-listed: GEG 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 173 and CHEM 173L.
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: GEG 312.
Pre-requisites: MTHD 104 or clearance by test.
A general introduction to physical, chemical and biological properties of soils.

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.
Notes: a laboratory is included each quarter.
Pre-requisites: BIOL 173 with a grade ≥B-; CHEM 173 and CHEM 173L 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.

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 340. BIOETHICS. 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 173 and CHEM 173L; 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 173 and CHEM 173L; 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 173 and CHEM 173L; 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 360. HUMAN GENETICS. 3 Credits.
Pre-requisites: BIOL 171.
The course reviews basic cell division before moving into heritability, pedigree analysis, complex traits, cytogenetics, development, chromosomes structure and function, gene expression, proteins and disease, and the genetics of cancer. Through the course the students will learn about a wide variety of genetic diseases.

BIOL 370. CAREERS IN BIOLOGY. 1 Credit.
This seminar prepares students majoring in General Biology for their career after graduation, including developing a connection to the Career Center, finding and applying for internships and jobs, resume writing, attending a Career Fair, and interview skills. The course features guest talks by Biology alumni employed in the region, as well as staff from the Career Center.

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 171, or HONS 171, and CHEM 171L and a ≥C in MATH 141; or permission of instructor.
Satisfies: completion of this course with a grade ≥C satisfies the university proficiency 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 and Type II errors, statistical methods and R programming language are covered.

BIOL 385. MOLECULAR BIOTECHNIQUES. 3 Credits.
Pre-requisites: BIOL 171 and BIOL 172.
This course includes an introduction to molecular techniques most commonly used in the molecular biotechnology industry and research.

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; 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; BIOL 310; and CHEM 173 and CHEM 173L; 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, HONS 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 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 447. ECOSYSTEM ECOLOGY. 5 Credits.
Notes: upper division elective.
Pre-requisites: BIOL 270; CHEM 151; MATH 380 or BIOL 380 or MATH 161; BIOL 301 or BIOL 302 or BIOL 303 or BIOL 304.
This is an elective course about how energy and matter flow through ecological systems. Ecosystem ecology uses chemistry and physics to understand the interactions between organisms and their physical environment. This course has a strong focus on ecological methods, both in discussing the methods used by ecologists in research that we cover, as well as activities in which students practice experimental design, formulating models, and working with data.

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 301 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 468. SKELETAL BIOLOGY. 5 Credits.
Notes: may be stacked with BIOL 568.
Pre-requisites: BIOL 310. This course examines the cellular and molecular biology of the skeleton with particular emphasis on signaling pathways, molecules, and genes that regulate the activity of bone cells. Course content includes readings from primary scientific literature, interpretation of research data, and integration of multiple biological concepts to interpret cell and tissue behavior as it relates to skeletal physiology, pathology, and interactions with extraskeletal systems.

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 173 and CHEM 173L 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.
Pre-requisites: 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 484. TOPICS IN MOLECULAR BIOTECHNOLOGY. 2 Credits.
Pre-requisites: CHEM 480 or permission of the instructor.
Readings and discussion of current research topics in molecular biotechnology. Experimental design and research planning.

BIOL 485. MOLECULAR BIOTECHNOLOGY. 5 Credits.
Pre-requisites: 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.
Pre-requisites: 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 490. SENIOR CAPSTONE. 5 Credits.
Pre-requisites: 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.
Pre-requisites: senior standing, BIOL 484, BIOL 485, BIOL 488.
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.
Pre-requisites: 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.
Pre-requisites: permission of the instructor, department chair and college dean.
BIOL 496. EXPERIMENTAL COURSE. 1-5 Credits.

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

BIOL 498. SEMINAR. 1-2 Credits.
Pre-requisites: advanced standing in departmental program.

BIOL 499. DIRECTED STUDY. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

BIOL 500. RESEARCH SEMINAR. 1 Credit.
Notes: must be repeated for at least 2 credits.
Pre-requisites: admission to graduate program in biology. Students develop and present seminars on their research to an audience of peers and faculty.

BIOL 501. SEMINAR PROGRAMMING. 1 Credit.
Notes: graded Pass/No Credit; students shall be enrolled in BIOL 501 during all quarters of residency when not enrolled in BIOL 500.
Pre-requisites: admission to graduate program in biology or permission of the instructor.
Students learn to host a scientific meeting by developing and distributing a scientific meeting program, making all necessary logistical arrangements for the meeting and conducting the meeting itself. The product produced is the Department of Biology’s Graduate Student Symposium.

BIOL 502. ADVANCED HUMAN ANATOMY AND PHYSIOLOGY I. 5 Credits.
Notes: a laboratory is included each quarter.
Pre-requisites: BIOL 173 with a grade ≥B-; CHEM 173 and CHEM 173L with a grade ≥B-; or instructor permission.
This is a three-quarter sequence covering the structure and function of the human body. Intended for students who have completed undergraduate coursework in Biology or Chemistry or a related field and who are pursuing teaching or health care careers. Students will be responsible for advanced cadaver dissection and/or histological course content.

BIOL 503. ADVANCED HUMAN ANATOMY AND PHYSIOLOGY II. 5 Credits.

BIOL 504. ADVANCED HUMAN ANATOMY AND PHYSIOLOGY III. 5 Credits.
Pre-requisites: BIOL 503. Third in series.

BIOL 505. LIMNOLOGY. 5 Credits.
Pre-requisites: admission to graduate program.
An in-depth study of the physical, chemical, and biological features of lakes and streams incorporating independent field work and/or synthesis of primary literature.

BIOL 509. MYCOLOGY. 5 Credits.
Pre-requisites: admission to graduate program or permission of the instructor.
Structure, physiology, ecology, and taxonomy of microfungi and mushrooms, with an emphasis on fungi of the Northwest and on the design and implementation of independent mycological experiments.

BIOL 510. BIOLOGICAL RESEARCH METHODS I. 4 Credits.
Pre-requisites: admission to the Biology Master's Program or permission of the instructor.
Methods of biological research, including scientific writing and presentation, utilization of scientific literature, and a brief introduction to experimental design and data analysis.

BIOL 511. BIOLOGICAL RESEARCH METHODS II. 4 Credits.
Pre-requisites: upper division undergraduate MATH or BIOL statistics course; BIOL 510; or permission of instructor.
This course will explore implications of observational and experimental study design and expose students to quantitative hypothesis tests appropriate for the biological sciences.

BIOL 512. CURRENT TOPICS IN PHYSIOLOGY. 2 Credits.
Notes: may be repeated for credit.
Pre-requisites: admission to the biology master’s program or permission of the instructor.
Current readings in a specialized area of physiology, including functional aspects of animals, plants or micro-organisms or functions common to two or more groups of organisms.

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, embryo physiology.

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 516. ADVANCED STATISTICS STUDIO. 1 Credit.
Pre-requisites: BIOL 511.
In this course, biology graduate students meet individually with the instructor to work on statistical analysis of the data collected for their thesis projects. This course supplements and applies the material learned in BIOL 511, and supports graduate students in identifying and applying current best practices for statistical analysis and data management.

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 547. ECOSYSTEM ECOLOGY. 5 Credits.
**Pre-requisites:** BIOL 270; CHEM 171, or HONS 171, and CHEM 171L; MATH 380 or BIOL 380 or MATH 161; BIOL 301 or BIOL 302 or BIOL 303 or BIOL 304.
This is an elective course about how energy and matter flow through ecological systems. Ecosystem ecology uses chemistry and physics to understand the interactions between organisms and their physical environment. This course has a strong focus on ecological methods, both in discussing the methods used by ecologists in research that we cover, as well as activities in which students practice experimental design, formulating models, and working with data.

BIOL 550. MAMMALOGY. 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 556. 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 564. 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 568. SKELETAL BIOLOGY. 5 Credits.
**Notes:** may be stacked with BIOL 468.
**Pre-requisites:** admission to graduate program or permission of the instructor.
This course examines the cellular and molecular biology of the skeleton with particular emphasis on signaling pathways, molecules, and genes that regulate the activity of bone cells. Course content includes readings from primary scientific literature, interpretation of research data, and integration of multiple biological concepts to interpret cell and tissue behavior as it relates to skeletal physiology, pathology, and interactions with extraskeletal systems.

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 584. TOPICS IN MOLECULAR BIOTECHNOLOGY. 2 Credits.
Pre-requisites: CHEM 480 and admission to graduate program or permission of the instructor.
Readings and discussion of current research topics in molecular biotechnology. Experimental design and research planning.

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 595. INTERNSHIP. 1-15 Credits.

BIOL 596. EXPERIMENTAL COURSE. 1-5 Credits.

BIOL 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.

BIOL 598. SEMINAR. 1-5 Credits.
Students select, develop, and present seminars on selected topics in biology to an audience of peers and faculty.

BIOL 599. INDEPENDENT STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

BIOL 600. THESIS RESEARCH. 1-10 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
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 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. 1-10 Credits.
Experimental.

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.
Notes: Additional testing fees required, testing to be completed in class. PC required.
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. 1-10 Credits.
Experimental.

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.

BUED 599. INDEPENDENT STUDY. 1-5 Credits.

BUED 600. THESIS IN BUSINESS EDUCATION. 1-5 Credits.

BUED 601. RESEARCH REPORT IN BUSINESS EDUCATION. 1-5 Credits.

BUED 695. INTERNSHIP-BUED. 1-5 Credits.

BUED 696. COLLEGE TEACHING INTERNSHIP. 1-5 Credits.
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. 4 Credits.
Pre-requisites: ENGL 101 or permission of instructor.
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 304. GROWTH AND DEVELOPMENT THROUGH CHILDHOOD AND ADOLESCENCE. 4 Credits.
Pre-requisites: ENGL 101 or permission of instructor.
This course examines the developmental years from childhood through adolescence. Students examine youths' social, cognitive and physical growth from relevant theoretical positions.

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 311. 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. BODIES, SOCIALIZATION AND CULTURE. 5 Credits.
Cross-listed: GWSS 326, DSST 326.
Notes: CDST students only: CDST 300.
Pre-requisites: ENGL 201 or equivalent.
Satisfies: a university graduation requirement—diversity.
This course examines cultural beliefs about gender, sex, sexuality, and the body. Experiences throughout our lifetimes impact ways that we learn to embody gender, express sexuality, and live in our bodies. We use intersectional feminist approaches to consider the variety of lived, embodied experiences and social effects of categorizing bodies.

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 375. FOUNDATIONS OF NATURE-BASED LEARNING. 5 Credits.
Pre-requisites: sophomore standing.
This course utilizes a Children's Studies framework to introduce foundational concepts of learning and nature. This class will introduce students to the history of nature-based learning and examine current policy and procedure related to this type of programming. Students learn how to plan and implement nature-based learning curriculum with particular emphasis on early childhood learning and development.

CDST 386. CHILDREN AND THE FAMILY. 5 Credits.
Cross-listed: GWSS 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.
Notes: may be stacked with CDST 522.
Pre-requisites: senior standing or instructor permission.
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 423. THERAPEUTIC PLAY. 4 Credits.
Notes: may be stacked with CDST 523.
Pre-requisites: junior standing.
This course provides an overview of the principles of therapeutic play, including history, theories, techniques, applications, and skills. Content focuses on basic therapeutic skill development in the context of ethically and culturally diversity sensitive practice. Attention is given to understanding the role of therapeutic play in the context of the participant's clinical (medical treatment) system. Participants learn multiple strategies for engaging children through play.

CDST 425. DEVELOPMENT OF COMMUNITY PROGRAMS. 5 Credits.
Pre-requisites: CDST 300.
This course provides students the foundational, theoretical, and practical knowledge necessary for designing and implementing community programs for children. Students examine the purpose of community programs, policies and procedures related to community programs, direct service requirements, and funding sources. The course provides students the opportunity to observe and collaborate with organizations that offer programs in their communities.

CDST 430. PEDIATRIC MEDICAL TERMINOLOGY. 5 Credits.
Notes: Designated for students declared as Option A: Child Life and Health Children's Studies majors. May be stacked with CDST 530.
Pre-requisites: senior standing.
This course is designed to familiarize students with medical terminology for work with pediatric patients. Students will learn basic anatomy, physiology, and relevant pediatric medical procedures and diagnoses. The course examines ways to explain common tests, procedures, and diagnoses to children at differing levels of development.

CDST 431. CHILD LIFE PRACTICE ASSESSMENT AND PREPARATION. 5 Credits.
Notes: Designated for students in Option A: Child Life and Health within the Children's Studies Program.
Pre-requisites: CDST 430.
May be stacked with CDST 531. 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 engage with strategies and information in preparation for the Child Life Professional Examination, including information on intervention and professional responsibility associated with pediatric care.

CDST 432. SCHOOL REINTEGRATION AND SUPPORT. 5 Credits.
Notes: may be stacked with CDST 532.
Pre-requisites: senior standing or instructor permission.
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. This class may be stacked with CDST 533.
Pre-requisites: senior standing or instructor permission.
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 434. NON-TRADITIONAL CHILD LIFE. 5 Credits.
Notes: may be stacked with CDST 534.
Pre-requisites: junior standing.
Child life specialists are traditionally employed in children's hospitals however, the application of child life skills are increasingly being used in many non-traditional settings. Students will learn to apply conceptual child life to non-traditional settings, and gain an understanding of how they can use their skill set to expand the profession. Students must have a fundamental understanding of major developmental theories and theoretical frameworks of child life prior to taking this course.

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 and as a required course for students in Option C: Community Programming for Children 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 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. CHILD LIFE PRACTICUM AND INTERNSHIP. 1-10 Credits.  
Pre-requisites: senior standing or approval of instructor.  
This course is designed for students who are completing a clinical practicum/internship in a Child Life or other health setting. Child Life practicums and Internships must be supervised by a CCLS for certification eligibility requirements with the Association of Child Life Professionals. Students will complete 120+ hours, and will participate in weekly online discussions. Students are expected to complete a work journal, keep accurate time records, and evaluate their experience.

CDST 496. EXPERIMENTAL. 1-5 Credits.  
Experimental.

CDST 498. SEMINAR. 1-5 Credits.

CDST 499. DIRECTED STUDY. 1-15 Credits.

CDST 522. CHILDREN'S LOSS AND GRIEF. 4 Credits.  
Notes: may be stacked with CDST 422.  
Pre-requisites: graduate standing or instructor permission.  
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 523. THERAPEUTIC PLAY. 4 Credits.  
Notes: may be stacked with CDST 423.  
Pre-requisites: graduate standing.  
This course provides an overview of the principles of therapeutic play, including history, theories, techniques, applications, and skills. Content focuses on basic therapeutic skill development in the context of ethically and culturally diverse sensitive practice. Attention is given to understanding the role of therapeutic play in the context of the participant's clinical (medical treatment) system. Participants learn multiple strategies for engaging children through play.

CDST 530. PEDIATRIC MEDICAL TERMINOLOGY. 5 Credits.  
Notes: This course is designed for students who are completing a clinical practicum/internship in a Child Life or other health setting. Child Life practicums and Internships must be supervised by a CCLS for certification eligibility requirements with the Association of Child Life Professionals. Students will complete 120+ hours, and will participate in weekly online discussions. Students are expected to complete a work journal, keep accurate time records, and evaluate their experience.

CDST 531. CHILD LIFE PRACTICE ASSESSMENT AND PREPARATION. 5 Credits.  
Notes: This course may be stacked with CDST 431. Designated for students declared as Option A: Child Life and Health Children's Studies majors.  
Pre-requisites: graduate standing.  
This course is designed to familiarize students with medical terminology for work with pediatric patients. Students will learn basic anatomy, physiology, and relevant pediatric medical procedures and diagnoses. The course examines ways to explain common tests, procedures, and diagnoses to children at differing levels of development.

CDST 532. INTERNSHIP. 5 Credits.  
Notes: This course may be stacked with CDST 431. Designated for students declared as Option A: Child Life and Health Children's Studies majors.  
Pre-requisites: graduate standing.  
This course is designed to familiarize students with medical terminology for work with pediatric patients. Students will learn basic anatomy, physiology, and relevant pediatric medical procedures and diagnoses. The course examines ways to explain common tests, procedures, and diagnoses to children at differing levels of development.

CDST 533. EXPERIMENTAL. 1-15 Credits.  
Experimental.
CDST 532. SCHOOL REINTEGRATION AND SUPPORT. 5 Credits.
**Notes:** may be stacked with CDST 432.
**Pre-requisites:** graduate standing.
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 533. PEDIATRIC PALLIATIVE CARE. 4 Credits.
**Notes:** This course may be stacked with CDST 433. Designated for students declared in Option A: Child Life and Health within the Children's Studies major.
**Pre-requisites:** graduate standing.
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 534. NON-TRADITIONAL CHILD LIFE. 5 Credits.
**Notes:** may be stacked with CDST 434.
**Pre-requisites:** graduate standing.
Child life specialists are traditionally employed in children's hospitals however, the application of child life skills are increasingly being used in many non-traditional settings. Students will learn to apply conceptual child life to non-traditional settings, and gain an understanding of how they can use their skill set to expand the profession. Students must have a fundamental understanding of major developmental theories and theoretical frameworks of child life prior to taking this course.

CDST 535. FAMILY SYSTEMS IN HEALTHCARE. 5 Credits.
**Pre-requisites:** graduate standing.
This course provides an overview of family systems theories as a discipline and its influence in the therapeutic approaches that have emerged in healthcare settings. The fundamental assumptions and concepts of general systems theory will be introduced and contrasted with other theoretical perspectives. Students will explore the major systems theories' approaches and learn how to utilize these theories to assess, develop, and implement therapeutic interventions.

CDST 536. CHILD LIFE RESEARCH METHODOLOGIES. 5 Credits.
**Pre-requisites:** graduate standing.
This course provides students with a basic understanding of the role of research in child life and pediatrics. Topics covered include an overview of the strengths and weaknesses of popular research designs used in pediatric and child life research, appropriate statistics methodologies, research dissemination, and how to critically review child life and pediatric literature.

CDST 537. ADMINISTRATION IN CHILD LIFE PROGRAMS. 5 Credits.
**Pre-requisites:** graduate standing.
This course provides an introduction to the skills needed to develop, direct and manage child life programs in healthcare settings. Emphasis will be placed on developing a philosophy of leadership that fosters team collaboration and staff participation. Program planning will be addressed within the context of child development and supervision, continues quality improvement, proposal writing, program development, and departmental management skills.

CDST 595. CHILD LIFE PRACTICUM AND INTERNSHIP. 1-10 Credits.
**Notes:** may be stacked with CDST 495.
**Pre-requisites:** graduate standing or approval of instructor.
This course is designed for students who are completing a clinical practicum/internship in a Child Life or other health setting. Child Life practicums and Internships must be supervised by a CCLS for certification eligibility requirements with the Association of Child Life Professionals. Students will complete 600+ hours, and will participate in weekly online discussions. Students are expected to complete a work journal, keep accurate time records, and evaluate their experience.

CDST 600. THESIS. 5 Credits.
**Pre-requisites:** graduate standing.
A research study conducted as partial fulfillment of a master's under the direction of a graduate committee.

CDST 601. RESEARCH PROJECT. 1-5 Credits.
**Pre-requisites:** permission of the instructor, department chair and college dean.
A research study conducted as partial fulfillment of a master's under the direction of a graduate committee.
CHEMISTRY AND BIOCHEMISTRY (CHEM)

CHEM 100. INTRODUCTION TO CHEMISTRY. 5 Credits.
Notes: laboratory work is included.
Pre-requisites: MTHD 104 with a grade ≥C, or concurrent enrollment in MATH 114.
This course prepares those who have not had a satisfactory background in high school chemistry to take CHEM 161 or CHEM 171 and CHEM 171L. Topics include the scientific method, SI and metric systems, unit conversions, atomic structure, periodic table, bonding, and stoichiometry.

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.
Notes: lecture and lab.
Pre-requisites: MTHD 104 with a grade ≥C, or concurrent enrollment in MATH 114.
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 161. GENERAL CHEMISTRY FOR THE HEALTH SCIENCES. 5 Credits.
Notes: quantitative and qualitative laboratory work is included.
Pre-requisites: Concurrent enrollment in or completion of MTHD 104 or ALEKS score ≥41. A high school chemistry course or CHEM 100 is highly recommended.
Satisfies: a BACR for natural sciences.
Course provides students pursuing pre-nursing, pre-dental hygiene, and allied health professions with a broad-based knowledge of the major concepts in general and inorganic chemistry. In addition, students will use instruments and techniques to analyze as well as demonstrate knowledge of safe practices in handling chemicals. Students who successfully complete the course will demonstrate analytical thinking and quantitative literacy.

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; completion of MTHD 104 or ALEKS Score ≥41.
Satisfies: a BACR 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 171. GENERAL CHEMISTRY I. 4 Credits.
Cross-listed: HONS 171.
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.
Introduces chemistry concepts such as uncertainty in measurements, nomenclature, structure of matter, chemical equations and stoichiometry, introductory thermochemistry, periodic properties and chemical bonding.

CHEM 171L. GENERAL CHEMISTRY LABORATORY I. 1 Credit.
Pre-requisites: CHEM 171, or HONS 171, or taken concurrently.
Provides hands-on approaches to chemistry topics covered in CHEM 171.

CHEM 172. GENERAL CHEMISTRY II. 4 Credits.
Pre-requisites: ≥C in CHEM 171, or HONS 171, and a ≥C in MATH 141.
Satisfies: a BACR for natural sciences.
Continuation of general chemistry topics, including properties of gases, liquids, and solids; intermolecular forces; properties of solutions; and chemical equilibrium, including acid-base and solubility equilibrium.

CHEM 172L. GENERAL CHEMISTRY LABORATORY II. 1 Credit.
Pre-requisites: CHEM 172 or taken concurrently.
Provides hands-on approaches to chemistry topics covered in CHEM 172.

CHEM 173. GENERAL CHEMISTRY III. 4 Credits.
Pre-requisites: ≥C in CHEM 172.
Continuation of general chemistry topics, including chemical kinetics, thermodynamics, electrochemistry, transition metals and coordination chemistry.

CHEM 173L. GENERAL CHEMISTRY LABORATORY III. 1 Credit.
Pre-requisites: CHEM 173 or taken concurrently.
Provides hands-on approaches to chemistry topics covered in CHEM 173.

CHEM 196. EXPERIMENTAL. 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 173 and CHEM 173L.
Theory and practice of gravimetric and volumetric analysis with an introduction to some elements of instrumental analysis.
CHEM 316. ENVIRONMENTAL CHEMISTRY. 4 Credits.
Notes: Only students who have an ENVS-Chemistry option are required to take the concurrent lab course CHEM 316L. However it is open to any student enrolled in CHEM 316.
Pre-requisites: CHEM 163, or CHEM 173 and CHEM 173L, and MATH 141 with a grade ≥C.
The course is an introduction to environmental chemistry covering both fundamental chemical principles and societal implications.

CHEM 316L. ENVIRONMENTAL CHEMISTRY LAB. 1 Credit.
Pre-requisites: concurrent enrollment in CHEM 316 or instructor approval.
This laboratory course demonstrates techniques used for monitoring substances in the environment.

CHEM 319. MODERN INORGANIC CHEMISTRY. 4 Credits.
Pre-requisites: CHEM 173 and CHEM 173L.
This course covers periodicity, group trends, structure-reactivity relationships of the elements and chemical reactions.

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 173 and CHEM 173L.
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 173 and CHEM 173L 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.
Notes: this is a laboratory course.
Pre-requisites: CHEM 304 or permission of the instructor.
This course introduces instrumental methods of analysis.
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. 4 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 431. PHYSICAL CHEMISTRY LABORATORY. 1 Credit.
Notes: for CHEM 421, completion of a computer programming course is strongly recommended.
Pre-requisites: concurrent enrollment in CHEM 421.
(See your Chemistry/Biochemistry advisor.) These courses cover data treatment, current physicochemical techniques, computer applications to chemical systems. These are laboratory courses

CHEM 432. PHYSICAL CHEMISTRY LABORATORY. 2 Credits.
Pre-requisites: concurrent enrollment in CHEM 422.
These courses cover data treatment, current physicochemical techniques, computer applications to chemical systems. These are laboratory courses

CHEM 433. PHYSICAL CHEMISTRY LABORATORY. 2 Credits.
Pre-requisites: concurrent enrollment in CHEM 423.
These courses cover data treatment, current physicochemical techniques, computer applications to chemical systems. These are laboratory courses

CHEM 440. ADVANCED PHYSICAL CHEMISTRY. 4 Credits.
Pre-requisites: concurrent enrollment or completion of CHEM 423.
Further development of principles underlying molecular symmetry, group theory and quantum chemistry, with applications to molecular orbitals and molecular spectroscopy. Introduction to semi-empirical calculations of electronic properties of molecules and analysis of spectroscopic data.

CHEM 445. TOPICS IN FORENSIC CHEMISTRY. 5 Credits.
Pre-requisites: acceptance into BS forensic option.
This course includes a detailed investigation of current topics in forensic chemistry and forensic science. Topics will include courtroom testimony, laboratory accreditation, and analyst certification. Laboratory work is included.

CHEM 450. ADVANCED FORENSIC CHEMISTRY. 5 Credits.
Pre-requisites: acceptance into BS forensic option.
This course includes a detailed examination of the techniques of forensic chemistry including organic, inorganic, and instrumental analysis. Topics include gunshot residue, drugs and toxicology, paint, arson and explosives, and biochemical methods such as electrophoresis. Advanced topics in crime scene procedures, chain-of-custody, and quality assurance, will be discussed. Laboratory work is included.

CHEM 454. 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 465. 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 with a grade ≥ C-.
This course covers elements of biochemistry, including the structures, activities and biological functions of the major classes of proteins, nucleic acids, carbohydrates and lipids.

CHEM 481. INTERMEDIARY METABOLISM. 5 Credits.
Pre-requisites: CHEM 480 with a grade ≥ C-.
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.
This course 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, 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.

CHEM 496. EXPERIMENTAL COURSE. 1-15 Credits.

CHEM 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-10 Credits.

CHEM 498. SEMINAR. 1-2 Credits.
Pre-requisites: permission of the instructor.
Oral presentation of a chemical topic.

CHEM 499. DIRECTED STUDY. 1-10 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Research on a chemical problem.

CHEM 539. SPECIAL STUDIES. 2-6 Credits.

CHEM 597. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-15 Credits.

CHEM 599. INDEPENDENT STUDY. 2-6 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
CHINESE (CHIN)

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. INTERMEDIATE CHINESE AND CULTURE. 5 Credits.
Pre-requisites: CHIN 103 or equivalent.
Satisfies: a BACR for humanities and arts.
Students will develop the ability to communicate in Chinese at the intermediate ACTFL level, both orally and in writing. Students will also broaden their cultural awareness and critical thinking skills as they study, discuss, read and write about global and local themes depicted in authentic literature, film, art, podcasts and other cultural products. Students will use the Chinese language creatively in daily discussions and also when engaged in presentational, writing and real-world tasks.

CHIN 202. INTERMEDIATE CHINESE AND CULTURE. 5 Credits.
Pre-requisites: CHIN 201 or equivalent.
Satisfies: a BACR for humanities and arts.
Students will develop the ability to communicate in Chinese at the intermediate ACTFL level, both orally and in writing. Students will also broaden their cultural awareness and critical thinking skills as they study, discuss, read and write about global and local themes depicted in authentic literature, film, art, podcasts and other cultural products. Students will use the Chinese language creatively in daily discussions and also when engaged in presentational, writing and real-world tasks.

CHIN 203. INTERMEDIATE CHINESE AND CULTURE. 5 Credits.
Pre-requisites: CHIN 202 or equivalent.
Satisfies: a BACR for humanities and arts.
Students will develop the ability to communicate in Chinese at the intermediate ACTFL level, both orally and in writing. Students will also broaden their cultural awareness and critical thinking skills as they study, discuss, read and write about global and local themes depicted in authentic literature, film, art, podcasts and other cultural products. Students will use the Chinese language creatively in daily discussions and also when engaged in presentational, writing and real-world tasks.

CHIN 299. SPECIAL STUDIES. 1-5 Credits.

CHIN 399. DIRECTED STUDY. 1-3 Credits.
CHICANA AND CHICANO STUDIES (CHST)

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 socioeconomic 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 202. INTRODUCTION TO CHICANA/O/X 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 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 202.
Satisfies: a university graduation requirement—diversity.
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. CHICANX/LATINX IN THE U.S. MEDIA. 5 Credits.
Pre-requisites: ENGL 201.
Satisfies: a university graduation requirement—diversity.
This course surveys how Chicano/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 Latinx in television and the news; and the emergence of Chicanx/Latinx early documentary to the full length dramatic feature film.

CHST 320. CHICANX-LATINX POLITICS IN U.S. 5 Credits.
Pre-requisites: ENGL 201.
Satisfies: a university graduation requirement—diversity.
The purpose of this course is to study the political reality of Latinxs in the U.S.: a heterogeneous group made up largely of Mexican, Puerto Rican, Cuban American origin and other groups (Central and South Americans). This class examines the Latino population in terms of its orientation to the political system, its institutions, 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 and national inequalities. The transnational character of Latino immigrants and its political, economic and cultural contributions to 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 which challenged authoritarian regimes and other systems of power by exploring the participation of women in revolutionary movements as combatants and other supporting and leadership roles. Systems of oppression such as masculinities, patriarchy, militarism and violence within the Latin American and U.S. context are examined.
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. 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 462. HISTORY OF MEXICO. 5 Credits.
Cross-listed: HIST 462.
Pre-requisites: ENGL 201 or permission of instructor.
This course addresses the history of Mexico in the national period, from the events immediately preceding the independence movement of 1810 to the present. Besides political and economic happenings, social and cultural processes will be considered through diverse prisms, including: racial friction; religion; elite and popular society; labor; art; women's and family history; environmental challenges; and urbanization. Students will also compose a substantial research paper.

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.
Chicano topics discussed from various disciplines including the humanities and social sciences.

CHST 499. DIRECTED STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
An in-depth, independent research project.
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 CMSD 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.
Satisfies: a university graduation requirement—senior capstone.
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. 1-6 Credits.
Seminar.

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. EARLY LANGUAGE DEVELOPMENT. 2 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. NEUROGENIC DISORDERS OF LANGUAGE AND COGNITION I. 2 Credits.
Pre-requisites: graduate standing or permission of the instructor.
The purpose of this course is for the student to gain a broad exposure to acquired language and cognitive disorders resulting from neurological damage (specific to left hemisphere and right hemisphere based disorders). In order to understand and problem solve how the various neuropathologies affect language and cognition the student will be required to utilize their knowledge of the underlying neuroanatomical and physiological mechanisms which may or may not be disordered.
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 558S. NEUROGENIC DISORDERS OF LANGUAGE AND COGNITION II. 2 Credits.
Pre-requisites: graduate standing or permission of instructor.
The purpose of this course is for the student to gain a broad exposure to acquired cognitive communication disorders resulting from diffuse and/or progressive neurological damage. In order to understand and problem solve how the various neuropathologies affect cognition the student will be required to utilize their knowledge of the underlying anatomical and physiological mechanisms which may or may not be disordered.

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 560S. CLINICAL PREPARATION FOR SPEECH-LANGUAGE PATHOLOGISTS. 2 Credits.
Pre-requisites: must be admitted to grad program.
This course is designed to prepare students for their first clinic experience in speech-language pathology.

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.
This course provides students with practical clinical experience working with children and adults who present with various speech, language, hearing and swallowing disorders.

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.

CMS 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.

CMS 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: CMSD 620S.
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 CMSD 620S. 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 (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.
Analyzes verbal interaction, barriers to communication, effective listening and the application of fundamental principles to one-to-one, small group and one-to-many experiences.

CMST 201. PUBLIC SPEAKING. 5 Credits.
This course is the study of the basic principles of public communication. This is a course in design, delivery, organization, and presentation of speeches for public groups with an emphasis on informative and persuasive speeches, message delivery, and presentation of visual aids.

CMST 207. COMMUNICATION, COMMUNITY AND CITIZENSHIP. 5 Credits.
Notes: the course will culminate with students creating a reasoned, ethical argument as a final project.
This course is designed to develop critical thinking skills as exhibited in reasoning and argumentation, with a further goal of examining how the power of an individual's voice can affect society. The course begins with a study of the rhetorical tradition of reasoning and argumentation, including elements of ethics. As the course progresses students will analyze, from historical to modern times, examples of individuals using their voice and the resulting impact upon society.

CMST 208. MASS MEDIA AND THE INFORMATION SOCIETY. 5 Credits.
Satisfies: a BACR for social sciences.
This course introduces students to the range of historical, cultural, economic and social issues affected by the development and continued evolution of mass media. Books, magazines, sound and video recording, the development of electronic media and of the internet provide the context for examinations of media uses and effects, media policy and law and social effects of media.

CMST 210. INTERPERSONAL COMMUNICATION. 5 Credits.
This course is an exploration of the human communication process. It includes the perceptual and attribution processes surrounding messages, the construction of verbal and nonverbal messages, the functions of messages in interaction, and the role of interpersonal communication processes on a variety of interpersonal relationship types.

CMST 212. ARGUMENTATION AND ADVOCACY. 5 Credits.
Satisfies: a BACR for humanities and arts.
This course seeks to cover the basic principles of argumentation as they are put into practice via oral and written communication. Students will learn the basic models of argument and demonstrate their ability to evaluate, construct, and articulate arguments in context and aligned with the audiences they are designed to address.

CMST 239. TOPICS IN PUBLIC RELATIONS. 1-5 Credits.
Notes: may be repeated for credit with different topic titles.
This course is a variable topic course focusing on public relations. Areas which might be covered include new theories, specific techniques, and innovative trends.

CMST 241. EVENT PLANNING AND LOGISTICS. 3 Credits.
Students learn about the varying aspects of professional event planners, what it takes to be a successful event planner, as well as the processes used to design, plan and execute a variety of different events. This class provides instruction on the basic structure of event planning, design, marketing, execution and evaluation, as well as basic business and employment skills necessary to be successful in the event industry.

CMST 250. SMALL GROUP COMMUNICATION. 5 Credits.
This course focuses upon theories, concepts, and skills to improve small group communication with application to various task-oriented groups.
This course emphasizes problem-solving communication and participant-leadership skills.

CMST 261. LISTENING SKILLS. 2 Credits.
Notes: this course is delivered online only.
This course is meant to teach you the knowledge by which to increase your communication listening skills and become a more effective listener.
This course will open your minds for what others expect of you in regards to listening in communicative interaction.

CMST 296. EXPERIMENTAL COURSE. 1-15 Credits.

CMST 299. DIRECTED STUDY. 3-10 Credits.

CMST 301. POLITICAL COMMUNICATION. 5 Credits.
How Americans use oral and televisual communication to confront and change their environment. Emphasis on American speakers in American political contexts. Topics vary.

CMST 305. MESSAGE DELIVERY. 4 Credits.
Pre-requisites: junior standing.
Analysis and application of message delivery techniques, focusing on voice and articulation, modes of delivery and style, communication apprehension, situational factors and visual support.

CMST 309. COMMUNICATION AND INFORMATION. 5 Credits.
An introduction to the history and development of communication theory. This is the first course in the communication major as well as the first course in communication theory. Topics include theory development, observation techniques, a survey of theories, and ethical questions.

CMST 312. NONVERBAL COMMUNICATION. 1-5 Credits.
This course is a variable credit course and will be offered from one to five credits. Topics that may be covered include the other-than-words side of human interaction within different cultures, genders, relationships, and situations. There will be an emphasis on the basic theories of nonverbal communication and the interaction between nonverbal and verbal communication.

CMST 314. GENDER AND COMMUNICATION. 5 Credits.
Cross-listed: GWSS 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.

CMST 319. INTRODUCTION TO PUBLIC RELATIONS WRITING. 5 Credits.
Pre-requisites: ENGL 201 and junior standing.
This course introduces students to the various forms of public relations writing, working with the media and the public relations writing process.
CMST 326. DEBATE. 1-3 Credits.
Notes: this course may be repeated for a total of 6 credits applied toward the CMST major or minor.
The in-class portion of this course teaches how to create, analyze and critique ideas and how to build or defend a reasoned argument. The out-of-class competition portion of this course includes individual events, such as informative and persuasive speaking and oral interpretation.

CMST 330. INTEGRATED METHODS FOR COMMUNICATION RESEARCH. 5 Credits.
Pre-requisites: declared Major in CMST, CMST PR, Entrepreneurial Communications, or Interdisciplinary Studies with a CMST emphasis.
An introduction to the core group of scientific methods and analytic techniques used in communication research.

CMST 331. INTERVIEWING. 5 Credits.
This course is an introduction to the principles of interviewing theory and practice. It is considered to be the first course in the BS in Organizational Communication major. The communication components of interviewing are examined from both the interviewer's and the interviewee's perspective. Topics include the process of planning, managing, and analyzing the interview. Then, a variety of topical interviews such as selection, performance review, counseling, discipline, termination, focus groups, research, information gathering, information giving, media, sales, and client intake are examined through this process in an organizational and communication context.

CMST 335. CONFERENCE MANAGEMENT. 1-5 Credits.
Notes: may be repeated up to 6 credits.
Focuses on the analytical and critical investigation of the communication process in the conference setting as a means of enhancing communication effectiveness. Provides hands-on experience in selecting a conference theme, designing a public conference, recruiting resource people, advertising the conference, registering participants, and conducting the conference.

CMST 337. FOUNDATIONS OF SOCIAL MEDIA. 3 Credits.
Pre-requisites: ENGL 201.
Discover the paradigm shift that social media is creating at the juncture of communication and technology. Learn how to utilize online channels such as Twitter, Facebook, blogs, online ads, geo-based location and rating services, and other e-marketing tactics to engage your audience.

CMST 338. SOCIAL MEDIA PLATFORMS AND PLANNING. 3 Credits.
Notes: DESN 216 is recommended, but not required.
Pre-requisites: CMST 337.
This course is designed to help you learn the differences between various social media platforms. You will learn how to take advantage of the different platforms' strengths and get hands-on experience planning, creating and posting content tailored to each individual channel. This course covers well-established platforms as well as new and emerging services.

CMST 339. TOPICS IN PUBLIC RELATIONS. 1-5 Credits.
Notes: this course is repeatable with different topics.
Pre-requisites: ENGL 201.
This course is a variable topic course focusing on public relations. Areas which might be covered include new theories, specific techniques, and innovative trends. This course is designed to include both theory and application.

CMST 340. INTERCULTURAL COMMUNICATION. 5 Credits.
Notes: English and computer proficiency desired but not required.
Satisfies: a university graduation requirement—diversity.
This is a combination theory and application course on intercultural communication. The purpose of this course is to introduce students to some of the fundamental topics, theories, concepts, and principles that are at the center of the study of intercultural communication. The course follows a multi-media approach; students will see how media (newspapers, TV, film, and Internet) reveal patterns of cultural behavior and shape how we see and interact with people from other cultures.

CMST 342. GLOBAL COMMUNICATION. 5 Credits.
Notes: ENGL 201 or equivalent (proficiency) desired but not required.
Pre-requisites: sophomore standing.
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 349. SUCCESSFUL FUNDRAISING. 5 Credits.
Pre-requisites: ENGL 201 or equivalent.
Learn specialized public relations skills for effective fundraising. Students of communication studies and individuals considering, or just starting, fundraising careers will learn how to frame personal practice for professional frontline fundraising with relevant public relations, communications and leadership models.

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 360. BECOMING OTHER-CENTERED. 3 Credits.
Notes: Delivered online only. Please purchase books at the EWU bookstore or order any required readings using 2-day express mail, the digital version, or the audio version.
Pre-requisites: ENGL 201.
This course offers the opportunity for you to develop the understanding and appreciation for why and how a person becomes other-centered. You will progress in this course from understanding other-centeredness, and its importance to you becoming an effective communicator, to applying these newly developed skills in your own day-to-day communication.

CMST 366. PROFESSIONAL IMPRESSION MANAGEMENT. 2 Credits.
Notes: This course is delivered online only. Please purchase books at the EWU bookstore or order any required readings using 2-day express mail, the digital version, or the audio version.
Pre-requisites: ENGL 201.
The purpose of this course is to provide a basic understanding of the relevance of impression management along with exposure to employee behaviors and attitudes valued in the workplace. The expectation is that you will integrate these two sets of concepts so that you will be a valued employee who projects a professional image.
CMST 368. CONFLICT MANAGEMENT SKILLS. 3 Credits.
Notes: this course is delivered online only.
Pre-requisites: ENGL 201.
This course exposes students to concepts relevant to conflict management and to options to more effectively communicate in conflict situations (after analyzing patterns, identifying the multiple goals, and detaching emotionally). Students will offer detailed, nuanced responses to multiple conflict situations and also come to understand rapprochement and how to effectively communicate this to another in specific scenarios.

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 398. SEMINAR. 1-5 Credits.
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: GWSS 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 premise 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: GWSS 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 433. LEADERSHIP, INNOVATION AND SUSTAINABILITY. 4 Credits.
Cross-listed: ENTP 433.
Notes: competent writing is necessary.
Pre-requisites: ENGL 201.
In this class we focus on both culture and technique that help organizations: stay on the cutting edge; plan and forecast to remain sustainable and viable; create an organizational culture that fosters optimum motivation; utilize personal creativity in the ideation process and nurture ideas.

CMST 437. SPORTS AND LEADERSHIP. 5 Credits.
Pre-requisites: ENGL 201.
This class focuses on developing leaders interested in sports from both a career perspective and as an avocation. Students will learn: to translate what they have done in sports to find career success; valuable leadership and networking skills to help you rise to the top; how to build an effective team; how to brand yourself over social media and LinkedIn.

CMST 439. 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 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. PUBLIC RELATIONS IN BUSINESS AND FOR ENTREPRENEURSHIP. 4 Credits.
Pre-requisites: ENGL 201 and junior standing.
This course is designed to help students and industry professionals gain valuable PR, marketing, branding and social media skills necessary for successfully launching and expanding businesses and entrepreneurial start-up companies. Students will learn the art and craft of public relations through the examination of real-world case studies and the development of strategic PR materials.

CMST 475. ELECTRONIC SURVEILLANCE AND PRIVACY. 5 Credits.
The 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 482. GENDER, COMMUNICATION AND POLITICS. 5 Credits.
Cross-listed: GWSS 482.
Notes: may be stacked with CMST 582.
Pre-requisites: junior standing.
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 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 apology, demagogy, conflict, public argument, and persuasion.

CMST 554. COMMUNICATION AND CULTURAL STUDIES. 5 Credits.
Pre-requisites: permission of the instructor.
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. GENDER, COMMUNICATION AND POLITICS. 5 Credits.
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).
CONSTRUCTION MANAGEMENT TECHNOLOGY (CMTC)

CMTC 235. CONSTRUCTION MATERIALS AND TECHNIQUES. 5 Credits.
Notes: METC 102 may be waived by the instructor if you have two years of high school drafting.
Pre-requisites: METC 102, METC 110 or MENG 217, all with grades ≥C.
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 and MATH 142, MATH 161 or MATH 162; all ≥C.
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.
Notes: four hour lecture per week.
Pre-requisites: METC 110 or MENG 217, with a grade ≥C.
Design, layout, and development of residential dwellings and large structures.

CMTC 345. SOILS/SURVEYING. 4 Credits.
Pre-requisites: MATH 142, MATH 161 or MATH 162; with a grade ≥C.
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: ENGL 201 with a grade ≥C.
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, DNCT 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. 4-6 Credits.
Cross-listed: APTC 491, TECH 491, DNCT 491, MNTC 491.
Pre-requisites: senior standing.
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, DNCT 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, TECH 496, DNCT 496, MNTC 496.
Experimental Course.

CMTC 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-6 Credits.
Cross-listed: APTC 497, TECH 497, DNCT 497, MNTC 497.
Workshop, short course, conference, or seminar.

CMTC 498. SEMINAR. 1-6 Credits.
Cross-listed: APTC 498, TECH 498, DNCT 498, MNTC 498.
Seminar.

CMTC 499. DIRECTED STUDY. 1-5 Credits.
Cross-listed: APTC 499, TECH 499, DNCT 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.
COLLEGE INSTRUCTION (COIN)

COIN 571. SURVEY POST-SECONDARY EDUCATION. 4 Credits.
Focuses on the role and purpose of adult and higher education through a study of educational issues. Students will develop a personal philosophy of adult and higher education. Special attention is given to the role of the two-year community college.

COIN 572. STRATEGIES FOR TEACHING ADULTS. 4 Credits.
A study of teaching-learning processes suitable for adult education, and analysis of the educational theories from which they derive.

COIN 571. PRINCIPLES OF COLLEGE TEACHING. 4 Credits.
Notes: this course is one of three required COIN courses for the MEd in Adult Education.
Supervised training in various teaching strategies for large group, small group and individualized instruction.

COIN 599. INDEPENDENT STUDY. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Individually negotiated studies in an area of post-secondary education, supervised by a member of the college instruction faculty.

COIN 600. THESIS. 1-15 Credits.
Notes: graded Pass/No Credit.
Pre-requisites: permission of the instructor, department chair and college dean.
A research study in a negotiated area of post-secondary education, under the guidance and supervision of a graduate advisory committee.

COIN 601. RESEARCH REPORT. 1-15 Credits.
Notes: graded Pass/No Credit.
Pre-requisites: permission of the instructor, department chair and college dean.
Independent research in a negotiated area of post-secondary education, supervised by a member of the college instruction faculty.

COIN 621. ADULT EDUCATION INTERNSHIP I. 2 Credits.
Notes: may be taken during any time during the program.
Teaching under supervision at a two-year or four-year college, or other appropriate institution. Includes regular instructional responsibilities and additional planned experience.

COIN 622. ADULT EDUCATION INTERNSHIP II. 2 Credits.
Notes: course must be taken after COIN 621.
Continuation of Adult Education Internship I. Teaching under supervision at a two-year or four-year college, or other appropriate institution. Includes regular instructional responsibilities and additional planned experience.

COIN 623. ADULT EDUCATION PORTFOLIO. 2 Credits.
Notes: course must be taken at end of program.
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.

COIN 624. ADULT EDUCATION COMPREHENSIVE EXAM. 3 Credits.
Notes: course must be taken at end of program.
The purpose of the comprehensive exam is to assess the knowledge and skills attained during the course of graduate study in the Master of Education program. The comprehensive exam requires students to integrate the principals, concepts, and research methodologies when employing academic language and using a formal writing style.

COIN 696. COLLEGE TEACHING INTERNSHIP. 1-15 Credits.
Notes: graded Pass/No Credit.
Pre-requisites: COIN 572 or COIN 581.
Enrollment with permission of the College Instruction program advisor.
Teaching under supervision at a two-year or four-year college, or other appropriate institution. Includes regular instructional responsibilities and additional planned experience.
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.
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.
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.
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.
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.

CRSV 296. EXPERIMENTAL. 1-5 Credits.
Experimental

CRSV 298. SEMINAR. 1-5 Credits.
Seminar

CRSV 398. SEMINAR. 1-5 Credits.
Seminar
CREATIVE WRITING (CRWR)

CRWR 111. CREATIVE WRITING ORIENTATION. 1 Credit.
Notes: required for students who plan to major or minor in Creative Writing and recommended for students who may be interested in the CRWR program.

This course introduces students to the creative writing major at EWU. The course introduces students to the three genres: poetry, fiction, and nonfiction. We will also examine how to sign up for classes, what types of classes are offered in creative writing, and what opportunities are available for elective credits and clubs. Students will be introduced to at least one local reading, to Northwest Boulevard, our undergraduate literary journal, and to our practicums in publishing.

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 217. BEGINNING FICTION WORKSHOP. 5 Credits.
Notes: required for BA in Creative Writing.
Pre-requisites: CRWR 210.
A beginning workshop focused on writing and discussing short stories. Students will become conversant, in writing and orally, in the language of the craft including story elements such as: viewpoint, setting, plotting, pacing, characterization, etc. They will draft a single short story and will learn to effectively offer written and oral analytical/critical feedback via the workshop format. They will understand sentence mechanics and the revision process as central elements in fiction writing.

CRWR 218. BEGINNING POETRY WORKSHOP. 5 Credits.
Pre-requisites: CRWR 210.
A beginning workshop focused on writing and discussing contemporary poetry. Students will become conversant, in writing and orally, in the language of poetics including imagery, figurative language, structure and sound devices. They will learn to effectively offer written and oral analytical/critical feedback via the workshop format. They will understand sentence mechanics and the revision process as central elements in poetry writing.

CRWR 219. BEGINNING NONFICTION WORKSHOP. 5 Credits.
Pre-requisites: CRWR 210.
This is a beginning reading and writing course in creative nonfiction. Participants will analyze published nonfiction for craft tactics used by professional writers, and will learn to formulate their analyses orally and in writing. They will utilize professional craft tactics in their own creative works, and give and receive commentary on strategies for revision. They will understand sentence mechanics, prose style, and the revision process.

CRWR 296. EXPERIMENTAL COURSE. 1-5 Credits.

CRWR 301. FOUNDATIONAL TEXTS: PROSE. 5 Credits.
Pre-requisites: CRWR 210.
This course is a study of the foundational texts in prose (fiction and creative nonfiction) from a writer’s point of view, considering various periods and stylistic approaches. Students will read literary fiction and creative nonfiction ranging from ancient to Modernist texts. They will learn how to effectively analyze foundational prose texts in writing and orally.

CRWR 302. FOUNDATIONAL TEXTS: POETRY. 5 Credits.
Pre-requisites: CRWR 210.
This course is a study of the foundational texts in poetry, from a writer’s point of view, considering various periods and stylistic approaches. Students will read poetry and verse ranging from ancient to Modernist texts. They will learn how to effectively analyze foundational texts in writing and orally.

CRWR 311. FORM AND THEORY OF FICTION. 5 Credits.
Pre-requisites: CRWR 210; choose two from the workshop sequence CRWR 217, CRWR 218, CRWR 219.
This course is a close study of the style and techniques utilized in contemporary fiction, including a delineation of the development of major technical trends in contemporary fiction. Students will read literary fiction from the post-Modern era (late 20th century) to the present. They will analyze texts (short stories, novels) in writing and orally utilizing the language of the craft.

CRWR 312. FORM AND THEORY OF POETRY. 5 Credits.
Pre-requisites: CRWR 210; choose two from the workshop sequence CRWR 217, CRWR 218, CRWR 219.
An intensive study of the current use of prosody and poetics and the application of traditional and innovative theories of contemporary poetry. For this class, students will read poetry from the post-Modern era (late 20th century) to the present. They will analyze texts in writing and orally.

CRWR 313. FORM AND THEORY OF LITERARY NONFICTION. 5 Credits.
Pre-requisites: CRWR 210.
Students will study the nature of literary nonfiction. Contemporary sub-genres 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 PRACTICUM: WILLOW SPRINGS MAGAZINE. 1-5 Credits.
Notes: This course is stacked with CRWR 515 section 40. May be repeated for up to six quarters.
Pre-requisites: CRWR 417.
This course is a practicum in reading and critiquing manuscript submissions to Willow Springs Magazine, EWU’s nationally recognized literary journal. As part of the editorial team, students help choose manuscripts for inclusion in the magazine, discuss suggested edits to pieces, and have the opportunity to help proofread the journal.

CRWR 416. PRACTICUM: WILLOW SPRINGS BOOKS, LIT. ED. AND DESIGN. 1-5 Credits.
Notes: This course is stacked with CRWR 515 section 41. May be repeated for up to six quarters.
Pre-requisites: CRWR 210.
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. PRACTICUM: WILLOW SPRINGS MAGAZINE, LITERARY EDITING AND DESIGN. 1-5 Credits.
Notes: may be stacked with CRWR 415.
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. Satisfies elective credits and satisfies program learning outcomes related to synthesizing an understanding of magazine publishing and knowing the current literary landscape.

CRWR 516. PRACTICUM: WILLOW SPRINGS BOOKS, LITERARY EDITING AND DESIGN. 1-5 Credits.
Notes: may be stacked with CRWR 416.
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. Satisfies elective credits and satisfies program learning outcomes related to synthesizing an understanding of magazine publishing and knowing the current literary landscape.

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 works by such writers as Stendhal, Dickens, Stendahl, 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, Sarraute, Stein, Wright, Borges, Faulkner, and O’Connor.

CRWR 585. SELECTED TOPICS IN CRAFT. 5 Credits.
Pre-requisites: MFA or English MA students or permission of instructor.
A survey of 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–THE SHORT FORM. 5 Credits.
Pre-requisites: MFA or English MA students or permission of instructor.
Intensive study of the nature and variety of short-form nonfiction, including both contemporary work and the earlier forms which gave rise to it. Nonfiction sub-genres may be considered, with an eye toward peering nonfiction as a multi-faceted entity comprised of New Journalism, memoir, personal essay, science writing, nature writing, and other specialties. Students will be encouraged to experience nonfictional forms outside their own areas of knowledge or specialty.

CRWR 587. LITERARY NONFICTION II–THE LONG FORM. 5 Credits.
Pre-requisites: MFA or English MA students or permission of instructor.
Intensive study of the nature and variety of long-form nonfiction, including both contemporary work and the earlier forms which gave rise to it. Course focus might include book structural concepts, modes of long discourse, audience handling and retention, or other professional-level topics.

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 MODERNS 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.
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 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 controversiality 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. STATISTICS FOR THE SOCIAL SCIENCES. 5 Credits.
Pre-requisites: MATH proficiency required; MATH 121 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 395. INTERNSHIP. 1-15 Credits.
Experimental.

CSBS 396. EXPERIMENTAL. 1-5 Credits.

CSBS 399. DIRECTED STUDY. 1-5 Credits.
Directed Study

CSBS 494. LEADERSHIP PORTFOLIO. 2 Credits.
Pre-requisites: senior standing.
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.

CSBS 496. EXPERIMENTAL COURSE. 1-5 Credits.

CSBS 498. SEMINAR. 1-5 Credits.
Directed Study.

CSBS 499. DIRECTED STUDY. 1-5 Credits.
Directed Study.
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.
Notes: Concurrent registration in MATH 141 or higher, highly recommended. Transcript evidence of a previous programming course at the high school or college level will be accepted for CSCD 110.
Pre-requisites: MATH 114 with grade ≥C and CSCD 110.
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.
Notes: Concurrent registration in MATH 142 or higher is highly recommended.
Pre-requisites: CSCD 210 with a grade ≥ C+, MATH 141 with a grade ≥ C.
This course continues coverage of concepts introduced in Programming Principles I. Topics include composition, recursion, data abstraction, polymorphism, inheritance, interfaces, inner classes, abstract classes, object cloning, array lists, linked lists, and exception handling. Programming projects are required.

CSCD 212. OBJECT ORIENTED PROGRAMMING WITH DESIGN PATTERNS. 5 Credits.
Pre-requisites: CSCD 211 with a grade ≥ C.
This course involves a deeper look at object-oriented principles including commonly used design patterns. UML class diagrams, unit testing, and code versioning will also be introduced. Programming projects and a group project are required.

CSCD 240. C AND UNIX PROGRAMMING. 5 Credits.
Pre-requisites: CSCD 210 with a grade ≥ C+.
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 ≥ C+, EENG 160 with a grade ≥ C.
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: junior standing.
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 ≥ C+ or (CSCD 211 with a grade ≥ C + and CSCD 255 with a grade ≥ C+).
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 ≥C+, EENG 160 with a grade ≥C, MATH 301 with a grade ≥C, 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. 4 Credits.
Pre-requisites: CSCD 300 with a grade ≥C+.
This course explores algorithms to apply to solve problems in computing, including computing costs. Unit testing for solution validation is introduced. Interviewing skills and strategies as well as building an appropriate resume are covered. Whiteboard problem solving and programming projects are required. Participation in a programming contest is also required. This contest may be held outside of class meeting time.

CSCD 320. ALGORITHMS. 5 Credits.
Pre-requisites: CSCD 300 with a grade ≥C+, MATH 301 with a grade ≥C, 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 300 with a grade ≥C+ and MATH 301 with a grade ≥C.
This course covers the basic concepts in relational database systems, including data manipulation language and data definition language. Relational models are 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 240 with a grade ≥C+.
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 ≥C+, CSCD 300 with a grade ≥C+.
This course covers major concepts in the design and modeling of operating systems for digital computers. Topics include historical development of operating systems; methods used in simulations, memory management, system protection mechanisms, I/O management, CPU scheduling, process management and file systems. Programming assignments, program analyses and written reports are required.

CSCD 349. DESIGN PATTERNS. 4 Credits.
Pre-requisites: CSCD 300 with a grade ≥C+, 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 DEVELOPMENT PRINCIPLES. 4 Credits.
Pre-requisites: ≥C in CSCD 212 and CSCD 300, and Advancement Programming Exam (APE) 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 and validation techniques; legal and ethical issues; 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 212 with a grade ≥C+, CSCD 300 with a grade ≥C+, 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, and 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 212 with a grade ≥C+, CSCD 300 with a grade ≥C+, 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 .NET fundamentals, .NET assemblies, language fundamentals, object oriented design and programming, delegates and events, threading, serialization, database connectivity, windows and dialogs, and GUI components. Programming projects are required.

CSCD 372. ANDROID MOBILE DEVELOPMENT. 4 Credits.
Pre-requisites: CSCD 212 with a grade ≥C+ and CSCD 300 with a grade ≥C+.
This course introduces Android Programming and the Android framework. Emphasis will be 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 ≥C+, 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 ≥C+. (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 ≥C+. (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.
Cross-listed: MUSC 386.
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.
Pre-requisites: permission of the instructor, department chair and college dean.

CSCD 409. SCIENTIFIC PROGRAMMING. 4 Credits.
Pre-requisites: MATH 161 or HONS 161 with a grade ≥C and MATH 231 with a grade ≥C or MATH 301 with a grade ≥C.

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 420. AUTOMATA AND COMPILERS. 4 Credits.
Pre-requisites: CSCD 320 Algorithms with grade ≥C+.

This course explores Automata Theory, Regular Expressions, the Backus-Naur metalanguage for specifying programming language syntax, and Interpreter and Compiler Design. Programming projects are required.

CSCD 423. RANDOMIZED ALGORITHMS AND PROBABILISTIC ANALYSIS. 4 Credits.
Notes: May be stacked with CSCD 523. Workload include problem solving homeworks and programming assignments.
Pre-requisites: CSCD 320 with a grade ≥C+.

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.

CSCD 427. ADVANCED DATABASE MANAGEMENT SYSTEMS. 4 Credits.
Pre-requisites: CSCD 327 with a grade ≥C+, 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 ≥C+, CSCD 327 with a grade ≥C+, 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 ≥C+, 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 ≥C+, advancement programming exam clearance, or permission of instructor.

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 ≥C+, 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 240 with a grade ≥C+, CSCD 260 with a grade ≥C+, advancement programming exam clearance or permission of instructor.
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.
Prerequisites 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 443. DISTRIBUTED MULTIPROCESSING. 4 Credits.
**Pre-requisites:** CSCD 340 with a grade ≥C+, 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.
**Notes:** may be stacked with CSCD 545.
**Pre-requisites:** CSCD 240 with a grade ≥C+ and CSCD 320 with a grade ≥C + 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 high performance.

CSCD 450. ADVANCED ARCHITECTURE AND ORGANIZATION. 4 Credits.
**Notes:** programming projects are required.
**Pre-requisites:** CSCD 260 with a grade ≥C+, 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.

CSCD 461. EMBEDDED SYSTEMS. 4 Credits.
**Pre-requisites:** CSCD 260 with a grade ≥C+ or (CSCD 255 with a grade ≥C + and EENG 260 with a grade ≥C).
This course introduces embedded systems with emphasis on software development. Topics includes 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 ≥C, MATH 161 or HONS 161 with a grade ≥C and CSCD 240 or CSCD 255 with a grade ≥C+.
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 320 with a grade ≥C+, CSCD 330 with a grade ≥C+, and advancement programming exam.
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, VPC technology, Cloud scalability, availability and Cloud architecture. 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.
**Notes:** 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.
**Pre-requisites:** CSCD 470 with a grade ≥C+, 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.

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 488. SENIOR PROJECT. 5 Credits.
Notes: students will receive a Y grade until successful completion of CSCD 490.
Pre-requisites: Senior Standing, CSCD 327, CSCD 350, Advancement Programming Exam clearance, and either prerequisite or co-requisite CSCD 378 or CSCD 379. A grade ≥ C+ is required for each prerequisite. This course is the first of a two-quarter project sequence. Students will take CSCD 490 Senior Capstone the quarter following successful completion of Senior Project. Student teams apply computer science principles to specified projects. Based on requirements provided, each team will use appropriate tools, systems, and management skills in support of project development.

CSCD 490. SENIOR CAPSTONE. 5 Credits.
Notes: this course is the second course of a two-quarter project sequence and must be taken the quarter following successful completion of the Senior Project course.
Pre-requisites: CSCD 488 prior quarter and Advancement Programming Exam clearance.
Satisfies: a university graduation requirement—senior capstone.
During this course the 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 specified needs. Milestone reports, including an oral presentation and complete final project documentation are required.

CSCD 495. INTERNSHIP. 1-10 Credits.
Notes: graded Pass/Fail.
Pre-requisites: CSCD 300 a grade ≥C+; permission of the instructor, department chair and college dean.
Internship.

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 aid 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 foundation of basic algorithm design and analysis skills such as divide-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 505. CRYPTOGRAPHY. 4 Credits.
Pre-requisites: MATH 225 or MATH 301 or equivalent.
This course covers the general principles of modern cryptography, including symmetric cryptosystems, asymmetric cryptosystems, secure hash functions and cryptographic level randomness. Other topics may include historic cryptosystems and their cryptanalysis, information entropy, zero knowledge proofs, trusted computing architectures, and information theory as it relates to cryptography. Programming assignments will be required. Writing and class presentations may be required.

CSCD 506. RESEARCH METHODS IN COMPUTER SCIENCE. 4 Credits.
Pre-requisites: graduate or post baccalaureate standing.
This course explores research and research methods in the computer science discipline. Topics covered include literature review, hypothesis formation, quantitative methods, paper and thesis writing, and presentation skills. Students will also be exposed to research conducted by department faculty and graduate students as well as presenters from other institutions. Students will gain knowledge of current faculty research, which will aid them in choosing their research focus.

CSCD 523. RANDOMIZED ALGORITHMS AND PROBABILISTIC ANALYSIS. 4 Credits.
Notes: May be stacked with CSCD 423. Workload include problem solving homeworks, programming assignments and a term project.
Pre-requisites: CSCD 320 with a grade ≥C+.
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.
CSCD 524. ADVANCED SOFTWARE ENGINEERING. 4 Credits.  
Pre-requisites: CSCD 350 with a grade ≥C+ or equivalent software development experience.  
A variable content survey of advanced topics in software engineering. Emphasis is on software quality assurance through quantitative modeling, simulation, visualization, and analysis for disciplined test and evaluation in support of software verification, validation, accreditation, and certification. A research project is required.

CSCD 527. MODERN DATABASE SYSTEMS. 4 Credits.  
Pre-requisites: CSCD 327 with a grade ≥C+ or equivalent.  
An in-depth study of relational DBMSs and other selected database topics. Possible topics include recovery, concurrency control, transaction management, distributed DB models and various NoSQL systems.

CSCD 529. DATA MINING. 4 Credits.  
Pre-requisites: CSCD 320 with a grade ≥C+, CSCD 327 with a grade ≥C+.  
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 530. BIG DATA ANALYTICS. 4 Credits.  
Pre-requisites: CSCD 320 with a grade ≥C+, CSCD 327 with a grade ≥C+.  
This course examines the basic concepts and practices of big data computing. We will cover 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. We will touch upon classical subjects such as MapReduce, modern approaches such as Spark, and the approaches of analyzing semi-structured and unstructured data.

CSCD 533. COMPUTER NETWORKS. 4 Credits.  
Pre-requisites: CSCD 330 with a grade ≥C+ or equivalent.  
Advanced topics in computer networks is the primary focus. 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 534. NETWORK SECURITY. 4 Credits.  
Pre-requisites: CSCD 330 with a grade ≥C+.  
This course explores security in computer networks. The topics include introduction to malicious code; intrusion detection, prevention, response; cryptographic and protocols for privacy and integrity. The students will research several key concepts in network security and produce several research papers or projects and present the material in a professional quality presentation or lecture.

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. 4 Credits.  
Pre-requisites: CSCD 340 with a grade ≥C+ 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 with a grade ≥C+ and CSCD 320 with a grade ≥C+ 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 high performance.

CSCD 551. EMBEDDED SYSTEMS. 4 Credits.  
Notes: a term project is required.  
Pre-requisites: CSCD 260 with a grade ≥C+ or (CSCD 255 with a grade ≥C+ and EENG 260 with a grade ≥C).  
This course introduces hardware and software development for embedded systems. Topics include interrupt driven I/O, digital systems design, FPGA design, and the Verilog Hardware Description Language.

CSCD 552. EMBEDDED REAL-TIME CONTROL. 4 Credits.  
Notes: an individual term project will be required.  
Pre-requisites: graduate standing, EENG 160 with a grade ≥C, MATH 161 with a grade ≥C and (CSCD 240 with a grade ≥C+ or CSCD 255 with a grade ≥C+).  
This course covers technologies typically found in embedded control systems, including basic hardware/software interfaces, instrumentation, multitasking, real-time scheduling and feedback control.
CSCD 567. PARALLEL AND CLOUD COMPUTING. 4 Credits.
Pre-requisites: CSCD 320 with a grade ≥C+, CSCD 330 with a grade ≥C+, 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 synchronizing techniques, high-performance server/service design, performance issues, distributed file systems and MapReduce framework, VPC technology, Cloud scalability, availability and Cloud architecture.

CSCD 570. 3D COMPUTER GRAPHICS PRINCIPLES. 4 Credits.
Pre-requisites: CSCD 377 with ≥C+ or MATH 231 with ≥C.
This course dives deep into some basic and advanced concepts of computer graphics with hands-on assignments and introduces how animation is performed in Pixar movies.

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 busses.

CSCD 577. VIRTUAL REALITY AND DATA VISUALIZATION. 4 Credits.
Pre-requisites: CSCD 377 with ≥C+ or MATH 231 ≥ C.
This course introduces the basic concept of virtual reality and a number of ground breaking concepts on scientific visualization and information visualization. It includes hands-on projects and assignments.

CSCD 580. INTELLIGENT SYSTEMS. 4 Credits.
Notes: A research project is required. May be stacked with CSCD 480.
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 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.
CAREER AND TECHNICAL EDUCATION (CTED)

CTED 299. DIRECTED STUDY. 1-15 Credits.
CTED 300. INTRODUCTION TO CAREER AND TECHNICAL EDUCATION. 3 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. 3 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. 3 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. 3 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. 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 496. EXPERIMENTAL. 1-10 Credits.
Experimental.

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.
DESIGN (DESN)

DESN 100. 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.

DESN 200. 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.

DESN 210. DESIGN THINKING LAB. 5 Credits.
In this multi-disciplinary class, students will use creative thinking, collaboration skills, and human-centered design principles to develop innovative solutions to problem-based learning activities.

DESN 216. 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.

DESN 243. TYPOGRAPHY. 4 Credits.
Pre-requisites: DESN 100 and DESN 216.
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.

DESN 259. 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 263. VISUAL COMMUNICATION DESIGN 1. 4 Credits.
Pre-requisites: DESN 100 and DESN 216.
This course provides an introduction to Visual Communication Design including the theories, principles and practices of visual communication, concept development, design process and design technology.

DESN 301. VISUAL STORYTELLING. 5 Credits.
Pre-requisites: DESN 100.
This course will introduce the basics of visual development: from visual storytelling to character design. Students will learn how to create a dialogue between pictures and text through the use of design briefs, research, semiotics, and sequential imagery. They will learn about the history of visual storytelling, practice typographic and pictorial design, and be able to apply what they learn to film, animation/motion design, game design, UX experiences and comics/book illustration projects.

DESN 325. EMERGENT DESIGN. 4 Credits.
Pre-requisites: DESN 338.
This course explores benefits and risks of new design technologies. Students learn to recognize emergent design technologies and use them to address design problems and explore ways in which new tools reference past paradigms in order to create forward thinking design solutions. Through hands-on, project-based learning, students investigate the possibilities inherent in these new technologies.

DESN 326. ANIMATION I. 4 Credits.
Pre-requisites: DESN 216.
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.

DESN 336. ANIMATION II. 4 Credits.
Pre-requisites: DESN 326.
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.

DESN 338. USER EXPERIENCE DESIGN 1. 4 Credits.
Pre-requisites: DESN 216.
Students investigate principles of interaction design of web enabled devices and differences and similarities between physical interaction and conceptual interaction through the use of metaphor. Exploring relationships between analog and digital frameworks, students become mindful of the overlapping patterns of interaction between the two systems.

DESN 343. TYPOGRAPHY 2. 4 Credits.
Pre-requisites: DESN 243.
Building on the principles and concepts introduced in DESN 243 Typography, this course will review the fundamentals of typography and extend typographic knowledge and skills with emphasis on letterforms, typographic syntax, type specification, and type as image. Projects will include experimental application of type + image to artifacts and multi-page documents.

DESN 348. USER EXPERIENCE DESIGN 2. 4 Credits.
Pre-requisites: DESN 338.
Students examine different rhetorical frameworks that inform software user interface/experience (UI/UE) and content design. Supporting theories, such as visual rhetoric, contextual design, information architecture, gestalt, content strategy, and design ethics, are investigated. Students demonstrate their understanding of theoretical principles by creating and redesigning small UI-related deliverables and by practicing rigorous written analysis and critique.

DESN 350. DIGITAL PHOTOGRAPHY. 4 Credits.
Pre-requisites: junior standing.
This class will have an experimental and philosophical approach. Students will use digital imaging mediums for effective communication and image design. Working within the medium of digital photography, students will engage in strategies and philosophies of vision, light/shadow, reproduction, editing and presentation.

DESN 351. ADVANCED PHOTOGRAPHY. 4 Credits.
Pre-requisites: DESN 350.
An extension of DESN 350 with considerable work in advanced enlarging techniques portraiture with emphasis on lighting, architectural photography, slidemaking, color transparencies, and color prints.
DESIGN 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.

DESIGN 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.

DESIGN 363. VISUAL COMMUNICATION DESIGN 2. 4 Credits.
Pre-requisites: DESN 243, DESN 263.
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.

DESIGN 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.

DESIGN 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.

DESIGN 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).

DESIGN 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.

DESIGN 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 video 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.

DESIGN 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.

DESIGN 384. DIGITAL SOUND. 4 Credits.
Pre-requisites: junior standing.
This course provides a foundation in the techniques of sound design, recording, production and editing for digital media. Students will create and record sound files, apply effects and mix and produce a variety of multimedia audio elements using state-of-the-art digital technology. Applicable uses include websites, games, multimedia products for promotion and learning, entertainment products and virtual worlds.

DESIGN 385. ADVANCED DIGITAL SOUND. 4 Credits.
Pre-requisites: DESN 384.
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.

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

DESIGN 398. SEMINAR. 1-6 Credits.
Seminar.

DESIGN 399. DIRECTED STUDY. 1-10 Credits.
Directed Study.

DESIGN 401. IMAGINARY WORLDS. 5 Credits.
Pre-requisites: DESN 301.
Students will research, explore and create pictorial images based on universal ideas of world building. They will examine the cultural context of imagery contained within folklore, legends, myths, fantasy and science fiction, explore how the role of global communities, ethics, satire, wit and the internet impact contemporary image making, and use a variety of media to explore atmosphere, color, character design, and plot visualization in the creation of virtual environments and narratives.

DESIGN 410. SIGNS, SYMBOLS, AND CODES. 5 Credits.
Pre-requisites: DESN 363.
This course provides a theoretical framework useful for critical and creative thinking in terms of design. Students will develop an understanding of signs, symbols, and codes, then apply that to the analysis of visual communication and meaning. Students will study the making of meaning in its widest possible sense. This course is concerned with the description of sign systems and the codes that structure meaning, as well as the particular instances or events in which signs are constructed.
DESN 446. ANIMATION III. 4 Credits.
Pre-requisites: DESN 336.
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.

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.
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.

DESN 471. SENIOR EXHIBITION. 1 Credit.
Cross-listed: ART 471.
Notes: must be repeated three times for credit.
Pre-requisites: senior standing and declared BFA in VCD major.
This course entails the individual preparation and presentation of work for senior exhibition.

DESN 474. ADVERTISING CONCEPTS. 4 Credits.
Pre-requisites: 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.

DESN 480. PROFESSIONAL PRACTICE. 4 Credits.
Pre-requisites: senior standing.
Professional Practice is the study of the visual design industry from both the agency and freelance perspective.

DESN 490. SENIOR CAPSTONE. 5 Credits.
Pre-requisites: 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.

DESN 491. SENIOR PROJECT. 1-10 Credits.
Notes: graded Pass/Fail.
Pre-requisites: senior standing; permission of the instructor.
Independent and/or group study and production of a design project.

DESN 493. PORTFOLIO. 2 Credits.
Notes: may be repeated for credit up to three times.
Pre-requisites: 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.

DESN 495. INTERNSHIP. 2-6 Credits.
Notes: graded Pass/Fail.
Pre-requisites: 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 managers and perform creative work that is educational and meaningful for their their long-range career preparation.

DESN 496. EXPERIMENTAL. 1-6 Credits.
Experimental.

DESN 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-6 Credits.
Workshop.

DESN 498. SEMINAR. 1-6 Credits.
Seminar.

DESN 499. DIRECTED STUDY. 1-6 Credits.
Pre-requisites: permission of instructor, department chair and college dean.
Directed Study.

DESN 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.

DESN 508. WEB DESIGN. 4 Credits.
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 550. DIGITAL FOUNDATIONS. 4 Credits.
Pre-requisites: DESN 216.
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.
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 345S. 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 350S. 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 360S. 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 380S. 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 the diverse roles of the allied health professional.

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. Acceptance into Dental Hygiene or Health Science program.  
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 Science 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 into Dental Hygiene or Health Science program.  
This course focuses on the development of leadership skills and personal attributes needed to fulfill the professional roles of the allied health care professional.

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 Science 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.  
**Cross-listed:** HSCI 488S.  
**Pre-requisites:** acceptance into Dental Hygiene or Health Science 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 Online BSDH Degree completion 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 Science program.
A foundation course providing fundamental theories, teaching strategies and applications in education and leadership.

DNHY 492S. EDUCATION/HEALTH PROMOTION PRACTICUM. 3 Credits.
Cross-listed: HSCI 492S.
Pre-requisites: DNHY 491S or HSCI 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, DNHY 470S or HSCI 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 DNHY graduate program.
This seminar course 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 THESIS. 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 of a dental collaborative management arrangement. 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 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 and seminar 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.
DESIGN TECHNOLOGY (DNCT)

DNCT 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.

DNCT 491. SENIOR PROJECT. 4-6 Credits.
Cross-listed: APTC 491, CMTC 491, TECH 491, MNTC 491.
Pre-requisites: senior standing.
Independent and/or group study and implementation of a design and development project. (variable time).

DNCT 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.

DNCT 496. EXPERIMENTAL COURSE. 1-6 Credits.
Cross-listed: APTC 496, CMTC 496, TECH 496, MNTC 496.
Experimental Course.

DNCT 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.

DNCT 498. SEMINAR. 1-6 Credits.
Cross-listed: APTC 498, CMTC 498, TECH 498, MNTC 498.
Seminar.

DNCT 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.
DECISION SCIENCE (DSCI)

DSCI 245. BUSINESS STATISTICS 1. 4 Credits.
Pre-requisites: one of the following: MATH 142, MATH 161, HONS 161 or MATH 200 with a grade ≥B.
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. BUSINESS STATISTICS 2. 4 Credits.
Pre-requisites: DSCI 245 and one of the following: MATH 142, MATH 161, HONS 161, MATH 200 with a grade ≥B or permission of the instructor.
This course offers an 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, times 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.
Pre-requisites: DSCI 245 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.
Pre-requisites: DSCI 245 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.
Pre-requisites: permission of the instructor, department chair and college dean.

DSCI 445. OPTIMIZATION VIA MANAGEMENT SCIENCE. 4 Credits.
Pre-requisites: 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, queuing 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.
Examines the concepts and principles of the various statistical methods used in the analysis of multiple simultaneous measurements on the subjects under investigation. Multivariate data analysis methods are used in fields such as business, engineering, education, data mining and many others. 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. ML-DATA SCIENCE FUNDAMENTALS. 4 Credits.
Pre-requisites: DSCI 353, MISC 373 and MATH 142 (MATH 161 preferred) or permission of the instructor.
Focuses on enhancing skills in data exploration, data queries, data analysis, data ethics and data visualization.

DSCI 483. ML-APPLIED DATA SCIENCE. 4 Credits.
Pre-requisites: DSCI 481.
Focuses on programming languages for manipulating and wrangling data 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 Analytics Major.
Satisfies: a university graduation requirement—senior capstone.
Provides students the opportunity to experience real-world scenarios in which direction is vague and stakes are similar to those experienced by professionals. BS in Data Analytics sections also have components to complete in Microsoft Learn and Microsoft Role-Based certifications.
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.
DISABILITY STUDIES (DSST)

DSST 130. BODIES, MINDS AND MOVIES. 5 Credits.
Notes: may be stacked with DSST 530.
Pre-requisites: sophomore standing.
Satisfies: a BACR for Humanities and Arts.
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 examine works that demonstrate artistic, scholarly and concrete ways of doing disability differently. We critically assess intersectionalities and the disabling and “othering” of diversities including gender and ethnicity.

DSST 205. DISABILITY AND PSYCHOLOGY. 5 Credits.
Cross-listed: PSYC 205.
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.
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 266. GENDER, HEALTH AND MARGINALIZATION. 5 Credits.
Cross-listed: GWSS 266, ANTR 266.
Pre-requisites: ENGL 201 or equivalent.
Satisfies: a BACR for social sciences.
This interdisciplinary course explores personal, social, and political concerns regarding gender and health, including public health practice, epidemiological research, health policy, and access to health services. It includes discussion of health and reproductive justice activism.

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 326. BODIES, SOCIALIZATION AND CULTURE. 5 Credits.
Cross-listed: CDST 326, GWSS 326.
Notes: CDST students only. CDST 300.
Pre-requisites: ENGL 201 or equivalent.
Satisfies: a university graduation requirement–diversity.
This course examines cultural beliefs about gender, sex, sexuality, and the body. Experiences throughout our lifetimes impact ways that we learn to embody gender, express sexuality, and live in our bodies. We use intersectional feminist approaches to consider the variety of lived, embodied experiences and social effects of categorizing bodies.

DSST 340. DOING DISABILITY STUDIES. 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: GWSS 418.
Notes: may be stacked with DSST 510.
Pre-requisites: junior standing or instructor permission required.
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 complicate 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 445. DISABILITY AND ETHICS. 5 Credits.
Pre-requisites: DSST 310 or instructor permission.
Based on Disability Studies scholarship, this course teaches students about disability related moral and ethical issues. It explores moral beliefs and ethical standards pertaining to matters such as quality of life, humanness, and end of life decisions. Students will explore the material consequences of these historical and contemporary matters as they work through real life situations in community, organizational, professional, and everyday settings.

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 495. INTERNSHIP. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Internship.

DSST 496. EXPERIMENTAL. 1-5 Credits.

DSST 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
Pre-requisites: DSST 310 or instructor permission.
This course allow 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 Ghandi, Martin Luther King, Malcolm X, Paul Kagame of Rwanda, and Desmon 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 is 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.

DSST 599. IND STUDY. 1-5 Credits.
Independent Study.
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 312. ENERGY AND NATURAL RESOURCE ECONOMICS. 5 Credits.
Pre-requisites: ECON 200.
Satisfies: a university graduation requirement—global studies.
This course explores key questions about how the world will produce and consume energy and natural resources in the future by exploring historical patterns and contemporary issues. Economics has much to add to this discussion based on the concepts of costs and benefits, optimization, supply and demand, scarcity, efficiency, production, distribution, price mechanisms, social welfare, and sustainability.

ECON 314. SUSTAINABILITY ECONOMICS. 5 Credits.
Pre-requisites: junior standing.
Satisfies: a university graduation requirement—global studies.
Understanding our global failure to sustain economic growth and development while preserving the quality of life on the Planet as the ultimate "market failure." Inventory of the contributions Economics can bring to address the issues, regionally and globally. Study of the most recent initiatives and technologies developed across the world including business management practices, public policies, and international cooperation.

ECON 317. POLITICAL ECONOMY. 5 Credits.
Pre-requisites: junior standing.
Satisfies: a university graduation requirement—global studies.
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 324. ECONOMICS OF POVERTY AND DISCRIMINATION. 5 Credits.
Cross-listed: AAST 324, GWSS 324.
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.

ECON 327. LABOR ECONOMICS. 5 Credits.
Pre-requisites: ECON 200 or instructor permission.
Satisfies: a university graduation requirement—diversity.
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 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 370. INTERNATIONAL ECONOMICS. 5 Credits.
Pre-requisites: 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 375. ECONOMIC DEVELOPMENT. 5 Credits.
Pre-requisites: ECON 200 and ECON 201.
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 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.
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 427. ECONOMICS OF WOMEN AND WORK. 5 Credits.
Cross-listed: GWSS 427.
Pre-requisites: 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: GWSS 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.

ECON 430. MATHEMATICAL ECONOMICS. 5 Credits.
Pre-requisites: ECON 200 and MATH 161 or HONS 161.
Mathematical methods and techniques applied to economic problems.

ECON 438. ECONOMETRICS II. 5 Credits.
Pre-requisites: 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.
Pre-requisites: 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 450. PUBLIC FINANCE AND PUBLIC POLICY. 5 Credits.
Pre-requisites: 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.
Pre-requisites: 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.

ECON 454. SPORTS ECONOMICS. 5 Credits.
Pre-requisites: 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.
Pre-requisites: 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 insights into how individuals allocate scarce resources in situations that are misrepresented by standard models.

ECON 457. ENVIRONMENTAL ECONOMICS AND POLICY. 5 Credits.
Pre-requisites: 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.
Pre-requisites: 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 474. INTERNATIONAL FINANCE. 5 Credits.
Pre-requisites: 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 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 200 and ECON 201, FINC 335 or instructor permission.
Independent study projects in selected fields of economics. Limited to senior and graduate students.

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 (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]

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.
Classroom mentoring experiences using Direct Instruction teaching techniques and curriculum.

EDUC 280. FOUNDATIONAL METHODS IN EDUCATION. 12-18 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. 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.
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: admission into the Teacher Education Program, EDUC 304, or department authorization.
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.
Notes: Acceptance into the Teacher Education Program required.
Department authorization and application required for admission.
Passing the Washington Education Skill Test-Basic (WEST B) or satisfactory SAT or ACT scores; a minimum cumulative GPA ≥2.8.
Pre-requisites: grades ≥B- in each of these courses: ENGL 201, MATH 208, MATH 209, MATH 210, ART 390, CMST 200, EDUC 201, MUSC 450, PHED 390, PSYC 204, SPED 363, or proof of equivalence.
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: admission to the Education Program.
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.
Pre-requisites: EDUC 303, EDUC 310, EDUC 338, and EDUC 340.
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.
Notes: Acceptance into the Teacher Education Program required.
Department authorization and application required for admission.
Passing the Washington Education Skill Test-Basic (WEST B) or satisfactory SAT or ACT scores; a minimum cumulative GPA ≥2.8.
Pre-requisites: Grades ≥B- in each of these courses: ENGL 201, MATH proficiency course, CMST 200, EDUC 201, PSYC 204, SPED 363, or proof of equivalence. Concurrent enrollment with EDUC 413.
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.
Notes: Washington State Patrol Clearance/FBI fingerprinting clearance.
Pre-requisites: EDUC 304.
Concurrent enrollment with EDUC 303, EDUC 338, EDUC 340, and EDUC 386A (3 credits minimum). 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: EDUC 304.
Concurrent enrollment in EDUC 303, EDUC 310, EDUC 340 and EDUC 386A (minimum of 3 credits). 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: EDUC 304.
Concurrent enrollment in EDUC 310, EDUC 338, and EDUC 386 (minimum of 3 credits). 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: Departmental clearance prior to registration. Concurrent enrollment with 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 344. EARLY NUMERACY INSTRUCTION IN THE P-3 SCHOOL SETTING. 4 Credits.
Pre-requisites: EDUC 394 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.
Pre-requisites: EDUC 310.
Concurrent enrollment with EDUC 308, EDUC 381, and EDUC 386B (minimum 3 credits). 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.
Pre-requisites: EDUC 310.
Concurrent enrollment with EDUC 308, EDUC 380, and EDUC 386B (3 credits minimum). 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 386A. FIELD EXPERIENCE AND PRACTICUM. 3-5 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 386B. FIELD EXPERIENCE AND PRACTICUM. 3-12 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: EDUC 386A.
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 386C. 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 386D. P3 FIELD EXPERIENCE AND PRACTICUM. 1 Credit.
Notes: Washington State Patrol Clearance / FBI Fingerprint Clearance required. Seminar will be required intermittently throughout the quarter. 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 and EDUC 451.
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 386E. P3 FIELD EXPERIENCE AND PRACTICUM. 3 Credits.
Notes: Washington State Patrol Clearance / FBI Fingerprint Clearance required. Seminar will be required intermittently throughout the quarter. 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 and EDUC 386D.
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 386F. LITERACY AND SPECIALIST METHODS. 12-18 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 387. LITERACY AND SPECIALIST METHODS. 12-18 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 388. ELEMENTARY CORE METHODS. 12-18 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 389. SPECIAL EDUCATION METHODS 1. 18 Credits.
Notes: This course serves the alternate-route program. The SPED Methods Module 1 is a full-time hybrid module integrating fieldwork and SPED coursework.
Pre-requisites: EDUC 280.
This course serves the Transition to Teaching alternate route program. Candidates will master methods of instruction in Special Education. Course meetings will further develop professional and cohort needs, especially in 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. Students will master methods of instruction in 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 391. SPECIAL EDUCATION METHODS 2. 18 Credits.
Notes: This course serves the alternative-route program. The SPED Module 2 is a full-time hybrid module integrating fieldwork and SPED coursework.
Pre-requisites: EDUC 389.
This course serves the alternative-route program. The SPED Module 2 is a full-time hybrid module integrating fieldwork and SPED coursework.

EDUC 393. ELL METHODS MODULE 1: LANGUAGE AND LANGUAGE ACQUISITION. 18 Credits.
Notes: This course serves the alternative-route program. The ELL Module 1 is a full-time hybrid module integrating fieldwork and SPED coursework.
Pre-requisites: EDUC 389.
This course serves the alternative-route program. The ELL Module 1 is a full-time hybrid module integrating fieldwork and SPED coursework.

EDUC 399. METHODS FOR READING INSTRUCTION AND ASSESSMENT IN KINDERGARTEN-THIRD GRADE SETTINGS. 3 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 400. ELL METHODS MODULE 2: CULTURE AND LITERACY DEVELOPMENT. 18 Credits.
Notes: This course serves the alternative-route program. The ELL Module 2 is a full-time hybrid module integrating fieldwork and SPED coursework.
Pre-requisites: EDUC 393.
This course is part of a hybrid alternative route program that leads to an English language learner (ELL) endorsement to be added to a K–8 teaching certificate in Washington state. The course provides an overview of the role of culture in second language literacy development and implications for teaching; and practicum experiences with ELLs.

EDUC 401. YOUNG ADULT LITERATURE STUDY AND USE. 4 Credits.
Pre-requisites: EDUC 304, may be taken concurrently.
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 AND CLASSROOM APPLICATION. 9-12 Credits.
Notes: this course serves the alternate-route program and includes a full-time classroom practicum.
Pre-requisites: EDUC 387.
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.
Pre-requisites: admission into the education department.
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, may be taken concurrently.
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, may be taken concurrently.
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.
Departmental Clearance required prior to registration.
Pre-requisites: concurrent enrollment with 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, may be taken concurrently.
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 201.
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 421. COMPETENCY PREPARATION. 1 Credit.
Pre-requisites: EDUC 386A.
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 386B 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. Seminar required.

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 386B 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-. 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 and ≥B- in each course for the following: major(s), minor(s) and Professional Education Program. Washington State Patrol and FBI clearance must be current. Refer to Student Teaching Handbook for complete description of requirements. Seminar required.

EDUC 427. GENERAL STUDENT TEACHING K-12. 3-15 Credits.
Notes: Graded Pass/Fail.
Pre-requisites: EDUC 386B, may be concurrent enrollment, or EDUC 386E. 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 ≥B-. Washington State Patrol and FBI clearance must be current. Seminar required.

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.
Pre-requisites: admission into the education department.
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 446. LITERACY AND ROBOTICS. 4 Credits.
Pre-requisites: EDUC 304; may be taken concurrently with EDUC 310. This course builds on teacher candidates’ foundational knowledge of literacy instruction in the K–8 grade band, with a focus on integrating areas of literacy instruction within other content areas. Specifically, this course will examine the use of robotics to promote the development of K–8 students’ literacy skills, including reading, writing, and vocabulary.

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 444. 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.
Notes: Washington State Patrol and FBI fingerprinting clearance. Pre-requisites: EDUC 304, may be taken concurrently. 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. 1 Credit.
Pre-requisites: EDUC 464. The third of three application courses designed to provide opportunities for students to reflect upon activities and outcomes to increase their understanding of K–3 practices in conjunction with implementation of 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.
Pre-requisites: admission into the education department or permission of the instructor. 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 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.
Pre-requisites: Washington State Patrol form submitted. 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.
Notes: graded Pass/Fail. Pre-requisites: must be declared in the Educational Studies BA. This is the student teaching practicum for the Educational Studie BA.
EDUC 489. FAMILY-CENTERED PRACTICES IN EARLY CHILDHOOD. 3 Credits.
Pre-requisites: admission into the education department or permission of the instructor.
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 curriculum and 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.
Notes: EDUC 494 must be taken concurrently by Literacy, Reading, and Writing majors.
Pre-requisites: EDUC 303, EDUC 304, EDUC 308, EDUC 310, EDUC 338, EDUC 340, EDUC 380, EDUC 381.
Satisfies: a university graduation requirement—senior capstone.
This course has students utilize their literacy training as they interact with K–12 students to assess, plan, and implement literacy interventions in a tutoring clinic. During this service-based experience, students identify the connections among literacy instruction and politics, the economy, and social justice issues. In addition, students will develop a two-week reading curriculum for their placement practicum and review the Washington Teacher Competencies for the Reading Endorsements.

EDUC 490A. NATURAL RESOURCES CAPSTONE. 5 Credits.
Pre-requisites: senior standing.
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 490E. CRITICAL THINKING IN TEACHING AND LEARNING. 4 Credits.
Notes: may be stacked with EDUC 592.
Satisfies: a university graduation requirement—senior capstone.
The study abroad program will provide a critical thinking perspective on education through a focus on science, social studies, and/or math, through exposure to coursework using the country’s cultural frames of reference. Students will be exposed to the community customs, language, education, and will contextualize their learning by linking it to local realities and a view of social justice and political context (including service learning).

EDUC 494. LITERACY SEMINAR AND PRACTICUM. 3 Credits.
Notes: graded Pass/Fail.
Pre-requisites: EDUC 338; EDUC 386A; 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. 1-18 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 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 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. P-12 LITERATURE STUDY IN THE CLASSROOM. 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 553. THEORY AND PRACTICE IN CURRICULUM STUDIES. 4 Credits.
This course emphasizes the key philosophical, sociological, and historical intellectual contributions in the field of curriculum. Students will develop a comprehensive understanding of school curriculum through the analysis of historical events and current research.

EDUC 554. CURRICULAR DESIGN AND EVALUATION. 4 Credits.
This course examines the principles underlying the development of a K-12 school curriculum. With an emphasis on methods of determining curriculum priorities, objectives, scope and sequence, and organizational patterns, as well as an examination of how curriculum design facilitates student-learning opportunities.

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 AND BUDGET. 4 Credits.
Notes: requirement for Principal Certification Program and M.Ed. with Leadership emphasis.
Students will examine the role of the principal, using the PSEL Standards as a framework. They will prepare themselves for leadership through research, discussion activity and application. Relevant and practical topics will be used to create the curricular content of the course. School budget and finance basics will be introduced, studied and discussed.

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 M.Ed.
This course is based on an understanding offamily 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 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 592. SUPERVISED PRACTICUM LITERACY. 4 Credits.
Supervised practicum experience working with students who are enrolled in the department’s student literacy program.

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.
Notes: graded Pass/No Credit.
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.
Notes: graded Pass/No Credit.
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.
Notes: graded Pass/No Credit.
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.
Notes: graded Pass/No Credit.
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 620. ETHICS, EQUITY AND LEADERSHIP. 4 Credits.
This course explores ethical leadership as well as its relation to equity, inclusion, and social justice. Content considered will be leadership and its impact and relationship with the diversity of communities, employees, and student bodies. Students will examine their own self-awareness and understanding of the interactions and intersections of race, ethnicity, class, gender, sexuality, religion, family structure contexts and culture.

EDUC 621. CURRICULUM AND INSTRUCTION INTERNSHIP I. 2 Credits.
Notes: graded Pass/Fail.
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 622. CURRICULUM AND INSTRUCTION INTERNSHIP II. 2 Credits.
Notes: Graded Pass/Fail. To register, students must make application to the program advisor during May of the previous year. Continuation of C & I Internship I. 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.

EDUC 623. CURRICULUM AND INSTRUCTION PORTFOLIO. 2 Credits.
Notes: graded Pass/Fail.
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 624. CURRICULUM AND INSTRUCTION COMPREHENSIVE EXAM. 3 Credits.
Notes: graded Pass/Fail.
The purpose of the comprehensive exam is to assess the knowledge and skills attained during the course of graduate study in the Master of Education program. The comprehensive exam requires students to integrate the principals, concepts, and research methodologies when employing academic language and using a formal writing style.

EDUC 625. LEADERSHIP THEORY AND CHANGE. 4 Credits.
This course provides a theoretical foundation for the development of personal and professional leadership style grounded in leadership theory. Students will examine leadership theory as they consider how these principles relate to their leadership style. Theoretical and philosophical perspectives will be analyzed and used to support students as they develop their professional practice of leadership.
EDUC 626. THEORY AND POLICY: CHALLENGES OF PRACTICE. 4 Credits.
This course considers the political connections and relationships within and between organizations, with communities, and local, state, and national systems of government. In this course, students will study theory and research around public policy to examine and investigate problems of practice through the use of case studies. Application of learning will be through the development of solutions to problems of practice.

EDUC 627. LEADERSHIP AND DATA-INFORMED DECISION MAKING. 4 Credits.
This course examines how data can be used to inform decisions made to support the visions, missions, and goals of organizations. Included will be how to identify relevant data, the analysis of data, and how to use data to inform decisions and make recommendations for change.

EDUC 628. LEADERSHIP IN SUPERVISION. 4 Credits.
This foundational course examines the concept of supervision through the lens of leadership. Leadership conduct is understood to integrate an organization’s shared vision by reviewing, analyzing, and distributing plans supported by stakeholders which is used to secure maintained improvement. Students will use this understanding to support and manage the human resources of an organization to ensure successful operations.

EDUC 629. SUPERVISION AND HUMAN RESOURCES. 4 Credits.
This course familiarizes students with the concept of supervision within the organization of human resources. Students will learn supervisory approaches from an ethnocentric perspective of supervisory behaviors so to develop reflective practices for addressing the responsibilities within human resources. As the course examines the types of supervisory approaches, students will explore the allocation of resources, function of policies and procedures, and employee retention and unionism.

EDUC 630. BUILDING PARTNERSHIPS FOR SYSTEMIC CHANGE. 4 Credits.
The purpose of this course is to demonstrate partnerships’ crucial role in systemic change for procuring successful outcomes in educational contexts. Complex theoretical implications ground the nature of partnerships in the course. Students will engage with strategies for alliance building and advocacy to strengthen the effectiveness of the partnerships.

EDUC 631. EARLY CHILDHOOD INTERNSHIP I. 2 Credits.
Notes: Graded Pass/Fail. To register, students must make application to the program advisor during May of the previous year. 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.

EDUC 632. EARLY CHILDHOOD INTERNSHIP II. 2 Credits.
Notes: Graded Pass/Fail. To register, students must make application to the program advisor during May of the previous year. Continuation of Early Childhood Internship I. 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.

EDUC 633. EARLY CHILDHOOD PORTFOLIO. 2 Credits.
Notes: graded Pass/Fail.
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 634. EARLY CHILDHOOD COMPREHENSIVE EXAM. 3 Credits.
Notes: graded Pass/Fail.
The purpose of the comprehensive exam is to assess the knowledge and skills attained during the course of graduate study in the Master of Education program. The comprehensive exam requires students to integrate the principals, concepts, and research methodologies when employing academic language and using a formal writing style.

EDUC 635. LAW AND PERSONNEL MANAGEMENT. 4 Credits.
Pre-requisites: EDUC 629.
This course is designed to provide students with ethical and legal parameters around leadership responsibilities in personnel management. Students will use research and data to develop and implement an organization-level system for hiring, retention, development, and supervision. Students will study laws affecting their roles as leaders.

EDUC 636. IMPROVING STUDENT LEARNING. 4 Credits.
This course prepares leaders in higher education and school districts in the process of curriculum adoption, implementation, and assessment in the teaching, and learning processes. Addressed in this course are the knowledge and skills, roles, behaviors, and beliefs leaders need as they guide their organizations. The use of data will be considered for improvement both at the instructional and system-wide levels.

EDUC 637. SOCIAL JUSTICE IN K-12 AND HIGHER EDUCATION LEADERSHIP. 4 Credits.
Pre-requisites: EDUC 620.
This course provides leaders in K–12 and higher education a social justice lens to apply as they analyze and evaluate issues related to leadership, technology, values, equity, diversity, digital citizenship, and community. Students will develop a plan to cultivate and advocate for a supportive social justice culture.

EDUC 638. SYSTEMS AND ORGANIZATIONAL MANAGEMENT. 4 Credits.
This course provides information around understanding operational systems including evaluation, communication, implementation, and equitable access. Students will learn governance and systems management in relation to the mission, vision, and goals of a school district.

EDUC 639. LEADERSHIP, THEORY AND POLICY IN K-12 AND HIGHER EDUCATION. 4 Credits.
Pre-requisites: EDUC 626.
In this course, students will examine leadership theory and policy in K–12 and higher education. This examination will include leadership theory, current events, policy-laws, and leadership reactions to these situations. In addition, the course will focus on trauma-informed practice, culturally responsive and equitable instruction and practices, and leadership ability to advocate for and evaluate these practices.

EDUC 640. ADMINISTRATION, BUDGET AND FINANCE. 4 Credits.
This course examines the processing of resource requests and plans, budgets, purchases, and accounting as relating to both K–12 and higher education institutes. Students will evaluate data to determine financial needs from which they will create and implement equitable resourcing plans.
EDUC 641. LITERACY INTERNSHIP I. 2 Credits.
Notes: Graded Pass/Fail. To register, students must make application to the program advisor during May of the previous year. 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.

EDUC 642. LITERACY INTERNSHIP II. 2 Credits.
Notes: Graded Pass/Fail. To register, students must make application to the program advisor during May of the previous year. Continuation of Literacy Internship I. 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.

EDUC 643. LITERACY PORTFOLIO. 2 Credits.
Notes: Graded Pass/Fail. Must be completed after all other coursework has been completed, but before, or concurrently, with the comprehensive exam. 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 for the comprehensive exam.

EDUC 644. LITERACY COMPREHENSIVE EXAM. 3 Credits.
Notes: graded Pass/Fail. The purpose of the comprehensive exam is to assess the knowledge and skills attained during the course of graduate study in the Master of Education program. The comprehensive exam requires students to integrate the principals, concepts, and research methodologies when employing academic language and using a formal writing style.

EDUC 651. LEADERSHIP INTERNSHIP I. 2 Credits.
Notes: Graded Pass/Fail. To register, students must make application to the program advisor during May of the previous year. 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.

EDUC 652. LEADERSHIP INTERNSHIP II. 2 Credits.
Notes: Graded Pass/Fail. To register, students must make application to the program advisor during May of the previous year. Continuation of Leadership Internship I. 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.

EDUC 653. LEADERSHIP PORTFOLIO. 2 Credits.
Notes: graded Pass/Fail. 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 for the comprehensive exam.

EDUC 654. LEADERSHIP COMPREHENSIVE EXAM. 3 Credits.
Notes: graded Pass/Fail. The purpose of the comprehensive exam is to assess the knowledge and skills attained during the course of graduate study in the Master of Education program. The comprehensive exam requires students to integrate the principals, concepts, and research methodologies when employing academic language and using a formal writing style.

EDUC 660. PRINCIPAL INTERNSHIP I. 3 Credits.
Notes: to register, students must send verification of placement to advisor at least one quarter before beginning internship. Practical, on-the-job experience for principal candidates 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.

EDUC 661. PRINCIPAL INTERNSHIP II. 3 Credits.
Notes: to register, students must send verification of placement to advisor at least one quarter before beginning internship. Continuation of Principal Internship I. Practical, on-the-job experience for principal candidates 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.

EDUC 662. PRINCIPAL INTERNSHIP III. 2 Credits.
Notes: to register, students must send verification of placement to advisor at least one quarter before beginning internship. Practical, on-the-job experience for principal candidates 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.

EDUC 663. PRINCIPAL PORTFOLIO I. 1 Credit.
Notes: to register, students must send verification of placement to advisor at least one quarter before beginning internship. Continuation of Administrator Internship I. Practical, on-the-job experience for program administrator candidates planned cooperatively with the student and a school district. Students engage in activities that meet program administrator competencies within the school district in which they are working.

EDUC 664. PRINCIPAL PORTFOLIO II. 1 Credit.
Notes: to register, students must send verification of placement to advisor at least one quarter before beginning internship. This course provides Principal Certificate candidates the opportunity to assemble a portfolio of work from graduate education courses and internship work that includes a reflective component. Candidates will provide evidence aligned with corresponding professional competencies.

EDUC 665. PRINCIPAL PORTFOLIO III. 2 Credits.
Notes: to register, students must send verification of placement to advisor at least one quarter before beginning internship. This course provides Principal Certificate candidates the opportunity to assemble a portfolio of work from graduate education courses and internship work that includes a reflective component. Candidates will provide evidence aligned with corresponding professional competencies.

EDUC 670. PROGRAM ADMINISTRATOR INTERNSHIP I. 3 Credits.
Notes: to register, students must send verification of placement to advisor at least one quarter before beginning internship. Practical, on-the-job experience for program administrator candidates planned cooperatively with the student and a school district. Students engage in activities that meet program administrator competencies within the school district in which they are working.

EDUC 671. PROGRAM ADMINISTRATOR INTERNSHIP II. 3 Credits.
Notes: Continuation of Administrator Internship I. To register, students must send verification of placement to advisor at least one quarter before beginning internship. Practical, on-the-job experience for program administrator candidates planned cooperatively with the student and a school district. Students engage in activities that meet program administrator competencies within the school district in which they are working.
EDUC 672. PROGRAM ADMINISTRATOR INTERNSHIP III. 2 Credits.
Notes: Continuation of Internship I and II. To register, students must send verification of placement to advisor at least one quarter before beginning internship.
Practical, on-the-job experience for program administrator candidates planned cooperatively with the student and a school district. Students engage in activities that meet program administrator competencies within the school district in which they are working.

EDUC 673. PROGRAM ADMINISTRATOR PORTFOLIO I. 1 Credit.
This course provides Program Administrator Certificate candidates the opportunity to assemble a portfolio of work from graduate education courses and internship work that includes a reflective component. Candidates will provide evidence aligned with corresponding professional competencies.

EDUC 674. PROGRAM ADMINISTRATOR PORTFOLIO II. 1 Credit.
This course provides Program Administrator Certificate candidates the opportunity to assemble a portfolio of work from graduate education courses and internship work that includes a reflective component. Candidates will provide evidence aligned with corresponding professional competencies.

EDUC 675. PROGRAM ADMINISTRATOR PORTFOLIO III. 2 Credits.
This course provides Program Administrator Certificate candidates the opportunity to assemble a portfolio of work from graduate education courses and internship work that includes a reflective component. Candidates will provide evidence aligned with corresponding professional competencies.

EDUC 680. INTRODUCTION TO QUANTITATIVE RESEARCH. 4 Credits.
This course provides an introduction to quantitative research methods. Students will review quantitative design, philosophy, and nature of quantitative research. Students will read quantitative designs and articles. Issues such as theoretical frameworks, interview survey data collection and analysis, objectivity, ethics, and quantitative designs. Students will use SPSS or other data analysis software to analyze and interpret data.

EDUC 681. INTRODUCTION TO QUALITATIVE RESEARCH. 4 Credits.
This course provides an introduction to qualitative research methods. Students will review the foundations of qualitative design, investigate the history, philosophy, and nature of qualitative research. Students will read qualitative designs and articles. In addition, the course will involve an introduction to issues such as theoretical frameworks, interview data collection, objectivity, ethics, and qualitative designs.

EDUC 682. INTRODUCTION TO MIXED METHODS AND PROBLEM OF PRACTICE RESEARCH. 4 Credits.
Pre-requisites: EDUC 680 and EDUC 681.
This course serves to introduce students to mixed methods and action research designs. Through reading, writing, critiquing, and analyzing both types of research, students will broaden their knowledge of research.

EDUC 683. APPLIED PROBLEM OF PRACTICE I. 2 Credits.
Notes: part one of a three part series.
Pre-requisites: EDUC 682.
In this course, action research methodologies will be used to create a systematic plan for implementing the first stages of their research or project. Students will finalize plans for implementing action research focusing on a problem of practice in their environment. In this class, students will outline their method, plan, and propose to a committee a plan implementation.

EDUC 684. APPLIED PROBLEM OF PRACTICE II. 2 Credits.
Notes: part two of a three part series.
Pre-requisites: EDUC 683.
This course is designed to support the student in the beginning phases of project and/or development. Coursework focuses on creating artifacts and documenting progression towards capstone/dissertation.

EDUC 685. APPLIED PROBLEM OF PRACTICE III. 2 Credits.
Notes: part three of a three part series.
Pre-requisites: EDUC 684.
This course is designed to support the student in the secondary phases of project and/or research. In this phase of the project, students are analyzing data and beginning to finalize methods sections or final progression of project. Coursework focuses on creating artifacts and documenting progression towards capstone/dissertation.

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 700. DISSERTATION/CAPSTONE IN PRACTICE. 1-4 Credits.
The dissertation/capstone has a practical focus. Under the guidance of faculty in your concentration, students will apply relevant coursework and research methods to target a problem of practice within a student's area of interest. The purpose of the dissertation/capstone in practice is to use the skills and knowledge attained in your program. Students will present their problem of practice project to their faculty committee and cohort classmates in the final quarter of their program.

EDUC 711. SUPERINTENDENT INTERNSHIP I. 2 Credits.
Notes: first in a series of six required internship courses.
Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse district settings and provides candidates with coherent, authentic, and sustained opportunities.

EDUC 712. SUPERINTENDENT INTERNSHIP II. 2 Credits.
Notes: second in a series of six required internship courses.
Pre-requisites: EDUC 711.
Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse district settings and provides candidates with coherent, authentic, and sustained opportunities.

EDUC 713. SUPERINTENDENT INTERNSHIP III. 2 Credits.
Notes: third in a series of six required internship courses.
Pre-requisites: EDUC 712.
Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse district settings and provides candidates with coherent, authentic, and sustained opportunities.
EDUC 714. SUPERINTENDENT INTERNSHIP IV. 2 Credits.
Notes: fourth in a series of six required internship courses.
Pre-requisites: EDUC 713.
Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse district settings and provides candidates with coherent, authentic, and sustained opportunities.

EDUC 715. SUPERINTENDENT INTERNSHIP V. 2 Credits.
Notes: fifth in a series of six required internship courses.
Pre-requisites: EDUC 714.
Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse district settings and provides candidates with coherent, authentic, and sustained opportunities.

EDUC 716. SUPERINTENDENT INTERNSHIP VI. 2 Credits.
Notes: sixth in a series of six required internship courses.
Pre-requisites: EDUC 715.
Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse district settings and provides candidates with coherent, authentic, and sustained opportunities.

EDUC 717. SUPERINTENDENT PORTFOLIO I. 2 Credits.
Notes: first in a series of two required portfolio courses.
Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse district settings and provides candidates with coherent, authentic, and sustained opportunities.

EDUC 718. SUPERINTENDENT PORTFOLIO II. 2 Credits.
Notes: second in a series of two required portfolio courses.
Pre-requisites: EDUC 717.
Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse district settings and provides candidates with coherent, authentic, and sustained opportunities.

EDUC 721. EDD INTERNSHIP I. 2 Credits.
Notes: first in a series of two required internship courses.
Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse district settings and provides candidates with coherent, authentic, sustained opportunities to synthesize and apply the knowledge and skills in a real-world setting.

EDUC 722. EDD INTERNSHIP II. 2 Credits.
Notes: second in a series of two required internship courses.
Candidates successfully complete an internship under the supervision of knowledgeable, expert practitioners that engages candidates in multiple and diverse district settings and provides candidates with coherent, authentic, and sustained opportunities to synthesize and apply the knowledge and skills in a real-world setting.
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-McCluskey 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 171, or HONS 171, and CHEM 171L; 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 and CSCD 255, both with a grade ≥C 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 and CSCD 255, with a grade ≥C 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 399. DIRECTED STUDY. 1-5 Credits.
Directed Studies.

EENG 401. ENGINEERING APPLIED ELECTROMAGNETICS. 5 Credits.
Pre-requisites: MATH 241, MATH 347; EENG 210 and MATH 163, both with a minimum grade ≥C.
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) digital 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 490A. SR CAPSTONE: DESIGN LAB I. 2 Credits.
Pre-requisites: EENG 210, EENG 260, EENG 320, EENG 330 and EENG 350, each with a minimum grade ≥C.
Satisfies: a university graduation requirement–senior capstone.
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.
Internship.

EENG 496. EXPERIMENTAL. 1-5 Credits.
Experimental.

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.
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 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 113. COLLEGE COMPOSITION: EXPOSITION AND ARGUMENTATION. 5 Credits.
Notes: enrollment in ENGL 113 and ENGL 114 is an alternative for students who placed into pre-university English.
Pre-requisites: co-requisite ENGL 114 required.
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 114. ACCELERATED FIRST-YEAR WRITING. 2 Credits.
Notes: enrollment in ENGL 113 and ENGL 114 is an alternative for students who placed into pre-university English.
Pre-requisites: co-requisite ENGL 113 required.
This course focuses on clarifying, expanding upon and modeling assignments in ENGL 113. 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 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. 1-2 Credits.

ENGL 197. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

ENGL 199. INDEPENDENT STUDIES. 1-5 Credits.
ENGL 200. INTRODUCTION TO ENGLISH STUDIES. 1 Credit.
Notes: required for students who plan to major in English Studies and recommended for students who may be interested in our department.
In this course, representatives from each English program will present information about their field, explaining the background and opportunities for each program.

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 250. INTRODUCTION TO GENRE. 5 Credits.
Notes: required for all English Studies majors.
Students will explore the concept of genre in literature and rhetoric.

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. INTRODUCTION TO THEORY. 5 Credits.
In “Introduction to Theory” students will consider, critique, and use foundational and ever-evolving theoretical frameworks. They will also analyze literary, rhetorical, and new media texts using theoretical concepts.

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 300. WRITING FOR THE PROFESSIONS. 5 Credits.
Cross-listed: SUST 300, 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.
ENGL 301. PUBLIC RHETORICS AND WRITING ECOCOLOGIES. 5 Credits.
Pre-requisites: ENGL 201.
Public rhetorics and writing ecologies are increasingly central to the scholarship of rhetorical theory and practice. This course provides an overview of current approaches to the study of writing ecologies and engages students in the production of texts for a variety of public purposes and audiences.

ENGL 302. WRITING WEB CONTENT. 5 Credits.
Pre-requisites: ENGL 201.
In this professional writing course, students will work on analyzing the rhetorical situation of a problem and create inventive, rational textual messages that persuade audiences to take action. Specifically, in this course we will analyze how audiences use web content, how to write web content that best adheres to the needs of the audience and purpose of the document, and design information to create usable web information for readers.

ENGL 309. GRAMMAR FOR PROFESSIONAL WRITERS. 5 Credits.
Cross-listed: JRHM 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 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 322. ENGLISH: HISTORIES AND VARIETIES. 5 Credits.
Pre-requisites: ENGL 201.
This course introduces the history of American English through literature and poetry. We'll briefly cover the history of English in the United Kingdom as we look at Beowulf in multi-media formats. Then, we'll look at English's arrival in the United States before we focus on speech communities, dialects and accents, English in educational policy, language change, and the idea of a "Standard English" as we read works that address—either directly or indirectly—issues related to English diversity.

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 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 origin narratives to Transcendentalism, 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 345. BRITISH LITERATURE I: BEGINNINGS THROUGH 18TH CENTURY. 5 Credits.
Pre-requisites: ENGL 201 and ENGL 271.
This course covers the history of British literature from the Anglo-Saxon period to the Restoration, focusing on works of representative authors and examining changes in literary forms and conceptions of culture and society.

ENGL 346. BRITISH LITERATURE II: ROMANTICISM TO THE PRESENT. 5 Credits.
Pre-requisites: ENGL 201.
The literature in this course represents a broad range of cultures and ethnicities. Students will read works in a variety of genre from across history and around the globe. Most syllabi in this course will not include British or American texts as those are considered in other surveys.

ENGL 350. SHAKESPEARE. 5 Credits.
Pre-requisites: ENGL 201 and ENGL 271.
Reading and interpretation of the principal comedies, histories, tragedies, and sonnets of Shakespeare; usually includes intensive study of one play.

ENGL 360. 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, essays, 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: GWSS 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 392. POST COLONIAL THEORY. 5 Credits.
Pre-requisites: ENGL 201, ENGL 250 and ENGL 273.
This course is designed to study post-colonial literary theory in greater depth with an awareness of how other theories may be used to enrich post-colonial theory.

ENGL 393. WRITING AND RHETORICAL THEORY. 5 Credits.
Pre-requisites: ENGL 201.
This class focuses on studying writing and rhetorical theory in depth examining classical Greek and Roman rhetorical texts and progressing to current theories that have shaped 20th and 21st century writing and rhetorical practices. In particular, we will discuss and analyze how rhetorical theories have adapted through orality, literacy and digital/ multimodal ways of delivering information.

ENGL 394. REMIX STUDIES: CULTURAL AND RHETORICAL THEORY. 5 Credits.
Pre-requisites: ENGL 201 and ENGL 273.
Theories of remix are key to both the analysis of culture and the production of cultural and rhetorical texts in the early 21st century. In this course students will examine how the theory and practice of remix is central to a range of cultural and rhetorical forms from jazz to hip-hop, to social media and political advertising, and more. Students will also learn how to design and produce a range of textual and rhetorical products, including scholarship, applying theories and methods of remix.

ENGL 395. FIELDWORK. 1-10 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

ENGL 396. EXPERIMENTAL. 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 401. ADVANCED COMPOSITION. 5 Credits.
Notes: satisfies the 400 level writing requirement for English Studies majors.
Pre-requisites: ENGL 201.
In this course, students will use their own existing and original written material to research, revise, and expand their ideas. Further, students will revise their work, using various modes of delivery, to appeal to a broader audience.

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. Offerings 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.
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.
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.
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.
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 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 486. INTEGRATED ENGLISH LANGUAGE ARTS METHODS I. 5
Credits.
ELA 1 introduces Teacher Candidates in English Education to the six
language arts: visual representation and viewing, reading and writing,
speaking and listening.

ENGL 487. INTEGRATED ENGLISH LANGUAGE ARTS METHODS II. 5
Credits.
Pre-requisites: ENGL 486.
ELA 2 builds on ELA 1 to offer Teacher Candidates in English Education
the opportunity to practice pedagogical approaches to English Language
Arts.

ENGL 489. LGBT WRITERS: THEIR LIVES AND THEIR WORKS. 5 Credits.
Cross-listed: GWSS 489.
Pre-requisites: ENGL 270, HUMN 101, GWSS 101, HUMN 410 or GWSS
410.
This course examines the lives and works of Lesbian, Gay, Bisexual and
Transgender (LGBT) writers and the historical/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.

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.

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
given to the drafting 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 thematic issue in British, American, or World literature. The course will explore the continuity of ideas across literary periods and cultures. The choice of topics 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.
Fundamental 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.
Pre-requisites: ENGL 509.
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 writers' 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 provides an introduction 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.
ENTREPRENEURSHIP (ENTP)

ENTP 311. ENTREPRENEURIAL BEHAVIOR AND THINKING. 4 Credits.
Pre-requisites: ENGL 201, MTHD 104 or equivalent, and sophomore 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 portfolio.

ENTP 373. CRAFT BEER EVALUATION AND SERVICE. 2 Credits.
Cross-listed: RCLS 373.
Notes: students will test to obtain their Mandatory Alcohol Servers Training (MAST) permit.
Pre-requisites: 21 years of age, ENGL 101 or equivalent.
The art of understanding craft beer is complex but a valuable skill for any professional. Craft beer comes in many different styles that has been influenced by a variety countries and brewing techniques. The craft beer appreciation and service course focuses on learning the essentials of craft beer, including: beer history, styles, origin, qualitative and quantitative characteristics of beer, ingredients, the brewing process, beer service, glassware, beer flavor and evaluation.

ENTP 387. BUSINESS STARTUP RESEARCH. 4 Credits.
Pre-requisites: ENGL 201, MTHD 104 or equivalent, and sophomore standing.
Develop and practice three important research tools that allow entrepreneurs to discover, develop, and test their ideas for new ventures.

ENTP 388. LEARNING FROM OTHERS: ENTREPRENEURIAL CASE ANALYSIS. 4 Credits.
Pre-requisites: ENGL 201, MTHD 104 or equivalent, and sophomore standing.
Analyze and discuss businesses cases about real startups.

ENTP 389. BUSINESS FEASIBILITY: PLAN AND PITCH. 4 Credits.
Pre-requisites: ENGL 201, MTHD 104 or equivalent, and sophomore standing.
Learn to conduct feasibility analysis, write a short-form business plan, create and deliver an investment pitch.

ENTP 399. DIRECTED STUD. 1-5 Credits.
Directed Study.

ENTP 411. FINDING AND EVALUATING OPPORTUNITIES. 4 Credits.
Pre-requisites: BAB Admission, and ENTP 387, ENTP 388, ENTP 389.
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.

ENTP 412. BUSINESS MODEL DESIGN. 4 Credits.
Pre-requisites: BAB Admission, and ENTP 387, ENTP 388, ENTP 389.
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 433. LEADERSHIP, INNOVATION AND SUSTAINABILITY. 4 Credits.
Cross-listed: CMST 433.
Notes: competent writing is necessary.
Pre-requisites: ENGL 201.
In this class we focus on both culture and technique that help organizations: stay on the cutting edge; plan and forecast to remain sustainable and viable; create an organizational culture that fosters optimum motivation; utilize personal creativity in the ideation process and nurture ideas.

ENTP 438. ENTREPRENEURIAL AND SMALL BUSINESS FINANCE. 4 Credits.
Cross-listed: FINC 438.
Pre-requisites: BAB Admission, and ENTP 387, ENTP 388, ENTP 389.
Cases, computer simulations, spreadsheets (Excel) and other analytical methods will be applied to issues in entrepreneurial finance. Specific topics will include sources and sequencing of financing as the business develops, assessing and forecasting financial needs and managing short and long-term capital, valuing the business from the entrepreneur’s viewpoint as well as the investors’ viewpoint. Students will examine venture capital markets, financing alternatives and harvesting the business.

ENTP 487. DIGITAL ENTREPRENEURSHIP. 4 Credits.
Cross-listed: MISC 487.
Pre-requisites: MISC 311.
This course explores how e-commerce is emerging and evolving. Students learn those from aspects of entrepreneurship with cutting edge information technologies in the experiential learning setting.
ENVIRONMENTAL SCIENCE (ENVS)

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 major declared as Environmental Science.
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.

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 172 and CHEM 172L 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.
ENGLISH AS A SECOND LANGUAGE (ESLG)

ESLG 395. FIELD WORK/INTERNSHIPS. 1-15 Credits.

ESLG 396. EXPERIMENTAL. 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 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 496. EXPERIMENTAL. 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.
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.

EXSC 395. INTERNSHIP. 1-8 Credits.
Pre-requisites: permission of the instructor.

EXSC 455. RESEARCH AND ANALYSIS. 3 Credits.
Pre-requisites: CSBS 320 or MATH 380.
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: EXSC 301, 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, hypo- 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: EXSC 301 or 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 complete the majority of their course work to prepare for the experience. The requirement is 400 hours and may be divided into three locations. The experience will be documented through record of hours and regular reflections of the experience.

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 designed 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. 1-15 Credits.

EXSC 499. DIR STUDY. 1-15 Credits.
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. 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 215. FROM CARTOONS 2 ART. 5 Credits.
Notes: offered fall quarter.
Satisfies: a BACR for humanities and arts.
From Cartoons 2 Art explores how animation grew from humble beginnings to become a global medium. Animation amuses but it also expresses artistic and cultural aspects of the human experience. FC2A studies the many forms of animation, from hand-drawn to computer-generated, and ends by studying our current Golden Age. 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. 1-5 Credits.
Experimental.

FILM 305. ACTING FOR DIRECTORS AND WRITERS. 2 Credits.
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 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 312. 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 356. FILM HISTORY I. 5 Credits.
Pre-requisites: FILM 214.
Satisfies: a university graduation requirement–global studies.
Explores the international history of motion picture production from the late-1800s 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 366. FILM HISTORY II. 5 Credits.
Notes: renumbered for 20-21, was FILM 466.
Pre-requisites: FILM 365.
Explores the international history of motion picture production from the 1950s to the present 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 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 366.
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 411. ADVANCED SCREENWRITING I. 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. ADVANCED SCREENWRITING II. 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 or extended teleplay from a treatment or story outline.

FILM 421. ADVANCED SCREENWRITING III. 4 Credits.
Pre-requisites: FILM 420 or permission of instructor.
Students will create and defend either a feature length screenplay or extended teleplay.
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 470. SEMINAR IN FILM CRITICISM. 4 Credits.
**Notes:** may be repeated for credit when topics vary.
**Pre-requisites:** FILM 214 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:** concurrent enrollment in FILM 481.
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:** concurrent enrollment in 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 enrollment in FILM 421.
Students will prepare a feature length screenplay or extended teleplay for submission to faculty as a part of an oral examination in the FILM major.

FILM 490. FILM SENIOR CAPSTONE. 5 Credits.
**Notes:** offered fall quarter.
**Pre-requisites:** FILM 312, FILM 322 and FILM 366.
**Satisfies:** a university graduation requirement—senior capstone.
Explores the major film theories and their evolution. Students complete a personal reflection essay summarizing and assessing their work in the film major. Critical thinking, writing, and analytical skills are central.

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.
Independent research resulting in a scholarly paper under the direction of the student's graduate committee.

FILM 696. COLLEGE TEACHING INTERNSHIP. 5-15 Credits.
**FINANCE (FINC)**

**FINC 196. EXPERIMENTAL COURSE. 1-5 Credits.**

**FINC 200. PERSONAL FINANCE: PHILOSOPHY AND PRACTICE. 4 Credits.**
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.
**Pre-requisites:** BAB Admission, and ENTP 387, ENTP 388, ENTP 389.
Cases, computer simulations, spreadsheets (Excel) and other analytical methods will be applied to issues in entrepreneurial finance. Specific topics will include sources and sequencing of financing as the business develops, assessing and forecasting financial needs and managing short and long-term capital, valuing the business from the entrepreneur’s viewpoint as well as the investors’ viewpoint. Students will examine venture capital markets, financing alternatives and harvesting the business.

**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. 4 Credits.**
**Pre-requisites:** FINC 335.
This course will cover the development of an investment portfolio objective for a hypothetical investor, collection of relevant investment data, and construction of an appropriate portfolio from capital market expectations using several available asset classes.

**FINC 442. PORTFOLIO MANAGEMENT II. 4 Credits.**
**Pre-requisites:** FINC 335.
This course will cover the development of an investment portfolio objective for a hypothetical investor, collection of relevant investment data, and construction of an appropriate portfolio from capital market expectations using several available asset classes. Students learn how to incorporate risk tolerance, the ability to bear risk, the determination of return objectives consistent with risk, the investor time horizon and unique investor circumstances into the investment policy statement.

**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.
FOOD AND NUTRITION/DIETETICS (FNDT)

FNDT 356. NUTRITION. 5 Credits.

Notes: for health science majors.
Pre-requisites: must be declared as a Pre-Dental Hygiene, Pre-Nursing or Exercise Science.

This course, for health sciences majors, focuses on nutrients, processes of digestion, absorption, metabolism and nutritive requirements.
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 170. INTRODUCTION TO FRENCH LITERATURE AND CULTURE. 5 Credits.
Satisfies: a BACR for humanities and arts.
Examines a variety of influential French works (in English translation)
and movies. Addresses, at an introductory level, a variety of classical
questions pertaining to textual analysis, ideas, attitudes, problems and
values originating in the culture of France and the French-speaking world.
Develops written and oral communication.

FREN 196. EXPERIMENTAL COURSE. 1-5 Credits.
FREN 199. INDEPENDENT STUDY. 1-15 Credits.

FREN 201. SECOND-YEAR FRENCH LANGUAGE AND CULTURE I. 5 Credits.
Pre-requisites: FREN 103 or equivalent.
Satisfies: a BACR for humanities and arts.
Students develop the ability to communicate in French at the
intermediate ACTFL level, both orally and in writing. Students will broaden
their cultural awareness and critical thinking skills as they study, discuss,
read and write about global and regional themes depicted in authentic
literature, film, art, podcasts and other cultural products. Students will use French creatively in daily discussions and also when engaged in
presentational, writing and real world tasks.

FREN 202. SECOND-YEAR FRENCH LANGUAGE AND CULTURE II. 5 Credits.
Pre-requisites: FREN 201 or equivalent.
Satisfies: a BACR for humanities and arts.
Students develop the ability to communicate in French at the
intermediate ACTFL level, both orally and in writing. Students also
broaden their cultural awareness and critical thinking skills as they study, discuss, read and write about global and regional themes depicted in authentic literature, film, art, podcasts and other cultural products. Students will use French creatively in daily discussions and also when engaged in presentational, writing and real world tasks.

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 204. EXPERIMENTAL COURSE. 1-5 Credits.

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 202 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 202 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. 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.

FREN 432. 19TH 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 19th
century in the context of their society.
FREN 434. TWENTIETH-CENTURY FRENCH LITERATURE. 3 Credits.
Pre-requisites: FREN 203 or permission of instructor.
A survey of the major movements, genres and works of 20th century French literature.

FREN 496. EXPERIMENTAL COURSE. 1-5 Credits.
FREN 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

FREN 498. SEMINAR. 1-5 Credits.

FREN 499. DIRECTED STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
GENDER AND WOMEN’S STUDIES (GWSS)

GWSS 101. INTRODUCTION TO GENDER, WOMEN’S AND SEXUALITY STUDIES. 5 Credits.
Cross-listed: HUMN 101.
Satisfies: a BACR for humanities and arts.
This interdisciplinary course is designed to introduce you to the study of women, gender, feminism, and systems of oppression and privilege. We will draw upon a diverse collection of writing, classroom exercises, films, and discussions to better understand women’s experiences (primarily in the U.S.) both empirically and theoretically.

GWSS 150. GENDER, SEXUALITY AND POWER. 5 Credits.
Pre-requisites: GWSS 101.
This course focuses on sex, gender and sexuality in our lives and within social institutions. It builds on GWSS 101 delving deeper into intersectional feminist analyses in areas such as: health and reproductive justice, family systems, paid and unpaid labor, state law and social policy, and collective action.

GWSS 195. INTERNSHIP. 1-5 Credits.
Internship.

GWSS 196. EXPERIMENTAL. 1-5 Credits.
Experimental.

GWSS 197. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
Workshop.

GWSS 220. INTRODUCTION TO LGBTQ+ STUDIES. 5 Credits.
Satisfies: a BACR for humanities and arts.
This course explores the interdisciplinary scholarship on lesbian, gay, bisexual, and transgender identities and histories, as well as queer and emerging identities.

GWSS 250. GENDER, REPRESENTATION AND POPULAR CULTURE. 5 Credits.
Satisfies: a BACR for humanities and arts.
Students will apply a critical lens on the representation of gender in popular cultural mediums including film, TV, music, the Internet, social media, video games, and magazines. Employing intersectional theory, other social categories are considered including but not limited to, sexuality, race, ability, and class.

GWSS 266. GENDER, HEALTH AND MARGINALIZATION. 5 Credits.
Cross-listed: DSST 266, ANTR 266.
Pre-requisites: ENGL 201 or equivalent.
Satisfies: a BACR for social sciences.
This interdisciplinary course explores personal, social, and political concerns regarding gender and health, including public health practice, epidemiological research, health policy, and access to health services. It includes discussion of health and reproductive justice activism.

GWSS 296. EXPERIMENTAL. 1-5 Credits.
Experimental.

GWSS 299. DIRECTED STUDY. 1-5 Credits.
Directed Study.

GWSS 303. THE BODY IN ART. 5 Credits.
Cross-listed: ARTH 303, HONS 303.
Pre-requisites: ENGL 201 and junior standing.
Satisfies: a university graduation requirement—diversity.
Many ideas about race, gender, and sexuality originate in representations of the body. This theme-based survey explores how figurative art has contributed, since prehistory, to shape today’s views. Emphasis in on applying contemporary issues, such as consent and identity, to the study of historical artworks. Includes class discussions and weekly writing assignments about art historical and critical texts that examine the production and perpetuation of cultural attitudes about the body.

GWSS 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.

GWSS 321. CARE AND CUSTODY OF FEMALE OFFENDERS. 5 Credits.
Cross-listed: PSYC 321.
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.

GWSS 324. ECONOMICS OF POVERTY AND DISCRIMINATION. 5 Credits.
Cross-listed: AAST 324, ECON 324.
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.

GWSS 326. BODIES, SOCIALIZATION AND CULTURE. 5 Credits.
Cross-listed: CDST 326, DSST 326.
Notes: CDST students only. CDST 300.
Pre-requisites: ENGL 201 or equivalent.
Satisfies: a university graduation requirement—diversity.
This course examines cultural beliefs about gender, sex, sexuality, and the body. Experiences throughout our lifetimes impact ways that we learn to embody gender, express sexuality, and live in our bodies. We use intersectional feminist approaches to consider the variety of lived, embodied experiences and social effects of categorizing bodies.

GWSS 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 and gender in terms of history, bodies, socialization, personality, affiliation, achievement, motivation, mental health, and personal growth needs.

GWSS 332. ANTHROPOLOGY OF GENDER. 4 Credits.
Cross-listed: ANTR 332.
Pre-requisites: ENGL 201 or equivalent.
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.
GWSS 339. TOPICS: ISSUES IN GENDER. 2-5 Credits.
Notes: may be repeated with different topics.
Pre-requisites: GWSS 101.
This seminar course will focus in-depth on specific topics in feminism and/or Gender, Women's, and Sexuality Studies. Topics may range from historical to contemporary, across time and cultures. Topic selection will vary by instructor; may be repeated for credit.

GWSS 340. TRANSNATIONAL FEMINISMS. 5 Credits.
Cross-listed: INST 340.
Pre-requisites: ENGL 201 or equivalent.
Satisfies: a university graduation requirement—global studies.
This class challenges notions of “global sisterhood” by centering decolonial, Indigenous, post-colonial, queer of color, immigrant, and anti-imperialist feminist activism and theorizing. We employ a gendered lens to global politics, exploring transnational themes such as nationalism, fundamentalism, migration, neoliberalism, representation, “development” and global economies, war and militarism, human rights, and solidarity.

GWSS 351. GENDER AND WAR IN THE 20TH CENTURY. 5 Credits.
Cross-listed: HIST 351.
Pre-requisites: ENGL 201 or permission of instructor.
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.

GWSS 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.

GWSS 376. CONTEMPORARY INDIGENOUS WOMEN. 5 Credits.
Cross-listed: IDST 376.
Pre-requisites: sophomore standing or permission from the instructor.
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.

GWSS 383. WOMEN IN AMERICAN HISTORY. 5 Credits.
Cross-listed: HIST 383.
Pre-requisites: ENGL 201 or permission of instructor.
Satisfies: a university graduation requirement—diversity.
Students will study women’s experiences in American history from pre-colonial society to the 21st century. Students will reconsider traditional timelines and motivations in the development of the United States, while analyzing how women’s experiences have been shaped not just by their gender identity, but also by their racial, ethnic, sexual, cultural and class identities. Students will evaluate the distinct and unique roles of women in national events and major transitions in American society.

GWSS 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.

GWSS 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.

GWSS 396. EXPERIMENTAL. 1-5 Credits.
Experimental.

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

GWSS 398. SEMINAR. 1-5 Credits.
Seminars.

GWSS 399. DIRECTED STUDY. 1-5 Credits.
Directed Study.

GWSS 413. GENDER AND YOUTH CULTURE. 5 Credits.
Pre-requisites: HUMAN 101, GWSS 101, 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.”

GWSS 414. GENDER AND SEXUALITY IN GLOBAL CINEMA. 5 Credits.
Pre-requisites: HUMAN 101, GWSS 101, or permission of instructor.
Satisfies: a university graduation requirement—global studies.
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.

GWSS 415. FEMINIST THEORIES. 5 Credits.
Cross-listed: HUMAN 415, PHIL 415.
Pre-requisites: GWSS 101 or upper level GWSS or PHIL course.
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.

GWSS 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.
GWSS 417. WOMEN AND ETHICS. 5 Credits.
Cross-listed: PHIL 417.
Pre-requisites: one of the following: GWSS 101, PHIL 211, 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.

GWSS 418. DISABILITY AS DIVERSITY. 5 Credits.
Cross-listed: DSST 410.
Notes: may be stacked with DSST 510.
Pre-requisites: junior standing or instructor permission required.
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 complicate existing identity categories and notions of diversity.

GWSS 419. SEX, SEXUALITY AND COMMUNICATION. 5 Credits.
Cross-listed: CMST 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.

GWSS 420. QUEER THEORY. 5 Credits.
Cross-listed: PHIL 420.
Pre-requisites: any upper division GWSS or PHIL course.
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.

GWSS 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 approaches are discussed.

GWSS 427. ECONOMICS OF WOMEN AND WORK. 5 Credits.
Cross-listed: ECON 427.
Pre-requisites: 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.

GWSS 429. 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.

GWSS 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.

GWSS 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.

GWSS 442. WOMEN IN THE WEST. 5 Credits.
Cross-listed: HIST 442.
Pre-requisites: ENGL 201 or permission of instructor.
Students will study the history of women in the American West from pre-colonial society to the 21st century. Students will reconsider traditional timelines and motivations in western expansion while analyzing how women’s experiences have been shaped not just by their gender identity, but also by their racial, ethnic, sexual, cultural, and class identities. Students will evaluate the distinct and unique roles of women in both regional and national events.

GWSS 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, counselling 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.

GWSS 452. GENDER AND SEXUAL ASSAULT. 4 Credits.
Cross-listed: SOWK 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.

GWSS 456. THE OLDER WOMAN. 4 Credits.
Cross-listed: AGST 456, SOWK 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.
GWSS 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, 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,
vviolence, war crimes and residency/citizenship status. It examines
strategies for furthering human rights on the global stage.

GWSS 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 writers writings 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.

GWSS 482. GENDER, COMMUNICATION AND POLITICS. 5 Credits.
Cross-listed: CMST 482.
Notes: may be stacked with CMST 582.
Pre-requisites: junior standing.
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.

GWSS 489. LGBT WRITERS: THEIR LIVES AND THEIR WORKS. 5 Credits.
Cross-listed: ENGL 489.
Pre-requisites: ENGL 270, HUMN 101, GWSS 101, HUMN 410 or GWSS
410.
This course examines the lives and works of Lesbian, Gay, Bisexual and
Transgender (LGBT) writers and the historical/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.

GWSS 490. SENIOR CAPSTONE. 5 Credits.
Pre-requisites: declared GWSS major or permission of instructor.
Satisfies: a university graduation requirement—senior capstone.
The advanced student of GWSS 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.

GWSS 495. INTERNSHIP. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college
dean.
Internship.

GWSS 496. EXPERIMENTAL. 1-5 Credits.
Experimental.

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

GWSS 498. SEMINAR. 1-5 Credits.
Seminard.
GEOGRAPHY (GEOG)

GEOG 100. FUNDAMENTALS OF THE PHYSICAL ENVIRONMENT. 5 Credits.
Satisfies: a BACR for natural sciences.
An introduction to the principal components of our Earth's natural systems of the atmosphere, hydrosphere, and biosphere with emphasis on the dynamic patterns and processes of air, water, soil, vegetation, landforms and habitat, and the interrelated role of humans.

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 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 203. FUNDAMENTALS OF SURFACE HYDROLOGY. 5 Credits.
This class is an introduction to surface hydrology. Hydrological process and the techniques used to measure them are the primary focus of this course.

GEOG 204. HOT EARTH: PEOPLE AND CLIMATE CHANGE. 5 Credits.
Satisfies: a BACR for natural sciences.
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. CRITICAL CARTOGRAPHIES. 5 Credits.
Satisfies: a BACR for humanities and arts.
The focus of this course is mastering and critically evaluating the historic and contemporary uses of maps as both scientific and artistic representations of geographic reality, environmental as well as cultural. Special attention is directed toward maps as communication devices. The course is of value for those wishing to move on to geographic information systems (GIS) courses as well as general background for geography, social science, humanities, 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 235. ENERGY/WATER NEXUS. 4 Credits.
Cross-listed: SUST 235.
Satisfies: a BACR for social sciences.
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.

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. EARTH SYSTEMS PROCESSES. 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, soils, vegetation, and oceans.

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 302. CULTURE, POWER, NATURE: THE HUMAN-ANIMAL NEXUS. 5 Credits.
Pre-requisites: ENGL 201.
An introduction to the ways that humans and animals have shared the earth across space and time, with an emphasis on the ways different cultural groups interact with, make use of, assign economic values to, develop cultural perspectives about, impact the habitats of, form friendships with, attempt to protect, or potentially cause the extinction of, various animal species. The class explores the nexus of humans, animals, and cultural systems of power, privilege, oppression and colonization.

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 FORECASTING. 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. Students will gain experience using contemporary data from NOAA/NWS and elsewhere for analyses in weather forecasting.

GEOG 315. WATER RESOURCES. 4 Credits.
Pre-requisites: mathematics clearance.
A comprehensive examination of water resources. This class examines the role of the hydrologic cycle and the geography of freshwater in human-environment interactions.

GEOG 317. RESOURCES AND CONSERVATION. 5 Credits.
Pre-requisites: successful completion of at least one natural science BACR and ENGL 201.
Satisfies: a university graduation requirement—global studies.
Studies the nature and distribution of natural resources, and problems and principles of their use and conservation.

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.
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. REMOTE SENSING. 5 Credits.
Pre-requisites: junior standing or permission of the instructor.
Aerial photographs, digital satellite and drone imagery as records of the earth surface; measurement, interpretation, and analysis of remotely sensed data using GIS and other imaging systems.

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 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 352. URBAN POLITICAL ECOLOGY. 5 Credits.
Pre-requisites: junior standing or permission of instructor.
Satisfies: a university graduation requirement—diversity.
This course examines the breadth of research in geography situated within the sub-field of urban political ecology, the nexus between the process of urbanization and the natural environment. Emphasis will be placed on the spatial expression of socio-environmental inequalities (based on class, race, ethnicity, gender, sexuality, etc.), as they get written into, or reflected by, the myriad urban landscapes of the world.

GEOG 355. 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 357. 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 359. POLITICAL GEOGRAPHY. 5 Credits.
Pre-requisites: sophomore standing or permission of instructor.
Satisfies: a university graduation requirement—global studies.
The course identifies and critically evaluates the geographic distribution of political actions and outcomes in the context of globalization. Topics include state, regional, national and international electoral politics, international war and conflict, access to natural resources, nationalism, democratization, terrorism, processes of militarization, and the politics of identity.

GEOG 365. URBAN GEOGRAPHY: ORIGINS, FORMS AND FUNCTIONS. 5 Credits.
Pre-requisites: sophomore standing or permission of instructor.
Satisfies: a university graduation requirement—diversity.
This course explores the complexity of the city in a global context, and the ensemble of economic, political, social, and environmental forces that are constituted in and reverberate through and across particular urban landscapes. Topical issues addressed include the evolution of urban spatial forms, policy and governance, and the city as an increasingly globalizing entity. Emphasis will be placed on contemporary urban problems (widening inequality, deepening poverty and social marginalization).
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. 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.

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. 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 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 413. RIVERS AND FLOODS. 5 Credits.
Pre-requisites: junior standing or request of instructor.
The course explores the processes and forms of channelized surface flow, i.e. rivers. This course emphasizes quantitative geographic evaluation and interpretation of fluvial processes, as well as the links between these processes and ecology, resource management, and policy.

GEOG 414. METEOROLOGY. 5 Credits.
Pre-requisites: junior standing or permission of instructor.
This course begins with a discussion on energy, mass, and our atmosphere. Next, we examine the relationships between the atmosphere and the hydrosphere. The third section covers atmospheric circulation, pressure, air masses, and fronts. We finish by covering midlatitude cyclones and various atmospheric disturbances.

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 421. DENDROCHRONOLOGY. 5 Credits.
Pre-requisites: junior standing or permission of instructor.
This course introduces students to the science of tree ring analysis known as dendrochronology. This sub discipline of physical geography is the application and study of tree rings as indicators of environmental phenomena in the surrounding environment. In this course students will gain exposure to the fundamentals of tree-ring science, the history of the discipline, and various uses of tree rings in scientific research.

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 431. SOCIAL AND ENVIRONMENTAL JUSTICE SEMINAR. 3 Credits.
Notes: an introduction to the material for those who plan to attend graduate school.
Pre-requisites: junior standing or permission of instructor.
This course explores the concept of "social justice" as it has been examined by social scientists in general and geographers in particular. Our primary concern will be placed on the spatial expression of socio-economic inequalities, as they get written into, or reflected by, the myriad socio-cultural landscapes of the world. Particular emphasis will be placed on contemporary problems.

GEOG 441. DISASTERS. 5 Credits.
Pre-requisites: GEOG 100 and GEOG 101, or permission of instructor.
This course examines the complexity of both natural and technological disasters by exploring various social, political, and economic aspects regarding human exposure and vulnerability to various hazards. Concepts of sustainability and risk are weighed and considered. The course then shifts to the physical sciences to investigate the mechanisms and processes associated with natural events.

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 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 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 students 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.
GEOL 100. DISCOVERING GEOLOGY. 5 Credits.
Notes: satisfies lab science requirement at most universities; weekly laboratories required.
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 107. COMMERCIAL UAS REMOTE PILOT (PART 107). 2 Credits.
Notes: fulfills a requirement for UAS Certificate.
Pre-requisites: GEOL 130.
Students will receive an in-depth introduction to FAA Part 107 rules and regulations, associated theory, procedures, requirements and operating concepts, as well as actual hands-on flight training in the BBCC enclosed UAS Flight Lab, with an emphasis on safety of flight. This course provides students with the knowledge base required to effectively prepare for FAA Part 107 Commercial Unmanned Aircraft System (UAS) Remote Pilot certification.

GEOL 115. INVESTIGATING EARTH SCIENCE. 5 Credits.
Notes: for students planning to teach elementary school, these inquiry-based earth science investigations support science instruction outlined in the Next Generation Science Standards.
Pre-requisites: MTHD 104 or equivalent (pre-university basic skills in mathematics.)
Satisfies: a BACR for natural sciences.
This class presents a content-rich, inquiry-based approach to some foundational topics in geology and meteorology, presented as an active process, in which students become participants in learning science.

GEOL 120. PHYSICAL GEOLOGY - THE SOLID EARTH. 5 Credits.
Notes: required weekly laboratories and one field trip may be 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 are required and one field trip may be required.
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 surficial processes. This course emphasizes quantitative and qualitative analyses of processes that shape the earth's surface including weathering and erosion, sediments and sedimentary rocks, and the development of landforms by gravity, wind, water, and glacial ice. Concepts related to geologic time and absolute/relative dating are also explored. Class requires analytical thinking and quantitative literacy.

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 evolution of the earth from its creation to the present. Topics focus on tectonic history, the evolution and diversity of life, and the effects of biological change on the environment throughout geologic time. Participation in weekly laboratories and field trips required.

GEOL 130. UAS GROUND SCHOOL. 5 Credits.
Notes: fulfills a requirement for UAS Certificate.
This unmanned aerial system (UAS) ground school course addresses UAS performance, principles of flight/aerodynamics, power plants and systems, the National Airspace System, navigation, weather, rules and regulations, incident reporting procedures, communications procedures, advisory circulars, operating limitations, aeronautical decision making and judgment, documentation/logbook requirements, runaway UAS/ emergency flight procedures, and preflight planning/flight approval processes.

GEOL 131. UAS MISSION PLANNING. 5 Credits.
Notes: fulfills a requirement for UAS Certificate.
Pre-requisites: GEOL 130.
Using mission planning software, students will plan a variety of UAS missions in support of simulated operations. This will include (but not limited to) operations in support of agriculture, real estate marketing, search and rescue (SAR), law enforcement, construction, avalanche control, natural disaster response, power line and transportation infrastructure inspection.

GEOL 132. UAS FLIGHT LAB. 6 Credits.
Notes: fulfills a requirement for UAS Certificate.
Pre-requisites: GEOL 130.
This course provides students with extensive hands-on flight experience of both rotary wing and fixed wing UAS. Focus is on safety of flight, preflight/post-flight inspection, pilot-in-command (PIC) and observer communications requirements, flight control techniques, precision flight maneuvers, runaway/emergency flight procedures, and execution of flight profiles for successful sensor/data collection.

GEOL 196. EXPERIMENTAL COURSE. 1-5 Credits.
GEOL 197. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 2 Credits.
GEOL 239. TOPICS. 1 Credit.
Notes: required in the BS and BA programs in Geology.
To complete this course, students will attend every Monday during the quarter, from 12 to 12:50, participate in the discussions, ask questions during EWU Geology Seminars, and write a reflection/ summary for each EWU Seminar (four or five per quarter) with appended notes. This class also introduces the requirements for the ASBOG Geology License and graduate school.

GEOL 296. EXPERIMENTAL. 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 171, or HONS 171, and CHEM 171L.
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.

GEOL 320. ENVIRONMENTAL GEOLOGY. 4 Credits.
Pre-requisites: GEOL 121, and GEOL 100 or GEOL 120.
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 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 390. EARTH SCIENCE TEACHING METHODS. 1 Credit.
Cross-listed: GEG 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. 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 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 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.

GEOL 455. GEOLOGY FIELD TRIP. 4 Credits.
Notes: Course fee. This course is not offered every year.
Pre-requisites: GEOL 100 or permission of the instructor.
This course is a week-long field study of the rocks and landforms of a geologically interesting region. Geologic evolution and structural geology of the region will be discussed. Regions vary depending on instructor. 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: ≥C in CHEM 173 and CHEM 173L.
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.
This class introduces students to quantifying the relationship between groundwater and geologic materials, emphasizing the principles governing groundwater flow. Lectures and the weekly labs will apply professional techniques in real-life community-based projects.

GEOL 475. ENGINEERING GEOLOGY OF SOILS: INTRODUCTION TO GEOTECHNICAL ENGINEERING. 4 Credits.
Pre-requisites: GEOL 311 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. 4 Credits.
Pre-requisites: junior or senior standing.
Satisfies: a university graduation requirement–senior capstone.
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 of 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 172 and CHEM 172L 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. 1-4 Credits.
Notes: Students should complete a GEOL 499 project with the professor prior to beginning a Senior Thesis. This course may be repeated to complete the required 4 total credits.
Pre-requisites: senior standing and permission of the instructor.
Satisfies: a university graduation requirement–senior capstone.
Directed research on a geological problem and organization of the results for oral and written presentation. End of program assessment, Senior Thesis, that meets the Department of Geology standards is 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 531. STRUCTURAL GEOLOGY MAPPING. 4 Credits.
Pre-requisites: GEOL 430 and GEOG 323 (or equivalent with instruction permission).
Field analysis 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. Weekly field trips will be summarized in reports and at the 500-level require presentation of field data in an ArcGIS form (geodatabase with layers and orientation symbols) with applicable metadata.

GEOL 596. EXPERIMENTAL COURSE. 1-5 Credits.

GEOL 599. INDEPENDENT STUDY. 1-5 Credits.

GEOL 600. THESIS. 2-10 Credits.
Credits earned in this course are not applicable to degree requirements.
GERMAN (GERM)

GERM 101. FIRST-YEAR GERMAN I. 5 Credits.
The beginning German sequence of courses, covering grammar, composition, conversation, and discussion of cultural topics.

GERM 102. FIRST-YEAR GERMAN II. 5 Credits.
Prerequisite GERM 101 or equivalent. The beginning German sequence of courses, covering grammar, composition, conversation, and discussion of cultural topics.

GERM 103. FIRST-YEAR GERMAN III. 5 Credits.
Prerequisites: GERM 102 or equivalent.
The beginning German sequence of courses, covering grammar, composition, conversation, and discussion of cultural topics.

GERM 113. SPECIAL TOPICS IN GERMAN. 5 Credits.
Prerequisites: GERM 102 or equivalent.
A supplemental first-year course, covering grammar, composition and conversation and emphasizing discussion of cultural topics.

GERM 196. EXPERIMENTAL COURSE. 1-5 Credits.

GERM 199. INDEPENDENT STUDY. 1-15 Credits.

GERM 201. INTERMEDIATE GERMAN AND CULTURE. 5 Credits.
Prerequisites: GERM 103 or equivalent.
Satisfies: a BACR for humanities and arts.
Students will develop the ability to communicate in German at the intermediate/advanced ACTFL level, both orally and in writing. Students will broaden their cultural awareness and critical thinking skills as they study discuss, read and write about global and local themes depicted in authentic literature, film, art, podcasts and other cultural products. Students will use the German language creatively in daily discussions and also when engaged in presentational, writing and real-world tasks.

GERM 202. INTERMEDIATE GERMAN AND CULTURE. 5 Credits.
Prerequisites: GERM 201 or equivalent.
Satisfies: a BACR for humanities and arts.
Students will develop the ability to communicate in German at the intermediate/advanced ACTFL level, both orally and in writing. Students will broaden their cultural awareness and critical thinking skills as they study discuss, read and write about global and local themes depicted in authentic literature, film, art, podcasts and other cultural products. Students will use the German language creatively in daily discussions and also when engaged in presentational, writing and real-world tasks.

GERM 203. INTERMEDIATE GERMAN AND CULTURE. 5 Credits.
Prerequisites: GERM 202 or equivalent.
Intensive oral exercises and conversation, written exercises and composition, readings of intermediate difficulty.

GERM 296. EXPERIMENTAL COURSE. 1-5 Credits.

GERM 297. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

GERM 299. SPECIAL STUDIES. 1-5 Credits.
Prerequisites: permission of the instructor, department chair and college dean.
Subjects vary according to faculty and student interest.

GERM 305. GERMAN CONVERSATION. 2 Credits.
Prerequisites: 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.
Prerequisites: 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.
Prerequisites: 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.
Prerequisites: 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.
Prerequisites: 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.
Prerequisites: 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.
Prerequisites: 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 332. 20TH CENTURY GERMANY: FROM WORLD WARS TO COLD WAR. 5 Credits.
Cross-listed: HIST 332.
Notes: GERM 383 is a companion course.
Prerequisites: ENGL 201 or permission of instructor.
Satisfies: a university graduation requirement–global studies.
This interdisciplinary course introduces students to central problems in German history and culture during the 20th century. 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; and cultural and political divides between East and West Germany.

GERM 381. NATIONALISM AND RACISM IN CENTRAL EUROPEAN FILM. 4 Credits.
Cross-listed: HUMN 381.
Prerequisites: 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 383. READINGS/DISCUSSIONS OF 20TH CENTURY GERMANY. 1 Credit.
Prerequisites: 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.
CRITICAL GIS & PUBLIC ANTHROPOLOGY (GIPA)

GIPA 500. ADVANCED STANDING SEMINAR. 6 Credits.
Pre-requisites: admission into Advanced Standing GIPA program or permission of the GIPA Director.
This intensive course provides students admitted to the GIPA Advanced Standing program with an overview of the foundation requirements for study. It prepares students with relevant theoretical and spatial scientific background, basic GIS training, appropriate research design and methods, and an introduction to peer-reviewed writing in the social sciences. This preparatory seminar must be successfully completed before starting the Advanced Standing program itself.

GIPA 501. WRITING WORKSHOP. 1 Credit.
Pre-requisites: GIPA 501 or permission of instructor.
The development of effective social science writing skills is increasingly essential to students seeking to find employment in the areas of critical GIS, applied anthropology and cultural resource management. This course focuses on developing and sharpening writing in peer-reviewed social science environments, including grants, technical reports, and research publications.

GIPA 502. REVISIING WORKSHOP. 2 Credits.
Pre-requisites: GIPA 501.
This course allows students to strengthen their writing and revising skills in the social science writing context by exploring ethical dilemmas faced in fieldwork, professional conduct, legal obligations of practicing anthropologists and geographers, and conflict management as skills and tools necessary for the day-to-day practice of social science writing.

GIPA 510. RESEARCH DESIGN AND METHODS. 5 Credits.
Pre-requisites: GIPA 501, GIPA 520 or permission of instructor.
Students will develop a practical toolkit with which to conduct applied social science research at the graduate level. It 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. SCIENCE, CULTURE, SOCIETY. 5 Credits.
Pre-requisites: GIPA 501 or permission of the instructor.
This course introduces students to the practice of science in geography and anthropology as a cultural and social, as well as scientific, endeavor. We examine current trends in spatial data analysis and their varied backgrounds: the institutions, policies, economics, and cultural conventions governing the practice of science and how they have changed over the years and across space. We explore how policies and practices impact the lives of individuals and communities.

GIPA 518. RESOURCES, CULTURE, SOCIETY. 5 Credits.
Pre-requisites: GIPA 520.
This course examines natural and cultural resources as socially constructed phenomenon whose meaning changes across space and time. It provides advanced experience with the qualitative and quantitative methods of spatial analysis and the historic contexts within which they were developed. Students research, compare and critically apply a variety of environmental theories to different case study scenarios in order to develop proficiency across a spectrum of natural and cultural resources.

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.
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 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. 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 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 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 its content. 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 551. 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 emphasis 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.
GENERAL MODERN LANGUAGES (GNML)

GNML 101. 1ST YEAR LANGUAGE. 5 Credits.
GNML 102. 1ST YEAR LANGUAGE. 5 Credits.
GNML 103. 1ST YEAR LANGUAGE. 5 Credits.
GNML 196. EXPERIMENTAL COURSE. 1-5 Credits.
GNML 197. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
GNML 199. DIRECTED STUDY. 1-5 Credits.
GNML 212. MODERN WORLD MASTERPIECES. 5 Credits.  
Satisfies: a BACR for humanities and arts.  
Examines literary works selected from world literature that illustrate themes and ideas central to modern Western culture, especially emphasizing the role of the individual in modern society. Develops written and oral communication.
GNML 296. EXPERIMENTAL COURSE. 1-5 Credits.
GNML 298. SEMINAR. 1-2 Credits.  
Seminar.
GNML 299. SPECIAL STUDIES. 1-5 Credits.  
Pre-requisites: permission of the instructor, department chair and college dean.
GNML 390. FOREIGN LANGUAGE METHODS. 4 Credits.  
Pre-requisites: completion of second year of a foreign language, 2.00 GPA, junior standing or permission of the instructor, pass comprehensive exam.  
A survey of modern practices in the teaching of foreign languages.
GNML 391. PRINCIPLES OF BILINGUAL EDUCATION. 5 Credits.  
Pre-requisites: ENGL 201; concurrent enrollment with GNML 393.  
This course is designed to develop a conceptual foundation on issues related to bilingual education and prepare you for a teaching portfolio and the West-E "Bilingual Education" exam. As a result, the course will focus on various aspects of bilingual education and apply a variety of bilingual methods and strategies. You will be exposed to a series of primary sources, current research and strategies for keeping your knowledge up-to-date.
GNML 392. PRACTICES AND ASSESSMENT FOR BILINGUAL EDUCATION. 5 Credits.  
Pre-requisites: GNML 391; concurrent enrollment with GNML 393.  
This course is designed to outline some of the foundational elements of effective and successful bilingual schools. It will also cover related to assessment and the measurement of bilingualism. The final goal is that you be able to develop your own lessons and teaching practices. On becoming a teacher, you will also learn ways of keeping your knowledge of research and practices current and up-to-date throughout your teaching career.
GNML 393. PRACTICUM: BILINGUAL EDUCATION. 2-4 Credits.  
Pre-requisites: concurrent enrollment with GNML 391 or GNML 392.  
The objective is to provide students with teaching experience within a classroom setting. The students receive instruction and feedback from faculty supervisors who are responsible for the courses in which the practicum takes place. Students' practicum will vary in the extent to which emphasis is placed on instructional time, course development (e.g., preparation of syllabus, assignments, delivering instruction, etc.), assignment grading, curriculum review and planning issues and tasks.
GNML 396. EXPERIMENTAL COURSE. 1-5 Credits.
GNML 397. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
GNML 398. SEMINAR. 1-5 Credits.
GNML 399. DIRECTED STUDY. 1-5 Credits.
GNML 496. EXPERIMENTAL COURSE. 1-5 Credits.
GNML 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-10 Credits.
GNML 499. DIRECTED STUDY. 1-5 Credits.
This course surveys the major trends in human history beginning with the rise of civilizations in the fourth millennia BCE and continuing to 1500 CE. The geographical gaze of this course spans the globe, and the narratives and historical contributions of distinct world civilizations will be assessed through the lenses of culture, religion, politics, gender, and the environment. Through source analysis, discussion, and other media students will gain a historical knowledge of past civilizations.

**HIST 103. WORLD HISTORY FROM 1500. 5 Credits.**
Satisfies: a BACR for humanities and arts.
This course surveys the major trends in human history from 1500 to present. A primary emphasis will be on the expansion of Europeans around the globe since 1492, and how this event continues to transform and affect non-European societies. By creating a global web of relations through maritime shipping, the movement of people, cargo and communications over long distances has accelerated exponentially. The focus is on how cultures have clashed with or negotiated the process of Westernization.

**HIST 105. EUROPEAN CIVILIZATION TO 1500. 5 Credits.**
Satisfies: a BACR for humanities and arts.
This course presents the cultural, religious, military and political development of the near East and Europe from the classical period through the middle ages and renaissance. In particular, students will learn about the religious contexts in which monotheisms emerged, the evolution of ancient city-states and empires, feudalism, and the emergence of monarchical states.

**HIST 106. EUROPEAN CIVILIZATION, 1500 TO PRESENT. 5 Credits.**
Satisfies: a BACR for social sciences.
This course presents the political, social, cultural and economic developments of European civilization since the Protestant Reformation. In particular, students will learn about the industrial revolution, European imperialism, the World Wars, Globalization and the European Union project.

**HIST 110. AMERICAN EXPERIENCE: A SURVEY. 5 Credits.**
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 111. AMERICAN HISTORY TO 1877. 5 Credits.**
Satisfies: a BACR for humanities and arts.
This course examines the changes and continuities of early American history from the development of colonial societies to the end of Reconstruction. Following a chronological timeline, students will evaluate and discuss historical voices in national events such as the Great Awakening, American Revolution, and the Civil War. Students will examine primary and/or secondary sources to produce a research project.

**HIST 112. AMERICAN HISTORY SINCE 1877. 5 Credits.**
Satisfies: a BACR for Social Sciences.
This course examines changes and continuities of modern American history from the Reconstruction era to the present day. Following a chronological timeline, students will evaluate and discuss historical voices in national events such as Progressivism, World War II, the Civil Rights Movement and globalization. Students will examine secondary and/or primary sources to produce a research project.

**HIST 196. EXPERIMENTAL COURSE. 1-5 Credits.**
Experimental.

**HIST 197. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 2 Credits.**

**HIST 199. SPECIAL STUDIES. 1-5 Credits.**

**HIST 204. EAST ASIA: TRADITION AND TRANSFORMATION. 5 Credits.**
Satisfies: a university graduation requirement—global studies.
This course explores the diverse societies of China, Mongolia, Japan, and Korea from 1200 B.C.E. to present. The first half covers traditional beliefs, practices, political systems, concepts of justice, and the role of women. The second half examines how East Asians resisted and negotiated the post–1800 European new world order and its existential challenges: Western imperialism, capitalism, industrialization, democracy, communism, fascism, achieving a synthesis of tradition and transformation.

**HIST 215. EARLY AFRICAN AMERICAN HISTORY: ANCIENT AFRICA TO THE END OF THE RECONSTRUCTION 1877. 5 Credits.**
Satisfies: a university graduation requirement—diversity.
An examination of the history of African Americans from African civilizations in the 10th century A.D. through American slavery to the end of the Reconstruction era in the U.S. Major attention will be given to the social, political, and economic evolution of African Americans as a whole as well as the individual lives and work of famous black leaders.

**HIST 218. CHICANO HISTORY. 5 Credits.**
Cross-listed: CHST 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.

**HIST 220. AFRICAN AMERICAN HISTORY: POST CIVIL WAR TO PRESENT. 5 Credits.**
Cross-listed: HONS 220, AAST 220.
Satisfies: a university graduation requirement—diversity.
An examination of the history of African Americans from the end of the Reconstruction era to contemporary issues of today. Major attention will be given to the social political, and economic evolution of African Americans as a whole as well as the individual lives and work of famous black leaders and grassroots movements.

**HIST 290. HISTORY TODAY: ISSUES AND PRACTICES. 5 Credits.**
This is the cornerstone course for the major, introducing professional preparation, orientation to careers in History, and orientation to the experiential learning major requirement. It is strongly recommended that students take this course prior to their Experiential Learning course.

**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: WORLD HISTORY SINCE 1945. 5 Credits.
Notes: HIST 302 is the recommended background for this course. Topics vary with changes in the world situation. This course is repeatable for credit.
Pre-requisites: ENGL 201 or permission of instructor.
Satisfies: a university graduation requirement—global studies.
This course covers the historical background of contemporary geopolitical problems and events, such as the Israeli-Palestinian conflict, nuclear proliferation, and resource wars. It begins with the end of World War II/the beginning of the Cold War and concludes with issues ripped from today's newspaper headlines.

HIST 302. WORLD WARS. 5 Credits.
Notes: intended for both majors and non-majors.
Pre-requisites: ENGL 201 or permission of instructor.
Satisfies: a university graduation requirement—global studies.
This course covers some of the most dramatic moments of the first half of the 20th century and their enduring impact on our own times. Topics covered include the origins and fighting of World War I, the failure of the Treaty of Versailles, the rise of fascism in Europe, the unleashing of World War II, the Holocaust, and the post-World War II settlement.

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.
Pre-requisites: ENGL 201 or permission of instructor.
A study of political, social, cultural, diplomatic, economic, and other issues in Europe of the 19th and 20th centuries.

HIST 308. CIVIL WAR AND RECONSTRUCTION. 5 Credits.
Pre-requisites: ENGL 201 or permission of instructor.
Was the Civil War fought over slavery or state's rights? This course will answer that question. Along the way, it will cover the rise of slavery, the political conflict over slavery, the secession and rebellion of 11 Southern states, the military suppression of the rebellion, the military occupation of the South, and the political reconciliation of Southern whites with Northern whites at the expense of Southern African Americans.

HIST 310. IMPERIAL CHINA. 5 Credits.
Pre-requisites: ENGL 201 or permission of instructor.
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.
Pre-requisites: ENGL 201 or permission of instructor.
Satisfies: a university graduation requirement—global studies.
This is a comparative study of the diverse societies in Southeast Asia, focusing on the period 1600 to 2000. Early influences in S.E. Asia include China, India and the religions of Hinduism, Buddhism, and Islam. The nationalist/independence movements of the 19th and 20th centuries varied from traditional to Western-influenced. The Cold War and Islamic Extremism have similarly impacted nations in the region. Students will examine processes that shape Southeast Asia to the present day.

HIST 313. ASIAN AMERICAN HISTORY. 5 Credits.
Pre-requisites: ENGL 201 or equivalent, or permission of instructor.
Satisfies: a university graduation requirement—diversity.
This course provides a general survey of the experience of eastern Asian immigrants and their descendants in the U.S. from the mid-nineteenth century to the present. The study focuses on the following groups: Chinese, Japanese, Filipinos, Korean, Asian Indian, and Vietnamese and their collective history within the broad context of American history.

HIST 315. AFRICAN HISTORY. ANCIENT AFRICA TO MANDELA. 5 Credits.
Cross-listed: AAST 315, HONS 315.
Pre-requisites: ENGL 10 or equivalent.
Satisfies: a university graduation requirement—global studies.
This course will examine the historical unfolding of Africa both domestically and internationally. The major topics will include such themes as traditional institutions, political development, European colonialism, African nationalism along with the struggle for independence and the entry into the global free market and world affairs.

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 318. MODERN LATIN AMERICAN HISTORY. 5 Credits.
Pre-requisites: ENGL 201 or permission of instructor.
Satisfies: a university graduation requirement—global studies.
This course surveys the principal economic, social, religious, environmental, and political transformations in Latin America from the Wars of Independence (1810s) to the present in order to understand the roots of contemporary structures. Students will evaluate histories of race, culture, and Latin America within a global context, as well participate in discussions, in-class activities, readings, films and other media, and complete short-writing assignments.

HIST 319. THE HISTORY OF SOCCER-FOOTBALL-FUTBOL. 5 Credits.
Pre-requisites: ENGL 201 or permission of instructor.
Satisfies: a university graduation requirement—global studies.
This course explains how a game devised to toughen elite English schoolboys in the late 19th century became a worldwide phenomenon today played in diverse settings from favelas in Brazil, or refugee camps in Jordan, to artificial turf (aka plastic pitch) in Iceland. Examining the history of soccer/football/fútbol provides an opportunity to look at nationalism, decolonization, wealth inequality, immigration, sectarian conflict, racism, sexism, neoliberal economics, etc. across the globe.
HIST 321. DEMOCRACY AND HUMAN RIGHTS IN ASIA. 5 Credits.
Pre-requisites: ENGL 201 or permission of instructor.
Satisfies: a university graduation requirement–global studies.
Western nations criticize Asian countries for failing to respect human rights. This course elucidates the challenges of using Western standards and practices for judging East and Southeast Asian governments in the 21st century. Traditional views on government, crime and punishment, women's roles, and relations between rulers and their subjects are compared to current practices in Asian nations. Students understand the complexities of state-society relations from Western and Asian perspectives.

HIST 330. HISTORY OF MODERN IRELAND. 5 Credits.
Pre-requisites: ENGL 201 or permission of instructor.
This course is intended for both non-majors and majors. It examines the major political, religious, and cultural moments in Irish history from c. 1500-present. The course also examines Irish history in pop culture as well as Irish-American traditions in Spokane.

HIST 332. 20TH CENTURY GERMANY: FROM WORLD WARS TO COLD WAR. 5 Credits.
Cross-listed: GERM 332.
Notes: GERM 383 is a companion course.
Pre-requisites: ENGL 201 or permission of instructor.
Satisfies: a university graduation requirement–global studies.
This interdisciplinary course introduces students to central problems in German history and culture during the 20th century. Topics addressed include: the impact of World War I on German National Identity; Avantgarde culture in the Weimar Republic; the rise of Fascism and daily life in Nazi Germany; the Holocaust; and cultural and political divides between East and West Germany.

HIST 351. GENDER AND WAR IN THE 20TH CENTURY. 5 Credits.
Cross-listed: GWSS 351.
Pre-requisites: ENGL 201 or permission of instructor.
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 353. DARWIN AND THE EVOLUTION-CREATION CONTROVERSY. 5 Credits.
Pre-requisites: ENGL 201 or permission of instructor.
Satisfies: a university graduation requirement–diversity.
Where did we (humans) come from? How do we distinguish between science and pseudoscience? What does being part of a racial group really mean? Who determines what a religious text really means? This course answers these questions and introduces students to the Evolution-Creation controversy. The course begins with precursors to evolution and ends with current understandings of human origins. Particular emphasis will be placed on changing scientific understandings of speciation.

HIST 354. ANCIENT ALIEN AND ALTERNATIVE HISTORY THEORIES. 5 Credits.
Pre-requisites: ENGL 201 or permission of instructor.
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 361. COLONIAL LATIN AMERICA. 5 Credits.
Pre-requisites: ENGL 201 or permission of instructor.
Latin American indigenous societies existed for more than 10,000 years prior to European contact. This course focuses on the highly structured pre-Columbian societies of the Maya and the Mexica in central Mexico as well as the Andean Inca Empire and its subject polities. We will first examine these pre-Columbian civilizations and then look at how Europeans and native peoples interacted with one another following Christopher Columbus's first landfall in the Caribbean in 1492.

HIST 371. THE ENGLISH REVOLUTION AND HISTORY. 5 Credits.
Pre-requisites: ENGL 201 or permission of instructor.
This course will teach students the history of the English Civil War as a way into great historiographical debates that have dominated the historical profession for the past 100 years. For Revolutions generate more historical controversy and create more historiographical schools than any other historical phenomenon. Students will learn about whiggish, Marxist, materialist, empiricist historiographical schools as the “religious turns,” “cultural turns,” and “Atlantic turns” in historical thought.

HIST 372. FRENCH REVOLUTION AND NAPOLEON. 5 Credits.
Pre-requisites: ENGL 201 or permission of instructor.
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 374. IMPERIAL RUSSIA. 5 Credits.
Pre-requisites: ENGL 201 or permission of instructor.
Imperial Russia: Russian history from 1700 to 1905. Major themes include: efforts at reform by Russian tsars, intellectuals and peasants; the development of the revolutionary movement; and the social and political life of the Russian people.

HIST 375. 20TH CENTURY RUSSIA. 5 Credits.
Pre-requisites: ENGL 201 or permission of instructor.
20th Century Russia: Russia in a century of unrest. The course will explore the intent and results of revolution, including the “Marxist victory” in the 1917 “Revolution from above.”

HIST 380. THE U.S. CIVIL WAR. 5 Credits.
Pre-requisites: ENGL 201 or permission of instructor.
Was the Civil War fought over slavery or state's rights? This course will answer that question, addressing the rise of slavery, the political conflict over slavery, the secession and rebellion of 11 Southern states, the military suppression of the rebellion and occupation of the South, and the political reconciliation of Southern whites with Northern whites at the expense of Southern African Americans. Particular emphasis will be placed on differing historical interpretations of these events.

HIST 381. RACE & CULTURE IN THE AMERICAN WEST. 5 Credits.
Pre-requisites: ENGL 201 or permission of instructor.
Satisfies: a university graduation requirement–diversity.
This course is a brief survey of the American West that evaluates its diverse histories of race and culture from the inception of the United States to the present. Through a historiographical evaluation of the trans-Mississippi West, students will examine evolving and contradictory narratives, including focuses on gender, race, class, labor, and sexuality, to better understand the multitude of experiences that have and continue to shape the history of the West.
HIST 383. WOMEN IN AMERICAN HISTORY. 5 Credits.
Cross-listed: GWSS 383.
Pre-requisites: ENGL 201 or permission of instructor.
Satisfies: a university graduation requirement—diversity.
Students will study women's experiences in American history from pre-colonial society to the 21st century. Students will reconsider traditional timelines and motivations in the development of the United States, while analyzing how women's experiences have been shaped not just by their gender identity, but also by their racial, ethnic, sexual, cultural and class identities. Students will evaluate the distinct and unique roles of women in national events and major transitions in American society.

HIST 389. PUBLIC HISTORY. 5 Credits.
Notes: required of students in public history field.
Pre-requisites: ENGL 201 or permission of instructor.
Public History prepares students for careers public history in museums, archives, historic preservation, and government employment. This hands-on course will work with community partners to research and produce engaging historical interpretation for a public audience.

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 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. 1-5 Credits.

HIST 398. SEMINAR. 1-5 Credits.

HIST 399. DIRECTED STUDY. 1-10 Credits.

HIST 410. CHINA IN 19TH AND 20TH CENTURIES. 5 Credits.
Pre-requisites: ENGL 201 or permission of instructor.
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 416. MODERN JAPAN. 5 Credits.
Pre-requisites: ENGL 201 or permission of instructor.
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 418. CULTURAL HISTORY OF LATIN AMERICA. 5 Credits.
Pre-requisites: ENGL 201 or permission of instructor.
This course considers the role culture played in writing the history of Latin America since that region was "born" following the contact between Old and New World peoples in 1492. The history of the region is understood as the product of cultural clashes and the blending of religious, culinary, musical, and sporting traditions. In addition to presentations, and exams, students will locate primary documents and demonstrate how they reveal the rich tapestries of culture in modern Latin America.

HIST 420. TUDOR ENGLAND. 5 Credits.
Pre-requisites: ENGL 201 or permission of instructor.
Tudor England is a research-intensive course based on the Tudor age. Students will learn about the Protestant Reformation, the age of exploration, and the reigns of Henry VIII, Edward VI, and Elizabeth I, while also learning how to craft a research project with the resources available at JFK Library. By the end of the course, students will have a sufficient grasp of Tudor history and will be able to execute a research project.

HIST 422. CITIES AND THE MAKING OF MODERN GERMANY. 5 Credits.
Pre-requisites: ENGL 201 or permission of instructor.
This course presents a thematic overview of German urban history from the Renaissance to the end of the 20th century, including influential historical interpretations of urbanism and urban life. Topics covered include economic developments from city-based crafts guilds through industrialization; urban society and class structure; urban art and architecture; and the role of Berlin as capital of Prussia, united Germany, Nazi Germany, and Cold War.

HIST 424. HISTORY OF SPAIN. 5 Credits.
Pre-requisites: ENGL 201 or permission of instructor.
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 442. WOMEN IN THE WEST. 5 Credits.
Cross-listed: GWSS 442.
Pre-requisites: ENGL 201 or permission of instructor.
Students will study the history of women in the American West from pre-colonial society to the 21st century. Students will reconsider traditional timelines and motivations in western expansion while analyzing how women's experiences have been shaped not just by their gender identity, but also by their racial, ethnic, sexual, cultural, and class identities. Students will evaluate the distinct and unique roles of women in both regional and national events.

HIST 443. NEARBY HISTORY: EXPLORING THE PAST AROUND YOU. 5 Credits.
Pre-requisites: ENGL 201 or permission of instructor.
Clues to the past are all around us—traces of old roads, fading painted signs on brick buildings, cemetery headstones covered in moss. This course will teach you to discover the stories behind the traces, and to share them with a public audience. We'll explore archives and historic buildings as we learn the craft of the historian.

HIST 444. HISTORY OF THE PACIFIC NORTHWEST. 5 Credits.
Pre-requisites: ENGL 201 or permission of instructor.
Students will study the history of the Pacific Northwest from pre-European contact to today. Following a traditional chronology, the course will examine the PNW as both unique from and deeply connected to the national narrative during events like the Civil War, the Industrial Revolution, and the Civil Rights Movement. Students will evaluate issue that cover a diverse range of historiographies, including labor, the environment, race, gender, politics, and popular culture.

HIST 451. DIGITAL HUMANITIES. 5 Credits.
Pre-requisites: ENGL 201 or permission of instructor.
The practices of humanists are being transformed by digital tools and practices. This course offers hands-on training for historians and others, including text-mining, digital storytelling, mapping humanities information and place-based storytelling, image and audio production, digital research methodology and social media. Students will complete a digital project.
HIST 452. THE HISTORY OF NATIONAL PARKS. 5 Credits.
Pre-requisites: ENGL 201 or permission of instructor.
The national parks have been called "America's best idea." But the setting aside landscapes and buildings for future generations to enjoy runs counter to another American ideal: progress. This course tells the story of the slow emergence in the United States of a conviction that, in John Muir's words, "we need beauty as well as bread"—that we need ancient forests to admire rather than to exploit, flower-clad meadows to enjoy rather than to plow.

HIST 453. AMERICAN WILDERNESS. 5 Credits.
Pre-requisites: ENGL 201 or permission of instructor.
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. The course makes extensive use of films and books in exploring this theme.

HIST 462. HISTORY OF MEXICO. 5 Credits.
Cross-listed: CHST 462.
Pre-requisites: ENGL 201 or permission of instructor.
This course addresses the history of Mexico in the national period, from the events immediately preceding the independence movement of 1810 to the present. Besides political and economic happenings, social and cultural processes will be considered through diverse prisms, including: racial friction; religion; elite and popular society; labor; art; women's and family history; environmental challenges; and urbanization. Students will also compose a substantial research paper.

HIST 472. RENAISSANCE AND REFORMATION EUROPE. 5 Credits.
Pre-requisites: ENGL 201 or permission of instructor.
Renaissance and Reformation Europe presents the political and religious contexts in which major cultural figures created their works: from Machiavelli and Martin Luther to Galileo and Shakespeare. This course also looks at how religious persecution and warfare effected ordinary people and remade European society between 1350 and 1600.

HIST 474. BRITISH EMPIRE SINCE 1783. 5 Credits.
Pre-requisites: ENGL 201 or permission of instructor.
This course examines the key moments in British imperial history from the end of the war of independence to decolonization in the 20th century.

HIST 476. MODERN BRITAIN SINCE 1870. 5 Credits.
Pre-requisites: ENGL 201 or permission of instructor.
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 477. ANGLO-AMERICAN CONSTITUTIONALISM. 5 Credits.
Pre-requisites: ENGL 201 or permission of instructor.
This course introduces students to Anglo-American constitutional thought from the colonial period to the American Civil War. Students will learn about the English legal system, the formation of a federalist government, the separation of powers, due process, judicial review, and constitutional politics.

HIST 484. COLONIAL AMERICAN HISTORY, 1607-1763. 5 Credits.
Pre-requisites: ENGL 201 or permission of instructor.
This course is designed to acquaint students with the foundations of American history including the growth of Indian relations, settler communities, religious institutions, labor and slavery, trade patterns, and political institutions. Students will learn about the many colonial wars and the events leading up to the American Revolution.

HIST 485. AMERICAN REVOLUTION, 1763-1824. 5 Credits.
Pre-requisites: ENGL 201 or permission of instructor.
The American Revolution produced the first-ever written constitution and an emphatic endorsement of individual human rights. This course explores the workings of the revolutionary spirit during the first half century of American independence, up to 1824. The assignments are designed as a progressive series of exercises in research and writing so that students finish the quarter knowing more about American history and about "doing history."

HIST 486. AMERICAN EMPIRE SINCE 1898. 5 Credits.
Pre-requisites: ENGL 201 or permission of instructor.
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 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 488. U.S. HISTORY SINCE 1945. 5 Credits.
Pre-requisites: ENGL 201 or permission of instructor.
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 489. VIETNAM WARS, 1945-1975. 5 Credits.
Pre-requisites: ENGL 201 or permission of instructor.
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 490. SENIOR CAPSTONE SEMINAR. 5 Credits.
Pre-requisites: HIST 290, declared history major and senior standing.
Satisfies: a university graduation requirement—senior capstone.
This course includes a major history paper and end-of program assessment.

HIST 492. PROFESSIONAL CONFERENCE PREPARATION. 5 Credits.
Notes: A minimum of 10 credits of upper-division History coursework is highly recommended. Students are required to submit final papers for a scholarly conference presentation.
Pre-requisites: ENGL 201 or permission of instructor.
This course guides students through the process of transforming an initial research project into a product suited for presentation in a professional setting. Skills emphasized include primary source research and interpretation; constructing a scholarly argument from historical sources; crafting an abstract; finding appropriate scholarly venues; converting a written paper into an academic talk.
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 readings 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. EXPLORATIONS IN DIGITAL HUMANITIES. 5 Credits.
Readings and hands-on practices on the digital turn in the humanities,
preparing students to be humanists 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.
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.
Notes: students will earn the American Heart Association Basic Life Support (BLS) certification and Heart-saver First Aid certifications, each good for two years from the course completion date.
The American Heart Association Basic Life Support (BLS) program will train professional-level rescuers to respond to breathing and cardiac emergencies in adults, children and infants until more advanced medical personnel take over.

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 PHYSICAL EDUCATION. 2 Credits.
This course is designed to introduce potential majors to the Health and Physical Education 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 Physical Education 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 designed 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 consists 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, hallucinogenics, 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 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 305. TEACHING METHODS IN HEALTH. 4 Credits.
Pre-requisites: PHED 365 and PHED 375. Students will learn how to create unit and lesson plans for K-12 health education, and teaching strategies for optimal delivery of health content. Students will learn the WA state and National Health Education Standards and how to apply them in the classroom and to various grade levels. Emphasis will be placed on developing a comprehensive school education program. Course content will cover health topics, comprehensive school health programs, and current health issues.

HLED 370. INTRODUCTION TO COMMUNITY AND PUBLIC HEALTH. 4 Credits.
Pre-requisites: sophmore standing.
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 will 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.

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.

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.

HLED 385. CO-OP FIELDWORK. 1-15 Credits.

HLED 386. EXPERIMENTAL COURSE. 1-5 Credits.

HLED 387. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

HLED 389. 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 INSURCTOR'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 445. HEALTH PROMOTION PROGRAM IMPLEMENTATION AND EVALUATION. 4 Credits.
Pre-requisites: HLED 440 with a grade ≥C.
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 FOR NON-PROFITS. 3 Credits.
Pre-requisites: ENGL 201 or permission of instructor.
This class will help students develop the necessary skills to write grant proposals for non-profit organizations. Students will team with local organizations to assist in the grant writing process. The skills developed will prepare the student 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.

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 ≥C.
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.
HONORS (HONS)

HONS 104. HONORS NATURAL SCIENCE LAB. 1 Credit.
The Honors Lab employs the scientific method to investigate and process physical, statistical and research generated data. Experiments are generally student designed.

HONS 110. HONORS FYE: HUMANITIES. 5 Credits.
Pre-requisites: freshman standing.
Satisfies: a BACR for Arts and Humanities.
This course introduces students to the mission and goals of EWU's Honors Program while supporting advanced student success skills and critical thinking in academic content within the Arts and Humanities breadth area.

HONS 120. HONORS FYE: NATURAL SCIENCE. 5 Credits.
Cross-listed: PHYS 120.
Satisfies: a BACR for Natural Science.
This course introduces students to the mission and goals of EWU's Honors Program while supporting advanced student success skills and critical thinking in academic content within the Natural Science breadth area.

HONS 126. MAKING SENSE OF THE COSMOS. 5 Credits.
Cross-listed: PHYS 126.
Pre-requisites: MTHD 104 or MTHD 106, with a grade ≥C, or ALEKS placement test score ≥41.
Satisfies: a BACR for natural science.
Our modern scientific view of the cosmos is a material universe obeying the laws of physics. This class explores the origins this view, covering the history, philosophy, physics, and astronomy behind it. The development is traced from classical Greece through the medieval Islamic world and the European Scientific Revolution into our modern understanding. The nonlinear and messy nature of this process is stressed, and key scientific, philosophical, religious, and cultural influences are examined.

HONS 130. HONORS FYE: SOCIAL SCIENCE. 5 Credits.
Satisfies: a BACR for social sciences.
This course introduces students to the mission and goals of EWU's Honors Program while supporting advanced student success skills and critical thinking in academic content within the Social Science breadth area.

HONS 161. CALCULUS I. 5 Credits.
Cross-listed: MATH 161.
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.

HONS 171. GENERAL CHEMISTRY I. 4 Credits.
Cross-listed: CHEM 171.
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.
Introduces chemistry concepts such as uncertainty in measurements, nomenclature, structure of matter, chemical equations and stoichiometry, introductory thermochemistry, periodic properties and chemical bonding.

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

HONS 201. INTERMEDIATE SPANISH AND CULTURE. 5 Credits.
Cross-listed: SPAN 201.
Pre-requisites: SPAN 103 or equivalent.
Satisfies: a BACR for humanities and arts.
Students will develop the ability to communicate in Spanish at the intermediate/advanced ACTFL level, both orally and in writing. Students will also broaden their cultural awareness and critical thinking skills as they study, discuss, read and write about global and local themes depicted in authentic literature, film, art, podcasts and other cultural products. Students will use Spanish creatively in daily discussions and also when engaged in presentational, writing and real-world tasks.

HONS 202. INTERMEDIATE SPANISH AND CULTURE. 5 Credits.
Pre-requisites: SPAN 201 or equivalent.
Satisfies: a BACR for humanities and arts.
Students will develop the ability to communicate in Spanish at the intermediate/advanced ACTFL level, both orally and in writing. Students will also broaden their cultural awareness and critical thinking skills as they study, discuss, read and write about global and local themes depicted in authentic literature, film, art, podcasts and other cultural products. Students will use Spanish creatively in daily discussions and also when engaged in presentational, writing and real-world tasks.

HONS 203. INTERMEDIATE SPANISH AND CULTURE. 5 Credits.
Cross-listed: SPAN 203.
Pre-requisites: SPAN 202 or equivalent.
Satisfies: a BACR for humanities and arts.
Students will develop the ability to communicate in Spanish at the intermediate/advanced ACTFL level, both orally and in writing. Students will also broaden their cultural awareness and critical thinking skills as they study, discuss, read and write about global and local themes depicted in authentic literature, film, art, podcasts and other cultural products. Students will use the Spanish language creatively in daily discussions and also when engaged in presentational, writing and real-world tasks.

HONS 213. THE VISUAL ART EXPERIENCE. 5 Credits.
Cross-listed: ART 213, HUMN 213.
Notes: this course is part of the Art Foundations program and is open to all art and non-art majors.
Satisfies: a BACR for humanities and arts.
Explore how the visual arts affect human life through exposure to the makers, materials, methods and meanings of art; engage with the visual art experience in a thematic manner to learn how it impacts personal, cultural and historical contexts.

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.
An examination of the history of African Americans from African civilizations in the 10th century A.D. through American slavery to the end of the Reconstruction era in the U.S. Major attention will be given to the social, political, and economic evolution of African Americans as a whole as well as the individual lives and work of famous black leaders.

HONS 220. AFRICAN AMERICAN HISTORY: POST CIVIL WAR TO PRESENT. 5 Credits.
Cross-listed: AAST 220, HIST 220.
Satisfies: a university graduation requirement—diversity.
An examination of the history of African Americans from the end of the Reconstruction era to contemporary issues of today. Major attention will be given to the social, political, and economic evolution of African Americans as a whole as well as the individual lives and work of famous black leaders and grassroots movements.

HONS 296. EXPERIMENTAL. 1-5 Credits.
Experimental

HONS 298. UNIVERSITY HONORS SEMINAR. 1-5 Credits.
Satisfies: a university graduation requirement—global studies.
Seminar

HONS 300. ART ACROSS TIME: PREHISTORY TO 17TH CENTURY. 5 Credits.
Cross-listed: ARTH 300.
Pre-requisites: ENGL 101; ART 213, HONS 213 or HUMN 213 (may be taken concurrently) or, permission of the instructor.
This critical survey traces the development of art from the beginning of humanity in Mesopotamia, the “cradle of civilization,” to the global Baroque. Includes the study of Ancient Greek art, the Medieval period, and the Renaissance, with a focus on cultural contact and the trade routes. Emphasis is on situating key works of art in their context. Provides the principles of visual analysis and library 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 302. ART ACROSS TIME: 18TH CENTURY TO CONTEMPORARY. 5 Credits.
Cross-listed: ARTH 302.
Pre-requisites: ENGL 101; ART 213, HONS 213 or HUMN 213 (may be taken concurrently) or, permission of the instructor.
This survey traces the development of modern and contemporary art, from Watteau to Ai Weiwei. Key artworks are studied in-depth and situated in their context to highlight the effects of modern selfhood, industrialization, globalization, revolutions, and wars on art. Emphasizes how artists have engaged with questions of tradition and cultivated the shock of the new. Includes many women, African-American, and Native American artists. Provides the principles of visual analysis and library research.

HONS 303. THE BODY IN ART. 5 Credits.
Cross-listed: GWSS 303, ARTH 303.
Pre-requisites: ENGL 201 and junior standing.
Satisfies: a university graduation requirement—diversity.
Many ideas about race, gender, and sexuality originate in representations of the body. This theme-based survey explores how figurative art has contributed, since prehistory, to shape today’s views. Emphasis in on applying contemporary issues, such as consent and identity, to the study of historical artworks. Includes class discussions and weekly writing assignments about art historical and critical texts that examine the production and perpetuation of cultural attitudes about the body.

HONS 311. SOCIAL AND POLITICL 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.
Pre-requisites: ENGL 10 or equivalent.
Satisfies: a university graduation requirement—global studies.
Successful completion of ENGL 101. This course will examine the historical unfolding of Africa both domestically and internationally. The major topics will include such themes as traditional institutions, political development, European colonialism, African nationalism along with the struggle for independence and the entry into the global free market and world affairs.

HONS 316. HISTORY OF WOMEN IN SCIENCE. 4 Credits.
Pre-requisites: Mathematical and English proficiency.
Satisfies: a university graduation requirement—diversity.
An introduction to the history of women in the STEM fields. Students will evaluate the factors that led to women being underrepresented in the STEM fields and the existing science gender data gaps. Prominent women scientists will also be highlighted.

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.
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.
Satisfies: a university graduation requirement—global studies.
The history of Chinese philosophy from the legendary Xia Dynasty to the golden age of the Song Dynasty. Focuses on Confucius' humanistic ethics, the naturalistic philosophy of Daoism, and the early Chinese schools of Buddhism.

HONS 332. LATIN AMERICAN PHILOSOPHY OF LIBERATION. 5 Credits.
Cross-listed: PHIL 332.
Pre-requisites: ENGL 101 or equivalent.
Satisfies: a university graduation requirement—diversity.
A research seminar focused on justice and liberation in the context of Latin America. Surveys a wide range of Philosophies including Indigenous, Colonial, Scholastic, Positivist, Feminist, Vitalist, and Pragmatist philosophies. Topics include the deleterious effect of ideas and practices from Europe and the US within the region, liberal praxis against oppression, the continued effects of US colonialism on Puerto Rico and how Latin American philosophy fosters political liberation.

HONS 340. RESEARCH METHODS FOR SOCIAL CHANGE. 5 Credits.
Pre-requisites: ENGL 201.
Satisfies: a university graduation requirement—diversity.
Introduces interdisciplinary research methods for social change and invites students to interrogate the colonized nature of traditional modes of inquiry which prescribe particular regimes of truth. Students will explore their own epistemological assumptions, and use tools of inquiry and discovery to explore transformative approaches to scholarship. Students will examine multiple critical approaches to inquiry including auto-ethnography and ethnography, feminist and indigenous research methods.

HONS 342. TRIBES, BANDS AND CHIEFDOMS. 5 Credits.
Satisfies: a university graduation requirement—global studies.
Approaches to understanding non-state societies and an examination of how their cultures contrast with each other and with our own way of life.

HONS 349. MAJOR CIVILIZATIONS OF ASIA. 5 Credits.
Satisfies: a university graduation requirement—global studies.
An ethnographic survey of Japan, China, Islam and India, emphasizing the core values of each.

HONS 355. INDIANS OF NORTH AMERICA. 5 Credits.
Satisfies: a university graduation requirement—diversity.
A comparative overview of distinctive Indian cultures. Opportunities for individual research provided.

HONS 357. PEOPLES OF LATIN AMERICA. 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 358. MEDICAL ANTHROPOLOGY. 5 Credits.
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 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 201 ≥C.
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.
Satisfies: a university graduation requirement—global studies.
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 435. MAJOR AUTHORS IN THE HISTORY OF PHILOSOPHY. 5 Credits.
Cross-listed: PHIL 435.
Pre-requisites: permission of instructor.
This course is a variable topics course exploring current interests.

HONS 439. HONORS SEMINAR. 1-5 Credits.
Pre-requisites: successful completion of ENGL 101.
Opportunities are made available for pursuing students' regional interests.

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 495. HONORS INTERNSHIP. 1-10 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

HONS 496. 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.
HEALTH SERVICES ADMINISTRATION (HSAD)

HSAD 196. EXPERIMENTAL. 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 315. SEMINAR ON PROFESSIONAL DEVELOPMENT. 1 Credit.
Pre-requisites: junior standing.
This course provides an introduction to professional development. Identified and reviewed are skills commonly associated with professional behavior critical to establishing and demonstrating competence in young professionals. The focus will be developing and enhancing professional behavior.

HSAD 322. HEALTH CARE TECHNOLOGY. 4 Credits.
Pre-requisites: HSAD 300 and BUED 425.
This course introduces the student to the technology used in healthcare for administrative, clinical and facility needs. Support systems for healthcare are also discussed. This illustrates the breadth and scope of technology in healthcare and its impact on patients, providers and payers.

HSAD 395. INTERNSHIP. 1-5 Credits.

HSAD 399. SPECIAL STUDIES. 1-10 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Subjects vary according to faculty and student interest and need.

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 introduces a variety of types of budgets used in health services. Also covered is the impact of health policy and health economics as considerations to the budget process. Students gain a working knowledge of the components, assumptions and complexity of the budget process in health organizations.

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 and BUED 425.
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 310, 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.
This course explores the administrative aspects of service delivery in the long term care continuum. Covered are types of organizations and facilities, financial, regulatory and policy impacts.

HSAD 470. HEALTHCARE FINANCE. 4 Credits.
Pre-requisites: BUED 302, DSCI 245, HSAD 300, HSAD 310, HSAD 322, HSAD 410 and BUED 425.
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 and financial aspects are discussed. Emergency planning and safety addressed are 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 practicum classes 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. 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. U.S. HEALTH SYSTEMS. 4 Credits.
Pre-requisites: graduate standing.
This course introduces health delivery systems. Topics covered include various health services delivery models and standards that impact population health, experience of care and per capita costs. Current practices are reviewed.

HSAD 510. HEALTH LAW AND HUMAN RESOURCES. 4 Credits.
Pre-requisites: graduate standing.
This course explores health law, regulatory and human resources. Topics include an introduction to our legal system, professional liability issues related to providers, legal issues in the operation and regulation of healthcare institutions, and institution patient relationships, institution physician relationship as well as institution employee relationships.
HSAD 520. HEALTH SYSTEMS FINANCE AND GOVERNANCE. 4 Credits.
Pre-requisites: graduate standing.
This course challenges students to understand both the healthcare financial responsibilities and governance oversight for health systems. The student will learn the financial operations and governance to help any organization be successful. The modules, taking a practical approach, will cover subject matters such as; financial operations, revenue cycle management, budgeting, hierarchical reporting process and expectations, governance and regulatory compliance.

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 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. BUSINESS INTELLIGENCE IN HEALTH SYSTEMS. 4 Credits.
Pre-requisites: graduate standing.
This course is designed to explore information as a strategic resource in an organization wide framework for supporting a health system's strategic operations, regulatory, legal, risk and environmental requirements. Review of current health systems implementation and impact on decision making for management and finance are evaluated.

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 596. EXPERIMENTAL COURSE. 2-5 Credits.

HSAD 599. INDEPENDENT STUDY. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
HEALTH SCIENCE (HSCI)

HSCI 400S. FOUNDATIONS OF PUBLIC HEALTH. 3 Credits.
Pre-requisites: admission to Health Science 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 Science 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 Science Program.
This course is designed to respond to the changing health environment and identifies current topics and issues as discussion foci.

HSCI 403S. ESSENTIALS OF PROCESS IMPROVEMENT. 3 Credits.
Pre-requisites: admission to Health Science 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 the diverse roles of the allied health professional.

HSCI 469S. APPLIED STATISTICS AND EVIDENCE-BASED DECISION MAKING FOR THE HEALTH SCIENCES. 4 Credits.
Pre-requisites: MTHD 104 or MTHD 106 or equivalent logic course approved by the department. Acceptance into Dental Hygiene or Health Science program.
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.
Pre-requisites: acceptance into Dental Hygiene or Health Science 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.
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 allied health care professional.

HSCI 487S. PRINCIPLES AND POLICIES OF HEALTHCARE MANAGEMENT. 3 Credits.
Pre-requisites: acceptance into Dental Hygiene or Health Science 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.
Pre-requisites: acceptance into Dental Hygiene or Health Science 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. HEALTH SCIENCE SENIOR CAPSTONE. 3 Credits.
Pre-requisites: admission to Health Science Program.
Satisfies: senior capstone university graduation requirement.
This course incorporates the major learning themes of the health science curriculum resulting in a student-generated culminating capstone project.

HSCI 491S. FOUNDATIONS OF CLINICAL EDUCATION. 5 Credits.
Pre-requisites: acceptance into Dental Hygiene or Health Science program.
A foundation course providing fundamental theories, teaching strategies and applications in education and leadership.

HSCI 492S. EDUCATION/HEALTH PROMOTION PRACTICUM. 3 Credits.
Pre-requisites: acceptance into Dental Hygiene or Health Science program.
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.

HSCI 494S. MYTHOLOGY, FOLKLORE AND HEALTHCARE. 4 Credits.
Pre-requisites: ENGL 201, DNHY 470S or HSCI 470S.
A course offering historical and diverse perspectives on health based on folklore and mythology.

HSCI 495S. PRIOR LEARNING PORTFOLIO DEVELOPMENT. 2 Credits.
Pre-requisites: admission to the Bachelor of Science in Health Science.
This course provides students with the theory of prior learning assessment and eportfolio development to document for prior learning assessment. Significant prior learning is documented via student eportfolio development for evaluation and awarded elective academic credit.

HSCI 496S. EXPERIMENTAL. 1-5 Credits.
HSCI 499S. INDEPENDENT STUDY. 1-4 Credits.
Independent Study.
HUMANITIES (HUMN)

HUMN 101. INTRODUCTION TO GENDER, WOMEN'S AND SEXUALITY STUDIES. 5 Credits.
Cross-listed: GWSS 101.
Satisfies: a BACR for humanities and arts.
This interdisciplinary course is designed to introduce you to the study of women, gender, feminism, and systems of oppression and privilege. We will draw upon a diverse collection of writing, classroom exercises, films, and discussions to better understand women's experiences (primarily in the U.S.) both empirically and theoretically.

HUMN 196. EXPERIMENTAL. 1-5 Credits.

HUMN 202. THEATRE IN THE HUMANITIES. 5 Credits.
Satisfies: a BACR for humanities and arts.
This course focuses on the relationship of theatre to various cultures throughout history. Students will survey different periods, styles and genres of theatre through play reading, discussion and viewing and critiquing theatrical performances. Students are introduced to the various elements of the production process.

HUMN 210. WESTERN LITERATURE I. 5 Credits.
Satisfies: a BACR for humanities and arts.
This course examines Sumerian, Hebrew, Greek, Roman, and early Christian literatures and cultures. Students will learn about the tradition of Western ideas and learn to distinguish early genres, such as epic, lyric, and drama, to recognize cultural narratives, beliefs, and symbols, and to develop skills in critical reading, writing, and the use of sources.

HUMN 211. WESTERN LITERATURE II. 5 Credits.
Satisfies: a BACR for humanities and arts.
This course examines European and Islamic literature of the Middle Ages until the Renaissance. Students will learn about the tradition of Western and Islamic ideas and learn to distinguish genres, such as epic, romance, and lyric, and narrative techniques, like frame narrative and allegory, and learn how these express cultural narratives, beliefs, and symbols, and finally to develop skills in critical reading, writing, and the use of sources.

HUMN 212. MUSIC IN ARTS AND CULTURE. 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. THE VISUAL ART EXPERIENCE. 5 Credits.
Cross-listed: HONS 213, ART 213.
Notes: this course is part of the Art Foundations program and is open to all art and non-art majors.
Satisfies: a BACR for humanities and arts.
Explore how the visual arts effect human life through exposure to the makers, materials, methods and meanings of art; engage with the visual art experience in a thematic manner to learn how it impacts personal, cultural and historical contexts.

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.
Introduction to Religion provides an introduction to the basic range of methods and issues in the study of religion. The course takes an interdisciplinary approach, one that is multi-dimensional, and cross-cultural in its sampling of religious perspectives. The course takes a phenomenological and non-sectarian approach to the study of religion. It describes the experiences, beliefs, and behaviors of religious people without prescribing them for the student and/or the instructor.

HUMN 216. WORLD LITERATURE I. 5 Credits.
Satisfies: a BACR for humanities and arts.
This course that examines ancient literary, religious, and philosophical texts from China and India. The course will examine the origins of Eastern philosophy, which may include Confucius, Laozi, and Zhuangzi, Chinese historical writing, ancient Indian epics, such as Mahabharata and Ramayana, Hinduism, and Buddhist writings, such as Jakata.

HUMN 217. WORLD LITERATURE II. 5 Credits.
Satisfies: a BACR for humanities and arts.
This course that examines medieval literary, religious, and philosophical texts from the early Islamic tradition to medieval Japan. The course may include a Persian epic, such as Shahnameh, Chinese narrative, such as Peach Blossom Spring, applications of Daoism, Japanese narrative, such as The Tale of Genji, and Indian, Chinese, and Japanese poetry.

HUMN 270. GREAT WORLD VIEWS. 5 Credits.
Satisfies: a BACR for humanities and arts.
This course involves an analysis of selected writings from the viewpoint of what is said about human nature, the scheme of things and humanity's place in that scheme. The emphasis is upon rational reflection and the relation of various philosophies to the life and conduct of the student. A variety of potential topics are looked at with particular attention to connections between and among topics.

HUMN 290. ARTS AND IDEAS. 5 Credits.
Notes: normally offered in summers only.
Satisfies: a BACR for humanities and arts.
This course traces the synthesis of Western values as reflected in the philosophy, art, music, and literature of Renaissance times. The curriculum is integrative to show social/historical values are paralleled in differing disciplines, drawing from other cultures (e.g., Islam). Examples from each discipline will be studied as early expressions of ideas relevant to current times. Students will also develop skills in disciplined reading, analytical discussion/writing, and using secondary sources.

HUMN 296. EXPERIMENTAL. 1-5 Credits.

HUMN 298. SEMINAR. 1-5 Credits.

HUMN 299. DIRECTED 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 315. EAST-WEST PHILOSOPHIES AND RELIGIONS. 5 Credits.
Pre-requisites: sophomore standing.
Satisfies: a university graduation requirement—global studies.
Comparative study of the world’s theological systems in their philosophical, historical and ethical contexts.

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 340. PERSPECTIVES ON DEATH. 5 Credits.
Pre-requisites: sophomore standing.
Satisfies: a university graduation requirement—global studies.
Human awareness of death is general and the philosophical, religious and cultural response to it is varied. All human beings have dealt with the reality of death and the course will consider the most prevalent and meaningful perspectives.

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 397. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 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 415. FEMINIST THEORIES. 5 Credits.
Cross-listed: GWSS 415, PHIL 415.
Pre-requisites: GWSS 101 or upper level GWSS or PHIL course.
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 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.
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 workplace 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. 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 characteristics on the societies in which they operate.

IBUS 471. INTERNATIONAL MANAGEMENT. 4 Credits.
Cross-listed: MGMT 471.
Pre-requisites: junior standing.
Satisfies: a university graduation requirement–global studies.
An examination of management and human resources functions in organizations that operate in international environments, and their applications for practicing managers.

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.
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 nselxcin.

IDST 202. SALISH LANGUAGE AND CULTURE II. 5 Credits.
Pre-requisites: IDST 201.
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 nselxcin.

IDST 203. SALISH LANGUAGE AND CULTURE III. 5 Credits.
Pre-requisites: IDST 202.
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 nselxcin.

IDST 296. EXPERIMENTAL COURSE. 4 Credits.
Experimental

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 340. NATIVE NORTH AMERICAN ART. 5 Credits.
Cross-listed: ARTH 340.
Pre-requisites: ENGL 101.
Satisfies: a university graduation requirement—diversity.
This course tells the story of American art from indigenous perspectives. It explores over 4,000 years of artistic practices by the native peoples of North America, from the origins of the Northwest Coast style to contemporary art. Studies the relation between process, rituals, and the meaning of works of art. Also includes discussions of cultural appropriation, the ethics of collecting, and the role of museums in preserving and displaying art.

IDST 376. CONTEMPORARY INDIGENOUS WOMEN. 5 Credits.
Cross-listed: GWSS 376.
Pre-requisites: sophomore standing or permission from the instructor.
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 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 the various 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.
Notes: The Indian Child Welfare Act of 1978 (ICWA, United States Code Title 25, §1901-1963) is central to this course and child welfare practice.
Pre-requisites: ENGL 101.
Satisfies: a university graduation requirement—diversity.
This course meets diversity criteria by examining movements that shape or challenge systems of power, privilege, oppression, and colonization. American Indians challenged state removal of their children resulting in federal law affirming tribal rights to protect families and children. Indian Child Welfare (ICW) covers legal, historical, and cultural issues applying to work with American Indian and Alaska Native families. Tribal and state child welfare perspectives are needed to understand ICW.

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.
Graduate level directed study and research projects in American Indian and Indigenous studies varying according to faculty and student interest.
INTERNATIONAL AFFAIRS
(INST)

INST 200. GLOBAL ISSUES. 4 Credits.
Pre-requisites: ENGL 101 or equivalent.
Satisfies: a university graduation requirement–global studies.
This course is a survey of important large-scale issues and conditions which are active in the contemporary world. It adopts a global studies interdisciplinary perspective in order to analyze these issues, with special focus on ecological and social-economic concerns.

INST 296. EXPERIMENTAL. 1-5 Credits.
INST 299. DIRECTED STUDY. 1-5 Credits.
INST 340. TRANSNATIONAL FEMINISMS. 5 Credits.
Cross-listed: GWSS 340.
Pre-requisites: ENGL 201 or equivalent.
Satisfies: a university graduation requirement–global studies.
This class challenges notions of “global sisterhood” by centering decolonial, Indigenous, post-colonial, queer of color, immigrant, and anti-imperialist feminist activism and theorizing. We employ a gendered lens to global politics, exploring transnational themes such as nationalism, fundamentalism, migration, neoliberalism, representation, “development” and global economies, war and militarism, human rights, and solidarity.

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. 1-5 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.
INTERPROFESSIONAL EDUCATION (IPEC)

IPEC 420S. INFORMATION LITERACY IN THE HEALTH SCIENCES. 2 Credits.
Notes: Geared for semester programs: Communication Sciences and Disorders, Health Sciences and Dental Hygiene undergraduate. Can be used as a general elective for Health Sciences Majors that are in semester programs.
Pre-requisites: junior standing.
Introducing concepts of information literacy in the health sciences, students will learn about the wide variety of information resources available to inform and direct their practice. Students will learn how to determine what types of information resources are needed, how to locate information resources efficiently, and how to evaluate the appropriateness of different resources for specific real-life scenarios faced by health science professionals.

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.

IPEC 596S. EXPERIMENTAL. 1-5 Credits.
Experimental.
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 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 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 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-15 Credits.
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. 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.

ITGS 499. DIRECTED STUDY. 1-5 Credits.
Directed Study.
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. INTERMEDIATE JAPANESE AND CULTURE. 5 Credits.
Pre-requisites: JAPN 103 or equivalent.
Satisfies: a BACR for humanities and arts.
Students will develop the ability to communicate in Japanese at the intermediate/advanced ACTFL level, both orally and in writing. Students will also broaden their cultural awareness and critical thinking skills as they discuss, read and write about global and local themes depicted in authentic literature, film, art, podcasts and other cultural products. Students will use the Japanese language creatively in daily discussions and also when engaged in presentational, writing and real-world tasks.

JAPN 202. INTERMEDIATE JAPANESE AND CULTURE. 5 Credits.
Pre-requisites: JAPN 201 or equivalent.
Satisfies: a BACR for humanities and arts.
Students will develop the ability to communicate in Japanese at the intermediate/advanced ACTFL level, both orally and in writing. Students will also broaden their cultural awareness and critical thinking skills as they study, discuss, read and write about global and local themes depicted in authentic literature, film, art, podcasts and other cultural products. Students will use the Japanese language creatively in daily discussions and also when engaged in presentational, writing and real-world.

JAPN 203. INTERMEDIATE JAPANESE AND CULTURE. 5 Credits.
Pre-requisites: JAPN 202 or equivalent.
Satisfies: a BACR for humanities and arts.
Students will develop the ability to communicate in Japanese at the intermediate/advanced ACTFL level, both orally and in writing. Students will also broaden their cultural awareness and critical thinking skills as they discuss, read and write about global and local themes depicted in authentic literature, film, art, podcasts and other cultural products. Students will use the Japanese language creatively in daily discussions and also when engaged in presentational, writing and real-world tasks.

JAPN 299. DIRECTED STUDY. 1-6 Credits.

JAPN 301. 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.
JOURNALISM (JRNM)

JRNM 100. EASTERNER STAFF. 3 Credits.
Notes: graded Pass/Fail; repeatable for up to 9 credits.
Prerequisites: 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.
Prerequisites: 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.
Prerequisites: 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.
Prerequisites: 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.
Prerequisites: 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.
Prerequisites: 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.
Prerequisites: 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.
Prerequisites: 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.
Prerequisites: 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.
Prerequisites: 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.
Prerequisites: 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.
Prerequisites: JRNM 100.
Students learn how to manage the publication of a student newspaper.

JRNM 435. CRITICAL WRITING. 4 Credits.
Prerequisites: 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. NEWS LITERACY: PROPAGANDA AND FAKE NEWS. 5 Credits.
Prerequisites: JRNM 333 or permission of the instructor.
This course considers philosophical questions and practical reporting techniques pertaining to news coverage. It develops students’ news literacy by expanding their ability to discern credible news sources from fake news and propaganda.

JRNM 453. PUBLIC RELATIONS WRITING. 5 Credits.
Notes: one of the requirements for public relations majors.
Prerequisites: JRNM 209 or JRNM 332.
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.
Prerequisites: JRNM 305 or TCOM 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.
MATH 107. MATHEMATICAL REASONING. 5 Credits.
Pre-requisites: MTHD 104 or MTHD 106 or equivalent course, or an ALEKS score ≥41.
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, statistics and basic finance mathematics. 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 test.
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 130. ESSENTIALS FOR MATH REASONING. 3 Credits.
Notes: Designed to partner with MATH 114 so that concepts, procedures, and skills needed for success in MATH 114 are developed in time for use in MATH 114. Since this course is a support for MATH 114, withdrawing from either course will require simultaneous withdrawal from the other.
Pre-requisites: MTHD 103, or placement into MTHD 104, and concurrent enrollment with MATH 114.
Develops conceptual understanding and procedural fluency within linear, exponential, quadratic, and rational equations, expressions, and functions, and absolute value and rate of change. Uses college-level mathematical skills such as building and using multiple representations, using technology, problem-solving, communication, and reasoning and develops mathematics success skills needed to read, listen, and write in mathematics.

MATH 131. ESSENTIALS FOR ALGEBRA CONCEPTS. 3 Credits.
Notes: Designed to partner with MATH 114 so that concepts, procedures, and skills needed for success in MATH 114 are developed in time for use in MATH 114. Since this course is a support for MATH 114, withdrawing from either course will require simultaneous withdrawal from the other.
Pre-requisites: MTHD 103, or placement into MTHD 104, and concurrent enrollment with MATH 114.
Develops conceptual understanding and procedural fluency within linear, exponential, quadratic, and rational equations, expressions, and functions, and absolute value and rate of change. Uses college-level mathematical skills such as building and using multiple representations, using technology, problem-solving, communication, and reasoning and develops mathematics success skills needed to read, listen, and write in mathematics.

MATH 141. PRECALCULUS I. 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 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.
Cross-listed: HONS 161.
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 or HONS 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. 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 or HONS 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, basis 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. 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 or MATH 210, or ALEKS score ≥56.
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 313. PATTERNS, RELATIONS AND ALGEBRAIC THINKING FOR PRIMARY TEACHERS. 5 Credits.
Pre-requisites: MATH 114 or MATH 210.
This course is an examination of algebraic and quantitative reasoning with an emphasis on topics related to P-3 mathematics: the meaning and use of variables; the properties of equality and arithmetic; the study and representations of numerical patterns and relationships; the development and use of symbolic, numeric and graphic representations.
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 321. PRECOLUMIAL MATHEMATICS TRADITIONS. 5 Credits.
Pre-requisites: Math and English proficiency.
Satisfies: a university graduation requirement–global studies.
Mathematics and math history tends to focus on the development of the mathematics of Europe and the Middle East. This course provides a survey of the independent mathematical achievements native to Africa, Asia, and the Americas. Topics in this course may vary, but each version of this course will introduce arithmetical, statistical, or geometrical ideas and traditions from each of these three regions. Students will complete a project to revitalize one of the traditions studied.

MATH 331. DISCRETE MATHEMATICS WITH APPLICATIONS. 5 Credits.
Pre-requisites: MATH 225 or both MATH 161 (or HONS 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: 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: mathematics proficiency clearance.
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.

MATH 399. SPECIAL STUDIES IN MATH. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

MATH 401. ADVANCED FORMAL LOGIC. 5 Credits.
Pre-requisites: PHIL 215 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, HONS 161, MATH 311 or MATH 313. 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. 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: MATH 311 or equivalent course approved by the department. 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 443. NUMERICAL METHODS. 5 Credits. Pre-requisites: MATH 231. This course introduces students to scientific computing. This course provides a survey of computational techniques to solve scalar non-linear equations, numerical integration and differentiation, and initial value problems. Additional topics may include Monte Carlo simulation, curve fitting, and linear programming.

MATH 444. NUMERICAL LINEAR ALGEBRA. 5 Credits. Pre-requisites: junior, senior or graduate standing; MATH 161 or HONS 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.
This 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 (\(\text{h}()\)). 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 INFERENCE 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, MATH 301, MATH 411 or permission of the instructor; and MATH 380, MATH 385, MATH 413 or MATH 485.
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. 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 495. INTERNSHIP. 1-15 Credits.
Internship.

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 numeration 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 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 530. APPLIED MATHEMATICS. 5 Credits.
Pre-requisites: acceptance into the graduate program.
This course provides theory and practice with vector spaces, Hilbert spaces, and continuous processes making use of finite elements, the Fourier, Laplace, and Wavelet transforms. Methods may include solutions of integral equations with applications to computer assisted tomography and magnetic resonance imaging.

MATH 531. APPLIED GROUP THEORY. 5 Credits.
Pre-requisites: admission to graduate program.
This course uses the structure of group theory to analyze real problems. Topics may include: tesselations and crystal structure, molecular symmetries, electronic structures, representation of vibrations, spin and double groups, virology.

MATH 534. METHODS OF DISCRETE MATHEMATICS. 5 Credits.
Pre-requisites: admission to graduate program.
This course provides theory and practice with discrete mathematical modeling. Topics may include chaos theory and fractals, linear programming, graph theory, computational complexity.

MATH 535. CRYPTOGRAPHY. 5 Credits.
Pre-requisites: admission to graduate program.
This course is an introduction to Cryptography. Topics may include: public key encryption, digital signatures, identification protocols, key agreement protocols, DES and AES blockciphers, RSA and ElGamal public-key encryption, cryptographic hash functions, information-theoretic and complexity-theoretic security.

MATH 539. SEMINAR IN SPECIAL TOPICS. 1-5 Credits.

MATH 544. NUMERICAL LINEAR ALGEBRA. 5 Credits.
Pre-requisites: admission to graduate program.
This course provides theory and practice with machine arithmetic, propagation, analysis, and alleviation of rounding errors and other perturbations. Methods include conditioning, matrix factorisations (LU, QR, SVD) and backward analysis. Typical applications are Google PageRank, Kalman filtering, data compression and image processing with wavelets. This course requires the use of computers and software available at EWU.
MATH 545. METHODS OF COMPUTATIONAL MODELING. 5 Credits.
Pre-requisites: admission to graduate program.
This survey course provides the computational foundations of Simulation, Optimization and Analysis (SOMA). To this end the course introduces the computational toolset necessary to investigate numerical solutions to differential equations and linear systems and method of optimization, including iterative methods, with analysis of stability and error.

MATH 547. NON-LINEAR DYNAMICS. 5 Credits.
Pre-requisites: admission to graduate program.
A course in dynamical systems theory. We discuss characterizations of stability, flows on stable, unstable, and center manifolds, and invariant sets. Other topics may include planar dynamics, Lyapunov functions, conservative systems, and the Hartman-Grobman theorem.

MATH 548. SPECTRAL THEORY. 5 Credits.
Pre-requisites: admission to graduate program.
This course provides theory and practice with convergence in distribution, differential operators, Green's functions, the Fredholm alternative, eigenfunction expansions, transform theory, spectral theory, approximation, asymptotic analysis, and perturbation theory.

MATH 550. MATHEMATICAL BIOLOGY. 5 Credits.
Pre-requisites: admission to graduate program.
This course provides advanced theory and practice with analytical and computational studies of biological systems. The course contains sophisticated mathematical models from physiological systems, ranging from single cell models to dynamics of coupled cells to behavior of systems or networks.

MATH 551. CONTINUOUS OPTIMIZATION. 5 Credits.
Pre-requisites: admission to graduate program.
This course provides theory and practice with continuous optimization (for instance, general, non-necessarily linear least-squares, with non-necessarily linear constraints, or convex analysis), with such applications as geodesic coordinates, non-linear curve and surface fitting, or machine learning. This course requires the use of computers and software available at EWU.

MATH 573. TOPICS IN APPLIED MATHEMATICS. 5 Credits.
Notes: may be repeated for credit (provided the topic is different).
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. APPLIED COMPLEX ANALYSIS. 5 Credits.
Pre-requisites: admission to graduate program.
This course provides theory and practice with complex analysis and its applications, for instance, linear and non-linear initial-boundary-value problems in electrostatics, electrodynamics, fluid dynamics, as well as Fourier and Radon Transforms in inverse problems of geologic, medical, oceanographic, and radar imaging. This course requires the use of computers and software available at EWU.

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 585. APPLIED LINEAR STATISTICAL MODELING. 5 Credits.
Pre-requisites: MATH 385 and admission to the graduate program, or permission of the instructor.
This course provides theory and practice with linear statistical models. Topics include: multiple regression, analysis of variance, non-parametric models. The course will include both a theoretical component as well as a practical component in the form of a student project.

MATH 586. ADVANCED TOPICS IN STATISTICS. 5 Credits.
Pre-requisites: MATH 585 and admission to graduate program, or permission of the instructor.
This course provides theory and practice with advanced topics in statistics chosen based on faculty expertise and student interests. Topics may include: generalized linear models, time series analysis, survival analysis. The course will include both a theoretical component as well as a practical component in the form of a student project.

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, department chair and college dean.

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 K–9 mathematics education or applied mathematics under the direction of a graduate committee.

MATH 696. APPLIED MATHEMATICS INTERNSHIP. 1-10 Credits.
Pre-requisites: an approved internship.
This course will consist of an internship with an approved business or research facility.
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, MATH 208, or MATH 121 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, 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.
MTED 290. EARLY MATH PRACTICUM. 3 Credits.
Pre-requisites: MATH 208 or MATH 141 or placement into ≥ MATH 161.
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 300. MATHEMATICS FIELD EXPERIENCE. 2-5 Credits.
Notes: may be repeated for credit.
Pre-requisites: junior standing.
Provides extra support and practice for teacher candidates preparing to teach mathematics. Students will plan and teach mathematics lessons, discussing the lessons with the instructor before and after teaching. Course instructor will observe at least one lesson, and videotapes of other lessons.

MTED 396. EXPERIMENTAL. 1-5 Credits.
Experimental.

MTED 399. DIRECTED STUDY. 1-6 Credits.
Independent and directed study.

MTED 425. ASSESSMENT IN THE MATHEMATICS CLASSROOM. 3 Credits.
Pre-requisites: junior standing.
Focuses on the relationship between classroom assessment and mathematics learning through readings, discussion, and practice-based methods. Addresses the forms and purposes of assessment in the mathematics classroom including the alignment of assessment to mathematics instruction, use of multiple sources of assessment information as evidence of learning, students' roles in assessment, and reflecting on effective methods. Students will use assessment to evaluate the effectiveness of lessons.

MTED 429. TOPICS IN MATHEMATICS EDUCATION. 1-3 Credits.
Notes: May be repeated for credit with different topics (specified in the section title). May be stacked with MTED 529.
Pre-requisites: junior 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.

MTED 476. MATHEMATICAL PROGRESSIONS. 3 Credits.
Notes: may be repeated for credit.
Pre-requisites: junior standing.
Focuses on the practical development of conceptually connected lesson sequences. Students plan a sequence of lessons that meet state standards and is mathematically coherent. This plan addresses the conceptual development of the topics. Throughout, students explore the mathematical derivation of this and related topics, anticipate students' future development and history with the topic, adapt their lesson plans to be suitable for the students in their classroom, and assess its effectiveness.

MTED 478. MATHEMATICAL MODELING IN SCHOOLS. 3 Credits.
Notes: may be repeated for credit.
Pre-requisites: junior standing.
Focuses on the development of project-based instruction in mathematical modeling that bridges the gaps between mathematics, science, and computer science instruction. Students will examine different methodologies of mathematical modeling instruction, contrasting different types and purposes of mathematical models and simulations. Students will develop their own modeling project for use in classrooms, sharing projects to create a library of projects that they can carry with them post-graduation.

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: 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: senior standing; MTED 425, MTED 476, or MTED 478.
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 492. UNDERGRADUATE RESEARCH IN MATHEMATICS EDUCATION. 1-4 Credits.
Notes: may be repeated for credit.
Pre-requisites: junior standing; at least one prior MTED course is highly recommended.
Students will read current research in mathematics education, write research questions, design a research project, carry out the project and present their results to an audience either as a presentation or as a written report submitted to a journal.

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

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.
MECHANICAL ENGINEERING (MENG)

MENG 199. DIRECTED STUDY. 1-5 Credits.
Directed Study

MENG 201. MATLAB. 4 Credits.
Pre-requisites: MATH 141, MATH 142 or MATH 161 with a grade ≥C.
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. 3 Credits.
Pre-requisites: MATH 162, PHYS 133 or PHYS 153, and PHYS 163, may be taken concurrently, all grades ≥C.
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 TECH 110 ≥C 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, PHYS 161, and MATH 161, all with grades ≥C.
Fundamentals of applied mechanics, equivalent force systems, equations of equilibrium, structures, three dimensional force systems and friction.

MENG 241. STRENGTH OF MATERIALS. 4 Credits.
Pre-requisites: MENG 240, MATH 162, PHYS 152, and PHYS 162, all with grades ≥C.
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 with grade ≥C.
Kinematics and kinetics of particles and rigid bodies using vector analysis; force mass acceleration, work and energy, impulse and momentum, and translating and rotating coordinate system.

MENG 300. LABORATORY ANALYSIS AND REPORTS. 5 Credits.
Pre-requisites: PHYS 133 or PHYS 153; PHYS 163, MATH 162, ENGL 201, all with ≥C; 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 307. INDUSTRIAL CONTROLS AND INSTRUMENTATION. 5 Credits.
Pre-requisites: MENG 207 with a grade ≥C.
This course includes principles of instrumentation, sensors, motors and actuators, electrical power systems, relays, and basic control theory. Emphasis will be on discrete control systems and methods.

MENG 353. INDUSTRIAL MATERIALS. 5 Credits.
Pre-requisites: CHEM 121, CHEM 151, CHEM 171, HONS 171; and CHEM 171L; and ENGL 201; and MATH 142, MATH 161, HONS 161, MATH 162 or MATH 163; all ≥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 and PHYS 162; MATH 162; MENG 300, may be taken concurrently; all with grades ≥C. 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; PHYS 162, 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: MENG 201 or CSCD 255; MENG 307; all grades ≥C 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; PHYS 163; 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.
Seminars

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 and MENG 241 and MENG 353, with grades ≥C, 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; PHYS 162, MENG 380 or METC 388 (may be taken concurrently), all with grades ≥C, 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:** MATH 241, MATH 347, MENG 300, MENG 382, MENG 386; all with grades ≥C, 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:** MATH 142 or MATH 161, with grades ≥C, and a declared Mechanical Engineering or Mechanical Engineering Technology major; 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.  

MENG 453. MATERIALS AND DESIGN. 5 Credits.  
**Notes:** four hour lecture, two hours lab per week.  
**Pre-requisites:** MENG 241 with a grade ≥C or METC 341 with a grade ≥B; MENG 353 with a grade ≥C; and a declared Mechanical Engineering or Mechanical Engineering Technology 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 and MENG 353, both with grades ≥C; and a declared Mechanical Engineering or Mechanical Engineering major. 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:** MENG 385 with a grade ≥B; 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:** MENG 385 with a grade ≥B; 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. PROCESS CONTROL. 5 Credits.  
**Pre-requisites:** MENG 385 with a grade ≥B; and a declared major in Mechanical Engineering. This course includes a study of process control and automation, including basic control concepts, open and closed loop systems, sensors, actuators, control methods. Practical emphasis one the control of flow, temperature, pressure, and level systems with PID control.  

MENG 490A. SENIOR CAPSTONE: DESIGN LABORATORY I. 2 Credits.  
**Pre-requisites:** MENG 217, MENG 241, MNTC 301 and ENGL 201, all with a grade ≥C; and senior standing, and a declared Mechanical Engineering major; MENG 385 with a grade ≥B-; and a declared major in Mechanical Engineering or Mechanical Engineering Technology. 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 truss, 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. 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.
MISC 295. INTERNSHIP. 1-6 Credits.

MISC 298. SEMINAR. 1-5 Credits.

MISC 299. DIRECTED STUDY. 1-15 Credits.

MISC 311. INFORMATION TECHNOLOGY IN BUSINESS. 4 Credits.
Pre-requisites: sophmore 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 370. MULTIMEDIA PRODUCTION OF BUSINESS DOCUMENTS. 4 Credits.
Pre-requisites: MISC 311, 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 311.
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 311.
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 311.
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 311 or CScD 211 or permission of the instructor.
This course will explore advanced tools in Spreadsheet Modeling, including Pivot Tables, Advanced Functions, What-ifs, Scenarios, Databases, and Data Analysis. Students will develop Excel skills to solve business problems.
MISC 488. HEALTH INFORMATION TECHNOLOGY. 4 Credits.
Pre-requisites: MISC 311.
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.
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.
Notes: two years of high school drafting is highly recommended.
Pre-requisites: METC 102 or permission of instructor.
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 or MATH 161; PHYS 131 or PHYS 151; all with grades ≥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 or MENG 240, both with grades ≥C.
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 or MENG 240 and MATH 162; all with grades ≥C.
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 or METC 388, both with grades ≥C.
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: PHYS 132 or PHYS 152; PHYS 162, MATH 162; MENG 300 (may be taken concurrently); all with grades ≥C, 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; PHYS 162, MATH 162, MENG 300, may be taken concurrently; all with grades ≥C; 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 or MENG 241; MENG 353, MATH 162; all with grades ≥C; 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, all with a grade ≥C; 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, ENGL 201 with a ≥C, and a declared Mechanical Engineering or Mechanical Engineering Technology major.
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.

METC 468. QUALITY ASSURANCE AND INTRO TO LEAN. 5 Credits.
Pre-requisites: PHYS 132 or PHYS 152; PHYS 162; MATH 162; MENG 300, may be taken concurrently; all with grades ≥C; 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: METC 341 or MENG 241; MENG 217, MATH 162, MNTC 301 and ENGL 201, all with grades ≥C; and senior standing; and 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).

METC 495. INTERNSHIP. 1-5 Credits.
Notes: Graded Pass/Fail. May be repeated for credit. 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.
Pre-requisites: junior or senior status and permission of the instructor, department chair and dean and a declared Mechanical Engineering Technology 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. 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.

METC 499. DIRECTED STUDY. 1-5 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.
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. 1-5 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 470. INTERNATIONAL BUSINESS. 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 characteristics on the
societies in which they operate.

MGMT 471. INTERNATIONAL MANAGEMENT. 4 Credits.
Cross-listed: IBUS 471.
Pre-requisites: junior standing.
Satisfies: a university graduation requirement–global studies.
An examination of management and human resources functions in
organizations that operate in international environments, and their
applications for practicing managers.

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
311, 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.
**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.
**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.
**Cross-listed:** IBUS 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.

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.
MLSC 101. BASIC MILITARY SKILLS I. 1 Credit.
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.

MLSC 102. BASIC MILITARY SKILLS II. 1 Credit.
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 MLSC.

MLSC 103. BASIC MILITARY SKILLS III. 1 Credit.
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.
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: concurrently enrolled in MLSC 201 or MLSC 202 or MLSC 203, and department permission required.
This lab focuses on basic military skills such as land navigation, first aid, the Army Warrior Task Training tasks (CTT), weapons marksmanship, the development of leadership, stressing the practical application of leadership principles, techniques, styles and responsibilities. Students participate as a member of a team or leader of the team and are 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 enrolled EWU students.
Pre-requisites: permission of department and 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, department chair and college dean.
Topics are mutually agreed upon by students and the instructor

MLSC 301. MILITARY SCIENCE & TACTICS I. 3 Credits.
Notes: Students are required to be enrolled in the ROTC program. The required MLSC 101, MLSC 102, MLSC 103 and MLSC 201, MLSC 202, MLSC 203 series must be completed before enrolling in the 300-400 level series.
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 levels. 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. In addition, 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. The required MLSC 101, MLSC 102, MLSC 103 and MLSC 201, MLSC 202, MLSC 203 series must be completed before enrolling in the 300-400 level series.
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.
Notes: Students are required to be enrolled in the ROTC program. The required MLSC 101, MLSC 102, MLSC 103 and MLSC 201, MLSC 202, MLSC 203 series must be completed before enrolling in the 300-400 level series.
Pre-requisites: permission from the department chair.
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.

MLSC 399. INDIVIDUAL STUDIES. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Topics are mutually agreed upon 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: MLSC 307 and senior standing; or permission of instructor.
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
MANUFACTURING TECHNOLOGY (MNTC)

MNTC 208. SURVEY OF ELECTRICITY. 4 Credits.
Pre-requisites: MATH 142 or MATH 161 or MATH 162; PHYS 100 or PHYS 110 or PHYS 121 or PHYS 131 or PHYS 151; with grades ≥C.
Introduces the student to direct current, alternating current (including residential wiring), and amplifying devices.

MNTC 301. METALLIC PROCESSES. 5 Credits.
Pre-requisites: MATH 142, MATH 161, MATH 162, METC 110 or MENG 217; all ≥C.
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: MATH 142, MATH 161, MATH 162, METC 110, MENG 217 or; all ≥C.
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: MATH 142 or MATH 161 or MATH 162; MENG 217 and, MNTC 301; all with grades ≥C.
A comprehensive course in machine tool operations, both conventional and CNC. Course includes cutting operations, precision measurement, set up, and CNC programming.

MNTC 404. COMPUTER NUMERICAL CONTROL. 5 Credits.
Pre-requisites: MATH 142 or MATH 161 or MATH 162; MNTC 301, MNTC 402, MENG 217; all with grades ≥C.
This course provides the learner with experience utilizing CNC processes. Programming methods will include manual, CAM software and conversational languages.

MNTC 406. WELDING TECHNOLOGY. 4 Credits.
Pre-requisites: MATH 142 or MATH 161 or MATH 162, MNTC 301 ≥C or permission of the instructor.
Theory and practice of welding ferrous and non-ferrous metals. Practice in oxyacetylene, shielded metal arc and inert gas processes.

MNTC 430. MACHINE TOOL II. 5 Credits.
Pre-requisites: MATH 142 or MATH 161 or MATH 162; MNTC 301, MNTC 402, MNTC 404, MENG 217; all with grades ≥C.
Application and theory in the design, development and function of tooling, dies, molds, jigs, and fixtures. Laboratory experiences provide a problem solving approach to development of prototypes in both unit and mass production applications.

MNTC 439. TOPICS IN MANUFACTURING. 5 Credits.
Notes: An authorized elective substitution for MNTC 495. This course is only offered during the summer quarter.
Pre-requisites: TECH 331, TECH 462: all with grades ≥C, and junior standing.
This course explores topics in manufacturing that are beyond the scope of the regular program course curriculum. It allows for a more in-depth coverage through lecture, discussion, and explorations of the manufacturing world as students prepare to enter the work force.

MNTC 490. SENIOR CAPSTONE: PRODUCTION LAB. 4 Credits.
Cross-listed: APTC 490, CMTC 490, DNTC 490, TECH 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.

MNTC 491. SENIOR PROJECT. 4-6 Credits.
Cross-listed: APTC 491, CMTC 491, DNTC 491, TECH 491.
Pre-requisites: senior standing.
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 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.

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.
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 in applied lessons, 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 must audition to be accepted into applied study. Every student who is registered for applied music must be also 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 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 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. Only declared freshmen music performance majors should register for this number.
This is an applied lesson on instrument/voice and students are expected to practice two hours per day to prepare for each weekly lesson. 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.
Notes: may be repeated.
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 ARTS AND CULTURE. 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. AMERICAN POPULAR MUSIC: 1920 AND BEYOND. 5 Credits.
Satisfies: a BACR for humanities and arts.
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 address the political, cultural and social impact of popular music’s evolution through the 20th and 21st centuries.

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 pre-registration for correct assignments.

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. 4 Credits.
Prerequisites: 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. 4 Credits.
Prerequisites: 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. 4 Credits.
Prerequisites: MUSC 103, MUSC 251.
A detailed study and analysis of the music in Western Civilization from 1800 to the present.

MUSC 280. JAZZ ARRANGING I. 1 Credit.
Prerequisites: MUSC 108.
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. JAZZ ARRANGING II. 1 Credit.
Prerequisites: 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.
Prerequisites: MUSC 103.
Students are introduced to musical concepts relating to the jazz idiom such as scales, harmonies and styles. They acquire basic jazz piano and aural skills.

MUSC 287. JAZZ IMPROVISATION I. 1 Credit.
Prerequisites: MUSC 103.
This course introduces various aspects of basic improvisational tools and skills, combining theory with playing and piano skills.

MUSC 288. JAZZ IMPROVISATION II. 1 Credit.
Prerequisites: MUSC 287.
This course provides a firm grounding in the fundamental concepts of jazz theory, including mode and chord construction. It includes basic forms such as AABA, Rhythm Changes and Blues.

MUSC 289. JAZZ IMPROVISATION III. 1 Credit.
Prerequisites: MUSC 288.
This course helps students gain mastery over the melodic minor concept of improvisation. Students will learn the modes of melodic minor and how the modes relate to modal and functional harmony. Students will also learn to manipulate various patterns based on the melodic minor modes.

MUSC 296. EXPERIMENTAL COURSE. 1-5 Credits.
MUSC 299. SPECIAL STUDIES. 1-5 Credits.
MUSC 305. COUNTERPOINT. 2 Credits.
Prerequisites: 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. 2 Credits.
Prerequisites: MUSC 103.
This course is the study of fundamental conducting techniques including score study and rehearsal techniques, and will focus on aspects of choral conducting, both small and large ensembles.

MUSC 312. ADVANCED CONDUCTING. 2 Credits.
Prerequisites: MUSC 310.
This course is the study of fundamental conducting techniques including score study and rehearsal techniques, and will focus on aspects of instrumental conducting, both small and large ensembles.

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.
Prerequisites: 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.
Prerequisites: 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 323. FOREIGN LANGUAGE READING AND COMPREHENSION. 1 Credit.
Prerequisites: MUSC 320 or permission of instructor.
This course is designed to familiarize students with canonic texts that have inspired vocal literature. The course will focus on best practices for building reading and comprehension techniques in Italian, French, and German. By the end of this course, students will be able to roughly translate large portions of canonic text in Italian, French, and German with just a dictionary.

MUSC 324. VOCAL LITERATURE I. 2 Credits.
Prerequisites: MUSC 322 or permission of instructor.
This course is designed to familiarize students with canonic composers, poets, songs, and chamber works in the English and German languages. By the end of this course, students will be able to discuss hallmarks of each composer's style and poetic trends depicted in vocal literature. Students will be able to identify major works from each composer's catalogue, and recognize composers through score identification exercises.
MUSC 325. VOCAL LITERATURE II. 2 Credits.
**Pre-requisites:** MUSC 322 or permission of instructor.
This course is designed to familiarize students with canonic composers, poets, songs, and chamber works in the Italian and French languages. By the end of this course, students will be able to discuss hallmarks of each composer's style and poetic trends depicted in vocal literature. Students will be able to name major works in each composer's catalogue and recognize composers through score identification exercises.

**Notes:** may be repeated.  
**Pre-requisites:** MUSC 203.

MUSC 338. ORCHESTRA REPERTOIRE FOR STRING. 1 Credit.  
**Notes:** may be repeated.
**Pre-requisites:** MUSC 203.
This course focuses on 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 music, 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 music 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.  
**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.  
**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.
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 366. DATA-TO-MUSIC SONIFICATION. 3 Credits.  
**Pre-requisites:** MUSC 244.
Students dedicate the first half of the quarter to exploring, designing mapping systems for converting data into aural displays. The second half of the quarter is dedicated to creating data-to-music sonifications from data in the sciences, economics, sport, or any other source of interest. Projects that involve regional business partnerships are encouraged.

MUSC 367. 3-D AUDIO. 3 Credits.  
**Pre-requisites:** MUSC 361.
This is a course about 3D audio theory, techniques and applications. Students will learn physical acoustics of spatial sound, stereo and multi-speaker sound reproduction, spacial sound applications in film/movies, gaming and other fields.

MUSC 371. COMMERCIAL VOICE LESSON. 1 Credit.  
**Notes:** this course is repeatable for 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 381. ALTERNATIVE INSTRUMENTAL TECHNIQUES. 1 Credit.  
**Pre-requisites:** MUSC 205.
Students learn how to work with the instruments, specifically the steel drum, guitar, etc., for future classroom teaching in K–12 systems.

MUSC 382. STRINGED 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 383. WOODWIND INSTRUMENT TECHNIQUES. 1 Credit.  
**Notes:** may be repeated twice for a total of 2 credits; music minors and non-music majors/minors require permission of the department chair or area coordinator.
The students will receive elementary and pedagogical instruction for woodwind instruments. Instruction will include materials and techniques for music education majors.
MUSC 384. 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 385. 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 386. SOUND SPACES. 3 Credits.
Cross-listed: CSCD 386.
Notes: this course may be repeated.
Pre-requisites: MUSC 301.

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 388. PERSPECTIVES ON GLOBAL MUSIC. 4 Credits.
Pre-requisites: ENGL 201.
Satisfies: a university graduation requirement—global studies.
This course explores the role music plays in the formation of ethnic
and national identities. By closely studying several contrasting music
cultures, we see how music shapes attitudes toward self and other,
serving to map territories that are both inclusive and exclusive, personal
and cross-cultural. Skills developed in the course are analytical, critical
thinking, listening, and writing.

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 404. BAND ARRANGING. 3 Credits.
Pre-requisites: MUSC 204.
Instruments of the band with practical application to the art of band
scoring. Original work and transcriptions.

MUSC 405. ORCHESTRATION. 3 Credits.
Pre-requisites: MUSC 204.
Practical study of the art of symphonic scoring. Original work and
transcriptions.

MUSC 408. INSTRUCTION ON INSTRUMENT OR VOICE. 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 409. 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 410. AUDIO ENGINEERING AURAL SKILLS. 3 Credits.
Pre-requisites: MUSC 301.
The successful audio engineer should ideally possess both an
understanding of theoretical concepts and highly developed critical
listening skills related to sound recording and production. This class
will train the aural acuity of the students from an audio production
perspective, and teach the skills needed to tell the difference between
sounds in each step of audio production.

MUSC 411. AUDIO MASTERING TECHNIQUES. 3 Credits.
Pre-requisites: MUSC 301.
Mastering is the last creative phase in the audio production process,
the bridge between mixing and distribution. This class will teach audio
tools and equipment, sound signal processing, acoustic concepts and ear
training. During the class the instructor will guide students in the different
genres of music and the creative mastering techniques that produce a
quality product.

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 204.
Methods and materials for teaching a complete music program in the
first six grades.
MUSC 442. ALTERNATIVE ENSEMBLE METHODS. 1 Credit.
Pre-requisites: MUSC 106.
In this course students will gain experience in playing and teaching music ensembles such as steel drum, African Drum, mariachi, popular music combos, etc. The course will give students a practical introduction to the performance techniques on instruments in the selected ensembles and how to teach and facilitate these ensembles in the K-12 music education curriculum.

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: ENGL 201.
Development of critical understanding and skills in supporting elementary classroom learning through curricular integration of music.

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. PIANO PRACTICUM TEACHING. 1-5 Credits.
May be repeated for credit. May be stacked with MUSC 586.

MUSC 465. PIANO PEDAGOGY. 3 Credits.
Pre-requisites: junior or senior standing.
Preparation for teaching individual and class percussion in the studio.

MUSC 470. SENIOR RECITAL. 1-5 Credits.

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 483. 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 489. CASE STUDIES IN MUSIC INDUSTRY. 3 Credits.
Pre-requisites: ENTP 388.
The goal of this seminar is to help students explore examples of music businesses that were successful and not so successful. Students will learn to analyze and reflect on the business experiences provided in the class discussion.
MUSC 490. SENIOR CAPSTONE. 4 Credits.
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 510. ADVANCED CONDUCTING. 3 Credits.
Notes: may be repeated for a maximum of 9 credits.
Pre-requisites: permission of instructor required.
Study of conducting techniques through review of orchestra, wind ensemble and choral performances. Intensive study of current conducting and rehearsal practices at the international levels.

MUSC 520. 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 522. LITERATURE REVIEW IN MUSIC EDUCATION. 3 Credits.
Pre-requisites: MUSC 521.
Analysis of recent literature reviews in Music Education and the development of skills in writing reviews of literature.

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 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.
Study of conducting techniques through review of orchestra, wind ensemble and choral performances. Intensive study of current conducting and rehearsal practices at the international levels.

MUSC 552. LITERATURE REVIEW IN MUSIC EDUCATION. 3 Credits.
Pre-requisites: MUSC 521.
Analysis of recent literature reviews in Music Education and the development of skills in writing reviews of literature.

MUSC 553. MUSIC OF THE BAROQUE PERIOD. 3 Credits.
Satisfies: a university graduation requirement–senior capstone.
Study of the interdependent relationship between society, music and music education.

MUSC 554. MUSIC OF THE CLASSICAL PERIOD. 3 Credits.
Satisfies: a university graduation requirement–senior capstone.
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 555. MUSIC OF THE ROMANTIC PERIOD. 3 Credits.
Satisfies: a university graduation requirement–senior capstone.
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 556. MUSIC OF THE 20TH CENTURY. 3 Credits.
Satisfies: a university graduation requirement–senior capstone.
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 557. JAZZ STYLES AND ANALYSIS. 3 Credits.
Satisfies: a university graduation requirement–senior capstone.
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 558. HISTORY OF JAZZ-PEDAGOGY. 3 Credits.
Pre-requisites: permission of the instructor.
This course is for the graduate student to learn and become familiar with various artists through transcription, biographical information pertaining to a specific instrument.

MUSC 559. HISTORY OF JAZZ-PEDAGOGY. 3 Credits.
Pre-requisites: permission of the instructor.
This course is for the graduate student to learn and become familiar with various artists through transcription, biographical information pertaining to a specific instrument.

MUSC 560. 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 561. COUNTERPOINT. 2 Credits.
This course explores the contrapuntal rules and recommendations that guide music composition in tonal contexts.

MUSC 562. TOPICS IN THEORY. 3 Credits.
Exploring a variety of topics in Music Theory through research and discovery of analytical methods.
MUSC 564A. 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 564B. 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 564C. 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 468. 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 567. ADVANCED ACCOMPANYING. 3 Credits.
Notes: may be stacked with MUSC 467. Focus is exclusively on the art of vocal and instrumental keyboard collaboration. Students explore and project different styles and sound qualities required for the artistic performance of diverse chamber ensemble repertoire as a collaborative artist. Students are engaged in intensive listening, coaching, writing, rehearsing and performing.

MUSC 568. 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 569. 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 571. JAZZ ENSEMBLE DIRECT/CONDUCT. 3 Credits.
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 572. GRADUATE IMPROVISATION-PEDAGOGY. 3 Credits.
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 573. 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 574. 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 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.
Notes: register for a section of this course only after advising with the graduate program director.
Thesis.
MUSC 601. GRADUATE RECITAL. 1-15 Credits.
Notes: register for a section of this course only after advising with the graduate program director.
Graduate Recital—performance and document.
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 610. THEORY AND COMPOSITION FOR K-12. 3 Credits.
This course consists of the exploration of teaching strategies for music theory and composition at the K–12 instructional level. Students will research ideas and test them in classroom environments. The course will be project-oriented. Students will learn to integrate and enhance music theory and composition at K–12 level.
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 on independent interview research with a music industry professional.
MUSC 666. 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 667. 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)

**MUSE 301. CONCERT JAZZ ORCHESTRA. 1 Credit.**
- **Notes:** may be repeated.
- Music performance ensemble.

**MUSE 302. REPERTORY JAZZ ENSEMBLE. 1 Credit.**
- Music performance ensemble.

**MUSE 303. JAZZ LAB ENSEMBLE. 1 Credit.**
- Music performance ensemble.

**MUSE 304. COLLEGIANS. 1 Credit.**
- Music Performance Ensemble.

**MUSE 305. VOCAL JAZZ II. 1 Credit.**
- Music performance ensemble.

**MUSE 310. JAZZ COMBOS. 1 Credit.**
- **Pre-requisites:** performance audition.
- Music performance ensemble.

**MUSE 320. MARCHING BAND. 1 Credit.**
- Music performance ensemble.

**MUSE 321. WIND ENSEMBLE. 1 Credit.**
- Music performance ensemble.

**MUSE 322. SYMPHONIC BAND. 1 Credit.**
- Music performance ensemble.

**MUSE 330. ORCHESTRA. 1 Credit.**
- Music performance ensemble.

**MUSE 340. SYMPHONIC CHOIR. 1 Credit.**
- Music performance ensemble.

**MUSE 341. CONCERT CHOIR. 1 Credit.**
- Music performance ensemble.

**MUSE 350. OPERA WORKSHOP. 1 Credit.**
- **Notes:** may be repeated.
- **Pre-requisites:** performance audition.
- Music performance ensemble.

**MUSE 360. BRASS ENSEMBLE. 1 Credit.**
- **Notes:** may be repeated.
- Music performance ensemble. Course includes quintet, duo, quartet and trio repertoire as per the enrollment.

**MUSE 362. CHAMBER MUSIC ENSEMBLES. 1-3 Credits.**
- **Notes:** may be repeated.
- **Pre-requisites:** performance audition.
- Music performance ensembles.

**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 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 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 concert opportunities throughout the year, demonstrating mastery of the music, individually and collaboratively.
MUSE 510. JAZZ COMBOS. 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 symphonic 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 ENSEMBLE. 1 Credit.
Pre-requisites: admitted by performance audition.
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 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 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 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.
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.
OCCUPATIONAL THERAPY (OCTH)

OCTH 101S. 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 292S. 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 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. 2 Credits.
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. ANALYSIS AND SYNTHESIS OF OCCUPATIONAL PERFORMANCE. 3 Credits.
This course will teach students how to analyze daily activities and discover their therapeutic value to support intervention strategies with persons who are experiencing dysfunction in occupational performance. Students will integrate theory and knowledge of OT Practice Framework to progress to in-depth analysis of occupational performance. Students will learn how to synthesize information from a variety of sources and apply it to creating, adapting, and grading therapeutic activities.

OCTH 510S. GROUP PROCESS. 3 Credits.
This course focuses on several advanced skills of professional communication and behaviors. Emphasis is on learning theory and foundations of, a) intentional use of self; b) group facilitation, c) group process, d) interpersonal communication, and e) a reflective evaluation process used for building interpersonal communication skills. These skills are necessary tools for emerging and traditional practice arenas in occupational therapy.
OCTH 512S. FIELDWORK II SEMINAR. 1 Credit.
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 517S. GRP PROCESS: FIELD APPLICATION. 1 Credit.
This course focuses on several advanced skills of professional communication and behaviors. Emphasis is on application of, a) intentional use of self; b) group facilitation, c) group process, v) interpersonal communication, and on e) a reflective evaluation process used for building interpersonal communication skills while offering services within 2 community settings. These skills are necessary tools for emerging and traditional practice arenas in occupational therapy.

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 competence 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.
Student will have the opportunity to identify, evaluate, and critically analyze the psychometric properties and application of several of the most commonly used evaluation and assessment tools used in occupational therapy. The course offers the following information and experiences: 1. knowledge of the psychometric principles, 2. analysis of the assessment properties, 3. critical selection of appropriate assessment tools and 4. standardized assessment use and documentation of results.

OCTH 530S. OCCUPATIONAL PERFORMANCE AND MENTAL HEALTH: LPD. 3 Credits.
This course will focus on the provision of occupational performance, client-centered, recovery-based, and evidence-based approaches to occupational therapy in mental health. The course provides the learner with foundational skills in the evaluation, analysis and intervention planning critical to effective occupational therapy service provision for adolescents, adults and older adults with mental illness.

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 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. 3 Credits.
This course provides learners with theories, knowledge, and application opportunities related to evaluation, analysis, and intervention planning for children with special needs in varied pediatric occupational therapy practice settings. The focus is on the provision of occupational therapy services with children. Specific skill building will focus on evaluation, interpreting evaluation information, and designing evidence-based intervention. Analysis of childhood occupations, disabling condition.

OCTH 533S. OCCUPATIONAL PERFORMANCE AND OLDER ADULTS. 3 Credits.
Notes: A section of this course is to be taken concurrently with the related field application section of OCTH 538S. Success in both courses is needed to demonstrate competence in addressing occupational performance concerns of older adults and to progress to the next level of course work. This course provides students with an understanding of theoretical basis and intervention skills applied in the occupational therapy process with the older adult. Topics include: a) review of physiological and psychosocial aspects of typical aging and the relationship to occupational performance, b) occupational therapy evaluation and intervention skills for common health conditions affecting functional performance in the aging population, and c) special topics in occupational therapy geriatric.
OCTH 535S. OCCUPATIONAL PERFORMANCE AND MENTAL HEALTH: PAS. 3 Credits.
This course will focus on the provision of occupational performance, client-centered, recovery-based, and evidence-based approaches to occupational therapy in mental health. The course provides an opportunity for the learner with an opportunity to apply foundational skills in the evaluation, analysis and intervention planning critical to effective occupational therapy service provision for individuals with mental illness.

OCTH 537S. OCCUPATIONAL PERFORMANCE OF CHILDREN AND ADOLESCENTS: PAS. 3 Credits.
This course provides students with opportunities for practical application of theories and practice skills for children with special needs in a variety of practice settings. The focus is on practicing and simulating provision of occupational therapy services with children including: assessment, interpreting evaluation information, and designing evidence-based intervention. Students working under faculty supervision will apply knowledge and skills with children, families and other professionals.

OCTH 538S. OCCUPATIONAL PERFORMANCE AND OLDER ADULTS: FIE. 1 Credit.
Notes: A section of this course is to be taken concurrently with the related section of OCTH 533S. Success in both courses will need to be demonstrated in order to demonstrate competence in addressing occupational performance concerns of older adults and to progress to the next level of course work.
This course is designed to provide the student with opportunities to apply knowledge and skills related to occupational therapy assessment, planning, intervention and consultation for the older adult. Occupational therapy principles and theories will be applied through classroom discussion and skill development in preparation for, and through delivering and being evaluated on, services to older adults under supervision in the community.

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. 3 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. The course is designed to incorporate an inter-professional experience with community members who assist students with creating products and providing technology solutions.

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. 3 Credits.
Notes: graded Pass/Fail.
This is the first in a series of two courses in which students are engaged in synthesis Capstone projects to support the requirements for the Master of Occupational Therapy degree. Students will establish timelines for completion of their project which may be done in either group or individual format linked to one of the three threads: 1. research, 2. clinical skills, or 3. community engaged scholarship. Faculty mentors work with students to determine semester goals.

OCTH 602S. PROFESSIONAL PROJECT II. 2 Credits.
Notes: graded Pass/Fail.
This is the second of two required courses in which Master of Occupational Therapy students will continue to work with their faculty mentor toward the completion and dissemination of their Capstone project, as initiated in OCTH 601S. All projects require the completion of a professionally-written scholarly document highlighting the student's process and results: the format of which will be determined individually by each Committee Chair. Publication/presentation of work is highly encouraged.
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.
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, HONS 161 or MATH 200.
Sustainable revenues are generated by businesses through the timely creation and distribution of products and services desired in the marketplace. This course describes the operational activities associated with these tasks in environments of change and uncertainty. In addition, the theories, principles and practices driving decision-making in each of these operational areas are analyzed.

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 429. WAREHOUSE AND DISTRIBUTION MANAGEMENT. 4 Credits.
Pre-requisites: OPSM 330.
The study of warehouse operations focuses on facility layout, process, automation, warehouse management systems, productivity improvement, inventory management, measurement and general management. Computer and mathematical models will be used as a foundation for some analysis, but the primary topics of interest will emphasize relevant and practical operations. Course content may include some specialty topics delivered by industry professionals.

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 499. DIRECTED STUDY. 1-5 Credits.
Prerequisite: permission of the instructor, department chair and college dean

OPSM 598. GRADUATE SEMINAR. 1-5 Credits.
PUBLIC ADMINISTRATION (PADM)

PADM 501. PUBLIC ADMINISTRATION RESEARCH APPROACHES. 5 Credits.
Notes: this course should be taken the 1st or 2nd quarter in the program.
Assists the student in developing research designs, as well as developing skills in locating, obtaining and assembling information pertinent to public administration. The course explores various approaches to research found in public administration literature. An overview of quantitative, qualitative and mixed methods, including interviews, surveys, case studies, field research, and statistical analysis.

PADM 503. FOUNDATIONS OF PUBLIC ADMINISTRATION. 5 Credits.
Notes: this course should be taken the 1st or 2nd quarter in the program.
Pre-requisites: graduate standing or consent of the instructor.
Offers an analysis of the development of the administrative state and the profession of public administration. Emphasis is placed on the historical, political, and socioeconomic contexts of public service, as well as on the ethical and foundational values that underlie modern public administration theory and practice.

PADM 507. PUBLIC POLICY ANALYSIS. 5 Credits.
Pre-requisites: graduate standing or consent of the instructor.
Offers an examination of the policy making process, including the development and formulation policy agendas, the use of rational decision-making techniques, and the use of quantitative and qualitative approaches to policy analysis. Analytical tools include political and economic modeling.

PADM 509. PUBLIC PERSONNEL ADMINISTRATION. 5 Credits.
Pre-requisites: graduate standing or consent of the instructor.
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. Issues such as employee hiring and screen and professional development of employees are also discussed.

PADM 511. PUBLIC ORGANIZATIONAL THEORY AND LEADERSHIP. 5 Credits.
Pre-requisites: graduate standing or consent of the instructor.
A review of contemporary organization theory and the ways that theory informs and reflects the processes of public management and leadership.

PADM 513. PUBLIC PLANNING AND BUDGETING. 5 Credits.
Pre-requisites: graduate standing or consent of the instructor.
An examination of budget process emphasizing bureaucratic politics, policy issues, alternative methods, and strategic planning techniques.

PADM 515. ADMINISTRATIVE LAW AND REGULATION. 5 Credits.
Pre-requisites: graduate standing or consent of the instructor.
A description, analysis and critique of the American systems of administrative law, rule making and regulation, and their impact on public management. This course focuses on the ways various interpretations of the U.S. Constitution and of U.S. Supreme Court cases affect public administration theory and practice.

PADM 523. PUBLIC FINANCIAL MANAGEMENT. 5 Credits.
Pre-requisites: graduate standing or consent of the instructor.
Presents a broad overview of the development of the theory of public expenditure and taxes and the management of financing by U.S. governments. It describes optional means of financing and addresses the pros and cons of each. The emphasis is on municipal financial management, its environment and the skills required.

PADM 525. NETWORKED GOVERNMENT AND PUBLIC SECTOR GRANTS-WRITING. 5 Credits.
Pre-requisites: graduate standing or consent of the instructor.
Examination of networked governance, 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 531. INTERGOVERNMENTAL RELATIONS. 5 Credits.
Pre-requisites: graduate standing or consent of the instructor.
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. 5 Credits.
Pre-requisites: graduate standing or consent of the instructor.
An exploration of the major management issues and techniques involved in the professional management of governmental processes in metropolitan and regional areas. Topics include the role of the professional city administrator, political, social, and economic processes in national and global cities, 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 537. NONPROFIT MANAGEMENT AND ADVOCACY. 5 Credits.
Pre-requisites: graduate standing or consent of the instructor.
Explores the role of the nonprofit organization in democratic society including financial realities, accountability, ethics, collaboration and the legal framework. Includes the role of nonprofits in social change and advocacy strategies.

PADM 539. SPECIAL TOPICS. 1-5 Credits.
Special Topics.

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.
This course addresses the process of reaching agreement on a contract.

PADM 551. COMPARATIVE PUBLIC ADMINISTRATION. 5 Credits.
Pre-requisites: graduate standing or consent of the instructor.
A comparative examination and analysis of the impacts of political and social cultures on public administrative systems within nation states. Emphasis is placed on the application of comparative methodologies to the study of public administration.

PADM 557. FUNDRAISING, PHILANTHROPY AND CHARITY. 5 Credits.
Pre-requisites: graduate standing or consent of the instructor.
Assesses the role and function of fundraising in a nonprofit organization, specifically looking at fundraising strategies and techniques, cultural competency, giving circles, altruism and the historical institutional evolution of charity and philanthropy.
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 LEADERSHIP AND ETHICS. 5 Credits.
Pre-requisites: graduate standing or consent of the instructor.
This course seeks to provide an understanding and appreciate of basic ethical concepts and frameworks. A variety of ethical theories and approaches are considered and applied to public sector situations. A main focus is on the exercise of both individual and collective judgment - "Right Action" or "Good Conduct"- In public organizational and policy setting. Issues and problems related to organizational cultures of corruption and the ethical accountability of socio-technical system.

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.
Experimental.

PADM 599. INDEPENDENT STUDY. 1-4 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Independent Study.

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.
Pre-requisites: PADM 501 and permission of the instructor, department chair and college dean.
A seminar designed to assist students completing research requirements in connection with the MPA program. This is a required course if the thesis option is chosen. The thesis can be substituted for the advanced research and writing seminar within a chosen specialization and as an elective. The thesis option is intended for those students going on to doctoral study.

PADM 601. MPA CAPSTONE & PROFESSIONAL DEVELOPMENT. 5 Credits.
Pre-requisites: completion of all other MPA core classes or permission of the MPA director.
This course prepares students who have completed required core courses to take the MPA Written Comprehensive Examination, successful completion of which is required to receive the MPA degree. Students will also complete an advanced reflection project and prepare professional materials.

PADM 603. INTERNSHIP IN PUBLIC ADMINISTRATION. 2-8 Credits.
Notes: grade Pass/No Credit; may be repeated.
Pre-requisites: permission of the instructor, department chair and college dean.
Guided field placement with a public agency.

PADM 695. INTERNSHIP. 5-10 Credits.
Internship.
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 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.
Pre-requisites: PHED 337 and PHED 375 with a grade ≥B-. 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.
Notes: successful completion of the WEST-B exam is recommended. Pre-requisites: PHED 341 and PHED 365 with a grade ≥B-, concurrent enrollment in PHED 375. 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: HLED 200 with a grade ≥B- and concurrent enrollment in PHED 365 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 344. ANATOMICAL/MECHANICAL 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 345. 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 346. 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 347. 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.
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 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. 3 Credits.
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.
Notes: successful completion of the WEST-B exam is recommended.
Pre-requisites: PHED 341 and PHED 365 with a grade ≥B-, concurrent enrollment in PHED 337.
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: ENGL 201.
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 425. SPORT IN AMERICAN CULTURE. 4 Credits.
Pre-requisites: junior or senior standing.
This course develops students understanding of the interrelationships between sports and culture in American society, particularly in collegiate and professional sport organizations. Upon completion of this course, the student should be able to identify and critically analyze issues and controversies in sport.

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. CAPSTONE IN HEALTH AND PHYSICAL EDUCATION I. 3-4 Credits.
Pre-requisites: PHED 336 and PHED 365 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 491. CAPSTONE IN HEALTH AND PHYSICAL EDUCATION II. 1 Credit.
Notes: the second part of the required capstone series.
Pre-requisites: PHED 490.
This comprehensive course is designed to assist students in developing mastery in applying discipline-specific content to develop physically educated individuals; demonstrating competent movement and health enhancing fitness for teaching health/PE; and in planning developmentally appropriate health/PE learning experiences.

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 either 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 imager, 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 b & 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.
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.
PHILOSOPHY (PHIL)

PHIL 210. CRITICAL THINKING. 5 Credits.
Satisfies: a BACR for humanities and arts.
Logic as a tool for the analysis of informal arguments. The course develops techniques for formalizing and testing arguments from everyday life.

PHIL 211. INTRODUCTORY PHILOSOPHY. 5 Credits.
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.
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.
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.
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 215. INTRODUCTION TO FORMAL LOGIC. 5 Credits.
Notes: recommended for students who successfully completed PHIL 210.
Satisfies: a BACR for humanities and arts.
Logic is presented as a formal deductive system. The course develops sentential logic and introduces predicate logic.

PHIL 221. ETHICAL COMMUNICATION AND MORAL JUDGMENT. 2 Credits.
Notes: Delivered online only. Please purchase books at the EWU bookstore or order any required readings using 2-day express mail, the digital version, or the audio version.
Pre-requisites: CMST 360 and ENGL 201.
A skills improvement course focusing on the way we treat our family and friends, our co-workers, bosses, and employees, and how we act toward strangers with whom we must coordinate our actions in a pluralistic society. Students learn how to make small but highly impactful changes in how they communicate ethically and make moral judgments in the "real world."

PHIL 296. EXPERIMENTAL COURSE. 1-5 Credits.
Experimental course.

PHIL 299. INDEPENDENT STUDY. 1-5 Credits.
Independent Study

PHIL 301. 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.
Pre-requisites: 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.
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.

PHIL 331. CHINESE PHILOSOPHY. 5 Credits.
Cross-listed: HONS 331.
Pre-requisites: successful completion of ENGL 101.
The history of Chinese philosophy from the legendary Xia Dynasty to the golden age of the Song Dynasty. Focuses on Confucius’ humanistic ethics, the naturalistic philosophy of Daoism, and the early Chinese schools of Buddhism.

PHIL 332. LATIN AMERICAN PHILOSOPHY OF LIBERATION. 5 Credits.
Cross-listed: HONS 332.
Pre-requisites: ENGL 101 or equivalent.
Satisfies: a university graduation requirement—diversity.
A research seminar focused on justice and liberation in the context of Latin America. Surveys a wide range of Philosophies including Indigenous, Colonial, Scholastic, Positivist, Feminist, Vitalist, and Pragmatist philosophies. Topics include the deleterious effect of ideas and practices from Europe and the US within the region, liberatory praxis against oppression, the continued effects of US colonialism on Puerto Rico and how Latin American philosophy fosters political liberation.

PHIL 396. EXPERIMENTAL. 1-5 Credits.
Experimental.

PHIL 398. SEMINARS ON SELECTED TOPICS. 1-5 Credits.
Pre-requisites: 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.
Prerequisites: 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.
Prerequisites: 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 415. FEMINIST THEORIES. 5 Credits.
Cross-listed: GWSS 415, HUMN 415.
Prerequisites: GWSS 101 or upper level GWSS or PHIL course.
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.

PHIL 417. WOMEN AND ETHICS. 5 Credits.
Cross-listed: GWSS 417.
Prerequisites: one of the following: GWSS 101, PHIL 211, 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: GWSS 420.
Prerequisites: any upper division GWSS or PHIL course.
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.
Prerequisites: successful completion of ENGL 101.
Intensive study of a single major philosopher.

PHIL 440. WOMEN AND PHILOSOPHY. 5 Credits.
Cross-listed: GWSS 440.
Prerequisites: 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.
Prerequisites: 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.
Prerequisites: 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.
Prerequisites: completion of 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.
Prerequisites: 10 credits of philosophy and successful completion of ENGL 101; permission of the instructor, department chair and college dean.
PHYSICAL THERAPY (PHTH)

PHTH 501S. ANATOMY 1. 6 Credits.
**Pre-requisites:** all courses in physical therapy are restricted to students accepted into the program.
This is a course about the structure and function of the human body, presented in a regional format. Students will develop an understanding of anatomical elements through the study of models, atlas drawings, and photographs. They will also work in small groups to dissect human cadavers. The major emphasis of this course will be on the structures of the upper and lower extremities.

PHTH 502S. ANATOMY 2. 3 Credits.
**Pre-requisites:** all courses in physical therapy are restricted to students accepted into the program. This is a course about the structure and function of the human body, presented in a regional and systemic approach. Students will develop an understanding of anatomical elements through the study of models, atlas drawings, and photographs. They will also work in small groups to dissect human cadavers. The major emphasis of this course will be on the structures of the head and neck, spine, thorax, abdomen, and pelvis.

PHTH 511S. CLINICAL KINESIOLOGY. 4 Credits.
**Pre-requisites:** all courses in physical therapy are restricted to students accepted into the program.
This course focuses on the study of normal and abnormal human motion. Emphasis is on functional anatomy and incorporates the use of biomechanical concepts and anatomical knowledge to acquire the fundamental understanding of therapeutic interventions, musculoskeletal examination, and musculoskeletal evaluation. Osteokinematics and arthrokineamtics of the joints will be covered.

PHTH 521S. NEUROSCIENCE 1. 3 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 identify components of the human brain and spinal cord in a cadaver laboratory.

PHTH 522S. NEUROSCIENCE 2. 3 Credits.
**Pre-requisites:** all courses in physical therapy are restricted to students accepted into the program.
This course provides opportunities to apply principles of neuroscience to examination and rehabilitation approaches in healthy and disordered systems. Students will apply selected physical therapy intervention strategies directed at the modulation of the sensory and motor systems. Clinical signs and symptoms of CNS pathology will be presented and related to patients with movement disorders.

PHTH 531S. APPLIED EXERCISE PHYSIOLOGY. 6 Credits.
**Pre-requisites:** all courses in physical therapy are restricted to students accepted into the program.
This course will examine body systems under resting conditions, in response to acute exercise challenge, and with adaptation to chronic exercise. The effects of decreased use and pathology on body function and subsequent activity limitation and participation restrictions will be emphasized. This course will explain the role of physical therapy use of exercise assessment and prescription to improve patient outcomes. Applied clinical reasoning will be fostered through use of full patient cases.

PHTH 541S. PATIENT MANAGEMENT 1. 3 Credits.
**Pre-requisites:** all courses in physical therapy are restricted to students accepted into the program.
This course focuses on fundamentals of physical therapy examination and evaluation. Examination and evaluation training will include vital signs, pain assessment, neurological examination, goniometry, manual muscle testing, and scanning exams.

PHTH 542S. PATIENT MANAGEMENT 2. 3 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 clinical applications of physical therapy interventions. These include mobility training, massage, superficial and deep heat modalities, cryotherapy, and electromodality. Foundational patient management skills such as positioning, draping, transfer training, gait training, and equipment prescription are also included.

PHTH 551S. SCREENING FOR DISEASE. 3 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. The course will provide an overview of body systems and screening for disease. Students will learn to discern between signs and symptoms typical of physical therapy problems and medical conditions that warrant referral to a primary care provider.

PHTH 552S. PHARMACOLOGY FOR PHYSICAL THERAPISTS. 2 Credits.
**Pre-requisites:** all courses in physical therapy are restricted to students accepted into the program.
This course provides a basic knowledge of pharmacology for the physical therapist in order to incorporate the effects of drugs into the design and implementation of patient care. Patient cases will be used to reinforce problem-solving and integration of basic science principles with clinical application.

PHTH 561S. EVIDENCE BASED PRACTICE. 1 Credit.
**Pre-requisites:** all courses in physical therapy are restricted to students accepted into the program.
Introduction to evidence based practice and the process of critical inquiry related to physical therapy practice. Emphasis is on the development of clinical research questions, literature review, critical appraisal, and application of research principles to clinical problems.

PHTH 562S. RESEARCH METHODS. 2 Credits.
**Pre-requisites:** all courses in physical therapy are restricted to students accepted into the program.
This course prepares the student to become an efficient, critical consumer of published evidence. Topics include research design, methods, and statistical analyses related to critical inquiry in physical therapy. Students will develop competence in identifying, locating, retrieving, understanding, and applying the principles of research to the practice of physical therapy. Students will learn to disseminate research findings in written and oral format.

PHTH 571S. PT PRACTICE SEMINAR 1. 1 Credit.
**Pre-requisites:** all courses in physical therapy are restricted to students accepted into the program.
This course examines the professional role and governing laws of the physical therapist, history of the profession, American Physical Therapy Association Standards of Practice and Code of Ethics, and health access. Students will prepare for clinical internships by completing training in First Aid, CPR, HiPAA, HIV/AIDS, professional behaviors, medical terminology, Performance Assessment System, and clinical documentation.
PHTH 572S. PT PRACTICE SEMINAR 2 (ICE). 1 Credit.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
This course considers health care delivery, integrative clinical experiences (ICE), and professional issues to prepare the student for clinical internships. Delivery of physical therapy services across various practice environments, health care models, accountability models, and professional development will be explored.

PHTH 596S. EXPERIMENTAL COURSE. 1-6 Credits.
Experimental.

PHTH 599S. INDEPENDENT STUDY. 1-5 Credits.
Independent Study.

PHTH 612S. MUSCULOSKELETAL 1. 5 Credits.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
This course is the first of two on examination and treatment of the musculoskeletal system. Topics include orthopedic principles; scanning examinations; fractures; diagnosis; and intervention of the cervical and thoracic spine, ribs, shoulder, elbow, and wrist/hand. Emphasis is on differential diagnosis; clinical decision making; and interventions such as regional specific manual therapy (e.g., mobilization, manipulation, muscle energy), therapeutic exercise, and therapeutic modalities.

PHTH 613S. MUSCULOSKELETAL 2. 6 Credits.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
This course is the second of two on examination and treatment of the musculoskeletal system. Topics include scanning examinations; fractures; diagnosis; intervention of the lumbar spine, sacroiliac, hip, knee, ankle/foot, craniovertebral, and temporomandibular regions; special topics in spinal manipulation; arthritis; musculoskeletal neoplasms; and concussions.

PHTH 623S. NEUROMUSCULAR. 6 Credits.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
This course is on examination, evaluation, and intervention of the neuromuscular system. Content includes, but is not limited to, neurological principles and diagnoses including stroke, brain injury, spinal cord injury, degenerative diseases, and tumors or infections of the central nervous system. Emphasis will be on patient management in the inpatient rehabilitation, neurointensive care, and acute care settings. Other topics include assistive technology and equipment.

PHTH 632S. CARDIOPULMONARY. 4 Credits.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
This course addresses the management of cardiovascular and/or pulmonary impairments in patients with disability. Emphasis will be placed on examination, evaluation, and treatment of patients across rehabilitation settings. Health promotion and wellness strategies for patients with participation restrictions will be highlighted. Applied clinical reasoning will be fostered through the use of comprehensive patient cases.

PHTH 639S. TOPICS IN PHYSICAL THERAPY. 2 Credits.
Notes: students must complete two separate sections of this course for a total of 4 credits.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
This course introduces the student to advanced topics in physical therapy. Students choose two topics to study in detail.

PHTH 653S. DIAGNOSTIC IMAGING. 1 Credit.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
Diagnostic imaging of the spine and extremities for physical therapists. Topics include radiographic principles, radiographic anatomy, search patterns, and imaging modalities.

PHTH 654S. MEDICALLY COMPLEX PATIENTS. 4 Credits.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
This course will address the physical therapy management of medically complicated patients. Emphasis will be placed on examination, evaluation, and interventions of patients in inpatient settings. Students will learn how to develop a plan of care that promotes movement, restores function and prevents disability from trauma, critical illness, and surgery.

PHTH 655S. PEDIATRICS. 3 Credits.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
This course utilizes a client-centered 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 discussed to provide a basis for understanding movement dysfunction in children with disabilities.

PHTH 656S. GERIATRICS. 1 Credit.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
This course explores the culturally competent and ethical practice of physical therapy management of case-based patients, practice discharge planning and discuss issues related to elder abuse, dementia and communication with elders.

PHTH 657S. SPECIAL POPULATIONS. 3 Credits.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
This course is on physical therapy examination, evaluation, and intervention of patients with cancer, psychiatric disorders, integumentary system disorders, and amputations who require rehabilitation and/or prosthetic training.

PHTH 663S. CLINICAL RESEARCH 1. 1 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 guide the student through the process of contributing to the body of knowledge in physical therapy through the preparation of clinical case reports. Students will prepare a case report based upon a patient treated during the Integrated Clinical Experience. Students will work with faculty mentors to prepare the case report, and will present the case report in poster format.

PHTH 673S. PT PRACTICE SEMINAR 3. 1 Credit.
Pre-requisites: all courses in physical therapy are restricted to students accepted into the program.
This course explores the culturally competent and ethical practice of physical therapy based upon ethical and legal theories and models, the Core Values, Code of Ethics, Professional Behaviors and other documents that guide the professional conduct of the physical therapist. Other topics include the “soft skills” of physical therapy practice, clinical internships, internship expectations, and clinical education assessment with an emphasis on self-reflection.
PHTH 674S. PT PRACTICE SEMINAR 4. 1 Credit.
**Pre-requisites:** all courses in physical therapy are restricted to students accepted into the program.
This course prepares students for clinical internships. Topics include discussion of clinical education, collaborative activities with physical therapist assistant students, dictation, and professional behaviors.

PHTH 675S. PT PRACTICE SEMINAR 5. 1 Credit.
**Pre-requisites:** all courses in physical therapy are restricted to students accepted into the program.
This course emphasizes the delivery of health care services, specifically physical therapy services. Topics include financial, legal, humanitarian, and ethical issues related to physical therapy practice, social responsibility, advocacy, and professional development.

PHTH 676S. PT ADMINISTRATION. 2 Credits.
**Pre-requisites:** all courses in physical therapy are restricted to students accepted into the program.
Introduction to professional responsibilities expected of a physical therapist employed in multiple settings and administrator duties. Topics include management theory and principles, organizational structure, billing, healthcare policy and laws, marketing, and leadership skills.

PHTH 699S. INDEPENDENT STUDY. 1-5 Credits.
Independent Study.

PHTH 764S. CLINICAL RESEARCH 2. 2 Credits.
**Pre-requisites:** all courses in physical therapy are restricted to students accepted into the program.
This is the second of three 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. Students will prepare a case report based upon a patient treated during a full-time clinical internship.

PHTH 765S. CLINICAL RESEARCH 3. 4 Credits.
**Pre-requisites:** all courses in physical therapy are restricted to students accepted into the program.
This is the third of three 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. Students will prepare a case report based upon a patient treated during a full-time clinical internship.

PHTH 781S. CLINICAL INTERNSHIP 1. 5 Credits.
**Pre-requisites:** all courses in physical therapy are restricted to students accepted into the program.
Ten week, full-time clinical education experience.

PHTH 782S. CLINICAL INTERNSHIP 2. 5 Credits.
**Pre-requisites:** all courses in physical therapy are restricted to students accepted into the program.
Ten week, full-time clinical education experience.

PHTH 783S. CLINICAL INTERNSHIP 3. 6 Credits.
**Pre-requisites:** all courses in physical therapy are restricted to students accepted into the program.
Twelve week, full-time clinical education experience.

PHTH 799S. INDEPENDENT STUDY. 1-5 Credits.
Independent Study.
PHYSICS (PHYS)

PHYS 100. PHYSICAL SCIENCE I. 5 Credits.
Pre-requisites: MTHD 104 or MTHD 106, with a grade ≥C, or ALEKS placement test score ≥41.
Satisfies: a BACR for natural sciences.
This course covers the elementary aspects of physical science and astronomy, including topics such as force and motion, density, energy, and electricity. It operates in an informal laboratory mode with ample opportunity for discussion and individual assistance.

PHYS 110. ENERGY, SOCIETY AND THE ENVIRONMENT. 5 Credits.
Notes: laboratory work related to the covered topics is included.
Pre-requisites: MTHD 104 or MTHD 106, with a grade ≥C, or ALEKS placement test score ≥C.
Satisfies: a BACR for natural science.
This course covers the basic scientific concepts about how society generates and uses energy. Various sources of energy will be covered along with their associated benefits and drawbacks for each source in terms of effect on the environment and how we live our lives. These concepts will be developed within the context of physics principles such as energy physics, efficiency of energy transmission, power and theoretical limitations.

PHYS 115. INVESTIGATING PHYSICAL SCIENCE. 5 Credits.
Notes: laboratory work related to the covered topics is included nearly every day.
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 120. HONORS FYE: NATURAL SCIENCE. 5 Credits.
Cross-listed: HONS 120.
Satisfies: a BACR for Natural Science.
This course introduces students to the mission and goals of EWU's Honors Program while supporting advanced student success skills and critical thinking in academic content within the Natural Science breadth area.

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 126. MAKING SENSE OF THE COSMOS. 5 Credits.
Cross-listed: HONS 126.
Pre-requisites: MTHD 104 or MTHD 106, with a grade ≥C, or ALEKS placement test score ≥41.
Satisfies: a BACR for natural science.
Our modern scientific view of the cosmos is a material universe obeying the laws of physics. This class explores the origins this view, covering the history, philosophy, physics, and astronomy behind it. The development is traced from classical Greece through the medieval Islamic world and the European Scientific Revolution into our modern understanding. The nonlinear and messy nature of this process is stressed, and key scientific, philosophical, religious, and cultural influences are examined.

PHYS 131. INTRODUCTORY PHYSICS I. 4 Credits.
Notes: concurrent enrollment in PHYS 161 is recommended.
Pre-requisites: PHYS 131.
Satisfies: the completion of PHYS 131 and PHYS 161 combined counts as one BACR for natural science.
Part of a three-quarter beginning sequence (PHYS 131, PHYS 132, PHYS 133) suitable for all students of natural science and mathematics. Topics covered include one and multi-dimensional kinematics and dynamics, energy, momentum, and rotational motion.

PHYS 132. INTRODUCTORY PHYSICS II. 4 Credits.
Notes: programs that require PHYS 132 often require the associated lab (PHYS 162), for which enrollment is separate.
Pre-requisites: PHYS 131.
Satisfies: the completion of PHYS 132 and PHYS 162 combined counts as one BACR for natural science.
This is a continuation of PHYS 131, and covers fluids, oscillations and waves, thermal physics, electrostatics, and simple circuitry.

PHYS 133. INTRODUCTORY PHYSICS III. 4 Credits.
Notes: programs that require PHYS 133 often require the associated lab, PHYS 163, for which enrollment is separate.
Pre-requisites: PHYS 132.
Satisfies: the completion of PHYS 132 and PHYS 163 combined counts as one BACR for natural science.
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: concurrent enrollment in PHYS 161 is recommended.
Pre-requisites: MATH 161, HONS 161 or concurrent enrollment.
Satisfies: the completion of PHYS 151 and PHYS 161 combined counts as one BACR for natural science.
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, momentum, and rotational motion.

PHYS 152. GENERAL PHYSICS II. 4 Credits.
Notes: concurrent enrollment in PHYS 162 is recommended.
Pre-requisites: PHYS 151 and concurrent enrollment in MATH 162.
Satisfies: the completion of PHYS 152 and PHYS 162 combined counts as one BACR for natural science.
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, oscillations, waves, and thermodynamics.
PHYS 153. GENERAL PHYSICS III. 4 Credits.
Notes: concurrent enrollment in MATH 163 and PHYS 163 recommended.
Pre-requisites: PHYS 152, 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: electrostatics, direct current circuit theory, magnetism, and induction.

PHYS 161. MECHANICS LABORATORY. 1 Credit.
Pre-requisites: MATH 142.
Satisfies: the completion of PHYS 161, combined with either PHYS 131 or PHYS 151, counts as one BACR for natural science.
A laboratory course in mechanics, including kinematics, forces, dynamics, conservation of energy and momentum, data and error analysis, and experimental design.

PHYS 162. HEAT AND OPTICS LABORATORY. 1 Credit.
Pre-requisites: MATH 142.
Satisfies: the completion of PHYS 162, combined with either PHYS 132 or PHYS 152, counts as one BACR for natural science.
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 LABORATORY 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 LABORATORY 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 LABORATORY 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 LABORATORY 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 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 421. COMPUTATIONAL PHYSICS. 4 Credits.
Pre-requisites: MATH 163, PHYS 153.
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.

PHYS 451. OPTICS. 4 Credits.
Pre-requisites: MATH 163, PHYS 153.
A study of the nature of light and its applications, with emphasis on physical optics and the electromagnetic wave theory of light. Topics selected from modern optics include Fourier optics, basics of coherence theory, and aspects of the quantum nature of light.

PHYS 461. NUCLEAR PHYSICS. 3 Credits.
Pre-requisites: PHYS 372.
A continuation of PHYS 372 which deals with properties of the nucleus, laws of radioactivity, nature of radiation, nuclear, X- and gamma rays, and nuclear reactions.

PHYS 491. SENIOR THESIS. 4 Credits.
Pre-requisites: senior standing and permission of instructor.
Satisfies: a university graduation requirement—senior capstone.
Directed research on a topic in physics leading to a written or oral report. See your advisor for further information.

PHYS 495. INTERNSHIP. 1-5 Credits.
Prerequisite: permission of the instructor, department chair and college dean.

PHYS 496. EXPERIMENTAL COURSE. 1-5 Credits.

PHYS 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-6 Credits.

PHYS 498. SEMINAR. 1-2 Credits.

PHYS 499. DIRECTED STUDY. 1-5 Credits.
Prerequisite: permission of the instructor, department chair and college dean.

PHYS 596. SPECIAL TOPICS. 1-5 Credits.

PHYS 597. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

PHYS 598. SEMINAR. 1-5 Credits.

PHYS 599. INDEPENDENT STUDY. 1-5 Credits.

PHYS 696. COLLEGE TEACHING INTERNSHIP. 1-5 Credits.
PLANNING (PLAN)

PLAN 100. THE CITY. 5 Credits.
Satisfies: a BACR for social sciences.
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. 4 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 376. 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 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 404. 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 local decision-making has on community aesthetics.

PLAN 464. GIS FOR URBAN AND REGIONAL ANALYSIS. 4 Credits.
Pre-requisites: junior or senior standing.
This course develops competency in geographic information systems (GIS) technology and its application to spatial analysis problems in planning. It does so in the context of applied, real-world planning and policy problems. Topics include data development and management, spatial analysis techniques, awareness of GIS applications, GIS hardware and software, and hands-on laboratory and application projects.

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 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 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 495. PLANNING INTERNSHIP. 1-10 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Supervised work in a public agency or with a private consultant. Daily journals are kept, a report is written on the work, and the student is evaluated by the supervisor and faculty member. One hour credit for each four hours of work per week per quarter.
PLAN 496. EXPERIMENTAL COURSE. 1-5 Credits.

PLAN 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
**Pre-requisites:** permission of the instructor, department chair and college dean.

Conferences and short courses on selected planning topics are offered for credit from time to time. These may be on campus or in the communities.

PLAN 498. SEMINAR. 1-5 Credits.
Selected seminar discussions of various planning topics: law, land development, energy, futures, philosophy and practice.

PLAN 499. DIRECTED STUDY. 1-5 Credits.
**Pre-requisites:** permission of the department chair and the instructor.

PLAN 500. PLANNING PRACTICE. 2 Credits.
This course provides an overview of the practice of planning through presentations and discussions with planning practitioners, lectures and guided student activities.

PLAN 501. FOUNDATIONS OF PLANNING. 5 Credits.
Survey of the history, theory, philosophy, and practice of planning. Subject matter treated during the course includes consideration of the nature of the planning profession's evolution, the profession's relationship to politics, the extent of ideological pluralism among planners, and the highly varied nature of professional planning activities.

PLAN 502. ADVANCED 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 503. PLANNING METHODS I. 5 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 504. PLANNING METHODS II: POPULATION AND ECONOMY. 5 Credits.
**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.

PLAN 505. PLANNING IMPLEMENTATION AND LAW. 5 Credits.
Review of zoning, subdivision regulations, and other tools employed by planners to implement public plans and policies. Consideration of constitutional, statutory, and case law governing the realm of plan and policy implementation.

PLAN 506. PLANNING METHODS III. 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.
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:** second year of graduate program.
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.
A seminar in the historical development of the planning profession in the United States tracing its roots from colonial town planning to the present. Emphasis is placed on the evolution of the profession and its efforts to cope with the changing urban environment.

PLAN 511. HEALTH IMPACT ASSESSMENT. 2 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 512. GROWTH MANAGEMENT. 3 Credits.
An examination of techniques and strategies for affecting the amount, rate, location, and quality of growth. A review of existing efforts at local and state levels to manage growth. Consideration of the legal limits to growth management activities.

PLAN 514. LOCAL ECONOMIC DEVELOPMENT PLANNING. 3 Credits.
This course offers a review of the objectives, strategies, and techniques associated with economic development programs for cities, counties and towns. Students survey techniques including consideration of financial assistance programs, expenditures on public capital, and regulatory reforms. The course will examine ties between economic development, land use planning, and capital budgeting processes.

PLAN 515. DESIGN AND BEHAVIOR. 3 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 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 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: 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.

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.
POLITICAL SCIENCE (POLI)

POLI 100. INTRODUCTION TO US POLITICS. 5 Credits.
Satisfies: a BACR for social sciences.
This course is an introduction to the workings of the United States government from a historical, theoretical, and institutional point of view. Subjects of study include the founding of the United States, federalism, civil rights and civil liberties, political parties and interest groups, and American political institutions such as Congress, the Presidency, the Judiciary. The course also addresses fundamental concepts such as power, ideology, and the citizen role in democratic politics.

POLI 202. INTRODUCTION TO POLITICAL THEORY. 5 Credits.
Satisfies: a BACR for social sciences.
This course is an introduction to major thinkers and ideas within 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.
This course provides an introduction to concepts such as state, power, ideology, and to 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 study of politics in the international arena from a historical, theoretical and pragmatic perspective. Topics of study include the basic concepts of realism, idealism constructivism and questions of national power, diplomacy, international institutions and alliance systems. From a historical reading of international politics with World Wars and Cold war, the course addresses contemporary issues of U.S. order, globalization, terrorism, climate change and human rights.

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 319. NATIONS, NATIONALISM AND PATRIOTISM. 5 Credits.
Pre-requisites: POLI 100 and POLI 202.
This course is a detailed inquiry into nations, nationalism and patriotism, with specific emphasis on the United States. Authors read include Benedict Anderson, Anders Stephanson, and David Campbell among others. Topics explored include the conceptual predicates upon which nations depend, the idea of citizenship, violence and warfare, national identity, manifest destiny and more.

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 prevailing perspectives on 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 or permission of instructor.
Satisfies: a university graduation requirement—global studies.
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 economies, 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 when topics vary.
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 420. GLOBAL ENVIRONMENTAL POLITICS. 5 Credits.
**Pre-requisites:** POLI 320, POLI 321 or POLI 322.
This course examines the dynamics of environmental politics through the political-economic international system that includes states, civil society, corporations, international institutions and treaties. Moving beyond technical fixes to environmental problems it discusses questions of power, agency, the relationship of state and society and sovereignty over natural resources. It is inclusive of alternative discourses on sustainability, ecological justice, environmental security and development.

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 425. POLITICS OF THE MIDDLE EAST. 5 Credits.
Pre-requisites: POLI 203 or POLI 204.
The course examines the trends and transformation of the Middle East as a region full of unfulfilled national aspirations for independence, democracy, economic development, social justice, and human dignity. To these ends, the course begins with a history of the modern Middle East by briefly tracing the rise, the weakening, and the fall of the Ottoman and Persian Empires, which led to rise of modern states like Turkey, Iran, Egypt, Iraq, Syria, and the Persian Gulf states.

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.

POLI 498. SEMINAR. 1-5 Credits.
Pre-requisites: permission of instructor.
An in-depth analysis of particular political phenomena, with emphasis on student research. Usually offered on an interdisciplinary basis in cooperation with other departments offering similar courses.

POLI 499. DIRECTED STUDY. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Projects in selected fields of government.

POLI 599. INDEPENDENT STUDY. 1-10 Credits.
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 196. EXPERIMENTAL COURSE. 1-5 Credits.

PSYC 197. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

PSYC 201. LIFE-SPAN DEVELOPMENT. 5 Credits.
Satisfies: a BACR for social sciences.
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 204. EDUCATIONAL PSYCHOLOGY. 5 Credits.
Pre-requisites: PSYC 201 recommended.
Principles of learning and development as applied to improvements in classroom instruction.

PSYC 205. DISABILITY AND PSYCHOLOGY. 5 Credits.
Cross-listed: DSST 205.
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 inquiry into how disabled people can forge positive identities and how disabled people collectively build disability culture and community.

PSYC 231. SCIENCE OF STRESS AND COPING. 3 Credits.
Satisfies: a BACR for natural science.
This course is designed to introduce you to the range of psychological and environmental stressors, and their potential psychological and physiological consequences. This course will assist you in learning basic terminology and theories as well as scientific understanding. Focus will be on critical evaluation of the literature regarding stress and coping, and the opportunity to practice and evaluate methods of coping with stress through labs to contribute to better health.

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 305. CHILD AND ADOLESCENT DEVELOPMENT. 4 Credits.
Pre-requisites: ENGL 201 or equivalency; math proficiency recommended.
Mental, physical, social and emotional development from infancy through adolescence.

PSYC 306. ADULT DEVELOPMENT. 4 Credits.
Pre-requisites: ENGL 201 or equivalent; 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 or equivalent; math proficiency recommended.
A psychological approach to human behavior, growth and change.

PSYC 309. SCIENTIFIC PRINCIPLES OF PSYCHOLOGY. 5 Credits.
Pre-requisites: Mathematics proficiency.
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 310. PSYCHOLOGICAL STATISTICS. 5 Credits.
Pre-requisites: MATH proficiency required; MATH 121 recommended.
This class introduces techniques for organizing distributions, summarizing their key properties, describing the relative standing of individual scores, and measuring relations between pairs of variables. In the second half of the course, hypothesis testing is examined using a variety of common parametric and nonparametric procedures, including the ANOVA.

PSYC 312. COMPUTER STATISTICAL ANALYSIS. 4 Credits.
Notes: may be taught together with CSBS 321.
Pre-requisites: PSYC 310, CSBS 320 or equivalent.
An introduction to the use of computerized statistical packages and programs in the statistical analysis of data. Topics include describing the distribution of a single variable, graphing variables, organizing multivariate data, and testing hypotheses with t-tests, the analysis of variance, regression, and selected nonparametric tests. Factor analysis and discriminant function analysis are also introduced.
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: a grade ≥C in ENGL 201 or equivalent; 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.
Notes: PSYC 309 recommended.
Pre-requisites: junior standing.
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 321. CARE AND CUSTODY OF FEMALE OFFENDERS. 5 Credits.
Cross-listed: GWSS 321.
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 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: junior standing.
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: GWSS 331.
Pre-requisites: completion of ENGL 201 or equivalent.
Satisfies: a university graduation requirement—diversity.
The psychology of women and gender in terms of history, bodies, socialization, personality, affiliation, achievement, motivation, mental health, and personal growth needs.

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: PSYC 305 and declared Applied Developmental Psychology major or minor, or declared Children's Studies major.
This course provides students with an introduction to a wide variety of helping professions with essential ideas and 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 behaviors; anatomy and physiology of reproduction; sexual inadequacy and deviations.

PSYC 374. 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 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 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 405. 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 408. COLLABORATIVE AND INTEGRATIVE CARE IN PSYCHOLOGY. 5 Credits.
Pre-requisites: PSYC 302 and PSYC 317 each with a grade ≥B.
The role and application of psychology and behavioral health in integrative and collaborative care settings.

PSYC 409. BEHAVIORAL HEALTH MANAGEMENT AND INTERVENTION. 5 Credits.
Pre-requisites: PSYC 302 and PSYC 317 each with a grade ≥B.
The application of psychology to behavioral health and primary care settings, with attention to basic helper skills and a range of existing psychological interventions.

PSYC 413. RESEARCH METHODS IN PSYCHOLOGY. 5 Credits.
Pre-requisites: CSBS 320 and PSYC 309 with a grade ≥C; ENGL 201 or equivalent.
This course is an introduction to typical research methods used in psychology.

PSYC 420. BIOLOGICAL BASIS OF BEHAVIOR. 5 Credits.
Pre-requisites: PSYC 309.
Organic foundations of behavior.

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 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 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.
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 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 405 or permission of the instructor.
Introduces the principles formed through the scientific study of group dynamics within a developmental context via multi-level analysis (i.e. individual group members, sub-groups within a group, whole groups, intra-group dynamics, inter-group dynamics, and the intersectionality of groups) while considering the applications of these scientific principles in the helping professions and the challenges associated with studying 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.
Pre-requisites: CSBS 320, PSYC 309 and PSYC 413; all with a grade ≥C and a declared BA Psychology major.
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 490C. CAPSTONE: HEALTH PSYCHOLOGY. 5 Credits.
Pre-requisites: senior standing; completion of CSBS 320, PSYC 309 and PSYC 317 and declared Health Psychology major.
Satisfies: a university graduation requirement—senior capstone.
The course requires the creation and completion of a health-related empirical study and accompanying paper. A specific review of methodology and statistics pertinent to studies in health is incorporated.

PSYC 491. SENIOR THESIS. 4 Credits.
Pre-requisites: invitation of the instructor/advisor.
Satisfies: a university graduation requirement—senior capstone (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.

PSYC 493. FIELD STUDY IN APPLIED DEVELOPMENTAL PSYCHOLOGY. 4 Credits.
Notes: Students may repeat once for a total of 8 credits. If a student fails PSYC 493, the course may be repeated only once; students have a maximum of one repeat.
Pre-requisites: PSYC 305, PSYC 324, a declared B.S. ADPY Major and a senior in the program, and instructor permission.
This course introduces students to professional human service settings through shadowing a professional in the community.

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 PRACTICE. 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 LAW. 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 ETHICS. 4 Credits.
Pre-requisites: PSYC 510.
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 525. 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 526. 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 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 on how to conduct single case studies, 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 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 CLINICAL MENTAL HEALTH COUNSELING. 4 Credits.
Pre-requisites: admission to the graduate counseling program, clinical mental health specialty.
This course provides an overview of the role of the clinical mental health counselor in the community. It includes an examination of the history, philosophy, professional practice, advocacy, ethics and laws pertaining to clinical mental health counselors. Students will also interact with clinical mental health counselors in the community.

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 EDS School Psychology Program.
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 563. PSYCHOEDUCATIONAL GROUP THEORY. 2 Credits.
Pre-requisites: PSYC 510.
This course examines the theory and assessment of different models of psychoeducational groups for children and adolescents in school and agency settings.

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 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 given to the diagnosis and implications of such disorders and to clinical and educational intervention methods.

PSYC 568. PSYCHOEDUCATIONAL GROUP PROCESS. 2 Credits.
Pre-requisites: PSYC 563.
This course requires the application of different types of psychoeducational groups for children. In addition to didactic learning, students will be required to participate and lead a psychoeducational group.

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 571. COUNSELING SKILLS. 4 Credits.
Pre-requisites: admission to graduate counseling program.
This course provides an understanding and experiential practice of the skills needed to form a working alliance, explore presented issues, and begin assessment and treatment planning with clients. Participants will become familiar with the initial stages of counseling, effective techniques for managing the interaction process, and the importance of self-awareness in the counselor.

PSYC 572. ADVANCED COUNSELING SKILLS. 4 Credits.
Pre-requisites: admission to graduate counseling program and PSYC 571.
This course provides a continued understanding and experiential practice of the skills needed to integrate theory into working with clients. Participants will become more familiar with the techniques connected to counseling theory for effecting change with clients. This course builds upon microskills acquired in counseling skills course.

PSYC 573. LEADERSHIP AND ADVOCACY IN PROFESSIONAL SCHOOL COUNSELING. 4 Credits.
Notes: for professionals with a master's degree.
This course will provide an understanding of the roles of the school counselor including leader and advocate. The course includes how to establish strategies to promote equity in student achievement and college access, core curriculum design, lesson plan development, classroom management strategies, and differentiated instructional strategies.

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. Diagnostic topics include historical influences, cultural variation, symptomology, etiology, developmental patterns and treatment approaches to various diagnostic.

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 577. PROFESSIONAL SCHOOL COUNSELING. 4 Credits.
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. Students will learn ways to collaborate with other school professionals and those in K-12 student's lives.

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 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 AND PROCESS. 4 Credits.
Pre-requisites: admission to the graduate counseling program.
Students will learn theoretical foundations of group counseling and group work, in addition to the dynamics associated with group process and development. Students will learn the characteristics and functions of effective group leaders by serving as facilitators of groups.

PSYC 585. 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 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. DIVERSITY COUNSELING. 3 Credits.
Pre-requisites: admission to the graduate 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 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 589. 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 590. 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 591. SUICIDE ASSESSMENT AND TREATMENT. 1 Credit.
Pre-requisites: admission to the graduate counseling program, or 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 592. EXPERIMENTAL COURSE. 1-5 Credits.

PSYC 593. 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 594. INDEPENDENT STUDY. 1-5 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 595. 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 596. 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 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 EDS program or Counseling MS 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.
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 in 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 focusses 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 focusses 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.

PUBH 695S. INTERNSHIP. 1-6 Credits.
Internship.

PUBH 696S. EXPERIMENTAL. 1-6 Credits.
Experimental.
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. 4 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: a 4-day backpacking trip is required to complete this course.
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.

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. 4 Credits.
Notes: fieldwork is part of the course requirements.
This course teaches advanced leadership and facilitation skills for group initiatives and team building activities. Topics discussed include 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.

RCLS 230. WHITESTREAM 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. 2 Credits.
Notes: taught fall and spring quarters.
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 AND TRAVEL. 4 Credits.
Pre-requisites: RCLS 206 or permission of the instructor.
Introduction to winter camping and modes of overnig travel such as snowshoeing 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 313. PUBLIC LANDS AND OUTDOOR RECREATION. 4 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 337. CRAFT BEER EVALUATION AND SERVICE. 2 Credits.
Notes: students will test to obtain their Mandatory Alcohol Servers Training (MAST) permit.
Pre-requisites: 21 years of age, ENGL 101 or equivalent.
The art of understanding craft beer is complex but a valuable skill for any professional. Craft beer comes in many different styles that has been influenced by a variety countries and brewing techniques. The craft beer appreciation and service course focuses on learning the essentials of craft beer, including: beer history, styles, origin, qualitative and quantitative characteristics of beer, ingredients, the brewing process, beer service, glassware, beer flavor and evaluation.

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. 4 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. 2 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.
Notes: upon successful completion of the Trainer Course participants will receive a Leave No Trace Trainer Certificate.
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, and give participants the tools and techniques for disseminating low-impact skills to recreationists.

RCLS 360. FACILITY PLANNING AND ENVIRONMENTAL DESIGN. 4 Credits.
Notes: field work is part of the requirement.
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.

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 373. CRAFT BEER EVALUATION AND SERVICE. 2 Credits.
Cross-listed: ENTP 373.
Notes: students will test to obtain their Mandatory Alcohol Servers Training (MAST) permit.
Pre-requisites: 21 years of age, ENGL 101 or equivalent.
The art of understanding craft beer is complex but a valuable skill for any professional. Craft beer comes in many different styles that has been influenced by a variety countries and brewing techniques. The craft beer appreciation and service course focuses on learning the essentials of craft beer, including: beer history, styles, origin, qualitative and quantitative characteristics of beer, ingredients, the brewing process, beer service, glassware, beer flavor and evaluation.
RCLS 375. WHITewater RAFTING GUIDe TECHNIQUeS. 4 Credits.
Notes: the class will raft the most difficult sections of the Spokane River weekly and conclude with a four-day river trip.
Pre-requisites: declared Outdoor Recreation Leadership major or permission of the 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.

RCLS 380. THEorY AND PRACTICE oF EXPERIENtIAL EDUCATION. 2 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. 4 Credits.
Notes: fieldwork is part of the requirement.
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.

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 class 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 programming 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 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 438. PROFESSIONAL ISSUES IN OUTDOOR RECREATION. 2 Credits.
Pre-requisites: senior standing and declared Outdoor Recreation Leadership major.
This course provides a foundation for many of the current professional issues in the field of outdoor recreation. Students will learn about current issues within outdoor recreation programs, outdoor education programs, public land management, and approaches to outdoor leadership. Students will learn about the professional opportunities that exist within the different sectors of the outdoor recreation industry and will help prepare them for their professional internship.

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. 4 Credits.
Pre-requisites: RCLS 455.
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.

RCLS 495. RECREATIONAL MANAGEMENT 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 a recreation and leisure 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.
RCLS 496. EXPERIMENTAL COURSE. 1-15 Credits.

RCLS 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
Periodically scheduled special workshops deal with aspects of recreation and leisure services.

RCLS 498. SEMINAR. 1-5 Credits.
Periodically scheduled special seminars deal with aspects of recreation and leisure services.

RCLS 499. DIRECTED STUDY. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Selected problems in the field of recreation and leisure services.

RCLS 542. SEMINAR. 1-5 Credits.

RCLS 599. INDEPENDENT STUDY. 1-10 Credits.
SCIENCE EDUCATION (SCED)

SCED 196. EXPERIMENTAL COURSE. 1-6 Credits.
Experimental.

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: junior standing or permission of instructor.
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.
Experimental.

SCED 399. DIRECTED STUDY. 1-5 Credits.

SCED 490. SCIENCE TEACHING CAPSTONE AND PRACTICUM. 5 Credits.
Notes: This is a professional development course for students planning to be middle level and secondary science teachers and is offered each winter quarter when students are in classrooms 18hrs/week. It is a requirement 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 and secondary science teachers as recommended by the state of Washington. In addition curriculum and teaching practice will align with the Next Generation Science Standards (NGSS) and edTPA (an externally evaluated portfolio assessment pre-service teachers must complete and pass for certification) requirements.

SCED 499. DIRECTED STUDY. 1-5 Credits.
SOCIOLOGY (SOCI)

SOCI 101. INTRODUCTION TO SOCIOLOGY. 5 Credits.
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: sophomore standing.
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.
This course offers a sociological examination of the system of racial and ethnic inequalities from a global perspective. It will introduce students to 1. relevant sociological concepts and theories, 2. an overview of historical and contemporary development of racial inequalities, and 3. sociological research in this area of study.

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. SOCIOLOGY 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. DIRECTED STUDIES. 1-5 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Directed Study.

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 485. SOCIOLOGY OF REVOLUTIONS. 5 Credits.
Pre-requisites: SOCI 101.
Revolution is a rapid, widespread and deep transformation 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: SOCI 101.
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: 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 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 465 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.
SOCIAL STUDIES (SOST)

SOST 196. EXPERIMENTAL COURSE. 1-5 Credits.
SOST 199. SPECIAL STUDIES. 1-5 Credits.
SOST 299. DIRECTED STUDY. 1-5 Credits.
SOST 390. SOCIAL STUDIES METHODS AND CLASSROOM MANAGEMENT. 4 Credits.
**Pre-requisites:** must complete HIST 103, HIST 111, HIST 112, HIST 204, each with a grade ≥B-, before registering.
This course will address teaching methods, classroom management, and lesson plan development specific to Social Studies Education.
SOST 396. EXPERIMENTAL COURSE. 1-5 Credits.
SOST 399. DIR STUDY. 1-5 Credits.
SOST 400. SOCIAL STUDIES EDUCATION CURRICULUM AND ASSESSMENT. 3 Credits.
**Pre-requisites:** must complete SOST 390 with a grade ≥B- before registering.
This course will address curriculum development and assessment specific to Social Studies Education.
SOST 490. SENIOR CAPSTONE SOCIAL STUDIES EDUCATION. 4 Credits.
**Pre-requisites:** must complete SOST 390 with a grade ≥B- before registering.
**Satisfies:** a university graduation requirement—senior capstone.
This course will include a quarter-long research project that addresses theories, methods, and content for Social Studies Education curriculum.
SOST 495. INTERNSHIP. 1-5 Credits.
SOST 496. EXPERIMENTAL COURSE. 1-5 Credits.
SOST 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.
SOST 498. SEMINAR. 1-5 Credits.
SOST 499. DIRECTED STUDY. 1-5 Credits.
**Pre-requisites:** permission of the instructor and the department chair and college dean.
SOST 596. EXPERIMENTAL COURSE. 1-5 Credits.
SOST 599. INDEPENDENT STUDY. 1-5 Credits.
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 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.

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 415. INTRODUCTION TO PALLIATIVE CARE. 4 Credits.
Cross-listed: AGST 415.
Pre-requisites: junior standing.
Palliative care is an interdisciplinary and holistic approach for those with a life threatening illness. It aims to improve the quality of life of patients and their families through prevention, psychological and spiritual care. This course will focus on identifying gaps in end of life care and emerging models of palliative care, assessing the psychological, medical, and spiritual needs of someone living with illness, while emphasizing the importance of cultural sensitivity in service delivery.

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 424. INTERNATIONAL SOCIAL WORK. 4 Credits.
Notes: may be repeated for credit when title varies.
Pre-requisites: permission of instructor.
This variable topic course will provide students with a cross cultural experience in which they will learn about another culture, social development and various ideologies of social welfare. Students will learn about social development strategies intended to address specific social problems and social justice issues.

SOWK 425. FAMILY VIOLENCE. 4 Credits.
Cross-listed: GWSS 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 approaches are discussed.

SOWK 429. SOCIAL WORK IN HEALTH CARE. 4 Credits.
Notes: may be stacked with SOWK 539.
Pre-requisites: seniors and graduate students in the School of Social Work and related fields.
This course will provide knowledge and understanding of direct social work practice in various health care settings. 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 play in social work health care practice is emphasized. Self-awareness as a medical social worker is explored.
SOWK 437. INDIAN CHILD WELFARE. 5 Credits.
Cross-listed: IDST 437.
Notes: The Indian Child Welfare Act of 1978 (ICWA, United States Code Title 25, §1901-1963) is central to this course and child welfare practice.
Pre-requisites: ENGL 101.
Satisfies: a university graduation requirement—diversity.
This course meets diversity criteria by examining movements that shape or challenge systems of power, privilege, oppression, and colonization. American Indians challenged state removal of their children resulting in federal law affirming tribal rights to protect families and children. Indian Child Welfare (ICW) covers legal, historical, and cultural issues applying to work with American Indian and Alaska Native families. Tribal and state child welfare perspectives are needed to understand ICW.

SOWK 445. BEHAVIORAL AND COGNITIVE BEHAVIORAL INTERVENTIONS. 4 Credits.
Pre-requisites: SOWK 475.
This course introduces participants to the theory and practice of behavioral and cognitive behavioral intervention. This course facilitates participants understanding of key concepts of applied behavior analysis, including behavioral assessment, behavioral interventions 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 identifying self-defeating cognitions and cognitive restructuring. Participants should come to understand behavioral and cognitive behavioral interventions as individualized approaches to practice. The applied nature of this course requires a commitment from participants to attend all class sessions during this course.

SOWK 448. LGBTQ ISSUES FOR THE PROFESSIONAL. 4 Credits.
Cross-listed: GWSS 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 449. GRIEF, LOSS AND RESILIENCE. 4 Credits.
Cross-listed: AGST 449.
Notes: may be stacked with SOWK 549.
Pre-requisites: junior standing.
Grief and loss are woven throughout the human experience. Helping professionals must be ready to deal with their own grief and loss as well as that of their clients. Losses may accompany forms of addictions, disability, divorce, job loss, moves, placement disruptions, relationship breaks and death. Grief is a spectrum of emotions experienced in response to loss. Students will learn about the varied presentations of grief, theories of grief, what supports can be employed for healthy grief.

SOWK 452. GENDER AND SEXUAL ASSAULT. 4 Credits.
Cross-listed: GWSS 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, GWSS 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.
Notes: may be stacked with SOWK 574 or AGST 574.
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.

SOWK 468. 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 469. DATA ANALYSIS FOR SOCIAL WORK. 4 Credits.
Pre-requisites: BASW Major.
This course covers descriptive and inferential statistics. Students are introduced to software for data analysis.

SOWK 470. 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 471. HUMAN RIGHTS AND WOMEN'S RIGHTS. 4 Credits.
Cross-listed: GWSS 471.
Pre-requisites: junior standing.
The course examines the history of human rights and dignity using the declaration of rights by the United Nations, 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 examines strategies for furthering human rights on the global stage.

SOWK 472. SOCIAL WORK WITH VETERANS AND MILITARY FAMILIES. 4 Credits.
Notes: may be stacked with SOWK 564.
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 475. 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 understanding the connection between social problem, social policy, social resources, and community. Students will integrate coursework in a practice setting and process agency learning, the content of the seminar will likewise change. Continued emphasis on application and fit of social work values in the real world.

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.
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.
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 485. HOMELESSNESS: SERVICES, POLICIES AND NEW DIRECTIONS. 4 Credits.
Notes: may be stacked with SOWK 585.
Pre-requisites: junior standing.
This course will examine the issue of homelessness in America while highlighting demographics, causes and regional variations. Special attention will be paid to homelessness and related services within the state of Washington. Various service approaches will be examined, including: shelter and other supports designed to assist individuals and families cope with homelessness, transitional and other supportive housing programs, and homelessness prevention.

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 515. INTRODUCTION TO PALLIATIVE CARE. 4 Credits.
Cross-listed: AGST 515.
Pre-requisites: graduate standing.
Palliative care is an interdisciplinary and holistic approach for those who have a life threatening illness. It aims improve the quality of life of patients and their families through prevention, psychological and spiritual care, etc. This course will focus on identifying current gaps in end of life care and emerging models of palliative care, assessment of the psychological, medical, and spiritual needs of someone living with illness, the importance of cultural sensitivity in service delivery.

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 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 services.

SOWK 531. INTRODUCTION TO SOCIAL WELFARE AND POLICY. 4 Credits.
Pre-requisites: graduate standing in the MSW program or permission of the instructor.
The impact of the political economy on the social welfare system and the pursuit of social justice is the focus of this course. Social welfare history, social values, social policies, social institutions, and basic services and programs are explored, especially those that affect populations-at-risk.
The course develops understanding of the ways in which the social welfare system is both shaped by and influences political, economic, social, environmental and cultural forces.

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.

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 536. SPIRITUALITY AND SOCIAL WORK PRACTICE. 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 537. INDIAN CHILD WELFARE. 4 Credits.
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.
The course emphasizes bridging gaps between people through modeling of discourse and idea-sharing. The course emphasizes the development of a knowledge base and skills for promoting social justice for vulnerable and oppressed individuals and populations. A primary critical skill is the examination of one's own attitudes, biases and values, which students will be asked to demonstrate on a weekly basis and in every assignment.

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. GRIEF, LOSS AND RESILIENCE. 4 Credits.
Cross-listed: AGST 549.
Notes: may be stacked with SOWK 449.
Grief and loss are woven throughout the human experience. Helping professionals must be ready to deal with their own grief and loss as well as that of their clients. Losses may accompany forms of addictions, disability, divorce, job loss, moves, placement disruptions, relationship breaks and death. Grief is a spectrum of emotions experienced in response to loss. Students will learn about the varied presentations of grief, theories of grief, what supports can be employed for healthy grief.
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.

This course focuses on intervention and ongoing assessment as well as the evaluation phases of generalist social work practice. It provides didactic and experiential learning experiences relative to communication strategies, counseling/therapy skills, practice evaluation strategies, and supervision/consultation. At the completion of the course, students will have the ability to engage in generalist social work practice with individuals and families.

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 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, a strengths orientation, flexibility of approach, family empowerment, and support for families in their caregiving role.

SOWK 568. PROSEMINARS IN SOCIAL WELFARE POLICIES AND PROGRAMS. 4 Credits.
Pre-requisites: SOWK 525, SOWK 531 and 2 credits of SOWK 571; or SOWK 561.
This course examines social work as a policy-based profession and social workers as policy practitioners. Advanced seminars on current policy and program developments in contemporary areas of social welfare that impact populations at-risk, e.g. 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—are covered.

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 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.
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 585. HOMELESSNESS: SERVICES, POLICIES AND NEW DIRECTIONS. 4 Credits.
Notes: may be stacked with SOWK 485.
This course will examine the issue of homelessness in America while highlighting demographics, causes and regional variations. Special attention will be paid to homelessness and related services within the state of Washington. Various service approaches will be examined, including: shelter and other supports designed to assist individuals and families cope with homelessness, transitional and other supportive housing programs, and homelessness prevention.

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.

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. EXPERIMENTAL. 1-5 Credits.
Experimental.
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 HISPANIC CULTURES. 5 Credits.
Notes: taught in English, no knowledge of Spanish is required.
Satisfies: a BACR for humanities and arts.
This course examines cultural experiences (including ideas, attitudes, identities, problems and values) by studying, discussing and writing about various texts (cultural productions such as literature, film, visual art, podcasts, etc.).

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. INTERMEDIATE SPANISH AND CULTURE. 5 Credits.
Cross-listed: HONS 201.
Pre-requisites: SPAN 103 or equivalent.
Satisfies: a BACR for humanities and arts.
Students will develop the ability to communicate in Spanish at the intermediate/advanced ACTFL level, both orally and in writing. Students will also broaden their cultural awareness and critical thinking skills as they study, discuss, read and write about global and local themes depicted in authentic literature, film, art, podcasts and other cultural products. Students will use Spanish creatively in daily discussions and also when engaged in presentational, writing and real-world tasks.

SPAN 202. INTERMEDIATE SPANISH AND CULTURE. 5 Credits.
Pre-requisites: SPAN 201 or equivalent.
Satisfies: a BACR for humanities and arts.
Students will develop the ability to communicate in Spanish at the intermediate/advanced ACTFL level, both orally and in writing. Students will also broaden their cultural awareness and critical thinking skills as they discuss, read and write about global and local themes depicted in authentic literature, film, art, podcasts and other cultural products. Students will use the Spanish language creatively in daily discussions and also when engaged in presentational, writing, and real-world tasks.

SPAN 203. INTERMEDIATE SPANISH AND CULTURE. 5 Credits.
Cross-listed: HONS 203.
Pre-requisites: SPAN 202 or equivalent.
Satisfies: a BACR for humanities and arts.
Students will develop the ability to communicate in Spanish at the intermediate/advanced ACTFL level, both orally and in writing. Students will also broaden their cultural awareness and critical thinking skills as they study, discuss, read and write about global and local themes depicted in authentic literature, film, art, podcasts and other cultural products. Students will use the Spanish language creatively in daily discussions and also when engaged in presentational, writing, and real-world tasks.

SPAN 296. EXPERIMENTAL COURSE. 1-5 Credits.
SPAN 297. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 3-5 Credits.
SPAN 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.

SPAN 305. SPANISH CONVERSATION AND COMPOSITION. 3 Credits.
Pre-requisites: SPAN 201 or permission of the instructor.
This course encompasses a wide range of oral and written practice. Students will develop their cultural understanding of the Spanish world while targeting the four language skills through authentic material.

SPAN 310. ADVANCED GRAMMAR AND COMPOSITION. 3 Credits.
Pre-requisites: SPAN 203 or permission of the instructor.

SPAN 311. ADVANCED GRAMMAR AND COMPOSITION. 3 Credits.
Pre-requisites: SPAN 203 or permission of the instructor.

SPAN 312. SPANISH FOR HERITAGE SPEAKERS. 5 Credits.
Pre-requisites: being a heritage speaker; take an advanced placement test.
Satisfies: a university graduation requirement—diversity.
A grammar course oriented to Spanish heritage speakers. The course will concentrate on specific linguistic problems of the Hispanic population.

SPAN 313. SPANISH COMPOSITION FOR HERITAGE SPEAKERS. 5 Credits.
Notes: placement required through the Department of Modern Languages and Literatures.
Satisfies: a university graduation requirement—diversity.
A course oriented to Spanish Heritage Speakers. The course concentrates on specific linguistic (writing and reading) and cultural issues of the Heritage population in the USA.

SPAN 320. CULTURAL STUDIES IN SPAIN. 5 Credits.
Pre-requisites: SPAN 203 or permission of the instructor.
Satisfies: a university graduation requirement—diversity.
This course offers an overview of the heterogeneous cultural landscapes of Spain through history and at the present day. It focuses on key cultural themes (religion, identities, traditions, institutions etc.) through cultural and artistic expressions such as film, short stories, music, popular media artifacts, news, etc.
SPAN 321. CULTURAL STUDIES IN LATIN AMERICA. 5 Credits.
Pre-requisites: SPAN 203 or permission of the instructor.
Satisfies: a university graduation requirement—global studies.
The course examines cultural themes (art, identity, social movements, intellectual life, religion, education, environment, etc.) in Spanish American and Brazilian cultures. The term begins with a brief introduction to pre-Columbian Indigenous cultures, and a historical summary of the global contact caused by European conquests of Native Americans and enslavement of Africans. Primary emphasis is on 20th-21st century Latin American cultures. The course is attentive to matters of social justice.

SPAN 338. SURVEY OF SPANISH LITERATURE. 3 Credits.
Pre-requisites: SPAN 310 or SPAN 312.
Major works of literature from the Middle Ages to the present.

SPAN 339. SURVEY OF SPANISH-AMERICAN LITERATURE. 3 Credits.
Pre-requisites: SPAN 310 or SPAN 312.
Major works of literature from the period of the Colonies to the present.

SPAN 340. INTRODUCTION TO SPANISH LINGUISTICS. 3 Credits.
Pre-requisites: SPAN 310 and SPAN 311 or SPAN 312 and SPAN 313.
This course offers an introduction to the scientific study of Spanish. It will consist in an overview of descriptive linguistics: syntax, phonetics, semantics, sociolinguistics and some aspects of the history of the Spanish language. This class will also provide an exposure to the main issues in the area of language in contact and will examine a variety of Spanish dialects spoken in the United States.

SPAN 396. EXPERIMENTAL COURSE. 1-5 Credits.

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

SPAN 398. SEMINAR. 1-5 Credits.
Pre-requisites: SPAN 310 or SPAN 312.

SPAN 399. DIRECTED STUDY. 1-15 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.

SPAN 460. SPANISH POETRY. 3-5 Credits.
Notes: may be repeated.
Pre-requisites: SPAN 310 or SPAN 312.
Selected poems by Hispanic authors within a designated thematic or period framework. Content varies.

SPAN 473. POLITICAL AND PHILOSOPHICAL THOUGHT IN SPAIN. 3 Credits.
Pre-requisites: SPAN 310 or SPAN 312.
Readings and discussion of some of the most significant works by writers and thinkers in Spain.

SPAN 474. SPANISH TRAVEL NARRATIVE. 3-5 Credits.
Pre-requisites: SPAN 310 and SPAN 311 or SPAN 312 and SPAN 313 and SPAN 320; SPAN 321.
This course is a chronological exploration of the connections between travel narratives and the construction of Hispanic identity. Students continue to develop their cultural understanding of the Spanish speaking world while targeting the four language skills through material related to Spanish travel narratives.

SPAN 475. HISPANIC WOMEN WRITERS. 4 Credits.
Cross-listed: GWSS 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 writers writings 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.

SPAN 477. LATIN AMERICAN FILM. 3-5 Credits.
Pre-requisites: SPAN 310 and SPAN 311 or SPAN 312 and SPAN 313 and SPAN 320, SPAN 321.
This course reviews, discusses and analyzes the history of cinema in Latin America, major trends in Latin American cinema, and Latin American history and culture through its film production. Students have the opportunity to perform a variety of linguistic skills (reading, speaking, listening and writing).

SPAN 478. HISTORY OF THE SPANISH LANGUAGE. 3-5 Credits.
Pre-requisites: SPAN 310, SPAN 311, SPAN 312, SPAN 313, SPAN 320, SPAN 321.
This course serves as an introduction to the history of the Spanish language by presenting an overview of the diachronic evolution of the current Modern Spanish language from Latin. It adopts a descriptive historical perspective to explore phonological, lexical, syntactic, and semantic change. It also studies historical facts as well as the different languages that shaped the Spanish language through history: pre-Roman Iberian languages, Latin, Greek, Arabic, French, and indigenous languages of the Americas. A central concept of the course is the notion of linguistic 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.
### SPECIAL EDUCATION (SPED)

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Credits</th>
<th>Pre-requisites</th>
<th>Notes</th>
</tr>
</thead>
<tbody>
<tr>
<td>SPED 363</td>
<td>INTRODUCTION TO SPECIAL EDUCATION</td>
<td>4</td>
<td>ENGL 201; Overview of definitions, causes, characteristics and educational approaches concerning students with disabilities and exceptional students.</td>
<td></td>
</tr>
<tr>
<td>SPED 399</td>
<td>SPECIAL STUDIES</td>
<td>1-5</td>
<td>permission of the instructor, department chair and college dean; Subjects vary according to faculty and student interest.</td>
<td></td>
</tr>
<tr>
<td>SPED 412</td>
<td>INTRODUCTION TO EARLY CHILDHOOD SPECIAL EDUCATION</td>
<td>4</td>
<td>SPED 363 and admission to the Education program or declared an Early Childhood Special Education Minor; Overview of trends and services related to providing intervention for young children with disabilities (ages 0–8) and their families.</td>
<td></td>
</tr>
<tr>
<td>SPED 415</td>
<td>ADVOCATING FOR FAMILIES OF YOUNG CHILDREN WITH SPECIAL NEEDS</td>
<td>4</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>SPED 420</td>
<td>PRINCIPLES OF BEHAVIOR FOR STUDENTS WITH EXCEPTIONAL NEEDS</td>
<td>4</td>
<td>SPED 363 and admission to the Education program or declared a Special Education minor; Overview of principles of behavior change and how they apply to students with exceptional needs.</td>
<td></td>
</tr>
<tr>
<td>SPED 421</td>
<td>CLASSROOM MANAGEMENT IN SPECIAL EDUCATION SETTINGS</td>
<td>4</td>
<td>SPED 363 and admission to the Education program or declared a Special Education minor; Covers fundamental knowledge and experiences for assessing and developing effective management strategies in special education classrooms.</td>
<td></td>
</tr>
<tr>
<td>SPED 460</td>
<td>SPECIAL EDUCATION METHODS</td>
<td>4</td>
<td>SPED 363 and admission to the Education program or declared a special education minor or early childhood special education minor; Overview of the primary instructional and behavior management techniques needed to work successfully with persons with special needs.</td>
<td></td>
</tr>
<tr>
<td>SPED 461</td>
<td>SPECIALIZED INSTRUCTION FOR HIGH INCIDENCE DISABILITIES</td>
<td>4</td>
<td>SPED 363, SPED 420, SPED 460 and admission to the Education program; This course will give students the knowledge and skills to implement evidence-based academic intervention programs that are used with students with high incidence disabilities to teach reading, writing, spelling, and math. Specifically, students will learn to teach with Direct Instruction curricula such as Reading Mastery, Corrective Reading, Connecting Math Concepts, and Corrective Mathematics and other evidence-based instructional programs.</td>
<td></td>
</tr>
<tr>
<td>SPED 462</td>
<td>METHODS FOR TEACHING STUDENTS WITH AUTISM AND SEVERE DISABILITIES</td>
<td>4</td>
<td>SPED 363, SPED 420, SPED 460 and admission to the Education program; Covers instructional techniques used to teach skills to students with autism and severe disabilities.</td>
<td></td>
</tr>
<tr>
<td>SPED 465</td>
<td>METHODS AND ASSESSMENT IN EARLY CHILDHOOD SPECIAL EDUCATION</td>
<td>5</td>
<td>SPED 412; The purpose of this course is to provide students with information about the relationship between assessment and methods for instruction of infants and young children with disabilities. Students will review several early childhood assessment instruments and learn how to relate assessment to curriculum development in early childhood special education through intentionally planned, systematic procedures.</td>
<td></td>
</tr>
<tr>
<td>SPED 470</td>
<td>SPECIAL EDUCATION ASSESSMENT</td>
<td>4</td>
<td>SPED 363, SPED 420, SPED 460 and admission to the Education program; Covers how to evaluate, interpret, select, develop and use formal and informal assessment tools specifically for students with special needs.</td>
<td></td>
</tr>
<tr>
<td>SPED 480</td>
<td>INCLUSIONARY PRACTICES AND COLLABORATION</td>
<td>4</td>
<td>SPED 363, SPED 420, SPED 460, SPED 470 (or concurrent with SPED 470) and admission to the Education program; Covers information and skills needed to collaborate effectively with students, educators, parents and agencies to implement appropriate special education programs.</td>
<td></td>
</tr>
<tr>
<td>SPED 488</td>
<td>SPECIAL EDUCATION PRACTICUM</td>
<td>3</td>
<td>Permission of instructor; Students observe and demonstrate effective teaching practices in a special education setting.</td>
<td>graded Pass/Fail; must be completed twice for a total of 6 credits.</td>
</tr>
<tr>
<td>SPED 489</td>
<td>SPECIAL EDUCATION STUDENT TEACHING</td>
<td>16</td>
<td>SPED 490 and permission of instructor; Provides the student with teaching experience in a special education setting.</td>
<td>graded Pass/Fail.</td>
</tr>
<tr>
<td>SPED 490</td>
<td>SPECIAL EDUCATION CAPSTONE</td>
<td>4</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>SPED 491</td>
<td>SENIOR THESIS</td>
<td>4</td>
<td>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.</td>
<td></td>
</tr>
<tr>
<td>SPED 495</td>
<td>EXPERIENTIAL LEARNING</td>
<td>1-12</td>
<td>graded Pass/Fail. Individual learning and career development course with an off-campus internship contract coordinated through the Internship Program.</td>
<td></td>
</tr>
</tbody>
</table>
SPED 496. EXPERIMENTAL COURSE. 1-18 Credits.
SPED 497. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-10 Credits.
SPED 498. SEMINAR. 1-5 Credits.
SPED 499. DIRECTED STUDY. 1-10 Credits.
Pre-requisites: permission of the instructor, department chair and college dean.
Directed Study.

SPED 500. FOUNDATIONS OF SPECIAL EDUCATION. 4 Credits.
Pre-requisites: admission to the MEd Special Education program.
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 SPED 500 or taken concurrently with 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 or concurrent with SPED 500.
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 or concurrent with SPED 500.
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 or SPED 500 concurrently.
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.
**SUSTAINABILITY (SUST)**

**SUST 100. CONCEPTS IN SUSTAINABILITY. 4 Credits.**
Satisfies: a BACR for natural science.

This course introduces sustainability emphasizing ecosystems; environmental justice; and sustainable energy, food, water, and transportation systems. We will examine scientific processes in sustainability, introduce techniques for quantifying impacts, and learn to evaluate the scientific basis for sustainability claims.

**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.**
Cross-listed: CHEM 141.
Pre-requisites: MTHD 104 with a grade ≥C, or concurrent enrollment in MATH 114.
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.**
Cross-listed: GEOG 235.
Satisfies: a BACR for social sciences.

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 current state of technology in 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: ENGL 300, 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.

**SUST 336. GLOBAL CLIMATE CHANGE. 4 Credits.**
Pre-requisites: MTHD 104 and any college-level PHYS or CHEM course.

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 100 and junior or above status, or permission of the instructor.

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 395. INTERNSHIP. 1-5 Credits.**
Internship.

**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.

**SUST 495. INTERNSHIP. 1-5 Credits.**
Internship.
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: ENGL 300, 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.
TECHNOLOGY (TECH)

TECH 197. WORKSHOP, SHORT COURSE, CONFERENCE, SEMINAR. 1-5 Credits.

TECH 199. DIRECTED STUDY. 1-5 Credits.

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: ENGL 201 ≥C.
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 ≥C.
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 201 ≥C.
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.

TECH 398. SEMINAR. 1-5 Credits.

TECH 403. COMPUTER-AIDED DESIGN AND PROJECT MANAGEMENT. 4 Credits.
Pre-requisites: MATH 107, MATH 114, MATH 141, MATH 142, MATH 161, MATH 162, MATH 200 or MATH 208; ≥C.
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.
Notes: this course cannot be substituted for MENG 452 in degrees that require that class.
Pre-requisites: MATH 107, MATH 114, MATH 141, MATH 142, MATH 161, MATH 162, MATH 200 or MATH 208; ≥C.
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: PHYS 100, PHYS 110, PHYS 121, PHYS 131, PHYS 151; ENGL 201; MATH 107, MATH 114, MATH 141, MATH 142, MATH 161, MATH 162, MATH 200 or MATH 208; All ≥C.
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: ENGL 201 ≥C.
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.
Notes: this course cannot be substituted for METC 468 in degrees that require that class.
Pre-requisites: MATH 107, MATH 114, MATH 141, MATH 142, MATH 161, MATH 162, MATH 200 or MATH 208; ≥C.
Application and theory of quality control systems including development and use of process control charts, sampling, time and motion studies, and statistical analysis.

TECH 462. INDUSTRIAL SAFETY ENGINEERING. 4 Credits.
Pre-requisites: junior standing and ENGL 201 ≥C.
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, DNTEC 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. 4-6 Credits.
Cross-listed: APTC 491, CMTC 491, DNTEC 491, MNTC 491.
Pre-requisites: senior standing.
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, DNTEC 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.
**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.
This course focuses on the relationship of theatre to various cultures throughout history. Students will survey different periods, styles and genres of theatre through play reading, discussion and viewing and critiquing theatrical performances. Students are introduced to the various elements of the production process.

**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.
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.
# INDEX

**A**

| Academic Support                        | 400 |
| Accounting (ACCT)                       | 449 |
| Accreditations                          | 12  |
| Add-on Endorsement—Early Childhood Special Education | 56  |
| Add-on Endorsement—Elementary Education | 55  |
| Add-on Endorsement—General Science      | 207 |
| Add-on Endorsement—General Science      | 218 |
| Add-on Endorsement—General Science      | 236 |
| Add-on Endorsement—History              | 324 |
| Add-on Endorsement—Social Studies       | 324 |
| Add-on Endorsement—Special Education    | 56  |
| Addiction Studies                       | 277 |
| Addiction Studies (ADST)                | 452 |
| Administration, BOT, Faculty            | 428 |
| Admissions                              | 403 |
| Africana Studies                        | 365 |
| Africana Studies (AAST)                 | 447 |
| Aging Studies                           | 366 |
| Aging Studies (AGST)                    | 457 |
| American Indian Studies                 | 367 |
| American Sign Language (ASL)            | 468 |
| Anthropology                            | 300 |
| Anthropology (ANTR)                     | 458 |
| Applied Technology (APTC)               | 462 |
| Art                                     | 30  |
| Art (ART)                               | 463 |
| Art History (ARTH)                      | 467 |
| Athletic Training (ATTR)                | 469 |

**B**

| BA-Urban and Regional Planning          | 309 |
| BA—Addiction Studies                    | 278 |
| BA—Anthropology Major                   | 300 |
| BA—Art History Major                    | 30  |
| BAB—Business Analytics                  | 131 |
| BAB—Entrepreneurship                    | 133 |
| BAB—Finance Major                       | 134 |
| BAB—International Business Major        | 135 |
| BAB—Management Information Systems Major| 139 |

BAB—Management with General Business Option ........................................ 136
BAB—Management with Human Resource Management Option .......................... 137
BAB—Marketing Major ................................................................. 140
BAB—Professional Accounting Major .................................................... 141
BAB—Supply Chain Management Major .................................................... 142
BA—Chemistry/Biochemistry Major with General Option ............................ 209
BA—Children’s Studies ................................................................. 370
BA—Communication in Public Relations Option ........................................ 284
BA—Communication Sciences and Disorders Major .................................... 156
BA—Communication Studies ............................................................... 283
BA—Creative Writing ............................................................................. 76
BA—Criminal Justice Major .................................................................... 376
BAE—Bilingual/Elementary ....................................................................... 93
BAE—Bilingual/Secondary ........................................................................ 94
BAE—Biology/Secondary Major ................................................................ 205
BAE—Business and Marketing Education/Secondary ................................... 67
BAE—Chemistry/Biochemistry/Secondary Major ......................................... 210
BA—Economics Major ............................................................................... 293
BAE—Dual Endorsement Program in Special Education and Elementary Education | 45  |
BA—Educational Studies ........................................................................... 45
BAE—Early Childhood Ed & Early Childhood Special Ed .............................. 48
BAE—Early Childhood Education P-K—Third Grade ................................... 46
BAE—Earth and Space Science/Secondary Major ........................................ 235
BAE—Elementary Education Major ............................................................ 49
BAE—English Education-Secondary ........................................................... 79
BAE—Health and Physical Education/Elementary ........................................ 189
BAE—Health and Physical Education/Secondary ......................................... 190
BAE—Literacy, Reading and Writing/Elementary Major ............................. 50
BAE—Literacy, Reading and Writing/Secondary Major ............................... 52
BAE—Mathematics/Elementary Major ......................................................... 248
BAE—Mathematics/Elementary Major and Middle Level Endorsement Option | 249 |
BAE—Mathematics/Middle Level Endorsement Major .................................. 250
BAE—Mathematics/Secondary Major ......................................................... 251
BAE—Natural Science Education-Middle Level Science ......................... 268
BA—English as a Second Language ............................................................ 99
BA—English Studies ............................................................................... 73
BAE—Physics/Secondary Major ............................................................... 272
BAE—Social Studies Elementary Major .................................................... 320
BAE—Social Studies Secondary Major ...................................................... 321
BAE—Spanish/Elementary Major ............................................................... 95
BAE—Spanish/Secondary Major ............................................................... 96
<table>
<thead>
<tr>
<th>BA–Transition To Teaching</th>
<th>53</th>
</tr>
</thead>
<tbody>
<tr>
<td>BA–Visual Arts/Elementary Major</td>
<td>32</td>
</tr>
<tr>
<td>BA–Visual Arts/Secondary Major</td>
<td>34</td>
</tr>
<tr>
<td>BA–Film Major</td>
<td>123</td>
</tr>
<tr>
<td>BA–Gender, Women's and Sexuality Studies</td>
<td>296</td>
</tr>
<tr>
<td>BA–Geography Major</td>
<td>303</td>
</tr>
<tr>
<td>BA–Geology Major</td>
<td>242</td>
</tr>
<tr>
<td>BA–Health Services Administration Long Term Care Option</td>
<td>170</td>
</tr>
<tr>
<td>BA–Health Services Administration Major</td>
<td>169</td>
</tr>
<tr>
<td>BA–History Major</td>
<td>316</td>
</tr>
<tr>
<td>BA–Humanities Major</td>
<td>81</td>
</tr>
<tr>
<td>BA–Interdisciplinary Studies</td>
<td>326</td>
</tr>
<tr>
<td>BA–Interdisciplinary Studies: Africana Studies</td>
<td>327</td>
</tr>
<tr>
<td>BA–Interdisciplinary Studies: Liberal Arts</td>
<td>328</td>
</tr>
<tr>
<td>BA–Interdisciplinary Studies: Prior Learning</td>
<td>328</td>
</tr>
<tr>
<td>BA–International Affairs Major with a Global Public Policy Concentration</td>
<td>343</td>
</tr>
<tr>
<td>BA–International Affairs Major with a Global Security Processes Concentration</td>
<td>344</td>
</tr>
<tr>
<td>BA–International Affairs Major with a Global Socio-Economic Concentration</td>
<td>345</td>
</tr>
<tr>
<td>BA–Journalism: News Editorial Major Option</td>
<td>83</td>
</tr>
<tr>
<td>BA–Military Science Major</td>
<td>331</td>
</tr>
<tr>
<td>BA–Music</td>
<td>107</td>
</tr>
<tr>
<td>BA–Music Technology and Entrepreneurship</td>
<td>108</td>
</tr>
<tr>
<td>BA–Musical Theatre</td>
<td>109</td>
</tr>
<tr>
<td>BA–Musical Theatre</td>
<td>109</td>
</tr>
<tr>
<td>BA–Outdoor Recreation Leadership</td>
<td>185</td>
</tr>
<tr>
<td>BA–Philosophy Major</td>
<td>102</td>
</tr>
<tr>
<td>BA–Physics Major</td>
<td>271</td>
</tr>
<tr>
<td>BA–Political Science</td>
<td>338</td>
</tr>
<tr>
<td>BA–Political Science with Pre-Law Option</td>
<td>339</td>
</tr>
<tr>
<td>BA–Psychology Major</td>
<td>350</td>
</tr>
<tr>
<td>BA–Recreation and Tourism Management</td>
<td>186</td>
</tr>
<tr>
<td>BA–Social Work Major</td>
<td>363</td>
</tr>
<tr>
<td>BA–Sociology Major</td>
<td>378</td>
</tr>
<tr>
<td>BA–Spanish Major</td>
<td>92</td>
</tr>
<tr>
<td>BA–Studio Art Major</td>
<td>31</td>
</tr>
<tr>
<td>BA–Technical Communication</td>
<td>88</td>
</tr>
<tr>
<td>BA–Theatre Major</td>
<td>127</td>
</tr>
<tr>
<td>BA–Therapeutic Recreation</td>
<td>187</td>
</tr>
<tr>
<td>BCS–Computer Science Major</td>
<td>221</td>
</tr>
<tr>
<td>BDes–Visual Communication Design</td>
<td>233</td>
</tr>
<tr>
<td>BFA–Studio Art Major</td>
<td>35</td>
</tr>
<tr>
<td>BFA–Visual Communication Design</td>
<td>36</td>
</tr>
<tr>
<td>Biology</td>
<td>200</td>
</tr>
<tr>
<td>Biology (BIOL)</td>
<td>475</td>
</tr>
<tr>
<td>BM–Jazz</td>
<td>111</td>
</tr>
<tr>
<td>BM–Music Composition</td>
<td>113</td>
</tr>
<tr>
<td>BME–Music Education</td>
<td>116</td>
</tr>
<tr>
<td>BM–Instrumental Performance</td>
<td>110</td>
</tr>
<tr>
<td>BM–Piano Performance</td>
<td>114</td>
</tr>
<tr>
<td>BM–Vocal Performance</td>
<td>115</td>
</tr>
<tr>
<td>BS–Applied Developmental Psychology Major</td>
<td>352</td>
</tr>
<tr>
<td>BS–Applied Technology</td>
<td>258</td>
</tr>
<tr>
<td>BS–Biology Major</td>
<td>202</td>
</tr>
<tr>
<td>BS–Biology Major with Biotechnology Option</td>
<td>203</td>
</tr>
<tr>
<td>BS–Biology Major with Pre-Medicine/Pre-Dentistry Option</td>
<td>204</td>
</tr>
<tr>
<td>BS–Chemistry/Biochemistry Major with Biochemistry Option</td>
<td>211</td>
</tr>
<tr>
<td>BS–Chemistry/Biochemistry Major with Forensic Science Option</td>
<td>213</td>
</tr>
<tr>
<td>BS–Chemistry/Biochemistry Major with Pre-Med/Pre-Dent/Pre-Vet Option</td>
<td>214</td>
</tr>
<tr>
<td>BS–Chemistry/Biochemistry Major with Professional Option</td>
<td>215</td>
</tr>
<tr>
<td>BS–Chemistry/Biochemistry Major with Standard Option</td>
<td>216</td>
</tr>
<tr>
<td>BS–Computer Science Major</td>
<td>222</td>
</tr>
<tr>
<td>BS–Construction Management Technology</td>
<td>259</td>
</tr>
<tr>
<td>BS–Data Analytics</td>
<td>143</td>
</tr>
<tr>
<td>BS–Data Science</td>
<td>231</td>
</tr>
<tr>
<td>BS–Dental Hygiene Major</td>
<td>159</td>
</tr>
<tr>
<td>BS–Economics Major</td>
<td>294</td>
</tr>
<tr>
<td>BS–Entrepreneurial Analytics</td>
<td>144</td>
</tr>
<tr>
<td>BS–Environmental Science Major with Environmental Biology Option</td>
<td>237</td>
</tr>
<tr>
<td>BS–Environmental Science Major with Environmental Chemistry Option</td>
<td>238</td>
</tr>
<tr>
<td>BS–Environmental Science Major with Environmental Geology Option</td>
<td>240</td>
</tr>
<tr>
<td>BS–Environmental Science Major with Environmental Geology Option</td>
<td>240</td>
</tr>
<tr>
<td>BS–Exercise Science</td>
<td>192</td>
</tr>
<tr>
<td>BS–Geology Major</td>
<td>243</td>
</tr>
<tr>
<td>BS–Health Informatics Technology and Management</td>
<td>165</td>
</tr>
<tr>
<td>BS–Health Psychology</td>
<td>353</td>
</tr>
<tr>
<td>BS–Health Science</td>
<td>167</td>
</tr>
<tr>
<td>BS–Journalism: Public Relations Major</td>
<td>84</td>
</tr>
<tr>
<td>BS–Manufacturing Technology, DFM Option</td>
<td>261</td>
</tr>
<tr>
<td>BS–Manufacturing Technology, Process Option</td>
<td>262</td>
</tr>
<tr>
<td>BS–Mathematics Major</td>
<td>252</td>
</tr>
<tr>
<td>BS–Mechanical Engineering</td>
<td>263</td>
</tr>
<tr>
<td>BS–Mechanical Engineering Technology</td>
<td>264</td>
</tr>
</tbody>
</table>
College of Health Science and Public Health ........................................... 153
College of Science, Technology, Engineering & Mathematics ............... 199
College of Social Sciences .............................................................. 276
Communication Sciences and Disorders ........................................... 154
Communication Sciences and Disorders (CMSD) ............................. 495
Communication Studies ............................................................... 282
Communication Studies (CMST) ......................................................... 499
Computer Literacy (CPLA) .............................................................. 507
Computer Science & Electrical Engineering .......................................... 220
Computer Science (CSCD) ............................................................... 515
Construction Management Technology (CMTC) ................................ 505
Core - Social and Behavioral Science (CSBS) ..................................... 514
Core Social and Behavioral Science .................................................. 292
Course Listing Index ........................................................................... 446
Creative Writing ............................................................................... 76
Creative Writing (CRWR) ................................................................. 511
Criminal Justice .............................................................................. 376
Criminal Justice (CRIM) ................................................................. 508
Critical GIS & Public Anthropology (GIPA) ......................................... 587

Data Science ................................................................................. 231
Decision Science (DSCI) ................................................................... 531
Dental Hygiene .............................................................................. 159
Dental Hygiene (DNHY) .................................................................. 526
Dentistry ....................................................................................... 164
Design .......................................................................................... 233
Design (DES) .................................................................................. 523
Design Technology (DNTC) ............................................................. 530
Disability Studies ........................................................................... 373
Disability Studies (DSST) ................................................................ 533
DPT–Physical Therapy ..................................................................... 180

Earth and Space Science ................................................................. 235
Economics ....................................................................................... 293
Economics (ECON) ......................................................................... 535
EDD–Educational Leadership ............................................................. 57
EdS–Psychology (Hybrid or Online) ................................................... 355
Education ....................................................................................... 40
Education (EDUC) .......................................................................... 538
Electrical Engineering, Bachelor of Science (BS) ................................ 224
Electrical Engineering (EENG) ......................................................... 553
English ........................................................................................... 71

BS–On-line–Dental Hygiene, Degree Completion .................................... 161
BS–Physics Major ............................................................................. 273
BS–Public Health .............................................................................. 193
Business Administration .................................................................... 130
Business Administration (BADM) ....................................................... 472
Business and Marketing Education .................................................... 67
Business Education (BUED) ................................................................ 483

C
Career and Technical Education (CTED) ............................................. 522
Career Services (CRSV) ................................................................. 510
Catalog Archives ............................................................................. 10
Certificate–Teaching English as a Second Language ......................... 100
Certificate–Addiction Studies Suicide Assessment, Treatment and Management ......................................................... 279
Certificate–Aging Studies ................................................................ 366
Certificate–Applied Ethics and Practical Philosophy ......................... 103
Certificate–Behavioral Health Support Specialist ............................... 355
Certificate–Career and Technical Education ....................................... 69
Certificate–Child and Family Support ................................................ 371
Certificate–Cisco Network I ............................................................. 267
Certificate–Corporate Training ........................................................ 69
Certificate–Critical Cultural Competency ......................................... 301
Certificate–Disability Studies ............................................................ 373
Certificate–Diversity and Inclusion ..................................................... 365
Certificate–Geographic Information Systems ..................................... 304
Certificate–Leadership .................................................................... 286
Certificate–Lower Elementary Math .................................................. 255
Certificate–Palliative Care ................................................................ 366
Certificate–Public Policy and Administration ..................................... 341
Certificate–Unmanned Aerial Systems (UAS) .................................. 245
Certificate–User Experience Design .................................................. 234
Certificate–Wetlands Science and Management Certificate ................ 305
Chemistry and Biochemistry ............................................................ 209
Chemistry and Biochemistry (CHEM) .............................................. 488
Chicana and Chicano Studies (CHST) ............................................... 493
Chicana/o/x Studies ......................................................................... 368
Children’s Studies .......................................................................... 370
Children’s Studies (CDST) .............................................................. 484
Chinese (CHIN) ............................................................................. 492
College Instruction (COIN) .............................................................. 506
College of Arts, Letters & Education ................................................. 29
College of Business ......................................................................... 129
| English as a Second Language .................................................. 99 |
| English as a Second Language (ESLG) ........................................ 565 |
| English Education ........................................................................ 79 |
| English (ENGL) .......................................................................... 556 |
| English Language Institute ......................................................... 381 |
| Entrepreneurship (ENTP) ............................................................. 563 |
| Environmental Science .................................................................. 237 |
| Environmental Science (ENVS) .................................................... 564 |
| EWU History ............................................................................... 13 |
| Exercise Science (EXSC) .............................................................. 566 |
| Exploring Majors .......................................................................... 382 |

| F |
| Film .......................................................................................... 123 |
| Film (FILM) ............................................................................... 567 |
| Finance (FINC) .......................................................................... 569 |
| Food and Nutrition/Dietetics ....................................................... 164 |
| Food and Nutrition/Dietetics (FNDT) ............................................ 570 |
| French (FREN) ........................................................................... 571 |

| G |
| Gender and Women's Studies (GWSS) ......................................... 573 |
| Gender, Women's, & Sexuality Studies ....................................... 296 |
| General Modern Languages (GNML) .......................................... 589 |
| Geography .................................................................................. 303 |
| Geography, Anthropology and Planning ...................................... 299 |
| Geography (GEOG) .................................................................... 577 |
| Geology ..................................................................................... 242 |
| Geology (GEOL) ......................................................................... 582 |
| German (GERM) ......................................................................... 585 |
| Graduate Certificate and Post-Master's Certificate—Teaching of Writing ................................. 75 |
| Graduate Certificate, Big Data ..................................................... 228 |
| Graduate Certificate, Computer Graphics and Visualization .......... 228 |
| Graduate Certificate, Embedded Systems .................................... 228 |
| Graduate Certificate, Modeling and Simulation ............................ 229 |
| Graduate Certificate, Network Security ........................................ 229 |
| Graduate Certificate, Parallel and Cloud Computing .................... 230 |
| Graduate Certificate—Addiction Studies ...................................... 280 |
| Graduate Certificate—Addiction Studies Licensed Professionals ...... 281 |
| Graduate Certificate—College Instruction ..................................... 64 |
| Graduate Certificate—Disability Studies ....................................... 374 |
| Graduate Certificate—Early Childhood Education ......................... 64 |
| Graduate Certificate—Geographic Information Systems ................. 305 |
| Graduate Certificate—Health Services Administration .................. 172 |
| Graduate Certificate—Human Anatomy and Physiology ................. 207 |
| Graduate Certificate—Literacy .................................................... 65 |
| Graduate Certificate—Mathematics, Middle-Level Mathematics Endorsement .............................. 255 |
| Graduate Certificate—Palliative Care ........................................... 366 |
| Graduate Certificate—Principal ................................................... 65 |
| Graduate Certificate—Public Management Development ............... 342 |
| Graduate Studies ......................................................................... 24 |
| Graduate Studies Academic Policies ............................................ 427 |
| Graduate—Executive Certificate in Tribal Planning ......................... 312 |
| Graduation Requirements ............................................................ 23 |

| H |
| Health Education (HLED) .......................................................... 597 |
| Health Science ........................................................................... 167 |
| Health Science (HSCI) ................................................................. 607 |
| Health Services Administration .................................................. 169 |
| Health Services Administration (HSAD) ....................................... 604 |
| History ....................................................................................... 313 |
| History (HIST) ........................................................................... 590 |
| Honors ....................................................................................... 383 |
| Honors (HONS) .......................................................................... 600 |
| Human Resource Management (HUMR) ........................................ 610 |
| Humanities ................................................................................ 81 |
| Humanities (HUMN) ................................................................... 608 |

| I |
| Indian Studies (IDST) .................................................................. 612 |
| Integrative Studies ....................................................................... 384 |
| Integrative Studies (ITGS) ........................................................... 617 |
| Interdisciplinary Studies ............................................................. 325 |
| Interdisciplinary Studies (ITDS) ................................................... 616 |
| International Affairs ..................................................................... 343 |
| International Affairs (INST) ......................................................... 614 |
| International Business (IBUS) ....................................................... 611 |
| Interprofessional Education (IPEC) .............................................. 615 |

| J |
| Japanese (JAPN) ......................................................................... 618 |
| Journalism .................................................................................. 83 |
| Journalism (JRNLM) .................................................................... 619 |

<p>| L |
| Linguistics ............................................................................... 86 |
| Locations .................................................................................. 14 |</p>
<table>
<thead>
<tr>
<th>Minor/Endorsement</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td>MA–Adult Education Option</td>
<td>57</td>
</tr>
<tr>
<td>MA–Curriculum and Instruction Option</td>
<td>58</td>
</tr>
<tr>
<td>MA–Early Childhood Education Option</td>
<td>58</td>
</tr>
<tr>
<td>MA–Educational Foundations Option</td>
<td>59</td>
</tr>
<tr>
<td>MA–Educational Leadership Option</td>
<td>60</td>
</tr>
<tr>
<td>MA–Educational Leadership with Principal Internship</td>
<td>61</td>
</tr>
<tr>
<td>MA–Literacy Option</td>
<td>61</td>
</tr>
<tr>
<td>MA–Master in Teaching (MIT): Elementary</td>
<td>62</td>
</tr>
<tr>
<td>MA–Master in Teaching (MIT): Secondary</td>
<td>63</td>
</tr>
<tr>
<td>MA–Special Education</td>
<td>63</td>
</tr>
<tr>
<td>MA–Addiction Studies</td>
<td>279</td>
</tr>
<tr>
<td>MA–Advanced Addiction Therapies</td>
<td>279</td>
</tr>
<tr>
<td>MA–Behavioral Health</td>
<td>280</td>
</tr>
<tr>
<td>MA–Child Life</td>
<td>372</td>
</tr>
<tr>
<td>MA–Critical GIS and Public Anthropology</td>
<td>302</td>
</tr>
<tr>
<td>MA–English with an Emphasis in Literature and Writing</td>
<td>74</td>
</tr>
<tr>
<td>MA–English with an Emphasis in Rhetoric and Technical Communication</td>
<td>74</td>
</tr>
<tr>
<td>MA–History</td>
<td>317</td>
</tr>
<tr>
<td>MA–Music</td>
<td>118</td>
</tr>
<tr>
<td>Management Information Systems (MISC)</td>
<td>634</td>
</tr>
<tr>
<td>Management (MGMT)</td>
<td>638</td>
</tr>
<tr>
<td>Manufacturing Technology (MNTC)</td>
<td>643</td>
</tr>
<tr>
<td>Marketing (MKTG)</td>
<td>639</td>
</tr>
<tr>
<td>Math - Developmental (MTHD)</td>
<td>628</td>
</tr>
<tr>
<td>Mathematics</td>
<td>246</td>
</tr>
<tr>
<td>Mathematics Education (MTED)</td>
<td>629</td>
</tr>
<tr>
<td>Mathematics (MATH)</td>
<td>621</td>
</tr>
<tr>
<td>MBA–Business Administration</td>
<td>147</td>
</tr>
<tr>
<td>MCS–Professional Computer Science</td>
<td>226</td>
</tr>
<tr>
<td>Mechanical Engineering &amp; Technology</td>
<td>257</td>
</tr>
<tr>
<td>Mechanical Engineering (MENG)</td>
<td>631</td>
</tr>
<tr>
<td>Mechanical Engineering Tech (METC)</td>
<td>636</td>
</tr>
<tr>
<td>MFA–Creative Writing</td>
<td>77</td>
</tr>
<tr>
<td>Military Science</td>
<td>330</td>
</tr>
<tr>
<td>Military Science (MLSC)</td>
<td>640</td>
</tr>
<tr>
<td>Minor/Add-on Endorsement–English/Secondary</td>
<td>80</td>
</tr>
<tr>
<td>Minor–Accounting</td>
<td>145</td>
</tr>
<tr>
<td>Minor–Addiction Counseling and Prevention</td>
<td>279</td>
</tr>
<tr>
<td>Minor–Africana Studies</td>
<td>365</td>
</tr>
<tr>
<td>Minor–Aging Studies (Interdisciplinary)</td>
<td>366</td>
</tr>
<tr>
<td>Minor–Anthropology</td>
<td>301</td>
</tr>
<tr>
<td>Minor–Applied Developmental Psychology</td>
<td>354</td>
</tr>
<tr>
<td>Minor–Applied Technology</td>
<td>266</td>
</tr>
<tr>
<td>Minor–Archeology</td>
<td>301</td>
</tr>
<tr>
<td>Minor–Art History</td>
<td>38</td>
</tr>
<tr>
<td>Minor–Art/Elementary or Secondary</td>
<td>38</td>
</tr>
<tr>
<td>Minor–Bilingual Education</td>
<td>97</td>
</tr>
<tr>
<td>Minor–Biology</td>
<td>206</td>
</tr>
<tr>
<td>Minor–Biological Sciences</td>
<td>206</td>
</tr>
<tr>
<td>Minor–Business Administration</td>
<td>145</td>
</tr>
<tr>
<td>Minor–Business Analytics</td>
<td>145</td>
</tr>
<tr>
<td>Minor–Chemistry/Biochemistry</td>
<td>217</td>
</tr>
<tr>
<td>Minor–Chemistry/Biochemistry Secondary</td>
<td>218</td>
</tr>
<tr>
<td>Minor–Chicana-Chicano Studies</td>
<td>368</td>
</tr>
<tr>
<td>Minor–Coaching</td>
<td>195</td>
</tr>
<tr>
<td>Minor–Communication Studies</td>
<td>286</td>
</tr>
<tr>
<td>Minor–Computer Information Systems</td>
<td>226</td>
</tr>
<tr>
<td>Minor–Computer Science Programming</td>
<td>226</td>
</tr>
<tr>
<td>Minor–Construction Management</td>
<td>266</td>
</tr>
<tr>
<td>Minor–Creative Writing</td>
<td>77</td>
</tr>
<tr>
<td>Minor–Criminal Justice</td>
<td>377</td>
</tr>
<tr>
<td>Minor–Cyber Security</td>
<td>226</td>
</tr>
<tr>
<td>Minor–Data Analytics</td>
<td>146</td>
</tr>
<tr>
<td>Minor–Design</td>
<td>234</td>
</tr>
<tr>
<td>Minor–Digital Entrepreneurship Development</td>
<td>146</td>
</tr>
<tr>
<td>Minor–Digital Entrepreneurship Experience</td>
<td>146</td>
</tr>
<tr>
<td>Minor–Disability Studies</td>
<td>373</td>
</tr>
<tr>
<td>Minor–Early Childhood Education</td>
<td>54</td>
</tr>
<tr>
<td>Minor–Early Childhood Special Education</td>
<td>54</td>
</tr>
<tr>
<td>Minor–Earth and Space Science/Secondary</td>
<td>236</td>
</tr>
<tr>
<td>Minor–English</td>
<td>74</td>
</tr>
<tr>
<td>Minor–English as a Second Language</td>
<td>100</td>
</tr>
<tr>
<td>Minor–Entrepreneurship</td>
<td>147</td>
</tr>
<tr>
<td>Minor–Environmental and Sustainability</td>
<td>55</td>
</tr>
<tr>
<td>Minor–Environmental Chemistry</td>
<td>218</td>
</tr>
<tr>
<td>Minor–Environmental Science</td>
<td>241</td>
</tr>
<tr>
<td>Minor–Experiential Education and Group Facilitation</td>
<td>195</td>
</tr>
<tr>
<td>Minor–Film General</td>
<td>124</td>
</tr>
<tr>
<td>Minor–Film Studies</td>
<td>124</td>
</tr>
<tr>
<td>Minor–French</td>
<td>98</td>
</tr>
<tr>
<td>Minor–Geography</td>
<td>304</td>
</tr>
<tr>
<td>Minor–Geology</td>
<td>244</td>
</tr>
<tr>
<td>Minor</td>
<td>Page</td>
</tr>
<tr>
<td>-----------------------------</td>
<td>------</td>
</tr>
<tr>
<td>Minor–Gastroenterology</td>
<td>266</td>
</tr>
<tr>
<td>Minor–German</td>
<td>98</td>
</tr>
<tr>
<td>Minor–Health Services Management</td>
<td>172</td>
</tr>
<tr>
<td>Minor–History</td>
<td>317</td>
</tr>
<tr>
<td>Minor–History/Secondary</td>
<td>323</td>
</tr>
<tr>
<td>Minor–Humanities</td>
<td>82</td>
</tr>
<tr>
<td>Minor–Indian Studies</td>
<td>367</td>
</tr>
<tr>
<td>Minor–Industrial Organizational (I/O) Psychology</td>
<td>354</td>
</tr>
<tr>
<td>Minor–Information Security Management</td>
<td>147</td>
</tr>
<tr>
<td>Minor–International Business</td>
<td>147</td>
</tr>
<tr>
<td>Minor–Japanese</td>
<td>98</td>
</tr>
<tr>
<td>Minor–Journalism</td>
<td>85</td>
</tr>
<tr>
<td>Minor–Library Media/Elementary or Secondary</td>
<td>55</td>
</tr>
<tr>
<td>Minor–Linguistics</td>
<td>86</td>
</tr>
<tr>
<td>Minor–Literacy, Reading and Writing Elementary or Secondary</td>
<td>55</td>
</tr>
<tr>
<td>Minor–Management Information Systems</td>
<td>147</td>
</tr>
<tr>
<td>Minor–Manufacturing</td>
<td>267</td>
</tr>
<tr>
<td>Minor–Mathematics</td>
<td>253</td>
</tr>
<tr>
<td>Minor–Mathematics/Elementary</td>
<td>254</td>
</tr>
<tr>
<td>Minor–Mathematics/Secondary</td>
<td>254</td>
</tr>
<tr>
<td>Minor–Mathematics/Secondary Middle Level Endorsement</td>
<td>254</td>
</tr>
<tr>
<td>Minor–Mechanical Engineering</td>
<td>267</td>
</tr>
<tr>
<td>Minor–Medical Anthropology</td>
<td>301</td>
</tr>
<tr>
<td>Minor–Military Science</td>
<td>333</td>
</tr>
<tr>
<td>Minor–Music</td>
<td>118</td>
</tr>
<tr>
<td>Minor–Natural Science Elementary</td>
<td>269</td>
</tr>
<tr>
<td>Minor–Natural Science Secondary</td>
<td>270</td>
</tr>
<tr>
<td>Minor–Personal Training</td>
<td>195</td>
</tr>
<tr>
<td>Minor–Philosophy</td>
<td>103</td>
</tr>
<tr>
<td>Minor–Physics</td>
<td>274</td>
</tr>
<tr>
<td>Minor–Physics/Secondary</td>
<td>274</td>
</tr>
<tr>
<td>Minor–Political Science</td>
<td>340</td>
</tr>
<tr>
<td>Minor–Psychology</td>
<td>354</td>
</tr>
<tr>
<td>Minor–Religious Studies</td>
<td>87</td>
</tr>
<tr>
<td>Minor–Screenwriting</td>
<td>125</td>
</tr>
<tr>
<td>Minor–Sexuality and Queer Studies</td>
<td>297</td>
</tr>
<tr>
<td>Minor–Sociology</td>
<td>379</td>
</tr>
<tr>
<td>Minor–Spanish</td>
<td>98</td>
</tr>
<tr>
<td>Minor–Special Education Minor</td>
<td>55</td>
</tr>
<tr>
<td>Minor–Sport Management</td>
<td>195</td>
</tr>
<tr>
<td>Minor–Studio Art</td>
<td>38</td>
</tr>
<tr>
<td>Minor–Technical Communication</td>
<td>89</td>
</tr>
<tr>
<td>Minor–Theatre</td>
<td>128</td>
</tr>
<tr>
<td>Minor–Theatre/Elementary or Secondary</td>
<td>128</td>
</tr>
<tr>
<td>Minor–Urban and Regional Planning</td>
<td>311</td>
</tr>
<tr>
<td>Minor–Web Application Development</td>
<td>226</td>
</tr>
<tr>
<td>Minor–Women’s and Gender Studies</td>
<td>298</td>
</tr>
<tr>
<td>Mission &amp; Vision</td>
<td>11</td>
</tr>
<tr>
<td>MM–Jazz Studies</td>
<td>119</td>
</tr>
<tr>
<td>MM–Music Education</td>
<td>119</td>
</tr>
<tr>
<td>MM–Performance</td>
<td>120</td>
</tr>
<tr>
<td>MN–Corporate Training</td>
<td>69</td>
</tr>
<tr>
<td>MN–Economics</td>
<td>295</td>
</tr>
<tr>
<td>MN–General Education Economics</td>
<td>295</td>
</tr>
<tr>
<td>Modern Languages, Literatures and Philosophy</td>
<td>90</td>
</tr>
<tr>
<td>MOT–Occupational Therapy</td>
<td>176</td>
</tr>
<tr>
<td>MPAcc–Professional Accounting</td>
<td>150</td>
</tr>
<tr>
<td>MPA–Public Administration</td>
<td>341</td>
</tr>
<tr>
<td>MPH–Public Health</td>
<td>181</td>
</tr>
<tr>
<td>MS–Applied Mathematics</td>
<td>256</td>
</tr>
<tr>
<td>MS–Athletic Training</td>
<td>196</td>
</tr>
<tr>
<td>MS–Biology Major</td>
<td>207</td>
</tr>
<tr>
<td>MS–Communication Sciences and Disorders</td>
<td>157</td>
</tr>
<tr>
<td>MS–Communication Studies with Cultural Communication Focus</td>
<td>288</td>
</tr>
<tr>
<td>MS–Communication Studies with Instructional Communication Focus</td>
<td>288</td>
</tr>
<tr>
<td>MS–Communication Studies with Organizational Communication Focus</td>
<td>289</td>
</tr>
<tr>
<td>MS–Communication Studies with Technological Communication Focus</td>
<td>290</td>
</tr>
<tr>
<td>MS–Computer Science</td>
<td>230</td>
</tr>
<tr>
<td>MS–Counseling, Mental Health Counseling</td>
<td>357</td>
</tr>
<tr>
<td>MS–Counseling, School Counseling</td>
<td>357</td>
</tr>
<tr>
<td>MS–Dental Hygiene</td>
<td>163</td>
</tr>
<tr>
<td>MS–Interdisciplinary</td>
<td>230</td>
</tr>
<tr>
<td>MS–Physical Education</td>
<td>197</td>
</tr>
<tr>
<td>MS–Psychology</td>
<td>358</td>
</tr>
<tr>
<td>MSW–Social Work</td>
<td>363</td>
</tr>
<tr>
<td>MSW–Social Work Advanced Standing</td>
<td>364</td>
</tr>
<tr>
<td>MURP–Urban and Regional Planning</td>
<td>311</td>
</tr>
<tr>
<td>Music</td>
<td>105</td>
</tr>
<tr>
<td>Music Ensemble (MUSE)</td>
<td>653</td>
</tr>
<tr>
<td>Music (MUSC)</td>
<td>644</td>
</tr>
</tbody>
</table>

N

Natural Science .......................................................... 268
<table>
<thead>
<tr>
<th>Section</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>Natural Science Education (NTSC)</td>
<td>656</td>
</tr>
<tr>
<td>Nursing</td>
<td>173</td>
</tr>
<tr>
<td>O</td>
<td></td>
</tr>
<tr>
<td>Occupational Therapy</td>
<td>174</td>
</tr>
<tr>
<td>Occupational Therapy (OCTH)</td>
<td>657</td>
</tr>
<tr>
<td>Operations Management (OPSM)</td>
<td>661</td>
</tr>
<tr>
<td>P</td>
<td></td>
</tr>
<tr>
<td>PB–Communication Sciences and Disorders</td>
<td>158</td>
</tr>
<tr>
<td>Philosophy</td>
<td>102</td>
</tr>
<tr>
<td>Philosophy (PHIL)</td>
<td>669</td>
</tr>
<tr>
<td>Physical Education (PHED)</td>
<td>664</td>
</tr>
<tr>
<td>Physical Therapy</td>
<td>179</td>
</tr>
<tr>
<td>Physical Therapy (PHTH)</td>
<td>671</td>
</tr>
<tr>
<td>Physics</td>
<td>271</td>
</tr>
<tr>
<td>Physics (PHYS)</td>
<td>674</td>
</tr>
<tr>
<td>Placement and Clearance Exams</td>
<td>407</td>
</tr>
<tr>
<td>Planning</td>
<td>307</td>
</tr>
<tr>
<td>Planning (PLAN)</td>
<td>677</td>
</tr>
<tr>
<td>Political Science, International Affairs and Public Administration</td>
<td>334</td>
</tr>
<tr>
<td>Political Science (POLI)</td>
<td>682</td>
</tr>
<tr>
<td>Post MS Certificate–School Counseling</td>
<td>358</td>
</tr>
<tr>
<td>Pre-Dentistry and Pre-Medicine</td>
<td>385</td>
</tr>
<tr>
<td>Pre-Engineering</td>
<td>386</td>
</tr>
<tr>
<td>Pre-Law</td>
<td>387</td>
</tr>
<tr>
<td>Pre-Pharmacy</td>
<td>387</td>
</tr>
<tr>
<td>Pre-Professional</td>
<td>385</td>
</tr>
<tr>
<td>Pre-Veterinary Medicine</td>
<td>388</td>
</tr>
<tr>
<td>Prior Learning–Sources of Credit</td>
<td>408</td>
</tr>
<tr>
<td>Psychology</td>
<td>348</td>
</tr>
<tr>
<td>Psychology (PSYC)</td>
<td>686</td>
</tr>
<tr>
<td>Public Administration (PADM)</td>
<td>662</td>
</tr>
<tr>
<td>Public Health</td>
<td>181</td>
</tr>
<tr>
<td>Public Health (PUBH)</td>
<td>696</td>
</tr>
<tr>
<td>R</td>
<td></td>
</tr>
<tr>
<td>Records and Registration</td>
<td>390</td>
</tr>
<tr>
<td>Recreation &amp; Leisure Services (RCLS)</td>
<td>698</td>
</tr>
<tr>
<td>Religious Studies</td>
<td>87</td>
</tr>
<tr>
<td>S</td>
<td></td>
</tr>
<tr>
<td>Science Education (SCED)</td>
<td>703</td>
</tr>
<tr>
<td>Social Studies</td>
<td>319</td>
</tr>
<tr>
<td>Social Studies (SOST)</td>
<td>707</td>
</tr>
<tr>
<td>Social Work</td>
<td>359</td>
</tr>
<tr>
<td>Social Work (SOWK)</td>
<td>708</td>
</tr>
<tr>
<td>Sociology</td>
<td>378</td>
</tr>
<tr>
<td>Sociology &amp; Justice Studies</td>
<td>375</td>
</tr>
<tr>
<td>Sociology (SOCI)</td>
<td>704</td>
</tr>
<tr>
<td>Spanish (SPAN)</td>
<td>717</td>
</tr>
<tr>
<td>Special Education (SPED)</td>
<td>719</td>
</tr>
<tr>
<td>Student &amp; Support Services</td>
<td>401</td>
</tr>
<tr>
<td>Sustainability</td>
<td>389</td>
</tr>
<tr>
<td>Sustainability (SUST)</td>
<td>721</td>
</tr>
<tr>
<td>T</td>
<td></td>
</tr>
<tr>
<td>Technical Communication</td>
<td>88</td>
</tr>
<tr>
<td>Technical Communication (TCOM)</td>
<td>722</td>
</tr>
<tr>
<td>Technology (TECH)</td>
<td>723</td>
</tr>
<tr>
<td>Theatre</td>
<td>126</td>
</tr>
<tr>
<td>Theatre and Film</td>
<td>122</td>
</tr>
<tr>
<td>Theatre (THTR)</td>
<td>725</td>
</tr>
<tr>
<td>Transfer Credit Evaluations</td>
<td>411</td>
</tr>
<tr>
<td>Tuition and Fees</td>
<td>413</td>
</tr>
<tr>
<td>U</td>
<td></td>
</tr>
<tr>
<td>Undergraduate Degree Requirements</td>
<td>16</td>
</tr>
<tr>
<td>Undergraduate Policies</td>
<td>425</td>
</tr>
<tr>
<td>University College</td>
<td>380</td>
</tr>
<tr>
<td>University Policies</td>
<td>414</td>
</tr>
<tr>
<td>University Studies (UNST)</td>
<td>728</td>
</tr>
<tr>
<td>W</td>
<td></td>
</tr>
<tr>
<td>Wellness and Movement Sciences</td>
<td>183</td>
</tr>
</tbody>
</table>